Grade 4: Module 1A
Overview
Module 1A focuses on building community by making connections between visual imagery, oral accounts, poetry, and written texts of various cultures, with a focus on the Haudenosaunee (Iroquois) culture. Students will determine a central idea and demonstrate how gathering information from a variety of sources can help us understand a central idea more fully. Module 1 also reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers. The module reinforces the fact that Native Americans—specifically the Iroquois (Haudenosaunee, People of the Longhouse)—were early inhabitants of the New York region and state, and continue to contribute to the region’s history.

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 literary texts (“Birth of the Haudenosaunee”, Two Row Wampum, and Frost’s “A Time to Talk”). Students will demonstrate their understanding by creating symbols and writing explanatory paragraphs about how they connect to the texts (W.4.11, RL.4.11).

In Unit 2, students read The Iroquois: The Six Nations Confederacy and view authentic video about the Haudenosaunee, to learn about how the community transcends time. At the end of Unit 2, students write an explanatory piece about how the lives of the Haudenosaunee people have changed and remained the same since the Europeans came to the continent, drawing evidence from two sources to support their claim (W.4.9). Unit 2 will also introduce an optional Independent Reading project that focuses on character development and connects to the other module texts.

Unit 3 consists of a read-aloud of Patricia Polacco’s The Keeping Quilt and a close reading of other texts to draw the module together. Students will use these texts, and what they have learned about symbols, culture and community, to create a “quilt” that defines the classroom community. Each student will create a symbol on a quilt square about themselves in the context of the classroom [how they can contribute to the classroom community/ what is required of them in order to make the classroom a peaceful community/ what community means]; write explanatory paragraphs about their quilt square, including how it was influenced by the module texts; and present it to the class as the performance task (W.4.2).

Guiding Questions And Big Ideas

- How can we use what we have learned about another community to help define what we want for our classroom community?
- Peace can be created and sustained through agreements and actions.
- Understanding a culture comes from studying stories, oral traditions, and symbols.

Performance Task

**Classroom Community Quilt**

This performance task gives students a chance to learn about each other and apply the knowledge they have gathered from the module to create a classroom community. Students will create a “quilt” that defines the classroom community, where each student creates a symbol on a quilt square about themselves [how they can contribute to the classroom community/ what is required of them in order to make the classroom a peaceful community/ what community means], write explanatory paragraphs about their quilt square, and present it to the class as the performance task. The three-part performance task centers on NYSP12 ELA Standards W.4.2, W.4.5, W.4.9, and L.4.3.
<table>
<thead>
<tr>
<th>NYSP12 CCLS Assessed in This Module: READING—LITERATURE</th>
<th>Long-Term Learning Targets</th>
</tr>
</thead>
</table>
| • RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | • I can explain what a text says using specific details from the text.  
• I can make inferences using specific details from the text. |
| • RL.4.2. Determine a theme of a story, drama, or poem from details in the text. | • I can determine the theme of a story or text. |
| • RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (*Independent Reading*) | • I can describe a story’s character or events using specific details from the text. |
| • RL.4.4. Determine the meaning of words and phrases as they are used in a text. | • I can determine word meanings in a text. |
| • RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying how each version reflects specific descriptions and directions in the text. | • I can make connections between symbols, images, texts, and oral presentations. |
| • RL.4.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures | • I can compare different versions of the same story. |

<table>
<thead>
<tr>
<th>NYSP12 CCLS Assessed in This Module: READING—Informational Text</th>
<th>Long-Term Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>• RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>• I can use details and examples to explain explicit information and inferences in informational text.</td>
</tr>
</tbody>
</table>
| • RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | • I can determine the main idea using specific details from the text.  
• I can summarize informational or persuasive text. |
| • RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | • I can explain the main points in a nonfiction text accurately.  
• I can support my explanation using specific details in the text. |
| • RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | • I can determine the meaning of academic words or phrases in an informational text.  
• I can determine the meaning of content words or phrases in an informational text. |
## NYSP12 CCLS Assessed in This Module: Informational Text

<table>
<thead>
<tr>
<th>Long-Term Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>- RL.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</td>
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<tr>
<td>- RL.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</td>
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</tbody>
</table>

## NYSP12 CCLS Assessed in This Module: Writing

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<thead>
<tr>
<th>Long-Term Learning Targets</th>
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<tr>
<td>- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</td>
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<tr>
<td>- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</td>
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<table>
<thead>
<tr>
<th>Long-Term Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>- I can describe the organizational structure in informational or persuasive text</td>
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<tr>
<td>- I can interpret information presented through charts, graphs, timelines, or websites.</td>
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<tr>
<td>- I can write an informative/explanatory text. I can write an informative/explanatory text that has a clear topic. I can group supporting facts together about a topic in an informative/explanatory text. I can develop the topic with facts, definitions, details, and quotations. I can use linking words and phrases (e.g., another, for example, also, because) to connect ideas within categories of information. I can use contextually specific language/vocabulary to inform about or explain a topic. I can construct a concluding statement or section of an informative/explanatory text.</td>
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<tr>
<td>- I can use the writing process to produce clear and coherent writing (with support).</td>
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</table>
### NYSP12 CCLS Assessed in This Module: Writing

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<thead>
<tr>
<th>Long-Term Learning Targets</th>
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<tr>
<td>• W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>• Apply grade 4 Reading standards to informational texts (e.g., &quot;Explain how an author uses reasons and evidence to support particular points in a text.&quot;).</td>
</tr>
<tr>
<td>• I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research.</td>
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<tr>
<td>• I can explain how an author uses reasons and evidence to support particular points in a text.</td>
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<tr>
<th>Long-Term Learning Targets</th>
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<tbody>
<tr>
<td>• W.4.11 Create and present a poem, narrative, play, artwork or literary view in response to a particular author or theme studied in class</td>
</tr>
<tr>
<td>• I can create artwork and explain how it connects to themes studied in class</td>
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### NYSP12 CCLS Assessed in This Module: SPEAKING AND LISTENING

<table>
<thead>
<tr>
<th>Long-Term Learning Targets</th>
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<tbody>
<tr>
<td>• L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
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<tr>
<td>• Choose words and phrases to convey ideas precisely.</td>
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<td>• I can express ideas using carefully chosen words.</td>
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<tr>
<th>Long-Term Learning Targets</th>
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<tr>
<td>• L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</td>
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<tr>
<td>• Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
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<tr>
<td>• I can use a variety of strategies to determine the meaning of words and phrases.</td>
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<tr>
<td>• I can use what the text says to help me to determine what a word or phrase means.</td>
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### Central Texts

1. “Birth of the Haudenosaunee” By Dehowädä-dih - Bradley Powless, Eel Clan, Onondaga Nation—included in module

2. Haudenosaunee Thanksgiving Address (excerpts)- included in module

3. Two Row Wampum – included in module

4. “A Time to Talk” by Robert Frost- included in module


6. Video: Recording our History [link to be added]


8. Video: “Life at Onondaga”-[link to be added]

9. *The Keeping Quilt* by Patricia Polacco (for teacher read aloud; only one copy needed); ISBN: 978-0-6898-4447-8

10. Other open-source texts- included in module

# Unit 1: Haudenosaunee: Consensus Building in Community

## Weeks 1-3

- Mystery Symbols: Gallery Walk of various symbols including those of the Haudenosaunee
- Hear and read historical Haudenosaunee texts and video
- Use maps for student reference.
- Read “Birth of the Haudenosaunee”
- View an introduction video from the Onondaga Nation that addresses oral tradition
- Read a poem about communication.

## Long-Term Targets

- I can explain what a text says using specific details from the text.
- I can explain the main points in a historical text accurately.
- I can effectively participate in discussion with my peers and adults.
- I can explain oral tradition

## Assessments

- Mid-Unit 1 Assessment: Independent reading about the Haudenosaunee Two Row Wampum story; make inferences; use specific details to answer questions about the text. (RI.4.1, RI.4.3, SL.4.1)
- End of Unit 1 Assessment: Write explanatory paragraph about student-created wampum belts and how it connects to the texts. (W.4.2 and SL.4.1)
### Week at a Glance

<table>
<thead>
<tr>
<th>Week</th>
<th>Instructional Focus</th>
<th>Long-Term Targets</th>
<th>Assessments</th>
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</thead>
</table>
| **Unit 2: Haudenosaunee: A Community that Transcends Time** | **Weeks 3-5**  
- Read *The Iroquois: The Six Nations Confederacy* with a focus on central ideas, supporting details, and context clues  
- View video of Haudenosaunee today  
- Read article about contemporary lacrosse players  
- Write explanatory paragraphs  |  
- I can determine the main idea using specific details from the text.  
- I can determine the meaning of academic words or phrases in an informational text.  
- I can write an informative/explanatory text.  |  
- Mid-Unit 2 Assessment: Independent reading regarding Iroquois and answering text-dependent questions. (RI.4.1, RI.4.2, W.4.8, W.4.2, SL.4.1)  
- End of Unit 2 Assessment: Using evidence from the texts and videos, describe how the lives of the Haudenosaunee have changed and stayed the same over time. (RI.4.1, RI.4.3, W.4.3)  |
| **Optional Independent Reading Project using *Eagle Song*** | **Weeks 3-5**  
- Introduce optional Independent Reading Project.  
  Write explanatory paragraphs  |  
- I can describe a story’s setting using specific details from text.  
- I can describe a story’s character using specific details from text.  
- I can determine the theme of a story or text.  
- I can effectively participate in a conversation with my peers and adults  |  
- Reading Packet  
- Students select one scene from *Eagle Song* in which the main character displays the beliefs of the Peacemaker and explain how the character is upholding traditional values using details from the texts. (RL.4.3, RL.4.11, W.4.9)  |
### Grade 4: Module 1A: Overview

#### Calendared Curriculum Map: Week at a Glance

<table>
<thead>
<tr>
<th>Week</th>
<th>Instructional Focus</th>
<th>Long-Term Targets</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3: Creating A Classroom Community</strong></td>
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<tr>
<td><strong>Week 6 - 7</strong></td>
<td>• Students will listen to a read aloud of Patricia Polacco’s “The Keeping Quilt”</td>
<td>• I can answer questions using evidence from the text.</td>
<td>• Mid-Unit 3: none</td>
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<tr>
<td></td>
<td>• With teacher support, students will close read and discuss other texts about global traditions</td>
<td>• I can determine the main idea using specific details from the text.</td>
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<td>• I can connect texts from different cultures around central ideas</td>
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<td>• I can effectively participate in discussions with my peers and adults.</td>
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<tr>
<td></td>
<td>• Students will create a symbol that represents themselves on a “quilt square”</td>
<td>• I can write an informative/explanatory text.</td>
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<tr>
<td></td>
<td>• Students will write a paragraph to explain their symbol</td>
<td>• I can express my ideas using carefully chosen words and symbols.</td>
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<tr>
<td></td>
<td>• Students will present their paragraph to the class</td>
<td>• I can use the writing process to produce clear and coherent writing.</td>
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<tr>
<td></td>
<td>• The class will build the quilt, react to it individually, and engage in a class discussion about what the quilt means and says about their community</td>
<td>• I can effectively present to my peers</td>
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<tr>
<td></td>
<td>• The students will connect aspects of their community (based on the quilt) to texts, visuals, and or videos they have studied in the units</td>
<td>• I can participate in discussions with my peers and adults.</td>
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<td></td>
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<td>• I can make connections between texts, visuals, and oral presentations.</td>
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<tr>
<td></td>
<td>• Students will use these texts, and what they have learned about symbols and community to create a “quilt” that defines the classroom community, where each student creates a symbol on a quilt square about themselves in the context of the classroom [how they can contribute to the classroom community/ what is required of them in order to make the classroom a peaceful community/ what community means], writes explanatory paragraphs about their quilt square, and presents it to the class. They will then link the message of their classroom quilt to texts, visuals, or videos they have studied in this module. (RL4.11, RI4.9, SL4.4, W4.2)</td>
<td>• End of Unit 3/Final Performance Task:</td>
<td></td>
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</tbody>
</table>
Grade 4: Module 1A
Recommended Texts

GRADE 4: MODULE 1A: RECOMMENDED TEXTS
Becoming a Close Reader and Writing to Learn:
Oral Tradition, Symbolism, Building Community
Students who have the opportunity to read engaging and accessible texts on a regular basis outside of class improve their fluency and academic vocabulary. The texts provided in the list below are recommendations for independent reading, but can also be used to supplement instruction, as read-alouds, and/or with book groups. The list is not exhaustive; coordination with school and community librarians to find culturally appropriate and contemporary texts that link to the ideas in this module is highly encouraged.

The texts, arranged alphabetically by author, are also labeled according to text type and Lexile. Please note that Lexile is only one measure of text complexity, and teachers must consider qualitative factors as well when recommending texts. For more information, see Appendix 1 of the Common Core State Standards.

The module also includes the option of the independent reading unit *Eagle Song* by Joseph Bruchac.

**Common Core Band Level Text Difficulty Ranges**

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
# GRADE 4: MODULE 1A: RECOMMENDED TEXTS

Becoming a Close Reader and Writing to Learn: Oral Tradition, Symbolism, Building Community

<table>
<thead>
<tr>
<th>Title</th>
<th>Author And Illustrator</th>
<th>Text Type</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tia Lola Stories</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><em>How Tia Lola Came to Visit Stay</em></td>
<td>Julia Alvarez</td>
<td>Literature</td>
<td>850</td>
</tr>
<tr>
<td><em>How Tia Lola Saved the Summer</em></td>
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</tr>
<tr>
<td><em>Return to Sender</em></td>
<td>Julia Alvarez</td>
<td>Literature</td>
<td>890</td>
</tr>
<tr>
<td><em>Hidden Roots</em></td>
<td>Joseph Bruchac</td>
<td>Literature</td>
<td>830</td>
</tr>
<tr>
<td><em>Thirteen Moons on Turtles Back: A Native American Year of Moons</em></td>
<td>Joseph Bruchac</td>
<td>Literature/Poetry</td>
<td>960</td>
</tr>
<tr>
<td><em>Red Bird Sings: The Story of Zitkala-Sa, Native American Author, Musician, and Activist</em></td>
<td>Gina Capaldi and Q.L. Pearce Gina Capaldi (illustrator)</td>
<td>Biography</td>
<td>940</td>
</tr>
<tr>
<td><em>A Boy Named Beckoning: The True Story of Dr. Carlos Montezuma, Native American Hero</em></td>
<td>Gina Capaldi</td>
<td>Biography</td>
<td>880</td>
</tr>
<tr>
<td><em>Dia’s Story Cloth: The Hmong People’s Journey of Freedom</em></td>
<td>Dia Cha and Cha Chue</td>
<td>Autobiography</td>
<td>1050</td>
</tr>
<tr>
<td><em>Guests</em></td>
<td>Michael Dorris</td>
<td>Literature</td>
<td>850</td>
</tr>
<tr>
<td><em>Sees Behind Trees</em></td>
<td>Michael Dorris</td>
<td>Literature</td>
<td>840</td>
</tr>
<tr>
<td><em>The Caribou Feed Our Soul</em></td>
<td>Pete Enzoe</td>
<td>Informational Text/story</td>
<td>NA (Grades 4-6)</td>
</tr>
<tr>
<td><em>The Birchbark House</em></td>
<td>Louise Erdrich</td>
<td>Literature</td>
<td>970</td>
</tr>
<tr>
<td><em>Sacagewea</em></td>
<td>Louise Erdrich</td>
<td>Literature</td>
<td>840</td>
</tr>
<tr>
<td><em>The Matchbox Diary</em></td>
<td>Paul Fleischman</td>
<td>Literature picture book</td>
<td>420</td>
</tr>
<tr>
<td><em>Homesick: My Own Story</em></td>
<td>Jean Fritz</td>
<td>Autobiography</td>
<td>860</td>
</tr>
<tr>
<td><em>Death of the Iron Horse</em></td>
<td>Paul Goble (author/illustrator)</td>
<td>Literature</td>
<td>550</td>
</tr>
<tr>
<td><em>The Woman who Lived with Wolves and Other Stories from the Tipi</em></td>
<td>Paul Goble (author/illustrator)</td>
<td>Literature, collection of stories</td>
<td>930</td>
</tr>
<tr>
<td><em>Off to Class: Incredible and Unusual Schools Around the World</em></td>
<td>Susan Hughes</td>
<td>Informational Text</td>
<td>950</td>
</tr>
<tr>
<td><em>Any Small Goodness: A Novel of the Barrio</em></td>
<td>Tony Johnston</td>
<td>Novel in vignettes</td>
<td>600</td>
</tr>
<tr>
<td><em>The Year of the Dog</em></td>
<td>Grace Lin</td>
<td>Literature</td>
<td>690</td>
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</table>
## Grade 4: Module 1A: Recommended Texts

### Becoming a Close Reader and Writing to Learn:
Oral Tradition, Symbolism, Building Community

<table>
<thead>
<tr>
<th>Title</th>
<th>Author And Illustrator</th>
<th>Text Type</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen’s Broom</td>
<td>Kelly Starling Lyons</td>
<td>Literature</td>
<td>610</td>
</tr>
<tr>
<td>Stitchin’ and Pullin’: A Gee’s Bend Quilt</td>
<td>Patricia C. McKissack</td>
<td>Literature (read aloud)</td>
<td>710</td>
</tr>
<tr>
<td>Cloudwalker: Contemporary Native American Stories</td>
<td>Joel Monture</td>
<td>Contemporary Fiction</td>
<td>880</td>
</tr>
<tr>
<td>The People Shall Continue</td>
<td>Simon Ortiz</td>
<td>Literature/Poetry/History</td>
<td>540</td>
</tr>
<tr>
<td>We Are Many: A Picture Book of American Indians</td>
<td>Doreen Rappaport, Van Wright and Hu</td>
<td>Literature</td>
<td>690</td>
</tr>
<tr>
<td>DK Eyewitness Books: North American Indian</td>
<td>David S. Murdoch</td>
<td>Informational Text</td>
<td>NA (Grades 4-6)</td>
</tr>
<tr>
<td>Sequoyah: The Cherokee Man Who Gave His People Writing</td>
<td>James Rumford Anna Sixkiller Huckaby (Cherokee translator)</td>
<td>Informational Text (picture book)</td>
<td>700</td>
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<tr>
<td>Tales from Big Spirit Series:</td>
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<td>The Ballad of Nancy April: Shawnadithit</td>
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<td>The Land of Os: John Ramsay</td>
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<td>The Poet: Pauline Johnson</td>
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<td>The Rebel: Gabriel Dumont</td>
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<td>The Scout: Tommy Prince</td>
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<td>The Peacemaker: Thanadelthur</td>
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<tr>
<td>Brother Eagle, Sister Sky: A Message from Chief Seattle</td>
<td>Chief Seattle (author), Susan Jeffers (illustrator)</td>
<td>Literature (picture book)</td>
<td>740</td>
</tr>
<tr>
<td>Giving Thanks: A Native American Good Morning Message</td>
<td>Chief Jake Swamp, Erwin Printup Jr. (illustrator)</td>
<td>Literature (picture book)</td>
<td>680</td>
</tr>
<tr>
<td>Crossing Bok Chitto: A Choctaw Tale of Friendship &amp; Freedom</td>
<td>Tim Tingle and Jeanne Rorex Bridges</td>
<td>Literature</td>
<td>800</td>
</tr>
<tr>
<td>The Quilt</td>
<td>Gary Paulsen</td>
<td>Literature</td>
<td>1160</td>
</tr>
<tr>
<td>The Dreamer</td>
<td>Pam Munoz Ryan</td>
<td>Fictionalized Biography</td>
<td>650</td>
</tr>
</tbody>
</table>
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 CCSS 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

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>Access Link</th>
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<tbody>
<tr>
<td>2.</td>
<td>Haudenosaunee Thanksgiving Address (excerpts) (820L) - included in module</td>
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<td>3.</td>
<td>Two Row Wampum (720L) – included in module</td>
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<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=bBZr">https://www.youtube.com/watch?v=bBZr</a> Wat-igw](<a href="https://www.youtube.com/watch?v=bBZr">https://www.youtube.com/watch?v=bBZr</a> Wat-igw)</td>
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<tr>
<td>8.</td>
<td>Video: Haudenosaunee or Iroquois? - [<a href="https://www.youtube.com/watch?v=CyXQP">https://www.youtube.com/watch?v=CyXQP</a> CrfhkA](<a href="https://www.youtube.com/watch?v=CyXQP">https://www.youtube.com/watch?v=CyXQP</a> CrfhkA)</td>
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<tr>
<td>9.</td>
<td>Video: Thanksgiving Address - <a href="https://www.youtube.com/watch?v=TXSXzULCvPk">https://www.youtube.com/watch?v=TXSXzULCvPk</a></td>
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</table>
This unit is approximately 2 weeks or 11 sessions of instruction.

<table>
<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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<tbody>
<tr>
<td>Lesson 1</td>
<td>Practicing Listening and Reading Closely: The Haudenosaunee Thanksgiving Address</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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<td></td>
<td></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 Address</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>
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<td>Lesson 3</td>
<td>“Birth of the Haudenosaunee”: The Creation of a Nation</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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<td></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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</table>
| 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.4.11)  
• 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 |
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<td>Lesson 8</td>
<td>Synthesizing Symbolism: Personal Wampum Belt</td>
<td>• I can engage effectively in a range of collaborative discussions. (SL.4.1)</td>
<td>• I can create a symbol that represents a theme or main idea.</td>
<td>• Student-created wampum belt</td>
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<td>• I can make connections from narratives, poetry and other texts to ideas and personal events. (RL.4.11)</td>
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<td>• I can create an artwork in response to a theme studied in class. (W.4.11)</td>
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<td>Lesson 9</td>
<td>Writing to Explain: Gathering Details and Organizing Paragraphs</td>
<td>• I can write an informative/explanatory text. (W.4.2)</td>
<td>• I can gather details to support a min idea when writing a paragraph.</td>
<td>• Graphic organizer</td>
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<td>• I can produce complete sentences. (L.4.1f)</td>
<td>• I can speak clearly to ask and answer questions about our wampum belts.</td>
<td>• Student-created wampum belt.</td>
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<td>• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</td>
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<td>Lesson 10</td>
<td>Writing to Explain: Drafting Strong Paragraphs</td>
<td>• I can write an informative/explanatory text. (W.4.2)</td>
<td>• I can write a paragraph to inform the reader about the symbolism in my wampum belt.</td>
<td>• Graphic organizer</td>
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<td>• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</td>
<td>• I can speak clearly to ask and answer questions about our wampum belts.</td>
<td>• Draft of paragraph</td>
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<td></td>
<td></td>
<td>• I can engage effectively in a range of collaborative discussions. (SL.4.1)</td>
<td>• I can give helpful feedback to my peers.</td>
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<tr>
<td>Lesson 11</td>
<td>Writing to Explain: Concluding and Polishing Strong Paragraphs</td>
<td>• I can write an informative/explanatory text. (W.4.2)</td>
<td>• I can revise my paragraph about my wampum belt.</td>
<td>• End of Unit 1 Assessment: Paragraph to Explain Symbols on Wampum Belt</td>
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<tr>
<td></td>
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<td>• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</td>
<td>• I can report on my paragraph explaining the symbolism in my wampum belt.</td>
<td>• Teacher observation</td>
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<td>• I can engage effectively in a range of collaborative discussions. (SL.4.1)</td>
<td>• I can respectfully listen to my classmates report about their wampum belts and ask appropriate questions.</td>
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</tbody>
</table>
### 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)
Grade 4: Module 1A: Unit 1: Lesson 1
Practicing Listening and Reading Closely: The Haudenosaunee Thanksgiving Address
**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

<table>
<thead>
<tr>
<th>I can explain what a text says using specific details from the text. (RL.4.1)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>I can explain the main points in a historical text accurately. (RI.4.3)</td>
<td>• Teacher observation</td>
</tr>
<tr>
<td>I can engage effectively in a collaborative discussion. (SL.4.1)</td>
<td>• Students’ annotated text (Section 1 of Thanksgiving Address)</td>
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</tbody>
</table>

**Supporting Learning Targets**
- I can use details and examples from the Thanksgiving Address when explaining what specific passages say or mean.
- I can show what I know by contributing to discussions.

**Agenda**

1. **Opening**
   - A. Introduction to the Haudenosaunee (10 minutes)

2. **Work Time**
   - A. Thinking About Tradition (5 minutes)
   - B. Modeling and Practicing a Close Read of Thanksgiving Address (10 minutes)
   - C. Close Reading Thanksgiving Address (20 minutes)
   - D. Developing a Close Reading Anchor Chart (10 minutes)

3. **Closing and Assessment**
   - A. Debrief (5 minutes)

4. **Homework**

**Teaching Notes**
- Carefully review Helping Students Read Closely (Appendix 1).
- Today students begin reading closely some specific sections of the Haudenosaunee Thanksgiving Address.
- During Unit 1, students will read the introduction and five of the eighteen sections of the Thanksgiving Address (provided in Supporting Materials at the end of this lesson and lesson 2).
- **The videos that appear in this module have been created specifically for this module. The intent is to provide clarity for students as they learn about the Haudenosaunee and reach the learning targets.**
- Although not part of the lesson, transcripts of the videos are provided for teachers who may need to use them as supports for their students.
Lesson Vocabulary

| Details, examples, oral tradition, historical text, reading closely, address, ceremonial, acknowledge, express, appreciate, ritual |

Materials

- Video – “Haudenosaunee or Iroquois?”: [https://www.youtube.com/watch?v=ZSXL33JiKLY](https://www.youtube.com/watch?v=ZSXL33JiKLY)
- Video – “Thanksgiving Address”: [https://www.youtube.com/watch?v=swJs2eGNwIU](https://www.youtube.com/watch?v=swJs2eGNwIU)
- Student Copies of “Haudenosaunee Thanksgiving Address”
- Close Readers Do These Things anchor chart (new; teacher created; see Work Time C)
- Transcript of video – “Haudenosaunee or Iroquois?” (found in Supplemental Materials)
- Transcript of video – “Thanksgiving Address” (found in Supplemental Materials)
- Document camera

Opening

A. Introduction to the Haudenosaunee (10 minutes)

- Share the learning targets:
  * “I can use specific details and examples from the Thanksgiving Address when explaining what specific passages say or mean.”
  
  “I can show what I know by contributing to discussions.”

- Talk with students about the importance of learning targets—to help them know what they are expected to learn and do during a lesson. Help students understand the meaning of “specific details,” “showing what they know,” “contributing,” and “discussions.” Tell students that at the end of the lesson they will share how they did moving toward the learning target.

- Tell students that today they will begin a study about the Haudenosaunee/Iroquois people and some of their traditions. Show students the video “Haudenosaunee or Iroquois?” which explains that most people are familiar with the term “Iroquois,” but the people commonly referred to as Iroquois are actually Haudenosaunee (ho-deh-no-SHAW-nee), because it means “people of the longhouse.” The Haudenosaunee have lived in what we know as New York State for more than 1,000 years. While they live within the borders of New York State, they are actually their own nation, or confederacy. They have their own language, government, and even passports. This is explained in the video.

- The purpose of this video is twofold. It will inform students about the proper way of referring to the Haudenosaunee and it
will allow students to see modern Native Americans. It is important throughout this module to stress that the Haudenosaunee (and other Native American tribes) are modern, vibrant members of a nation that continues to practice its customs and beliefs.

- Lead a brief discussion about the video to clarify for students, but explain that many of their questions will be answered as they progress through this module.

### Work Time

#### A. Thinking About Tradition (5 minutes)
- Show students the video “The Thanksgiving Address”. While they watch, students should listen for details about the origin and use of the Thanksgiving Address.
- Lead a class discussion on the purpose, origin and uses of the Thanksgiving Address.

#### B. Modeling and Practicing a Close Read of Thanksgiving Address (10 minutes)
- Tell students: “Today, in order to gain better understanding of the Haudenosaunee people and their beliefs, we are going to read their Thanksgiving Address.” If students are not familiar with the word address, tell them that you will figure it out as you read the text together. Allow students to guess at the meaning if they choose.
- Tell students that this address is not typically written down and is not spoken in just one way. Each of the nations of the Haudenosaunee has variations of the same address, but with the same intent. This address, along with their history is shared orally, which means they just say it out loud. The words that students will read today were actually written by members of the Haudenosaunee in order to inform us about this very important ritual.
- Explain to the students that this address has nothing to do with the holiday we know as Thanksgiving. Explain that it has to do with giving thanks. Ask students to think about what they would give thanks for. Give them a moment to think and model by sharing something you are thankful for: “For example, I am thankful that we are all here together today.” Ask student volunteers to share if they choose to help set the tone for the close reading.
- Distribute Thanksgiving Address to students. Read the Introduction aloud without much commentary or questioning. This first read is a scaffold to help students access the text.
- Explain that you are going to read the introduction again and that they should circle words or ideas they are having difficulty understanding. Tell students that we are trying to figure out the gist of this paragraph and it is not always necessary to understand every word to figure that out.
• Ask students to reread the Introduction independently. As they are reading, post the following questions on the board or with a document camera:
  * When do the Haudenosaunee use the Thanksgiving Address?
  * What is the purpose of the Thanksgiving Address?
  * What inferences can you make about the Haudenosaunee based on this paragraph?
  * If students were unclear about what an address is, ask them now if they can figure it out based on what they read in the introduction.

• Read each question aloud. Tell students that today they are just getting oriented, so it is fine if they don’t know all the answers.

• Invite students to Think-Pair-Share, encouraging them to go back into the text and find the relevant details and/or the answers.

• Call on students to answer specific questions. Remember that the goal of this early questioning is not to assess whether students have a full comprehension of the text but to give them the opportunity to think in a focused way about what they are reading.

• Support students’ answers by probing them to refer back to the text. For example: “Tell me more about why you think that” and “Show me in the text where that is or what made you think that.”

• Ask students: “What is the Introduction of the Thanksgiving Address mostly about?” After students have responded (and perhaps you have clarified), tell students that their early sense of what something is about is called the gist.

• It is important to explain to students what “gist” is and how it is different from a main idea or central idea. Gist is an early or emerging understanding of a chunk of text. When we ask students to come up with a gist statement, we are asking them simply to share their “initial thinking/understanding” of what a text is “mostly about.”

• Help students distinguish “gist” from main idea and central idea, which are synonymous and refer to the main point of an informational text or chunks of that text. The CCSS specifically uses the term “central idea,” so it’s important to teach students that term.

• Then model how to state the gist of a section in the words of one of your students, or in your own words if necessary. Write it as a short phrase in the margin.

• Say: “Please reread the section again and think about whether our gist statement is accurate.” Ask students to tell you specific things from the text that they think make the gist statement accurate. As students offer details, be sure they are from the text. Be sure to reinforce for students how well they are doing making sense of a complex text.
B. Close Reading Thanksgiving Address (20 minutes)

- Read the first section of Thanksgiving Address (The People) aloud as students follow along in the text.
- Ask students for a thumbs-up if they think they can tell something about what they read. Praise the thumbs-up and say: “Tell your neighbor what you think this is mostly about.”
- Tell students they will now reread section 1 to see what else they can learn from this passage. Ask the students to “dive in!” and silently reread section 1. Tell students not to worry about words they do not know during this first independent read. If you notice students quickly skimming the text, prompt them to slow down and read carefully and slowly.
- Ask students a big-picture question about Section 1: “How do the Haudenosaunee view their relationship with people?” Allow students to discuss ideas with a neighbor. Invite students to share out. Clarify as needed to ensure that students understand that the Haudenosaunee view all people as brothers who share the responsibility of living in peace.
- Model for students the work they will do (with their brains and their pencils) when they are reading closely. Reread section 1 a second time, sentence by sentence.
- Beginning with the first sentence, tell students you are underlining the things you already know and circling unfamiliar words or phrases such as cycles of life and harmony. Tell students you are circling words that seem important, but that you’re not sure why.
- Model for students how readers wonder to themselves about places where they are confused. Show students how you keep reading or back up and reread to fix your confusion.
- For example, ask: “I’m confused about something. What is ‘harmony’?” Model how to return to the text and determine the meaning from context. “I underlined the word harmony. I’m not sure what harmony is, but if I look at the whole sentence, I know what balance is. I think this might mean agreement or peace.”
- Ask students to turn and talk briefly about what they noticed in the modeling during this read. Invite a few students to share out.
- Now ask students to talk with their partners about what the gist of this paragraph is. Give students a moment to come up with a statement and cold call a few volunteers for their answers. Clarify as necessary and write the statement in the margin on your copy of the address. Have students do the same. An example might be, “The Haudenosaunee understand that everyone has a responsibility to live in peace with each other and all living things.”
C. Developing a Close Reading Anchor Chart (10 minutes)

- Work with students to reflect on the steps they just took to read section 1 of the Thanksgiving Address.
- Ask them to discuss with their neighbors and write down the things they did to read closely. Ask students to report out to develop the **Close Readers Do These Things anchor chart**. Be sure the following actions are included:
  
  - Read small chunks of text slowly and think about the gist.
  - Reread each passage one sentence at a time.
  - Underline things that you understand or know about.
  - Circle or underline words that you do not know.
  - Talk with your partners about all of your good ideas.
  - State the gist or message of the paragraph in the margin.
  - Listen to the questions:
    - Go back to the text in order to find answers to questions.
    - Talk with your partners about the answers you find.

- Help students understand that **these choices are not rigid steps**—the basic idea is to read, reread, think, talk, and write.

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<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
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<tr>
<td><strong>C. Developing a Close Reading Anchor Chart (10 minutes)</strong></td>
<td>Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.</td>
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<td>- Work with students to reflect on the steps they just took to read section 1 of the</td>
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<td>Thanksgiving Address.</td>
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### Closing and Assessment

**A. Debrief (5 minutes)**

- Debrief the close-reading experience. Ask students to turn and talk to a partner to answer the following question: “What parts of today’s lesson helped you learn from hard reading?” After they have talked in pairs, share out and celebrate students’ great reading.
- Tell them that they will continue to practice close reading in the next lesson with the rest of the Thanksgiving Address. Remind them that they will be practicing close reading throughout this year. Encourage them for their initial efforts.

### Meeting Students' Needs

- Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
- Provide ELLs with a sentence starter to aid in language production. For example: “The Haudenosaunee believed that _______.

### Homework

- Each unit in this module is accompanied by an extensive list of **Recommended Texts** at a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics related to their study at their independent reading level.
- These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher, and as an ongoing homework expectation. During this unit, let students know that you expect them to read at home every night. In addition, students may be assigned additional work, such as rereading a complex text or completing a writing task.

### Meeting Students' Needs

- Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.
- www.novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.
Introduction
The Haudenosaunee give thanks daily, not just once a year. They give thanks for all things, from the water and sun to the insects and animals. Their thanksgiving address, called the Gano:nyok (ga-NYO-nyok), is a very important part of ceremonial and social gatherings. All social and ceremonial gatherings start and end with the Gano:nyok, which is sometimes called “the words that come before all else.” The Gano:nyok serves as a reminder to appreciate and acknowledge all things. The words express thanks for fellow human beings, Mother Earth, the moon, stars, sun, water, air, winds, animals, and more.

1- The People
Today we have gathered and we see that the cycles of life continue. We have been given the duty and responsibility to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give our greetings and our thanks to one another as people. Now our minds are one.

This translation of the Mohawk version of the Haudenosaunee Thanksgiving Address was drawn from the 1993 version that was developed by the Six Nations Indian Museum and the Tracking Project. Used with permission.
http://danceforallpeople.com/haudenosaunee-thanksgiving-address/
Transcript of “Thanksgiving Address”

**Riley:** Frieda, could you tell me about the Thanksgiving Address?

**Frieda:** The Thanksgiving Address is a tradition amongst the Haudenosaunee where we give thanks to all those parts of creation that do their duty each day. And we begin with all the people on Earth, all those that are close to us and all our community and all those people; and then we give thanks to Mother Earth because she is still providing for us; and then we give thanks to the waters and we give thanks to all the bird life, the trees, all the winds, Grandmother Moon, the sun, and right up into the stars; so we give thanks to all those parts of creation, and it’s done before and after every gathering that we have.

**Riley:** So is it a prayer?

**Frieda:** It’s not a prayer. It’s a simple thanksgiving. It’s not something where we are worshiping those parts of creation. It’s where we are giving thanks to them and they can receive that thanks, because all parts of creation have spirit that can accept that thanksgiving.

**Riley:** Do you know when it began?

**Frieda:** At the beginning of time when The Twins made and created so many things on the Earth, Creator came down and appreciated what they had done and He asked them what they wanted, and the good twin said “I just want to go for a walk” and he went for a walk and he just looked at everything that was here and he came back so thankful. And he told the Creator, “I just want to be thankful,” so right at the beginning of time it was given to us, as humans, the duty to express our thanksgiving.

**Riley:** Is it an oral tradition or was it written down?

**Frieda:** It’s our oral tradition that has been passed on for many, many years and it is never the same each time it is done. I know here at our school kids learn pretty much the same one, but when one of the men are asked to do a Thanksgiving Address, the Gano:nyok,(ga-NYO-nyok), they will do whatever they want. They can talk about any part of the creation and there’s lots of things you can say while you’re appreciating them, so they could talk awhile about the trees, they could talk awhile and say a lot about the bird life that happens to be here now, and some times that Gano:nyok can be 45 minutes to an hour and a half long. It depends on how they feel that day and how much they want to say.

**Riley:** Can kids give the Thanksgiving Address?

**Frieda:** Oh yes, yes, As I referred to before, the kids here at Onondaga Nation School learn in their language class how to give the Thanksgiving Address in Onondaga, and I know in Tuscarora, they learn how to give the Thanksgiving Address in Tuscarora, and the Mohawks learn in Mohawk, so yes, children do learn and do the Gano:nyok and give the Thanksgiving Address.

**Riley:** How is the Thanksgiving Address used today?
**Frieda:** Here at Onondaga it is used at any large gathering. We have it here at school, and it’s at any kind of social dance where we are having a social dance for somebody’s birthday, someone will open and close with the Thanksgiving, and the Chiefs, when they meet, will have an opening and a closing, and give their Thanksgiving Address before and aft their meeting. And if there is a wedding there will be a Thanksgiving Address at the beginning and end of that. So it’s all through our culture and it happens all over today amongst the Haudenosaunee Territory.
Transcript of “Haudenosaunee or Iroquois?”

**Sidney:** Where did the name Haudenosaunee come from and is okay for people outside the nation to use?

**Denise:** The name Haudenosaunee is an ancient name. It’s an ancient name that means People of the Longhouse. People of the Longhouse, in this term when we talk about the word, means a group of people and a philosophy and a way of life and customs that stretches over hundreds and hundreds of miles, and so that is our long house, Haudenosaunee. It’s a word, in which we hope that everybody embraces this word because that’s who we are, and we adore being complimented in this way because it identifies who we are as citizens and people, it identifies our government and our customs, and so yes, it is a compliment if you greet someone who is Haudenosaunee with this word.

**Sidney:** Why do people call us the Iroquois Confederacy?

**Denise:** Iroquois Confederacy. It has its roots with the English. The English were one of the first people from Europe to travel to this land that we live in and it was a word that they brought with them that they identified with us. Haudenosaunee is what we identify ourselves. So over time, because our culture spent a lot of time being focused on the oral tradition, when it came to research and documents and textbooks, we were not necessarily the people who authored or wrote these documents. And so the people who did were more familiar with the term Iroquois or Iroquois Confederacy. But today, what we are so delighted about, is that you can research our people now using the word Haudenosaunee.

**Sidney:** What are the nations of the Haudenosaunee and do some of them have special duties?

**Denise:** That’s a really good question. There are six nations, six separate nations of the Haudenosaunee, and if we start from east, we would begin with the Mohawk Nation, and then coming west next is the Oneida Nation, and then here in the territory which we’re speaking today and came to visit is Onondaga Nation, and we continue west there is the Cayuga Nation and the Seneca Nation and the Tuscarora Nations. And what is interesting is in our way, everything around us in our environment has a duty, but there are some very special duties of the nations. For example, the Mohawk Nation is the keepers of the Eastern Door, so everything that comes from the east has to be welcomed and greeted by the Mohawk Nation. And then we have the Western Door, Seneca Nation; everything west of our area, of our peoples’ territory, is welcomed and greeted by the Seneca Nation; and then at the capital, which is here, at Onondaga, is the Onondaga Nation, and the Onondaga Nation hosts the capital and it also hosts meetings of all the nations that come here. People come here to learn our ways, our government, and it’s a very important place. And those are just some of the duties of each of the nations.
Reading Closely: Haudenosaunee Thanksgiving Address
## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)
I can explain the main points in a historical text accurately. (RI.4.3)
I can engage effectively in a collaborative discussion. (SL.4.1)

## Supporting Learning Targets

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<th>Ongoing Assessment</th>
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<tr>
<td>• Teacher observation</td>
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<td>• Close Read notes/annotations</td>
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<td>• Anchor chart</td>
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## Ongoing Assessment

- Teacher observation
- Close Read notes/annotations
- Anchor chart

## Agenda

### 1. Opening
- A. Unpack the Learning Targets (5 minutes)
- B. Review Close Readers Do These Things Anchor Chart (5 minutes)

### 2. Work Time
- A. Guided Practice Reading Closely: Sections 2-5 of the Thanksgiving Address (35 minutes)

### 3. Closing
- A. Debrief (5 minutes)

### 4. Homework

- Review Cold Call and Think-Pair-Share protocols (Appendix 1)

- Students will begin to keep track of central ideas, symbols, summaries, and connections throughout this unit with **“Keeping track of how it all fits together”** anchor chart.

- The **“Keeping track of how it all fits together”** organizer will be added to throughout the module and should remain in the students' folders until the final performance task of the module. Alternatively, this can be created in the students' notebooks so they have ample space for writing.

- The third column of the anchor chart is labeled “Theme/Main Idea”. The CCLS use the terms central idea (anchor standard), theme (literature) and main idea (informational text) for Reading standard #2. Students should be exposed to all the terms and for the purposes of this module, these terms may be used interchangeably as the nuances may be beyond the scope of students at this grade level.
Lesson Vocabulary

details, examples, historical text, law, reading closely, greetings, shelter, appreciate, purify

Materials

• Close Readers Do These Things anchor chart (begun in Lesson 1)
• Thanksgiving Address (from Lesson 1)
• Keeping Track of How it all fits together anchor chart (see Supplemental Materials)

Opening

A. Unpack the Learning Targets (5 minutes)
• Share the learning target:
  • “I can use details and examples from the Haudenosaunee Thanksgiving Address when explaining what specific passages say or mean.”
• Talk with students about the importance of learning targets—to help them know what they are expected to learn and do during a lesson. Help students understand the meaning of “specific details,” “showing what they know,” “contributing,” and “discussions.” Tell students that at the end of the lesson they will share how they did moving toward the learning target.

B. Review Close Readers Do These Things Anchor Chart (5 minutes)
• Re-orient students to the Close Readers Do These Things anchor chart begun in Lesson 1. Ask them to Think-Pair-Share about what they are learning about how to read closely and how it helps them understand challenging texts.
• Ask students to recall the gist of the introduction and first section from yesterday’s reading.

Meeting Students’ Needs

• Provide nonlinguistic symbols (e.g., a notebook “for examples” to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.
• Step-by-step instructions in an anchor chart assist students in completing independent activities.
## Work Time

### A. Guided Practice Reading Closely: Sections 2-5 of the Thanksgiving Address (35 minutes)

- Tell students that now they will work together, with your help, to try reading closely another section of the text.

- Direct students to **section 2 “The Earth Mother”** on their copy of Thanksgiving Address. Read the passage aloud, and then ask students for a thumbs-up if they have something to say about the section. Ask students to discuss what they think this section is about with a partner, and then hear a few ideas. Say: “Good start! Let’s see if we can learn more!”

- For the second read, chunk the passage into smaller sections.

- Ask students to chorally reread the first sentence. If the reading is very timid or only a few students are reading, read it once for them and have them read it after you. Ask students to underline anything they think is important to understanding the gist. Ask them to turn to a partner and say what they think the sentence says.

- Continue chunking until the end of the section. Choral read the next sentence. Have students take notes, then turn and talk to restate the sentence.

- Ask students to work independently to write down the gist of section 2. “What is this section mostly about?” They should write it as a short phrase in the margin. (An example might be: “The Earth provides us all we need to support ourselves and we should be thankful for that.”)

- Say: “We are going to read section 2 a third time. Let’s look at some of the language used here. Who is ‘she’? Why do the Haudenosaunee refer to the Earth as ‘Mother’?” Have students share their thoughts with a partner and write their notes in the margin. Call on some students for their ideas. Focus on the sentence “Now our minds are one.” Ask students to think about what that sentence means.

- Transition to reading the remainder of **Thanksgiving Address (Trees, Birds, Four Winds)** aloud to the class. Ask students to work with a partner and follow the steps on the Steps to Reading Closely anchor chart for the rest of the text:
  - Reread, thinking about gist
  - Talk
  - Ask and answer questions
  - Write
  - Circulate to clarify and support with vocabulary they underline as needed.

- After students have completed the close reading activity, focus their attention on the sentence “Now our minds are one.” Ask, “Why do you think this sentence is repeated after each section of the Thanksgiving Address?” Talk about the effect of this

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### Meeting Students’ Needs

- Encourage students to use word-attack strategies: prefixes, root words, suffixes, cognates, and context.

- When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or a cloze sentence to assist with language production and the structure required.
repetition and why the Haudenosaunee would include it in this text.

**Work Time (continued)**

**B. Starting the Keeping Track Anchor Chart (15 minutes)**

- Say to students: “As we go through this module, we will be reading and hearing more about how the Haudenosaunee and others build peace and communities. We are going to keep track of what we learn from these texts as well as any symbolism we encounter using an anchor chart.” Distribute Keeping Track anchor chart or have students create their own since they may need more space to write. Have students help you start the Keeping Track Anchor Chart on a document viewer or whiteboard using “Thanksgiving Address”.

- **Reviewing Summary**- Students should have learned about summary previously, but this would be an ideal time to review. Ask students, “What information is important for us to get in a summary?” Listen for “Who, what, where, when, how”. Elicit responses from student to help you complete the summary box for the “Thanksgiving Address” on the chart. Have students write a summary on their chart.

- **Main Idea**-When students have completed their summaries, instruct them that we must now come up with a main idea of the story based on the details they underlined. If necessary, review main idea by asking students to give examples from last year's readings of what a main idea is. Provide examples if necessary to help student thinking. Allow students time to think about and come up with a main idea for the Thanksgiving Address. Cold call students for responses. Ask them what details they can provide from the text to support their thinking. Students should write their main ideas on their Keeping Track anchor chart.

- **Supporting Details**- Instruct students to choose 2-3 of the most relevant details they underlined in the text and write those in the Supporting Details column. Model this using a detail from the text on your own anchor chart. Explain to students that this chart will be added to throughout the module.

**Meeting Students’ Needs**

- Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.
### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Debrief (5 minutes)</th>
<th>Meeting Students’ Needs</th>
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<tr>
<td>• Lead a brief discussion with students about the importance of close reading and figuring out the gist. Ask students to use the Fist-to-Five protocol to assess their ability to meet the learning targets. This self-assessment helps students to rate themselves on a continuum from zero (fist), meaning far from the target, to five (five fingers), having solidly met the target. Call on a few students to provide evidence for the rating they gave themselves.</td>
<td>• Developing self-assessment and reflection supports all learners.</td>
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### Homework

- Students can reread Thanksgiving Address, focusing on what it tells them about the Haudenosaunee people.
- Students should continue their independent reading related to this unit.

*Note: Students will learn more about the Haudenosaunee people during the reading of a longer nonfiction text in Unit 2.*

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</table>
2- The Earth Mother
We are all thankful to our Mother, the Earth, for she gives us all that we need for life. She supports our feet as we walk about upon her. It gives us joy that she continues to care for us as she has from the beginning of time. To our mother, we send our greetings and our thanks.
Now our minds are one.

3- The Trees
We now turn our thoughts to the Trees. The Earth has many families of Trees who have their own instructions and uses. Some provide us with shelter and shade, others with fruit, beauty and other useful things. Many people of the world use a Tree as a symbol of peace and strength. With one mind, we send our greetings and our thanks to the Tree life.
Now our minds are one.

4- The Birds
We put our minds together as one and thank all the Birds who move and fly about over our heads. The Creator gave them beautiful songs. Each day they remind us to enjoy and appreciate life. The Eagle was chosen to be their leader. To all the Birds — from the smallest to the largest — we send our joyful greetings and our thanks.
Now our minds are one.

5- The Four Winds
We are all thankful to the powers we know as the Four Winds. We hear their voices in the moving air as they refresh us and purify the air we breathe. They help us to bring the change of seasons. From the four directions they come, bringing us messages and giving us strength. With one mind, we send our greetings and our thanks to the Four Winds.
Now our minds are one.

This translation of the Mohawk version of the Haudenosaunee Thanksgiving Address was drawn from the 1993 version that was developed by the Six Nations Indian Museum and the Tracking Project. Used with permission.
http://danceforallpeople.com/haudenosaunee-thanksgiving-address/
## Keeping Track of How it All Fits Together

### Anchor Chart

<table>
<thead>
<tr>
<th>Text/Video Title and Author(s)</th>
<th>Summary</th>
<th>Themes/ Main Ideas</th>
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Grade 4: Module 1: Unit 1: Lesson 3
“Birth of the Haudenosaunee”: The Creation of a Nation
## Agenda

**1. Opening**
- A. Engaging the Reader: Mystery Activity (10 minutes)

**2. Work Time**
- A. Getting Started Reading about the Haudenosaunee: Vocabulary Instruction and Map (10 minutes)
- B. Masterful Reading and Close Reading of “Birth of the Haudenosaunee” (30 minutes)

**3. Closing and Assessment**
- A. Debrief and Exit Ticket (10 minutes)

**4. Homework**

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## Teaching Notes

- In this lesson, students will read “Birth of the Haudenosaunee”, a story that describes the creation of the Great Peace and the Haudenosaunee nation. This lesson works toward providing students with a basic understanding of the Peacemaker and his journey to bring peace, as well as an introduction to some of the symbols of the Haudenosaunee culture. Students will interpret the symbols and be able to use those symbols to support their understanding of the text.

- Students will begin the lesson with a Gallery Walk of symbols that is meant to generate questions about the Haudenosaunee, followed by a class debrief where students identify the symbols they know and share their “wonders” about the symbols that they are not familiar with. This will prepare the class for the in-class reading that will reveal the symbols with which they may be unfamiliar.

- This lesson introduces a simple routine of I Notice/I Wonder. Students practice this with the Gallery Walk.

- Review the Think-Pair-Share, Cold Call, and Fist to Five protocols (Appendix 1).

- In advance, practice the correct pronunciation of any unfamiliar words from the text.
### Lesson Vocabulary
- details, contribute, discussion, notice, wonder, oral tradition, wampum, Iroquois, nations, symbol, Haudenosaunee
- democracy, mourning, sought, vision, caretaker, persuading, endure, symbolized, uprooted

### Materials
- I Notice/I Wonder note-catcher for Gallery Walk (one per student, and one to project on document camera)
- Gallery Walk images (see Supporting Materials)
- Document camera
- Vocabulary Power Point slides and guidance (see Supporting Materials)
- Student copies of “Birth of the Haudenosaunee”
- “Birth of the Haudenosaunee” Text-Based Answers handout
- NYS County Map
- Highlighters or colored pencils
- Index cards
- Video: What is Wampum?: [https://www.youtube.com/watch?v=ByzAfNXUbEQ](https://www.youtube.com/watch?v=ByzAfNXUbEQ)

### Opening
**A. Opening: Engaging the Reader: Gallery Walk (10 minutes)**

- Share the learning targets:
  - “I can answer questions using specific details from the text.”
  - “I can show what I know by contributing to discussions.”
  - “I can notice new ideas and wonder about how nations are created.”
- Help students understand the meaning of “specific details,” “showing what they know,” “contributing,” and “discussions.” Tell students that at the end of the lesson they will share how they did moving toward the learning target.
- Distribute the I Notice/I Wonder note-catcher to each student and project it on a document camera (or make a chart of it on chart paper or on your board).
- Model Notice and Wonder for students. (“I notice that this flag is purple I wonder what the white markings mean?”)
- Begin Gallery Walk, and as the students move in groups of three or four, encourage them to ask questions and record ideas.
on their note-catchers.

- Ask students to Think-Pair-Share about some of the images. Students may add any new notices or wonders from their partners to their own note-catcher. Each student pair should select one notice or wonder and be prepared to share with the class. Call on several pairs of students to add one notice and several pairs to share one wonder to the projected note-catcher.

- Explain to students that symbolism is giving special meaning to objects, things, relationships or events. So when they see something like a red heart, what does that symbolize or represent? Ask students if they recognize the flags. Ask, “What do they symbolize?” Call on students for responses. Debrief on where and when we see symbols and why they are important.

- The Haudenosaunee symbols will likely not be as familiar. Inform students that these symbols will begin to be explained in the readings that we do throughout the module, and are sacred symbols to the Haudenosaunee people. If students are familiar with these symbols, encourage them to share their meanings.
A. Getting Started Reading about the Haudenosaunee: Vocabulary Instruction and Map (10 minutes)

- Vocabulary: Use the Vocabulary PowerPoint to teach the definitions of the challenging words from “Birth of the Haudenosaunee”. All of the words do not have to be reviewed. You may choose to teach the words that you feel will most benefit your students. See guidance in Supplemental Materials for how to use the Power Point.

- Using a document camera or Smart board, display the map of NYS labeled “1722” found in Supplemental Materials. This map indicates the territory of the Haudenosaunee in 1722 in the area that is now New York. Display the map of NYS’s counties and ask them to identify where they live in the state. Give students a moment to compare what is similar or different about the labels for each region. If students recognize a connection to the names, explore the connection briefly as a class. Explain that before Europeans came to this continent there were people already living in what is now New York, and we are going to hear about some of their nations in the reading today and throughout the module. Say the names with the students, correcting pronunciation of Mohawk, Onondaga, Cayuga, Seneca, Oneida and Tuscarora.

B. Masterful Reading and Close Reading of “Birth of the Haudenosaunee” (35 minutes)

- Inform students that they are going to read this story at least twice and some sections of it even a few times. Point out to students that strong readers almost always reread in order to understand a text more fully. They will be practicing this a lot this year. Sometimes our understanding of a text can change as we learn more about it.

- Distribute copies of “Birth of the Haudenosaunee” to each student.

- Read aloud entire “Birth of the Haudenosaunee” while students follow along.

- Place students into pairs.

- Hand out the worksheet for Lesson 1 “Birth of the Haudenosaunee” Text-based Answers.

- Instruct student pairs to re-read the section of the text called “Journey of the Peacemaker”. Students should underline or highlight details they think are important and circle words they do not understand. They should then answer the questions on the worksheet with their partners and also try to figure out any unknown words together. Circulate to provide assistance as students work.

- Before reviewing the text-based questions, ask: “Are there additional vocabulary words that you and your partner are stuck on?” Help students to define the words. Make sure students answer the following questions and share out/discuss as a class before moving forward:
Why did the Creator send the Peacemaker to the five nations?

Why did Hiawatha join the Peacemaker?

Using evidence from the text, what three things do we find out about the Peacemaker?

How does this illustration reflect what we have read in this section?

What is the purpose of the Hiawatha Belt?

End the class with a brief discussion about the type of person the Peacemaker was and how he helped to unite the five nations clarifying for students as needed.

The remainder of the “Birth of the Haudenosaunee” will be read in Lesson 2.

Meeting Students’ Needs

A. Debrief and Exit Ticket (10 minutes)

- Ask the students if they have met the learning targets “I can contribute to class discussions” and “I can answer questions using specific details from the text.”

- Students can use the Fist to Five protocol. This self-assessment helps students to rate themselves on a continuum from zero (fist), meaning far from the target, to five (five fingers), having solidly met the target. Call on a few students to provide evidence for the rating they gave themselves.

- Distribute one index card to each student. Show students the video “What is Wampum?” Then ask, “How does this video enhance your understanding of the Peacemaker?” Students will write their responses on the index cards and hand it in at the end of the class.

- Review student responses to make sure they can make connections between the video and the text. If necessary, show the video again at the beginning of the next lesson and lead a class discussion on how the text and video connect.

Meeting Students’ Needs

- Checking in with learning targets helps students self-assess their own learning.

Homework

- Students should continue their independent reading related to this unit.
Grade 4: Module 1A: Unit 1: Lesson 3
Supplemental Materials
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<th>I wonder...</th>
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Images for the Gallery Walk

Five Arrows

Two Row Wampum [http://www.onondaganation.org/culture/wampum/two-row-wampum-belt-guswenta/]
Tree of Peace
Seal of the Haudenosaunee
Images for the Gallery Walk

Iroquois
Five Nations
c. 1650

http://commons.wikimedia.org/wiki/File:Iroquois_5_Nation_Map_c1650.png
From the NYS Museum Archives

Heart symbol from Wikipedia

http://en.wikipedia.org/wiki/File:Heart_coraz%C3%B3n.svg
All flags (US, Canada, Haudenosaunee) are sourced from Creative Commons Wikimedia
http://www.nysl.nysed.gov/genealogy/counties.htm
A NOTE ON VOCABULARY INSTRUCTION
One way to Align Vocabulary Instruction to the Common Core

For an example of research based vocabulary instruction, refer to Dr. Anita Archer’s video example with a sixth grade class: http://explicitinstruction.org/?page_id=317. This will support your use of the PowerPoint for vocabulary in Unit 1 Lesson 3. Taking the time to emphasize and ensure student comprehension of vocabulary saves time down the road and strengthens student foundations of background knowledge and vocabulary acquisition.

This curriculum does not provide PowerPoints and comprehensive activities for vocabulary in every lesson or unit, but teachers can use Dr. Archer’s example, the instructions below, and the PowerPoint that corresponds to Unit 1 Lesson 3 to create vocabulary lessons that will engage students and leave them better prepared to tackle complex reading passages.

When presenting vocabulary, it is important to address the following steps. Follow these steps when implementing the PowerPoint for Unit 1 Lesson 3 Vocabulary. It may be helpful to practice ahead of time.

1. Pronounce the word when you teach it. It may be helpful to pronounce it and have students repeat it chorally several times.
2. Share a student-friendly definition or explanation of the word, and make sure the words you use to provide the definition or explanation are familiar to the students with whom you are working.
3. Use examples (additional sentences) to clarify the word or provide the word in different contexts.
4. Ask students questions about the vocabulary word. Use non-examples of the word.
5. Note word relatives (for “righteousness,” you may use “right” “righteous” “righteously” and call attention to how the word “right” may help students make meaning of “righteous”)
6. Have students keep a word journal that posts the definition or a synonym that helps students remember the word.
Birth of the Haudenosaunee

By Dehowâhda-dih - Bradley Powless, Eel Clan, Onondaga Nation

Journey of the Peacemaker

Over a thousand years ago on the shores of Onondaga Lake, in present day central New York, democracy was born. The Seneca, Cayuga, Onondaga, Oneida, and the Mohawk people had been warring against each other and there was great bloodshed. These five nations had forgotten their ways and their actions saddened the Creator.

The Creator sent a messenger to the people so that the five nations could live in peace. His name was the Peacemaker.

The Peacemaker carried powerful words of peace to the five nations. He traveled in a canoe of white stone to show that his words are true.

One of the first to join the Peacemaker's vision was an Onondaga named Hiawatha. Hiawatha was in mourning with the death of his daughters. The Peacemaker used Hiawatha’s purple and white wampum strings to clear his mind to think clearly again. Together they traveled to the other nations persuading them to put down their weapons of war.

The Peacemaker then sought out the most evil people of the five nations. He knew that for peace to endure, these men needed to be turned into good-minded leaders.

The Peacemaker had already successfully convinced the Mohawks, Oneidas, Cayugas, and Senecas to join the Great Peace; however an Onondaga named Tadodaho stopped the completion of the vision. He was the most evil person of the time. Tadodaho was so evil that his body was twisted and snakes grew from his head.

The Peacemaker gathered all of the chiefs. They traveled together to convince him to join the peace. Only then did Tadodaho accept the Peacemaker's message and his special duty of caretaker of the council fire of the Haudenosaunee. His body and hair straightened and he became the last of the fifty chiefs. The five nations were united at last!

The Peacemaker showed them that one nation can be easily broken, like a single arrow; but five nations bound together, like five arrows, will become strong. The Peacemaker further symbolized this union of peace by selecting the white pine tree. The tree’s pine needles are also bundled into groups of five to remind us of the Great Peace. The Peacemaker uprooted a great white pine tree leaving a great hole. Everyone then buried their hatchets of war and replanted the tree. The Peacemaker placed an eagle on top of the Tree of Peace. The eagle is there to warn the Haudenosaunee of any dangers to this Great Peace.

A wampum belt made of purple and white clam shells was created to record the event. Four squares (starting from the east) representing the Mohawk, Oneida, Cayuga and Seneca Nations with the Great Peace Tree (representing the Onondaga) in the center. This became known as the Hiawatha Belt which showed the union of the five Nations.
Coming Together

The Onondaga Nation is a sovereign nation with its own government. This began when the Peacemaker replanted the Great Tree of Peace. It has been in existence for countless centuries.

The entire Haudenosaunee (Ho-den-no-sho-ne) has fifty Hoyane (Ho-ya-nay) or chiefs among the five nations. The Hoyane are all considered equal. To show that they are leaders, the Peacemaker places the antlers of the deer on the Gustoweh (Gus-to-wah) or headdress of every Hoyane. When in council, every chief has an equal responsibility and equal say in the matters of the Haudenosaunee. The Peacemaker envisioned the chiefs holding arms in a large circle. Inside the circle are the laws and customs of our people. It is the responsibility of the Hoyanet o protect the people within the circle and to look forward Seven Generations to the future in making decisions.

At Onondaga, there are fourteen Hoyane, including Tadodaho. Each chief works with his female counterpart, the Clan Mother. In council they are the voice of the people of their clan.

The council is divided into three benches or groups. Each bench must work together on decisions for the nation. When a decision by council has been agreed upon by all three benches, it comes with the backing of all of the chiefs in agreement. It is said that the Council is “Of One Mind”. There is no voting.

Since that first meeting with the Peacemaker, the Onondaga Nation Chiefs and Clan Mothers continue to govern by the ways given by the Peacemaker. This makes the Haudenosaunee and the Onondaga Nation the oldest continuous democratic government in North America.
<table>
<thead>
<tr>
<th>“Birth of the Haudenosaunee”</th>
<th>Questions Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Council with Tadodaho at the Time the League Was Started, Painting by Ernest Smith. From the collections of the Rochester Museum &amp; Science Center, Rochester, NY.</td>
<td>Why did the Creator send the Peacemaker to the five nations?</td>
</tr>
<tr>
<td></td>
<td>Why did Hiawatha join the Peacemaker?</td>
</tr>
<tr>
<td></td>
<td>Using evidence from the text, what three things do we find out about the Peacemaker?</td>
</tr>
<tr>
<td></td>
<td>How does this illustration reflect what we have read in this section?</td>
</tr>
<tr>
<td></td>
<td>What is the purpose of the Hiawatha Belt?</td>
</tr>
</tbody>
</table>
“Birth of the Haudenosaunee” Vocabulary

democracy/ democratic
mourning
wampum
persuading
unity
sought
endure
completion
bound
union
sovereign
unity (noun)
The Peacemaker wanted to spread unity in the territory.

• If you want your class to have unity, you want everyone to work together and be connected to each other in a good way.

• We showed our unity by standing up to the bully as a whole group.

• The strength and unity of our team helped us win the game.

• Sandro united with Christopher to complete the science project.
democracy (noun)
The United States is a democracy.

- A democracy is a government by the people, where the power is held by the people. In a democracy, everyone should be equal.
- *The Haudenosaunee have the oldest democratic government on the continent of America.*
- *The United States is a democracy where the people vote to make change.*
- *My after-school club is run like a democracy.*
mourning (verb)

Hiawatha was mourning the death of his daughters.

- When someone is in mourning, it means they are very sad, usually because someone they love has died.
- Sometimes people wear black colors to show that they are in mourning.
- When Jill’s rabbit died, she mourned her loss.
- Mourning is a time of sadness.
wampum (noun)
The Haudenosaunee use seashells to make wampum.

• Wampum is purple and white beads that come from clam shells.
• The Haudenosaunee use wampum to tell stories, make treaties and record history.
• Wampum beads are strung on belts to form pictures and symbols.
• Wampum belts are very important to the Haudenosaunee people.
persuading (verb)

They traveled together, persuading others to put down their weapons of war.

• When someone is persuading you, they are trying to get you to do something or think a certain way.
• My parents persuaded me to eat my broccoli because it will make me strong.
• The smell of the chocolate cake persuaded me to have a piece.
• We persuaded grandmother to stay at the party a little longer.
sought (verb)
The Peacemaker sought out the most evil people.

- Sought means searched. If you sought for something, you searched for it. If you still search for it, you seek it.

- I sought for our car in the parking lot because I couldn’t remember where I parked it.
- He sought for answers to his problem.
- I am still seeking for the truth about what happened to my red turtleneck.
endure (verb)
For peace to endure, there had to be good leaders.

• If we want peace to endure, or continue to happen, then we have to get along together.

• Sometimes we have to endure sadness before we can become happy.

• The sound of the siren endured for three minutes.

• The weather was very hot, but the soccer players endured until the end of the game.
completion (noun)

Tadodaho’s anger stopped the completion of the peace.

- If your homework is near completion, that means you are almost done with it!

- The building is near completion and only needs to be painted.

- I completed the puzzle when I put the last piece in.

- The completion of the project by my group made me proud of all the work we had done together!
bound (verb)
Five nations bound together will be stronger than one nation standing alone.

• If something is bound, it is fastened together.
• You can fasten something together by binding it.

• Alicia bound her braids with a rubber band.
• Ahmed bound the branches together with vines.
• Our clothes are bound together with thread.
union (noun)
The Peacemaker symbolized this union of peace by using a white pine tree.

• A marriage is a union between two people. A team is a union of many players.
• The Haudenosaunee people are an example of a strong union.
• The fifty states make up a union that is the United States.
• When we meet our families at the picnic each July, it’s called the family reunion.
sovereign (adjective)
The Onondaga Nation is a sovereign nation.

- A sovereign nation is a nation that rules itself; no one else is in charge of it.

- The Haudenosaunee are a sovereign nation; they have their own passports and laws that are separate from the United States.
Practicing Reading Closely:
“Birth of the Haudenosaunee” continued
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)
I can engage effectively in a collaborative discussion. (SL.4.1)
I can compare different versions of the same story (RL.4.7)

Supporting Learning Targets

- I can answer questions using specific details from a text.
- I can compare a video to a text version of the same story.
- I can demonstrate what I know by contributing to discussions.

Ongoing Assessment

- Student-created graphic organizer

Agenda

1. Opening
   A. Engaging the Reader: Recounting the Peacemaker Story (5 minutes)

2. Work Time
   A. Identifying Symbolism in “Birth of the Haudenosaunee” (15 minutes)
   B. Masterful Reading and Identifying Symbolism (15 minutes)
   C. “Keeping Track” Anchor Chart (10 minutes)
   D. Comparing Stories (10 minutes)

Closing and Assessment
   A. Debrief and Exit Ticket (5 minutes)

3. Homework

   • In advance, prepare a PowerPoint vocabulary lesson using the same format from Lesson 3. Choose 4-5 words from the text that cannot be figured out using context clues.
   • This lesson includes a reread of “Journey of the Peacemaker” with a focus on symbolism and a close read of Section 2 of the “Birth of the Haudenosaunee”, “Coming Together”, accompanied by the completion of a new worksheet.
   • The second portion of the story includes references to the Haudenosaunee government which will not be directly addressed here. This lesson may connect and serve as a bridge to lessons in Social Studies.
Lesson Vocabulary

details, contribute, discussion, notice, wonder, captions, sovereign, countless, Hoyane, Gustoweh, headdress, council, envisioned, govern, continuous, democratic, complement

Materials

• **Keeping Track of How it all fits together** anchor chart
• “Birth of the Haudenosaunee” Symbolism and Text-Based Answers handout
• “Birth of the Haudenosaunee” (from Lesson 3)
• Teacher-created vocabulary PowerPoint
• Document camera or white board
• Index cards

Opening

A. **Engaging the Reader: Recounting “Birth of the Haudenosaunee” (5 minutes)**

- Share the learning targets:
  - “I can answer questions using specific details from the text.”
  - “I can show what I know by contributing to discussions.”
- Ask students to tell you what they remember from yesterday about the meanings of **contribute**, **details**, and **discussion**.
- Ask students to review their work/reading from yesterday and Think-Pair-Share about what happened so far in the Birth of the Haudenosaunee. They should also think about any questions they may have about yesterday’s reading. Ask students to share summaries with the class and answer any questions students may have about the reading so far. This would also be a good time to review the previous lesson’s exit tickets.
### Work Time

<table>
<thead>
<tr>
<th>Identifying Symbolism in “Birth of the Haudenosaunee” (15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggestions for vocabulary instruction:</strong></td>
</tr>
<tr>
<td>1. Begin with vocabulary exercise as in Lesson 3. Select words from the lesson vocabulary list that you feel would most benefit your students and move through them using the vocabulary Power Point.</td>
</tr>
<tr>
<td>2. Model for students how to figure out the meaning of a word in context using an example from today’s reading (recommend “bound” or “bundled” in paragraph 8). Choose a word that is not defined in the Power Point.</td>
</tr>
<tr>
<td>3. Inform students that good readers read a complex text more than once in order to understand it more fully. Explain that they read the section titled “Journey of the Peacemaker” in the previous lesson and answered questions about it. Today they will read that section again, but with a different purpose. Today they will be looking for symbolism in the text. Review with students what symbolism is if necessary.</td>
</tr>
<tr>
<td>4. Distribute the worksheet “Birth of the Haudenosaunee”: Symbolism and Text-Based Answers to each student.</td>
</tr>
<tr>
<td>5. Students should work with the same partner from the previous lesson to answer the questions in the first box. Circulate to provide support.</td>
</tr>
<tr>
<td>6. Review responses to these questions whole class:</td>
</tr>
<tr>
<td>a. Label the Tree of Peace and the Hiawatha Belt based on what you read in “Journey of the Peacemaker”. (If possible, project an image of the Great Peace Tree and the Hiawatha Belt that you can label using student feedback, or that students can label on a Smartboard.)</td>
</tr>
<tr>
<td>b. How does the story explain the symbol of the arrows bound together?</td>
</tr>
<tr>
<td>c. How do the Great Peace Tree and the Hiawatha Belt symbolize the Haudenosaunee?</td>
</tr>
</tbody>
</table>

### Meeting Students’ Needs

<p>| |</p>
<table>
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<tbody>
<tr>
<td>Graphic organizers engage students more actively and provide the necessary scaffolding that’s especially critical for learners with lower levels of language proficiency.</td>
</tr>
</tbody>
</table>

### B. Masterful Reading and Identifying symbolism (15 minutes)

<table>
<thead>
<tr>
<th>Read aloud the section titled “Coming Together”.</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the master read, have students whisper read together in pairs and circulate to check for understanding. Tell them that if they do not know a word and cannot figure it out, circle or highlight it. They should also underline any details they think are important to the story. Instruct them to answer the questions in the second box on their “Birth of the Haudenosaunee” Symbolism and Text-Based Answers handout with their partners when they have completed the paragraphs.</td>
</tr>
<tr>
<td>Have students share out and clarify as needed:</td>
</tr>
<tr>
<td>a. What do the antlers on the headdresses represent?</td>
</tr>
</tbody>
</table>
• Why would the Haudenosaunee want to look Seven Generations into the future when making important decisions?
• Explain how the Council is “Of One Mind”.
• Synthesis: How do the Haudenosaunee continue to live in the ways of the Peacemaker? (This is a topic that will be brought up throughout the unit and revisited in Unit 2.)

• End the class by discussing what we have learned about symbols and how understanding symbols can help us better understand the text and the people that the text is about, drawing attention to the Peacemaker and his continuing influence on the Haudenosaunee culture. Revisit the importance of the Great Peace Tree and the Hiawatha Belt focusing on how they represent unity, connection, peace, community, etc. If there is additional time, review the symbols from the Gallery Walk to support the conversation.
• Inform students that the thinking they have done with this text will inform the work they do throughout the module.

C. Keeping Track Anchor Chart (10 minutes)
• Instruct students to complete the row for “Birth of the Haudenosaunee”. They may do this with their partners.
• Circulate to provide support.
• Review student answers whole class.

D. Comparing Stories (10 minutes)
• Show “The Stone Canoe: The Story of the Peacemaker” a 6-minute video illustrated and narrated by fourth grade students at the Onondaga Nation School. The video retells the travels of the Peace Maker to the 5 warring Nations bringing a message of Peace, Love, Power, and Unity to the people. This video is an example of the Haudenosaunee oral tradition which is a topic that will come up in Unit 3. As students watch the video, they should look for any connection to the text they just read and the symbols they may have seen in the text and the Gallery Walk.
• Have students turn and talk with a partner about this prompt: “How does the video version of the story compare to the written version?
• Lead a brief discussion about the similarities and differences between the video and the text. As students will notice differences between the text and the video, be prepared to explain that this story is meant to be spoken and typically takes a number of days to tell (Oral Tradition). The story they read and saw are shortened versions of the one the Haudenosaunee typically tell and are not meant to be written down.
• Move students toward an understanding of the word “complement;” how do the two mediums complement each other, or complete the story?
• Optional: Students may add this video to their Keeping Track anchor chart.

Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.
### Closing and Assessment

<table>
<thead>
<tr>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking in with learning targets helps students self-assess their own learning.</td>
</tr>
</tbody>
</table>

#### A. Debrief and Exit Ticket (5 minutes)

- Ask the students if they have met the learning targets “I can contribute to class discussions” and “I can answer questions using specific details from the text.” Students can use Fist to Five, a self-assessment in which students rate themselves on a continuum from zero (fist), meaning far from the target, to five (five fingers), meaning having solidly met the target. Call on a few students to provide evidence for the rating they gave themselves.

**Exit Ticket- “The Stone Canoe: The Story of the Peacemaker”**

- Distribute an index card to each student and ask, “How does the video enhance your understanding of the Peacemaker?”

### Homework

<table>
<thead>
<tr>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.</td>
</tr>
</tbody>
</table>

Students should continue their independent reading related to this unit.
### Symbols in “Birth of the Haudenosaunee”

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Tree of Peace" /></td>
<td>Label the Tree of Peace and the Hiawatha Belt based on what you read in <em>Journey of the Peacemaker</em>. How does the story explain the symbol of the arrows bound together?</td>
</tr>
<tr>
<td><img src="image2.png" alt="Hiawatha Belt" /></td>
<td>How do the Tree of Peace and the Hiawatha Belt symbolize the Haudenosaunee?</td>
</tr>
</tbody>
</table>

### Coming Together

<table>
<thead>
<tr>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image3.png" alt="Antlers" /></td>
</tr>
<tr>
<td><img src="image4.png" alt="Council" /></td>
</tr>
<tr>
<td><img src="image1.png" alt="Tree of Peace" /></td>
</tr>
</tbody>
</table>
Synthesis: How do the Haudenosaunee continue to live in the ways of the Peacemaker?
Grade 4: Module 1A: Unit 1: Lesson 5
Keeping Track of How it All Fits Together: Making Connections
# Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can make connections between texts, ideas, cultural perspectives, personal events and situations. (RL.4.11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can paraphrase information presented in diverse media and formats. (SL.4.2)</td>
</tr>
<tr>
<td>I can engage effectively in a collaborative discussion. (SL.4.1)</td>
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</tbody>
</table>

## Supporting Learning Targets

<table>
<thead>
<tr>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anchor chart</td>
</tr>
<tr>
<td>• Teacher observation</td>
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</tbody>
</table>

| I can make connections between texts. |
| I can reread to find specific details. |
| I can plan a symbol for my wampum belt. |

## Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Carousel Vocabulary review (25 minutes)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Work Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Making Connections (20 minutes)</td>
</tr>
<tr>
<td>B. Sharing Ideas (10 minutes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Closing and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Exit paragraph (10 minutes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Homework</th>
</tr>
</thead>
</table>

## Teaching Notes

- In advance: read the **Word Association** guidance in Supporting Materials.
- For the carousel activity, choose words that you feel your students needs reinforced.
- Students may be hesitant to speak in front of the class. If necessary, remind students about respectful listening practices.
- The exit paragraph should be returned to students at the start of the next lesson.
- Students may start asking questions about their personal wampum belts. This will be more clearly explained in a later lesson.

## Lesson Vocabulary

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Carousel Brainstorm (Appendix 1)</td>
</tr>
<tr>
<td>• Word Association (see Supporting Materials)</td>
</tr>
<tr>
<td>• Note Catcher (see Supporting Materials)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>central idea, supporting detail, gist</th>
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Keeping Track of How it All Fits Together anchor chart (begun in Lesson 2)
“Birth of the Haudenosaunee”
“Thanksgiving Address”
Vocabulary log/notebook
Chart paper
Markers

### Opening

<table>
<thead>
<tr>
<th>A. Vocabulary review (25 minutes)</th>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inform students that in a few days they will be creating their own wampum belts that represent an event from their family, school, or community that is important to them. In order to help their thinking, they will start by looking at what is important to the Haudenosaunee people for inspiration.</td>
<td></td>
</tr>
<tr>
<td>• First, talk with students about the learning targets for the day:</td>
<td></td>
</tr>
<tr>
<td>• “I can make connections between texts.”</td>
<td></td>
</tr>
<tr>
<td>• “I can reread to find specific details.”</td>
<td></td>
</tr>
<tr>
<td>• <strong>Word association:</strong> Inform students that they will be writing about the texts they read in this unit/module and that in order to be able to write about the texts, they need to make sure they have understanding of the difficult vocabulary. See <strong>Word Association</strong> guidance in Supporting Materials for the procedure. After the five words have been discussed and clarified, split students into pairs or triads.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Modified Carousel</strong> activity. This vocabulary review uses a similar procedure to the Carousel activity in Appendix 1. Instead of questions to answer, the students will be coming up with sentences for the vocabulary words, similar to the Word Association activity. Select 5-7 vocabulary words from this unit that you would like the students to have an understanding of. Put each of those words on a piece of chart paper and post them around the room. In pairs or triads, students will come up with sentences for each of the words and write them on the chart paper. Follow the basic carousel procedure.</td>
<td></td>
</tr>
<tr>
<td>• After all groups have had a chance with each word, student groups should end up back at their original word. Each group should have the opportunity to read each student-created sentence aloud. Allow time to discuss the sentences and how clearly they convey the meaning of the word.</td>
<td></td>
</tr>
<tr>
<td>• Allow time for students to clarify the definitions of these words in their vocabulary journals.</td>
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</tbody>
</table>
### Grade 4: Module 1A: Unit 1: Lesson 5

**Keeping Track of How it All Fits Together:**

**Making Connections**

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<table>
<thead>
<tr>
<th>Work Time</th>
<th></th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Making Connections (20 minutes)</strong></td>
<td></td>
<td><strong>• Graphic organizers help students organize their thoughts in preparation for deeper thinking and analysis.</strong></td>
</tr>
<tr>
<td>- Ask students to take out their <em>Keeping Track</em> anchor charts. Put students into triads and distribute <em>Graphic Organizer</em> found in Supplemental Materials.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instruct students to use their anchor charts and talk with their groups about any ideas that appear in both texts, and how they know. Students will use the graphic organizer to organize their ideas and supporting details in preparation for sharing with the class.</td>
<td></td>
<td></td>
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<tr>
<td>- Circulate to provide support.</td>
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<td></td>
</tr>
<tr>
<td>- Making connections to other texts may be a difficult concept for some students. Consider allotting more time to this task.</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
<th>Work Time</th>
<th></th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Sharing Ideas (10 minutes)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Instruct each group to choose one member who will report out on the connecting idea they found and any details they found to support that. They will also talk about any connections they found to the videos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Call on volunteers to share their connecting idea and explanations. Question students about how they arrived at their conclusions in order to ensure that they use details from the texts to support their thinking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- After each group has shared out, congratulate them on their bravery in speaking in front of the class.</td>
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</tbody>
</table>
### Closing and Assessment

**A. Exit paragraph (10 minutes)**
- Display this question for all students to see: “What do these texts tell you about the Haudenosaunee people?”
- Instruct students to write a paragraph using their notes on their note catchers. They should identify one trait of the Haudenosaunee based on what they have read so far. Students should include 2-3 pieces of textual evidence to support their claim about the Haudenosaunee.
- Collect the paragraphs at the end of the lesson. This assessment will help students prepare for the kind of thinking they will need for the mid unit assessment in the next lesson. Students will need this paragraph when they create their wampum belt in lesson 8.

### Homework

- Students can start thinking about a symbol they would create for their wampum belt based on what they wrote in their paragraph.
Word Association

Write the following words on the board (or other words from the unit of your choosing):

principles  address  confederacy  succumbed  consensus

Say: “Tell me the word that I am thinking about.”

Read aloud the following sentences and allow students to fill in the blank (aloud).

When people from different areas form a group with a common purpose, it is called a ____________________________.

When you give in to temptation, you have ____________________________.

If you and I agree to work together through a tough problem, it is called ____________________________.

If I have certain beliefs that guide my life, I have a set of ____________________________.

If you give an important speech to a group, you are giving an ____________________________.

Clarify the definitions for each word as you review them. Ensure that students have written an acceptable definition in their vocabulary logs.
Connecting Idea

Details from "Birth of the Haudenosaunee"  

Details from Thanksgiving Address

How do the texts connect to the videos you saw (Stone Canoe and introduction to Thanksgiving Address)?
Grade 4: Module 1A: Unit 1: Lesson 6
Identifying Main Idea and Mid-Unit 1
Assessment: Two Row Wampum
GRADE 4: MODULE 1A: UNIT 1: LESSON 6
Mid-Unit 1 Assessment and Close Read of Two Row Wampum (Guswenta)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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)

Supporting Learning Targets
- I can use details and examples from TwoRow Wampum (Guswenta) when explaining what specific passages say or mean.

Ongoing Assessment
- Mid-Unit 1 Assessment: Answering Questions with Evidence from Text
- Teacher observation
- Anchor chart

Agenda
1. Opening
   A. Recording History (5 minutes)
2. Work Time
   B. Mid-Unit 1 Assessment: Read Passages and Answer Questions with Evidence from Text (30 minutes)
   C. Finding a Central Idea of Two Row Wampum (20 minutes)
3. Closing and Assessment
   A. Keeping track anchor chart (5 minutes)
4. Homework

Teaching Notes
- This lesson contains an assessment and close reading to find main idea. Both portions of the lesson use the same text.
- Based on the pace of the assessment, this lesson is approximated at 60 minutes, but may take additional time, depending on the reading fluency of the class.
- Display the Close Readers Do These Things anchor chart so that all students have access while completing the assessment.
- Although not part of the lesson, the transcript of the video is provided for teachers who may need to use it as support for their students.
### Lesson Vocabulary

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
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</table>
| details, examples, assessment, treaty, wampum, territory, convene, delegation, principle?, covenant, living treaty, intentions, interfere | • Mid-Unit 1 Assessment  
• Close Readers Do These Things anchor chart (begun in Lesson 3)  
• Keeping Track of How it All Fits Together anchor chart (begun in Lesson 2)  
• Two Row Wampum story  
• Document camera  
• Sticky notes  
• Video- “Recording History Through Oral Tradition”: [https://www.youtube.com/watch?v=k3WLTYp4lPI](https://www.youtube.com/watch?v=k3WLTYp4lPI)  
• Transcript of video- “Recording History Through Oral Tradition” (found in Supplemental Materials) |

### Opening

**A. Recording History (5 minutes)**

- Ask students, “How do you find out about our history? Or your family’s history?” Lead a brief discussion about the ways we pass stories down (text books, novels, family gatherings, school, etc.). Tell students that there are many ways to share stories and histories as they will find out in a video created for this module.
- Show students “Recording History Through Oral Tradition”.
- After viewing, ask students to relate how the Haudenosaunee record their history. Answers should include oral tradition and wampum. Lead a brief discussion about the purpose of wampum as it relates to this video and the references to wampum in “Birth of the Haudenosaunee”.

### Meeting Students’ Needs
### Work Time

**A. Mid-Unit 1 Assessment: Read Article and Answer Questions with Evidence from Text (30 minutes)**
- Distribute assessment. Remind students that they should follow the Close Readers Do These Things anchor chart posted in the classroom. Hopefully they will be able to underline many things they understand.
- Place students in groups or pairs that they have been working with. Pass out the assessment. Explain that today students may read and work together in groups on this assessment. They are all to turn in their own test papers however.
- Collect the assessment to formally assess. Look at students' answers, and also look at their text to see if they are annotating the text to help them get their thinking on paper as they read.
- Congratulate students on the skills they are building reading closely.

**Meeting Students’ Needs**
- This assessment can also be done individually.
- If you choose to do this assessment collaboratively, use the opportunity to move around during the assessment and evaluate informally how students are working together, their fluency in reading aloud, and their problem solving skills.

**B. Finding a Main Idea of the Two Row Wampum Treaty (20 minutes)**
- Distribute student copies of Two Row Wampum (Guswenta) and the Keeping Track anchor chart from Lesson 2. Point out to students that the Haudenosaunee word for this treaty is Guswenta. Display the text using a document camera or whiteboard.
- Tell students that they are going to finish reading about the Two Row Wampum treaty and then take some time to think about how the Haudenosaunee create peace.
- Cold call students to give the gist of the first four paragraphs (from the assessment). Focus on the symbolism of the Two Row Wampum Belt so that students may enter it on their anchor charts. Consider displaying the image of the belt to facilitate student thinking.
- Read aloud paragraphs 5-8 of Two Row Wampum (Guswenta) as students follow along.
- Tell students that each pair will be rereading one of the paragraphs to determine gist. Assign student pairs individual paragraphs to closely read. Some paragraphs are more complex than others so be strategic in your assignments.
- Ask student pairs to whisper read the paragraph, underlining the parts they know or understand. They should also take note of any symbolism evident in the paragraph and be prepared to explain it to the class. Note: paragraph 7 includes a detailed description of the symbolism behind the Two Row Wampum belt.
- Ask students to come up with a gist statement for their paragraph that they will write on a sticky note.
- Instruct students to put their sticky notes with their gist statements next to the paragraph they read on the whiteboard.
- When all student pairs have added their statements, review each one and clarify as necessary. Students should add gist

• Remind students what "gist" is and how it is different from a main idea or central idea. Gist is an early or emerging understanding of a chunk of text. When we ask students to come up with a gist statement, we are asking them simply to share their “initial thinking” of what a text is “mostly about.” It’s a check for understanding and entry point to complex text.
statements on their copies of the text as well.

- Ask students: “What symbolism appeared in your paragraph?” Listen for:
  - Silver (from Dutch name for treaty) can be polished and renewed
  - Two Row Wampum Belt—2 rows=2 boats represent Haudenosaunee and Dutch ways of life, white= river of life, equality, friendship, peace, forever

- Give students a moment to think about what they have learned about the Two Row Wampum treaty. They should synthesize this information to come up with a statement about what they learned about the Haudenosaunee in this text. Students will write this statement in the box for main idea on their Keeping Track anchor charts.

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<thead>
<tr>
<th>Work Time (continued)</th>
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<tbody>
<tr>
<td>Cold call students to share their main ideas. Tell them that they will continue to revisit these ideas throughout the module.</td>
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<td>If time is a factor, this activity may be completed at the start of the next lesson.</td>
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<tr>
<th>Closing and Assessment</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td><strong>A. Keeping Track anchor chart (5 minutes)</strong></td>
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<tr>
<td>Have students complete the remainder of the row for Two Row Wampum on their anchor charts based on what was discussed in class.</td>
<td>Developing self-assessment and reflection supports all learners.</td>
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<tr>
<th>Homework</th>
<th>Meeting Students’ Needs</th>
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<tr>
<td>Students should continue their independent reading for this unit. Students can also practice oral tradition by telling the story of the Two Row Wampum treaty to family members. Provide students with an image of the belt to help them tell the story.</td>
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Directions:
Read the following passages and then write your answers. Be sure to use details from the text.

Two Row Wampum

In 1613, the Mohawks noticed people coming into their territory unannounced. The visitors had begun to cut trees and clear land for their homes and farms. They had entered the lands of the Haudenosaunee and were now occupying some of their empty rooms (land). The newcomers dressed oddly and had hair on their faces. They had iron pots and pans and had their families with them. These people needed a place to live. The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee.

At the meeting it was discussed that a delegation must travel to where these people had settled to determine their intentions. It was difficult for the delegation. The people they met spoke in a language they hadn’t heard before. It took much time and patience for the two people to begin to communicate.

1. Annotate your text. Use what you have learned about reading closely. Underline the things you understand.
2. Circle words that you do not understand. Read around the words and see if you can figure them out.
3. The passage states “In 1613 the Mohawks noticed people coming into their territory unannounced.” Think about unannounced. If someone announces something, they
   a. tell someone about it, or make it known.
   b. keep something a secret and hidden.
   c. hurry to try to find an answer
4. So if something is unannounced, it is
   a. secret
   b. unexpected
   c. slow
5. The passage states “The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee.” Based on this passage, a runner is someone who
   a. likes to race
   b. carries messages
   c. attacks secretly
6. The “visitors” are also referred to as “the newcomers.” What do we find out about the newcomers?


7. Based on the passage, to *convene* means
   a. to cancel
   b. to call together
   c. to control

8. According to the passage, why did the Mohawks convene a meeting?


9. What was a problem the Mohawks had when they met with the newcomers?
Using Resources

After many discussions, it was decided that the Haudenosaunee and the Europeans must have a way to greet each other when they met. The settlers with their large sailed boat thought that they should be called “Father” and the Haudenosaunee “Son.” The Haudenosaunee said that this would not do. “We shall address each other as “Brothers”. This shows that we are equal to each other.”

As the Haudenosaunee and Dutch discovered much about each other, an agreement was made as to how they were to treat each other and live together. Each of their ways would be shown in the purple rows running the length of a wampum belt. “In one row is a ship with our White Brothers’ ways; in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other’s vessel.”

10. Annotate your text. Use what you have learned about reading closely. Underline the things you understand.

11. Circle words that you do not understand. Read around the words and see if you can figure them out.

12. What does this passage tell you about the Haudenosaunee people? What does it tell you about the Dutch people? Use details from the text to support your response.

13. Based on the passage, what is a vessel? How do you know?
Criteria for Success

Students’ answers must be accurate and include specific details to support their responses.
1- In 1613, the Mohawks noticed people coming into their territory unannounced. The visitors had begun to cut trees and clear land for their homes and farms. They had entered the lands of the Haudenosaunee and were now occupying some of their empty rooms (land). The newcomers dressed oddly and had hair on their faces. They had iron pots and pans and had their families with them. These people needed a place to live. The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee.

2- At the meeting it was discussed that a delegation must travel to where these people had settled to determine their intentions. It was difficult for the delegation. The people they met spoke in a language they hadn’t heard before. It took much time and patience for the two people to begin to communicate.

3- After many discussions, it was decided that the Haudenosaunee and the Europeans must have a way to greet each other when they met. The settlers with their large sailed boat thought that they should be called “Father” and the Haudenosaunee “Son.” The Haudenosaunee said that this would not do. “We shall address each other as “Brothers”. This shows that we are equal to each other.”

4- As the Haudenosaunee and Dutch discovered much about each other, an agreement was made as to how they were to treat each other and live together. Each of their ways would be shown in the purple rows running the length of a wampum belt. “In one row is a ship with our White Brothers’ ways; in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other’s vessel.”

5- The Haudenosaunee and the Dutch agreed on three principles to make this treaty last. The first was friendship; the Haudenosaunee and their white brothers will live in friendship. The second principle is peace; there will be peace between their two people. The final principle is forever; that this agreement will last forever.

6- The Dutch recorded this agreement on paper with three silver chains. Iron chains would not do because iron rusts and breaks over time. Silver, on the other hand, can be polished and renewed when the brothers meet. The Haudenosaunee and the Dutch agreed to call this the Silver Covenant Chain of Friendship.

7- The Haudenosaunee explained to the Dutch that they did not use paper to record their history. They would make belts made of white and purple wampum shells. The Haudenosaunee made a belt to record this agreement. The belt has two purple rows running alongside each other representing two boats. One boat is the canoe with the Haudenosaunee way of life, laws and people. In the other is the Dutch ship with their laws, religion, and people in it. The boats will travel side by side down the river of life. Each nation will respect the ways of each other and will not interfere with the other. “Together we will travel in Friendship and in Peace Forever; as long as the grass is green, as long as the water runs downhill, as long as the sun rises in the East and sets in the West and as long as our Mother Earth will last.”

Importance to today
8- The Haudenosaunee see the Two Row Wampum as a living treaty; a way that they have established for their people to live together in peace; that each nation will respect the ways of the other as they meet to discuss solutions to the issues that come before them.
Transcript of “Recording History Through Oral Tradition”

**Carson**: Why don’t we write down our history?

**Nancy**: We have always had a lot of people who were speakers and leaders that told stories and gave us our history through the spoken word. We hear stories over and over again to help us to understand why things come to be or why things happened the way they are now, so all of our history. It is very, very important to be listening to our elders, so that the stories they tell us, we can hold on to, and pass on to our children.

**Carson**: Is there any other way that we could have recorded our history?

**Nancy**: Yes we have other ways of recording our history. Once we encountered the Europeans, we had to start recording our history using the wampum belts because we started having agreements – making agreements – with them, and the only way were able to remember both sides – they were writing it down and we were recording it in our wampum belts. And it was also spoken in our language so that we would remember it. So we still have the oral version of the story of the wampum as well as the wampum itself, so that you can see it written in the belts.
Grade 4: Module 1A: Unit 1: Lesson 7
Reading Poetry and Identifying Theme:
Robert Frost’s “A Time to Talk”
# How to Read Poetry:

Robert Frost’s "A Time to Talk"

## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the theme of a poem. (RL.4.2)
I can explain the structural elements of a poem. (RL.4.5)
I can engage effectively in a range of collaborative discussions. (SL.4.1)

## Supporting Learning Targets

- I can plan a symbol for my wampum belt.

## Ongoing Assessment

- Keeping Track anchor chart
- Guiding Questions handout

## Agenda

### 1. Opening
- A. Engaging the Reader (5 minutes)

### 2. Work Time
- A. Introduction to “A Time To Talk” (10 minutes)
- B. Master Read (10 minutes)
- C. What Is This Poem About? (20 minutes)
- D. Determining the Theme of a Poem (10 minutes)

### 3. Closing and Assessment
- A. Debrief (5 minutes)

### 4. Homework

## Teaching Notes

- While this lesson addresses a piece of poetry by a famous poet, the lesson itself is not about teaching poetry. The focus is on how Robert Frost’s “A Time to Talk” connects to the other texts in the unit. There is a brief discussion on the difference between poetry and prose, with a specific focus on visual format, without getting into too much detail.
- For students who are intimidated by poetry, consider chunking the poem into lines or sentences to ease the deconstruction of the poem.
- This poem is about communication and connects to the other texts in the unit. Students will be able to refer to this poem when planning their wampum belt symbols.
Lesson Vocabulary

- structural, poetry, theme

Materials

- Keeping Track of How it All Fits Together anchor chart
- Robert Frost’s “A Time to Talk” (students copies)
- Guiding Questions handout (supplementary materials)
- Document camera

Opening

A. Opening: Engaging the Reader (5 minutes)

- Ask students to form pairs and take turns so each of them reads one of the learning targets: “Can anyone explain these learning targets in their own words?” Focus on ensuring that students know structural, elements, and theme.
- Ask students what they know about poems or poetry. Cold call students for responses. Inform students that today’s text will be a poem which is different than the texts we have been reading in this unit.
- In this lesson, students will be looking for the theme of the poem. The CCLS use the term theme in RL.4.2.

Meeting Students’ Needs

- Provide nonlinguistic symbols (e.g., a person with a think bubble above their head for questions) to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.
- All students developing academic language will benefit from direct instruction of academic vocabulary.

Work Time

A. Introduction to “A Time to Talk” (10 minutes)

- Distribute student copies of “A Time to Talk” by Robert Frost. With their partners, ask students to talk about how this poem looks different from the previous texts. What makes this a poem? Call on student volunteers to share differences they find with the rest of the class. Students should notice that punctuation is different. If not, call their attention to the fact that each line is not necessarily a sentence. Inform students that poets do this for different reasons, but the important thing to remember is that when we read the poem, we should read it using the punctuation marks the poet includes. This means
pausing at commas and stopping at periods, even if they are in the middle of a line.

- Additional differences that they may notice (or you can point out):
  - the poem is visually set up differently than regular sentences
  - there is some rhyme
  - it has a title

- Ask a student to read aloud the title of the poem. With their partners, students should discuss what this poem may be about. Cold call several students for ideas.

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<td><strong>B. Master Reading of “A Time to Talk” (10 minutes)</strong></td>
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| - Explain to students that reading poetry aloud often helps us to gain better understanding of the poem. Also, poems usually need to be read multiple times to figure out what the poet is saying. Sometimes even adults will read a poem ten times when trying to figure out its meaning! Students should follow along as you read the poem aloud once.  
  
  - Pause for a moment and ask the students what they noticed about your reading. Listen for “You stopped at the periods and paused at the commas” in addition to comments about rhythm or rhyme, comments about images, comments about the speed at which you read.
  
  - Explain that the structure of poems will vary, but the punctuation will always tell you how you should read them. Read the poem aloud again. Ask students how many sentences there are in the poem and how do they know (3- question mark, period, period).
  
  - Instruct the students to read the poem silently and circle any words that are unfamiliar. Inform the students that many of the words can be figured out using context. Model figuring out the definition of meaning for the students. “I know that the word meaning is something like a definition, or what is meant by an action or word. So since the friend is slowing his horse so that he can talk to his friend, I think the walk is meaningful, or has purpose,” Explain to students that this is an outdated usage of the word and does not have a clear definition. But, the important thing is that not understanding the word does not hinder comprehension of the entire poem. |                                             |
C. What is this poem about? (20 minutes)

- Group students into fours (pairs that have been working together work with another pair). Inform them that they will now read the poem themselves to deconstruct it, or figure out its meaning. Encourage students to read the poem aloud multiple times as they answer the questions. Distribute Guiding Questions from Supplementary Materials.

- Students may not be familiar with the words “hoe, hoed, mellow, plod”. Encourage groups to use context clues to figure out the meanings which will be discussed before the end of the class. Reinforce the idea that sometimes the definition is not necessary in order to get the gist of the poem.

Circulate to provide support and guidance. When students have completed the activity, review their answers to questions 1-3 by calling on volunteers to share. Review additional vocabulary at this time and have students enter unfamiliar words into their vocabulary journals.

D. Determining the Theme of “A Time to talk” (10 minutes)

- Tell students that we will now be talking about the theme of this poem. Explain that the theme is central message or main idea.

- Call on student volunteers to share their ideas for theme as well as any evidence they have to support that theme. Listen for:
  - There is always time for friends.
  - Friends should always make time to talk to each other.
  - Communication is important to friendship.

- Display your model anchor chart on a document camera. Instruct students to take out their Keeping Track anchor chart and elicit student responses for filling in a row for the poem, focusing on summary theme and making connections. Read the poem once again, stopping at the end of each sentence to “remind yourself” of what is going on — or in some cases stopping at the end of each piece of punctuation and asking students to call out the summary. Put it all together here.

- If not enough time, allow students to complete the anchor chart at the beginning of the next lesson. This can segue into the next day’s activity.
## Closing and Assessment

**A. Debrief (5 minutes)**
- Ask students to think about the learning targets from today. How would they explain the structure of this poem? How does this poem connect to the other texts they have read?
- Allow students time to think about how this poem may influence the symbol they choose for their wampum belt.

## Meeting Students’ Needs
- The debrief process solidifies the learning of students and also is a good formative assessment for teachers.

## Homework

- Students should continue in their independent reading book and/or think about a symbol they would create for their wampum belt based on the texts.

## Meeting Students’ Needs
- Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.
Guiding Questions

“A Time to Talk”

Read the poem aloud. Talk with your group about the imagery, or what you see in this poem, as you answer these questions. Each group member should read the poem aloud at least once. The more you read it, the more you will get out of it.

1. How many people are there? How do they know each other? How do you know?

2. What is the setting? (location, time of day, weather) How do you know?

3. What do you see when you read this poem? Put it into your own words.

4. What do you think is the message or theme of this poem?
“A Time to Talk” by Robert Frost

WHEN a friend calls to me from the road
And slows his horse to a meaning walk,
I don’t stand still and look around
On all the hills I haven’t hoed,
And shout from where I am, What is it?
No, not as there is a time to talk.
I thrust my hoe in the mellow ground,
Blade-end up and five feet tall,
And plod: I go up to the stone wall
For a friendly visit.
Grade 4: Module 1A: Unit 1: Lesson 8
Synthesizing Symbolism: Personal Wampum Belt
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can make connections between narratives and poetry to other texts and ideas. (RL.4.11) |
| I can create an artwork in response to themes I have studied in class. (W.4.11) |
| I can engage effectively in a range of collaborative discussions. (SL.4.1) |

### Supporting Learning Targets
- I can create a wampum belt that relates to a theme we have been studying in class.
- I can engage in effective discussions about my wampum belt.

### Ongoing Assessment
- Wampum Belt
- Keeping Track anchor chart
- Teacher observation

### Agenda

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<td>A. Reviewing Learning Targets and Teacher Feedback (5 minutes)</td>
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<th>2. Work Time</th>
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<td>A. Modeling a Personal Wampum Belt (10 minutes)</td>
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<td>B. Planning and Creating a Personal Wampum Belt (up to 40 minutes)</td>
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<th>3. Closing and Assessment</th>
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<td>A. Sharing and Debrief (5 minutes)</td>
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### Teaching Notes
- Students will be creating a personal wampum belt that depicts ideas embraced by the Haudenosaunee (peace, unity, consensus). It may be helpful to create your own wampum belt and explain it to your students to model your expectations of them.
- Students will also be writing a paragraph that explains how the symbolism in their wampum belts reflects ideas in Thanksgiving Address and “Birth of the Haudenosaunee”. Today’s lesson will consist of a brief discussion with a partner to flesh out ideas followed by students working on their belts.
- Remind students that wampum belts are not “worn” like a traditional belt. They serve a special purpose in Haudenosaunee society and are used to help them tell their stories. This will be stressed in the video created by the Onondaga Nation that is shown in the opening.
- Wampum is traditionally made of purple and white shells. Consider providing materials that can replicate this effect (markers, crayons, beads, colored paper). If time permits, allow students the chance to finish the belt in class before they move on to the writing in the next lesson.
- Displaying the students’ wampum belts and paragraphs can help to create a sense of community in the classroom that will reinforce the themes from the texts.
Lesson Vocabulary

Wampum, oral tradition, symbolism

Materials

- Video: What is Wampum? [https://www.youtube.com/watch?v=ByzAfNXUbEQ](https://www.youtube.com/watch?v=ByzAfNXUbEQ)
  - Wampum Belt diagram (Supplemental Materials)
  - Keeping Track anchor chart (from Lesson 2)
  - Making Connections anchor chart (from Lesson 5)
  - Various art or crafting supplies to allow for student creativity (see Teaching Notes)

Opening

### A. Reviewing Learning Targets and Learning about Wampum Belts (5 minutes)

- Discuss the learning targets for today, paying particular attention to the activity that will be taking up the majority of the lesson. Explain to students that part of understanding literature is being able to respond to it. Inform students that they will be responding to the unit’s texts artistically and in writing.

- Remind students how important it is for them to treat each other with respect when discussing ideas.

- First show students the short video about wampum. Lead a brief discussion about the video ensuring that students understand the following:
  - Wampum is made of shells
  - Wampum is used to tell stories and form agreements
  - The belt is never worn
  - Symbols and pictures are used to depict the stories
  - Inform students that their belts will also tell a story.

Meeting Students’ Needs

- All students developing academic language will benefit from direct instruction of academic vocabulary.
### Work Time

#### A. Modeling a Personal Wampum Belt (10 minutes)
- Show students your wampum belt. Talk about the thought process you went through to come up with these symbols. Stress the idea of sharing your thinking aloud with a partner to refine your ideas. Ask your students if they can see how it relates to the “Birth of the Haudenosaunee” or Thanksgiving Address. Cold call several students for possible suggestions of how your belt connects to the texts.
- Explain to students that this wampum belt will be part of their assessment. They must create a wampum belt with three symbols that represent an idea in the texts they have been reading, specifically Thanksgiving Address and “Birth of the Haudenosaunee”. They can use the texts and symbols from the unit as inspirations for their work. They should use the paragraph they wrote in Lesson 5 as well as the **Making Connections** anchor chart from Lesson 5. They may also use their **Keeping Track** anchor charts.
- Consider displaying photos of examples of wampum belts (Two Row, Hiawatha Belt) for student reference. There are also images on this website that may be useful to students: [http://www.iroquoismuseum.org/ve11.html](http://www.iroquoismuseum.org/ve11.html).
- Remember that traditional wampum uses purple and white shells. Students may use colors that have symbolic meaning to them.

### Meeting Students’ Needs
- Modeling provides a clear vision of the expectation for students.

### Work Time (continued)

#### B. Planning and Creating a Personal Wampum Belt (40 minutes)
- Allow students to discuss ideas for their wampum belts with a partner. Encourage active listening and emphasize the importance of sharing ideas when making decisions.
- Students may use their paragraph from Lesson 5, and their **Making Connections** and **Keeping Track** anchor charts to help them come up with symbols.
- Encourage students to make a few sketches before they start on their final wampum belt.
- Explain that they will only have today to finish these belts as they will begin writing about them in the next lesson.
- Distribute **Wampum Belt** handout in Supplemental Materials. Review the directions with your students and clarify your expectations and requirements.
• Make crafting supplies available. Allow students to create the belt electronically if you have the means.
• Circulate to offer support and have students explain their thinking to you as they create their symbols.

Closing and Assessment

A. Sharing and Debrief (5 minutes)
• Check in with students regarding the learning target “I can create an artwork in response to themes I have studied in class.” In a go ’round fashion, ask each student to share a symbol they have decided to create.
• Allow students additional time at home to complete the wampum belt. It must be brought in for the next lesson though as students will be starting their explanatory paragraph which is the end of unit assessment.

Meeting Students’ Needs
• The debrief process solidifies the learning of students and also is a good formative assessment for teachers.

Homework

Students can start thinking about how the wampum belt they created today connects to the ideas in Thanksgiving Address and “Birth of the Haudenosaunee.”

Note: Students will need to use the wampum belt they create in the End of Unit 1 Assessment during Lesson 9. If you are concerned about students completing this assignment, plan time for it later in the day. The creating of the wampum belt is not meant to be a time-consuming art project assignment. The quality of the artwork is not being assessed.
Grade 4: Module 1A: Unit 1: Lesson 8
Supplemental Materials
Directions
Wampum belts are documents created from beads made from shells. The maker uses the beads to create symbols that stand for important events or codes. Think about the themes that we have talked about in class and create your own wampum belt design. Create three symbols to represent an idea or ideas that are important to the Haudenosaunee as explained in the “Birth of the Haudenosaunee” or Thanksgiving Address. Traditional wampum is purple and white but you may use colors that are important to you. As you work, keep in mind that you will be writing a paragraph to accompany (go along with) this belt.
Grade 4: Module 1A: Unit 1: Lesson 9
Writing to Explain: Gathering Details and Organizing Paragraphs
GRADE 4: MODULE 1A: UNIT 1: LESSON 9
Writing to Explain: Gathering Details and Organizing Paragraphs

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9) |
| I can use the writing process to produce clear and coherent writing (with support). (W.4.5) |
| I can produce complete sentences. (L.4.1f) |
| I can engage effectively in a collaborative discussion. (SL.4.1) |

Supporting Learning Targets

- I can explain how the symbols on my wampum belt connect to the texts I have read.
- I can reread to find specific details.
- I can plan a paragraph explaining my wampum belt.

Ongoing Assessment

- Personal Wampum Belt: Four-Square graphic organizer

Agenda

1. Opening
   A. Engaging the Writer (10 minutes)
2. Work Time
   A. Complete Sentences mini-lesson (20 minutes)
   B. Modeling: Gathering Details and Using a Four-Square Graphic Organizer to Plan a Paragraph (15 minutes)
   C. Planning a Paragraph (15 minutes)
3. Closing and Assessment
   A. Share and Debrief (5 minutes)
4. Homework

Teaching Notes

- In advance: Be prepared to model a paragraph about the wampum belt you created. Connect your belt to the ideas in the poem “A Time to Talk” or the text “Two Row Wampum”.
- In advance: Create Next Steps for Planning Your Paragraph anchor chart. See Work Time A for guidance about what to put on this new chart.
- This lesson begins the first of a series of writing lessons in this module. Emphasize to students that writing is more than just organizing their ideas or editing for conventions. In order to write well about something, you need to know a lot about it. Students have been building that knowledge for the past week, and will keep revisiting that knowledge as they write.
Lesson Vocabulary
symbol, complete, sentence, subject, run-on, fragment, noun, verb, paragraph, topic sentence, details

Materials
- Complete Sentences worksheet (see Supplemental Materials)
- Student-created wampum belts (from Lesson 8)
- Keeping Track of How It All Fits Together anchor chart (begun in Lesson 2)
- Making Connections anchor chart (from Lesson 5)
- Exit paragraph (from Lesson 5)
- Two Row Wampum story (Lesson 6) for teacher modeling
- A Time to Talk (Lesson 7) for teacher modeling
- Thanksgiving Address (Lesson 1)
- “Birth of the Haudenosaunee” (Lesson 3)
- Wampum Belt: Four-Square Graphic Organizer (see Supplemental Materials, one per student)

Opening

A. Opening: Engaging the Reader (5 minutes)
- Lead a brief class discussion about the purpose of wampum in the Haudenosaunee culture as well as what the purpose is of the images on the belts. Remind students of the wampum belt they created in the previous lesson. They should have created a belt that connects to an idea in Thanksgiving Address and “Birth of the Haudenosaunee”.

- Talk with students about the learning targets for the day:
  - “I can explain how the symbols on my wampum belt connect to the texts I have read.”
  - “I can reread to find specific details.”
  - “I can plan a paragraph explaining my wampum belt.”

- Explain that they will be writing a paragraph about their wampum belt for the end of the unit assessment. Today they will begin the planning for that paragraph.

- Remind students that in order to write well, they need to have a solid understanding of what they are writing about. They have been studying the ideas of the Haudenosaunee for over a week. As they get ready to write their paragraphs, they will keep going back into their reading, their notes, and their wampum belt in order to keep developing their knowledge and understanding.
### Work Time

#### A. Complete Sentences Mini-Lesson (20 minutes)

- Explain to students that in order to write well, they have to be able to convey ideas clearly. One way to do this is to ensure that the sentences in their paragraphs are complete sentences. Write the words “complete sentence” on the board. Ask students if they know what this means. Cold call students who volunteer. If students are unsure, have them define the word “complete”. Listen for “having all the required parts”. Explain to students that a sentence can be a word (Help!) or a group of words that must contain a subject (doer), a verb (action), and a complete thought.

- Display this sentence for all students to see: Miguel cleaned his room. Say: “The subject in this sentence is Miguel. He is the one doing something. (circle Miguel) What did he do? He **cleaned**. (underline cleaned) That is the verb, or the action word. The words together make a complete thought. When you can identify the subject (or the one who is doing), and the verb (or the action), and a complete thought is conveyed, you have a sentence.”

- Say, “Sometimes in our reading or writing, we will see part of a sentence, or a fragment. A fragment is a group of words that might lack a subject or a verb and does not make a complete thought.” Display these sentences for students to see and continue to model circling the subject and underlining the verb:
  - While in class. Explain that this sentence has no subject or verb and does not convey a complete thought.
  - Dogs chasing cars. This sentence has a subject (dogs) and a verb (chasing), but does not convey a complete thought.
  - Playing in the park. This sentence has a verb (playing) and possibly a subject (park) but does not convey a complete thought.

- Model how to correct these three sentences, explaining what the subject and verb are for each one.

- Say, “On one hand we have sentence fragments. On the other, we have run-on sentences.” Ask students if they know what a run-on sentence is or if they can guess what it may be. Listen for or explain, “A run-on sentence is two (or more) sentences incorrectly written as a single sentence.” Display these sentences for students to see and continue to model circling the subject and underlining the verb:
  - I love my teddy bear, he’s so soft. Explain that this sentence is actually two sentences separated by a comma.
  - My sister’s party is going to be fun at the skating rink with her friends. Explain that this sentence is three ideas combined into one sentence.

- Model how to correct these two sentences, explaining what the subject and verb are for each one.

- Distribute **Complete Sentences** handout found in Supplemental Materials. In pairs, students will complete the worksheet which will be reviewed as a whole class. Review the directions and clarify as needed.

### Meeting Students’ Needs

- If students are unfamiliar with nouns and verbs, build time into the day to teach these parts of speech.
- Modeling provides a clear vision of the expectation for students.
Circulate to provide support as students complete the worksheet.
Review the sheet as a whole class calling on volunteers to share their revised sentences.
Tell students that they should keep this lesson in mind when writing their paragraphs. Emphasize the importance of conveying a complete thought in each sentence.
This topic will be revisited in the next unit.

### Work Time

**B. Modeling: Gathering Details and Using a Four-Square Graphic Organizer to Plan a Paragraph (15 minutes)**

- Explain to students that the paragraph they will begin planning today will focus on how the wampum belt they created connects to ideas found in the Thanksgiving Address and “Birth of the Haudenosaunee”. This means they will need to use evidence from the texts in order to write this paragraph.
- Introduce the Four-Square graphic organizer on your document camera or on a chart as the method students will use to plan their paragraphs. Show students how the center rectangle has space for the topic sentence of a paragraph, then the boxes for supporting details, then the box for the conclusion. Discuss the meaning of topic sentence, supporting details, and conclusion as needed.
- Tell students that they are going to help you work on your own paragraph for your wampum belt.
- Remind students of the wampum belt you created and showed them yesterday. Recall what the wampum belt depicts and that it connects to the ideas in the poem “A Time to Talk”. Explain that you are going to model how to fill out this graphic organizer and they are going to help you. Ask students to Think-Pair-Share about the first sentence in the paragraph. Tell them it should let the reader know what the paragraph is about. Accept suggestions from students and/or revise their suggestions until you have something such as: “My wampum belt connects to the idea of communication in the poem ‘A Time to Talk’.” Write this sentence in the Topic Sentence box.
- Direct students’ attention to the upper left-hand box. Write down one of your symbols and model your thinking to fill in how it connects to the poem in that box.
- Explain that we now need details to support the connection between the wampum belt and the poem. Model looking at the Supporting Details column of your anchor chart to select details that are appropriate. If necessary, model returning to the texts to find details. Point out the difference between adding details to your graphic organizer and copying whole sentences.
- Say, “Now I will add another symbol to the box on the right-hand side.” Model writing supporting details in the top right-hand box.

### Meeting Students’ Needs

- For students needing additional support, consider modifying the graphic organizer. Some changes you might make are to provide key words in a word bank and/or a sentence frame for the concluding sentence.
• Do the same for the bottom left-hand box.
• Inform students that we will work on the conclusion in the next lesson.
• Post the new Next Steps for Planning Your Paragraph anchor chart to guide students during their work period:
  • Write a topic sentence.
  • Collect details from the original texts and your anchor charts to complete your graphic organizer.
  • Reread the text/s you are writing about to collect specific details.

### C. Planning a Paragraph (15 minutes)

- Remind students that today is mostly about starting to gather information that might help them focus their writing. They will have plenty of time to actually write their paragraph in the next lesson.
- Distribute Wampum Belt: Four-Square Graphic Organizer. Ask students to begin filling in their Four-Square graphic organizer for their own wampum belt, beginning with the topic sentence. Remind them that they may use their Keeping Track and Making Connections anchor charts as well as the paragraph they wrote in Lesson 5.
  • Circulate to support as needed.

- Students may need additional modelling and support for this activity. Consider providing partially filled-in graphic organizers and/or providing more class time for the completion of this graphic organizer.

### Closing and Assessment

#### A. Share and Debrief (5 minutes)

- Ask students to quickly form groups of four (ideally at their desks/tables). Invite students to share out with their group the idea/s they selected to write about.
- Ask students to give a thumbs-up/thumbs-sideways/thumbs-down to show how far they have gotten with the graphic organizer.
- Ask students to think about the learning targets from today. How are rereading, talking, and using the Four-Square graphic organizer helping them to plan their paragraphs for their postcards? Can students predict what they are going to do next?

- Developing self-assessment and reflection supports all learners.
<table>
<thead>
<tr>
<th>Homework</th>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>Note: Collect graphic organizers. Provide feedback before the next lesson. Students will use this feedback to help revise and/or complete their graphic organizers next class and begin their paragraphs. For each student, first mention a strength in terms of the content students included: How does it reflect their knowledge or understanding they have built during the past week? Then give each student specific feedback. For example, you might say: “You did a great job selecting details from the “Birth of the Haudenosaunee”. Those are all things we read and talked about. I noticed that you haven’t yet chosen a second detail to support your connection. Please include one more thing and some specific details from our reading. You may need to reread some of the texts we read this past week to help you find more details.”</td>
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</table>
Directions: Read each group of words. Identify whether it is a run-on (r), fragment (f), or sentence (s). Correct the run-ons and fragments to make them complete sentences.

1. _____ Beads from clams.

2. _____ Wampum belts have many uses.

3. _____ Wampum belts have symbols, the patterns in the belts tell about treaties, nations and wars.

4. _____ Three principles to make this treaty last.

5. _____ First, he took a single arrow and broke it in half, then he took five arrows and tied them together.

6. _____ Recorded this agreement on paper.

7. _____ The Haudenosaunee see this as a living treaty.

8. _____ In 1613, the Mohawks.

9. _____ The Tree of Peace, which symbolizes the Great Law of Peace.

10. _____ Haudenosaunee communities continue to live by the principles of the Great Law.

11. _____ All council members must agree on the issue this is called consensus.

12. _____ The Haudenosaunee open and close every social and religious meeting with the Thanksgiving Address, it is also said as a daily sunrise prayer.
Wampum Belt:
Four-Square Graphic Organizer
(For teacher reference)

<table>
<thead>
<tr>
<th>First symbol on your wampum belt:</th>
<th>Second symbol on your wampum belt:</th>
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<tbody>
<tr>
<td>Details (Describe the symbol. What does it symbolize? How does it connect to <em>A Time to Talk</em>?)</td>
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<tr>
<th>Topic Sentence:</th>
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<tr>
<th>Third symbol on your wampum belt:</th>
<th>Conclusion</th>
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<tbody>
<tr>
<td>Details (Describe the symbol. What does it symbolize? How does it connect to <em>A Time to Talk</em>?)</td>
<td>Conclusion</td>
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</table>

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999])
<table>
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<tbody>
<tr>
<td>Details (Describe the symbol. What does it symbolize? How does it connect to “Birth of the Haudenosaunee”?</td>
<td>Details (Describe the symbol. What does it symbolize? How does it connect to the Thanksgiving Address?)</td>
</tr>
<tr>
<td>Third symbol on your wampum belt:</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Details (Describe the symbol. What does it symbolize? How does it connect to “Birth of the Haudenosaunee” or Thanksgiving Address?)</td>
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Grade 4: Module 1A: Unit 1: Lesson 10
Writing to Explain: Drafting Strong Paragraphs
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- 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)

### Supporting Learning Targets

- I can plan a paragraph explaining how my wampum belt connects to the texts I have read.

### Ongoing Assessment

- Wampum Belt: Four-Square graphic organizer

### Agenda

<table>
<thead>
<tr>
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<th>Teaching Notes</th>
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</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td>• In advance: Create Critique Protocol anchor chart (see supporting materials)</td>
</tr>
<tr>
<td>A. Engaging the Writer (5 minutes)</td>
<td>• Create Next Steps for Your Paragraph anchor chart (see Work Time 2B)</td>
</tr>
<tr>
<td>2. Work Time</td>
<td>• Review: Simple Critique and Cold Call protocols (Appendix 1)</td>
</tr>
<tr>
<td>A. Review Teacher Feedback on Four-Square Graphic Organizers (5 minutes)</td>
<td>• Throughout this lesson, continue to remind students that writing well involves more than just organizing their ideas or editing for conventions. In order to write well about something, you need to know a lot about it. Students will need to keep going back to the texts they have read to find enough appropriate details to include in their postcard.</td>
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<tr>
<td>B. Modeling: Drafting from Graphic Organizer (10 minutes)Application: Adding to Details to Graphic Organizer/Drafting/Conferring (20)</td>
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<tr>
<td>C. Simple Critique Protocol (15 minutes)</td>
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<tr>
<td>3. Closing and Assessment</td>
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<tr>
<td>A. Debrief (5 minutes)</td>
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<tr>
<td>4. Homework</td>
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Lesson Vocabulary

<table>
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<th>revise, critique, suggestions</th>
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Materials

- Teacher model Four-Square graphic organizer (from Lesson 9), completed except for conclusion box
- Students’ Four-Square graphic organizers (from Lesson 9, with teacher feedback)
- Create Next Steps for Your Paragraph anchor chart (see Work Time 2B)
- Keeping Track anchor chart (begun in Lesson 2)
- Making Connections anchor chart (from Lesson 5)
- Exit paragraph (from Lesson 5)
- Thanksgiving Address (Lesson 1)
- “Birth of the Haudenosaunee” (Lesson 3)
- Critique Protocol anchor chart (new; teacher-created; see example in Supporting Materials)

Opening

A. Opening: Engaging the Writer (5 minutes)

- Ask students to form pairs and take turns so each of them reads one of the learning targets: “Can anyone explain these learning targets in their own words?” Focus on ensuring that students know suggestions, critique, and revise.

Meeting Students’ Needs

- Provide nonlinguistic symbols (e.g., a person with a think bubble above their head for questions) to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.
- All students developing academic language will benefit from direct instruction of academic vocabulary.
## Work Time

**A. Review Teacher Feedback on Four-Square Graphic Organizers (5 minutes)**
- Discuss with students how important it is for them to learn from feedback, especially when they are practicing their writing. Ask them to read the comments you have made on their draft graphic organizers. Tell students that during Work Time, they should follow the suggestions made. Remind students that it will be important for them to ask questions about the feedback if they are unclear.
- Remind them that in the last lesson (Lesson 9), they focused more on making sure they have good supporting details than on having a pretty paragraph.
- Today, they will continue to be sure they have enough information and details. Their peers can help them.
- But now they will also focus on taking that information and putting it in the form of an actual paragraph.

### Meeting Students’ Needs
- Modeling provides a clear vision of the expectation for students.

## Work Time (continued)

**B. Modeling: Drafting from Graphic Organizer (10 minutes)**
- Show your nearly completed Four-Square graphic organizer (no conclusion yet) from Lesson 9 on a document camera or on a chart. Say: “I have lots of notes for my paragraph now. I might want to go back and reread some of the texts we have read, or information from my notes. But my graphic organizer is complete, so I think I have enough information to take the next step of starting an actual paragraph. The first thing, of course, is to be sure that I have enough good information. That’s what I thought about yesterday. But my writing also has to be clear. So I need to turn these notes into sentences.”
- First, write your topic sentence from the center box. Work from the top-left box and talk to students as you combine your notes into one or two sentences. (“It says one way my belt connects to the poem is that I make time for my friends. Some details I have are:
  - The poet doesn’t shout from where he is “What is it?”, and
  - He goes to the wall for a friendly visit.
- I think after my topic sentence I am going to add: “The poet doesn’t yell to his friend as if he is being interrupted. Instead, he drops what he is doing and goes to the wall to have a friendly visit. This shows that he always makes time for his friend.”
- Ask students to Turn and Talk to tell each other the steps from turning the graphic organizer into a written paragraph.
- Point out that some students may still need to find more details before they are ready to draft a paragraph. Encourage them

### Meeting Students’ Needs
- As students begin to draft, some students might benefit from a paragraph frame that they complete with their own information.
- Conferring gives students immediate feedback for how to improve their writing.
- Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.
to revisit the texts they’ve read as needed. It is good if they are realizing “I can’t write a paragraph about something if I don’t actually have enough information.”

- Ask students to check the **Next Steps for Planning Your Paragraph anchor chart**:
  - Finish your graphic organizer. Reread texts or notes as needed.
  - Write your topic sentence on writing paper.
  - Combine the information in your top-right box and bottom-left box into one or two sentences. Write them on your writing paper.
  - Begin to think about the end of your paragraph.

C. Application: Adding to Details to Graphic Organizer/Drafting/Conferring (20 minutes)
- Ask students to follow the steps on the anchor chart (above) as they work on their paragraphs.

Circulate to support students as needed. If some students still do not have enough information to write about, consider pulling a small group to model how to reread a text and add information to the Four-Square graphic organizer.

**D. Simple Critique Protocol (15 minutes)**
- Before the critique begins, introduce the main components of a successful critique on the **Critique Protocol** anchor chart.

- Set up nonnegotiables for the students before they begin this process. The following four points are crucial for success:
  - **Be kind**: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
  - **Be specific**: Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
  - **Be helpful**: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.
  - **Participate**: Peer critique is a process to support each other, and your feedback is valued!

- Pair students. Tell them they are going to listen to their partners read their draft paragraph. Tell them to give feedback that is specific and kind.
• Remind students that they can be giving feedback about the actual information their partner included, or about how the draft paragraph sounds.

• Point out two conversation stems on the Critique Protocol anchor chart: “I like how you _____” and “Would you consider ________?”

• The author reads the paragraph. The listener gives one positive comment based on the requested area using the language “I like how you . . .” The listener gives feedback based on the requested area: “Would you consider . . .?” The author responds: “Thank you for . . . My next step will be . . .” Students then switch roles. Students should make corrections based on the feedback. If time allows, students should continue working or begin to revise their paragraphs.

Closing and Assessment

A. Debrief (5 minutes)

• Ask students to think about the learning targets from today. How is the Four-Square graphic organizer helping them to plan their paragraphs? How did it help them make sure they had enough information to actually write about?

• Can students predict what they are going to do next?

• If time permits, ask students to read their draft paragraph to someone other than the person with whom they did the peer critique.

Meeting Students’ Needs

• The debrief process solidifies the learning of students and also is a good formative assessment for teachers.

Homework

• Students should continue in their independent reading book and/or should tell someone at home what they are writing about, and why.

Note: Collect students’ Four-Square graphic organizers and draft paragraphs. Provide feedback before the next lesson. Students will use this feedback to help finish and revise their paragraphs during the next class. Be sure to first mention a strength in the writing and then provided detailed, specific feedback. For example: “You have strong details in your writing. Consult the anchor charts around the room for correct spelling of vocabulary words, especially ‘symbol’ and ‘consensus.’”

Meeting Students’ Needs

• Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.
Teacher Instructions: Copy the following text onto a large piece of chart paper for all the students to see.

**Critique Protocol:**

- **Be Kind:** Treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
- **Be Specific:** Focus on particular strengths and weaknesses, rather than making general comments such as “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
- **Be Helpful:** The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.
- **Participate:** Peer critique is a process to support each other, and your feedback is valued!

1. Author chooses area for focus from Steps for Writing an Informational Paragraph anchor chart.
2. Listener restates choice of author: OK. I am going to give you feedback about . . .
3. Author reads paragraph.
5. Author says: “Thanks you for . . . My next step will be . . .”
Grade 4: Module 1A: Unit 1: Lesson 11
Writing to Explain: Concluding and Polishing Strong Paragraphs
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

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)

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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</thead>
<tbody>
<tr>
<td>• I can conclude my paragraph for my wampum belt.</td>
<td>• Revised paragraphs</td>
</tr>
<tr>
<td>• I can revise my paragraph.</td>
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<tr>
<td>• I can give helpful feedback to my peers.</td>
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</tbody>
</table>

Agenda

1. **Opening**
   A. Reviewing Learning Targets and Teacher Feedback (5 minutes)

2. **Work Time**
   A. Modeling Writing a Conclusion (10 minutes)
   B. Drafting/Critiquing/Revising/Conferring (15 to 40 minutes)
   C. Optional Activities: Hosted Gallery Walk (may be completed during another lesson)

3. **Closing and Assessment**
   A. Sharing and Debrief (5 minutes)

4. **Homework**

   - Prepare Next Steps for Your Paragraph anchor chart
   - Review: Critique protocol (Appendix 1)
Lesson Vocabulary | Materials
--- | ---
conclusion, revising, optional | • Model Four-Square graphic organizer and paragraph (teacher-completed; begun in Lesson 9)
• Students’ Four-Square graphic organizers and draft paragraphs (begun in Lesson 9; with teacher feedback)
• Next Steps for Planning Your Paragraph anchor chart (new for this lesson; teacher-created; see suggested bullets in Work Time A)
• Keeping Track anchor chart (begun in Lesson 2)
• Thanksgiving Address (Lesson 1)
• “Birth of the Haudenosaunee” (Lesson 3)
• Two Row Wampum story (Lesson 6)
• A Time to Talk (Lesson 7)
• Critique Protocol anchor chart (from Lesson 7)
• Creating a Flag for Our Classroom (Homework) (one per student)

Opening | Meeting Students’ Needs
--- | ---
**A. Reviewing Learning Targets and Teacher Feedback (5 minutes)**
• Discuss the learning targets for today, paying particular attention to *conclude* and *conclusion*. Students know the prefix *con* from the word *confederacy* they examined earlier in this module. Tell them *clue* is “to close.” A conclusion brings thoughts together and closes a piece of writing.
• Remind students how important it is for them to learn from feedback, especially when they are practicing their writing. Ask them to read the comments you have made on their draft paragraphs. During work time today, they should follow the suggestions made. Encourage them to ask questions during work time if they do not understand the feedback.

*All students developing academic language will benefit from direct instruction of academic vocabulary.*
A. Modeling Writing a Conclusion (10 minutes)
- Show students your graphic organizer and paragraph, minus the conclusion. Talk about the thoughts included in this model paragraph. Say: “A good conclusion brings all of the thoughts together into one common statement.” Ask: “What do all of the ideas I am writing about have in common?” Allow students to make suggestions (e.g., “These are all things that connect your wampum belt to the text,”; “These are all things that help explain the idea in the text and your wampum belt.”), and write several suggestions on the board. Leave these examples on the board so that students who need models can access them.
- Select or revise one of the students’ suggestions as the conclusion for your paragraph. Write a note on your graphic organizer. Then write a full sentence at the end of your paragraph. (For example: “These are the ways my wampum belt connects to ‘A Time to Talk’”).
- Ask students to Turn and Talk to tell each other the steps to developing their concluding sentence(s).
- Ask students to look at the Next Steps for Planning Your Paragraph anchor chart:
  - Use teacher feedback to revise what you already have.
  - Reread your paragraph.
  - Think about what all the ideas in your paragraph have in common.
  - Write your conclusion.
  - Show your finished paragraph to me.
  - Begin writing your final paragraph.

B. Drafting/Critiquing/Revising/Conferring (15–40 minutes)
- Students work on their paragraphs. Prioritize conferences so that students who need the most support have at least 5 minutes with you. Also make yourself available to read students’ conclusions as they complete them.
- If students complete their paragraph, have them first meet another student for peer critique. Orient students to the Critique Protocol anchor chart (used in Lesson 10).
- After the critique, students should write their final paragraph using the End of Unit Assessment in Supplemental Materials.
If there is not enough time to finish in class, allow students to finish in the next lesson.

**C. Optional Activities: Hosted Gallery Walk (20 minutes)**

- This may be completed in the following lesson or later in the day.
- Divide participants into groups of five. Students will share their wampum belt and paragraph summaries with the other four in their group. Wampum belts and summaries may be taped to a wall or shared in a cluster of desks.
- Students should take turns being presenters within the group. Each person should talk about their wampum belt, perhaps by reading their paragraphs, with 2–3 minutes for each sharing/reading.
- After each person has shared his or her wampum belt and writing, at least three members of the group should ask a question about the wampum belt, such as: “Why did you choose blue?” or “Can you say more about this symbol?”
- When all five members of a team have shared and had their peers ask questions, debrief:
  - How did it feel to talk about your work in a small group?
  - Were the members of your group good listeners? Give evidence.
  - Did your group members ask good questions? Give evidence.

**Closing and Assessment**

**A. Sharing and Debrief (5 minutes)**

- Check in with students regarding the learning target “I can conclude my paragraph for my wampum belt.” In a ’round fashion, ask each student to read their concluding sentence.
- Collect students’ paragraphs to formally assess.

**Meeting Students’ Needs**

- The debrief process solidifies the learning of students and also is a good formative assessment for teachers.

**Homework**

None
Write your paragraph here. Be sure to include the following in your writing:

- A main idea (a topic sentence explaining how your wampum belt connects to an idea in the texts)
- Supporting details (a description of ways your wampum belt connects to the ideas in the text)
- A clear explanation of what each symbol represents
- A concluding sentence
### First symbol on your wampum belt:

Details (Describe the symbol. What does it symbolize? How does it connect to “Birth of the Haudenosaunee”?)

### Second symbol on your wampum belt:

Details (Describe the symbol. What does it symbolize? How does it connect to the Thanksgiving Address?)

---

**Topic Sentence:**

---

### Third symbol on your wampum belt:

Details (Describe the symbol. What does it symbolize? How does it connect to “Birth of the Haudenosaunee” or Thanksgiving Address?)

### Conclusion
Grade 4: Module 1A: Unit 2
Overview
In the second unit, students read an informational text to deepen their knowledge of the Haudenosaunee with a focus on determining main ideas and supporting details, note-taking, using context clues to determine word meanings, fluency, and paragraph writing. The mid-unit on-demand assessment gauges students’ ability to analyze a new section of text about the Iroquois on their own. At the end of Unit 2, students draw evidence from the informational text to describe how the lives of the Haudenosaunee have changed and remained the same over time. (W.4.9)

This unit includes an optional independent reading project using the literary text *Eagle Song* by Joseph Bruchac (680L). The reading will focus on character development and the experiences of a contemporary Mohawk boy living in New York City. Lesson plans and writing activities are included in the packet. This packet will be available Summer 2014. Each chapter for *Eagle Song* contains an accompanying lesson and each chapter is addressed in the Tracking my Thinking Independent Reading Packet. It is important to note for planning purposes that the lesson times for *Eagle Song* vary considerably; some lessons are full 60 minute lessons, and some are 15. There is an optional assessment as well.

**Guiding Questions And Big Ideas**

**How can our classroom 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 2 Assessment**

**Reading, Note-taking, and Paragraph Writing**

This assessment centers on NYSP12 ELA CCLS RI.4.1, RI.4.2, W.4.2, W.4.8, and SL.4.1. In this assessment, students will read a new excerpt from the text *The Iroquois: The Six Nations Confederacy*. They will take notes using a Topic Expansion graphic organizer and then write a paragraph in response to the prompt: “What is the Great Law of Peace and why is it important?” Students must cite evidence from the portion of the text they read.

**End of Unit 2 Assessment**

**Evidence-Based Paragraph Writing**

This assessment centers on NYSP12 ELA CCLS RI.4.3, RI.4.1, and W.4.9. Students will make a claim about how the lives of the Haudenosaunee have changed and remained the same over time. They will support their claims with evidence from the text *the Iroquois: Six Nations Confederacy* and other informational texts and video.
### Central Texts

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>Year</th>
<th>ISBN</th>
<th>Notes</th>
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</table>
This unit is approximately 3 weeks or 12 sessions of instruction.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 1 | Text Features: Introduction to *The Iroquois: The Six Nations Confederacy* | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can explain how visual or graphic information helps me understand the text around it. (RL.4,7) | • I can describe text features of informational text that help me understand the main idea.  
• I can use informational text features to find information about the Iroquois. | • Text Features anchor chart (whole group)  
• Students' answers to text-dependent questions  
• Students' answers on the Learning Using Text Features handout |
| Lesson 2 | Taking Notes Using a Graphic Organizer, Part I: *The Iroquois: A Six Nations Confederacy* | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can determine the main idea using specific details from the text. (RL.4.2)  
• I can take notes and categorize information. (W.4.8) | • I can identify the main idea of a section of informational text.  
• I can identify details that support the main ideas of informational text.  
• I can document what I learn about the traditional life of the Iroquois by taking notes. | • Four-Square graphic organizers for pages 11–12 and 12–14 |
<table>
<thead>
<tr>
<th>Lesson</th>
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<th>Supporting Targets</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lesson 3</td>
<td>Taking Notes Using a Graphic Organizer, Part II: Inferring What Is Important to the Iroquois</td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td>• I can identify the main idea of a section of <em>The Iroquois</em>.</td>
<td>• Topic Expansion graphic organizer for page 20 (from homework)</td>
</tr>
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<td>• I can make inferences using specific details from the text. (RL.4.1)</td>
<td>• I can identify details that support the main ideas of informational text.</td>
<td>• Topic Expansion graphic organizers for pages 16–19 and 19–21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I can determine the main idea using specific details from the text. (RL.4.2)</td>
<td>• I can document what I learn about the traditional life of the Iroquois by taking notes.</td>
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<tr>
<td></td>
<td></td>
<td>• I can take notes and categorize information. (W.4.8)</td>
<td>• I can make inferences using specific details from the text.</td>
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<tr>
<td>Lesson 4</td>
<td>Capturing Main Ideas and Details: How Life Is Changing for the Iroquois</td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td>• I can identify the main idea of a new excerpt of <em>The Iroquois</em>.</td>
<td>• Four-Square graphic organizer for pages 23–25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I can determine the main idea using specific details from the text. (RL.4.2)</td>
<td>• I can identify details that support the main idea of informational text.</td>
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<tr>
<td></td>
<td></td>
<td>• I can take notes and categorize information. (W.4.8)</td>
<td>• I can document what I learn about how life changed for the Iroquois by taking notes.</td>
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<tr>
<td></td>
<td></td>
<td>• I can make inferences using specific details from the text. (RL.4.1)</td>
<td>• I can make inferences using specific details from the text.</td>
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<tr>
<td>Lesson 5</td>
<td>Paragraph Writing</td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td>• I can identify the main idea of informational text.</td>
<td>• Four-Square graphic organizer and paragraph writing (for page 16; begun in Lesson 3)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I can determine the main idea using specific details from the text. (RL.4.2)</td>
<td>• I can identify details that support the main idea of informational text.</td>
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<tr>
<td></td>
<td></td>
<td>• I can make inferences using specific details from the text. (RL.4.1)</td>
<td>• I can document what I learn about the Iroquois by taking notes.</td>
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<tr>
<td></td>
<td></td>
<td>• I can take notes and categorize information. (W.4.8)</td>
<td>• I can make inferences using specific details from the text.</td>
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<td></td>
<td>• I can write an informative/explanatory text. (W.4.2)</td>
<td>• I can write clear and complete sentences from my notes.</td>
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<td>• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</td>
<td>• I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.</td>
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</tr>
<tr>
<td>Lesson</td>
<td>Lesson Title</td>
<td>Long-Term Targets</td>
<td>Supporting Targets</td>
<td>Ongoing Assessment</td>
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</tbody>
</table>
| Lesson 6 | Mid-Unit Assessment: Reading, Note-Taking, and Paragraph Writing | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can determine the main idea using specific details from the text. (RL.4.2)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can take notes and categorize information. (W.4.8)  
• I can write an informative/explanatory text. (W.4.2)  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1) | • I can identify the main idea of a new excerpt from *The Iroquois*.  
• I can identify details that support the main idea of this new excerpt.  
• I can document what I learn about a topic by taking notes.  
• I can make inferences using specific details from the text.  
• I can write clear and complete sentences from my notes.  
• I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion. | • Mid-Unit 2 Assessment Four-Square graphic organizer and paragraph writing |
| Lesson 7 | Close Reading and Charting, Part I: The Iroquois People in Modern Times | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can determine the main idea using specific details from the text. (RL.4.2)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can take notes and categorize information. (W.4.8) | • I can identify the main idea of an excerpt of *The Iroquois*.  
• I can identify details that support the main idea of informational text.  
• I can document what I learn about the Iroquois in modern times by taking notes.  
• I can make inferences using specific details from the text. | • Details on sticky notes |
| Lesson 8 | Close Reading and Charting, Part II: The Iroquois People in Modern Times | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can determine the main idea using specific details from the text. (RL.4.2)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can take notes and categorize information. (W.4.8) | • I can identify the main idea of an excerpt of *The Iroquois*.  
• I can identify details that support the main idea of informational text.  
• I can document what I learn from a timeline about the Iroquois by taking notes.  
• I can make inferences using specific details from the text. | • Details on sticky notes  
• Timeline recording form |
<table>
<thead>
<tr>
<th>Lesson</th>
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<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 9 | Complete Sentences and Charting: Lacrosse             | • I can produce complete sentences, recognizing and correcting fragments and run-ons. (L.4.1)  
• I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (RL.4.1)  
• I can engage in a discussion with my peers about informational texts. (SL.4.4)  
• I can integrate information from two texts on the same topic to show my knowledge about the subject. (RI.4.9)  | • I can form complete sentences from run-ons and fragments.  
• I can refer to relevant details in an article about lacrosse. | • Graphic organizer  
• Teacher observation  
• Student work with complete sentences |
| Lesson 10 | Writing to Explain: Drafting Strong Explanatory Paragraphs | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can determine the main idea using specific details from the text. (RL.4.2)  
• I can take notes and categorize information. (W.4.8) I can effectively participate in a conversation with my peers and adults. (SL.4.1)  | • I can connect what I already know about the Iroquois to the ideas in other texts and media.  
• I can write an explanatory paragraph to explain the cultural traditions of the Iroquois. | • Observe where students place their evidence flags  
• Answers to text-dependent questions |
| Lesson 11 | Critiquing and Polishing Our Explanatory Paragraphs    | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can determine the main idea using specific details from the text. (RL.4.2)  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1)  
• I can write an informative/explanatory   | • I can discuss answers to questions with my group and provide evidence to explain my ideas.  
• I can identify ways to improve my explanatory paragraph.  
• I can use correct writing conventions in my explanatory paragraph. | • Observation of placement of evidence flags  
• Answers to text-dependent questions  
• Direct observation student revision work |
| Lesson 12                              | Evidence-Based Paragraph Writing | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can determine the main idea using specific details from the text. (RL.4.2)  
• I can choose evidence from fourth-grade informational texts to support analysis, reflection, and research. (RL.4.1 and W.4.9)  
• I can use the writing process to produce clear and coherent writing (with support). (W.4.5) | • I can write an explanatory paragraph. | • End of Unit 2 Assessment: Graphic organizer and paragraph writing |

**Optional: Experts, Fieldwork, And Service**

- Visit local Native American historical sites
- Invite an expert from the Haudenosaunee to visit your classroom to talk more about the oral tradition

**Optional: Extensions**

- Read about other Native Americans in New York (see Unit 1, Recommended Texts).
- Create a storyboard for an educational video about the Iroquois. Use computer-based video software (such as Movie Maker) to produce the video.
## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RI.4.1)
I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)

## Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can describe text features of informational text that help me understand the main idea.</td>
<td>• Text Features anchor chart (whole group)</td>
</tr>
<tr>
<td>• I can use informational text features to find information about the Iroquois Confederacy</td>
<td>• Students’ answers to text-dependent questions</td>
</tr>
<tr>
<td></td>
<td>• Students’ answers on the Learning Using Text Features handout</td>
</tr>
</tbody>
</table>
### Agenda

1. **Opening**
   - A. Engaging the Reader (5 minutes)

2. **Work Time**
   - A. Explore Text Features (10 minutes)
   - B. Create Text Features Anchor Chart (10 minutes)
   - C. Reading and Text-Dependent Questioning (15 minutes)
   - D. Rereading Focusing on Text Features (15 minutes)

3. **Closing and Assessment**
   - A. Debrief (5 minutes)

4. **Homework**

### Teaching Notes

- In advance: Read Chapter 1 of *The Iroquois: The Six Nations Confederacy* and preview text-dependent questions.
- In this lesson, students spend some time browsing a variety of informational texts to get oriented to typical text features. The purpose of this is to help students generalize their knowledge of types of text features across multiple texts.
- There is no text-specific vocabulary featured in this lesson since the focus of the lesson is on text features.
- **Note:** In the first unit, students learn about the Haudenosaunee, and how the English word for Haudenosaunee is Iroquois (which came from the French). The title of the book for this unit is *The Iroquois: The Six Nations Confederacy*. Even though the preferred term is Haudenosaunee, since the word Iroquois is used throughout the book, this unit will use the word Iroquois to stay consistent with the language of the book and not confuse students. If needed, briefly show the introductory video on the origin of the name Haudenosaunee and how it is used today (from Unit 1).

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>Informational text, text feature, central meaning, headings, glossary, caption, index, sidebar, bold, italics, pronunciation guide, impressed, Iroquois, Confederacy, constitution (from Unit 1)</th>
</tr>
</thead>
</table>

### Materials

- *The Iroquois: The Six Nations Confederacy* (book; one per student)
- Index cards
- Approximately 15 copies of informational texts. These don’t have to be the same title—anything you have in your classroom or library that has text features.
- Questions about the Iroquois anchor chart (new; teacher-created)
- Markers
- Learning from Text Features Recording Form (one per student)
## Opening

### A. Engaging the Reader (5 minutes)

- Discuss with the students how learning about the Iroquois has taught you a lot about oral traditions and how we can work toward a peaceful society. Say: “Our study has made me very interested in learning more about the Iroquois. Do you want to know more?” Ask students to think about what things they have been wondering about or would like to know more about. Note their questions on a new **Questions about the Iroquois** anchor chart. If necessary, model with some questions of your own, such as: “How did they use natural resources?” “How did men, women, and children work and play?” “What traditions do the Iroquois have?”

- Explain to students that they will be reading a new informational text from the book *The Iroquois* plus other informational texts in order to understand more about the way the Iroquois lived in the past as well as how they live today. Remind the students that the Iroquois are a group that still lives in the Northeast today and they continue to contribute to our society and culture.

- Invite the class to read the first learning target aloud with you: “I can describe text features of informational text that help me understand the central message.” Invite the students to identify words in the learning target that they don’t know. Prompt students to point out **text features**, **informational text**, and perhaps, **main idea** (which students should know from Unit 1). Discuss with students the meaning of **informational text** (text in which the author’s goal is to teach the reader something) and **main idea** (the basic message the author is trying to convey). Tell students that you will all figure out the meaning of text features during the course of the lesson.

## Meeting Students’ Needs

- Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.
## Work Time

<table>
<thead>
<tr>
<th><strong>A. Explore Text Features (10 minutes)</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Invite students to browse through the book <em>The Iroquois</em>. Ask students to Think-Pair-Share to identify how these pages are organized and how that differs from the way storybooks and novels are organized. Ask volunteers to share what they noticed. As students to identify a text feature, identify its proper name (e.g., sidebar), and write each term on an index card, allowing room for students to add definitions, purposes, and examples. If necessary, show some pages on your document camera and draw students’ attention to features such as heading, glossary, caption, index, sidebar, bold, italic, and pronunciation guide.</td>
<td>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</td>
</tr>
<tr>
<td>• Tell students that what they have discovered in the book are the text features referred to in the learning target. Ask students to share their ideas about why authors of informational text might use text features.</td>
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<tr>
<td>• Distribute copies of other informational texts to pairs of students. Invite them to work with their partner to explore another informational text to notice if the features they have already found are in it. If they can find additional text features, have students list them on a piece of scrap paper. Tell students that it is fine at this point if they do not know the official name for a specific text feature; they can simply describe what they see.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Create Text Features Anchor Chart (10 minutes)</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Invite students to share any additional text features they identified in the informational texts they just browsed. Write each new text feature on an index card.</td>
<td>• Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language.</td>
</tr>
<tr>
<td>• Briefly form small groups (one group for each text feature). Give each group one of the index cards with a text feature. Ask each group to take 3 to 5 minutes to complete the following on their index card:</td>
<td></td>
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<tr>
<td>– Write a definition of the text feature.</td>
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<tr>
<td>– Draft a sentence explaining the purpose of the text feature.</td>
<td></td>
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<tr>
<td>– Identify the book and page number that contains an example.</td>
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<tr>
<td>• Invite groups to share their work with the class. As each group presents, transcribe their definitions, purposes, and examples on an anchor chart titled <em>Informational Text Features</em>. Clear up awkward phrasing or misconceptions as needed.</td>
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</tbody>
</table>
## Work Time (continued)

### C. Reading and Text-Dependent Questioning (15 minutes)

- Distribute students’ texts: *The Iroquois*. Ask students to listen and follow along in their books as you read aloud pages 5 to 8. In the middle of page 6, pause and say to students: “Oh! I already found the answer to one of our questions!” Ask students to Think-Pair-Share to answer the question: “How did the Iroquois people use natural resources?” Cold call on several students to answer.

- Continue to read aloud until the illustration on page 7. Ask students about the meaning of the word impressed. Informally introduce the strategy of “reading on” in order to figure out what a word means. Show students how to confirm or figure out the definition by reading on and noticing that Thomas Jefferson used ideas from the confederacy as the basis for writing parts of the U.S. Constitution. “If Thomas Jefferson thought the ideas were so good that he wanted to use them, he must have really liked and learned from what the Iroquois did. I can figure out that impressed must mean to really like and learn from something.”

- Continue to read aloud to the bottom of page 8. Ask students: “Why does the author say ‘the people of the longhouse have survived’?” Invite students to reread quietly on their own, think, then talk with a partner about this question. Listen in to gauge students’ comprehension of this new text.

### D. Rereading Focusing on Text Features (15 minutes)

- Ask students to reread from the front cover through page 9 and complete the Learning Using Text Features Recording Form.

- Decide based on the needs of your class whether to have students do this work independently or with a partner. Consider working with a small group that may need more support.

---

### Meeting Students’ Needs

- Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.
### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Debrief (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask students to think for a moment about the new information they learned when they used text features to guide and focus their reading.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to Think-Pair-Share based on the prompt: “What should we write on our Text Feature anchor chart about the importance of using text features when reading informational text?” As students share, choose a strong summary statement from a student and add it to the anchor chart.</td>
<td></td>
</tr>
<tr>
<td>• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</td>
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</tr>
</tbody>
</table>

### Homework

| A. Finish reading Chapter 1. Continue to think about how Iroquois life was different long ago. |
| Meeting Students’ Needs |

*Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time” during the day—right before or after lunch, during down time between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading; do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence. |

*In addition, students may choose independent reading material or read the novel Eagle Song and use the accompanying Tracking my Thinking packet.*
Learning from Text Features Recording Form

1. Find the Table of Contents. List all of the text features you see described.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Keep looking at the Table of Contents. On what page is the Glossary?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Look at page 4. Describe the jewelry worn by the man in the photograph.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. Keep looking at the photograph on page 4. Read the caption. What information in the caption tells you why the man is wearing this jewelry?

5. Reread the text on pages 5-7. The text says traders and other non-Iroquois people respected the confederacy. What did they do to show respect?

6. Look carefully at the picture on page 7 and read the caption. What were the teepee-like buildings covered with?
7. Reread the text on page 8. What is the meaning of the word “Iroquois?”

8. Study the map on page 9. Which Iroquois nations lived the farthest from New York City?
Grade 4: Module 1A: Unit 2: Lesson 2
Taking Notes Using a Graphic Organizer, Part I:
The Iroquois: A Six Nations Confederacy
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using specific details from the text. (RI.4.1)
- I can make inferences using specific details from the text. (RI.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)
- I can take notes and categorize information. (W.4.8)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can identify the main idea of a section of informational text.</td>
<td>• Four Square Graphic Organizers for pages 11–12 and 12–14</td>
</tr>
<tr>
<td>• I can identify details that support the main ideas of informational text.</td>
<td></td>
</tr>
<tr>
<td>• I can document what I learn about the traditional life of the Iroquois by taking notes.</td>
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</tbody>
</table>
### Agenda

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. <strong>Opening</strong></td>
<td></td>
</tr>
<tr>
<td>A. Engaging the Reader (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Work Time</strong></td>
<td></td>
</tr>
<tr>
<td>A. Read-aloud: Main Idea of Pages 11–12 (5 minutes)</td>
<td>For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.</td>
</tr>
<tr>
<td>B. Partner Reading: Main Idea of Pages 11–12 (10 minutes)</td>
<td>This lesson involves chunking text. If appropriate, explicitly name this strategy for students.</td>
</tr>
<tr>
<td>C. Read-aloud: Supporting Details of Pages 11–12 (15 minutes)</td>
<td>This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently.</td>
</tr>
<tr>
<td>D. Read-aloud: Main Idea of Pages 13–14 (10 minutes)</td>
<td>Note: The Four-Square graphic organizer was previously used in Unit 1 to organize notes for a paragraph. In Unit 2, it is used for students take notes on main idea and supporting details as they read, but it will also be used to help them plan and write their explanatory paragraphs.</td>
</tr>
<tr>
<td>E. Partner Reading: Supporting Details of Pages 13–14 (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Closing and Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>A. Debrief (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Homework</strong></td>
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</tbody>
</table>
Taking Notes Using a Graphic Organizer, Part I: 
*The Iroquois: A Six Nations Confederacy*

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>record, main idea, supporting details, notes, traditional, palisade, called (i.e., defined), consensus, clan, longhouse, platform, shingles, occupied, beliefs, ceremony</th>
</tr>
</thead>
</table>

### Materials

- *The Iroquois* (book; one per student)
- Blank Four-Square Graphic Organizer (3 copies per student)

### Opening

**A. Engaging the Reader (10 minutes)**

- Remind students that they are reading *The Iroquois* in order to understand the history of the Iroquois people and how they live now. Look at the list of questions created yesterday and ask students if they have learned the answers to any of them. Review information learned.
- Introduce the first target: “I can identify the main idea in a section of informational text.” Invite the students to have a brief discussion about the importance of knowing the main idea of text.

### Meeting Students’ Needs

- Consider providing nonlinguistic symbols (e.g., a light bulb for main idea, two hands on a book for shared nonfiction text) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.
- Clarifying academic vocabulary assists all students developing academic language (e.g., identify, support).
- ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.
## Work Time

### A. Read-aloud: Main Idea of Pages 11–12 (5 minutes)
- Read aloud the title of this chapter (“Traditional Life”) and pages 11 and 12 (up to “The Longhouse”) while the students follow with their texts. Return to the beginning of the text and focus on the word *traditional* in the chapter title. Ask students to Think-Pair-Share about the word *traditional*, prompting them to think about the root *tradition*. Clarify that in the context of this chapter, the author writes about the Iroquois in the past tense to describe some of their past traditions. It is important to note that the Iroquois are still living and part of society today, and some of the traditions and beliefs described in the chapter are still in practice. Then ask students: “How does this author help you understand what the word *palisades* means?” If students are not able to articulate what they note, help them see that the meaning of *palisades* is provided for them (log fences), as is the meaning of *clans* (large related family groups). Tell students that often the writers of informational text define new words in this way, and the author may say something is called something in order to give readers a cue that a new term is being defined.

### Meeting Students’ Needs
- Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.

## Work Time (continued)

### B. Partner Reading: Main Idea of Pages 11–12 (10 minutes)
- Ask students to reread pages 11 and 12 with their partners, taking turns reading paragraphs aloud.
- Think-Pair-Share: After reading the text, ask students to talk with their partner to answer the question: “What is this section of our reading mainly about?”
- Invite each pair to share their thoughts about the main idea with the class. List several ideas on the board and help the class come to a consensus. An example of a main idea statement is: “The Iroquois people used the natural world to meet their needs.”
- Distribute the packets of *Four Square* graphic organizers to students. Use your document camera or make a blank *Topic Expansion* graphic organizer on the board. Show students that the main idea goes in the center box, with supporting details and any inferences in the remaining boxes. Point out that students will use this graphic organizer to take notes as they read, but they will use a similar organizer to plan their explanatory writing later in the unit.

### Meeting Students’ Needs
- When discussion of complex content is required, consider partnering an ELL with a student who speaks the same language. This can let students have more meaningful discussions and clarify points in their language.
### Work Time (continued)

#### C. Read-aloud: Supporting Details of Pages 11–12 (15 minutes)
- Refer to the second learning target: “I can identify details that support the main idea of informational text.” Explain to students that supporting details are pieces of information that tell more about the main idea.
- Ask students to listen for supporting details as you read pages 11–12 again while students follow with their copies. Pause frequently to ask students: “What detail do you hear or see about how the Iroquois used their natural world to meet their needs?”
- Model how to write supporting details as notes (words or phrases) into the graphic organizer. Explain to students that they will tackle the last box (inferences) in the graphic organizer later on, and that for today they should keep this box blank.

#### D. Read-aloud: Main Idea of Pages 12–14 (10 minutes)
- Have students turn to the second (blank) Four-Square Graphic Organizer in their packet. Read out loud pages 12 to 14, up through “Growing Food.”
- Ask students to Think-Pair-Share about what the main idea of this section is. Call on several teams and write one on the board for students to put in their graphic organizer.

#### E. Partner Reading: Supporting Details of Pages 12–14 (10 minutes)
- Ask students to reread pages 12–14 to identify details that support the main idea of the text, taking turns with each paragraph.
- After reading the text, ask students to Think-Pair-Share: “What details tell more about the main idea?” Ask students to write answers on their individual graphic organizers, share their thinking with their reading partner, and then add to or revise their thinking if they choose.
- Invite each pair to share one detail that supports the main idea, until every pair has shared their thinking. Remind students that they should write their supporting details in the form of notes—words or phrases, not full sentences.
- **Note:** Save these graphic organizers, as students will need them again.

### Meeting Students’ Needs
- Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.
- For ELLs, consider providing extra time for tasks and answering questions in class discussions.
## Closing and Assessment

### A. Debrief (5 minutes)
- Ask students to get a blank piece of paper and pencil, and write the terms *main idea, supporting details, and notes* on the board or overhead.
- Lead a brief discussion about the meaning of each of these terms, calling on several students to share their definitions aloud, and clarifying the definition of any vocabulary as necessary. Then, have students draw a picture that shows the meaning of each of the three terms. Allow students to share their drawings with one another and explain to peers how the picture they drew helps “show” what the word(s) mean.
- Ask students to hand in the two Four-Square Expansion graphic organizers they competed in class. Review these to gauge how well students understand the text and how well they can take notes in this format.
- Be sure students have a blank copy of the Four-Square Expansion graphic organizer, which they will use for their homework.

### Meeting Students’ Needs
- ELLs and other students can record new vocabulary in their personal dictionaries or vocabulary logs to reference throughout the module.

## Homework

### Reread pages 11–14. In this chapter, how does the author describe how the Iroquois lived long ago? Read a paragraph from these pages out loud to someone at home. Tell them something you have learned about how the Iroquois lived long ago.

### In addition, students may choose independent reading material from *Eagle Song* or the Recommended Texts list for Unit 2.

*Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time during the day—right before or after lunch, during down time between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading—do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.*

### Meeting Students’ Needs
- Some students may need a recording of the sidebar. Inexpensive digital voice recorders, such as those meant to record notes and grocery lists, are an easy way to provide this support.
### Four-Square Graphic Organizer

<table>
<thead>
<tr>
<th>First supporting detail:</th>
<th>Second supporting detail:</th>
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<tbody>
<tr>
<td></td>
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</tr>
<tr>
<td><strong>Main Idea:</strong></td>
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<tr>
<td>Third supporting detail:</td>
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<td></td>
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<tr>
<td><strong>Inference:</strong></td>
<td></td>
</tr>
</tbody>
</table>

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)
Taking Notes Using a Graphic Organizer, Part II: Inferring What Was Important to the Iroquois
# Taking Notes Using a Graphic Organizer, Part II:
Inferring What Was Important to The Iroquois

## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>Target</th>
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</thead>
<tbody>
<tr>
<td>I can explain what a text says using specific details from the text. (RI.4.1)</td>
</tr>
<tr>
<td>I can make inferences using specific details from the text. (RI.4.1)</td>
</tr>
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<td>I can determine the main idea using specific details from the text. (RL.4.2)</td>
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<tr>
<td>I can take notes and categorize information. (W.4.8)</td>
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</tbody>
</table>

## Supporting Learning Targets

<table>
<thead>
<tr>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can identify the main idea of a section of <em>The Iroquois</em>.</td>
</tr>
<tr>
<td>I can identify details that support the main ideas of informational text.</td>
</tr>
<tr>
<td>I can document what I learn about the traditional life of the Iroquois by taking notes.</td>
</tr>
<tr>
<td>I can make inferences using specific details from the text.</td>
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</table>

## Ongoing Assessment

<table>
<thead>
<tr>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td>Four-Square graphic organizers for pages 16-19 and 21 (NOT page 20)</td>
</tr>
</tbody>
</table>
GRADE 4: MODULE 1A: UNIT 2: LESSON 3
Taking Notes Using a Graphic Organizer, Part II: Inferring What Was Important to The Iroquois

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Opening</strong></td>
<td>• Note: SKIP page 20 in this lesson. Students read this page during Lesson 6 for their mid-unit assessment.</td>
</tr>
<tr>
<td>A. Engaging the Reader (5 minutes)</td>
<td>• For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.</td>
</tr>
<tr>
<td>2. <strong>Work Time</strong></td>
<td>• This lesson involves chunking text. If appropriate, explicitly name this strategy for students.</td>
</tr>
<tr>
<td>A. Partner Reading: Main Idea of Pages 16–19 (10 minutes)</td>
<td>• This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently.</td>
</tr>
<tr>
<td>B. Partner Reading: Supporting Details of Pages 16–19 (10 minutes)</td>
<td>• Be sure to hold on to students’ completed graphic organizers, since they will need them for their paragraph writing in Lessons 5–9.</td>
</tr>
<tr>
<td>C. Partner Reading: Main Idea of Pages 19, 21 (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>D. Partner Reading: Supporting Details of Pages 19, 21 (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>E. Drawing Inferences (15 minutes)</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Closing and Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>A. Debrief (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Homework</strong></td>
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</tbody>
</table>
Lesson Vocabulary | Materials
--- | ---
record, main idea, supporting details, notes, inference, traditional, palisade, called (i.e. defined), consensus, clan, longhouse, platform, shingles, occupied, beliefs, ceremony | • The Iroquois (book; one per student)
• Blank Four-Square graphic organizer (3 copies per student)
• Students’ completed Four-Square graphic organizers for pages 11–14 (from Lesson 2)

Opening

A. Engaging the Reader (10 minutes)

• Remind students that they are reading The Iroquois in order to understand the way the Iroquois people lived in the past, but they will also learn about how they live today, which is covered in Chapters 4 & 5. Look back again at the list of questions created in Lesson 1 and ask students if they have learned the answer to any of them. Review information learned.

• Review the first three learning targets, and ask students to recall the meaning of the terms main idea, supporting details, and notes. Then, introduce the last target: “I can make inferences using specific details from the text.” Explain that today students will become detectives. They will use the information they read to help them draw conclusions or form opinions about what was important to the Iroquois people. This is called making an inference because the answer is not always obvious. As detectives they will need to pay close attention to details as they read in order to help them determine what was most important to the Iroquois during this time.

• Have students give a quick thumbs-up, -down, or -sideways to indicate how well they understand today’s learning targets.

Meeting Students’ Needs

• Consider providing nonlinguistic symbols (e.g., a light bulb for main idea, or a magnifying glass for inference) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year.

• All students developing academic language will benefit from direct instruction of academic vocabulary.

• ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.
### Work Time

#### A. Partner Reading: Main Idea of Pages 16–19 (10 minutes)
- Ask students to locate their text *The Iroquois* and their *Four-Square* graphic organizers for pages 11–14 (from Lesson 2).
- Ask students to turn to the next *Four-Square graphic organizer* (see supporting materials). If you have student pairs who can read this text on their own, ask students to read with their partner “Roles of Men and Women,” pages 16–19. Consider pulling aside another group of students for a read-aloud, and/or continue to read aloud to the class.
- When students have read the section, they should talk together to develop a main idea, then, in the center box, write a main idea statement that describes the central message of this passage of the text. Circulate around the room to read students’ main idea statements.

#### Work Time (continued)

#### B. Partner Reading: Supporting Details of Pages 16–19 (10 minutes)
- Ask students to reread “Roles of Men and Women” while thinking about details that support their main idea statements. As before, ask students to record each detail they find in one of the corner sections on the graphic organizer. Remind students to write supporting details in the form of notes.
- **Note:** Be sure to hold on to students’ graphic organizers for pages 16–19. They will need to use them in Lesson 5 for their paragraph writing.
- **Note:** SKIP page 20 in this lesson. Students read this during Lesson 6 for their mid-unit assessment.

### Meeting Students’ Needs

- When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
- Students needing additional support may benefit from partially filled-in graphic organizers.
### Work Time (continued)

<table>
<thead>
<tr>
<th>C. Partner Reading: Main Idea of Pages 19, 21 (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Avoid discussing the sidebar on page 20 so students do not become overly familiar with it prior to the assessment (in Lesson 6). See teaching note above.</td>
<td>• Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.</td>
</tr>
<tr>
<td>• Have students turn to a fresh graphic organizer. Read aloud or ask students to read with their partner “Beliefs and Ceremonies,” pages 19 through 21. When they have read the section, they should write a main idea statement in the box on their graphic organizer that describes the main idea of that portion of the text. Circulate around the room to read students’ main idea statements.</td>
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<table>
<thead>
<tr>
<th>D. Partner Reading: Supporting Details of Pages 19, 21 (10 minutes)</th>
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<tbody>
<tr>
<td>• Avoid discussing the sidebar on page 20 so students do not become overly familiar with it prior to the assessment (in Lesson 6).</td>
<td>• For students requiring additional support, you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading.</td>
</tr>
<tr>
<td>• Ask students to reread “Beliefs and Ceremonies,” thinking about details that support their main idea statements. As before, students should record each detail they find in one of the center sections on the graphic organizer.</td>
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<table>
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<tr>
<th>E. Discussing Inferences (15 minutes)</th>
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<tbody>
<tr>
<td>• Draw students’ attention once again to the fourth learning target: “I can make inferences using specific details from the text.” Remind students that while reading today they acted as “detectives” by recording details about what they read in order to help them make an inference about what was important to the Iroquois. Explain to them that the 4th box (lower right-hand corner) of the graphic organizer has space for them to write an inference that they make based on their reading.</td>
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<tr>
<td>• Briefly discuss inference again with students, making sure they understand that to make an inference they will need to use the text and their notes to figure out something that the author does not specifically tell the reader. If needed, provide some additional examples of inferences to make sure students grasp the concept.</td>
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<tr>
<td>• Explain to students that The Iroquois book helps readers know what is important to the Iroquois people without ever specifically saying: “This is what is important to Iroquois people.” The author does not always tell the reader what is important to the Iroquois, but students can use clues and hints from the text to make an inference.</td>
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<tr>
<td>• Refer back to the Four-Square graphic organizer for the “Roles of Men and Women” section on pages 19 and 21.</td>
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<tr>
<td>• Ask students to reread the notes on their graphic organizer. Then ask students to Think-Pair-Share: “What do we know about the roles of women in early Iroquois society according to the text?” What can we infer (remind them of what an inference is, if needed) about the roles of women in early Iroquois society? Students will then talk with their partner about</td>
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</table>
an inference they have drawn from the reading and then write this in the box on the graphic organizer.

- After students have had time to discuss their inferences, ask for some students to share out with the class. Note that this inference will be something that is not directly stated in the text. Example: We know that women had an important role since they gave the babies names during the Midwinter Ceremony.

- Note: Save these graphic organizers, as students will need them again for their paragraph writing in Lessons 5–8.

### Closing and Assessment

#### A. Debrief (5-15 minutes)

- For the debrief, lead a brief paired discussion around the main idea in Chapter 2. Ask students to first turn and talk to a neighbor to define main idea, supporting detail, inference, and notes. Then ask them to discuss the following question with a partner: “What did we learn about the traditional life of the earliest Iroquois as presented in Chapter 2?”

### Meeting Students’ Needs

- ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

### Homework

- Students may choose independent reading material from the Recommended Texts list for Unit 2 or continue to read Eagle Song

Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time during the day—right before or after lunch, during “down time” between other tasks—as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading; do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods re-reading and focusing on evidence.

- Some students may need a recording of the sidebar. Inexpensive digital voice recorders, such as those meant to record notes and grocery lists, are an easy way to provide this support.
Taking Notes Using a Graphic Organizer, Part II:
Four Square Graphic Organizer

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Main Idea:

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<th>Third supporting detail:</th>
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(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can explain what a text says using specific details from the text. (RL.4.1) |
| I can determine the main idea using specific details from the text. (RL.4.2) |
| I can take notes and categorize information. (W.4.8) |
| I can make inferences using specific details from the text. (RL.4.1) |

Supporting Learning Targets

| I can identify the main idea of a new excerpt of *The Iroquois*. |
| I can identify details that support the main idea of informational text. |
| I can document what I learn about how life changed for the Iroquois by taking notes. |
| I can make inferences using specific details from the text. |

Ongoing Assessment

| • Four-Square graphic organizer for pages 23–25 |
# Agenda

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<tbody>
<tr>
<td><strong>1. Opening</strong></td>
<td><strong>Teaching Notes</strong></td>
</tr>
<tr>
<td>A. Review of Learning Targets (5 minutes)</td>
<td>This lesson is structured to allow students to successfully interact with complex text. Shared reading of an unfamiliar and complex nonfiction text with students will support all learners. It lets them concentrate on interacting with the text and unfamiliar vocabulary.</td>
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<tr>
<td><strong>2. Work Time</strong></td>
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<tr>
<td>A. Read-aloud and Partner Reading: Main Idea, Supporting Details, Inference (10 minutes)</td>
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<td>B. Read-aloud, Questioning, and Partner Reading: Main Idea, Supporting Details, Inference (20 minutes)</td>
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<td>C. Partner or Independent Reading: Main Idea, Supporting Details, Inference (20 minutes)</td>
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<td><strong>3. Closing and Assessment</strong></td>
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<tr>
<td>A. Debrief (5 minutes)</td>
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<tr>
<td><strong>4. Homework</strong></td>
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Lesson Vocabulary | Materials
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popular, established, trade, wampum, disease, resistance, reservation, Quahog clam | • *The Iroquois* (book; one per student)
• Four-Square Graphic Organizers (2 copies per student)

Opening

**A. Review of Learning Targets (5 minutes)**
- Review the learning targets with students: “I can identify the main idea of informational text,” “I can identify details that support the main idea of informational text,” “I can document what I learn about a topic by taking notes,” and “I can make inferences using specific details from the text.” Ask students for examples of when they worked toward these learning targets during the previous lesson and homework.
- Point out that today, they will be practicing the same skills that they have used the past few days, but with less support. Congratulate students on becoming increasingly independent readers.

Meeting Students’ Needs
- Clarifying academic vocabulary (e.g., identify, support) assists all students developing academic language.
- ELLs can record new terms in personal dictionaries or vocabulary logs that they can refer back to throughout the module.
### A. Read-aloud and Partner Reading: Main Idea, Details, Inference (15 minutes)

- Ask students to access their text *The Iroquois*. Distribute new **Four-Square graphic organizers** to students. Ask them to follow along as you read page 23 and the top of page 25 (do not read sidebar on page 24). Ask students to Think-Pair-Share to discuss: “What is the section mostly about?” Ask students to take out their Four-Square graphic organizer and write down their main idea.
- Ask students to reread with their partners, collecting supporting details and completing the inference box. Circulate while students do this, being sure they are writing notes instead of sentences.
- Say: “Things are beginning to change for the Iroquois people. Why?” If needed, help students come to the conclusion that the Iroquois hunted beaver because they wanted money for tools so that their lives could be easier.

### B. Read-aloud, Questioning, and Partner Reading: Main Idea, Details, Inference (20 minutes)

- Read the bottom of page 25 aloud as students follow along in their text. Talk briefly about the meaning of the word *resistance*. See if students can provide a meaning for this word. Discuss the use of this word in this specific context: it means the capacity of the body to fight off an illness.
- Ask students to discuss with each other: “What were some of the good changes that the Europeans brought to the Iroquois?” Hear students’ responses, paraphrasing as needed. Then ask: “What were some of the difficult changes the Europeans brought to the Iroquois?” Discuss with students the impact of disease on the Native Americans.
- Ask students to reread the last sentence of on page 25. Then ask: “What impact did diseases have on the young Iroquois people who did not die?”
- Ask students to reread this section with their partners and discuss this question.
- Call on students to share their response to this question. Follow up by asking: “Which details from the text helped you make that inference?”

### Meeting Students’ Needs

- Consider partnering an ELL with a student who speaks the same language when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their language.
- ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
- Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.
### Work Time (continued)

**C. Read-aloud, Partner Reading, or Independent Reading: Main Idea, Supporting Details, Inference (20 minutes)**

- Depending on your students’ needs, differentiate the next section of the lesson in which students read and discuss the sidebar on page 24, which they have previously read as a whole group and discussed in Unit 1. Some students may need you to read this section aloud, others may be able to go to partner reading, and still others might be able to read this section independently.

- Before they begin, define *Quahog clam*.

- Ask students to read and complete a Four-Square graphic organizer for this section. Ask the class to Think-Pair-Share to answer the following questions: “Why did the Iroquois want the wampum belts returned?” and “Why might some people want to keep the wampum belts they have?” Ask students to justify their responses with specific reasoning.

- If needed, replay the video from Unit 1 explaining wampum. This video is available on EngageNY ([www.engageny.org](http://www.engageny.org)).

*Note: Save the graphic organizers from this section of the reading as students will use them tomorrow to begin to write paragraphs.*

### Meeting Students’ Needs

- For students requiring additional support, you may consider limiting the number of words students underline or consider having students focus on a smaller chunk of text in the shared reading.
### Closing and Assessment

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<tr>
<th>A. Debrief (5 minutes)</th>
<th>Meeting Students' Needs</th>
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<tr>
<td>Discuss the learning targets from the day and ask students to give you a thumbs-up, -sideways, -down regarding their skill in using the Topic Expansion graphic organizer to think about and take notes on something they are reading.</td>
<td>ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</td>
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### Homework

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- Read pages 33 to 37 in *The Iroquois*, which are about the Iroquois today. Remind students that the Iroquois are a group that currently still lives in the Northeastern United States. As they read this next chapter, they should think about how life has changed for the Iroquois.

- In addition, students may choose independent reading material from the Recommended Texts list for Unit 2.

**Note:** If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading, do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.
Capturing Main Ideas and Details:
Four-Square Graphic Organizer

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(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)
Capturing Main Ideas and Details:
How Life is Changing for The Iroquois

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can explain what a text says using specific details from the text. (RL.4.1) |
| I can determine the main idea using specific details from the text. (RL.4.2) |
| I can make inferences using specific details from the text. (RL.4.1) |
| I can take notes and categorize information. (W.4.8) |
| 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) |

Supporting Learning Targets

- I can identify the main idea of informational text.
- I can identify details that support the main idea of informational text.
- I can document what I learn about the Iroquois by taking notes.
- I can make inferences using specific details from the text.
- I can write clear and complete sentences from my notes.
- I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.

Ongoing Assessment

- Topic Expansion graphic organizer and paragraph writing (for page 16; begun in Lesson 3)
### Agenda

1. **Opening**  
   A. Review of Learning Targets (5 minutes)

2. **Work Time**  
   A. Introduction to Paragraph Writing (15 minutes)  
   B. Partner Paragraph Writing (15 minutes)  
   C. Independent Paragraph Writing (15 minutes)

3. **Closing and Assessment**  
   A. Sharing (5 minutes)  
   B. Debrief (5 minutes)

4. **Homework**

### Teaching Notes

- Review **Four-Square** graphic organizers and how they are used with explanatory writing. For the past few lessons, students have been using this graphic organizer to take notes as readers. Today, they will be using it to plan as writers.
- Review: Think-Pair-Share protocol
- This lesson builds on students’ background knowledge with planning and writing strong paragraphs from Unit 1.
Lesson Vocabulary

- note, paragraph, topic sentence, indent, main idea, supporting details, wampum, political

Materials

- *The Iroquois* (book; one per student)
- Students’ completed *Four-Square* graphic organizer for page 24 “Wampum” (from Lesson 4)
- Teacher’s sample *Four-Square* graphic organizer for pages 26-29 and corresponding sample paragraph, written on separate pieces of chart paper
- Thin-line green, blue, and red markers (a teacher set, and a set for every two students)
- Students’ completed *Four-Square* graphic organizer for page 16 “The Role of Men and Women” (from Lesson 3)
- Lined paper for students

Opening

**A. Review of Learning Targets (5 minutes)**

- Talk with students about all of the hard work they have been doing with their reading and their work with graphic organizers. Review the first three learning targets: “I can identify the main idea of informational text,” “I can identify details that support the main idea of informational text,” and “I can document what I learn about a topic by taking notes.” Ask students to self-assess their progress toward meeting these targets using a Fist-to-Five or Thumb-O-Meter protocol.

Meeting Students’ Needs

- Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.
### A. Introduction to Paragraph Writing (15 minutes)

- Ask students to share their graphic organizers from the day before with their reading partner.
- Ask for a volunteer to talk through their partner’s graphic organizer, verbally describing (in full sentences) the main idea and supporting details.
- Point out that what the student has just done is to make a paragraph out of the notes on the graphic organizer.
- Invite the class to read the last two learning targets aloud with you: “I can write clear and complete sentences from my notes,” and “I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.” Invite students to identify words in the learning targets that might be confusing. As students point out words, ask for clarification and annotate the learning target with clarifying words or synonyms. For example:
  - informative/explanatory = for the purpose of telling or explaining
  - paragraph = a group of sentences that have the same main idea
  - topic sentence = the sentence that contains the main idea
  - body = several sentences that contain supporting details and tell more about the main idea
  - conclusion = a sentence that ends the paragraph
- Reread the learning target using the clarifying words and check for understanding with students.
- Read aloud pages 26–29 of *The Iroquois* as students follow along in their text.
- Discuss with students the meaning of *political* by teaching them *polis*, the Greek word meaning *city*. *Political* has to do with things important in cities or societies. Also ask students to Think-Pair-Share: “Why would some Iroquois choose to fight for the American or British side during the Revolution?” Ask students to support their ideas with specific details from other sections of the text (e.g., they wanted to continue to trade with one side or another, or that they were angry with one side or another for bringing diseases).
- Post a sample *Four-Square* graphic organizer (For Writing) for this section of the text. Ask students to check your thinking. Then post a corresponding paragraph that you have written on chart paper to illustrate turning that section of the reading into notes, then into a paragraph.
- Point out to students that the graphic organizer is similar to those they created the day before, and the paragraph is very similar to the paragraph narrated by the student volunteer. Read aloud or ask a student to read aloud your sample paragraph.

### Meeting Students’ Needs

- ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
- All students developing academic language will benefit from direct instruction of academic vocabulary.
- Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.
**Work Time (continued)***

**Meeting Students’ Needs**

- Using a green marker, underline the main idea statement in the graphic organizer. Ask students to find the sentence in the paragraph that corresponds to this part of the graphic organizer (the first sentence). Underline the first sentence with green, and tell students that it is the **topic sentence** of the paragraph. Underline topic sentence in the learning target with green as well. Point out to students that the first sentence of a paragraph is indented on the page.

- Using a blue marker, underline each of the **details** in the graphic organizer. Ask students to find the sentences in the paragraph that correspond to this part of the graphic organizers. Underline these sentences in blue and tell students that these sentences make up the body of the paragraph. Underline the word body in the learning target in blue as well.

- Using a red marker, underline the statement in the graphic organizer that tells what was important to the Iroquois. Ask students to find the sentence in the paragraph that corresponds to this part of the graphic organizer (the last sentence). Underline the last sentence in red and tell students that it is the **conclusion** of the paragraph. Underline conclusion in the learning target in red as well.

### B. Partner Paragraph Writing (15 minutes)

- Direct students’ attention to their **Four-Square graphic organizers** from Lessons 3 and 4. Connect this to the writing process by pointing out that they have gathered notes for a paragraph and the graphic organizer will help them plan their writing. Now they will draft their paragraphs. Using the Think-Pair-Share protocol, ask students to write a sentence on a piece of paper that conveys the main idea as noted in the first box of the graphic organizer, then to share their sentence with their partner. Remind them to indent their first sentence. Lead a whole class in sharing of sentences, recording samples on the board and reviewing the characteristics of good topic sentences. Ask students to revise their sentences if necessary and underline their topic sentence in green.

- Repeat this process, asking students to write three sentences for the body of their paragraph using the supporting details they noted in the boxes of their graphic organizer. Point out to them that these sentences continue after the topic sentence and do not each start on their own line. Refer to the sample paragraph as a model. After students share and revise the body of their paragraph, ask them to underline those sentences in blue.

- Repeat this process asking students to write a concluding sentence for their paragraph using the last box of their graphic organizer. Up until this point, they have taken notes on the main idea and supporting details; this last box (in the lower right-hand corner), will include a conclusion sentence that pulls the whole paragraph together. Point out to them that this sentence also continues after the previous sentence, and does not start on its own line. Refer to the sample paragraph as a model. If necessary, provide other examples of conclusion statements (possibly from *The Iroquois* book or other examples). After students share and revise the conclusion of their paragraph, ask them to underline it in blue.

- When discussion of complex content is required, consider partnering an ELL with a student who speaks the same language. This can let students have more meaningful discussions and clarify points in their language.

- For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.
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<th>Work Time (continued)</th>
<th>Meeting Students’ Needs</th>
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<td><strong>C. Independent Paragraph Writing (15 minutes)</strong></td>
<td>• Provide anchor charts for processes such as “How to write a paragraph.” This would include question words with nonlinguistic representations (e.g., map for where, clock for when).</td>
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<td>• Distribute the Four-Square graphic organizers from the “The Role of Men and Women” section of the text (page 16), which students created in Lesson 3. Invite students to refer to the model on the chart paper and to the paragraph they just created. Have them write a topic sentence, body, and conclusion based on the notes in their graphic organizer. Circulate around the room and observe students’ writing to ensure that they are writing effective paragraphs. Offer support and guidance where necessary.</td>
<td>• For students needing additional support, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the required structure.</td>
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### Closing and Assessment

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<th>A. Sharing (5 minutes)</th>
<th>Meeting Students' Needs</th>
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<td>- Invite a few students to share their paragraphs aloud, and ask others to identify the characteristics of good paragraphs evident in student samples.</td>
<td>- ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</td>
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<th>B. Debrief (5 minutes)</th>
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<td>- “What challenges did you face in turning your notes into clear and complete sentences?” “What strategies did you use to overcome those challenges?” Use a Thumb-O-Meter to ascertain how students feel about their success with meeting the target “I can write an explanatory/informative text.”</td>
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### Homework

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<th>Meeting Students' Needs</th>
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<tr>
<td>- Read pages 39 to 42 in <em>The Iroquois</em>. Think about how the Iroquois keep their traditions alive.</td>
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<tr>
<td>- In addition, choose independent reading material from the Recommended Texts list for Unit 2 or continue reading <em>Eagle Song</em>.</td>
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*Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “free time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading. This reading is pre-reading—do not expect students to fully comprehend the text on their own, but to familiarize themselves with it and make as much meaning as they can. In addition, students likely to need additional support should pre-read this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Pre-reading will allow students to spend class periods rereading and focusing on evidence.*
Grade 4: Module 1A: Unit 2: Lesson 5
Supplemental Materials
### Four-Square Graphic Organizer (For Writing)

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**Topic Sentence:**

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<th>Third supporting detail:</th>
<th>Conclusion Statement:</th>
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Grade 4: Module 1A: Unit 2: Lesson 6
Mid-Unit Assessment:
Reading, Note-taking, and Paragraph Writing
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using specific details from the material. (RL.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)
- I can integrate information from two texts on the same topic in order to write about the subject knowledgably (RI.4.9)
- I can make inferences using specific details from the text. (RI.4.1)
- I can take notes and categorize information. (W.4.8)
- I can write an informative/explanatory text. (W.4.2)
- I can effectively participate in a conversation with my peers and adults. (SL.4.1)

### Supporting Learning Targets

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<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
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<tbody>
<tr>
<td>• I can identify the main idea of a new excerpt from <em>The Iroquois</em>.</td>
<td>• Mid-Unit 2 Assessment: Four-Square graphic organizer</td>
</tr>
<tr>
<td>• I can identify details that support the main idea of this new excerpt.</td>
<td>and paragraph writing</td>
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<td>• I can document what I learn about a topic by taking notes.</td>
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<td>• I can make inferences using specific details from the text.</td>
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<td>• I can write clear and complete sentences from my notes.</td>
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<td>• I can write an informative/explanatory paragraph that has a clear topic sentence, a body, and a conclusion.</td>
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<tbody>
<tr>
<td>1. <strong>Opening</strong></td>
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<td></td>
<td>A. Review of Learning Targets (5 minutes)</td>
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<tr>
<td>2. <strong>Work Time</strong></td>
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<td></td>
<td>A. Review of Paragraph Writing Criteria for Success (5 minutes)</td>
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<td>B. Mid-Unit 2 Assessment: Independent Reading, Note-Taking, and Paragraph Writing (30 minutes)</td>
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<td></td>
<td>C. Close Reading and Discussion: <em>The Iroquois</em> (15 minutes)</td>
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<td>3. <strong>Closing and Assessment</strong></td>
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<td>A. Debrief (5 minutes)</td>
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<td>4. <strong>Homework</strong></td>
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### Teaching Notes

- In this lesson, students read (independently) a short sidebar about the Great Law of Peace in order to write a paragraph. This is new text, but it is about content they know from Unit 1 from reading the “Peacemaker Story.” It will be important to assess whether students have included specific details from the text rather than working from memory. Therefore, looking at their graphic organizers as well as their paragraphs is essential.

- There is no rubric provided for students on purpose, since handing students a complex rubric rarely helps them write better. Rather, in the lesson the teacher reviews criteria for success with students in simple, student-friendly language.
### Lesson Vocabulary

<table>
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<th>Relations, siding, fled, raids, reserve, treaty, reservation, exchange, process</th>
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### Materials

- Writing Quality Paragraphs anchor chart (new; teacher-created)
- *The Iroquois* (book; one per student) (Page 20 is the focus of this assessment.)
- Mid-Unit Assessment: Reading, Note-Taking, and Paragraph Writing, with Four-Square graphic organizer

### Opening

#### A. Review of Learning Targets (5 minutes)

- Invite students to read the learning targets aloud with you: “I can write an informative/explanatory text that has a clear topic sentence,” and “I can group supporting facts together about a topic in an informative/explanatory text.” Share with students that they will be completing a writing assessment today to determine if they have met those learning targets.

### Meeting Students’ Needs

- Clarifying academic vocabulary (e.g., identify, support) assists all students developing academic language.
- Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.
### A. Review of Paragraph-Writing Criteria for Success (5 minutes)
- Ask students to think about the word they did yesterday. Start an anchor chart called *Writing Quality Paragraphs*.
- Ask: “What are the things we know that make a quality informative/explanatory paragraph?” Ask students to turn and talk to a neighbor about the characteristics of quality paragraphs. Invite volunteers to share what their neighbor said, and refer to the anchor chart as those characteristics are offered. (Ideas that should be included: They start with a topic sentence. They have supporting details. They have a concluding sentence. The first line is indented.)
- Tell students that today they will get to show how well they can write a strong paragraph on their own.
- Chart students’ thinking on the Writing Quality Paragraphs anchor chart, being sure that the following key criteria for success emerge:
  - The paragraph should be indented.
  - Writing should include a topic sentence that states the main idea.
  - Writing should have at least three sentences that tell more about the main idea.
  - Paragraph should conclude with a sentence that explains why the topic matters.

### B. Mid-Unit Assessment: Independent Reading, Note-Taking, and Paragraph Writing (30 minutes)
- Distribute the Mid-Unit Assessment: Reading, Note-Taking, and Paragraph Writing, with Topic Expansion Graphic Organizer.
- Ask students to read page 20 of *The Iroquois*, with a blank Four-Square graphic organizer and writing paper.
- Give them 30 minutes to read, take notes, and write their paragraphs, based on the following prompt: “What is the Great Law of Peace? Why is it important?”
- Although you may choose to allow students who did not finish to complete their paragraphs at another time, it is important for you to note who was unable to do so in the 30-minute window. Observe students during this time to determine potential teaching points. Do all students focus on the reading quickly? Are they rereading to complete the graphic organizer? Do some students skip the graphic organizer and go directly to paragraph writing?
- When time is up, ask students to share: “What was challenging about this task? What about paragraph writing was easiest for you?”

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**Meeting Students’ Needs**
- Although you may have modified this task earlier in the unit by partially filling in the graphic organizer or pre-highlighting copies of the text, you should not do so on this assessment. Those kinds of modifications will make it difficult to ascertain what students can do without support, as they will on the NYS assessments.
- Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.
C. Close Reading and Discussion: Pages 29 and 31 of The Iroquois (15 minutes)

- Begin by reading aloud the subheading “Relations with the United States.” Ask students to talk to their partners about the word relations. Does it remind them of any word they have heard before? Perhaps they will come up with the word relationship, but if not, offer it. Ask: “What is a relationship?” Allow students to think and talk about this a bit, then, if needed, say: “A relationship is a connection between people. People who are in a relationship are connected to each other. So what might ‘relations’ between two societies be?” (You can use this opportunity to review the word sovereign as well). Guide students to understand that relations are the interactions between two groups that are connected to each other. Students should have gathered from Unit 1 that European settlers founded the United States of America on lands that Native Americans lived on prior to the arrival of the Europeans. This was addressed in several video segments, including the segment about how we use the name Haudenosaunee and Iroquois. Underscore the fact that the Haudenosaunee have always referred to themselves as Haudenosaunee. It’s the Europeans who gave them the name Iroquois.

- Read the two paragraphs that follow the subheading. Ask students to discuss the meaning of the word fled, connecting it to the words flew and fly. Ask students to discuss the word raid, and if needed, help them understand that Joseph Brant was burning Americans’ homes and hurting and killing people. Ask the class to discuss the question: “Why was there conflict between the Iroquois people and Americans?” Students may refer to specific details from earlier in the reading, such as the diseases brought by Europeans, the fact that Iroquois people were fighting with the British against the Americans, or that Joseph Brant was leading raids. Ask: “How would you describe the relations between these societies at this time?”

- Read the next two paragraphs aloud, and ask students to discuss the meaning of the words reserve and reservation. They may understand that to reserve something is to set it aside or save it for someone. Help students understand that the Six Nations Reserve and other reservations in the United States were lands set aside for Native Americans to live on. Ask students to reread these two paragraphs to determine “Why didn’t the Iroquois people who stayed in New York do as well as Brant’s people?” Encourage students to talk together about their answers to this question, then cold call on several students to answer.

- Read the last two paragraphs aloud. Ask the class to reread the first paragraph and think about the meaning of the word exchange. Students should discuss their ideas. Cold call on students to explain their thinking. Then ask the class to reread the last paragraph and think about the question: “By 1900, what was life like for many Iroquois people?” Students should talk with partners about what they think.

- End this close-reading discussion by having some students share out their answers to the question “By 1900, what was life like for many Iroquois people?”

ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

- It may be helpful to use a map to underscore the forced movement of the Iroquois. You can use the map from Unit 1 Lesson 3 to show the original homes of the Haudenosaunee, and then compare it to a map of North America for visual effect regarding how they had to divide the physical confederacy into Canada and additional states.

- Using the map to answer these last two questions may also be helpful for students to make inferences based on physical relocation.
### Closing and Assessment

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Debrief (5 minutes)</strong></td>
</tr>
<tr>
<td>- Ask the class to review the vocabulary learning target. Inquire: “What are you learning about ways to figure out what words mean?”</td>
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</table>

### Homework

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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</thead>
<tbody>
<tr>
<td><strong>Homework</strong></td>
</tr>
<tr>
<td>- Students should continue to read their independent-reading selection.</td>
</tr>
</tbody>
</table>
Mid-Unit Assessment

What is the Great Law of Peace? Why is it important?

Read page 20 of *The Iroquois*. Take notes using the Four-Square graphic organizer and then write a paragraph answering the questions “What is the Great Law of Peace? Why is it important?”

Criteria for Success:

• Your paragraph should be indented.
• Your writing should include a topic sentence that states the main idea.
• Your writing should have at least three sentences that tell more about the main idea, including details from page 20 from *The Iroquois*.
• Your writing should include a concluding statement.
**Four-Square Graphic Organizer**

<table>
<thead>
<tr>
<th>First supporting detail:</th>
<th>Second supporting detail:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

**Topic Sentence:**

<table>
<thead>
<tr>
<th>Third supporting detail:</th>
<th>Conclusion Statement:</th>
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<td></td>
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</table>
Grade 4: Module 1A: Unit 2: Lesson 7
Close Reading and Charting, Part I:
The Iroquois People in Modern Times
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)
I can determine the main idea using specific details from the text. (RL.4.2)
I can make inferences using specific details from the text. (RL.4.1)
I can take notes and categorize information. (W.4.8)

### Supporting Learning Targets

- I can identify the main idea of an excerpt of *The Iroquois*.
- I can identify details that support the main idea of informational text.
- I can document what I learn about the Iroquois in modern times by taking notes.
- I can make inferences using specific details from the text.

### Ongoing Assessment

- Details on sticky notes
# Agenda

<table>
<thead>
<tr>
<th>1. <strong>Opening</strong></th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Engaging the Reader (5 minutes)</td>
<td>• This lesson transitions students to studying the contemporary (modern) Iroquois culture.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. <strong>Work Time</strong></th>
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<tbody>
<tr>
<td>A. Close Reading of Pages 33–42 of The Iroquois (20 minutes)</td>
<td>• There are some discrepancies that crop up in these chapters with the videos from the Haudenosaunee. For example, the videos make clear that the “Prayer of Thanksgiving” as it is referred to in the text, is not actually a prayer, but an address of thanks. This is acceptable. This may be an example, you can point out, of information from another video, where the speaker said that the Haudenosaunee themselves are not often the authors of the textbooks about them, so sometimes authors get it wrong.</td>
</tr>
<tr>
<td>B. Partners Reread for Specific Details: How Have Things Changed for the Iroquois? (30 minutes)</td>
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</table>

<table>
<thead>
<tr>
<th>3. <strong>Closing and Assessment</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Sharing (5 minutes)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>4. <strong>Homework</strong></th>
<th></th>
</tr>
</thead>
</table>

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# Lesson Vocabulary

<table>
<thead>
<tr>
<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>support, balance, international, reputations, steelworkers, native language, situation, alternative, passports, accept, traditional, recite, preserved, ancestors, harmony</td>
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</tbody>
</table>

# Materials

<table>
<thead>
<tr>
<th>Item</th>
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<tbody>
<tr>
<td>Large T-charts titled “How Things Have Changed or Stayed the Same” for pairs of students. Left column labeled “How Have Things Changed for the Iroquois?” and right column labeled “How Have Things Stayed the Same for the Iroquois?” A sample of this T-chart is provided at the end of this lesson, but larger versions, on legal size or even chart paper, would be better.</td>
</tr>
<tr>
<td>A small stack of sticky notes (about 12) for each student pair</td>
</tr>
<tr>
<td><em>The Iroquois</em> (book; one per student)</td>
</tr>
</tbody>
</table>

# Opening

## A. Engaging the Reader (5 minutes)

- Discuss the day’s learning targets and emphasize that today’s work will focus on the lives of modern-day Iroquois people and how things have stayed the same for the Iroquois people and how they have changed. Ask students to talk with a neighbor about the word *inference*—what does it mean?

# Meeting Students' Needs

- Clarifying academic vocabulary (e.g., identify, support) assists all students developing academic language.
- Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.
A. Close Reading of Pages 33–37 of *The Iroquois* (20 minutes)

- Distribute students’ texts *The Iroquois*. Read aloud page 33 and the first paragraph on page 34 as students follow along.
- Ask students to reread page 33 independently and Think-Pair-Share to answer the question: “What is this section mostly about?” Ask students to talk with their partners. Invite a few students to share out. Guide their conclusion to reflect something along the lines of “Mohawk men left the reservations and became good steelworkers.”
- Draw the class’s attention to the opening line: “In the late 1800s, most Iroquois men could not find work.” Ask students to discuss this idea. Why would Iroquois people need to find work in the 1800s? Why would they have trouble finding work?
- Ask the class to reread the first couple of sentences, focusing on the meaning of the phrase *support themselves*. If needed, model for students how reading through the next sentence gives them the context clue of “hired Mohawk men.” *(Note: *The strategy of reading on will be explicitly taught in a future lesson.)*
- Ask students to talk with their partners about the sentence: “The Mohawk men had a good sense of balance and seemed not to fear heights.” Say: “What does it mean to have a sense of balance? Why does the author say the Mohawk men ‘seemed’ not to fear heights?”
- Ask students to reread the last sentence and discuss: “How do people’s opinions of the Mohawk men seem to be changing from what we learned during our reading in the previous lesson, which focused on the Iroquois in the 1800s?” Ask students to use specific words and phrases from the text to explain their answers.
- Read aloud the top of page 34 through “Looking to the Future.” Ask students to talk with their partners to discuss what this section is mostly about, perhaps hinting that there are two central messages in the part they just read. If needed, help the class see that the first paragraph on page 34 is a continuation of the information on page 33, while the second paragraph starts a new idea.
- Ask the class to reread this part of the book, focusing on the use of the word *support*. Ask them to discuss with partners whether *support* here means the same as *support* on page 33. Ask students to explain their thinking using details from the text.

Meeting Students’ Needs

- Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
- ELLs may benefit from sentence starters for these conversations. An example of a sentence starter that would work with this lesson is: “People thought Mohawk men were __________.”
**Work Time (continued)**

**B. Partners Reread for Specific Details: How Have Things Changed for the Iroquois? (30 minutes)**

- Distribute a large piece of chart paper to each pair of students. Ask them to create a **T-chart: “How Things Have Changed or Stayed the Same.”** Ask students to label the left-hand column “How Have Things Changed for the Iroquois?” and label the right column “How Have Things Stayed the Same for the Iroquois?” Distribute about 12 sticky notes to each pair of students. Ask students to reread Chapter 2 (“Traditional Life”) and Chapter 4 (“The Iroquois Today”) and Chapter 5 (“Sharing the Traditions”) of *The Iroquois*, looking for examples of ways life has changed for the Iroquois. If necessary, split the class into two groups, where one group compares chapters 2 and 4, and the other compares chapters 2 and 5.

- Tell them they do not need to use all of their sticky notes but that you think there are at least five examples of changes for them to put on the notes. (Possible examples include “the Iroquois live on reservations,” “the Iroquois work as steelworkers,” “the Iroquois do not support themselves by hunting and farming,” “the Iroquois have their own alternative schools,” “the Iroquois have their own passports,” and “the Iroquois fight differently.”) Have students place their sticky notes on the appropriate side of their T-chart.

- Refer students back to the copyright page and ask students when this book was published. The answer is 2003. Ask students if they know about any other changes that they can remember from the first unit since this book was published. If they don’t get that they should be referred to as Haudenosaunee, ask students “If the author were to write the book today, how might the title be different?” and then have a discussion around the name. Ask students if there is anything else that they would want the author to add or mention.

- Remind students how important it is to reread text in order to understand it more fully. Congratulate them on learning more and more about the Iroquois.

- Ask students to put their names on their T-charts. Collect the T-charts, as they will be used again in Lesson 8.

**Meeting Students’ Needs**

- Consider providing smaller chunks of text (sometimes just a few sentences) for ELLs. Teachers can check in on students’ thinking as they write or speak about their text.
### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Sharing (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask student pairs to meet in groups of four to share their opinions about some of the main differences that they have learned about regarding the way the Iroquois live today. As they talk, circulate to hear their responses.</td>
<td>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</td>
</tr>
</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Continue reading your independent-reading book for this unit.</td>
</tr>
</tbody>
</table>
Sample T-Chart “How Things Have Changed or Stayed the Same”  
(For Teacher Reference)

<table>
<thead>
<tr>
<th>How Have Things Changed for The Iroquois?</th>
<th>How Have Things Stayed the Same for The Iroquois?</th>
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</table>
GRADE 4: MODULE 1A: UNIT 2: LESSON 8
Close Reading and Charting, Part II: The Iroquois People in Modern Times

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>Target</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td></td>
</tr>
<tr>
<td>I can determine the main idea using specific details from the text. (RL.4.2)</td>
<td></td>
</tr>
<tr>
<td>I can make inferences using specific details from the text. (RL.4.1)</td>
<td></td>
</tr>
<tr>
<td>I can take notes and categorize information. (W.4.8)</td>
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</tbody>
</table>

Supporting Learning Targets

- I can identify the main idea of an excerpt of *The Iroquois*.
- I can identify details that support the main idea of informational text.
- I can document what I learn from a timeline about the Iroquois by taking notes.
- I can make inferences using specific details from the text.

Ongoing Assessment

- Details on sticky notes
- Timeline-recording form
Agenda

1. **Opening**
   A. Engaging the Reader (5 minutes)

2. **Work Time**
   A. Close Reading of Pages 36 and 41 of *The Iroquois* (40 minutes)
   B. Discussion of the Timeline (pages 44–45) (10 minutes)

3. **Closing and Assessment**
   A. Debrief (5 minutes)

4. **Homework**

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**Teaching Notes**

- This lesson takes a closer look at some of the structural features of the text, including sidebars and the timeline at the end. While the structure of a text (RI 4.5) does not need to be directly addressed, it is an additional layer that lends itself very nicely in this lesson to some discussion.
### Lesson Vocabulary

| international, reputations |

### Materials

- *The Iroquois* (book; one per student)
- Oren Lyons Form (one per student)

### Opening

**A. Engaging the Reader (5 minutes)**

- Discuss the day’s learning targets and emphasize that today’s work will continue to focus on the lives of modern-day Iroquois people and how some things have stayed the same for the Iroquois people, but some have changed. To think about this, we are going to look specifically at an individual. Have students share with a neighbor what they have learned so far about how life is the same and how it is different for the Iroquois people today than it was in the 1900s.

### Meeting Students’ Needs

- Clarifying academic vocabulary (e.g., identify, support) assists all students developing academic language.
- Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.
A. Close Reading of Sidebars on Page 36 and 41 of *The Iroquois* (40 minutes)

- Read aloud the caption on page 38 and allow the class to look carefully at the picture. Ask: “Are these modern Iroquois people or Iroquois from long ago?” If needed, point out the eyeglasses.

- Read aloud page 36 of *The Iroquois*, the sidebar about lacrosse. Ask students to reread this section, then pose the question: “Why did the Iroquois people play lacrosse long ago?” and “Why do they play it now?” Ask the class if lacrosse is something that has changed for the Iroquois people or something that has stayed the same. They may say that the game has stayed the same, but that the reason the Iroquois play is different.

- Read aloud page 41 of *The Iroquois*, the sidebar about Oren Lyons. You may have to briefly explain the United Nations and Audubon Society if the students cannot tell you. Ask students to reread this section in pairs or groups and answer the following questions on hand out in Supporting Materials:
  1. Based on the text, what is important to Oren Lyons? Use text to support your answer.
  2. What are some of Oren Lyons’ accomplishments?
  3. How do Oren Lyons’ accomplishments show that he preserves traditional culture in modern times?

- Ask groups to share their questions with the class and debrief. Look for answers like (1) lacrosse, art, education, peace, his clan, peace, preserving nature, fighting pollution, and overpopulation. For (2), look for mention of his awards in lacrosse, his educational accomplishments, his position as a Faith Keeper, and his work with the United Nations and the Audubon Society. For (3), his accomplishments in lacrosse show that he has carried on the tradition and has been very successful at the sport. His position as a Faith Keeper shows that he is very involved in the Haudenosaunee culture and carries on that work as well as protecting his land and people. His speech to the United Nations would show that he is involved politically, which may be tough for students to grasp, but his work with the Earth Day Foundation and the Audubon Society shows his commitment to nature and the great respect he has for it, which comes from tradition as well.

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<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Close Reading of Sidebars on Page 36 and 41 of <em>The Iroquois</em> (40 minutes)</strong></td>
<td>- When discussion of complex content is required, consider partnering an ELL with a student who speaks the same language. This can let students have more meaningful discussions and clarify points in their language.</td>
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### Work Time (continued)

**C. Discussion of Timeline (pages 44–45) (10 minutes)**

- Ask students to turn to the timeline that starts on page 44 of the book. Ask students: “What is the last date on this timeline? Does this timeline end today?” Prompt students to add the date of the current year (2014, 2015, etc.) to the timeline with a sticky note, along with a detail of their choice about modern Iroquois life, such as “Many Iroquois people gather on reservations to celebrate traditional ceremonies.”
- Then ask students to use the timeline to discuss and share answers to the following questions. (Choose whether students can turn and talk or individually locate the answers to share out.)
  - How long ago did the Great Peacemaker unite the Iroquois people?
  - During which year was a sixth group added to the Iroquois Confederacy?
  - How does including the timeline add to the information in the book?

### Meeting Students’ Needs

- ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

### Closing and Assessment

**A. Debrief (5 minutes)**

- Celebrate with students that they have studied this whole book quite carefully! Ask students to think about the learning targets that involve explaining their thinking with specific details from the text. Ask them to give a thumbs-up, -sideways, or -down to indicate how well they are doing with this target. Call on students with their thumbs up to explain what their “brains do” when they are working this way.
- Optional: Discuss the idea of the sidebar and the timeline. Ask students if they have ever read a book and skipped a sidebar, or a timeline, or a graph. Help students to see that these are integral parts of non-fiction text, and sometimes the most interesting information is saved for there, and sometimes information is formatted in such a way that makes it much easier to understand.

### Meeting Students’ Needs

- For ELLs, consider providing extra time for tasks and answering questions in class discussions.

### Homework

- Continue reading in your independent-reading book for this unit.
1. Based on the text, what is important to Oren Lyons? Use text to support your answer.

2. What are some of Oren Lyons’ accomplishments?

3. Using evidence from the text and from the oral tradition excerpts and reading Unit 1, how do Oren Lyons’ accomplishments show that he preserves traditional culture in modern times?
Connecting Two Informational Texts on a Similar Topic
## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (RI.4.1)
I can engage in a discussion with my peers about informational texts. (SL.4.4)
I can integrate information from two texts on the same topic to show my knowledge about the subject. (RI.4.9)
I can produce complete sentences, recognizing and correcting fragments and run-ons. (L.4.1)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can refer to relevant details in an article about lacrosse.</td>
<td>• Graphic organizer</td>
</tr>
<tr>
<td>• I can form complete sentences from run-ons and fragments.</td>
<td>• Teacher observation</td>
</tr>
<tr>
<td></td>
<td>• Student work with complete sentences</td>
</tr>
</tbody>
</table>

NYS Common Core ELA Curriculum • G4:M1A:U2:L9 • June 2014 • 1
### Agenda

<table>
<thead>
<tr>
<th>Opening</th>
<th>Work Time</th>
</tr>
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<tbody>
<tr>
<td>- Reviewing the Learning Targets (5 minutes)</td>
<td>- Full group Read-aloud: Main Idea of “Three lacrosse players dominate sport ancestors created” – CBS News Article (10-15 minutes)</td>
</tr>
<tr>
<td>- Partner Reading: Connecting CBS News article to page 36 in <em>The Iroquois</em> book (15 minutes)</td>
<td>- Complete Sentences Mini-Lesson (20 minutes)</td>
</tr>
<tr>
<td>- Closing (5 minutes)</td>
<td>- Students will work in pairs to discuss the two texts.</td>
</tr>
</tbody>
</table>

### Teaching Notes

- This lesson helps to underscore what the students learned in Lesson 7 and 8 about the Iroquois keeping their traditions alive today. Students will read two short informational texts (one from the *Iroquois* book) and discuss what each text says about how lacrosse is an important tradition for the Iroquois.
- The teacher will lead a whole group read-aloud and students will work in pairs to discuss the two texts.
- Students will then receive a mini-lesson on complete sentences that sets the groundwork for more work with Grade 4 Language Standard 1 in future lessons. The concept of a complete sentence should be review for students from Unit 1, so the purpose of this 20 minute mini-lesson is to complete a brief review and practice.
### Teaching Notes (continued)

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>lacrosse, ancestors, unprecedented, symbolic, reputation, energetic, superior</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td><em>The Iroquois</em> (book; one per student)</td>
</tr>
</tbody>
</table>
A. Guided reading of informational texts: “Three lacrosse players dominate sport their ancestors created” and page 36 of the Iroquois book. (30-40 minutes)

- Tell students that now they will work together, with your help, to read a current article about contemporary life for the Iroquois. They will then connect their new reading to a short passage about lacrosse they have already read in The Iroquois book.
- Direct students to the article “Three lacrosse players dominate sport their ancestors created,” which is by Elaine Quijano for CBS News. The two brothers and cousin in the article are from the Onondaga Nation and currently play lacrosse for the State University of New York at Albany. Read the passage aloud first as a whole group, and then ask students for a thumbs-up if they have something to say about the passage and how it shows contemporary (modern) life for three Iroquois men. Ask students to turn to a partner and discuss what they think this section is about, and then hear a few ideas. Say: “Good start! Let’s see if we can learn more about contemporary life for the Iroquois!”
- For the second read, focus on asking the students some questions about brothers Lyle and Myles Thompson and their cousin Ty, specifically how they learned to play lacrosse and what it means for the Iroquois culture. During this section of the lesson, the students should be making connections to the readings they have done so far in The Iroquois, but with a focus on what they learned about modern Iroquois life in Chapter 4 and 5.

  - How is the sport of lacrosse symbolic for Native Americans? (Remind them of what a symbol is if they need a quick review.)
  - What do we know about the Thompson brothers and their cousin Ty?
  - After reading paragraphs 6-8, what do we know about how the Iroquois culture is embraced by the lacrosse team in Albany? What evidence from the passage supports this?
  - The last line of the article states, “A family that recognizes and honors its rich history.” Why does the author choose to end the article with this sentence? What is the “rich history” that she mentions? What does “honor” mean in this sentence? Support using evidence from the text. They can also connect the reading they did about Oren Lyons yesterday to this.
  - What does this story show about modern Iroquois traditions?

- After the whole group discussion, ask students to take out their copy of the Iroquois book and turn to page 36. Each
Connecting Two Informational Texts on a Similar Topic

• Student should work with a partner (teachers may want to pre-select partners, or just have each student turn to the student next to them or at the table) in this section. Ask each student to re-read (they read this section in a previous lesson) the passage about lacrosse on page 36. As they work with a partner, they should discuss the following questions, which should connect the two passages and the idea that lacrosse is a tradition that began many years ago with the Iroquois but continues to be an important part of contemporary Iroquois culture. The questions listed below are included on a separate worksheet in the supporting materials of this lesson, Connecting the Two Passages Worksheet (Partner Work). This will help students as they work through the questions in pairs.

  - What is the main idea in the lacrosse passage on page 36?
  - What do we learn about the origin (beginning) of this game?
  - How does the information about the origin of lacrosse on page 36 connect to a main idea in paragraph 7 of “Three lacrosse players dominate sport their ancestors created”?
  - What do both passages tell us about how modern Iroquois traditions are still in practice today?

• After the student partners have completed their discussion, ask for them to discuss their answers to the questions above. Focus on making sure the students are connecting the main ideas in both passages, as well as the concept that Iroquois traditions like lacrosse began over a thousand years ago and continue today with players like the Thompson family.

B. Complete Sentences Mini-Lesson (20 minutes) (Spiral review)

• Explain to students that in order to write well, they have to be able to convey ideas clearly. In Unit 1, students practiced identifying complete sentences. This mini-lesson is very similar to the lesson in Unit 1, but with some different examples. Write the words “complete sentence” on the board. Ask students to recall the definition from Unit 1 and remind them that it is important to use complete sentences in their writing. Cold call students who volunteer. If students are unsure, have them define the word complete. Listen for “having all the required parts.” Explain to students that a sentence can be a word (Help!) or a group of words that must contain a subject (doer), a verb (action), and a complete thought.

• Display this sentence for all students to see: Norah cleaned her room. Say: “The subject in this sentence is Norah. She is the one doing something. (Circle Norah.) What did she do? She cleaned. (Underline cleaned.) That is the verb, or the action word. The words together make a complete thought. When you can identify the subject (or the one who is doing), and the verb (or the action), and a complete thought is conveyed, you have a sentence.”
• Say, “Sometimes in our reading or writing, we will see part of a sentence, or a fragment. A fragment is a group of words that might lack a subject or a verb and does not make a complete thought.” Display these sentences for students to see and continue to model circling the subject and underlining the verb:
  - While in lunch. Explain that this sentence has no subject or verb and does not convey a complete thought.
  - Birds flying home. This sentence has a subject (birds) and a verb (flying), but does not convey a complete thought.
  - Running in the hall. This sentence has a verb (playing) and possibly a subject (hall) but does not convey a complete thought.
• Model how to correct these three sentences, explaining what the subject and verb are for each one.
• Say, “On one hand we have sentence fragments. On the other, we have run-on sentences.” Ask if a student could recall the definition of a fragment from the lesson a few weeks ago. Listen for or explain, “A run-on sentence is two (or more) sentences incorrectly written as a single sentence.” Display these sentences for students to see and continue to model circling the subject and underlining the verb:
  - I like my sister, she’s so nice. Explain that this sentence is actually two sentences separated by a comma.
  - My sister’s party is going to be fun we are all going to be there. Explain that this sentence is two ideas combined together.
• Model how to correct these two sentences, explaining what the subject and verb are for each one.
• Distribute Complete Sentences handout found in Supplemental Materials. In pairs, students will complete the worksheet which will be reviewed as a whole class. Review the directions and clarify as needed.
• Circulate to provide support as students complete the worksheet.
• Review the sheet as a whole class calling on volunteers to share their revised sentences.
• Tell students that they should keep this lesson in mind when writing their paragraphs. Emphasize the importance of conveying a complete thought in each sentence.
This topic will be revisited in the next unit.

Homework

Students should continue reading their independent reading book.

Meeting Students' Needs
Work Time A: Connecting the Two Passages

Passages:
“Three lacrosse players dominate sport their ancestors created” by Elaine Quijano
*The Iroquois*-page 36

What is the main idea in the lacrosse passage on page 36?

What do we learn about the origin (beginning) of this game?

How does the information about the origin of lacrosse on page 36 connect to a main idea in paragraph 7 of “Three lacrosse players dominate sport their ancestors created”

What do both passages tell us about how modern Iroquois traditions are still in practice today?
Work Time B: Identifying Run-ons, Fragments, and Complete Sentences

Directions: Read each group of words. Identify whether it is a run-on (r), fragment (f), or sentence (s). Correct the run-ons and fragments to make them complete sentences.

1. _____ Brothers Lyle and Myles.
2. _____ Their ancestors invented the sport.
3. _____ And it is a family.
4. _____ The ball was red the sticks had webbed nets.
5. _____ I like lacrosse.
6. _____ I went to the game I saw my friends.
7. _____ The Iroquois see.
8. _____ In 2014, the Thompson brothers.
9. _____ Mohawk steelworkers are known for their building skills.
10. _____ Lacrosse is a sport that.
Grade 4: Module 1A: Unit 2: Lesson 10
Writing to Explain: Drafting Strong Explanatory Paragraphs
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using specific details from the text. (RL.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)
- I can take notes and categorize information. (W.4.8)
- I can effectively participate in a conversation with my peers and adults. (SL.4.1)

### Supporting Learning Targets

- I can write an explanatory paragraph to explain the cultural traditions of the Iroquois.
- I can connect what I already know about the Iroquois to the ideas in other texts and media.

### Ongoing Assessment

- Four-Square graphic organizers
- Explanatory paragraph drafts
GRADE 4: MODULE 1A: UNIT 2: LESSON 10
Drafting Strong Paragraphs

Agenda

1. Opening
   A. Reviewing the Learning Targets

2. Work Time
   A. Examining Model Explanatory Paragraphs (20 minutes)
   B. Application: Planning a Paragraph (20 minutes)

3. Closing and Assessment
   A. Debrief (5 minutes)
   B. Exit Ticket (5 minutes)

4. Homework

Teaching Notes

- In this lesson, students learn how to write strong explanatory paragraphs to answer the question: “What is lacrosse and why is it important to the Iroquois?”
- In this lesson, students look at two explanatory models in order to generate criteria for success for their explanatory paragraph. They are not given a formal rubric. For teacher reference, some suggestions of key success criteria are listed in the Supporting Materials.
- In advance: look at the Four-Square graphic organizers. Students will use one of these to organize their explanatory paragraph.

Lesson Vocabulary

- explain, explanatory, focus, idea, organization, purpose, topic sentence, supporting details, conclusion, develop, cause, solution

Materials

- Explanatory Paragraph Models (one per student)
- Strong Explanatory Paragraphs anchor chart (new; teacher-created)
- Four-Square Graphic Organizer (one per student)
- Next Steps for Planning Your Paragraphs anchor chart (new; teacher-created; see Work Time B)
- Index cards (one per student)
- Explanatory Paragraphs: Criteria for Success (for teacher reference)
In this lesson, students look at models in order to generate criteria for success for their explanatory paragraph. They are not given a formal rubric. For teacher reference, some suggestions of key success criteria are listed in the Supporting Materials. But it is important that students construct their own criteria, in their own language, based on examining the strong and weak models. Do not just hand them the list of criteria. The rationale behind this is to ensure that students actively contribute to and "own" the criteria upon which their writing will be assessed.

Work Time

A. Examining Model Explanatory Paragraphs (20 minutes)

- Remind students that they have been learning about how to write to explain in previous lessons. Now they are going to write a strong explanatory paragraph, using evidence from The Iroquois book. Tell them that they will be using the Four-Square graphic organizer to help them plan their evidence for their paragraph.
- Tell students that one way writers get better is by looking at other writers’ work, and thinking about the techniques or “moves” those writers made. Today, students will look at examples, or models, of two explanatory paragraphs. Tell them that the purpose is to look at what the writer was explaining and how he or she did it in a way that was clear to the reader. Tell students that by looking at models of weaker and stronger work, they will get clearer about what they are expected to produce.
- Show the Explanatory Paragraph Model # 1 to the students. Explain to the student that this paragraph comes from a chapter in their Iroquois book. Read the paragraph aloud. Invite the students to turn and talk about the content: “What did you learn from the paragraph?” Invite a few students to share.
- Then ask the students to read the paragraph a second time to analyze what “moves” or decisions the writer made. For example:
  - “How did the writer explain? What information did the writer include? How does the paragraph flow?” Are there specific words that make the writing strong? Have students annotate parts of the paragraph where there is evidence of details, transitional linking words, and powerful and precise word choice. Ask students to turn and talk with a partner about their analysis.

- Distribute the Explanatory Paragraph Model # 2. Have students read it once to get the flow, then turn and talk about what the paragraph is about. “What did you learn about cornhusk dolls from the paragraph?” Invite a few students to share.
- Then ask them to reread, paying attention to the moves the writer made. Ask students to talk about what similarities or differences they noticed between the first and second models.
- Students should notice that this model is weaker than Model 1. Ask students to make suggestions: “What needs to be improved?”

Meeting Students’ Needs

- For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.
- Clarifying vocabulary meets the needs of ELLs and other students developing academic language.
- Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.
• Listen for comments such as: “The author needs to include more information” or “The sentences are short and lack detail.”

B. Work Time Application: Planning a Paragraph (20 minutes)

• Explain to the students: “Now that you have looked at models of explanatory paragraphs and the rubric, you will begin planning and drafting your own explanatory paragraphs about lacrosse and how it is an important tradition to the Iroquois. Explain that they will use evidence, or examples, from the news article and the Iroquois book for their explanatory paragraph. Encourage them to use “Haudenosaunee” in place of Iroquois in their paragraphs.

• Display the Four-Square graphic organizer on your document camera.

• Tell students that the document has a center rectangle with space for the topic sentence of a paragraph, boxes for supporting details, and a box for the conclusion. Review the meaning of topic sentence, supporting details, and conclusion as needed.

• Share with students the next steps in their writing process:

Next Steps for Planning Your Paragraph

• Decide on a topic sentence for your paragraph. What’s the purpose or main idea you are explaining?

• Identify three details that explain the following: “What is lacrosse and why is it important to the Iroquois?” and add them to your graphic organizer

• Begin to think about the end of your paragraph. Tomorrow, you will write a first draft and get feedback from a classmate.

• Circulate and support students as needed.

• Remind them that today is mostly about articulating what they have learned that might help them focus their paragraph writing. Tell students that their task today is to think about their topic, not to write a pretty polished paragraph. Emphasize this throughout, since students often have a misconception that writing in a specific structure will inherently make writing “good.” The first thing that will make writing good is having enough knowledge about a topic that the writer has something to say.

• Collect students’ graphic organizers in order to give students feedback.
### Closing and Assessment

<table>
<thead>
<tr>
<th>C. Debrief (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have students discuss with a partner:</td>
<td></td>
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<tr>
<td>“How did the graphic organizer help them to figure out what they need to explain to the reader?”</td>
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<tr>
<td>• Ask the class: “Can you predict what we are going to do next?”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Exit Ticket (5 minutes)</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hand each of the students an <strong>index card</strong>. Tell the students to respond to the questions: “What does it mean to explain? Why is it so important to explain how the Iroquois have continued cultural traditions?”</td>
<td></td>
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<tr>
<td>• Collect students’ writing as an informal assessment.</td>
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</tbody>
</table>

### Meeting Students’ Needs

- For ELLs, consider providing extra time for tasks and answering questions in class discussions.
- For students needing additional support, offer a sentence frame or starter.

### Homework

- For tonight’s homework, continue reading at your independent level at home.

*Note: Review students’ graphic organizers and provide specific feedback. Students will use this feedback during Lesson 11.*
Grade 4: Module 1A: Unit 2: Lesson 10
Supporting Materials
Explanatory Paragraph Models

Explanatory Paragraph Model #1

Excerpt from Chapter Two from *The Iroquois*

The earliest Iroquois moved into the area of present-day New York about 1,000 years ago. They settled near the south shore of Lake Ontario and along the Mohawk River. The flat land along the shore of Lake Ontario was good for farming. Elm trees provided wood for homes and cooking fires. The people used maple syrup from trees to sweeten their foods. The men hunted deer, rabbits, wild turkeys, and other animals. They fished for trout, salmon, and bass in the rivers and lakes.

From *The Iroquois*-page 11

Explanatory Paragraph Model #2

The Longhouse

A longhouse has lots of space. Each family lived in a room and shared a fire pit with other families. There was space for sleeping and food for all. The size of a longhouse was based on the size of the clan.

Excerpted and modified from the *Iroquois*-page 13
### Explanatory Paragraphs: Criteria for Success
(For teacher reference: students should generate a similar list with teacher support)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controlling Idea: Maintains a clear purpose throughout the paragraph</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development: Presents details to support the focus</td>
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</tr>
<tr>
<td>Organization: Maintains an organized structure</td>
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<tr>
<td>Conventions: Includes language appropriate to the audience with few conventional errors</td>
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</tbody>
</table>
### Four-Square Graphic Organizer (For Writing)

<table>
<thead>
<tr>
<th>The first example to support “What is lacrosse and why is it important to the Iroquois?”</th>
<th>Another example to support “What is lacrosse and why is it important to the Iroquois?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details:</td>
<td>Details:</td>
</tr>
</tbody>
</table>

**Topic Sentence:**

A third example to support “What is lacrosse and why is it important to the Iroquois?”

Details:

Conclusion Statement:

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, Gould, E.J and Gould, J.S. [Teaching and Learning Company, 1999].)
Grade 4: Module 1A: Unit 2: Lesson 11
Critiquing and Polishing Our Explanatory Paragraphs
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can explain what a text says using specific details from the text. (RI.4.1)</th>
</tr>
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<tbody>
<tr>
<td>I can determine the main idea using specific details from the text. (RI.4.2)</td>
</tr>
<tr>
<td>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</td>
</tr>
<tr>
<td>I can write an informative/explanatory text. (W.4.2)</td>
</tr>
<tr>
<td>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</td>
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</tbody>
</table>

Supporting Learning Targets

<table>
<thead>
<tr>
<th>I can identify ways to improve my explanatory paragraph.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use correct writing conventions in my explanatory paragraph.</td>
</tr>
<tr>
<td>I can discuss answers to questions with my group and provide evidence to explain my ideas.</td>
</tr>
</tbody>
</table>

Ongoing Assessment

- Four-Square graphic organizers
## Agenda

1. **Opening**
   - A. Engaging the Writer (5 minutes)

2. **Work Time**
   - A. Critique: Praise-Question-Suggest Protocol (25 minutes)
   - B. Editing/Revising Explanatory Paragraphs (20 minutes)

3. **Closing and Assessment**
   - A. Debrief (5 minutes)
   - B. Exit Ticket (5 minutes)

4. **Homework**

## Teaching Notes

- Organize students in pairs to critique each other’s writing.
- Ask a student if s/he would be willing to share his or her writing to help model the Praise-Question-Suggest protocol.
- Review the Praise-Question-Suggest protocol (Appendix 1). Students may have used this protocol before in a previous grade, but will need support today focusing specifically on the Question step in the process.

## Lesson Vocabulary

<table>
<thead>
<tr>
<th>critique, praise, revise, edit</th>
</tr>
</thead>
</table>

## Materials

- Index cards
- Explanatory Paragraph Criteria for Success (one per student)
- Critique Protocol anchor chart (in supplementary materials)
- Questions for Critique anchor chart (new; teacher-created)
- Sticky notes
### Opening

**A. Engaging the Writer (5 minutes)**
- Begin by asking students: “How can you improve your own writing for an audience to read?” Allow students to think and then share comments with the whole group. Say: “Today you will be using my feedback and the Praise-Question-Suggest protocol to critique and help improve your explanatory paragraphs.”
- Ask students to review the feedback you provided on their draft paragraphs.

### Meeting Students’ Needs

- For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.
- ELLs may be unfamiliar with Tier 2 vocabulary words (e.g., participate, notes, margin, fair, common, record). Clarify vocabulary with students as needed.
### Work Time

#### A. Review Teacher Feedback on Graphic Organizers (5 minutes)

- Review the procedures for this protocol with the students. All students will need the **Explanatory Paragraph Criteria for Success** as well as their drafts.
- Tell students that they will be using the Praise-Question-Suggest protocol, which they should be familiar with.
- Before the critique begins, review the main components of a successful critique on the **Critique Protocol anchor chart**. Remind the students that the following four points are crucial for success:
  - **Be Kind**: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
  - **Be Specific**: Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
  - **Be Helpful**: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.
  - **Participate**: Peer critique is a process to support each other, and your feedback is valued!
- Briefly review the steps of that protocol.
- Pair students. Tell them they are going to listen to their partners read their draft paragraph. Tell them to give feedback that is specific and kind.
- Remind students that they can be giving feedback about the actual information their partner included, or about how the draft paragraph sounds.
- Point out two conversation stems on the Critique protocol anchor chart: “I like how you _____,” and “Would you consider _________?”
- The author reads the paragraph. The listener gives one positive comment based on the requested area using the language: “I like how you ...” The listener gives feedback based on the requested area: “Would you consider ...?” The author responds: “Thank you for ... My next step will be ...” Students then switch roles. Students should make corrections based on the feedback. If time allows, students should continue working or begin to revise their paragraphs.
- Tell students that today, they are going to focus mostly on the Question step in the protocol. As a whole group, create a list of revision questions based on the criteria for the explanatory paragraph.

### Meeting Students’ Needs

- For students needing additional support producing language, consider offering a sentence frame, a sentence starter, or a cloze sentence to assist with language production and provide the required structure.
- Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.
- Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way.
- Vary the methods for response for students who struggle with writing tasks.
- Optimize access to tools and assistive technologies such as iPads, AP systems, etc.
Critiquing and Polishing Our Explanatory Paragraphs

Work Time (continued)

- Model by sharing a revision question yourself, such as: “Are there enough details to support this topic?” or “This sentence is confusing because ______. Can you explain it differently?” and add it to the Questions for Critique anchor chart. Then invite students to share more questions they might ask.

- As a whole group, model the protocol process with a sample paragraph. (Use a student’s actual draft writing if possible. If not, model using a paragraph of your own.)

- Ask the student volunteer to read his or her writing aloud, slowly, to the class. Ask the students to think about, but not say out loud, questions they might have.

- Direct students’ attention to the list of questions (Questions for Critique anchor chart) they generated. Ask the volunteer to read the paragraph out loud a second time.

- Invite students to ask the volunteer questions from the list. Then the volunteer writer responds or makes revisions while the class watches. Continue this question-and-answer process several times, until all students are clear on the process.

- Tell students that they will now do the same process in pairs. List the following instructions:
  - Listen to your partner read his or her draft paragraph. Give feedback that is specific and kind. (For example, “I like how you ______” and “Would you consider _______?”)
  - The author responds: “Thank you for ... My next step will be ...”
  - Students then switch roles.
  - Students should make corrections based on the feedback.

- If time allows, students should continue working or begin to revise their paragraphs.

- Students will then break into pairs. Students take turns. The first student reads her or his paragraph draft, possibly asking the partner to focus on a particular revision question or two they are struggling with. The listening student will document feedback on sticky notes and give to the presenter. Praise needs to be specific.

- Next, ask questions and offer helpful suggestions. Feedback should relate to the revision questions created by the whole class.

- Small groups continue this process until both students have shared her or his reports and received feedback/suggestions. Each student thanks the other.

*Note: Monitor during this time; only confer with pairs as necessary.*
### Work Time (continued)

**B. Editing/Revising Explanatory Paragraphs (20 minutes)**
- Review the procedures for this work period. Students will be making revisions to their explanatory paragraphs. Students may refer to the sticky notes handed to them during the Praise-Questions-Suggest protocol.

### Closing and Assessment

**A. Debrief (5 minutes)**
- Bring the whole group together to discuss the revisions that were made today and how the critique was helpful to the editing and revising process.

**B. Exit Ticket (5 minutes)**
- Hand each of the students a **sticky note**. Ask students to put their names on them. Tell the students to record their response to the following questions on the card: “Have you made all your revisions today? If yes, explain what you did well. If no, can you tell a next step or ask for help?”
- Provide the students with time to jot down their responses, and then collect them.
- Glance over students’ responses for a quick assessment. If many students are struggling with the revision process, consider adding a lesson in which you model revising your own paragraph. If there are only a few students struggling with this process, plan on conferring with them in a small group for support.

### Homework

- Finish your explanatory paragraph in which you explain lacrosse and why it is important to the Iroquois. (This will be collected at the start of the next lesson.)
Critique Protocol Anchor Chart

(Teacher directions: Copy the following text onto a large piece of chart paper for all students to see.)

Critique Protocol Norms:

- Be Kind: Treat others with dignity and respect.
- Be Specific: Focus on why something is good or what, particularly, needs improvement.
- Be Helpful: The goal is to help everyone improve their work.
- Participate: Support each other. Your feedback is valued!

Directions:
1. Author and Listener: Review area of critique focus from rubric
2. Author: Reads his or her piece
3. Listener: Gives feedback based on rubric criteria: “I like how you ___________. You might consider ______________.”
4. Author: Records feedback
5. Author: Says: “Thank you for ______________. My next step will be ______________.”
6. Switch roles and repeat.
Explanatory Paragraphs: Criteria for Success
(For teacher reference: students could generate a similar list with teacher support)

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<tr>
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<tbody>
<tr>
<td>Controlling Idea:</td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Maintains a clear purpose throughout the paragraph</td>
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<td>Development:</td>
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<tr>
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<tr>
<td>Maintains an organized structure</td>
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<td>with few conventional errors</td>
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Grade 4: Module 1A: Unit 2: Lesson 12
End of Unit 2 Assessment:
Evidence-Based Paragraph Writing
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)
I can determine the main idea using specific details from the text. (RL.4.2)
I can choose evidence from fourth-grade informational texts to support analysis, reflection, and research. (RL.4.1 and W.4.9)
I can use the writing process to produce clear and coherent writing (with support). (W.4.5)

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can write an informative/explanatory paragraph. (W.4.2)</td>
<td>• End of Unit 2 Assessment: Graphic organizer and paragraph writing</td>
</tr>
</tbody>
</table>
## Agenda

<table>
<thead>
<tr>
<th>1. <strong>Opening</strong></th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Learning Targets (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>B. Preview of Assessment Task (5 minutes)</td>
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</tbody>
</table>

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<tr>
<th>2. <strong>Work Time</strong></th>
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<tbody>
<tr>
<td>A. End of Unit 2 Assessment (40 minutes)</td>
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<table>
<thead>
<tr>
<th>3. <strong>Closing and Assessment</strong></th>
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<tbody>
<tr>
<td>A. Class Discussion (10 minutes)</td>
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</tbody>
</table>

| 4. **Homework** |  |

### Lesson Vocabulary

- analyze, analysis, traditional

### Materials

- All student notes from Unit 2
- End of Unit 2 Assessment
## Opening

### A. Learning Targets (5 minutes)
- Let students know that today they will use what they have learned about the Iroquois and writing explanatory paragraphs to complete an assessment on explanatory writing.
- Ask students to read the learning target out loud and make sure they understand that they will utilizing the same skills they learned when writing their paragraph about lacrosse, but this time, they will write to explain a different topic.

### B. Preview of Assessment Task (5 minutes)
- Show students the assessment task and ask them to read it over. Ask questions to ensure that students understand what is expected—for example, “What is the first step you will take?” and “What resources do you have available that you should use to do a great job with this assessment?” (Some examples they might cite would be their books or the anchor charts.)
- Make sure students understand that they are expected to complete this assessment without checking in with their neighbors.

## Meeting Students’ Needs

### A. End of Unit 2 Assessment (40 minutes)
- Distribute the End of Unit 2 Assessment: How have the lives of the Iroquois changed and stayed the same over time? Address any clarifying questions. Then invite students to begin.
- As students are working observe them to ensure that they are actively using their books with their evidence flags and their previous notes to select supporting evidence for their paragraphs.
- When time is up, ask students to share: “What was challenging about this task? What about paragraph writing was easiest for you?”
- Collect students’ End of Unit 2 Assessments.

### Meeting Students’ Needs

- Consider providing nonlinguistic symbols (e.g., two people talking for discuss, a pen for record, a magnifying glass for details, a lightbulb for main idea) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.

- Some students might benefit from condensed or clarified versions of the class anchor charts.
Closing and Assessment

A. Class Discussion (10 minutes)

- After collecting students’ work, post the guiding question for this unit on your board or interactive white board. Ask students to Think-Pair-Share with a neighbor about the question “What have we learned about the lives of the Iroquois (Haudenosaunee) so far in Unit 1 and 2? Go around the room, asking each pair to contribute ideas. Make sure you remind them that in addition to the Iroquois book, they also read various texts about the Iroquois (Haudenosaunee) in Unit 1 and 2, such as the “Thanksgiving Address,” the “Two Row Wampum,” the Onondaga Nation excerpt about the Great Peacemaker, and others. Before they move into Unit 3, it is good for them to review some big ideas about the unit so far, including that the Haudenosaunee have contributed to our culture in the past, but also continue to be a part of our society today.

• Plan the go-around to ensure that students requiring additional support are chosen neither first nor last to contribute their thinking. This will allow them extra think time and the scaffolding of hearing others’ ideas, and will make it more likely that their specific idea has not been completely discussed.

Homework

- Students should continue to read their independent-reading assignment.

Meeting Students’ Needs
Grade 4: Module 1A: Unit 2: Lesson 12
Supporting Materials
End of Unit 2 Assessment: How have the lives of the Iroquois changed and stayed the same over time?

In the text *The Iroquois: The Six Nations Confederacy*, we learned about how the Iroquois have changed over time, but also stayed the same. In your response, use evidence from *The Iroquois* to provide specific examples of how the lives of the Iroquois have changed and stayed the same over time.
## Four-Square Graphic Organizer (For Writing)

<table>
<thead>
<tr>
<th>First supporting detail:</th>
<th>Second supporting detail:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Main Idea:

<table>
<thead>
<tr>
<th>Third supporting detail:</th>
<th>Conclusion Statement:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

(For more information about the Four-Square approach, see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, by E. J. Gould and J. S. Gould [Teaching and Learning Company, 1999].)
Grade 4: Module 1A: Unit 2: *Eagle Song*  
Optional IR (Independent Reading)
This optional independent reading project uses the literary text *Eagle Song* by Joseph Bruchac (680L). The reading focuses on character development and the experiences of a contemporary Mohawk boy living in New York City. Each chapter for *Eagle Song* contains an accompanying lesson and each chapter is addressed in the Tracking my Thinking Independent Reading Packet. It is important to note for planning purposes that the lesson times for *Eagle Song* vary considerably; there are 10 lessons, varying from 15-60 minutes. Lesson 10 is a full period optional assessment.

This Optional Independent Reading can begin any time during Unit 2 and carried through Unit 3. Most lessons do not include time for extended independent reading in class. The approximate time for each lesson is included in the chart below.

<table>
<thead>
<tr>
<th>Central Texts</th>
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</thead>
<tbody>
<tr>
<td>Lesson</td>
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<tr>
<td>----------</td>
</tr>
<tr>
<td>Lesson IR1</td>
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<td>Lesson IR2</td>
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<tr>
<td>Lesson</td>
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<tr>
<td>--------</td>
</tr>
<tr>
<td><strong>Lesson IR3</strong>&lt;br&gt;25 Minutes</td>
</tr>
<tr>
<td><strong>Lesson IR4</strong>&lt;br&gt;20 Minutes</td>
</tr>
<tr>
<td><strong>Lesson IR5</strong>&lt;br&gt;15 Minutes</td>
</tr>
</tbody>
</table>
## GRADE 4: MODULE 1: UNIT 2: INDEPENDENT READING OVERVIEW FOR EAGLE SONG

### Calendared Curriculum Map: Unit-at-a-Glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson IR6 15 Minutes | Revisit Chapter 5, Begin Chapter 6 | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)  
• I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1) | • I can answer questions about Chapter 5 of Eagle Song with specific details from text.  
• I can describe the main events of Chapter 5 and how Danny responds.  
• I can use a variety of strategies to understand words from my reading.  
• I can discuss answers to questions with my group and provide evidence to explain my ideas. | • Observation of placement of evidence flags  
• Answers to text-dependent questions  
• Direct observation of one or two triads at work |
| Lesson IR7 20 Minutes | Revisit Chapter 6, Begin Chapter 7 | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)  
• I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1) | • I can answer questions about Chapter 6 of Eagle Song with specific details from text.  
• I can describe the main events of Chapter 6 and how Danny responds.  
• I can use a variety of strategies to understand words from my reading.  
• I can discuss answers to questions with my group and provide evidence to explain my ideas. | • Observation of placement of evidence flags  
• Answers to text-dependent questions  
• Direct observation of one or two triads at work |
| Lesson IR8 37 Minutes | Revisit Chapter 7, Begin Chapter 8 | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can determine the theme of a story or text. (RL.4.2)  
• I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)  
• I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1) | • I can answer questions about Chapter 7 of Eagle Song with specific details from text.  
• I can describe the main character, the setting, and events from Eagle Song.  
• I can use a variety of strategies to understand words from my reading.  
• I can discuss answers to questions with my group and provide evidence to explain my ideas.  
• I can explain the advice Danny’s father gives him, and how that relates to the main message of the novel. | • Homework: Tracking My Thinking, Chapter 7 handout  
• Observation of placement of evidence flags  
• Answers to text-dependent questions  
• Direct observation of one or two triads at work |
## GRADE 4: MODULE 1: UNIT 2: INDEPENDENT READING OVERVIEW FOR EAGLE SONG

### Calendared Curriculum Map: Unit-at-a-Glance

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson IR9 60 Minutes | Chapter 8 and Themes of *Eagle Song* | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can determine a theme of a story, drama, or poem from details in the text. (RL.4.2)  
• I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)  
• I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1) | • I can answer questions about the novel *Eagle Song* with specific details from the text.  
• I can describe the main character, the setting, and events from *Eagle Song*.  
• I can explain the themes of *Eagle Song*.  
• I can use a variety of strategies to understand words from my reading.  
• I can discuss answers to questions with my group and provide evidence to explain my ideas. | • Tracking My Thinking, Chapter 8 (homework)  
• Observation of placement of evidence flags  
• Answers to text-dependent questions  
• Somebody In Wanted But So (SIWBS) recording forms |
| Lesson IR10 50 Minutes | Optional *Eagle Song* Assessment: Paragraph Writing | • I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)  
• I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (RL.4.3 and W.4.9) | • I can connect what I already know about the Iroquois to the ideas in the novel *Eagle Song*.  
• I can analyze the character of Danny from *Eagle Song*.  
• I can support my analysis with evidence from the text. | • Observe where students place their |
Grade 4: Module 1A: Unit 2: *Eagle Song*
Lesson 1: Introduction to *Eagle Song* and Chapter 1
Lesson Time: 45 minutes
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using specific details from the text. (RL.4.1)
- I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)
- I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)
- I can effectively participate in a conversation with my peers and adults. (SL.4.1)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| • I can answer questions about the main character, setting, and theme of *Eagle Song* with specific details from text.  
• I can describe the main character and his family in *Eagle Song*.  
• I can connect what I already know about the Iroquois to the ideas in the beginning of *Eagle Song*.  
• I can discuss answers to questions with my group and provide evidence to explain my ideas. | Observe where students place their evidence flags  
Answers to text-dependent questions |

### Agenda

**Opening**
- A. Literature Learning Targets (5 minutes)

**Work Time**
- A. Norms for Triad Talks (5 minutes)
- B. Read-aloud and Text-Dependent Question: Opening Pages of *Eagle Song* (15 minutes)
- C. Independent Reading: Pages 11-14 of *Eagle Song* (10 minutes)
- D. Answering Questions in Triads (8 minutes)

**Closing and Assessment**
- A. Independent Answer (2 minutes)

**Teaching Notes**
- This lesson launches a study of the novel *Eagle Song*. Students will be able to draw on the knowledge about the Iroquois that they have built during previous lessons to understand many of the cultural and historical references in this novel. This directly addresses RL.4.11.
- In advance: Read Chapter 1 and review the text-dependent questions (see Tracking my Thinking: *Eagle Song* packet).
- This lesson introduces a new small group structure: Triads Talk. These reading and discussion groups will be used throughout the study of *Eagle Song*.
- Be strategic in your grouping. Consider grouping students heterogeneously to provide examples of fluent readers.
**GRADE 4: MODULE 1A: UNIT 2: EAGLE SONG**

Lesson 1: Introduction to *Eagle Song* and Chapter 1

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**Lesson Vocabulary**

<table>
<thead>
<tr>
<th>traditional, literature, novel, character, setting, theme, realistic fiction, triad</th>
</tr>
</thead>
</table>

**Materials**

<table>
<thead>
<tr>
<th>The Iroquois (book, one per student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eagle Song (book; one per student)</td>
</tr>
<tr>
<td>Norms for Triad Talk</td>
</tr>
<tr>
<td>Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies of evidence flags (per student: one each for home and school)</td>
</tr>
<tr>
<td>Index cards or half-sheets of paper</td>
</tr>
<tr>
<td>Text-Dependent Questions for Chapter 1: She’:Kon (one to display)</td>
</tr>
<tr>
<td>Text-Dependent Questions for Chapter 1: She’:Kon (answers for teacher reference)</td>
</tr>
<tr>
<td>Homework: Tracking My Thinking, Chapter 1: She’:Kon of <em>Eagle Song</em> (one per student)</td>
</tr>
</tbody>
</table>

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**Opening**

**A. Review Learning Targets (5 minutes)**

*Note: This opening is intentionally short, as these concepts will be revisited throughout the lesson and in future lessons. It is fine if students have an incomplete understanding of the key terms during this initial exposure.*

- Talk with students about the learning targets for today—what do they notice? There are some new ideas there—character, setting, theme. Discuss the difference between informational text (sometimes called “nonfiction”) and realistic fiction. Briefly review the concepts of *character*, *setting*, and *theme* to support students in understanding the targets. Ask students to look through copies of The Iroquois and *Eagle Song* and notice at least three ways they are structurally similar and three ways they are different. Cold call students to report out. Point out that *Eagle Song* is a novel.
- Let students know they will be working on this novel in triads, or groups of three. Review the Triad Talk anchor chart. If there’s time, model some of the expected behaviors with a student helper.

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**Meeting Students’ Needs**

Consider providing nonlinguistic symbols (e.g., two people talking for *discuss*, a pen for *record*, a magnifying glass for *details*, a light bulb for *main idea*) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.

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**Work Time**

**Meeting Students’ Needs**


A. Norms for Triad Talks (5 minutes)
Place students in their triads (groups of three) and ask them to each read one of the Norms for Triad Talk.

B. Read-aloud and Text-Dependent Questions: Opening Pages of Eagle Song (15 minutes)
• Ask students if they remember what was said in the video about the role of the Mohawks in the Haudenosaunee Culture. (Keepers of the Eastern Door). You may want to replay that video as an opening for the lesson. Review the map from Unit 1 Lesson for the students to see where the original Mohawk lands were and are today. This map can also be helpful in locating the Akwesasne Reservation and Brooklyn, and noting the distance between the two places.
• Distribute students’ texts: Eagle Song. Ask students to look at the cover of the book. What stands out? Look for descriptions of the boy, and the eagle in the background. Encourage students to think back to Unit 1 and recall how the eagle is a symbol to the Haudenosaunee, and what it’s a symbol for. Students should also notice the subway stairs. Many students living outside of the NYC will not immediately know what those are and where they go to, so some scaffolding may be necessary. Ask students what the cover tells them about what the setting of the story may be.
• Hand out the Tracking My Thinking: Eagle Song packet. Explain to students that they are going to be using this packet in class and at home as they read the novel.
• Distribute a small pile of evidence flags to each triad of students. Students should follow along as you read the beginning few pages—page 7 through the end of the first paragraph on page 11.
• Invite students to think, then talk briefly with their triad, about what these first few pages are mostly about.
• Then, using your document camera or by placing the questions on the board, show Questions 1 and 2 from the handout: Tracking My Thinking: Eagle Song packet for Chapter 1: “She’Kon” (see supporting materials).
  • What misunderstandings do the children in Danny’s school have about the Haudenosaunee?
  • How is life in Brooklyn different from life in Akwesasne?
• Give students 5 minutes to reread the section in their triads, flagging evidence for the answers to the first two questions. Instruct students to use the Triad Talk anchor chart to remind themselves about how to talk to each other while developing the answer to the question in their triad. Each person should mark the evidence in the book that supports their group’s answer by placing an evidence flag on the specific information that supports their answer. Remind students to also be practical in their use of evidence flags. If there are four pieces of evidence in one paragraph, it is not necessary to use four evidence flags.
• Ask a few groups to answer the questions and cite the evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying.
• Discuss with students that as they read this novel, they are going to be paying special attention to the symbolism that the
author uses to support the themes in the story. Review the definition of theme and symbol, if necessary. Ask students to recall the purpose of a Thanksgiving Address. Tell them that the next paragraph they are going to read is a small excerpt from a Thanksgiving address that a Faithkeeper from the Onondaga, Oren Lyons, gave. Note that they will read (or have read) more about Oren Lyons in The Iroquois.

- Read aloud, as a class, the quote from Oren Lyons on the Tracking my Thinking handout. To check for comprehension, review with the class why it’s important to give thanksgiving for the birds. Tell students that as they read through the end of the first paragraph on page 13, they should be keeping this part of the Thanksgiving Address by Oren Lyons in the back of their minds.
- Praise groups using Triad Talk well. Tell students that they will be working in these groups each day, and remind them how discussing their thinking with others can help them understand hard text.

C. Independent Reading: Pages 11–14 of Eagle Song (10 minutes)

- Point out to students that each day as they study this novel, they will hear a small section read aloud and will discuss some sections with their triad. Remind them that one of their goals for this year is to be able to read increasingly challenging text independently. Tell them you will support them, and that they will almost always reread and discuss the text with others.
- Ask students to read quietly and independently from the third paragraph on page 10 to the end of the first paragraph on page 13. Students may mark the end of the reading with a tab if they want.
- If students finish reading before the allotted 10 minutes, they should quietly think about their answers to the posted questions and then begin to find evidence and mark it with their evidence flags, and answer the question in their guide.
- When students have finished reading and answering the questions, have them share with their triads and report out to class.

Closing and Assessment

A. Independent Answer (2 minutes)

- Distribute index cards or half-sheets of paper. Ask students to select one question from their Triad Talk discussion for which they feel that they have a complete answer. Ask students to write the number of the question and their answer, using specific details from the text.

Meeting Students’ Needs

Some students may benefit from having a few sentence frames to complete during the Independent Answer.
Finish reading Chapter 1 and answer the questions on the **Tracking My Thinking** handout at the end of this lesson. Use evidence flags to mark the specific areas in the book that support your answer.

*Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “slushy time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading the novel or independent reading. In addition, students likely to need additional support should pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.*
Norms for Triad Talk
(for teacher reference)

Teacher Instructions: Write the following instructions on a chart paper so all students can see it for the remainder of the unit.

Norms for Triad Talk:

Each person must contribute to the discussion, but take turns talking. Ask each other: “Would you like to add to my idea?” or “Can you tell us what you’re thinking?”

Each person should show the others specific details from the text by pointing to specific page numbers, paragraphs, and lines. Say: “My evidence is here on page ___ in the ___ paragraph” and read the evidence aloud.

Ask questions so that you understand each other’s ideas. Say: “can you tell me more about that?” or “Can you say that another way?”
Grade 4: Module 1A: Unit 2: *Eagle Song*

**Lesson 2:** Revisit Chapter 1, Begin Chapter 2

**Lesson Time:** 25 minutes
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can explain what a text says using specific details from the text. (RL.4.1)</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can make inferences using specific details from the text. (RL.4.1)</td>
<td>• Observation of placement of evidence flags</td>
</tr>
<tr>
<td>I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)</td>
<td>• Answers to text-dependent questions</td>
</tr>
<tr>
<td>I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</td>
<td>• Direct observation of one or two triads</td>
</tr>
<tr>
<td>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</td>
<td></td>
</tr>
<tr>
<td>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</td>
<td></td>
</tr>
</tbody>
</table>

### Supporting Learning Targets

- I can answer questions about the central conflict and important symbols in *Eagle Song* with specific details from text.
- I can “read on” and use what the text says to help me to determine what a word or phrase means.
- I can discuss answers to questions with my group and provide evidence to explain my ideas.

### Agenda

1. **Opening**
   A. Review Learning Targets (5 minutes)

2. **Work Time**
   A. Review Chapter 1 (8 minutes)
   B. Read-aloud and Text-Dependent Question: Pages 17-19 of *Eagle Song* (10 minutes)
   C. Modeling the “Read On” Context Clue Strategy (5 minutes)

3. **Closing and Assessment**
   A. Independent Answer (2 minutes)

4. **Homework**

### Teaching Notes

- In advance: Read Chapter 2 and review the text-dependent questions (see supporting).
- Based on how groups functioned on the first day of reading the novel, you might modify groups at this time.
- Today, the “Read On” context clue strategy is formally introduced quite briefly. Students should already be somewhat familiar with this strategy, since it was informally modeled in many lessons earlier in this unit.

### Lesson Vocabulary

<table>
<thead>
<tr>
<th><strong>Materials</strong></th>
</tr>
</thead>
</table>

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### Symbol, gustoweh, rez/reservation, fragile, governing

- **Eagle Song** (book; one per student)
- Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies per student (one each for home and school)
- Text-Dependent Questions for Chapter 2: “Gustoweh”
- Homework: Tracking My Thinking, Chapter 2 of *Eagle Song* (one per student)

### Opening

**A. Review Learning Targets (5 minutes)**
- Ask students to read learning targets chorally. Reinforce what a good job they did the day before answering questions using evidence—they are like evidence detectives! Review the **Triad Talk anchor chart**. If there were problems with triads the day before, reinforce what’s expected by modeling with student helpers.

### Meeting Students’ Needs

- Consider providing nonlinguistic symbols (e.g., two people talking for discuss, a pen for record) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.

### Work Time

**A. Review Chapter 1 (5 minutes)**
- Place groups in triads and review answers to the questions in Chapter 1, paying particular attention to the last three questions, as the first two (and possibly four) were shared yesterday.
- Check with students for additional questions and clarification before moving into Chapter 2

**B. Read-aloud and Text-Dependent Question: Pages 17–19 of *Eagle Song* (10 minutes)**
- Ask students to sit with their triad. Set up students with **evidence flags** as you did the day before. Reinforce this routine with students.
- Read aloud from page 17 through page 19 as students follow along, stopping at the word *house*. Clarify the reference to the *rez*, or “reservation,” on which the family lived before moving to Brooklyn.
- Display **Tracking My Thinking: *Eagle Song*** for Chapter 2: “Gustoweh.”
- Read the first question (How does the excerpt below compare with Richard Bigtree’s explanation about where women fit in the Haudenosaunee Nation?) and the excerpt below it. Ask students to reread in their triads page 19 and answer the question. This can also be done as a class activity.
- When students are finished, ask representatives from triads to share and discuss answers.

- Modeling provides a clear vision of the expectation for students.
- Some students may benefit from being given sentence starters for Think-Share.
• Assign the remaining reading for Chapter 2 and questions for homework.

C. Modeling the “Read On” Context Clue Strategy (5 minutes)

- Continue reading aloud from end of page 19 to the word *fragile* on page 20. Stop and wonder: “Fragile. Hmm. That’s a word I have heard before, but I am not quite sure I know what it means. Do any of you all know what it means?” If students offer a good working definition, that’s fine, but do not just say: “That’s right, that’s what it means.” Ask the students who knew the definition to explain if anything in the text helped them decide that’s what *fragile* means. If they can’t explain, show students how they can use context clues to develop an understanding or check their initial idea of a word’s meaning.

- Think aloud: “I am going to read what comes before this word and what comes after and see if I can figure out (or confirm) the meaning of *fragile*. First of all, Danny is holding a hard hat. I have seen those before at construction sites. People wear them to protect their heads. ‘But you be careful not to break it. That hard hat is real fragile!’ says Danny’s father. That makes me think that *fragile* might mean hard or tough, since hard hats are tough. I’d better read on though, to check. ‘You’re teasing me, Dad,’ says Danny. Danny’s dad teases him a lot. If he is teasing about the hard hat being fragile than it likely that *fragile* doesn’t mean it’s hard or tough. Fragile must mean something else. I am going to keep reading. ‘Didn’t you tell me a steel beam could fall on your hard hat and it wouldn’t scratch it?’ ‘That’s right, son.’ Aha! Danny tells his Dad that he knows his Dad is teasing because a hard hat is very tough. So fragile definitely means something else. Since Danny’s dad is teasing him and tells him not to break the hard hat, fragile must mean the opposite of hard and tough, like weak or easily broken. Reading on helped me think about the meaning of *fragile*.”

- Quickly look up the word *fragile* in front of the students and confirm its meaning. Remind students that often they can figure out the meaning of unknown words by thinking about what came before the word and continuing to read after the word.

Closing and Assessment

A. Independent Answer (2 minutes)

- Distribute **index cards** or **half-sheets of paper**. Ask students to select one question from the discussion for which they feel they have a complete answer. Ask students to write the answer to the question, using specific details from the text.

Meeting Students’ Needs

- A few students might benefit from having evidence to questions pre-marked in the books. Highlight or underline specific details in their books ahead of time. This will allow them to succeed during the discussion with peers. Remove this scaffolding over time.

- Some students may benefit from having a few sentence frames to complete during the Independent Answer.

Homework

Meeting Students’ Needs
• Complete reading Chapter 2 and answer the questions on the **Homework: Tracking My Thinking, Chapter 2 of Eagle Song** packet. Use evidence flags to mark the specific areas in the book that support your answers.

*Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period during the day. Students likely to need additional support may pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.*
Lesson Time: 35 Minutes
**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

| I can explain what a text says using specific details from the text. (RL.4.1) |
| I can make inferences using specific details from the text. (RL.4.1) |
| I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3) |
| I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11) |
| I can effectively participate in a conversation with my peers and adults. (SL.4.1) |

**Supporting Learning Targets**

<table>
<thead>
<tr>
<th>I can compare and contrast two versions of the story about the Peacemaker.</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Student-created notes</td>
</tr>
</tbody>
</table>

### Agenda

1. **Opening**
   - A. Review Learning Targets (5 minutes)
   - B. Review of Chapter 2 questions (10 minutes)
2. **Work Time**
   - A. Rereading “The Birth of the Haudenosaunee” (10 minutes)
   - B. Beginning Chapter 3 of *Eagle Song* (10 minutes)
3. **Homework**
   - In advance: Read Chapter 3 and review the text-dependent questions from the packet.
   - Reread “Birth of the Haudenosaunee” from Unit 1, and be aware of the similarities and differences.

**Lesson Vocabulary**

<table>
<thead>
<tr>
<th>compare, in common, contrast, different, mourned, wizardry, stalks, shelter, foretold, condolence, transform</th>
</tr>
</thead>
</table>

**Materials**

| *Eagle Song* (book; one per student) |
| “The Birth of the Haudenosaunee” (from Unit 1) and notes |

### Opening

**A. Review Learning Targets (5 minutes)**

- Review the learning targets, being sure to discuss the word *compare* and the phrase *in common*. In addition, remind students about what they know about inferences from earlier in the module.

**Meeting Students’ Needs**

- Consider providing nonlinguistic symbols (e.g., two people talking for *discuss*, a pen for *record*, a
### B. Discussion of Chapter 2 (10 minutes)

- Be sure that students have their text *Eagle Song* in front of them. Ask students to follow along as you reread the excerpt about Gustowehs at the beginning of the questions. Ask students how eagle feathers are used differently than the other bird feathers on a Gustoweh. Knowing what we know about eagles and their symbolism for the Haudenosaunee, why might this be? Ask students to turn and talk with a partner, then call on several students for answers.
- Ask students to work in triads to review questions 2 and 3 be prepared to share answers with the class.
- Check for understanding as the students share out, and check to make sure they are citing evidence for their inferences from the text. Ensure that students recognize the symbolism of the eagle in Danny’s desire for the eagle to take him away, how it protects his father on the hard hat, and the comparison to the feathers in the Gustoweh.

### Work Time

#### A. Rereading of “The Birth of the Haudenosaunee” and notes (10 minutes)

- Ask students to reread the first section of “The Birth of the Haudenosaunee” and reflect on their notes from Unit 1 about the story. They can do this in their triads or independently.

#### B. Beginning Chapter 3 of *Eagle Song*. (10 minutes)

- Tell students that in Chapter 3, they will read a different version of the story about the Peacemaker. Tell them that the version in the article and the version in *Eagle Song* have some things in common and some things that are different.
- Set students up with at least 10 evidence flags, but tell them they are going to use them in a different way today. This time they are going to mark places where things in the version of the Peacemaker story in *Eagle Song* are in common or are different from “The Birth of the Haudenosaunee.”
- Ask students to independently read pages 26 through 34, marking at least three things that are similar to “The Birth of the Haudenosaunee” and three things that are different. These notes will help them answer two of their questions for Chapter 3.
- Tell students to go as far as they can in the time available. It is more important to think about the similarities and differences than it is to read all eight pages. They will have more time to finish Chapter 3 for homework.

### Homework

- Complete Chapter 3 and answer the questions in the guide **Homework: Tracking My Thinking, Chapter 3**

**Note:** If you are concerned about students completing the reading assignment at home, plan an additional reading period during the day. Students likely to need additional support should pre-read this novel with support during support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.
Grade 4: Module 1A: *Eagle Song*
Lesson 4: Revisit Chapter 3, Begin Chapter 4
Lesson Time: 20 Minutes
<table>
<thead>
<tr>
<th>Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)</th>
</tr>
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<tbody>
<tr>
<td>I can explain what a text says using specific details from the text. (RL.4.1 and RI.4.1)</td>
</tr>
<tr>
<td>I can make inferences using specific details from the text. (RL.4.1 and RI.4.1)</td>
</tr>
<tr>
<td>I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)</td>
</tr>
<tr>
<td>I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</td>
</tr>
<tr>
<td>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can explain the setting, characters, motivation, and conflict of <em>Eagle Song</em> using specific details from the text.</td>
<td></td>
</tr>
<tr>
<td>• I can collaborate with my peers and adults.</td>
<td>• Homework: Tracking My Thinking, Chapter 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
</table>
| 1. **Opening:**  
A. Review Learning Targets (3 minutes) | • This lesson includes many options to gradually release responsibility to students for thinking about their novel *Eagle Song.* |
| 2. **Work Time**  
A. Review of questions for Chapter 3 (10 minutes)  
B. Introduction to Chapter 4 (5 minutes) | |
| 3. **Homework:** Closure and Preparation for Homework (2 minutes) | |

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
</table>
| specially, matter, utter ruin, affect, confirmation, denote, indicate, approach; feud, console, condolence | • *Eagle Song* (book; one per student)  
• **Tracking my Thinking** handout |
**Opening**

**A. Review Learning Targets (3 minutes)**
- Ask students to read the day’s learning targets chorally and ask one or two students to discuss the meaning of *details* and *inference*.

**Meeting Students’ Needs**

**Work Time**

**A. Using Evidence to Support our Claims (10 minutes)**
- Ask triads to collaborate to create a list of similarities between the two versions of the story of the Peacemaker, and discuss their answers to question 2 about how the author of *Eagle Song* changed the story. Call on representatives to share out, citing text where necessary.
- Refer students to the third question: Why does Danny feel that his class needs to hear this story? Ask triads to review their answers, citing specific text to support their claims. Call on students for answers, and ask students to use their books to locate the specific evidence from text that students use to support their claims. If students struggle with this, note that in addition to finding support at the end of Chapter 3, they may have to go back to pages 21-24 in Chapter 2.
- Ask student triads to refer back to pages 21-24, skimming for evidence for the answer to question 3. Share out with class.
- Discuss briefly with students that even though the book is divided into chapters, authors carry and develop ideas across chapters. Often the evidence you are looking for to support an idea, inference or claim can be found in previous chapters.

**B. Introduction to Chapter 4 (5 minutes)**
- Have students note the image from the dollar bill on their handout and discuss in their triads where else they have seen some of these symbols. (Look for the symbol of the eagle and the arrows.) Ask them to count the arrows. There are 13. Ask students if they know what 13 stands for and if they don’t, tell them that there were 13 original colonies in the United States. If they don’t make the connection, ask how the 13 arrows in this eagle’s claw connect to the 5 arrows and the eagle on the tree of peace.

**Meeting Students’ Needs**

**Homework**

**Preparation for Homework (2 minutes)**
- As students read Chapter 4, direct them to be looking for evidence for how the author shows that the students are interested without ever actually stating “The students were interested.” Tag these instances as you find them.
- Talk with students about how their homework is going. Remind them that reading and thinking at home helps their reading muscles get stronger.
Complete reading Chapter 4. Answer the questions on the Homework: **Tracking My Thinking, Chapter 4 of Eagle Song.** Use evidence flags to mark the specific areas in the book that support your answers.

*Note: If you are concerned about students completing the reading assignment at home, plan an additional reading period later in the day or first thing in the morning. All students should come to expect that they will use some of the “slushy time” during the day—right before or after lunch, during “down time” between other tasks, as they enter the classroom in the morning or just before dismissal—as time for reading the novel or independent reading. In addition, students likely to need additional support should pre-read this novel with support during intervention or other support periods. Pre-reading with support will allow students to spend class periods rereading and focusing on evidence.*
Grade 4: Module 1A: *Eagle Song*

Lesson 5: Revisit Chapter 4, Begin Chapter 5

Lesson Time: 15 Minutes
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the material. (RL.4.1)
I can make inferences using specific details from the text. (RL.4.1)
I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)
I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)
I can effectively participate in a conversation with my peers and adults. (SL.4.1)

Supporting Learning Targets

- I can answer questions about Chapter 4 of Eagle Song with specific details from text.
- I can explain the main message of the story Danny’s father tells the class.
- I can use a variety of strategies to understand words from my reading.
- I can discuss answers to questions with my group and provide evidence to explain my ideas.

Ongoing Assessment

- **Homework: Tracking My Thinking, Chapter 4 handout**
- Observation of placement of evidence flags
- Answers to text-dependent questions
- Observation of a few triads at work

Agenda

1. **Opening** Read-aloud (5 minutes)
2. **Work Time**
   - A. Review of Questions in Triads (7 minutes)
   - B. Introducing Chapter 5 (3 minutes)
3. **Homework**: Read and answer questions for Chapter 5

Teaching Notes

- In advance: Read Chapter 4 and review the text-dependent questions (see supporting materials). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.

Lesson Vocabulary

- traditional, intercom, triumph, pirouette, ripple, escort, wampum, ancient, grinned, League, band together, partially, modeled, banish

Materials

- **Eagle Song** (book; one per student)
- Evidence flags

Opening

**Read-aloud: Chapter 4 of Eagle Song (5 minutes)**
- Read aloud pages 38 to 39, up to the word *relief*.

Meeting Students’ Needs

- Consider providing nonlinguistic symbols (e.g., two people talking for *discuss*, a pen for *record*, a
• Ask students to reread and focus their thinking on how Danny is feeling. Ask: “What is Danny feeling in this opening section of Chapter 4?” Prompt students who answer to provide evidence from the text to support their inferences. Check to see if students understand the word intercom. Reinforce the meaning of inter- (between) and connect com- to “communication.” An intercom provides communication between two places. Ask students to Think-Pair-Share about other words that start with inter-.

• Tell students that they will need to know two other words from today’s reading: modeled and banish. Tell students that when something is modeled after something else, that means the good qualities of the first thing are used to make the second thing (maybe put this on the board and provide an example). Banish means to cast out or send away. Students may note the root ban.

**Work Time**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Reviewing Questions in Triads (10 minutes)</strong></td>
<td>A few students might benefit from having the key ideas pre-highlighted in their books. Highlight or underline specific details in their books ahead of time. This will allow them succeed during the discussion with peers. Remove this scaffolding over time.</td>
</tr>
<tr>
<td>• Ask triads to discuss and answers from Chapter 4, using details from the text that they marked with evidence flags. Monitor this discussion, making sure all students are participating.</td>
<td>Modeling provides a clear vision of the expectation for students.</td>
</tr>
<tr>
<td>• During this time, sit with one or two triads to observe and record their progress and/or scaffold them more directly by asking the questions and clarifying their understanding.</td>
<td></td>
</tr>
<tr>
<td>• Have students share out their answers from Chapter 4 and discuss as a class</td>
<td></td>
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<tr>
<td><strong>B. Introducing Chapter 5 (3 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Ask students to make a prediction about how the class will treat Danny, based on evidence from Chapter 4.</td>
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</tr>
<tr>
<td>• Look at the title of Chapter 5 with the students. Does the title make anyone second guess their prediction? As the students read, tell them to be thinking about why this Chapter is called “The Longest Day.”</td>
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</tbody>
</table>

**Homework**

• Read Chapter 5 and answer the questions on the Homework: Tracking My Thinking, Chapter 5 of Eagle Song. Use evidence flags to mark the specific areas in the book that support your answers.

*Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading time during the day. Students likely to need additional support may pre-read this novel at home or during support periods.*
Grade 4: Module 1A: *Eagle Song*

Lesson 6: Revisit Chapter 5, Begin Chapter 6

Lesson Time: 15 Minutes
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)
I can make inferences using specific details from the text. (RL.4.1)
I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)
I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)
I can effectively participate in a conversation with my peers and adults. (SL.4.1)

Supporting Learning Targets

- I can answer questions about Chapter 5 of Eagle Song with specific details from text.
- I can describe the main events of Chapter 5 and how Danny responds.
- I can use a variety of strategies to understand words from my reading.
- I can discuss answers to questions with my group and provide evidence to explain my ideas.

Ongoing Assessment

- Homework: Tracking My Thinking, Chapter 5 handout
- Observation of placement of evidence flags
- Answers to text-dependent questions
- Direct observation of one or two triads at work

Agenda

1. **Opening**: Discussion of Homework Questions (10 minutes)
2. **Work Time**: Introduction to Chapter 6 (5 minutes)
3. **Homework**

Teaching Notes

- In this lesson, students work closely with Chapter 5. Chapter 6 is then assigned as homework.
- Note: Chapter 6, “Colors,” references the reality of gang activity.

Lesson Vocabulary

- crept, taunted, padded, familiar, administrative, jotted, blinding

Materials

- *Eagle Song* (book; one per student)
- Homework: Tracking My Thinking, Chapter 7 of *Eagle Song* (one per student)
## Opening

### Discussion of Homework Question (10 minutes)

- Ask triads to share the first question they answered for homework about “The Longest Day.” Circulate to make sure that students are supporting their claims with evidence from the text. Call on triads. Look for answers that include the concrete length of the day, the sad way the day started out (his father gone and his mother so depressed), having to enter class late being anxious about how the class would react, the incident with Tyrone, and the fact he fell asleep at the nurses and stayed at school late. Ask student what kind of mood that the title of the chapter combined with the events creates.

- Ask triads to flip back to page 56 and read as a class from the top of the page to the end of paragraph 5 (“The two boys turned and ran away.”) Ask students to take their answers to the second question and move to one corner of the room if they think Tyrone hit Danny on purpose, and the other corner if they think he did not hit Danny on purpose. Students who are unsure can gather in the center.

- Direct the groups to form pairs, triads or groups of four (depending on the number of students) to compare evidence for their position. Ask each group of students to share the evidence.

- After evidence has been presented, ask if anyone would like to move their position. Follow up with asking why.

- Depending on where the class ends up, debrief the activity by letting students know that at some point we will come back to this conversation and things will be more clear as the book progresses.

### Meeting Students’ Needs

- as necessary, you may need to supplement understanding for “The Longest Day” with a brief overview of The Summer Solstice and how that happens.

## Work time

### Introduction to Chapter 6 (5 minutes)


  What is our identity? Our identity is our land. That’s our identity, it’s our land, it’s our water, it’s where we live, it’s where we’ve lived for thousands of years and who knows how long.

- Tell the students that in chapter 6 we are going to be thinking about identity, and how there are many parts to someone’s identity. As you read today, think about how each paragraph demonstrates something about identity. Read the first paragraph aloud, and ask students how that reflects Danny’s identity? Look for them to connect back to the quote you just provided. Encourage them to continue thinking about this throughout the chapter.

### Meeting Students’ Needs

- If time permits and if students need the support, consider allowing students to do some of the reading in class for Chapter 6, working together whisper reading in pairs or triads

## Homework

Ask students to complete reading Chapter 6 and answer the questions on the Homework: Tracking My Thinking.
<table>
<thead>
<tr>
<th><strong>handout.</strong> They should also use evidence flags to mark the specific areas in the book that support their answers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Note: If you are concerned about your students completing the reading assignment at home, plan an additional reading period during the day. Students may whisper read, read independently, or read in small groups, depending on the composition of your class.</em></td>
</tr>
</tbody>
</table>
Grade 4: Module 1A: *Eagle Song*

Lesson 7: Revisit Chapter 6, Begin Chapter 7

Lesson Time: 20 Minutes
Grade 4: Module 1A: Independent Reading *Eagle Song*
Review of Chapter 6 and Introduction to Chapter 7

### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using specific details from the text. (RL.4.1)
- I can make inferences using specific details from the text. (RL.4.1)
- I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)
- I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)
- I can effectively participate in a conversation with my peers and adults. (SL.4.1)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can answer questions about Chapter 6 of <em>Eagle Song</em> with specific details from text.</td>
<td>• Homework: Tracking My Thinking, Chapter 6 handout</td>
</tr>
<tr>
<td>• I can describe the main events of Chapter 6 and how Danny responds.</td>
<td>• Observation of placement of evidence flags</td>
</tr>
<tr>
<td>• I can use a variety of strategies to understand words from my reading.</td>
<td>• Answers to text-dependent questions</td>
</tr>
<tr>
<td>• I can discuss answers to questions with my group and provide evidence to explain my ideas.</td>
<td>• Direct observation of one or two triads at work</td>
</tr>
</tbody>
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### Agenda

<table>
<thead>
<tr>
<th>Opening: Discussion of Homework Questions (10 minutes)</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Opening:</strong> Discussion of Homework Questions (10 minutes)</td>
<td>• In this lesson, students work closely with Chapter 6. Chapter 7 is then assigned as homework.</td>
</tr>
<tr>
<td>2. <strong>Work Time:</strong> Introduction to Chapter 6 (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Homework</strong></td>
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</tr>
</tbody>
</table>

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>crept, taunted, padded, familiar, administrative, jotted, blinding</th>
<th><strong>Materials</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• <em>Eagle Song</em> (book; one per student)</td>
<td>• <em>Homework: Tracking My Thinking, Eagle Song</em> (one per student)</td>
</tr>
</tbody>
</table>

### Opening

<table>
<thead>
<tr>
<th>Meeting Students' Needs</th>
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</table>
Discussion of Homework Question (10 minutes)

- Form triads of student groups and ask them to discuss the homework questions. Review as a class, with a focus on identity.
  - How do Will and Danny handle conflict differently in their schools? Look for answers that Danny has ignored the bullying, and Will has joined a gang. Students may also reference the opportunity for Danny’s family to be involved differently than Will’s.
  - How does the author develop different meanings for the title of the chapter? Look for answers that include colors of a gang (note some explanation may be needed here) and the fact that Will also loves art and color, as evidenced when he shows Danny the art and shows his dreams for the future (page 64). Students may also point out that the beginning of the chapter is full of colorful description of Danny’s home in Brooklyn and on the reservation (page 59).
  - How do those different meanings compare to each other? Look for answers that address the different aspects of Will’s character the violence of gangs vs. the beauty of art.
  - What do those different meanings show us about Will’s and Danny’s identities? Look for answers that include the fact that colors are symbolic of dreams they have of the future as well places that are meaningful to them.

Work time

Diving Deeper into Chapter 6 (7 minutes)

- Ask students if they have any questions at this point in time about the book. Use this opportunity to clear up misconceptions. Refer back to Chapter 6 page 61, and ask a student to read (or have students whisper read) the paragraph beginning with “Will eyed the swelling.”
- When students are finished reading, ask them why the author might include these thoughts in this chapter. What is the author’s intention for the reader here? Move students toward an understanding that the author is suggesting something for the reader through the thoughts of a character.

Introduce Chapter 7 (3 minutes)

- Invite students to read Chapter 7 as homework, and answer the questions that accompany it. Introducing this chapter in greater detail takes away from the discovery process for the students, so leave it open.

Homework

- Ask students to complete reading Chapter 7 and answer the questions on the Homework: Tracking My Thinking, handout. They should also use evidence flags to mark the specific areas in the book that support their answers.
Grade 4: Module 1A: Eagle Song
Lesson 8: Revisit Chapter 7, Begin Chapter 8
Lesson Time: 37 Minutes


### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

| I can explain what a text says using specific details from the text. (RL.4.1) |
| I can make inferences using specific details from the text. (RL.4.1) |
| I can determine the theme of a story or text. (RL.4.2) |
| I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3) |
| I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4) |
| I can effectively participate in a conversation with my peers and adults. (SL.4.1) |

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Ongoing Assessment</th>
</tr>
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<tbody>
<tr>
<td><strong>Learning Targets</strong> reflection sheet</td>
</tr>
<tr>
<td><strong>Homework: Tracking My Thinking, Chapter 7</strong> handout</td>
</tr>
<tr>
<td>Observation of placement of evidence flags</td>
</tr>
<tr>
<td>Answers to text-dependent questions</td>
</tr>
<tr>
<td>Direct observation of one or two triads at work</td>
</tr>
</tbody>
</table>

### Agenda

1. **Opening**
   - A. Review Learning Targets (3 minutes)

2. **Work Time**
   - A. Read-aloud and Text-Dependent Question: Chapter 7 of *Eagle Song* (10 minutes)
   - B. Reviewing Text-Dependent Questions in Triads (15 minutes)

3. **Closing and Assessment**
   - A. Independent Answer (2 minutes)

4. **Homework**

   - In advance: Read Chapter 7 and review the text-dependent questions for this chapter (see supporting materials).
   - Students may not have time to answer all text-dependent questions; remind them that it is most important for them to discuss each question thoroughly and cite evidence.
   - During the Closing and Assessment of this lesson, begin referring to the upcoming end of unit assessment, in which students will need to think and write independently about topics from *Eagle Song.*
### Lesson Vocabulary

| swept, whipped, shivered, girders, wrenches, creased |

### Materials

- *Eagle Song* (book; one per student)
- Evidence flags
- Homework: Tracking My Thinking, *Eagle Song* (one per student)

### Opening

**A. Review Learning Targets (3 minutes)**

- Students have been working with a very similar set of learning targets for some time now, and hopefully they are starting to feel a sense of progress and development. Today, rather than having students read and discuss the learning targets, distribute the Learning Targets Reflection sheet found in lesson materials. This will help you get a sense of how individual students are processing the targets and if they feel they are making progress.

- Point out the one new target about theme. Tell students they will think about this more in their triad discussion later today.

### Meeting Students' Needs

- Consider providing nonlinguistic symbols (e.g., two people talking for discuss, a pen for record, a magnifying glass for details, a light bulb for main idea) to assist ELLs in making connections with vocabulary.

### Work Time

**A. Read-aloud and Text-Dependent Questions: Chapter 7 of Eagle Song (10 minutes)**

- Read aloud the chapter title and page 65 to nearly the end of 68, ending with “She turned back to him,” as students follow along in their texts. As they listen, ask them to focus on words or descriptions and phrases that create a feeling in them. Consider modeling the first one.

- Ask students to review the reading and compile a list of words that were meant to create a feeling, and what feeling they created in the reader. Students can pair-share this with the class. Make a list using your document camera or interactive white board. Students likely will name some of the following:
  - tears = sadness; knock it out of the tree = danger; shout a warning = danger; dirty snow = sadness/darkness/unhappiness/cold; swept in or wind-whipped = cold; old man with long, skinny fingers = cold/creepy; Danny jumped = nervous; buzzing of a fly = worried; fist shoved in his stomach = fear

- Ask: “Why would the author use so many words about sadness, worry, and fear in the beginning of the chapter?” Reinforce your students’ ideas, helping them understand the concept of mood and tone.

### Meeting Students’ Needs

- A few students might benefit from having the key ideas pre-highlighted in their books. Highlight or underline specific details in their books ahead of time. This will allow them success during the discussion with peers. Remove this scaffolding over time.

- Modeling provides a clear vision of the expectation for students.
### Work Time (continued)

**B. Reviewing Text-Dependent Questions in Triads (15 minutes)**

- Reorient students to the final learning target: “I can explain the advice Danny’s father gives him, and how that relates to the main message of the novel.” Tell students that they are almost done with the novel, and that they probably are starting to have ideas about the main message or theme of the story. Encourage them, as they work with their triads today, to think about the advice Danny’s father is giving him, and about what Danny is learning.

- In triads, students should discuss the homework questions from Chapter 7, making sure that their answers are marked with evidence flags. Monitor this discussion, making sure all students are participating. During this time, sit with one or two triads to observe and record their progress and/or scaffold them more directly by asking questions and clarifying their understanding.

- Review and discuss the answers as a class, encouraging triads to build off of each other’s ideas. Revisit the paragraph about peace on page 74. Read aloud the chapter, or have a student read, when you review the answer to question 4, as it connects to the theme of the book mentioned in the first bullet.

### Closing and Assessment

**A. Independent Answer (2 minutes)**

- Distribute index cards or half sheets of paper. Ask students to summarize the lessons that Danny has learned from his father in this chapter and why those lessons are important to the whole book. Collect the answers from students.

### Homework

- Ask students to read the last chapter of Eagle Song, Chapter 8, and answer the question on the Homework: Tracking My Thinking, Eagle Song handout. They should also use evidence flags to mark the specific areas in the book that support their answers.
Grade 4: Module 1A: *Eagle Song*

Lesson 9: Chapter 8 and Themes of *Eagle Song*

Lesson Time: 60 Minutes
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says using specific details from the text. (RL.4.1)
I can make inferences using specific details from the text. (RL.4.1)
I can determine a theme of a story, drama, or poem from details in the text. (RL.4.2)
I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)
I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)
I can effectively participate in a conversation with my peers and adults. (SL.4.1)

Supporting Learning Targets

- I can answer questions about the novel Eagle Song with specific details from the text.
- I can describe the main character, the setting, and events from Eagle Song.
- I can explain the themes of Eagle Song.
- I can use a variety of strategies to understand words from my reading.
- I can discuss answers to questions with my group and provide evidence to explain my ideas.

Ongoing Assessment

Homework: Tracking My Thinking, Chapter 8

- Observation of placement of evidence flags
- Answers to text-dependent questions
- Somebody In Wanted But So (SIWBS) recording forms

Agenda

Opening
A. Review Learning Targets (5 minutes)
B. Discussion of “She’:kon” (3 minutes)

Work Time
A. Read-aloud and Text-Dependent Question: Chapter 8 of Eagle Song (10 minutes)
B. Reviewing Chapter 8: Answering a Question (5 minutes)
C. Somebody In Wanted But So in Triads (10 minutes)
D. Whole Class Discussion: Theme (10 minutes)

Closing and Assessment
A. New Anchor Charts: Themes of Eagle Song (8

Teaching Notes

- The closing of this lesson includes a new set of anchor charts: Themes in Eagle Song
- In advance: Prepare several pieces of chart paper to be theme anchor charts.
- In advance: Read Chapter 8 and review the text-dependent questions for this chapter (see supporting materials). Answers to the questions are provided for your convenience. Prepare a copy of the questions without answers to show on your document camera or board.
Lesson Vocabulary | Materials
--- | ---
theme, tossing, hymn | • *Eagle Song* (book; one per student)
 | • Evidence flags
 | • *Somebody...In...Wanted...But...So Close Read* recording form (two per student)
 | • *Themes in Eagle Song* anchor charts (new; teacher-created; see Work Time D)
 | • Index cards or half sheets of paper (one per student)

Opening

**A. Review Learning Targets (5 minutes)**
- Remind students that yesterday, they began to think about the advice Danny’s father gave him, and how that related to the main message or central idea of the novel.
- Point out that today there is a new learning target: “I can explain the theme of *Eagle Song*.” Query the students to understand what they already know about theme, and if needed, offer that the theme is the central idea of a piece of literature. As they learned when they read *The Iroquois*, it is what a piece of literature is mostly about. Sometimes the authors of literature want readers to learn something about life from their work, so the theme can sound like a lesson, or moral.
- Let students know that today they will finish *Eagle Song* and they will be thinking about the theme of the novel

**B. Discussion of “She’:kon” (3 minutes)**
- Ask students to talk to a neighbor about Mr. Bigtree sending Danny off to school with the word “She’:kon.” Ask them to

Meeting Students’ Needs

Consider providing nonlinguistic symbols (e.g., two people talking for *discuss*, a pen for *record*, a magnifying glass for *details*, a light bulb for *main idea*) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.
recall from Chapter 1 what this word means. (If necessary, direct them to page 14.) Ask them why the author might do this. Facilitate a brief class discussion.

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Read-aloud and Text-Dependent Question: Chapter 8 of Eagle Song (10 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Read aloud pages 76 to the break on page 79 (“The bell rang, calling them into school.”) as students follow along in their text. Draw their attention to the lines: “Danny saw Brad and Tyrone on the playground. He took a deep breath and walked toward them.”</td>
<td></td>
</tr>
<tr>
<td>• Ask: “What is the author showing the reader about Danny by choosing these words?”</td>
<td></td>
</tr>
<tr>
<td>• Ask students to Think-Pair-Share to answer this question, then invite the class to share their responses. Ask students to review the rest of their conversation, through the top of page 79. Ask: “What do these lines tell you about Danny’s character? About Tyrone?”</td>
<td></td>
</tr>
<tr>
<td><strong>B. Reviewing Chapter 8: Answering a Question (5 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Ask the class to form their triads to compare their answers for the Chapter 8 question. Make sure they have specific evidence flagged to answer their questions. Ask a few to share their ideas with the whole class and collect their written work.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Somebody In Wanted But So in Triads (10 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Project a copy of the Somebody In Wanted But So recording form on the document camera so all students can see it. Note how the last box of the recording asks them to think about the theme of the story. Today they are going to work in their triads to think about the central idea or theme of the whole story of Eagle Song.</td>
<td>Modeling provides a clear vision of the expectation for students.</td>
</tr>
<tr>
<td>• Distribute two copies of the Somebody In Wanted But So recording form to each student. Tell students the first somebody they should think and talk about is Mr. Bigtree. Students should discuss with their triad, then complete their own individual recording for.</td>
<td></td>
</tr>
<tr>
<td>• After students have worked with this idea, ask to hear their final statements. It is likely that they will provide statements that are more of a retelling of the Somebody In Wanted But So construct than a central idea. (For example, they might say: “Mr. Bigtree, in New York City, wanted work to take care of his family, but his son was unhappy, so he told him and his classmates about the Iroquois ways.”) Push students toward the so: “why did the author show us these events and choices? What did he want us to learn?” Help students take that thinking one step further to a potential central message: “Stories from the past can help people make good decisions.”</td>
<td></td>
</tr>
<tr>
<td>• Ask students to work in triads to complete the second copy of the recording form, with the somebody being Danny.</td>
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</tbody>
</table>
D. Whole Class Discussion: Theme (10 minutes)

- Ask triads to report out on their thinking from the last box of their Somebody In Wanted But So recording forms. Continue to probe students, so they move beyond summarizing the plot to talking about the so or theme of the novel.
- As students share out their theme statements, begin new **Themes in Eagle Song** anchor charts. List one strong theme statement per chart.

<table>
<thead>
<tr>
<th>Closing and Assessment</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. New Anchor Charts: Themes of Eagle Song (8 minutes)</strong></td>
<td>A few students may benefit from having some premade “hint cards” available to them during this portion of the class. Hint cards are index cards with details that likely support the theme statements already written on them.</td>
</tr>
<tr>
<td>- Ask students to continue to work in their triads and gather by one of the new themes in Eagle Song anchor charts. Ask them to add specific details from the novel that align with the theme statements. (For example, if students generated the theme “People should talk to each other about the problems they are having,” details that students might capture would be related to Danny talking about his problems with his father, how things were hard for Danny when he did not tell about the fight on the playground, and how Danny was brave enough to talk to Brad and Tyrone.)</td>
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</tr>
</tbody>
</table>

Homework

- None, unless students have not completed the novel or the previous Tracking My Thinking sheets. Students who have not done so should complete those as homework.
You have completed reading the novel *Eagle Song*! Talk with your triad about the theme of the novel.
What is the central message or lesson the author wants you to learn?

<table>
<thead>
<tr>
<th>Somebody... (character)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In... (setting)</td>
<td></td>
</tr>
<tr>
<td>Wanted... (motivation)</td>
<td></td>
</tr>
<tr>
<td>But... (problem)</td>
<td></td>
</tr>
<tr>
<td>So... (resolution)</td>
<td></td>
</tr>
</tbody>
</table>
After thinking and talking more about this novel with your triad, NOW ask yourselves, “So what?”
Why did the author choose to show readers these events and choices? What did the author want us to learn?
Support your ideas with specific details from the text.
Grade 4: Module 1A: *Eagle Song*

Optional *Eagle Song Assessment*: Evidence-Based Paragraph Writing

Lesson Time: 50 Minutes
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)

I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (RL.4.3 and W.4.9)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can connect what I already know about the Iroquois to the ideas in the novel <em>Eagle Song</em>.</td>
<td>End of Unit 2 Assessment: Topic Expansion graphic organizer and paragraph writing</td>
</tr>
<tr>
<td>I can analyze the character of Danny from <em>Eagle Song</em>.</td>
<td></td>
</tr>
<tr>
<td>I can support my analysis with evidence from the text.</td>
<td></td>
</tr>
</tbody>
</table>

### Agenda

1. **Opening**
   - A. Learning Targets (5 minutes)
   - B. Preview of Assessment Task (5 minutes)
2. **Work Time**
   - A. End of Unit 2 Assessment (35 minutes)
3. **Closing and Assessment**
   - A. Class Discussion (5 minutes)
4. **Homework**

### Teaching Notes

- Allow students to use the charts they have been building as a class during this assessment.

### Lesson Vocabulary

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>analyze, analysis, traditional</td>
<td><em>Eagle Song</em> (book; one per student)</td>
</tr>
<tr>
<td></td>
<td><em>Tracking my Thinking</em> packet</td>
</tr>
<tr>
<td></td>
<td><em>End of Unit 2 Assessment: Solving Conflict</em> (one per student)</td>
</tr>
</tbody>
</table>

### Materials

- *Eagle Song* (book; one per student)
- *Tracking my Thinking* packet
- *End of Unit 2 Assessment: Solving Conflict* (one per student)
Optional *Eagle Song* Assessment: Evidence-Based Paragraph Writing

### Opening

**A. Learning Targets (5 minutes)**
- Let students know that today they will complete their work with *Eagle Song* by thinking and writing independently about the main character, Danny, and how he uses the support of his family, community, and culture to help him solve his problems.
- Ask students to read the learning target aloud with you and to discuss the words *analyze* and *analysis* and share their thinking with the class. Try and build on what they offer—for example, if they come up with “studying something,” or “looking closely at something,” bridge their understanding to analyzing a character. “That’s right, we are going to study the character of Danny closely, and think about how he uses the support of his family, community, and culture to solve his problems. Then we are going to write an *analysis*—writing that explains how he does this. And, as usual, you are going to support your opinions with evidence from the text.”

### Meeting Students’ Needs

- Consider providing nonlinguistic symbols (e.g., two people talking for *discuss*, a pen for *record*, a magnifying glass for *details*, a light bulb for *main idea*) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets.

**B. Preview of Assessment Task (5 minutes)**
- Show students the assessment task and ask them to read it over. Ask questions to ensure that students understand what is expected—for example, “What is the first step you will take?” and “What resources do you have available that you should use to do a great job with this assessment?” (Some examples they might cite would be their books or the packet.)
- Make sure students understand that they are expected to complete this assessment without checking in with their neighbors.

### Work Time

**A. End of Unit 2 Assessment (35 minutes)**
- Distribute the *End of Unit 2 Assessment: Solving Conflict*. Address any clarifying questions. Then invite students to begin.
- As students are working, observe them to ensure that they are actively using their books with their evidence flags and the anchor charts to select supporting evidence for their paragraphs.
- When time is up, ask students to share: “What was challenging about this task? What about paragraph writing was easiest for you?”
- Collect students’ *End of Unit 2 Assessments*.

### Meeting Students’ Needs

- Depending on your class’ progress, you may want to have students fill out the graphic organizer in groups and do the writing individually.
Optional *Eagle Song* Assessment: Evidence-Based Paragraph Writing

### Closing and Assessment

#### A. Class Discussion (5 minutes)
- After collecting students’ work, post the guiding question for this unit on your board or interactive white board. Ask students to Think-Pair-Share with a neighbor about the question, “How can we use the lessons Danny learns to make our classroom community a better place?” Go around the room, asking each pair to contribute ideas. If a pair’s idea has already been “taken,” prompt them to say more about the idea by asking: “What would we need in order to do that?” or “What other people besides this class would need to be involved?”

### Meeting Students’ Needs
- Plan the go-around to ensure that students requiring additional support are chosen neither first nor last to contribute their thinking. This will allow them extra think time and the scaffolding of hearing others’ ideas, and will make it more likely that their specific idea has not been completely discussed.

### Homework
- None, unless students still need to complete previous *Tracking My Thinking* sheets from their reading of *Eagle Song*.

### Meeting Students’ Needs
- None, unless students still need to complete previous *Tracking My Thinking* sheets from their reading of *Eagle Song*. 
End of Unit 2 Assessment: Solving Conflict

In the novel *Eagle Song*, the main character, Danny, is a Mohawk boy who has moved to Brooklyn. How does Danny use the support of his family, community and culture to solve his conflict? Use the graphic organizer to prepare your response, and then write a quality paragraph to explain your analysis.
End of *Eagle Song* Assessment: Solving Conflict

<table>
<thead>
<tr>
<th>First Detail: How does Danny use the support of his family, community or culture to solve his conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Detail: How does Danny use the support of his family, community or culture to solve his conflict</td>
</tr>
<tr>
<td>Third Detail: How does Danny use the support of his family, community and culture to solve his conflict</td>
</tr>
</tbody>
</table>

**Conflict that Danny Solves:**

**Conclusion:**
Chapter 1

And then we move to the birds, those that fly. These are very special. These birds do many, many, many duties. And the chief, the leader, the eagle is the one that looks out for all. And we think of even the smallest, the tiniest, the hummingbird and the songs that they give us that can raise our spirits when we don’t feel good. They wake us in the morning, they remind us every day this is another day. They are messengers and we give thanks for all the birds of the world. Oren Lyons

Pages 7-10
1. What misunderstandings do the children in Danny’s school have about the Haudenosaunee?

__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. How is life in Brooklyn different from life in Akwesasne?

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Page 10 - 13
3. What is the importance of the eagle for Danny?

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__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

4. How else does the author use birds in this chapter?

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__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

5. How does the father’s presence affect the family?

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__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
GUSTOWEH (pronounced ga-STOH-weh) refers to a hat that fits snugly on the head that Haudenosaunee men wear at community gatherings and ceremonies. They can be decorated with animal hide, silver, hair and feathers. Each nation of the Haudenosaunee has a different number of eagle feathers, and these feathers are positioned differently on the gustoweh.

1. How does the excerpt below compare with Richard Bigtree’s explanation about where women fit in the Haudenosaunee Nation?

   But we knew long ago, our people knew long ago that women were the center of our nation. We’re partners. We’ve always been partners, full and equal, with duties of the woman and duties of the man. Not difficult. No one better than the other but working for the good of the family and working for the good of the nation. Not a problem, this idea of equality. Oren Lyons

2. How are gustowehs and hard hats the same for Richard Bigtree?

3. How does the author use birds in this chapter?
Chapter 3

1. Note three similarities between this section and “Birth of the Haudenosaunee” from Unit 1.

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2. How does the author of *Eagle Song* change the Haudenosaunee Peacemaker Story?

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__________________________________________________________________________________________
__________________________________________________________________________________________

3. Why does Danny feel that his class needs to hear this story?

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__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
1. How does the author show the reader that the students are interested?
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__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

2. What do Tyrone’s actions on page 42 show about him that Danny hadn’t noticed before?
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__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
1. Why does the author title this chapter “The Longest Day”?
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__________________________________________________________________________________________
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__________________________________________________________________________________________
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2. Does Tyrone hit Danny with the ball intentionally (on purpose)? Use specific evidence from the text to support your claim.
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__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
__________________________________________________________________________________________
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__________________________________________________________________________________________
__________________________________________________________________________________________
Chapter 6

1. How do Will and Danny handle conflict differently in their schools?
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   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. How does the author develop two different meanings for the title of the chapter?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

3. How do those different meanings compare to each other?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

4. What do those different meanings show us about Will’s and Danny’s characters?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Chapter 7

1. What animals does Hal compare Bigtree to when he describes the accident?

2. What kind of image does the author create when he does this?

3. Why is Will’s dream important in this chapter?

4. Why can having friends be risky?

5. How do the events in chapter 7 connect to the following quotation?

Kyle Karonhiaktatie Beauvais, a Mohawk ironworker, says, "A lot of people think Mohawks aren't afraid of heights; that's not true. We have as much fear as the next guy. The difference is that we deal with it better. We also have the experience of old timers to follow and the responsibility to lead the younger guys. There's pride in walking iron."

https://www.lib.ncsu.edu/archivedexhibits/boomingout/about.html
Name________________________________
Date_________________________________

Chapter 8

1. How does Danny use his father’s words about peace in this chapter to change his situation in school and his outlook on his life?

________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Grade 4: Module 1A: Unit 3 Overview:
Building a Classroom Community
Unit 3 expands on the conversation around symbolism and culture begun in Unit 1 to incorporate global perspectives. Students listen to, view, and close read informational texts regarding the traditions other cultures use to tell stories and pass down information. Students will review oral tradition and revisit it from a different angle as they explore the Griot tradition in Africa. Students will look at how symbols can be captured in art through blanket making in Hawaii and quilt making through Patricia Polacco’s story *The Keeping Quilt*. Students will revisit specific texts and notes from Units 1 and 2 to examine how the central idea of *community* connects the texts within the module. Students will use these texts, videos, and their understanding of symbols, community, and cultural traditions to create a “quilt” that defines the classroom community. Each student will create a symbol on a quilt square that represents something they value about themselves and that they bring to the classroom community, such as a positive personality trait or accomplishment. Emulating the practice of oral tradition, students will then explain the symbolism behind their quilt squares, which will be the source of the end-of-unit assessment in which students will write to explain how the student-created quilt will unite the classroom as a community.

**Guiding Questions And Big Ideas**

**How can our classroom draw ideas and practices from different cultures to create a strong community?**

- *Peace can be created and sustained through personal responsibility, agreements and actions.*
- *People all over the world have methods of preserving their cultures.*

**Mid-Unit Assessment**

None, due to abbreviated length of unit.

**End of Unit Assessment**

On-Demand Reading Assessment: *The Evolution of Oral Tradition in Mountain Ballads*


**Central Texts**

- Video about Oral Tradition; “Daily Life at Onondaga” Video; to be linked
- “Talking Drums- The Griots of Mali” (video and transcript)
This unit is 7 days.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 1 | How Community is Shaped by Culture: A preteen's perspective on the Haudenosaunee today. | • 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 retell the main points of an informational video.  
• I can identify how a community is shaped by its culture.  
• I make inferences about a video.                                                                                                           | • Anchor chart  
• Teacher observations                                                                                                                   |
| Lesson 2 | Comparing History Sharing: The Talking Drums of Mali                        | • I can answer questions using evidence from text. (RL.4.1)  
• I can explain the meaning of metaphors in context. (L.4.5a)  
• I can paraphrase information presented in diverse media and formats. (SL.4.2)                                                       | • I can explain a metaphor in a text.  
• I can engage in discussion comparing a text and a video.                                                                                   | • Anchor chart  
• Teacher observations                                                                                                                   |
| Lesson 3 | Getting the Gist: Hawaiian quilt Reflecting back on how symbolism and community fit into all of the pieces we have studied in the module using the Hawaiian text as a jumping off point. | • I can engage in a collaborative discussion with diverse partners. (SL.4.1)  
• I can determine the main idea using specific details from the text. (RL.4.2)  
• I can integrate information from two texts on the same topic. (RL.4.9)                                                               | • I can determine the gist and main idea of a text using important words from the text.  
• I can integrate the information in the two texts I have read so far.                                                                      | • Teacher observations  
• Close-read annotations and margin notes                                                                                                     |
| Lesson 4 | The Keeping Quilt: Identifying theme and symbolism in the passing down of cultural stories and experiences | • I can determine a theme of a story from details in the text (RL.4.2).  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1)  
• I can document what I learn about a topic by taking notes. (W.4.8)                                                                      | • I can identify the theme of “The Keeping Quilt”.  
• I can take notes on a topic and share them with peers.                                                                                   | • Teacher observations  
• Students’ notes  
• Anchor chart                                                                                                                                  |
| Lesson 5 | Making Connections: Building a community through a classroom quilt          | • I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RL.4.9)  
• I can create an artwork in response to a theme studied in class. (W.4.11)                                                               | • I can create a quilt square that will help to define my classroom community.  
• I can explain how symbols help to define a community.                                                                                     | • Teacher observations  
• Student-created quilt squares                                                                                                               |
<p>| Lesson 6 | End of Unit Assessment: On-demand                                           | • I can refer to details and examples in a text when                                                                                                                                                | • I can use details in a text to explain what a text                                                                                               | • End of Unit Assessment: The                                                                                              |</p>
<table>
<thead>
<tr>
<th>Lesson 7</th>
<th>Defining Our Classroom Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write an informative/explanatory text. (W.4.2)</td>
<td>I can explain how our classroom quilt defines our classroom community.</td>
</tr>
<tr>
<td>I can report on a topic using descriptive details to support a main idea or theme. (SL.4.4)</td>
<td>I can independently write an explanatory paragraph.</td>
</tr>
<tr>
<td>I can follow our group norms when I participate in a conversation.</td>
<td>I can follow our group norms when I participate in a conversation.</td>
</tr>
</tbody>
</table>

**Evolution of Oral Tradition in Mountain Ballads**

- Explanatory paragraph
- Teacher observation
Grade 4: Module 1: Unit 3: Lesson 1
Bringing Communities Together: Daily Life at Onondaga
# Grade 4: Module 1: Unit 3: Lesson 1

**Bringing Communities Together: Daily Life at Onondaga**

## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can paraphrase information presented in diverse media and formats. (SL.4.2)
- I can engage effectively in a collaborative discussion. (SL.4.1)

## Supporting Learning Targets

- I can retell the main points of an informational video.
- I can identify how a community is shaped by its culture.
- I make inferences about a video.

## Ongoing Assessment

- **Culture and Community** Anchor Chart

## Agenda

1. **Opening**
   - A. Reflecting on Haudenosaunee Culture (10 minutes)
2. **Work Time**
   - A. Video: Life at Onondaga (15 minutes)
   - B. Culture and Community Anchor Chart (20 minutes)
   - C. Debrief (5 minutes)
3. **Closing and Assessment**
   - A. Thumbs-Up, Thumbs-Down (5 minutes)
4. **Homework**

## Teaching Notes

- Students will quickly review what they learned about the Haudenosaunee culture and community in order to set the stage for learning about how various cultures pass down information and unite their communities.
- The video the students will be watching was filmed near the Onondaga Nation School in, NY. If time allows, consider incorporating instruction around the symbolism found in the school building itself to supplement the learning around symbolism from Unit 1. Information may be found here: [http://www.lafayetteschools.org/teacherpage.cfm?teacher=681](http://www.lafayetteschools.org/teacherpage.cfm?teacher=681).
- Review Thumbs-up Thumbs-down Protocol (Appendix A)
- Although not part of the lesson, the transcript of the video is provided for teachers who may need to use it as support for their students.

## Lesson Vocabulary

| Community, culture, ceremonies, transcript |

## Materials

- Video- “Daily Life at Onondaga”: [https://www.youtube.com/watch?v=g9vhmZ4gHrs](https://www.youtube.com/watch?v=g9vhmZ4gHrs)
- Anchor chart (found in Supplemental Materials)
- Video Note-Catchers (one per student) (found in Supplemental Materials)
### Opening

**A. Reflecting on Haudenosaunee Culture (10 minutes)**
- Inform students that this final unit will focus on culture and community. Ask students for a definition of *culture*. Listen for “the beliefs or customs of a society.” Ask students for a definition of *community*. Listen for “a group of people who live in the same place and have something in common.”
- Ask students to Think-Pair-Share about what they have learned about the Haudenosaunee culture and community. After a few minutes, allow some students to share with the whole class. Inform students that we will still be learning about the Haudenosaunee culture but we will be expanding our conversation to include other world cultures as well.
- Share the learning targets: “I can retell the main points of an informational video. I can identify how a community is shaped by its culture. I can make inferences about a video.” Invite the students to discuss what these targets mean for their work today. Remind students about *making inferences* if necessary. Focus students on their understanding of the phrase *community is shaped by its culture*. Ask: “What is *shaping*? When a community is shaped by its culture, what is happening?” (Listen for comments such as: “A society is formed by the traditions shared by its people” or “The customs that people have and share with each other can help to bring them together to make a community.”) Point out to students that today, and for the rest of the unit, they will be looking at how different cultures shape their communities. Be sure to review main idea for proceeding as well.

### Work Time

**A. Video: Life at Onondaga (15 minutes)**
- Share with the students that the video they are about to see was filmed on the campus of the Onondaga Nation School on the Onondaga Reservation near Syracuse, NY. Show students a map of New York State to clarify the location. Explain that the children who attend this school are Onondaga and this video was made specifically for this unit.
- Tell students that they will watch the video once for gist. Show the video *Daily Life at Onondaga*.
- Distribute Video Note-Catchers. Inform students that they will watch the video again but this time, they will focus on the first two questions on the note-catcher. Review the two questions and clarify as necessary. Tell students that they will not
answer the last question yet.

- Remind students that when taking notes, they are not expected to write complete sentences. The purpose of the notes is to jot down quick observations made while watching the video. Emphasize that it is not important to write down everything that they hear or see, just enough to answer the questions on the note-catcher. Show the video a second time. Circulate to support students as they take notes.

- Ask students if they feel they got enough information to come up with a main idea for the video. Use the Thumbs-up Thumbs-down protocol to assess whether the video should be shown a third time.

- Place students into triads to talk about the notes they took and to come up with a main idea for the video. After a few minutes, ask for volunteers to share their main ideas. Answers may include: “The Onondaga School is very similar to my own school.” “The Onondaga way of life has changed but many of their rituals are the same.” “The boy in the video appreciates the Onondaga culture.” Ensure discussion includes the passing of Onondaga rituals/language through the generations as well as the function of the drumming and singing in the ceremonies.

B. Culture and Community Anchor Chart: Modelling (20 minutes)

- Inform students that they will be beginning a new anchor chart that will help them keep track of the communities they will be learning about in this unit. You will fill in the chart for the video together so that students will be able to complete the rest on their own in later lessons.

- Distribute the Culture and Community Anchor Chart to each student, or have students create it in their notebooks. Display the anchor chart on a white board or with a document camera.

- Walk students through your thinking as you fill in each box for the video. Call on students to help you come up with suggestions to put in each box. Use the completed anchor chart found in supplemental materials as a guide but use student suggestions as well. Ask students to provide evidence for their thinking before you record their ideas.

- Encourage students to pair share their thoughts for the video before the boxes are filled. The more of this activity students can do without your input, the better.

C. Debrief (5 minutes)

- After the anchor chart has been completed for the video, ask students to de briefing in their triads. Encourage them to share their thoughts and discoveries:
  - “What new information did they find out about the Haudenosaunee?”
  - “How easy or difficult did they find taking notes on a video?”
  - “Were they able to come to a consensus on a main idea?”

- Remind them how important it is to learn to collaborate with their peers, and that this is one of the big skills they will be working on all year.
### Closing and Assessment

<table>
<thead>
<tr>
<th>Meeting Students' Needs</th>
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<tbody>
<tr>
<td><strong>A. Turn and Talk (5 minutes)</strong></td>
</tr>
<tr>
<td>- Ask the students: “How can our classroom build a community? With a partner, turn and talk about ways we can bring our class together as a community.” Ask student volunteers to share their ideas.</td>
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</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homework</strong></td>
</tr>
<tr>
<td>- Students will closely read a portion of the <em>Talking Drums of Mali</em> transcript and answer questions.</td>
</tr>
<tr>
<td>Inform students that the text was spoken by a man for whom English is not his first language. Explain that this is a transcript (printed version) of something he said so it has not been edited but they will still be able to understand what is being said in the paragraph.</td>
</tr>
<tr>
<td>Remind students that gist is “initial thinking” of what a text is “mostly about.”</td>
</tr>
</tbody>
</table>
What do you find out about the boy in the video?

What do you learn about the Onondaga Nation community?

Based on your notes, what is the main idea of this video?
### Culture and Community Anchor Chart for Teacher Reference

<table>
<thead>
<tr>
<th>Text/Video Community represented</th>
<th>How does the community share its stories/history?</th>
<th>How does it help to bring the community together?</th>
<th>What is the main idea?</th>
<th>Explain any symbolism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Life at Onondaga Onondaga Nation</td>
<td>Drumming and singing at ceremonies (oral tradition)</td>
<td>When the community gathers to perform ceremonies, the drumming and singing is a part of it and all age groups participate.</td>
<td>Each generation learns about the Onondaga culture through language and through the ceremonies.</td>
<td>N/A</td>
</tr>
<tr>
<td>Joh Camara Transcript Mali villages</td>
<td>Drumming and singing by jelli (oral tradition)</td>
<td>The jelli travel to make sure everyone knows the stories and gets the messages that are important to the people.</td>
<td>The jelli are responsible for keeping the Mali traditions alive through their storytelling.</td>
<td>The word jelli means blood and the people who are called jelli represent the blood that keeps the community and its traditions alive.</td>
</tr>
<tr>
<td>Hawaiian Quilt Hawaiian</td>
<td>Through symbols and pictures on a quilt</td>
<td>The quilts allow the community to share and be proud of Hawaiian history and culture.</td>
<td>Hawaiian quilts keep Hawaiian history and culture alive for future generations.</td>
<td>Symbols of Hawaiian royalty—crowns, leis, combs. The stars represent the eight main Hawaiian islands.</td>
</tr>
<tr>
<td>The Keeping Quilt Russian Jewish</td>
<td>The materials and pictures sewn on a quilt. Also oral tradition.</td>
<td>The pieces of the quilt come from different family members and neighbors so that everyone’s story can be told.</td>
<td>Although things may change, family history helps us remember where we came from.</td>
<td>The quilt was present at every major event in the family’s lives. The quilt represents one’s past always being with us.</td>
</tr>
</tbody>
</table>
Culture and Community Anchor Chart

<table>
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<tr>
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</table>
Read this excerpt from *The Talking Drums of Mali*. Underline ideas you understand and circle any words that are unfamiliar to you. *(Note that this is a transcript of someone speaking, and English is not his first language. You may see some mistakes.)*

**Learning to Drum**

I start drumming since I was five years old. As a young boy back home in Mali, where I’m from, you know, when you are a boy, your toy is a drum. So every time you cry, they just hand you the drum, and you just keep banging on it, and you don’t even know what you’re doing until you stop crying. So that’s how I start, so I had my first drum when I was two years old, and I start drumming around the age of five. And as I said, I come from, you know, a big family of the griot, and in the griot family, every day, people play, sing, and dance every day. So I grew up seeing people doing that every day...after each meal is the party time. So you see people playing, drumming, singing, and you just watch and you try to be part of it, and you know—that’s how you learn.

What is one feature of a community in Mali?

What do you think a griot is, based on the text?

What is the gist of this excerpt?

**Homework Challenge:** Research *griot* and compare your findings to your definition of the word. How does your definition compare to what you found? Were you able to rely on context clues to come up with a correct definition?
Transcript of “Daily Life at Onondaga”

JoAnne: So what’s it like living at Onondaga?

Joseph: It’s very fun and open here. I like walking around, especially with my family. And I also like going to the ceremonies because I also like to sing and dance. And I like to bike around here too; it’s very fun. And like, it’s very cool here because everyone knows where everyone lives so, like, we have a lot of family around here and we can drive over and be okay.

JoAnne: Do you play any sports?

Joseph: I play lacrosse and in the fall I play cross country. Most times I run, in cross country practice I run, like 5 miles or 3 miles. And lacrosse - we have a two hour practice and it’s really intense.

JoAnne: So what’s school like for you?

Joseph: School is really fun for me because we have a huge time in our classes where it’s like Language, and we talk about and learn about our ways and how we do stuff and it’s really fun. And there’s also ELA classes too. I like ELA too.

JoAnne: What do you have there?

Joseph: It’s called a water drum and it’s played on special occasions and celebrations and it’s used for fast beats or for a dance called Woman’s Dance and it’s very appreciative.

JoAnne: Will you sing for me?

Joseph: Sure.

JoAnne: Will you? Great!

Joseph: Now?

JoAnne: (Laughs) Yes please that would be great; I’d love it.

<<Joseph begins to drum and sing>>
Grade 4: Module 1A: Unit 3: Lesson 2
Comparing Media:
The Talking Drums of Mali
Comparing Media:
The Talking Drums of Mali

**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can answer questions using evidence from text. (RI.4.1)
- I can explain the meaning of metaphors in context. (L.4.5a)
- I can paraphrase information presented in diverse media and formats. (SL.4.2)

**Supporting Learning Targets**

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain a metaphor in a text.</td>
<td>• Culture and Community Anchor chart</td>
</tr>
<tr>
<td>I can engage in discussion comparing a text and a video.</td>
<td>• Students’ notes</td>
</tr>
</tbody>
</table>
### Agenda

1. **Opening**
   - A. Engaging the Reader (HW review) (10 minutes)

2. **Work Time**
   - A. Close Reading a Video Transcript (30 minutes)
   - B. Debrief (15 minutes)

3. **Closing and Assessment**
   - A. Exit Ticket (5 minutes)

4. **Homework**

### Teaching Notes

- The video and transcript for this lesson was found on primary source.org, an organization dedicated to global education and understanding. More information about this topic, as well as other activities, may be found there: [http://resources.primarysource.org/content.php?pid=144239&sid=1226877](http://resources.primarysource.org/content.php?pid=144239&sid=1226877)

- Be prepared to explain to students that the man in the video does not speak English as a first language but everything he says in the video has been transcribed for them. They will be studying the video as well as the transcript.

- Griot is pronounced gree-oh

- Be prepared to show students Mali on a map of Africa and the location of Africa in respect to the U.S.

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### Lesson Vocabulary

- Transcript, griot, jelli, initiation, Mali, oral tradition, documentation, communication, narrator, vocabulary, metaphor, symbolism

### Materials

- Video- The Talking Drums of Mali video is available under the Primary Source Activity Section [http://resources.primarysource.org/content.php?pid=144239&sid=1226877](http://resources.primarysource.org/content.php?pid=144239&sid=1226877)

- Culture and Community Anchor Chart (from Lesson 1)

- Document camera or interactive white board

- Joh Camara Transcript from Talking Drums of Mali (found in Supplemental Materials)
### Opening

**A. Engaging the Reader (10 minutes)**
- Ask the students to sit with a partner to discuss last night’s homework. Post these questions for students to see. They will have a few minutes to discuss the questions and then each group will share out.
  - What was the gist of the paragraph?
  - What did you find out about the people and communities of Mali?
  - What do you know about the person talking?
  - Did you research *griot*? What did you find?
- Cold call on volunteers to share responses to the questions. If students know about Mali or griots, allow them to share their knowledge with the class. Show Mali on a map.
- Explain to students that this paragraph was only a portion of an entire transcript of a video that they will be watching. Discuss the speaker’s language in the transcript and video if necessary. Sometimes when a person’s first language is not English, when they learn English they speak it with an accent that may be different than ours.
- Explain to students that we have read about and saw examples of the Haudenosaunee oral tradition and how the Haudenosaunee keep their communities together. We will now begin studying other cultures and think about how people all over the world share their histories and build their communities.
A. Close Reading a Video Transcript (30 minutes)

- Write the definition of transcript on the board. Verbally review the definition and use the word in 2–3 sentences to clarify the definition for students. Explain that the text they are about to read is a transcript of the video they will be viewing. Explain that they will be reading and viewing the video in chunks so that you can ensure their understanding of the content.

- Distribute Joh Camara Interview Transcript to each student. Ask students what they notice about the transcript. Ensure that students notice the titles of each section as well as <<Joh>> and <<A Drummer from Mali>>. Lead a brief discussion about the layout of this text and how it compares to other texts they have been reading. Ask questions leading students to discover what a transcript is. Consider comparing the features of the transcript to the text features of The Iroquois from Unit 2. Explain that a transcript is a written or printed version of material originally presented in another medium. To illustrate, give an example of testimony given in a courtroom, a written version of a famous speech, etc. Students should add transcript to their vocabulary journals.

- Show students the video up to the first break, “What is a Jelli?” Now read aloud the same paragraph and ask students to follow along as you read. As you read, they should be listening for and underlining important details about Joh, the narrator. They should also circle any words they do not know.

- After you read, have students turn and talk with their partner about the gist of the paragraph. Students should write a gist statement in the margin. Call on volunteers to share gist statements and any questions they have about the reading so far. Be sure not to answer any questions that are answered later in the text.

- Show the second portion of the video from “What is a Jelli?” up to “Learning to Drum.” Read aloud the same paragraph and ask students to follow along as you read. As you read, they should be listening for and underlining any imagery they see. Review imagery if necessary.

- After you read, have students turn and talk with their partner about the imagery in the paragraph. Ask students to discuss the purpose of this imagery, with questions such as: “What effect does Joh’s description have on your understanding of the word jelli?” After students have written a gist statement in the margin, call on volunteers to explain what a jelli is and how they know. Call on a student to describe the imagery and the purpose it serves in the text. Explain to students that Joh is using a metaphor—a comparison in which one thing is said to be another. Move students toward an understanding of how Joh compares the jelli of Africa to the blood in your body and how the jelli serve the same purpose as blood. He is indicating how important the jelli are to the people of Mali. Spend as much time on this concept as is needed to clarify. Give additional examples of metaphor to support understanding. Consider recalling the reference to the longhouse in the video “What’s in a Name?” from Unit 1, Lesson 1. Explain how the figurative longhouse “covers” the state/land in order to include everyone in
Comparing Media:
The Talking Drums of Mali

- Show students the video up to “Uses of the Drum: Initiation.” This is the part they read for homework last night. Read aloud the same paragraph and ask students to follow along as you read. As you read, they should listen for and underline what they learn about the drumming culture in Mali.

- After you read, have students **turn and talk** with their partner about how Joh learned to drum. What does this tell them about drumming in Mali? Students should write this in the margin next to the paragraph. Call on volunteers to share the statements they wrote.

- Show the next part of the video up to “Talking Drums.” Read aloud the same paragraph and ask students to follow along as you read. They should listen for and underline clues to figure out the meaning of initiation.

- After you read, have students **turn and talk** with their partner about what initiation might mean. They should write this in the margin next to the paragraph. Call on volunteers to share their definitions of initiation. If students have difficulty coming up with a definition, lead a discussion that guides them to “the action of admitting someone into group”.

- Show the next part of the video up to “Language of the Drum.” Read aloud the same paragraph and ask students to follow along as you read. As you read, students should listen for and underline how the people communicate.

- After you read, have students **turn and talk** with their partner about why this section is called “Talking Drums.” They should write this in the margin next to the paragraph. Call on volunteers to share why this section is called “Talking Drums” including evidence from the text to support their thinking.

- Show the next part of the video up to “Speaking with the Drum.” Read aloud the same paragraph and ask students to follow along as you read. As you read, students should listen for and underline important ideas.

- After you read, have students **turn and talk** with their partner about the gist of this section. They should write a gist statement in the margin next to the paragraph. Call on volunteers to share their gist statements. Discuss the “language” of the drum with students.

- Show the last part of the video “Speaking with the Drum.” Read aloud the same paragraph and ask students to follow along as you read. They should listen for and underline important details.

- After you read, have students **turn and talk** with their partner about the gist of this paragraph. They should write the gist statement in the margin. Call on volunteers to share their gist statements and lead a brief class discussion summarizing the video and transcript.
## Work Time (continued)

### B. Debrief (15 minutes)
- Instruct students to take out their *Culture and Community* anchor chart. Students should work in groups of four (two pairs can work together) to fill in the chart for *Joh Camara Transcript*. Circulate to provide assistance.
- Display your anchor chart using a document camera or whiteboard and add students’ responses to your chart. Clarify student thinking as necessary.

## Closing and Assessment

### A. Reflection (5 minutes)
- Ask students: “How are the transcript and video the same? How are they different? Which version did you prefer? Why?”
- Give students time to write down their thoughts.
- Call on student volunteers to share their ideas.

## Homework
- For tonight’s homework, students will continue independent reading at home.
Grade 4: Module 1: Unit 3: Lesson 2
Supporting Materials
Hello, my name is Mohamad Joh Camara, from Mali, West Africa. I'm a master drummer and dancer, and I learned this from my mother's side. Back home, we have two different classes. We have class of kingdom, and class of entertainer. And from my father's side, I'm from the class of kingdom, and from my mother's side I'm from the class of entertainers. And I learned all this from my mother's side because I grew up with my mother's family. And my mother is what we call back home a griot, and the griot—that's how the Western people call them—but in my culture we call them jelli.

<<What is a Jelli?>>

In my culture, jelli means blood. Why we call them jelli? So let’s try to think about the human being, you know; look at our body. Without our blood, how would we survive? There is no way! You can’t survive without blood. So think about it as if Africa is a human body. So these people, which we call jelli, would be the blood of that human body. That’s why we call them jelli. That’s how important they are. Because they play so many different role in the village. So many things we are talking about today, there is no documentation for that. There’s no book, there’s no video, there’s no image for that. These people try to memorize history without writing it down and they pass from generation to generation; it’s called oral tradition. And, that’s one of the biggest parts of a jelli. And this is very important. Like we always say, tell me about me—the rest doesn’t matter. So this is one of the things the jelli do; they tell you who you are. The jelli are the one who are keeping the tradition alive.

<<Learning to Drum>>

I start drumming since I was five years old. As a young boy back home in Mali, where I’m from, you know, when you are a boy, your toy is a drum. So every time you cry, they just hand you the drum, and you just keep banging on it, and you don’t even know what you’re doing until you stop crying. So that’s how I start, so I had my first drum when I was two years old, and I start drumming around the age of five. And as I said, I come from, you know, a big family of the griot, and in the griot family, every day, people play, sing, and dance every day. So I grew up seeing people doing that every day...after each meal is the party time. So you see people playing, drumming, singing, and you just watch and you try to be part of it, and you know—that’s how you learn.

<<Uses of the Drum: Initiation>>
So the first time we had this instrument, you know, it was for initiation. And back home, we have three steps of initiation, starting from one to seven, and seven to fourteen, and fourteen to twenty-one. So you have to go through each of those steps. So, when we have this instrument, the main reason was to use it for initiation.

<<Talking Drums>>

But beside initiation, this drum, it has a beautiful sound. You know, a long time ago, back home in Africa before we had telephone, before we had microphone, before we had TV, before we had radio, people used to travel from village to village to bring the news—you know—we can have just one big chief, and you know, ruling like ten different villages. And, uh, instead of him going back and forth between villages, he had some people who were in charge who would bring the message. So these people were traveling, and at that time, we didn’t have car or bicycle, so people were bringing all of those on foot. So, what happened, we find this beautiful instrument, and we find that through this instrument, we can communicate. So we start using this instrument for communication. As you can see, this drum, it talks, but sometimes you have to understand the drum language to be able to tell what it’s saying to you. So this drum really talks. It has three different sounds: Tone, Slap, and Bass. So between tone, slap, and bass, the drum has its own vocabulary as well. So the Tone, Slap, and Bass—that’s more Western—but for us, we would call Tone “pee” like the sound “P” or “T,” and the Slap we call “paa” or “kaa.” And the Bass is called “boom” or “koom.” So you have “pee” or “tee,” “paa” or “kaa” and “boom” or “koom.” So those are the drum vocabulary. So you have to understand that. Like for example, if I want to say “pee” “paa” “koom,” so the “pee” “paa” “koom,” that’s the drum vocabulary.

<<Language of the Drum>>

Every time you learn this sentence, it has meanings. For example, this one <<drumming>>, this sentence right here has meanings. Anybody who knows about this instrument, who is initiated to this instrument, when they heard this sound, they know exactly what to do. This is a warning. It’s telling you, “Get Ready! Something is about to happen!”

<<Speaking with the Drum>>

Somebody who was not initiated to this instrument and who doesn’t have any clue to the drum language wouldn’t know what you say to them. Okay? So that’s how this drum talks. So you have to understand the drum language to be able to tell what it’s saying to you. So that’s why we call this instrument, you know, a talking drum.

*Used with permission from Primary Source and can be found at the following website: [http://resources.primarysource.org/preservingafricanculture]*
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can engage in a collaborative discussion with diverse partners. (SL.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)
- I can integrate information from two texts on the same topic. (RI.4.9)

Supporting Learning Targets

- I can determine the gist and main idea of a text using important words from the text.
- I can integrate the information in the two texts I have read so far.

Ongoing Assessment

- Teacher observations
- Close read annotations and margin notes

Agenda

1. Opening
   A. Engaging the Reader (5 minutes)

2. Work Time
   A. Vocabulary Instruction (10 minutes)
   B. Close Reading of the Quilter Profile for Harriet Soong from “To Honor and Comfort” (20 minutes)
   C. Getting the Gist Protocol (15 minutes)

3. Closing and Assessment
   A. Debrief- Anchor Chart (10 minutes)
   B. Exit Ticket (5 minutes)

4. Homework

Teaching Notes

- Preview the Quilter Profile for Harriet Soong on page 16 of “To Honor and Comfort: Native Quilting Traditions” found here: http://nmai.si.edu/sites/1/files/pdf/education/quilts.pdf.
- In advance: This text includes complex vocabulary. Definitions for many of the words are not necessary for comprehension. Choose 4-5 words that you feel are most important for understanding and implement the vocabulary PowerPoint exercise from Unit 1.
- Preview Getting the Gist Protocol (Appendix 1)

Lesson Vocabulary

- main idea, supporting details, gist, quilt, compliment, expertise

Materials

- Culture and Community anchor chart (from Unit 1)
- The Quilter Profile for Harriet Soong from “To Honor and Comfort: Native Quilting Traditions”
enthusiasm, intricate, appliqued, contrasting, contours, dishonorable, overthrow, monarchy, plead, restoration, throne, leis, perpetuating, preserving, generations, reflection

• Getting the Gist Protocol (found in Supplemental Materials)
• Getting the Gist Protocol - teacher reference (found in Supplemental Materials)
• Document camera or whiteboard
• Index cards (one per student)

Opening

A. Engaging the Reader (5 minutes)
• Invite the class to read the second learning target aloud with you: “I can determine the gist and main idea of a text using important words from the text.”
• Remind the students of their work so far in Unit 1 identifying gist and in Unit 2 with identifying the main idea and how details support the main idea. Ask the students: “How do you determine the main idea in a text? What are supporting details?” Invite students to think, then share with a partner, about these questions. Ask: “How does determining the main idea and explaining how it is supported with details help us as readers?” Invite students to think, then share with a partner, about this question.
• Tell students that today they will be practicing these reading skills with peers when reading the Quilter Profile for Harriet Soong, Native Hawaiian, on page 16. Explain that this article contains some complex vocabulary but we are going to choose some important words from the text that will help us figure out the gist and the main idea.

Meeting Students’ Needs

• Use thoughtful grouping: Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their L1.

Work Time

A. Vocabulary Instruction (10 minutes)
• Choose 4-5 words from the text that will aid in comprehension of the text (recommend: enthusiasm, intricate, contours, monarchy, plead, perpetuating). Use those words in a PowerPoint activity as described in Unit 1. Make sure that students write the words and their definitions in a vocabulary journal.

B. Reading for Gist “Quilter Profile” (20 minutes)
• As you distribute the article to students, tell them that now they will work together, with your help, to try reading closely the article “Quilter Profile.”
• Ask the class to read the article silently. Ask students for a thumbs-up if they have something to say about the article. Say: “Good start! Let’s see if we can learn more!”

Meeting Students’ Needs

• Using visual images for support in the powerpoint, or as an alternative to them, may be helpful for some students, especially with words like appliqued, contours, and leis
• For the second read, chunk the article into smaller sections. Ask students to chorally reread the first paragraph. After, ask students to take a moment and circle any words they think are important to understanding the text. Circulate to provide support and remind students that they should skip the words they do not understand and continue reading. If needed, remind students that we are reading for the gist.

• Repeat for the second paragraph. Again, ask students to chorally reread the paragraph and circle any words they think are important.

• Repeat for the third paragraph.

C. Getting the Gist Protocol (15 minutes)

• Commend students for their work on reading a very difficult text. Explain that we are now going to figure out the gist of the article. Distribute Getting the Gist Protocol handout to each student. Review the directions. Students will work with their same partners to choose 15 of the words they selected to list on the handout. Circulate to provide support. Ensure that students only choose words that they can define. Circulate to provide support.

• Student pairs will then work together to come up with a summary statement of the article. See sample in Supplemental Materials for guidance. Students should try to use all 15 words in their summary statements and should be encouraged to rethink their word choices if their statements are not true summaries. When students have completed the handout, cold call volunteers to share their summary statements.

   Note: Depending on the skill level of your students, consider having students complete the protocol individually.

Closing and Assessment

A. Debrief—Anchor Chart (10 minutes)

• After reviewing summary statements (gist), display the Culture and Community anchor chart on a document camera or whiteboard. Ask students to take out their anchor charts as well.

• Ask: “What did we learn about the Hawaiian culture from this text?” Invite several students to share their ideas about community and the sharing of the Hawaiian culture.

• Elicit student responses to the four questions posed on the anchor chart. Use student ideas to complete your anchor chart.

• Congratulate the students on their hard work. Ask, “Did this method of finding gist work for you? Would you try it again?” Lead a brief discussion allowing students to relate their experiences with the text and the activity.

B. Exit Ticket (5 minutes)

Meeting Students’ Needs

• Provide ELLs with a sentence starter to aid in language production. For example: “One rule from the article is ________.”
• Hand each class member an **index card** and display this prompt for students to see: “Compare some of the ways that the Hawaiian community and the Mali villages share their history.”

• Provide students with enough time to make connections between the two texts.

• Glance over them for a quick assessment.

  *Note: If there is time, have students share their tickets with a partner, then cold call and discuss answers as a class.*

<table>
<thead>
<tr>
<th>Homework</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• For tonight’s homework, students should continue reading at home.</td>
<td></td>
</tr>
</tbody>
</table>
Getting the Gist Protocol

Determine Importance—Summarize and Synthesize

Even if you do not understand all of the vocabulary in a text, you can get the gist of the story by summarizing your understanding of it using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

Important Words

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

Summary Statement:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Getting the Gist Protocol—Teacher Reference

Determine Importance—Summarize and Synthesize

Even if you do not understand all of the vocabulary in a text, you can get the gist of the story by summarizing your understanding of it using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

Important Words

1. Hawaiian
2. quilter
3. unique
4. pattern
5. story
6. traditional
7. history
8. princess
9. respect
10. symbols
11. designs
12. record
13. culture
14. generations
15. beauty

Summary Statement

This article is about a Hawaiian quilter who uses unique patterns in her quilts to tell stories. She uses traditional designs and symbols to show respect for the last Hawaiian princess in one of her quilts. The quilts record the Hawaiian culture and history for generations and also show the beauty of the Hawaiian culture.
Grade 4: Module 1A: Unit 3: Lesson 4

Theme and Symbolism:
The Keeping Quilt
### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine a theme of a story from details in the text. (RL.4.2).
- I can effectively participate in a conversation with my peers and adults. (SL.4.1)
- I can document what I learn about a topic by taking notes. (W.4.8)

### Supporting Learning Targets

- I can identify the theme of *The Keeping Quilt*.
- I can take notes on a topic and share them with peers.

**Ongoing Assessment**

- Students’ notes
- Teacher observations
- **Culture and Community** Anchor chart

### Agenda

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening</td>
<td>・ Review the Carousel Protocol (Appendix 1)—this activity is modified to fit the needs of this lesson.</td>
</tr>
<tr>
<td>A. Engaging the Reader</td>
<td>・ In advance: Label 4 pieces of chart paper with the following from the anchor chart:</td>
</tr>
<tr>
<td>2. Work Time</td>
<td>・ How does the community share its stories/history?</td>
</tr>
<tr>
<td>A. Master Reading</td>
<td>・ How does the community come together?</td>
</tr>
<tr>
<td>B. Modified Carousel</td>
<td>・ Main Idea of <em>The Keeping Quilt</em>,</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
<td>・ Symbolism in <em>The Keeping Quilt</em>,</td>
</tr>
<tr>
<td>A. Debrief</td>
<td>・ This text is about a Russian Jewish family. Unless students are familiar with Jewish customs then this aspect will not be apparent to them. Be prepared to explain some of the practices that appear in this text. It may be helpful to show where Russia is in relation to the United States to give students an idea about the distance between the two countries and continents.</td>
</tr>
<tr>
<td>4. Homework</td>
<td>・ Before you read <em>The Keeping Quilt</em>, note the text dependent questions included in the worktime below. As there are not page numbers on all versions of this text, you will have to keep the questions handy or use small post-its to remind yourself when to ask them on the second reading. Review the answers to the questions ahead of time. On the first reading, students should just listen.</td>
</tr>
<tr>
<td></td>
<td>・ Note the alternative option to the carousel activity if the lesson becomes pressed for time.</td>
</tr>
</tbody>
</table>
Lesson Vocabulary

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>main idea, supporting details, poverty,</td>
<td>• <em>The Keeping Quilt</em> by Patricia Polacco (teacher copy for read-aloud)</td>
</tr>
<tr>
<td>challah, huppa, babushka, bouquet,</td>
<td>• <em>The Keeping Quilt</em> note-catcher (one per student, found in Supplemental</td>
</tr>
<tr>
<td>Amazon</td>
<td>Materials)</td>
</tr>
<tr>
<td></td>
<td>• <em>The Keeping Quilt</em> note-catcher (teacher reference)</td>
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<tr>
<td></td>
<td>• Chart paper</td>
</tr>
<tr>
<td></td>
<td>• Markers</td>
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<tr>
<td></td>
<td>• <em>Culture and Community</em> anchor chart (begun in Lesson 1)</td>
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<tr>
<td></td>
<td>• Document camera</td>
</tr>
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<td></td>
<td>• Index cards</td>
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</tbody>
</table>

Opening

A. Engaging the Reader- Exit Ticket Review (5 minutes)

- Review students’ exit tickets from the previous lesson. Have students turn and talk about their definitions and qualities of a community. Cold call students for answers and lead a brief discussion about what makes a community. To enhance students’ understanding of this text and its purpose in the unit, allow that a family can be a community as well. Talk about what keeps families together as well as what forms and keeps communities together.

*Note: If you had this conversation at the conclusion of class yesterday, review it briefly before continuing.*

Work Time

A. Master Reading- The Keeping Quilt (30 minutes)

- Explain to students that this is a story about a world culture/community that may be unfamiliar to them. Tell them that you will figure out any unknown words together.

- Explain to students that so far they have been taking notes on texts they have been reading. Today, they will practice taking notes on a text that they hear. Explain that the process is similar but instead of being able to write on the text, they will have to listen carefully and take notes on a note-catcher. Assure students that they will hear the story more than once and they will have plenty of time to write down their thoughts.

- For the first read aloud, students will just listen to the story. Read with enthusiasm and emphasis. After the reading is
complete, ask students what they notice about the story. Cold call students for responses. If students comment on the illustrations, tell them that you will be talking about them when you read again. Tell students you are going to read the story aloud a second time and this time they will be taking notes.

• Distribute *The Keeping Quilt* note-catcher and review the directions. Display a note-catcher using a document camera or smart board. Ensure students understand what they are listening and looking for. Tell students that they should listen and look for ideas that relate to how people make connections to build a community. Included are suggestions for stopping points to discuss the illustrations but you may be flexible and choose alternate pages on which to focus.

• Turn to the title page and ask, “What do we learn from this page?” Elicit student responses, listening for “The book is about immigrants.” Or “The book may take place in New York City.” Model for students how to choose information that is important enough to write on the note-catcher. They should write their notes about this page on their note-catcher in the “Illustrations” column.

• Begin reading *The Keeping Quilt*. Pause after the first page. Ask students, “What should we write down on our note-catchers at this point?” Have students briefly **turn and talk** then cold call students for possible notes to include. Model writing notes for both the text and the illustration.

• As you read the remainder of the text, pause and ask the following questions where appropriate. These will support students with their note taking and build a strong understanding of the text. (See teacher notes at beginning of lesson). Students should not write down the answers to these questions, but as they discuss as pairs and as a class, the answers will assist them with their note-catchers. Make sure you ask them to support their answers with evidence from the text.
  
  • Look at the pictures in the first few pages. Why does the illustrator choose to make Anna’s clothes in color?
  • How is life in New York City different than life in Russia? How is it similar? What details from the text show us this?
  • The author writes, “English sounded to her like pebbles dropping into shallow water.” What does this phrase mean?
  • Why did Anna’s mother decide to make the quilt from scraps of old clothing?
  • How does the quilt become a part of the family’s weekly prayers?
  • What does Great-Grandpa Sasha give Anna to show that he wants to be her husband? What does each item symbolize?
  • How is the quilt used in the wedding celebration?
  • How is the quilt used when Carle is born? How is it used when she gets married?
  • What traditional items were given to Carle when she was born?

notes when appropriate. This allows ELLs to participate in a meaningful way.

• Consider writing and displaying steps for multistep directions. ELLs can return to steps to make sure they are on track.

• Vary the methods of response for students who struggle with writing tasks.

• Optimize access to tools and assistive technologies such as tablets.

• Consider sharing a vocabulary powerpoint for the text with students before reading, or after the initial reading. One example of an excellent powerpoint is: https://teacherweb.com/CA/.../MichelleTrejo/Keeping-Quilt-Vocab.ppt
• Why is the quilt shown in color?
• How is Mary Ellen’s wedding similar to her mother’s and grandmother’s? How is her wedding different from her mother’s and grandmothers?
• The sentence, “The quilt welcomed me, Patricia, into the world.” What clue does this sentence give you about the relationship between the narrator and each character in the story?
• Which details did Patricia’s mother tell her about how the quilt was made? Why did Patricia’s mother tell her the story of how the quilt was made?
• What is the relationship between Traci Denise and the narrator?
• How is the quilt used when a family member is dying? Why does the author include the phrase, “prayers were said to lift her soul to heaven?”
• Why does the author call the quilt the Keeping Quilt?
• What stays the same in the family, generation after generation, and what is different?

Note: If this second reading takes longer than expected, do not rush the process. It is possible to omit the modified carousel, move right into the Closing and Assessment, and have students fill in the Culture and Community anchor chart for homework. Taking longer in this part of the lesson, to ensure student understanding, will easily compensate for the carousel activity.

Work Time (continued)

B. Modified Carousel (20 minutes)
• Put students into groups of four and post the chart paper for the carousel activity around the room. Each group should have a different color marker. Each student should bring their note-catcher with them as they travel to each posted piece of chart paper.
• Instruct each group to begin at a different piece of chart paper. They will use their notes to come up with a response to the prompt that is written on each one. Groups should discuss the answers before adding them to the chart paper. Groups will have 3 minutes at each station before being told to move along.
• After 15 minutes, invite students to go back to their seats so that you can review their responses aloud. Students will use this report-out time to fill in their own anchor charts. If students’ thinking changed from their initial responses, tell them it is okay to add someone else’s comments to their own anchor charts.
Discuss the author’s choice in coloring only portions of the illustrations as well. Allow students to make their own inferences and validate them.

**Closing and Assessment**

**A. Class Debrief (5 minutes)**
- Ask students to share their ideas about the last question on the note catcher: similarities between the use of the quilt and oral tradition. Move them toward an understanding that the quilt is another way to pass down histories, and can actually be part of oral tradition.
- *Students will need their Keeping Track of How it All Fits Together anchor chart from Unit 1 for the next lesson.*

**Homework**

- For tonight’s homework, students may continue independent reading, or if the carousel was omitted, they may use their notes to fill in their anchor chart for *The Keeping Quilt*. Note that if this is the option you select, you will have to spend some time in the next lesson to review.

**Meeting Students’ Needs**

- For ELLs, consider providing extra time for tasks and answering questions in class discussions.
- For students needing additional support, offer a sentence frame or starter.

- Students who cannot yet read independently will benefit from hearing books read to them, either by a caregiver or through audio recordings.
- In addition, the site novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.
# Answers to the Text Dependent Questions (Courtesy Student Achievement Partners and Fresno District)

<table>
<thead>
<tr>
<th>Text Dependent Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at the pictures in the first few pages. Why does the illustrator choose to make Anna’s clothes in color?</td>
<td>The illustrator wants to show that Anna is the main character and she has an important part in the story. Her clothes, including her babushka, become part of the Keeping Quilt.</td>
</tr>
<tr>
<td>How is life in New York City different than life in Russia? How is it similar? What details from the text show us this?</td>
<td>Life is different in the city because people are in a hurry and it is crowded. Life is similar since their neighbors are like them.</td>
</tr>
<tr>
<td>The author writes, “English sounded to her like pebbles dropping into shallow water.” What does this phrase mean?</td>
<td>Anna doesn’t understand English. English sounds different.</td>
</tr>
<tr>
<td>Why did Anna’s mother decide to make the quilt from scraps of old clothing? How does the quilt become a part of the family’s weekly prayers?</td>
<td>She wants the quilt to remind everyone about home and family in Russia. They used the quilt as a tablecloth on Friday nights.</td>
</tr>
<tr>
<td>What does Great-Grandpa Sasha give Anna to show that he wants to be her husband? What does each item symbolize?</td>
<td>He gave her a gold coin, a dried flower, and a piece of rock salt all tied in linen handkerchief. The gold is for wealth. The flower is for love. The salt is to add flavor in their lives.</td>
</tr>
<tr>
<td>How is the quilt used in the wedding celebration?</td>
<td>They used the quilt as a huppa.</td>
</tr>
<tr>
<td>How is the quilt used when Carle is born? How is it used when she gets married?</td>
<td>The quilt is used to wrap Carle when she was a baby. It used as a huppa in her wedding.</td>
</tr>
<tr>
<td>What traditional items were given to Carle when she was born?</td>
<td>She was given a gold coin, flower, salt, and bread.</td>
</tr>
<tr>
<td>Why is the quilt shown in color?</td>
<td>To show that the quilt is an important part of their family.</td>
</tr>
<tr>
<td>How is Mary Ellen’s wedding similar to her mother’s and grandmother’s? How is her wedding different from her mother’s and grandmothers?</td>
<td>They still used the quilt as a huppa and included traditional symbols in the bouquet. She invited non-Jewish friends to the wedding.</td>
</tr>
<tr>
<td>The sentence, “The quilt welcomed me, Patricia, into the world.” What clue does this sentence give you about the relationship between the narrator and each character in the story?</td>
<td>This sentence tells us that Patricia is the narrator and she is the great-granddaughter of Anna.</td>
</tr>
<tr>
<td>Which details did Patricia’s mother tell her about how the quilt was made? Why did Patricia’s mother tell her the story of how the quilt was made?</td>
<td>The quilt is made from scraps of sleeves, aprons, and dresses from family members. Her mother wants her to know that the quilt is special and is important because of its connection to her Russian ancestors.</td>
</tr>
<tr>
<td>What is the relationship between Traci Denise and the narrator?</td>
<td>Traci Denise is the narrator’s child.</td>
</tr>
<tr>
<td>How is the quilt used when a family member is dying? Why does the author include the phrase, “prayers were said to lift her soul to heaven”?</td>
<td>When a family member is dying the quilt is used to cover them. Prayers are said to guide the person to heaven.</td>
</tr>
<tr>
<td>Why does the author call the quilt the <em>Keeping Quilt</em>?</td>
<td>It keeps the family history alive; traditionally the family shares its story with new members.</td>
</tr>
<tr>
<td>What stays the same in the family, generation after generation, and what is different?</td>
<td>The quilt is always there, as blanket, cape, and huppa as each child is born and grows to be an adult, marry, and have children. Customs change, such as who gets invited to and dances at the weddings.</td>
</tr>
</tbody>
</table>
**The Keeping Quilt note-catcher (teacher reference)**

As you listen to the story being read, take notes on what you learn about family, community, history and tradition from the text and from the illustrations.

<table>
<thead>
<tr>
<th>What I found out from:</th>
<th>The text</th>
<th>The illustrations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The family is from Russia</td>
<td>The family are immigrants</td>
<td></td>
</tr>
<tr>
<td>Their new home is different from Russia</td>
<td>There are many women and children</td>
<td></td>
</tr>
<tr>
<td>Most of their neighbors are just like them</td>
<td>This story takes place in the past</td>
<td></td>
</tr>
<tr>
<td>Anna spoke English for her parents</td>
<td>Anna made friends at school</td>
<td></td>
</tr>
<tr>
<td>Anna only had two things from Russia (her dress and babushka)</td>
<td>Anna liked to dance</td>
<td></td>
</tr>
<tr>
<td>Anna’s mother used her old dress and babushka to make a quilt to help remember their home in Russia.</td>
<td>The quilt was made by many neighborhood women</td>
<td></td>
</tr>
<tr>
<td>The quilt was made using scraps of clothing</td>
<td>The quilt included a lot of symbols and pictures</td>
<td></td>
</tr>
<tr>
<td>The family says prayers on Friday nights for Sabbath</td>
<td>The family is religious</td>
<td></td>
</tr>
<tr>
<td>The quilt is a tablecloth</td>
<td>The quilt was used when Anna got engaged</td>
<td></td>
</tr>
<tr>
<td>Symbolism: gold= wealth, flower=love, salt= flavor</td>
<td>Women dance together and men dance together at the wedding— everyone is of the same culture</td>
<td></td>
</tr>
<tr>
<td>The quilt was used as a wedding huppa</td>
<td>They live in a city</td>
<td></td>
</tr>
<tr>
<td>Men and women celebrate separately at Anna’s wedding</td>
<td>The quilt wrapped another baby</td>
<td></td>
</tr>
<tr>
<td>The quilt warmed a new baby</td>
<td>The family enjoys being together</td>
<td></td>
</tr>
<tr>
<td>More symbolism bread= never being hungry</td>
<td>The family is sad about Anna’s death and prays for her.</td>
<td></td>
</tr>
<tr>
<td>The quilt was used as a huppa again</td>
<td>Mary Ellen’s wedding looks different from Anna’s and Carle’s.</td>
<td></td>
</tr>
<tr>
<td>Anna moved to a farm</td>
<td>The children’s clothes have changed. The story is not so far in the past anymore</td>
<td></td>
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<tr>
<td>The quilt kept Anna’s legs warm</td>
<td>Patricia plays with the quilt</td>
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<tr>
<td>The quilt was used as a tablecloth</td>
<td>Patricia’s wedding included people of very different backgrounds</td>
<td></td>
</tr>
<tr>
<td>Anna died</td>
<td>The quilt is used to welcome another baby</td>
<td></td>
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<tr>
<td>Mary Ellen (Anna’s daughter) left home</td>
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<tr>
<td>Mary Ellen married under the huppa</td>
<td></td>
<td></td>
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<tr>
<td>The quilt welcomed another baby and was a tablecloth again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patricia tells stories about the quilt with her mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The quilt was used as a huppa again</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbolism- wine=laughter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traci Denise was wrapped in the quilt</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How is the quilt in *The Keeping Quilt* similar to stories passed down using oral tradition?
The Keeping Quilt note-catcher

As you listen to the story being read, take notes on what you learn about family, community, history and tradition from the text and from the illustrations.

<table>
<thead>
<tr>
<th>What I found out from:</th>
<th>The text</th>
<th>The illustrations</th>
</tr>
</thead>
</table>

How is the quilt in *The Keeping Quilt* similar to stories passed down using oral tradition?
Grade 4: Module 1A: Unit 3: Lesson 5
Making Connections:
Building a Community
Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can integrate information from two texts on the same topic in order to write or speak about the subject knowledgably. (RI4.9)
- I can create an artwork in response to a theme studied in class. (W.4.11)

Supporting Learning Targets
- I can create a quilt square that will help to define my classroom community.
- I can explain how symbols help to define a community.

Ongoing Assessment
- Teacher observations
- Student-created quilt square

Agenda

1. Opening
   A. Engaging the Artist (10 minutes)

2. Work Time
   A. Creating our Quilt Squares (30 minutes)

3. Closing and Assessment
   A. Debrief (5 minutes)
   B. Exit Ticket (5 minutes)

4. Homework

   - In advance, find images of quilts with symbols/squares to show students as a model for the quilt they will be creating. A Google search for “images of symbolic quilts” yields many options.
   - Students may spend some time brainstorming ideas together, but the final product must be made individually.
   - Display anchor charts: Keeping Track of How it All Fits Together (from Unit 1) and Culture and Community (from Lesson 1 of Unit 3)
   - Reword this: The students’ quilt squares can be as elaborate as you are able to have them be. This quilt activity is designed to bring the class together and to serve as a reminder that everyone has a contribution to make. Therefore, based on the means available to your students, remind them that the artistry is not what is being assessed. They should endeavor to create a square that they will be proud to display in the classroom. Computer-created items may also be used in this activity, if the means is available. If time or supplies are a factor, students may use the blank square in the Supplemental Materials.

Lesson Vocabulary
- conflict resolution, territory, assemble, address, deliberation, peaceful, patient, calm, discuss, respect

Materials
- Culture and Community anchor chart (from Lesson 1)
- Keeping Track of How it All Fits Together anchor chart (from Unit 1)
Opening

A. Engaging the Artist (10 minutes)
- Orient students to the learning target: “I can create a quilt square that will help to define my classroom community.” Circle the phrase define my classroom community. Ask the students: “Based on our previous lessons, how should we define a classroom community?” Listen for responses such as: “Students get along with one another,” “Students support each other,” or “Everyone contributes.” Allow several students to share.
- Remind the students of the last two texts they read about quilts. Explain that they will be creating a quilt together that will be displayed in the classroom. Every student will create a square to add to this quilt. Display images of quilts with symbols and squares to give students a better idea of what this type of quilt looks like. Discuss the images they see and refresh the conversation about symbolism.
- Have students take out their Keeping Track and Culture and Community anchor charts. Post these statements for students to see: “Think about how these cultures use symbols to define themselves. Think about a symbol that could represent you and something you can contribute to your classroom community.” Allow students a few minutes to silently review the notes they have written and think about how symbolism is used in the cultures they have studied. They should reflect on their own stories, achievements, goals, personal attributes, etc.
- After a few minutes, call students’ attention to the line on the anchor chart for the video, “Daily Life at Onondaga.” Recall that there was no symbolism mentioned in that video. Say, “Let’s pretend that the boy in the video needs to think of a symbol to represent himself; just as you do. Based on your notes and what you remember of the video, what might be a symbol the boy would choose and why?” Cold call students and listen for responses like: a drum—because he enjoys playing it and/or it is important for the Haudenosaunee ceremonies, a boy dancing—because he enjoys singing and dancing, a lacrosse stick—because he plays lacrosse and/or it is important to his culture, a book—because he likes ELA, a Hiawatha Belt—because he is proud of his people. Students may think more abstractly than this, which is acceptable as long as they can support their thinking.

Meeting Students’ Needs

Art supplies including: paper, crayons, pencils, felt, yarn, glitter, glue, scissors, markers, images from magazines, etc.

Work Time

A. Creating Our Quilt Squares (30 minutes)
- If students need more time to think of a symbol, allow a few more minutes of brainstorming. Explain that the artistry is not what is being assessed. They will have to explain the symbol on their square in the next lesson and then write about the quilt.
The writing will be assessed. Remind students to choose symbols they are comfortable sharing with the class.

- Distribute art supplies and allow students time to create their quilt squares. Circulate to provide assistance and to question students on their symbols. Ensure that they are able to explain its meaning and that they are choosing symbols that represent something they are comfortable sharing with the class.

### Closing and Assessment

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td><strong>A. Debrief (5 minutes)</strong></td>
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<tr>
<td>• Invite students to discuss symbolism. Why do we use symbolism? What purpose can symbols serve in a community? What kinds of symbols have they seen in this module? How did those symbols influence their own symbols? Invite a few students to share.</td>
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</table>

<table>
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<tr>
<th>Meeting Students’ Needs</th>
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<tr>
<td><strong>B. Exit Ticket (5 minutes)</strong></td>
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<tr>
<td>• Distribute index cards. Ask students to respond to the prompt: “Explain the meaning behind your symbol. How does it show a contribution you can make to our classroom community?”</td>
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<tr>
<td>• Give students time to write their response.</td>
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<tr>
<td>• Glance over students’ responses for a quick assessment and to help you with planning for next learning needs.</td>
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</table>

### Homework

<table>
<thead>
<tr>
<th>Meeting Students’ Needs</th>
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<tbody>
<tr>
<td>• For tonight’s homework, continue reading at your independent level at home.</td>
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<tr>
<td>• <strong>Note:</strong> The Exit Ticket prompt will be the focus of the next lesson, so you may wish to collect them.</td>
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</tbody>
</table>
My Quilt Square

**Directions:** Think of a symbol that represents you. You may focus on a goal, an achievement, a skill, a personality trait, likes, etc. This symbol should connect to something you can contribute to the classroom community. Create this symbol, and be prepared to explain your symbol in the next lesson. Choose a symbol you are comfortable talking about and displaying in the classroom.
Grade 4: Module 1A: Unit 3: Lesson 6
End of Unit Assessment:
On-Demand Paragraph Writing
GRADE 4: MODULE 1A: UNIT 3: LESSON 6
End of Unit Assessment:
On-Demand Paragraph Writing

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. (RI.4.1)
I can write informative/explanatory texts to example a topic and convey ideas and information clearly. (W.4.2)
I can draw evidence from literary or informational texts to support analysis. (W.4.9)
I can write routinely over shorter time frames for a range of disciplines. (W.4.10)
I can effectively participate in a conversation with my peers and adults. (SL.4.1)
I can determine the meaning of unknown words and phrases. (L.4.4)

Supporting Learning Targets

- I can use details in a text to explain what a text says.
- I can follow our group norms when I participate in a conversation.

Ongoing Assessment

- End of Unit Assessment: The Evolution of Oral Tradition in Mountain Ballads

Agenda

1. Opening
   A. Sharing Our Quilt Squares (10 minutes)

2. Work Time
   A. On-Demand End of Unit Assessment: The Evolution of Oral Tradition (30 minutes)

3. Closing and Assessment
   A. Debrief (10 minutes)

4. Homework

Teaching Notes

- This lesson includes two activities: a new on-demand assessment and a sharing out of the students’ quilt square symbols
- Review and choose either Concentric Circles or Mix and Mingle protocol (Appendix 1) for use in Opening A.
- The text for the end of unit assessment is complex. To help students access this text, the students will listen to the audio file found on npr.org. See Worktime A.

Lesson Vocabulary

transcript, respect, oral tradition, evolution, ballad, integral, extinct,

Materials

- End of Unit Assessment: The Evolution of Oral Tradition in Mountain Ballads (one per student)
rural, expansive, ancestors, snicker, generation

“...passed down solely through the oral traditions.” (approximately line 48)

- Quilt Square note-catcher (found in Supplemental Materials)

Opening

A. Sharing Our Quilt Squares (10 minutes)
- Ensure that all students have a quilt square to share. Explain that they will now have the opportunity to share their symbols and their squares with their classmates. They will also be expected to take notes as they listen to each other.
- Review student responsibilities regarding respect for listening to other’s ideas.
- Distribute the Quilt Square note-catcher to each student. Using the Mix and Mingle protocol or the Concentric Circle protocol, allow students the opportunity to share their quilt squares with 4-5 other students. Each student will explain their square to another student focusing on the symbol and what it represents. Students will take notes on the note-catcher.
- After the protocol, allow students a few minutes to synthesize what they heard and wrote down so they can fill in the last square for each student. They should think about a contribution each student makes to the classroom community and write it in that square.
- Students will need this note-catcher in lesson 7.

Work Time

A. On-Demand End of Unit Assessment: The Evolution of Oral Tradition (30 minutes)
- Distribute the End of Unit Assessment worksheet and the Assessment Text: “From Knee-to-Knee to CD: The Evolution of Oral Tradition in Mountain Ballads (excerpt).” Review with students that a transcript is a written version of what someone has said. In this case, they are reading a transcript of 5 different people speaking. Compare it to the transcript they read of Joh Camara in Lesson 2. Explain that you will read the first paragraph with them and then they will listen to the audio file as they follow along on their transcripts. They will then be working on their assessments for the remainder of the lesson.
- Before listening to the file, read the first paragraph aloud as the students follow along.
Students may need support with vocabulary and meaning; before moving on, check for comprehension of the first paragraph.

Play the audio of the transcript up to 2:53 as students follow along using the transcript.

Give students ample time to independently complete the End of Unit Assessment handout.

### Closing and Assessment

**A. Debrief (10 minutes)**

- Bring the whole group together to discuss how the assessment went. How did listening to the transcript help their understanding? Was there anything they got from the audio that they did not get just from the text? Have they learned anything new about oral tradition?
- In lesson 7, students will practice their own “oral tradition.”

### Homework

- For tonight’s homework, continue reading at your independent level at home.
- Students who are uncomfortable speaking in public may want to practice talking about their quilt square at home.

**Meeting Students’ Needs**

- For ELLs, consider providing extra time for tasks and answering questions in class discussions.
Quilt Square Note-Catcher

You and your classmates will share your quilt squares with each other. For each quilt square you learn about, include: student’s name, symbol used, and what it represents. After everyone has had a chance to share, you will think about and write down the contribution each student can make to our classroom community. Use the back of this paper if you need more room.

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Symbol Used</th>
<th>What it Represents</th>
<th>Contribution</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>
End of Unit 3 Assessment

Directions: First listen to the audio of the transcript “From Knee-to-Knee to CD: The Evolution of Oral Tradition in Mountain Ballads.” Answer the following questions using the text of the transcript. Circle the letter of the best answer for 1-4.

1. Which line best helps to define the word ballad?
   a. “These songs were passed down orally from generation to generation.”
   b. “The porch used to be a really important part of mountain music.”
   c. “Adams is a musician and writer.”
   d. “There was no other way around it.”

2. Which detail best helps to define the word rural?
   a. “a porch swing covered in old quilts”
   b. “view of the Blue Ridge Mountains”
   c. “learned the names of the trees on his farm”
   d. “you had to spend the time with them”

3. Based on the text, how will Ezra learn the ballads?
   a. He will learn about them in school.
   b. He will learn them by listening to CDs.
   c. He will hear them every day.
   d. He will read them every day.

4. What inference can you make about mountain ballads based on this line: “But I’m glad I didn’t just go down there and say, let me record this, because you got all Inez Chandler and a song.”
   a. Mountain ballads mean different things to different people.
   b. Mountain ballads were created by Inez Chandler.
   c. Mountain ballads should be recorded for the future.
   d. Mountain ballads are more than just a song.

5. What inferences can you make about mountain ballads based on the line, “But to Ezra, it’s “Jerusalem More' because that’s the way he understands the song.” Use two details from the text to support your claim.
6. At the end of the text, Penland says, “The fact that my 5-year-old nephew is singing a ballad at all is nothing short of a miracle.” Why is this statement important to understanding oral tradition? Use two details from the text to support your response.

7. Explain the title of the text, “From Knee-to-Knee to CD: The Evolution of Oral Tradition in Mountain Ballads.” Use details from the text to support your response.

8. How does the oral tradition of the rural Eastern United States residents and balladeers (singers) to the oral tradition of the Haudenosaunee?
Grade 4: Module 1A: Unit 3: Lesson 7
Defining our Classroom Community
## Lesson Vocabulary

|**Contribution, symbol, define, community** |

## Materials

- Classroom Quilt
- **Quilt Square** note-catcher (from Lesson 6)
- **Quilt Gallery Walk** note-catcher (found in Supplemental Materials)
- Index cards

## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write an informative/explanatory text. (W.4.2)
- I can report on a topic using descriptive details to support a main idea or theme. (SL.4.4)

## Supporting Learning Targets

| **I can explain how our classroom quilt defines our classroom community.** |
| **I can independently write an explanatory paragraph.** |
| **I can follow our group norms when I participate in a conversation.** |

## Ongoing Assessment

- Explanatory paragraph
- Teacher observation

## Agenda

1. **Opening**
   A. Engaging the Writer (5 minutes)
2. **Work Time**
   A. Classroom Quilt Gallery Walk (10 minutes)
   B. Writing an Explanatory Paragraph (20 minutes)
3. **Closing and Assessment**
   A. Sharing our Expectations (20 minutes)
   B. Exit Ticket (5 minutes)
4. **Homework**

## Teaching Notes

- In advance, attach the students’ quilt squares to make a classroom quilt. If needed, consider grouping the pieces into 4 or 5 separate mini-quilts to make the Gallery Walk easier.
- This lesson includes a share out of student writing. The focus of this unit is to help turn the class into a community of learners who support each other. This activity will be an exercise that fosters this in the students. Reluctant students should feel encouraged to speak in front of their classmates.
- This End of Module Performance Task may be expanded to have students write a full essay.
## Opening

### A. Engaging the Writer (5 minutes)
- Remind the students of the work they did with *The Keeping Quilt*. Recall the prompt from the Exit Ticket: “Why do you think this story is called *The Keeping Quilt*?”
- Lead a brief discussion about the title and the significance of the quilt to the family and culture. Emphasize that it helps to remind the family of their past and the contributions everyone has made over time.

## Meeting Students’ Needs

- Clarifying the language of the learning targets helps students approach the task with a clearer understanding of the purpose of the lesson.

## Work Time

### A. Classroom Quilt Gallery Walk (10 minutes)
- Explain to students that they will first engage in a **gallery walk** of the quilt they created. Distribute a **Quilt Gallery Walk** note-catcher (supplemental materials) to each student. Review the directions.

- As they study the quilt, they should focus on three of the squares in the quilt. They should choose squares that they did not hear about in the previous lesson. Explain that they will be making inferences about the symbols they see. Explain that color may be significant as well as any images or words accompanying the symbols. Choose a square to model for students. For example, “This square shows a friendly dog near a tree. I think this means that the student likes dogs. This may mean that the student has a dog and likes to play with it in the park. I can infer that the person is playful and maybe kind because s/he loves this dog. Therefore, this student can contribute fun and kindness to our class.”

- Recall the work they did in the previous lesson to think about the contributions the other students can make to the class. They will be using the same process today.

- If the quilt is displayed in pieces or chunks, create a rotation schedule so that all students get to see all the squares.

- Students should go back to their seats at the conclusion of the activity.

## Meeting Students’ Needs

- Consider displaying the quilt in chunks so that students have less to look at and process at one time.

## Work Time (continued)

### B. Writing an Explanatory Paragraph (20 minutes)
- Recall the definition of community (a group of people living in the same place or having a particular characteristic in common, or a feeling of fellowship with others, as a result of sharing common attitudes, interests, and goals).

- Distribute the **End of Module Performance Task** worksheet (supplemental materials) and instruct students to use
their note-catchers from the gallery walk and Lesson 6 to write 1-2 paragraphs explaining how this quilt defines their classroom community. They should refer to the symbols they studied today and may refer to the notes they took in Lesson 6 as well.

- Student writing may focus on: what they expect the class to be like, the diversity of the students, what students have in common (or don’t), etc.
- Circulate to provide support, ensuring that students are writing about the symbols they saw, and the contributions the students will make to the class. How will these contributions make our classroom a strong community?

<table>
<thead>
<tr>
<th>Closing and Assessment</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Sharing our Expectations (20 minutes)</strong></td>
<td>• The reading aloud of the paragraphs is optional and not graded. You may choose to have a few students read aloud or build an entire lesson around a share out.</td>
</tr>
<tr>
<td>• Congratulate students on their hard work and their interpretation of the classroom quilt.</td>
<td></td>
</tr>
<tr>
<td>• Lead a brief discussion about the power of oral tradition, focusing on how it unites and keeps communities together. Explain that they will now participate in a simulation of oral tradition by reading their paragraphs aloud. Review expected norms of behavior and the importance of creating a welcoming environment for their classmates.</td>
<td></td>
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<tr>
<td>• Call on volunteers to read their paragraphs aloud to share the expectations they have for the class for the school year. If time allows, have all students share their paragraphs (this may take an additional lesson).</td>
<td></td>
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<tr>
<td><strong>B. Exit Ticket (5 minutes)</strong></td>
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<tr>
<td>• Distribute index cards. Ask students to respond to the question: “Based on what you heard, how successful do you think our classroom community will be? What evidence do you have for this claim?”</td>
<td></td>
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<tr>
<td>• Give students time to write their response.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>For tonight’s homework, continue reading at your independent level at home.</td>
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</table>
End of Module Performance Task: Writing to Explain
How Our Classroom Quilt Defines our Classroom Community

How does the quilt define our classroom community? Use details and symbols from the quilt to explain what the other students in the class will contribute to our class and how they will help to make our classroom a community. How will these contributions make our classroom a strong community?
**Quilt Gallery Walk**  
**Note-catcher**  
Directions: As you study the quilt, find three symbols to focus on. For each symbol, identify what you think it means and what the student has to contribute to our classroom community. Do not choose any of the symbols you learned about in the previous lesson.

<table>
<thead>
<tr>
<th>Symbol (include a description)</th>
<th>What it means</th>
<th>Contribution</th>
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