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## MODULE 4.1: UNIT 2 LESSONS

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<th>Topic</th>
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<td>Lesson 12: Rereading Portions of the Iroquois Constitution and Eagle Song: “Somebody In Wanted But So”</td>
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<td>Lesson 16: Explaining the Themes of Eagle Song (Chapter 8, “Peace”)</td>
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<td>Lesson 17: End of Unit 2 Assessment: Evidence-Based Paragraph Writing</td>
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</tbody>
</table>
In the second unit, students read additional informational text to deepen their knowledge of Native Americans in New York 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. Students then read and hear an extended narrative text (Eagle Song by Joseph Bruchac, 840L). This story, set in modern-day New York City and featuring a Native American family, reinforces knowledge of the Native American lifestyle while describing the importance of lessons from those cultures in the lives of New York state residents today. Students will examine the setting, characters, and theme of the short novel through the lens of their knowledge of Native Americans from long ago. Throughout their study of the novel, students do “first draft” reading of chapters as homework; then during class they engage in a series of activities, including close reading of specific excerpts, to understand the novel more fully. Students collaborate in triads daily, to answer text-dependent questions that require them to reread and cite evidence from the novel. At the end of Unit 2, students draw evidence from the literary text to support an analysis of the main character (W.4.9).
## End of Unit 2 Assessment: Evidence-Based Paragraph Writing
This assessment centers on NYSP12 ELA CCLS RL.4.3, W.4.2, and W.4.9. Students select a scene from Eagle Song in which the main character, Danny Bigtree, displays the beliefs of the Great Peacemaker and the Haudenosaunee; using details from the informational texts and evidence from the literary text, they then explain how Danny acts on these beliefs.

## Content Connections
This module is designed to address English Language Arts standards and to be taught during the literacy block of the school day. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum
Native Americans—specifically the Iroquois (Haudenosaunee, literally “People of the Longhouse”) and the Algonquian—were early inhabitants of the New York region and state, and contributed to the region’s history. Systems of government exist to create and enforce laws to protect people and communities. Native American groups developed political practices, including a consensus model, which influenced the development of United States democracy.
GRADE 4, MODULE 1: UNIT 2 OVERVIEW

CALENDARED CURRICULUM MAP: Unit-at-a-Glance
This unit is approximately 2 weeks or 12 sessions of instruction.

**GRADE 4, MODULE 1: UNIT 2 OVERVIEW**

**CALENARDED CURRICULUM MAP: Unit-at-a-Glance**

This unit is approximately 3 weeks or 17 sessions of instruction.

NOTE: In the second half of this unit, students read the novel Eagle Song. There is no formal lesson plan for Chapter 6, “Colors,” of Eagle Song. This chapter references gang activity that may or may not be appropriate for your class based on your community’s standards. If you choose to read Chapter 6 with your class (it may be very important and relevant for your students), do so as a whole class read-aloud and discussion.

<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>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Text Features: Introduction to <em>The Iroquois: The Six Nations Confederacy</em></td>
<td>• I can explain what a text says using specific details from the text. (RI.4.1)&lt;br&gt;• I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)</td>
<td>• I can describe text features of informational text that help me understand the main idea. &lt;br&gt;• I can use informational text features to find information about the Iroquois.</td>
<td>• Text Features anchor chart (whole group)&lt;br&gt;• Students’ answers to text-dependent questions&lt;br&gt;• Students’ answers on the Learning Using Text Features handout</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Taking Notes Using a Graphic Organizer, Part I: <em>The Iroquois: A Six Nations Confederacy</em></td>
<td>• I can explain what a text says using specific details from the text. (RI.4.1)&lt;br&gt;• I can make inferences using specific details from the text. (RI.4.1)&lt;br&gt;• I can determine the main idea using specific details from the text. (RI.4.2)&lt;br&gt;• I can take notes and categorize information. (W.4.8)</td>
<td>• I can identify the main idea of a section of informational text. &lt;br&gt;• I can identify details that support the main ideas of informational text. &lt;br&gt;• I can document what I learn about the traditional life of the Iroquois by taking notes.</td>
<td>• Topic Expansion graphic organizers for pages 11–12 and 12–14</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Taking Notes Using a Graphic Organizer, Part II: Inferring What Was Important to the Iroquois</td>
<td>• I can explain what a text says using specific details from the text. (RI.4.1)&lt;br&gt;• I can make inferences using specific details from the text. (RI.4.1)&lt;br&gt;• I can determine the main idea using specific details from the text. (RI.4.2)&lt;br&gt;• I can take notes and categorize information. (W.4.8)</td>
<td>• I can identify the main idea of a section of <em>The Iroquois</em>. &lt;br&gt;• I can identify details that support the main ideas of informational text. &lt;br&gt;• I can document what I learn about the traditional life of the Iroquois by taking notes. &lt;br&gt;• I can make inferences using specific details from the text.</td>
<td>• Topic Expansion graphic organizer for page 20 (from homework)&lt;br&gt;• Topic Expansion graphic organizers for pages 16–19 and 19–21</td>
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</tbody>
</table>
### Grade 4, Module 1: Unit 2 Overview

**Calendared Curriculum Map: Unit-at-a-Glance**
This unit is approximately 3 weeks or 17 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 4 | Capturing Main Ideas and Details: How Life Is Changing for the Iroquois | • I can explain what a text says 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)  
• I can make inferences using specific details from the text. (RI.4.1) | • 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. | • Topic Expansion graphic organizer for pages 23–25 |
| Lesson 5 | Paragraph Writing | • I can explain what a text says 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 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 use the writing process to produce clear and coherent writing (with support). (W.4.5) | • 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. | • Topic Expansion graphic organizer and paragraph writing (about page 16) |
## GRADE 4, MODULE 1: UNIT 2 OVERVIEW

### CALENDARED CURRICULUM MAP: Unit-at-a-Glance

This unit is approximately 3 weeks or 17 sessions of instruction.

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</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. (RI.4.1)  
• I can determine the main idea using specific details from the text. (RI.4.2)  
• 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) | • 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 Topic Expansion 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. (RI.4.1)  
• I can determine the main idea using specific details from the text. (RI.4.2)  
• 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 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 |
### Grade 4, Module 1: Unit 2 Overview

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

This unit is approximately 3 weeks or 17 sessions of instruction.

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</table>
| 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. (RI.4.1)  
• I can determine the main idea using specific details from the text. (RI.4.2)  
• 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 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 |
| Lesson 9 | Reading Literature: Introduction to Eagle Song | • 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) | • 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 |
# Grade 4, Module 1: Unit 2 Overview

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

This unit is approximately 3 weeks or 17 sessions of instruction.

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</table>
| Lesson 10 | Central Conflict in *Eagle Song* (Revisit Chapter 1, Begin Chapter 2) | • 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 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 central conflict and important symbols in *Eagle Song* with specific details from text.  
• I can describe Danny and his parents, including important characteristics of their Iroquois background.  
• 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. | • Observation of placement of evidence flags  
• Answers to text dependent questions  
• Direct observation of one or two triads |
| Lesson 11 | Comparing “The (Really) Great Law of Peace” and Chapter 3 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 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) | • I can infer Danny’s mood based on details from the text.  
• I can compare and contrast two versions of the story of the Great Peacemaker. | • Homework: Tracking My Thinking, Chapter 2  
• Student-created notes |
## LESSON 12: Rereading Portions of the Iroquois Constitution and *Eagle Song*: “Somebody In Wanted But So”

**LONG-TERM TARGETS**
- I can explain what a text says using specific details from the text. (RL.4.1 and RI.4.1)
- I can make inferences using specific details from the text. (RL.4.1 and RI.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 TARGETS**
- I can explain the meaning of new sections of the Iroquois Constitution using specific details from the text.
- I can explain the setting, characters, motivation, and conflict of *Eagle Song* using specific details from the text.
- I can collaborate with my peers and adults to learn from the Iroquois Constitution and *Eagle Song*.

**ONGOING ASSESSMENT**
- Homework: Tracking My Thinking, Chapter 3
- Somebody In Wanted But So Close Reading recording forms

## LESSON 13: Learning from Aionwahta and Danny’s Father (Chapter 4, The Visit)

**LONG-TERM TARGETS**
- 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 TARGETS**
- I can answer questions about Chapter 4 of *Eagle Song* with specific details from text.
- I can describe Danny’s father and how Danny’s classmates respond to him.
- 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**
- Tracking My Thinking: Chapter 4 (homework)
- Observation of placement of evidence flags
- Answers to text dependent questions
- Observation of a few triads at work

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GRADE 4, MODULE 1: UNIT 2 OVERVIEW

**CALENARDED CURRICULUM MAP: Unit-at-a-Glance**

This unit is approximately 3 weeks or 17 sessions of instruction.
### GRADE 4, MODULE 1: UNIT 2 OVERVIEW

**CALENDARED CURRICULUM MAP: Unit-at-a-Glance**

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</thead>
</table>
| Lesson 14 | How Danny Responds to Conflict (Chapter 5, “The Longest Day”) | • 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 the 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. | • Homework: Tracking My Thinking: Chapter 5  
• Observation of placement of evidence flags  
• Answers to text dependent questions  
• Direct observation of one or two triads at work |

| Lesson 15 | Inferring Theme (Chapter 7, “A Falling Eagle”) | • 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. | • Learning Targets Reflection Sheet  
• Homework: Tracking My Thinking: Chapter 7  
• 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 Overview

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

This unit is approximately 3 weeks or 17 sessions of instruction.

<table>
<thead>
<tr>
<th>Lesson</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lesson 16</td>
<td>Explaining the Themes of <em>Eagle Song</em> (Chapter 8, “Peace”)</td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1) &lt;br&gt;• I can make inferences using specific details from the text. (RL.4.1) &lt;br&gt;• I can determine a theme of a story, drama, or poem from details in the text. (RL.4.2) &lt;br&gt;• I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3) &lt;br&gt;• I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4) &lt;br&gt;• I can effectively participate in a conversation with my peers and adults. (SL.4.1)</td>
<td>• I can answer questions about the novel <em>Eagle Song</em> with specific details from the text. &lt;br&gt;• I can describe the main character, the setting, and events from <em>Eagle Song</em>. &lt;br&gt;• I can explain the theme of <em>Eagle Song</em>. &lt;br&gt;• I can use a variety of strategies to understand words from my reading. &lt;br&gt;• I can discuss answers to questions with my group and provide evidence to explain my ideas.</td>
<td>• Homework: Tracking My Thinking: Chapter 8 &lt;br&gt;• Observation of placement of evidence flags &lt;br&gt;• Answers to text dependent questions &lt;br&gt;• Somebody In Wanted But So recording forms</td>
</tr>
<tr>
<td>Lesson 17</td>
<td>End of Unit 2 Assessment: Evidence-Based Paragraph Writing</td>
<td>• I can recognize, interpret and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11) &lt;br&gt;• I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9)</td>
<td>• I can connect what I already know about the Iroquois to the ideas in the novel <em>Eagle Song</em>. &lt;br&gt;• I can analyze the character of Danny from <em>Eagle Song</em>. &lt;br&gt;• I can support my analysis with evidence from the text.</td>
<td>• End of Unit 2 Assessment: Evidence-Based Paragraph Writing</td>
</tr>
</tbody>
</table>
# Grade 4, Module 1: Unit 2 Overview

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

This unit is approximately 3 weeks or 17 sessions of instruction.

### Optional: Experts, Fieldwork, and Service

- Visit local Native American historical sites.
- Invite an expert from an Iroquois nation to tell the story of the Great Peacemaker.
- Write a new letter to Tim (from Unit 1) to tell him what else they are learning about the Iroquois.
- Work as a class to design a welcome buddy program that helps new kids become acclimated and make friends.

### Optional: Extensions

- Read about other Native American tribes 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.
- Write a welcome letter to help new students feel comfortable in your school.
Unit 2 reinforces knowledge of the Native American lifestyle while describing the importance of lessons from those cultures in the lives of New York State residents today. The list below includes works with a range of Lexile text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency that the CCLS demands.

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

### Common Core Band Level Text Difficulty Ranges
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)
- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR AND ILLUSTRATOR</th>
<th>TEXT TYPE</th>
<th>LEXILE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Death of the Iron Horse</td>
<td>Paul Goble (author/illustrator)</td>
<td>Literature</td>
<td>550</td>
</tr>
<tr>
<td>A Boy Called Slow</td>
<td>Joseph Bruchas (author), Rocco Baviera (illustrator)</td>
<td>Literature</td>
<td>690</td>
</tr>
<tr>
<td>The Brave</td>
<td>Robert Lipsyte (author)</td>
<td>Literature</td>
<td>650</td>
</tr>
<tr>
<td>We Are Many: A Picture Book of American Indians</td>
<td>Doreen Rappaport (author), Cornelius Van Wright and Yin-Hwa Hu</td>
<td>Literature</td>
<td>690*</td>
</tr>
<tr>
<td>Many Hands: A Penobscot Indian Story</td>
<td>Angeli Perrow (author), Heather Austin (illustrator)</td>
<td>Literature</td>
<td>700*</td>
</tr>
</tbody>
</table>

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* Lexile based on conversion from Accelerated Reader level.
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<th>TITLE</th>
<th>AUTHOR AND ILLUSTRATOR</th>
<th>TEXT TYPE</th>
<th>LEXILE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Land Is My Land</td>
<td>George Littlechild (author/illustrator)</td>
<td>Literature</td>
<td>700</td>
</tr>
<tr>
<td>My Name Is Seepeetza</td>
<td>Shirley Sterling (author)</td>
<td>Literature</td>
<td>720</td>
</tr>
<tr>
<td>Hidden Roots</td>
<td>Joseph Bruchac (author)</td>
<td>Literature</td>
<td>830</td>
</tr>
<tr>
<td>Paddle to the Sea</td>
<td>Holling Clancy Holling (author/illustrator)</td>
<td>Literature</td>
<td>840</td>
</tr>
<tr>
<td>The Way</td>
<td>Joseph Bruchac (author)</td>
<td>Literature</td>
<td>850</td>
</tr>
<tr>
<td>Moccasin Thunder: American Indian Stories</td>
<td>Lori Marie Carlson (editor)</td>
<td>Literature</td>
<td>850</td>
</tr>
<tr>
<td>The Last Algonquin</td>
<td>Theodore Kazimiroff (author)</td>
<td>Informational text</td>
<td>860</td>
</tr>
<tr>
<td>The Light in the Forest</td>
<td>Conrad Richter (author)</td>
<td>Literature</td>
<td>870</td>
</tr>
<tr>
<td>Woods Runner</td>
<td>Gary Paulsen (author)</td>
<td>Literature</td>
<td>870</td>
</tr>
<tr>
<td>Living with the Senecas: A Story about</td>
<td>Susan Bivin Aller (author), Laurie Harden (illustrator)</td>
<td>Literature</td>
<td>900</td>
</tr>
<tr>
<td>Mary Jemison</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Birchbark House</td>
<td>Louise Erdrich (author)</td>
<td>Literature</td>
<td>970</td>
</tr>
<tr>
<td>Sweetgrass Basket</td>
<td>Marlene Carvell (author)</td>
<td>Literature</td>
<td>1000</td>
</tr>
</tbody>
</table>

Lexile text measures within band level (740–1010L)
### Grade 4, Module 1 Recommended Texts: Unit 2

<table>
<thead>
<tr>
<th>Title</th>
<th>Author and Illustrator</th>
<th>Text Type</th>
<th>Lexile Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Dancing Teepees: Poems of American Indian Youth</em></td>
<td>Virginia Driving Hawk Sneve (author), Stephen Gammell (illustrator)</td>
<td>Poetry</td>
<td>Not provided</td>
</tr>
<tr>
<td><em>Weetamoo, Heart of the Pocassets</em></td>
<td>Patricia Clark Smith (author)</td>
<td>Literature</td>
<td>1050</td>
</tr>
<tr>
<td><em>Goodbye Buffalo Bay</em></td>
<td>Larry Loyie (author)</td>
<td>Literature</td>
<td>1100*</td>
</tr>
</tbody>
</table>

Lexile text measures above band level (over 1010L)
# GRADE 4, MODULE 1: UNIT 2, LESSON 1

**TEXT FEATURES: INTRODUCTION TO THE IROQUOIS: THE 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 explain how visual or graphic information helps me understand the text around it. (RI.4.7)

## SUPPORTING LEARNING TARGETS

- 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.

## ONGOING ASSESSMENT

- Text Features Anchor chart (whole group)
- Students’ answers to text-dependent questions
- Students’ answers on the Learning Using Text Features Handout

## 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. Re-Reading focusing on Text Features (15 minutes)
3. Closing and Assessment
   - A. Debrief (5 minutes)

## 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 information 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.
GRADE 4, MODULE 1: UNIT 2, LESSON 1

TEXT FEATURES: INTRODUCTION TO THE IROQUOIS: THE SIX NATIONS CONFEDERACY

LESSON VOCABULARY

- informational text
- text feature
- central meaning
- headings
- glossary
- caption
- index
- sidebar
- bold
- italics
- pronunciation guide
- impressed
- Iroquois
- Confederacy
- Constitution (from Unit 1)

MATERIALS

- The Iroquois: The Six Nations Confederacy (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.
- Chart paper for Questions about the Iroquois anchor chart
- Markers
- Learning Using Text Features recording form (one per student)

OPENING

A. Engaging the Reader (5 minutes)

- Let students know that what they have learned about the Iroquois Confederacy has taught you a lot about how the Iroquois formed their peaceful society. Say: “Our study has made me very interested in learning more about the Iroquois people. 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 chart titled Questions about the Iroquois. 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 did the Iroquois people have?”
- Explain to students that they will be reading a new informational text from the book The Iroquois in order to understand more about the way Iroquois people lived long ago.
- 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.
## TEXT FEATURES: INTRODUCTION TO THE IROQUOIS: THE SIX NATIONS CONFEDERACY

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Explore Text Features (10 minutes)</strong></td>
<td>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</td>
</tr>
<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 story books and novels are organized. Ask volunteers to share what they noticed. As students to identify a text feature, identify its proper name (e.g., <em>sidebar</em>), and write each term on an <strong>index card</strong>, allowing room for students’ definitions, purposes, and examples. If necessary, show some pages on your document camera and draw students’ attention to features such as headings, glossary, caption, index, sidebar, bold, italics, and pronunciation guide.</td>
<td></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>
<td></td>
</tr>
<tr>
<td>• Distribute copies of other <strong>informational texts</strong> 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 them and if they can find additional text features, listing 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>
<td></td>
</tr>
<tr>
<td><strong>B. Create Text Features Anchor Chart (10 minutes)</strong></td>
<td>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.</td>
</tr>
<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></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>
</tr>
<tr>
<td>• Write a definition of the text feature.</td>
<td></td>
</tr>
<tr>
<td>• Draft a sentence explaining the purpose of the text feature.</td>
<td></td>
</tr>
<tr>
<td>• Identify the book and page number that contains an example.</td>
<td></td>
</tr>
<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 Informational Text Features. Clear up awkward phrasing or misconceptions as needed.</td>
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</tbody>
</table>
# Grade 4, Module 1: Unit 2, Lesson 1

**Text Features: Introduction to the Iroquois: The Six Nations Confederacy**

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Reading and Text-Dependent Questioning (15 minutes)</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td>• Distribute students’ texts: <em>The Iroquois</em>. 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.</td>
<td></td>
</tr>
<tr>
<td>• Continue to read aloud until the illustration on page 7. Ask students about the meaning of the word <em>impressed</em>. 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 <em>impressed</em> must mean to really like and learn from something.”</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td><strong>D. Re-Reading Focusing on Text Features (15 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Ask students to reread from the front cover through page 9 and complete the Learning Using Text Features recording form.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
</tbody>
</table>
## grade 4, module 1: unit 2, lesson 1

### Text Features: Introduction to *The Iroquois: The Six Nations Confederacy*

<table>
<thead>
<tr>
<th>Closing and Assessment</th>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Debrief (5 minutes)</strong></td>
<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>
</tr>
<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 information text?” As students share, choose a strong summary statement from a student and add it to the anchor chart.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Homework</th>
<th>Meeting Students' Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Finish reading Chapter 1. Continue to think about how Iroquois life was different long ago.</td>
<td></td>
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</tbody>
</table>

**Teaching 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 “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. This reading is prereading; 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 preread this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Prereading will allow students to spend class periods rereading and focusing on evidence.

In addition, students may choose independent reading material from the Recommended Texts list for Unit 2.
GRADE 4, MODULE 1: UNIT 2, LESSON 1
Learning From Text Features Recording Form

Name: ____________________________ Date: ________________________

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.
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
GRADE 4, MODULE 1: UNIT 2, LESSON 1

Learning From Text Features Recording Form

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?

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5. Re-read 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?

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6. Look carefully at the picture on page 7 and read the caption. What were the teepeelike buildings covered with?

..................................................................................................................
..................................................................................................................
..................................................................................................................
..................................................................................................................
7. Re-read 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 1: UNIT 2, LESSON 2

TAKING NOTES USING A GRAPHIC ORGANIZER, PART I: THE IROQUOIS: A SIX NATIONS CONFEDERACY

<table>
<thead>
<tr>
<th>LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)</th>
</tr>
</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>
<tr>
<td>I can determine the main idea using specific details from the text. (RI.4.2)</td>
</tr>
<tr>
<td>I can take notes and categorize information. (W.4.8)</td>
</tr>
</tbody>
</table>

<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>• Topic Expansion 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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>TEACHING NOTES</th>
</tr>
</thead>
</table>
| 1. Opening  
  A. Engaging the Reader (5 minutes) | • For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support. |
| 2. Work Time  
  A. Read-Aloud: Main Idea of Pages 11-12 (5 minutes) | • This lesson involves chunking text. If appropriate, explicitly name this strategy for students. |
  B. Partner Reading: Main Idea of Pages 11-12 (10 minutes) | |
  C. Read-Aloud: Supporting Details of Pages 11-12 (15 minutes) | • This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently. |
  D. Read-Aloud: Main Idea of Pages 13-14 (10 minutes) | |
  E. Partner Reading: Supporting Details of Pages 13-14 (10 minutes) | |
| 3. Closing and Assessment  
  A. Debrief (5 minutes) | |
### LESSON VOCABULARY
- record, main idea, supporting details, notes, traditional, palisade, called (e.g., defined), consensus, clan, longhouse, platform, shingles, occupied, beliefs, ceremony

### MATERIALS
- *The Iroquois* (one per student)
- Packets of the Topic Expansion graphic organizer (three copies of the graphic organizer per student, copied on the front and back of each page, stapled together)

### OPENING
#### A. Engaging the Reader (5 minutes)
- Remind students that they are reading *The Iroquois* in order to understand the way the Iroquois people lived at the time the Iroquois Constitution was created. Look at the list of questions created yesterday and ask students if they have learned the answer 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 what the main idea of text is.”

### MEETING STUDENTS’ NEEDS
- Consider providing nonlinguistic symbols (e.g., a lightbulb 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.
# Taking Notes Using a Graphic Organizer, Part I: The Iroquois: A Six Nations Confederacy

## Grade 4, Module 1: Unit 2, Lesson 2

### 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*. If needed, clarify that in the context of this book, “traditional life” means the way the Iroquois lived long ago. 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.

#### 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 with the class about the main idea. List several ideas on the board and help the class come to consensus. An example of a main idea statement is: “The Iroquois people used the natural world to meet their needs.”
- Distribute the packets of *Topic Expansion 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 left-hand box.

### Meeting Students’ Needs

- Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.
- When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.
## GRADE 4, MODULE 1: UNIT 2, LESSON 2
### TAKING NOTES USING A GRAPHIC ORGANIZER, PART I: THE IROQUOIS: A SIX NATIONS CONFEDERACY

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Read-Aloud: Supporting Details of Pages 11–12 (15 minutes)</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• 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?”</td>
<td></td>
</tr>
<tr>
<td>• 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 in the graphic organizer later on, and that for today they should keep this box blank.</td>
<td></td>
</tr>
<tr>
<td><strong>D. Read-Aloud: Main Idea of Pages 12–14 (10 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Have students turn to the second (blank) Topic Expansion graphic organizer in their packet. Read out loud pages 12 to 14, up through “Growing Food.”</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td><strong>E. Partner Reading: Supporting Details of Pages 12–14 (10 minutes)</strong></td>
<td>• For ELLs, consider providing extra time for tasks and answering questions in class discussions.</td>
</tr>
<tr>
<td>• Ask students to reread pages 12–14 to identify details that support the main idea of the text, taking turns with each paragraph.</td>
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</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Remind students to continue to leave the right-hand box blank.</td>
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</tr>
<tr>
<td>• 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.</td>
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<tr>
<td>• (Note: Save these graphic organizers, as students will need them again.)</td>
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### Grade 4, Module 1: Unit 2, Lesson 2

**Taking Notes Using a Graphic Organizer, Part I: The Iroquois: A Six Nations Confederacy**

#### Closing and Assessment

<table>
<thead>
<tr>
<th>DEBRIEF (5 minutes)</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> 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.</td>
<td>ELLs and other students can record new vocabulary in their personal dictionaries or vocabulary logs to reference throughout the module.</td>
</tr>
<tr>
<td>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 each drew helps “show” what the word(s) mean.</td>
<td></td>
</tr>
<tr>
<td>Ask students to hand in the two Topic Expansion graphic organizers they competed in class. Review these to gauge how well students are understanding the text and are able to take notes in this format.</td>
<td></td>
</tr>
<tr>
<td>Be sure students have a blank copy of the Topic Expansion graphic organizer, which they will use for their homework.</td>
<td></td>
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</tbody>
</table>

#### Homework

<table>
<thead>
<tr>
<th>HOMEWORK</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reread pages 11–14. How did the Iroquois live 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.</td>
<td>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.</td>
</tr>
<tr>
<td>In addition, students may choose independent reading material from the Recommended Texts list for Unit 2.</td>
<td></td>
</tr>
</tbody>
</table>

**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 “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. This reading is prereading, 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 preread this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Prereading will allow students to spend class periods rereading and focusing on evidence.
GRADE 4, MODULE 1: UNIT 2, LESSON 2
Topic Expansion Graphic Organizer

Main Idea
(How did the Iroquois live?)

Supporting Detail

What was important to the Iroquois?

Supporting Detail

Supporting Detail

Supporting Detail
# GRADE 4, MODULE 1: UNIT 2, LESSON 3

**TAKING NOTES USING A GRAPHIC ORGANIZER, PART II: INFERRING WHAT WAS IMPORTANT TO THE IROQUOIS**

## 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

- I can identify the main idea of a section of *The Iroquois*.
- 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.
- I can make inferences using specific details from the text.

## Ongoing Assessment

- Topic Expansion graphic organizers for pages 16–19 and 19 and 20 (NOT page 20)

## Agenda

1. Opening
   A. Engaging the Reader (5 minutes)
2. Work Time
   A. Partner Reading: Main Idea of Pages 16–19 (10 minutes)
   B. Partner Reading: Supporting Details of Pages 16–19 (10 minutes)
   C. Partner Reading: Main Idea of Pages 19, 21 (5 minutes)
   D. Partner Reading: Supporting Details of Pages 19, 21 (10 minutes)
   E. Drawing Inferences (15 minutes)
3. Closing and Assessment
   A. Debrief (5 minutes)

## Teaching Notes

- Note: SKIP page 20 in this lesson. Students read this page during Lesson 6 for their mid-unit assessment.
- For the partner reading of an unfamiliar and complex piece of informational text, pair stronger readers with those needing more support.
- This lesson involves chunking text. If appropriate, explicitly name this strategy for students.
- This lesson is structured to include a gradual release of responsibility to students. Beginning with clear modeling prepares students to continue the task independently.
- Be sure to hold on to students’ completed graphic organizers, since they will need them for their paragraph writing in lessons 5–9.
### Lesson Vocabulary
- record, main idea, supporting details, notes, inference, traditional, palisade, called (e.g. defined), consensus, clan, longhouse, platform, shingles, occupied, beliefs, ceremony

### Materials
- *The Iroquois* (one per student)
- Packets of the Topic Expansion graphic organizer (three copies of the graphic organizer per student, copied on the front and back of each page, stapled together)
- Topic Expansion graphic organizer for pages 11–14 (from Lesson 2)

### Opening
**A. Engaging the Reader (5 minutes)**
- Remind students that they are reading *The Iroquois* in order to understand the way the Iroquois people lived at the time the Iroquois Constitution was created. 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.
# Grade 4, Module 1: Unit 2, Lesson 3

## Taking Notes Using a Graphic Organizer, Part II: Inferring What Was Important to the Iroquois

### A. Partner Reading: Main Idea of Pages 16–19 (10 minutes)
- Ask students to locate their text *The Iroquois* and their packet of graphic organizers from the previous lesson. Ask students to turn to the next (blank) graphic organizer. 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 write a main idea statement in the left-hand box on their graphic organizer that describes the central message of the text. Circulate around the room to read students’ main idea statements.

### 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 center 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.

### C. Partner Reading: Main Idea of Pages 19, 21 (5 minutes)
- 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.
- 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 left-hand 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.

### D. Partner Reading: Supporting Details of Pages 19, 21 (10 minutes)
- Avoid discussing the sidebar on page 20, so students do not become overly familiar with it prior to the assessment (in Lesson 6).
- 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.

### Notes
- 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 supports may benefit from partially filled-in graphic organizers.

- Increase interactions with vocabulary in context. This increases rate of vocabulary acquisition for ELLs.

- For students requiring additional supports, 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.
### E. Drawing Inferences (15 minutes)

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

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<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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- **E. Drawing Inferences (15 minutes)**

  - 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. 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.

  - 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. Students will record their inferences in the right-hand box on the Topic Expansion graphic organizer.

  - Refer back to the **Topic Expansion graphic organizer for pages 11–14** that students created during Lesson 2.

  - Ask students to reread the notes on their graphic organizer. Then ask students to Think-Pair-Share: “What is important to the Iroquois?” Model as necessary with an example of a statement such as “The natural world was important to the Iroquois because they relied on the natural world for food and shelter.” Students write answers on their individual papers and share their thinking with their reading partner, making sure to justify their ideas about what was important to the Iroquois by citing evidence from their reading and/or notes. After sharing with their partners, students may revise their thinking if they choose.

  - Ask a few partners to share their thoughts with the class. Help the class come to consensus, and record in the right-hand box on the Topic Expansion graphic organizer on your board or document camera.

  - If time allows, repeat these steps with the “Roles of Men and Women” section of the text and graphic organizers. Otherwise, have students complete this as part of tonight’s homework.

  - **Note**: Save these graphic organizers, as students will need them again for their paragraph writing in Lessons 5–8.)
### Grade 4, Module 1: Unit 2, Lesson 3

**Taking Notes Using a Graphic Organizer, Part II: Inferring What Was Important to the Iroquois**

#### Closing and Assessment

**A. Debrief (5 minutes)**
- To close the reading, ask students to go “vote with their feet.” They should move to the back left corner if they would like to be an Iroquois person during this time period. They should move to the back right corner of the room if they would not like to be an Iroquois person during this time period. They should stay in the center of the room if they are not sure. Once students get to the corner of their choice, they should discuss the reasons they are there with another person who moved where they did. Students should be encouraged to use specific details from the text to support their opinions.
- Ask a few students from each corner to report out their reasons to the class. Prompt further discussion regarding the unit’s big ideas by asking: “What agreements and actions did the Iroquois make to bring about peace?”
- Again, ask students to refer to details from the text to support their answers. Yet do not worry if students’ inferences are incorrect or incomplete at this point; their understanding of what life was like for the Iroquois long ago will evolve during future lessons.
- Debrief: Ask students to turn and talk to a neighbor to define main idea, supporting detail, inference, and notes.

#### Meeting Students’ Needs
- ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

#### Homework

- Reread the section titled Beliefs and Ceremonies. Infer what is important to the Iroquois, based on evidence from the text. Fill in the right-hand box on your graphic organizer for the information you learned on pages 16-19.
- Students may choose independent reading material from the Recommended Texts list for Unit 2.

**Teaching 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 “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. This reading is prereading; 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 preread this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Prereading will allow students to spend class periods re-reading 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.
GRADE 4, MODULE 1: UNIT 2, LESSON 3
Topic Expansion Graphic Organizer

Main Idea
(How did the Iroquois live?)

Supporting Detail

Supporting Detail

Supporting Detail

What was important to the Iroquois?
### Grade 4, Module 1: Unit 2, Lesson 4

**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. (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) |
| I can make inferences using specific details from the text. (RI.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

- Topic Expansion graphic organizer for pages 23–25

#### Agenda

1. **Opening**
   - A. Review of Learning Targets (5 minutes)
2. **Work Time**
   - A. Read Aloud and Partner Reading: Main Idea, Supporting Details, Inference (10 minutes)
   - B. Read-Aloud, Questioning, and Partner Reading: Main Idea, Supporting Details, Inference (20 minutes)
   - C. Partner or Independent Reading: Main Idea, Supporting Details, Inference (20 minutes)
3. **Closing and Assessment**
   - A. Debrief (5 minutes)

#### Teaching Notes

- 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.
### GRADE 4, MODULE 1: UNIT 2, LESSON 4
### CAPTURING MAIN IDEAS AND DETAILS: HOW LIFE IS CHANGING FOR THE IROQUOIS

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<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
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| popular, established, trade, wampum, disease, resistance, reservation, Quahog clam | • *The Iroquois* (one per student)  
• New packets of the Topic Expansion graphic organizer (three copies of the graphic organizer per student, copied on the front and back of each page, stapled together) |

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<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
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| 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. | • 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. |
### WORK TIME

**A. Read-Aloud and Partner Reading: Main Idea, Details, Inference (15 minutes)**
- Ask students to access their text *The Iroquois*. Distribute new packets of **blank graphic organizers** to students. Ask them to follow along as you read pages 23 and the top of 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 reread with their partners, collecting supporting details. Circulate while students do this, being sure they are writing notes instead of sentences.
- Focus students on the final box of the graphic organizer. 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 aloud the bottom of page 25 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 complete the Topic Expansion graphic organizer.
- Ask pairs to share what they wrote in the right-hand box. 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 L1, when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.
- 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.
### GRADE 4, MODULE 1: UNIT 2, LESSON 4

**CAPTURING MAIN IDEAS AND DETAILS: HOW LIFE IS CHANGING FOR THE IROQUOIS**

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<th><strong>WORK TIME</strong></th>
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<td><strong>C. Read Aloud, Partner Reading, or Independent Reading: Main Idea, Supporting Details, Inference (20 minutes)</strong></td>
<td>• For students requiring additional supports, 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>
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<td>• Depending on your students’ needs, differentiate the next section of the lesson in which students read and discuss the sidebar on page 24. 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.</td>
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<td>• Before they begin, define <em>Quabog clam</em>.</td>
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<td>• Ask students to read and complete the Topic Expansion graphic organizer. 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.</td>
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<td>• (Note: Save the graphic organizers from this section of the reading as students will use them tomorrow to begin to write paragraphs.)</td>
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## Closing and Assessment

### A. Debrief (5 minutes)
- If students have not already made the connection, remind students that the symbol they saw on Tim’s shirt in Unit 1 was also found on a wampum belt.
- Repeat the closing from the previous lesson. Ask students to go “vote with their feet.” They should move to the back left corner if they like they would like to be an Iroquois person during this time period. They should move to the back right corner of the room if they would not like to be an Iroquois person during this time period. They should stay in the center of the room if they are not sure. Once students get to the corner of their choice, they should discuss the reasons they are there with another person who moved where they did. Students should be encouraged to use specific details from the text to support their opinions. Ask students who changed their position from the previous lesson to explain why they moved.
- 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 from something they are reading.

### Meeting Students’ Needs
- ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.

## Homework

- Read pages 33 to 37 in *The Iroquois*. Think about how life 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 “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. This reading is prereading, 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 preread this novel at home or during intervention or other support periods with the ESL or Special Education teacher. Prereading will allow students to spend class periods rereading and focusing on evidence.
GRADE 4, MODULE 1: UNIT 2, LESSON 4

Topic Expansion Graphic Organizer

Main Idea
(How did the Iroquois live?)

What was important to the Iroquois?

Supporting Detail

Supporting Detail

Supporting Detail
# Grade 4, Module 1: Unit 2, Lesson 5

## Paragraph Writing

### 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 using specific details from the text. (RI.4.2)
  - 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 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.

### 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)

### Teaching Notes

- Review Topic Expansion graphic organizer. 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 Ink-Pair-Share protocol
- This lesson builds on students’ background knowledge with planning and writing strong paragraphs from Unit 1. Here, in Unit 2, students use the Topic Expansion graphic organizer instead. It is helpful to expose students to a variety of planning tools to help them organize their thinking and writing.
### PARAGRAPH WRITING

**LESSON VOCABULARY**

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

**MATERIALS**

- *The Iroquois* (one per student)
- Topic Expansion graphic organizers for “Wampum,” page 24 of *The Iroquois*
- Teacher’s sample paragraph, written on chart paper
- Thin-line green, blue and red markers (a teacher set, and a set for every two students)
- Students’ previously completed Topic Expansion graphic organizers from the “The Role of Men and Women” section of the text (page 16) (from Lesson 3)

### 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 Topic Expansion 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-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.
### GRADE 4, MODULE 1: UNIT 2, LESSON 5

**PARAGRAPH WRITING**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td><strong>A. Introduction to Paragraph Writing (15 minutes)</strong></td>
<td>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</td>
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<tr>
<td>- Ask students to share their graphic organizers from the day before with their reading partner.</td>
<td>• All students developing academic language will benefit from direct instruction of academic vocabulary.</td>
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<td>- Ask for a volunteer to talk through their partner’s graphic organizer, verbally putting into full sentences the main idea, supporting details, and inference.</td>
<td>• Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.</td>
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<td>- Point out that what the student has just done is to make a paragraph out of the notes on the graphic organizer.</td>
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<td>- 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:</td>
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<td>* informative/explanatory = for the purpose of telling or explaining</td>
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<td>* paragraph = a group of sentences that have the same main idea</td>
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<td>* topic sentence = the sentence that contains the main idea</td>
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<tr>
<td>* body = several sentences that contain supporting details and tell more about the main idea</td>
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<td>* conclusion = a sentence that ends the paragraph</td>
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<td>- Reread the learning target using the clarifying words and check for understanding with students.</td>
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<td>- Read aloud pages 26–29 of <em>The Iroquois</em> as students follow along in their text.</td>
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<td>- Discuss with students the meaning of <em>political</em> by teaching them polis, the Greek word meaning <em>city</em>. 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 (ideas include that they wanted to continue to trade with one side or another or that they were angry with one side or another for bringing diseases).</td>
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<tr>
<td>- Post a sample <em>Topic Expansion graphic organizer</em> 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.</td>
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<tr>
<td>- 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 <em>topic sentence</em> in the learning target with green as well. Point out to students that the first sentence of a paragraph is indented on the page.</td>
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GRADE 4, MODULE 1: UNIT 2, LESSON 5

PARAGRAPH WRITING

WORK TIME

• Using a blue marker, underline each of the details in the graphic organizer. Ask students to find the sentences in the paragraph that corresponds to this part of the graphic organizers. Underline these sentences with blue and tell students that these sentences make up the body of the paragraph. Underline the word body in the learning target with 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 with red and tell students that it is the conclusion of the paragraph. Underline conclusion in the learning target with red as well.

B. Partner Paragraph Writing (15 minutes)

• Direct students’ attention to their Topic Expansion 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 that the graphic organizer has a built-in plan for a paragraph as they move from left to right. Now they will draft their paragraphs. Using the Ink-Pair-Share protocol, ask students to write on a piece of paper a sentence 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 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 center 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. 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. After students share and revise the conclusion of their paragraph, ask them to underline it in blue.

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.
• 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.
GRADE 4, MODULE 1: UNIT 2, LESSON 5
PARAGRAPH WRITING

WORK TIME

C. Independent Paragraph Writing (15 minutes)
• Distribute the Topic Expansion 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 and to 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.

MEETING STUDENTS’ NEEDS
• 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).
• For students needing additional supports, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required.

CLOSING AND ASSESSMENT

A. Sharing (5 minutes)
• Invite a few students to share their paragraphs aloud, and ask others to identify the characteristics of good paragraphs evident in student samples.

B. Debrief (5 minutes)
• 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.”

HOMEWORK

• Read pages 39 to 42 in The Iroquois. Think about how the Iroquois keep their traditions alive.
• In addition, 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 “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. 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.
## Grade 4, Module 1: 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. (RI.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)
- 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

<table>
<thead>
<tr>
<th>Ongoing Assessment</th>
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</thead>
<tbody>
<tr>
<td>Mid-Unit 2 Assessment: Topic Expansion graphic organizer and paragraph writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agenda</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening&lt;br&gt;A. Review Learning Targets (5 minutes)</td>
<td>• 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. 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.</td>
</tr>
<tr>
<td>2. Work Time&lt;br&gt;A. Review of Paragraph Writing Criteria for Success (5 minutes)</td>
<td>• 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.</td>
</tr>
<tr>
<td>B. Mid-Unit 2 Assessment: Independent Reading, Note-Taking, and Paragraph Writing (30 minutes)</td>
<td>• Although students continue to read from <em>The Iroquois</em>, the focus of the next two sessions is on examining the lives of modern-day Iroquois people in preparation for reading the novel <em>Eagle Song</em>.</td>
</tr>
<tr>
<td>C. Close Reading and Discussion: <em>The Iroquois</em> (15 minutes)</td>
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</tbody>
</table>
### LESSON VOCABULARY
relations, siding, fled, raids, reserve, treaty, reservation, exchange, process

### MATERIALS
- Chart paper for Writing Quality Paragraphs anchor chart
- *The Iroquois* (one per student) (Page 20 is the focus of this assessment.)
- Mid-Unit 2 Assessment prompt, including Topic Expansion graphic organizers

### OPENING

**A. Review 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.
# MID-UNIT ASSESSMENT: READING, NOTE-TAKING AND PARAGRAPH WRITING

## WORK TIME

### 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 makes 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; in this case, why the Great Law of Peace is important to the Iroquois.

### B. Mid-Unit Assessment: Independent Reading, Note-Taking, and Paragraph Writing (30 minutes)
- Distribute the **Mid-Unit 2 Assessment prompt**.
- Ask students to read page 20 of *The Iroquois*, a blank Topic Expansion 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, and 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?”

## MEETING STUDENTS’ NEEDS

- Although you may have modified this task earlier in the unit by partially filling in the graphic organizer or pre-highlighted 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 New York State assessments.
- Visuals can help ELLs and other students comprehend questions and discussions. Chart main points in answers and post all questions asked to students.
- Provide anchor charts for processes such as Criteria for Success.
- For students needing additional supports, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required.
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?” Guide students to understand relations are the interactions between two groups that are connected to each other. Depending on their background knowledge and the clarity of the reading students previously completed, students may not yet understand that European settlers founded the United States of America on lands that Native Americans lived on prior to the arrival of the Europeans. If needed, explain this to students.

- 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 is 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, cite 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 the 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.

- Explain to students that a treaty is an agreement between governments or societies, often to work together and coexist in peace. Ask the class: “Why would the Iroquois sign a treaty that gave away much of their land?” Allow students to discuss potential ideas and ask partners to share. Follow up on reasonable ideas with the prompt, “What specific information that we’ve read can you use to support that idea?”

- 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.

- ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
### GRADE 4, MODULE 1: UNIT 2, LESSON 6

#### MID-UNIT ASSESSMENT: READING, NOTE-TAKING AND PARAGRAPH WRITING

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</table>
| • To close the reading, ask students to go “vote with their feet.” They should move to the back left corner if they would like to be an Iroquois person in 1900. They should move to the back right corner of the room if they would not like to be an Iroquois person in 1900. They should stay in the center of the room if they are not sure.  
• Once students get to the corner of their choice, ask them to discuss the reasons they are there with another person who moved where they did. Point out to students that some of them have changed their opinions as they have learned more. Connect to the unit’s big ideas by asking, “What issues with agreements or actions leading to peace are we learning about?” | |

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<thead>
<tr>
<th>CLOSING AND ASSESSMENT</th>
<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>• 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>
<thead>
<tr>
<th>HOMEWORK</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tr>
<td>• None</td>
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GRADE 4, MODULE 1: UNIT 2, LESSON 6
Topic Expansion Graphic Organizer

Main Idea
(What is the Great Law of Peace?)

Supporting Detail

Supporting Detail

Supporting Detail

Supporting Detail

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

Read page 20 of *The Iroquois*. Take notes using a topic expansion graphic organizer and then write a paragraph summarizing this portion of the text.

**Criteria for Success:**
The 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.
Your paragraph should conclude with a sentence that explains why The Great Law of Peace is important to the Iroquois.
# Grade 4, Module 1: Unit 2, Lesson 7

## Close Reading and Charting, Part I: The Iroquois People in Modern Times

<table>
<thead>
<tr>
<th>Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)</th>
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<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 determine the main idea using specific details from the text. (RI.4.2)</td>
</tr>
<tr>
<td>I can make inferences using specific details from the text. (RI.4.1)</td>
</tr>
<tr>
<td>I can take notes and categorize information. (W.4.8)</td>
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</table>

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can identify the main idea of an excerpt of <em>The Iroquois.</em></td>
<td>• Details on sticky notes</td>
</tr>
<tr>
<td>• I can identify details that support the main idea of informational text.</td>
<td></td>
</tr>
<tr>
<td>• I can document what I learn about the Iroquois in modern times by taking notes.</td>
<td></td>
</tr>
<tr>
<td>• I can make inferences using specific details from the text.</td>
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</table>

## Agenda

1. Opening  
   A. Engaging the Reader (5 minutes)
2. Work Time  
   A. Close Reading of Pages 33–37 of *The Iroquois* (20 minutes)  
   B. Partners Re-read for Specific Details: How Have Things Changed for the Iroquois? (30 minutes)  
3. Closing and Assessment  
   A. Sharing (5 minutes)

## Teaching Notes

- This lesson begins the transition from studying the Iroquois from a historical perspective to thinking about the Iroquois in modern times, a central focus of the novel *Eagle Song*, which students will read in the second half of this unit.
# CLOSE READING AND CHARTING, PART I: THE IROQUOIS PEOPLE IN MODERN TIMES

**GRADE 4, MODULE 1: UNIT 2, LESSON 7**

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| support, balance, international, reputations, steelworkers, native language, situation, alternative, passports, accept, traditional, recite, preserved, ancestors, harmony | • Large T-charts “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 in the lesson materials, but larger versions, on legal size or even chart paper, would be better.  
• A small stack of sticky notes (about 12) for each student pair  
• *The Iroquois* (one per student) |

**OPENING**

**A. Engaging the Reader (5 minutes)**
- Talk with the class about yesterday’s lesson and the choices students made about whether or not they would have liked to be an Iroquois person in 1900. Depending on the choices your students made, spur new thinking by asking, “What do you think life is like for Iroquois people today?”
- 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 the reading we did yesterday?” 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 you 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 a class to reread** this part of the book, focusing on the use of the word *support*. Ask them to discuss with partners if *support* here means the same as *support* on page 33. Ask students to explain their thinking using details from the text.
- **Your students may live** in a locale where there are casinos run by Native Americans, and this may be a “hot topic” in your community. Focus on the text for discussion of this issue, particularly the last line of the second paragraph. You might ask: “Do all Iroquois people agree about casinos? Why is there disagreement between traditional Iroquois and others?”

### MEETING STUDENTS’ NEEDS

- **Consider partnering** an ELL with a student who speaks the same L1. 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 __________.”
### GRADE 4, MODULE 1: UNIT 2, LESSON 7
CLOSE READING AND CHARTING, PART I: THE IROQUOIS PEOPLE IN MODERN TIMES

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<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</table>
| **B. Partners Re-read 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 the right column labeled: How Have Things Stayed the Same for the Iroquois? (See sample in supporting materials at the end of this lesson.) Distribute about 12 sticky notes to each pair of students. Ask students to reread Chapter 2 (“Traditional Life”) and Chapter 4 (“The Iroquois Today”) of *The Iroquois*, looking for examples of ways life has changed for the Iroquois.  
- 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.  
- 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. |  
| • 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. |
### GRADE 4, MODULE 1: UNIT 2, LESSON 7

**CLOSE READING AND CHARTING, PART I: THE IROQUOIS PEOPLE IN MODERN TIMES**

#### CLOSING AND ASSESSMENT

<table>
<thead>
<tr>
<th>A. Sharing (5 minutes)</th>
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<tr>
<td>• Ask student pairs to meet in groups of four to share their opinions about the most peaceful time for the Iroquois. As they talk, circulate to hear their responses. If any students are saying the present day is the most peaceful time, ask them to share their ideas with the class, as that will set them up for the thinking to come.</td>
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</table>

#### MEETING STUDENTS’ NEEDS

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

### HOMEWORK

| • Continue reading your independent reading book for this unit. |

### MEETING STUDENTS’ NEEDS
### GRADE 4, MODULE 1: UNIT 2, LESSON 7

Sample T-Chart “How Things Have Changed or Stayed the Same”

<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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GRADE 4, MODULE 1: 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)

I can explain what a text says 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 make inferences using specific details from the text. (RI.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 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 page 36 and 39–43 of *The Iroquois* (20 minutes)
   B. Partners Re-read for Specific Details: How Have Things Changed for the Iroquois and How Have Things Stayed the Same? (20 minutes)
   C. Discussion of and Writing about the Timeline (pages 44–45) (10 minutes)
3. Closing and Assessment
   A. Debrief (5 minutes)

TEACHING NOTES

- This lesson follows the same cycle as Lesson 7.
- In advance: Post students’ T-charts “How Things Have Changed or Stayed the Same” (from Lesson 7)
GRADE 4, MODULE 1: UNIT 2, LESSON 8
CLOSE READING AND CHARTING, PART II: THE IROQUOIS PEOPLE IN MODERN TIMES

LESSON VOCABULARY
support, balance, international, reputations, steelworkers, native language, situation, alternative, passports, accept, traditional, recite, preserved, ancestors, harmony

MATERIALS
• Large T-charts “How Things Have Changed or Stayed the Same”
• for pairs of students (from Lesson 7)
• A small stack of sticky notes for each student
• The Iroquois (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 things have stayed the same for the Iroquois people and how they have changed. 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.
**GRADE 4, MODULE 1: UNIT 2, LESSON 8**

CLOSE READING AND CHARTING, PART II: THE IROQUOIS PEOPLE IN MODERN TIMES

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tbody>
<tr>
<td><strong>A. Close Reading of Pages 38–43 and then the Sidebar on Page 36 of <em>The Iroquois</em> (20 minutes)</strong></td>
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<tr>
<td>• 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.</td>
<td>• When discussion of complex content is required, consider partnering an ELL with a student who speaks the same L1. This can let students have more meaningful discussions and clarify points in their L1.</td>
</tr>
<tr>
<td>• Read aloud pages 39, 40, and 42. Ask students to reread these pages and Think-Pair-Share with a partner to answer, “What is this section mostly about?” Guide students to the response: “The Iroquois people want to keep their traditions.”</td>
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<tr>
<td>• Ask the class to discuss, “Where do the council fires still burn?” looking at the text for specific answers. Ask: “What does it mean that reservations are now ‘gathering places’ for many Iroquois?” Allow students to discuss with their partners and cold call on several of them to explain their thinking. Guide the class to the conclusion that many Iroquois people do not live on reservations, but gather there to celebrate traditions.</td>
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<tr>
<td>• Ask students to reread the first paragraph and talk with their partners about the meaning of the word <em>preserved</em> on the top of page 42. After they share their thinking, if needed, model how reading on about the recordings and the dictionary helps clarify <em>preserved</em>.</td>
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<tr>
<td>• Focus students on the last paragraph and ask them to reread to respond to the question: “What do the Iroquois people still believe in?” After they discuss and offer ideas, prompt them to remember the traditional stories (such as the Great Peacemaker) that are discussed in other parts of the book. Ask the class to connect the words <em>peace</em> and <em>harmony</em>. Probe their thinking about what it means to “live in harmony with nature.” (The suffix <em>-mony</em> means state of being.)</td>
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</tr>
<tr>
<td>• Finally, read aloud page 36 of <em>The Iroquois</em>, 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. Have them create two sticky notes that represent that thinking and place them on the appropriate sections of their T-charts.</td>
<td></td>
</tr>
</tbody>
</table>
## Close Reading and Charting, Part II: The Iroquois People in Modern Times

### Work Time

**B. Partners Reread for Specific Details: How Have Things Changed for the Iroquois and How Have Things Stayed the Same? (20 minutes)**

- Reorient students to the **T-chart “How Have Things Stayed the Same”** they created during Lesson 7. Partners reread to determine specifics details of how things have changed and stayed the same for the Iroquois.
- Reorient students to their sticky notes. Ask students to reread Chapter 6 of *The Iroquois,* looking for examples of ways life for the Iroquois has changed and stayed the same. Possible examples include “the Iroquois sometimes wear traditional clothing,” “the Iroquois wear glasses,” “the Iroquois celebrate traditional ceremonies,” “many Iroquois don’t live on reservations, only visit,” “the Iroquois still make cornhusk dolls and beaded clothing,” “the Iroquois make these things to sell not to use themselves,” etc. Have students place their sticky notes on the appropriate side of their chart paper.
- When students have completed, have each pair meet with another pair to share their work. Students might add to their charts based on what they learn from the other pair.
- To close the reading, ask students to go “vote with their feet.” They should move to the back left corner if they like they would like to be an Iroquois person in modern times. They should move to the back right corner of the room if they would not like to be an Iroquois person in modern times. They should stay in the center of the room if they are not sure. Once students get to the corner of their choice, they should discuss the reasons they are there with another person who moved where they did. Students should be encouraged to use specific details from the text to support their opinions. Invite students who moved their position from Lesson 2 or 4 to explain their decisions.

### 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.
# Grade 4, Module 1: Unit 2, Lesson 8

## Close Reading and Charting, Part II: The Iroquois People in Modern Times

### Work Time

<table>
<thead>
<tr>
<th>Activity</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. Discussion of and Writing about the Timeline</strong> (pages 44-45) (10 minutes)</td>
<td><strong>• ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</strong></td>
</tr>
<tr>
<td>- 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 “2012” 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.”</td>
<td></td>
</tr>
</tbody>
</table>
| - Then ask students to use the timeline to discuss and then write answers to the following questions on the **Timeline recording form**. (Choose whether to have partners complete one form together, or to have each write individual responses after partner discussion).  
  * How long ago did the Great Peacemaker unite the Iroquois people?  
  * During which years on the timeline do you think life was hardest for the Iroquois people? Use specific details from other parts of the text to explain your opinion.  
  * During which years on the timeline do you think life was most peaceful for the Iroquois people? Use specific details from other parts of the text to explain your opinion.  
| - Collect students’ writing to informally gauge how well they are understanding the historical information about the Iroquois addressed in the timeline. |

### Closing and Assessment

<table>
<thead>
<tr>
<th>Activity</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Debrief</strong> (5 minutes)</td>
<td><strong>• For ELLs, consider providing extra time for tasks and answering questions in class discussions.</strong></td>
</tr>
<tr>
<td>- 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.</td>
<td></td>
</tr>
</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th>Activity</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Continue reading in your independent reading book for this unit.</td>
<td></td>
</tr>
</tbody>
</table>
### GRADE 4, MODULE 1: UNIT 2, LESSON 8

**Sample T-Chart**

<table>
<thead>
<tr>
<th>How Have Things Changed for The Iroquois?</th>
<th>How Have Things Stayed the Same for The Iroquois?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. How long ago did the Great Peacemaker unite the Iroquois people?

2. During which years on the timeline do you think life was hardest for the Iroquois people? Use specific details from other parts of the text to explain your opinion.

3. During which years on the timeline do you think life was most peaceful for the Iroquois people? Use specific details from other parts of the text to explain your opinion.
**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**

- 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.

**ONGOING ASSESSMENT**

- Observe where students place their evidence flags
- Answers to text-dependent questions
### AGENDA

1. Opening  
   A. Literature Learning Targets (5 minutes)  
2. Work Time  
   A. Chalk Talk Charts (10 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)  
3. Closing and Assessment  
   A. Independent Answer (2 minutes)  
   B. Add to Chalk Talk Charts (10 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.
- Each lesson in this novel study involves students having Chalk Talks to make direct connections between the characters and themes in the novel and what they have learned about five key aspects of Iroquois culture.
- In advance: Prepare and hang five pieces of chart paper for the Chalk Talks, with the following headings:  
  * Family  
  * Appreciation for the Natural World Traditions and Ceremonies  
  * Symbols and Dreams  
  * Peace  
- In advance: Prepare Triad Talk anchor chart (see supporting materials at the end of the lesson).
- In advance: Read Chapter 1 and review the text dependent questions (see supporting materials at the end of the lesson).
- Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.
- Note that for this lesson, students are told the page number where answers to the text-dependent questions can be found. This information is provided as a scaffold and a model, so students learn to reference page numbers when citing evidence.
- Students may not have time to answer all 5 text-dependent questions; Question 5 is intended as an extension for triads that are progressing more quickly.
- Review: Chalk Talk protocol (Appendix 1)
- 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. If you have a few struggling readers in your class, put them in a group together so that you can more directly support them while allowing other students to be more independent. If you have many struggling readers, place them in groups with stronger readers but carefully monitor that they are reading and contributing. Your ELLs may benefit from being in a group with others who speak their native language.
GRADE 4, MODULE 1: UNIT 2, LESSON 9

READING LITERATURE: INTRODUCTION TO EAGLE SONG

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>traditional, literature, novel, character, setting, theme, realistic fiction, triad</td>
<td>• The book <em>The Iroquois</em> (one per student)</td>
</tr>
<tr>
<td></td>
<td>• All work from the first half of this unit: the Topic Expansion graphic organizers, the paragraphs, and the sticky note charts</td>
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<tr>
<td></td>
<td>• <em>Eagle Song</em> (one per student, to use for the remainder of the unit)</td>
</tr>
<tr>
<td></td>
<td>• 5 Chalk Talk charts:</td>
</tr>
<tr>
<td></td>
<td>• Family, Appreciation for the Natural World, Traditions and Ceremonies, Symbols, Peace</td>
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<tr>
<td></td>
<td>• Colored markers (approximately 9 colors): enough colors so each triad has a unique color</td>
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<tr>
<td></td>
<td>• Triad Talk anchor chart</td>
</tr>
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<td></td>
<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></td>
<td>• Index cards or half-sheets of paper</td>
</tr>
<tr>
<td></td>
<td>• Homework: Tracking My Thinking: Chapter 1: She’Kon” of <em>Eagle Song</em> (one per student)</td>
</tr>
</tbody>
</table>

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.

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, these can be used in directions and learning targets.
**GRADE 4, MODULE 1: UNIT 2, LESSON 9**

**READING LITERATURE: INTRODUCTION TO EAGLE SONG**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Chalk Talk Charts (10 minutes)</strong></td>
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<tr>
<td>• Place students in their triads (groups of three) and ask them to each read one of the expectations for <strong>Triad Talk</strong>.</td>
<td>• Varying the methods of response for students makes the task accessible for all students. Offer students a choice to quickly sketch their ideas instead of write.</td>
</tr>
<tr>
<td>• Tell students how excited you are to be starting a novel with them. Read aloud the overview from the back of the book. Students should notice right away that the main character is a Mohawk boy and connect to their Iroquois study. Say: “But this book is about a Mohawk boy and his family living <strong>today</strong>. Based on what we read yesterday, what are some of the things that might happen in this book? What are some of the ways he might act or some things he might believe in based on traditional Iroquois beliefs? This will be an interesting way to examine this character. While we read the novel, we should keep that in mind. I made these charts to help us keep track.”</td>
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</tr>
<tr>
<td>• Ask students to review their Topic Expansion graphic organizers, their paragraphs, and their sticky note charts talk in their groups of three to agree on one thing from their notes and previous work that the Iroquois traditionally believed or did in each category: Family, Appreciation for the Natural World, Traditions and Ceremonies, Symbols and Dreams, Peace.</td>
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<tr>
<td>• Explain the <strong>Chalk Talk protocol</strong> briefly to students. Tell them that they will be doing Chalk Talks regularly during their study of this novel, in order to think about the connections between this novel and what they have already learned about the Iroquois, especially their traditional beliefs. Direct students to the third learning target: “I can connect what I already know about the Iroquois to the ideas in the beginning of <strong>Eagle Song</strong>.” Point out that they have built a lot of knowledge about the Iroquois which will help them understand the characters and themes in the novel better.</td>
<td></td>
</tr>
<tr>
<td>• Today, they will just start to think more about these five categories, key aspects of Iroquois’ traditional culture. Everyone will discuss the ideas, stand, go with their triad to one of the <strong>Chalk Talk charts</strong>, and write their idea at the top of the corresponding Chalk Talk chart.</td>
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<tr>
<td>• Before students begin, remind them to please start their writing way up at the top of the chart, since they will be adding to these charts almost every day. Using their specific color of marker, they should write their ideas at the top of each chart.</td>
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<tr>
<td>• Ask students to begin. As students are writing, monitor for accuracy. Ask students to read a few of the ideas aloud to the class.</td>
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</table>
### WORK TIME

**B. Read-Aloud and Text-Dependent Questions: Opening Pages of Eagle Song (15 minutes)**

- Distribute students’ texts: Eagle Song. 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 Question 1 from the Text-Dependent Questions for Chapter 1: “She’Kon” (see supporting materials).
- Give students 5 minutes to reread pages 7 to 11 on their own, with Question 1 in mind. Remind them that rereading is an important strategy to help them make sense of difficult text.
- Ask 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.
- Ask a few groups to report out their answer and their evidence. If necessary, model by adding additional evidence to clarify and further support what students are saying.
- 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, will discuss some sections with their triad, and will also read some on their own. 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 second paragraph on page 11 to the middle of page 14.
- While students are reading, display Questions 2–5 with a document camera or on the board. 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.

### MEETING STUDENTS’ NEEDS

- Modeling provides a clear vision of the expectation for students.
- Some students may benefit from being given sentence starters for Think-Share in triads.

- A few students might benefit from having evidence to questions premarked in the 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.
### 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.

**B. Add to Chalk Talk Charts (10 minutes)**
- Say: “Before we started reading, we wondered if the main character, who now we know is Danny, would do or believe things like the Iroquois of long ago. What do you think? In your triad, discuss how Danny is similar or different from the Iroquois of long ago in terms of our five categories—Family, Appreciation for the Natural World, Traditions and Ceremonies, Symbols, and Peace. Using your group’s color of marker, go to at least two charts and write something you noticed about how Danny is similar or different from the Iroquois of long ago.”
- After about 5 minutes, ask students to remain standing with their triad at one of the charts. Check in with students about their success with today’s learning targets. Ask triads to discuss these questions:
  * Did everyone in our triad participate?
  * Did we show each other specific evidence in the text?
  * Did we ask each other questions to try and understand more?

### MEETING STUDENTS’ NEEDS

- Some students may benefit from being given sentence starters for Think-Share.
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 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 re-reading and focusing on evidence.
1. What problem is Danny experiencing at the beginning of the novel? Why would it “do no good” to tell the boys that the name-calling upset him? Find details from the text to explain your answer.

2. On pages 8-10, Danny compares Akwesasne to Brooklyn. Which setting does Danny prefer? Find details in the text to support your answer.

3. On page 11, the last paragraph says that Danny said he didn’t want to “add” to his mother’s worries. What happened to cause his mother to worry in the first place? Use text evidence in your answer.

4. Describe the relationship that The Bigtree family has with one another. Use several details from the text to support your answer.

5. On page 12, when Danny came out of the subway station, the author said Danny could “…imagine people looking at him from those windows, pointing and laughing.” What does the word imagine mean in this sentence? Why does the author use the word “imagine,” and not the word “knew,” as in “Danny knew people were looking at him…?”
1. What problem is Danny experiencing at the beginning of the novel? Why would it “do no good” to tell the boys that the name-calling upset him? Find details from the text to explain your answer.

Danny is being picked on by other kids. They call him chief and ask where his war pony is. He thinks about cutting his hair but it would upset his mother and he would still be noticed. He knew that it would do no good to let the others know that it upset him because he tried to tell them about himself back in September, but the boys would just laugh. He would always be different. (p. 8 first paragraph)

2. On pages 8-10, Danny compares Akwesasne to Brooklyn. Which setting does Danny prefer? Find details in the text to support your answer.

Danny prefers Akwesasne to Brooklyn. He remembers Akwesasne as beautiful. There were fields and woods to play in. There were lots of kids who looked and talked the way he did. He liked the name, Akwesasne which meant, “The place where the partridge drums.” He did not even know what Brooklyn meant. (p. 8 last paragraph-top of p. 10)

3. On page 11, the last paragraph says that Danny said he didn’t want to “add” to his mother’s worries. What happened to cause his mother to worry in the first place? Use text evidence in your answer.

Danny’s mother was already worried about his father and the dangerous work he did every day. Danny did not want her to worry if he was late getting home. (p. 11 last paragraph)

4. Describe the relationship that The Bigtree family has with one another. Use several details from the text to support your answer.

The Bigtrees are loving with one another and playful. Danny hugs both of his parents. Mr. Bigtree tells Danny a joke and Danny plays along. Danny’s mom tickles his dad. Danny laughed so much that it hurt. (pp. 14-15)

5. On page 12, when Danny came out of the subway station, the author said Danny could “…imagine people looking at him from those windows, pointing and laughing.” What does the word imagine mean in this sentence? Why does the author use the word “imagine,” and not the word “knew,” as in “Danny knew people were looking at him…?”

The author uses this word to let us know that people were not actually looking at Danny. Danny is so uncomfortable at school and in Brooklyn that he feels everyone notices something different about him. (p. 12 first paragraph)
1. After his father’s return, Danny thinks, “Why can’t it be like this all of the time?” What does Danny mean by this? Use specific details from the text in your answer.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

2. The title of this chapter is She’kon. What does She’kon mean? Why do you think the author chose this word for the title? Use details from the text to support your answer.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
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?”
## CENTRAL CONFLICT IN EAGLE SONG (REVISIT CHAPTER 1, BEGIN CHAPTER 2)

### LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>Target</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain what a text says using specific details from the text.</td>
<td>(RL.4.1)</td>
</tr>
<tr>
<td>I can make inferences using specific details from the text.</td>
<td>(RL.4.1)</td>
</tr>
<tr>
<td>I can describe a story’s character, setting, or events using specific</td>
<td>(RL.4.3)</td>
</tr>
<tr>
<td>details from the text.</td>
<td>(RL.4.11)</td>
</tr>
<tr>
<td>I can recognize, interpret and make connections in narratives to other</td>
<td>(L.4.4)</td>
</tr>
<tr>
<td>texts, ideas, cultural perspectives, personal events, and situations.</td>
<td></td>
</tr>
<tr>
<td>I can use a variety of strategies to determine the meaning of words</td>
<td>(SL.4.1)</td>
</tr>
<tr>
<td>and phrases.</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 describe Danny and his parents, including important characteristics of their Iroquois background.
- 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.

### ONGOING ASSESSMENT

- Observation of placement of evidence flags
- Answers to text-dependent questions
- Direct observation of one or two triads
## Agenda

1. **Opening**
   - A. Review Learning Targets (5 minutes)
   - B. Discuss the Eagle Symbol from Chapter 1 (5 minutes)

2. **Work Time**
   - A. Review of Chalk Talk Charts (5 minutes)
   - B. Read-aloud and Text-Dependent Question: Pages 17-19 of *Eagle Song* (5 minutes)
   - C. Modeling the Read On Context Clue Strategy (5 minutes)
   - D. Independent Reading (20 minutes)
   - E. Answering Text-Dependent Questions in Triads (10 minutes)

3. **Closing and Assessment**
   - A. Independent Answer (2 minutes)
   - B. Add to Chalk Talk Charts (3 minutes)

## Teaching Notes

- In advance: Review the five Chalk Talk posters from Lesson 9 (Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols and Dreams, Peace) for any misconceptions that you should clear up.
- Review: Chalk Talk (Appendix 1)
- In advance: Read Chapter 2 and review the text-dependent questions (see supporting materials at the end of lesson). Two copies of the questions are provided: a blank to display for students, and one with answers for teacher reference.
- To help struggling students, display some page numbers where answers to the text-dependent questions can be found. This scaffolding may gradually be removed as students continue the novel and gain expertise in this process.
- 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. Question 6 is intended as an extension for triads that are progressing more quickly, and Question 7 is their homework.
- 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.
GRADE 4, MODULE 1: UNIT 2, LESSON 10

CENTRAL CONFLICT IN EAGLE SONG (REVISIT CHAPTER 1, BEGIN CHAPTER 2)

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>symbol, gustoweh, rez/reservation, fragile, governing</td>
<td>• Eagle Song (one per student)</td>
</tr>
<tr>
<td></td>
<td>• Chalk Talk charts from Lesson 7: Family, Appreciation for the Natural World, Traditions and Ceremonies, Symbols, Peace</td>
</tr>
<tr>
<td></td>
<td>• Enough different colors (approximately 9) so each team of three has a unique color. Each team should use the same color as the day before.</td>
</tr>
<tr>
<td></td>
<td>• Triad Talk anchor chart</td>
</tr>
<tr>
<td></td>
<td>• Evidence flags (sticky notes: the smallest size available or larger sizes cut into strips)—two baggies per student (one each for home and school)</td>
</tr>
<tr>
<td></td>
<td>• Index cards or half-sheets of paper.</td>
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<tr>
<td></td>
<td>• Homework: Tracking My Thinking, Chapter 2 (one per student)</td>
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</tbody>
</table>

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.

B. Discuss the Eagle Symbol from Chapter 1 (5 minutes)
- Note: this discussion is intentionally quite short. It is fine if students do not fully understand the symbolism during this brief conversation, since they circle back to this topic in their Triad Talk later in the lesson.
- Be sure students have their text Eagle Song in front of them. Ask students to look at you at the picture just before the title page in Eagle Song. What does this picture show? Did they notice how many times an eagle appeared in the reading they did yesterday? If necessary, reread references to the eagle (page before the title page, pp. 10, 13, and 15). Why would the author put the eagle in so many places in the book?
- Depending on the background knowledge your students gathered earlier in this unit, they may know that Native Americans considered eagles to be very special. Because eagles could fly so high, many Native Americans believed that eagles carried prayers from people to the Creator. In addition, because they could see so well from high in the sky, Native Americans believed that eagles understood the lives of people. If students do not know this, tell them.
- Students also need to know that Iroquois people wore a special hat, called a gustoweh. Each of the six nations decorated their hats differently. The Mohawk people wore three upright eagle or hawk feathers in their gustowehs. Draw students’ attention to the title of Chapter 2 of the novel, which is called “Gustoweh.”

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, these can be used in directions and learning targets.
### WORK TIME

**A. Review of Chalk Talk charts (5 minutes)**  
- Tell students that they will be briefly revisit the Chalk Talk charts they began the day before.  
- Remind students that they will be working with their triad each day. Ask triads to go to a Chalk Talk chart that they did not write on at the end of the day yesterday and read it over. Ask students to talk in their triad about this specific aspect of Native American culture they have learned about earlier in this unit. “Do you remember any examples of this aspect from the reading yesterday?”  
- Ask students to remain at their charts. Remind them that the chapter they will read today is called “Gustoweh.” Invite students to talk with their triads to make a prediction: “How might the aspect of culture from the chart you are standing by be seen in this chapter?” Listen in to students’ conversations, praising students who are citing evidence to support their predictions.

**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 end of house. Clarify the reference to the rez, or “reservation,” on which the family lived before moving to Brooklyn.  
- Show students Questions 1, 2, and 3. Point out that for one of these questions, they are told where to look in the book for the answer. For the other two questions, they will need to skim their books for the right sections to reread for the answers. They should discuss the answers in their triad and mark evidence to support their answers using evidence flags as they did the day before. Cold call on group to respond.

### MEETING STUDENTS’ NEEDS

- Varying the methods of response for students makes the task accessible for all students. Offer students a choice to quickly sketch their ideas instead of write.

- Modeling provides a clear vision of the expectation for students.

- Some students may benefit from being given sentence starters for Think-Share.
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 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.

D. Independent Reading (20 minutes)

- Ask students to read independently from the middle of page 20 to page 25. Ask students to think about words they don’t know while reading and see if they can figure them out by backing up a little bit and reading past them a little bit. As students are reading, display Questions 4–6. If students finish reading before the allotted 15 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.

- Consider bringing together a small group to read with you more directly, scaffolding them by reading sections aloud and then asking them to reread.

- Some students may benefit from being given sentence starters for Think-Share.
## CENTRAL CONFLICT IN *EAGLE SONG* (REVISIT CHAPTER 1, BEGIN CHAPTER 2)

**E. Answering Text-Dependent Questions in Triads (10 minutes)**

- Focus students on Questions 4 to 6. Ask students to read aloud one text-dependent question at a time, and clarify any terms. They should then think on their own, then talk together to answer the question, marking their answers with evidence flags. Remind them that they are simply discussing and finding evidence at this point; they do not need to write complete answers to the questions.
- Students should then repeat this cycle for the next question.
- Monitor this discussion, making sure all students are participating. During this time, throughout the reading of this novel, you should sit with one or two triads to question them more specifically and scaffold understanding as needed.
CENTRAL CONFLICT IN EAGLE SONG (REVISIT CHAPTER 1, BEGIN CHAPTER 2)

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.

B. Add to Chalk Talk Charts (3 minutes)
- Redistribute the colored markers, so each triad has the same color they used in Lesson 7. Say: “We noticed yesterday that Danny shares some similar beliefs and takes some similar actions from the Iroquois of long ago. In your triad, discuss what today’s reading showed about Danny in terms of Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols, and Peace. Using your group’s color of marker, write something you noticed on at least two different charts from the charts that you wrote on yesterday. Don’t forget, I can tell which charts you wrote on because your group has a color all its own.”
- Check in with students about their success with today’s learning targets. Particularly ask them how the work went in their triads. Triad members should discuss these questions.

HOMEWORK

- Complete reading Chapter 2 (if they didn’t already) and answer the questions on the Homework: Tracking My Thinking handout. Use evidence flags to mark the specific areas in the book that support your answers.

Note: If 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 “downtime” 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 preread this novel with support during intervention or other support periods. Prereading with support will allow students to spend class periods rereading and focusing on evidence.

MEETING STUDENTS’ NEEDS

- Some students may benefit from having a few sentence frames to complete during the Independent Answer.
1. According to the beginning of the chapter, why did Danny’s mother, “…not feel like being teased…”?

2. On page 18, Richard Bigtree is described as “solid as a building.” What does the author mean by this phrase? Why did the author choose these words to describe Mr. Bigtree? (p. 18 last paragraph)

3. What clan does Danny belong to? Explain why Danny belongs to this particular clan? Use at least two details from the text in your answer.

4. On page 21, the author describes Danny’s father’s hard hat. What symbol did Danny’s father paint on his hard hat? Why did he paint this symbol? Use text evidence in your answer.

5. Earlier in Chapter one, Danny imagines an eagle taking him to faraway places. In this chapter, Danny says, “I need an eagle to take care of me.” What does the eagle symbolize for Danny? Use text evidence in your answer.

6. Danny compares life at school to a war. Why does he use this comparison? Use evidence from the text to support your answer.

7. Danny’s mood changes throughout Chapter 2 of Eagle Song. Explain how his mood changes and what causes it to change. Use text-based details to support your answer.
1. According to the beginning of the chapter, why did Danny’s mother, “…not feel like being teased…?”

Danny’s mother was serious and upset. Her husband was leaving again in a week for Philadelphia. (p. 17 first paragraph)

2. On page 18, Richard Bigtree is described as “solid as a building.” What does the author mean by this phrase? Why did the author choose these words to describe Mr. Bigtree? (p. 18 last paragraph)

Solid as a building means that Danny’s father was strong and tough, not likely to fall apart. The author probably describes him this way so the reader understands that Mr. Bigtree is a very important man in Danny’s life. He is not only big and strong in his physical appearance, but also in his moral character.

3. What clan does Danny belong to? Explain why Danny belongs to this particular clan? Use at least two details from the text in your answer.

Danny belongs to the Bear Clan because that is the clan his mother comes from. In the Iroquois tradition, clan membership always comes from the mother’s side. The women are the ones who hold the nation together. (p. 19 first three paragraphs)

4. On page 21, the author describes Danny’s father’s hard hat. What symbol did Danny’s father paint on his hard hat? Why did he paint this symbol? Use text evidence in your answer.

Danny’s father painted three hawk feathers on his hat and an eagle. The traditional Iroquois cap, the gustoweh, had similar feathers. His father painted an eagle with out-stretched wings to show that the eagle takes care of him. He says the eagle will not let him fall while he is up on the iron. (p. 21 first three paragraphs)

5. Earlier in Chapter one, Danny imagines an eagle taking him to faraway places. In this chapter, Danny says, “I need an eagle to take care of me.” What does the eagle symbolize for Danny? Use text evidence in your answer.

Danny sees the eagle as a means to escape the situation he is in at school. The eagle protects his father at work. Danny would like the eagle to keep him safe by taking him away from the school (also referenced in chapter 1). He tells his father that the kids at school don’t like him. They tell him to go home to his teepee. (p. 21 paragraphs 4, 5 and 6)
6. Danny compares life at school to a war. Why does he use this comparison? Use evidence from the text to support your answer.

   Danny tells his father that he wants to kill the students that are picking on him (21). He says that everyone at school is on one side and he is on the other side all by himself. Kids make fun of him and ignore him. He says that he does not have one friend. Danny feels very angry and sad, the way people in a war feel. (p. 22 third paragraph)

7. Danny’s mood changes throughout Chapter 2 of Eagle Song. Explain how his mood changes and what causes it to change. Use text-based details to support your answer.

   In the beginning of the chapter, Danny is quiet as he is trying to listen to his parents’ conversation in the Mohawk language. He feels something is wrong. In the middle of the chapter, Danny is upset as he tells his father about his troubles at school. He is also worried that the boys will make fun of his father. At the end of the chapter, Danny feels peaceful as his father prepares to tell him a story. Danny imagines that he is in a great bark lodge. He imagines smelling smoke from fires and seeing piled snow and pine trees. (pp. 17-25)
1. Danny’s mood changes throughout Chapter 2 of *Eagle Song*. Explain how his mood changes and what causes it to change. Use text-based details to support your answer.

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Homework: Tracking My Thinking: Chapter 2 of *Eagle Song*
GRADE 4, MODULE 1: UNIT 2, LESSON 11

COMPARING “THE (REALLY) GREAT LAW OF PEACE” AND CHAPTER 3 OF EAGLE SONG

<table>
<thead>
<tr>
<th>LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)</th>
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<tbody>
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<tr>
<td>I can explain what a text says using specific details from the text. (RL.4.1)</td>
</tr>
<tr>
<td>I can make inferences using specific details from the text. (RL.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 recognize, interpret and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</td>
</tr>
<tr>
<td>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</td>
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<tr>
<th>SUPPORTING LEARNING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can infer Danny’s mood based on details from the text.</td>
<td>• Homework: Tracking my Thinking, Chapter 2</td>
</tr>
<tr>
<td>• I can compare and contrast two versions of the story of the Great Peacemaker.</td>
<td>• Student-created notes</td>
</tr>
</tbody>
</table>
# AGENDA

1. Opening  
   A. Review Learning Targets (5 minutes)  
   B. Discussion of Danny’s Change of Mood in Chapter 2 (10 minutes)  
2. Work Time  
   A. Re-reading “The (Really) Great Law of Peace” and Modeling Notes on Sentence Strips (15 minutes)  
   B. Venn Diagram and Independent Reading: Pages 26-34 of *Eagle Song* (15 minutes)  
   C. Triads Develop Notes (10 minutes)  
3. Closing and Assessment  
   A. Independent Answer to Text-Dependent Question (8 minutes)  
   B. Preparation for Homework (2 minutes)

# TEACHING NOTES

- In advance: Prepare a set of 10 sentence strips with key ideas from “The (Really) Great Law of Peace” on them. (See supporting materials for suggestions.) Tape them in random order on the board or someplace in the room.  
- In advance: Put the names Dekanawidah, the Peacemaker, Hiawatha, Aionwahta, and Adodarhoh on sentence strips.  
- In advance: Prepare sets of 10 blank sentence strips for each triad group (approximately 30 sentence strips).  
- In advance: For each triad, prepare two large yarn circles (about three feet in diameter each). These will be laid on the floor as overlapping circles, as a Venn diagram.  
- In advance: Tape two overlapping yarn circles in a place where students can see them.  
- In advance: Read Chapter 3 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.
# GRADE 4, MODULE 1: UNIT 2, LESSON 11

## COMPARING “THE (REALLY) GREAT LAW OF PEACE” AND CHAPTER 3 OF EAGLE SONG

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| compare, in common, contrast, different, mourned, wizardry, stalks, shelter, foretold, condolence, transform | • *Eagle Song* (one per student)  
• “The (Really) Great Law of Peace” (from Unit 1) (one per student)  
• Chapter 3 Text Dependent Questions  
• Sentence strips as described in teaching notes.  
• Yard circles as described in teaching notes.  
• Half-sheets of paper for the lesson assessment |

### 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 unit.

**B. Discussion of Danny’s Change of Mood in Chapter 2 (10 minutes)**

- Be sure that students have their text *Eagle Song* in front of them. Tell students you are going to check in on the work they did as homework for Chapter 2. Ask students to look at the picture on page 23 of the book. Ask: “What is Danny’s mood in this picture?” Listen for students to offer comments such as *relaxed* or *happy*.
- Wonder with students how they decided that Danny was happy even though the picture did not have the word happy in it. Ask: “What specific things do you see that tell you that Danny is happy?” Remind students that when they make a decision about the meaning of a picture or something that’s happening in something they are reading is based on clues, it’s called an “inference.”
- Encourage students to talk in their triads about the way Danny’s mood changed over the course of Chapter 2. They should share their inferences and evidence with each other.
- Then reorient students into the whole group. Ask a series of text-dependent questions that further push students to infer Danny’s mood based on evidence from the text. Give students time between asking each question to look in the book and formulate an answer.
  * “At the top of page 18, what is Danny’s mood? How do you know?”
  * “At the bottom on page 20, what is Danny’s mood? How do you know?”
  * “In the middle of page 22, what is Danny’s mood? How do you know?”
  * “At the end of Chapter 2, what is Danny’s mood? How do you know?”

### 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, these can be used in directions and learning targets.
# GRADE 4, MODULE 1: UNIT 2, LESSON 11

**COMPARING “THE (REALLY) GREAT LAW OF PEACE” AND CHAPTER 3 OF EAGLE SONG**

## WORK TIME

### A. Rereading of “The (Really) Great Law of Peace” and Modeling Notes on Sentence Strips (10 minutes)

- Ask students to independently read the subheadings in “The (Really) Great Law of Peace” (from Unit 1). Ask a few students to share out what they remember from the article. Refer to the 10 sentence strips on the board and ask students if they are in the right order. Ask students for help put the 10 strips in a logical order. Have students reread the article and double-check the order.

### B. Venn Diagram and Independent Reading: pages 26–34 of Eagle Song (15 minutes)

- Tell students that in Chapter 3, they will read another version of the story of The Great 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. One thing that is different is the names of characters. In “The (Really) Great Law of Peace,” the main characters are Dekanawideh and Hiawatha. In Eagle Song, the main characters are the Peacemaker, who is the same person as Dekanawideh but that name is never used; Hiawatha, who is more often mentioned as Aionwahta; and Adodarhoh. Put Dekanawideh on “The (Really) Great Law of Peace” side of the Venn diagram and Aionwahta and the Peacemaker on the Eagle Song side of the circle. Put Hiawatha in the center, overlapping circle.
- Reinforce for students that things in the outside circle happen only in those stories (they are different) and things in the inner circle happen in both stories (those things are in common).
- 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 (Really) Great Law of Peace.”
- Ask students to independently read pages 26 through 34, marking at least three things that are similar to “The (Really) Great Law of Peace” and three things that are different. Encourage students to refer to the idea sentence strips about “The (Really) Great Law of Peace” that are on the board.
- 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.
### WORK TIME

#### C. Triads Develop Notes (10 minutes)

- Ask students to talk in their triad groups and write sentence strips about things that are in common and different between the two versions based on what they have read so far. Some possibilities:

  - **Similar:**
    - The Five Nations were at war with each other.
    - Adodarhonh was evil and mean.
    - Aionwahta traveled to the land of the Onondagas.
    - Aionwahta wanted peace.
    - Aionwahta and the Peacemaker worked together to bring peace.
    - Aionwahta and the Peacemaker convinced Adodarhonh to be peaceful.
    - The Peace Tree was planted.
    - Five arrows were tied together to symbolize unity.

  - **Different:**
    - Aionwahta’s sister died and he was sad.
    - Adodarhonh sent a storm to tip the canoes.
    - Aionwahta’s daughters died.
    - Aionwahta met the turtle doing the feather dance.
    - The turtle told Aionwahta to join the nations.
    - The birds flew away with the water.
    - Aionwahta picked up shells and strung them like beads.

- Ask students to place their Venn diagram strings on the floor and place their sentence strips in either the “in common” space or in the *Eagle Song* side. Leave the Venn diagrams on the floor for students to use during the Closing and Assessment.
# Closing and Assessment

## A. Independent Answer to Text-Dependent Question (8 minutes)
- Post the following question on the board, and ask students to respond on their index cards: Describe two things the Peacemaker stories we have read in “The (Really) Great Law of Peace” and in Eagle Song have in common. Describe two ways they are different. Which version do you like best? Why?

## B. Preparation for Homework (2 minutes)
- Talk with students about how their homework is going. Remind them that reading and thinking at home helps their reading muscles get stronger. Preview tonight’s assignment on the Homework: Tracking My Thinking for Chapter 3. Help students think about what they might do to develop an answer to the question.

## Homework
- Complete Chapter 3 and answer the questions on the Homework: Tracking My Thinking for Chapter 3 handout at the end of this lesson. Use evidence flags to mark the specific areas in the book that support their answers.

### Note:
If 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 re-reading and focusing on evidence.
Possible notes for sentence strips: “The (Really) Great Law of Peace”

The Five Nations were at war with each other.

Dekanawideh wanted peace.

Dekanawideh traveled to speak about peace.

Dekanawideh climbed the tree and asked the Mohawk to chop it down.

Dekanawideh won people’s trust by surviving when the tree was chopped down.

Dekanawideh met Hiawatha.

Dekanawideh and Hiawatha worked together for peace.

Five arrows were tied together to symbolize unity.

The leaders decided to form the Iroquois Confederacy.

Dekanawideh provided the Great Law of Peace
1. On page 33, Aionwahtha realizes that, “One man alone could not bring peace. It has to be done by people working together.” According to the text, what does this statement mean?

________________________________________________________________________
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________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Why do you think Danny’s father told him the story of the Great Peacemaker? What might be important for Danny to understand about this story? Use details from the text to support your answer.

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# GRADE 4, MODULE 1: UNIT 2, LESSON 12

## RE-READING PORTIONS OF THE IROQUOIS CONSTITUTION AND EAGLE SONG: “SOMEBODY, IN, WANTED, BUT, SO”

### 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 and RI.4.1)
- I can make inferences using specific details from the text. (RL.4.1 and RI.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 explain the meaning of new sections of the Iroquois Constitution using specific details from the text.
- I can explain the setting, characters, motivation, and conflict characters of *Eagle Song* using specific details from the text.
- I can collaborate with my peers and adults to learn from the Iroquois Constitution and *Eagle Song*.

### ONGOING ASSESSMENT

- Homework: Tracking My Thinking Chapter 3 handout
- Somebody In Wanted But So Close Reading recording forms

### AGENDA

1. **Opening**
   - A. Review Learning Targets (5 minutes)
2. **Work Time**
   - A. Whole Class Reading of Sections 93 and 107 of the Great Law of Peace (10 minutes)
   - B. Guided Practice: Somebody In Wanted But So (15 minutes)
   - C. Independent Rereading of Sections of *Eagle Song* Using Somebody In Wanted But So (20 minutes)
3. **Closing and Assessment**
   - A. Sharing (5 minutes)
   - B. Closure and Preparation for Homework (5 minutes)

### TEACHING NOTES

- This lesson includes many options to gradually release responsibility to students for thinking about their novel *Eagle Song*. They are rereading text that they had already studied, so perhaps allowing to work independently today is the right choice.
- This lesson introduces Somebody In Wanted But So (SIWBS), a scaffold used to help readers see how details in a story help convey the main message. In this lesson, SIWBS is first used with the primary source document the Great Law of Peace, which is not a narrative text. However, SIWBS serves as a useful way to review the purpose of this primary source document, since the Great Law was in fact spoken by a person (character) in a setting who wanted something (peace) for his people.
# Grade 4, Module 1: Unit 2, Lesson 12

## Re-reading Portions of the Iroquois Constitution and Eagle Song: “Somebody, In, Wanted, But, So”

### Lesson Vocabulary

<table>
<thead>
<tr>
<th></th>
<th>Materials</th>
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<tbody>
<tr>
<td>specially, matter, utter ruin, affect, confirmation, denote, indicate, approach; feud, console, condolence</td>
<td><em>Eagle Song</em> (one per student)</td>
</tr>
<tr>
<td></td>
<td>Sections 93 and 107 of the Great Law of Peace (one per student)</td>
</tr>
<tr>
<td></td>
<td>Somebody In Wanted But So Close Reading recording form (one per student)</td>
</tr>
<tr>
<td></td>
<td>The words <em>somebody, in, wanted, but,</em> and <em>so</em> written on your board or interactive whiteboard.</td>
</tr>
<tr>
<td></td>
<td>Homework: Tracking My Thinking: Chapter 4 (one per student)</td>
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</tbody>
</table>

### Opening

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

- Collect students’ homework: Tracking My Thinking Chapter 3 handout. Tell students that reading about the Great Peacemaker and the Great Law of Peace yesterday made you think of how well they did when they read the actual Great Law of Peace. “You were really building your reading muscles!” you might remind them. “I thought it would be great to give your brains another workout like that!” Tell students they will be reading two more sections of the Great Law of Peace today, then reread a few excerpts from *Eagle Song*.
- Ask students to read the day’s learning targets chorally and ask one or two students to discuss the meaning of *details* and *inference*. Ask them to talk about the difference they are noticing between reading their novels and reading *The Iroquois Constitution* and/or *The Iroquois* books. Listen for comments such as how the novel has a story and a character to follow.

### 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, these can be used in directions and learning targets.
GRADE 4, MODULE 1: UNIT 2, LESSON 12

RE-READING PORTIONS OF THE IROQUOIS CONSTITUTION AND EAGLE SONG: “SOMEBODY, IN, WANTED, BUT, SO”

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<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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| **A. Whole Class Reading of Sections 93 and 107 of the Great Law of Peace (10 minutes)** | **•** A few students might benefit from having the key ideas pre-highlighted on their copies of the Iroquois Constitution. 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.  
**•** Deliberately partnering strong readers/thinkers with less ready readers or English Language Learners will support students in these complex tasks. Think through which students should be working together ahead of time.  
**•** 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. Ideally, an ELL student who is more proficient with English would be paired with one who is less so. |

- Distribute students’ copies of 93 and 107 of the Great Law of Peace. Read aloud 93 of the Iroquois Constitution as students follow along. “Whenever a specially important matter or a great emergency is presented before the Confederate Council and the nature of the matter affects the entire body of the Five Nations, threatening their utter ruin, then the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council. This decision shall be a confirmation of the voice of the people.”
- Ask students to reread this section on their own, and then Think-Pair-Share: “What is this section of the Great Law of Peace mostly about?” Cold call on students to respond.
- Draw students’ attention to the phrase “specially important matter.” Ask: “How can we figure out what this means?” Listen for a student to point out that the word or immediately follows. If a student focuses on that word, probe, asking how that helped him or her figure out what the phrase meant.
- If no student responds, point out the or: “It says ‘a specially important matter OR a great emergency.’ I understand a great emergency, that’s like when something bad is happening and you have to do something about it quickly. I think great and specially important are describing phrases. Specially important is describing the matter, and great is describing the emergency. So in this paragraph, I wonder if a matter is like a serious situation, as an emergency is.” Read on, if needed, and show them the connection between the phrases nature of the matter and threatening their utter ruin. “That seems to say that if the matter or serious situation is very bad, it would completely ruin the Iroquois people. I think matter and serious situation are the same thing in this paragraph.”
### WORK TIME

#### B. Guided Practice: Somebody In Wanted But So (15 minutes)

- **Tell the students** you have learned a new way to think about the details in a complex text and show them the words *somebody, in, wanted, but, and so* on the board. After each, write a few explanatory notes as you review.
  - *Somebody* is narrator or character in a text.
  - *In* is the place where a text is set.
  - *Wanted* is what the character or narrator is hoping for.
  - *But* is the problem or obstacle that might get in the way of what the character or narrator wants.
  - *So* is the outcome or resolution.

- **Tell students** that this list of words is one helpful way for readers to think about the main parts of a story. They will review these words to help them think about Danny and what is going on in *Eagle Song*. To practice, they will first use these words to help them think about important details in the Great Law of Peace. (See teaching note: *Somebody In Wanted But So* is typically used with narrative text.)

- **Ask students to discuss:** “What are the *somebody, in, wanted, but, and so* details of this section of the Great Law of Peace?" 
  - *Somebody = the Great Peacemaker*
  - *In = the Iroquois Confederacy, long ago*
  - *Wanted = the Iroquois people to have a voice in decisions that affected them*
  - *But = the Lords of the Confederacy had a lot of power*
  - *So = they had to tell the people about important things, and they had to listen to the people*

- **After students have a chance to discuss,** ask partners to share their thinking. Guide and record their responses, one by one, until all the correct information is posted on the board. Reread this section and ask students: “Do we have the right information captured on the board?” Ask students to give you a thumbs-up if they agree.

- **Distribute the Somebody In Wanted But So Close Reading recording form** to students. Ask them to preview it. If needed, draw their attention to the fact that they just completed a similar form with you on the board.

- **Read aloud Section 107 of the Great Law of Peace:** “A certain sign shall be known to all the people of the Five Nations which shall denote that the owner or occupant of a house is absent. A stick or pole in a slanting or leaning position shall indicate this and be the sign. Every person not entitled to enter the house by right of living within it upon seeing such a sign shall not approach the house either by day or by night but shall keep as far away as his business will permit.”

- **Ask students to reread this section and then Think-Pair-Share to decide their answer to the “Capturing the Gist” section of the recording form. Cold call on partners to share and list several reasonable but not necessarily completely accurate options on the board. Invite students to write down a gist statement for the board or the one that they developed with their partner if they feel it is accurate.

### MEETING STUDENTS’ NEEDS

- Modeling provides a clear vision of the expectation for students.
- Some students might benefit from having a partially filled-in version of the Close Reading recording form.
### Grade 4, Module 1: Unit 2, Lesson 12

**Re-Reading Portions of the Iroquois Constitution and Eagle Song: “Somebody, In, Wanted, But, So”**

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<th>Work Time</th>
<th>Meeting Students’ Needs</th>
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| - Ask students to reread Section 107 of the Iroquois Constitution and complete the Gathering Important Details section.  
  * Somebody = the Great Peacemaker  
  * In = the Iroquois Confederacy, long ago  
  * Wanted = people to stay out of each other’s houses when no one was home  
  * But = they needed a sign of when not to enter a house  
  * So = the Peacemaker said to use a slanted stick or pole  
- Circulate to guide groups as they work.  
- Ask students to check their thinking about their initial gist statements. Perhaps point out a few on the board and say: “These were excellent initial thinking, but what did we learn when we studied the text more closely?” Rewrite the statements so they are accurate. Have students record one they like or one of their own in the final box.  
- Talk with students about clarifying their understanding as they read. It is okay, or even expected, that a reader will change their mind about what something means as they read more. |  
| • C. Independent Rereading of Sections of Eagle Song using Somebody In Wanted But So (20 minutes)  
  - Allow students to choose two or three sections of Eagle Song to reread and use the Close Reading recording form.  
  - Possible sections include the following:  
    * Page 10, from “There had been plenty of reasons to leave . . .” to page 11, “birds.”  
    * Page 17, from the opening sentence to page 18, “silence.”  
    * Page 24, “Danny’s father” to page 25, end of chapter.  
    * Page 26, “It was long ago” to page 27, “Onondaga.”  
    * Page 33, “I must find the peacemaker,” to page 34, “wampum strings.” |  
| Note: For this next section of this lesson, decide based on the needs of your class whether to allow students to work independently, group your most ready readers together to work in homogeneous pairs while you work directly with less ready students, or to maintain the partnerships you have established. |
**GRADE 4, MODULE 1: UNIT 2, LESSON 12**

**RE-READING PORTIONS OF THE IROQUOIS CONSTITUTION AND EAGLE SONG: “SOMEONE, IN, WANTED, BUT, SO”**

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<th>CLOSING AND ASSESSMENT</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tr>
<td><strong>A. Sharing (5 minutes)</strong></td>
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<td>• Ask students to share with a neighbor their Somebody In Wanted But So recording forms, focusing on places where they changed their minds or clarified their thinking. Collect this work from students.</td>
<td>• Some students may benefit from having a paragraph frame to support them when completing the answer to this question.</td>
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<th>HOMEWORK</th>
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<td><strong>B. Preparation for Homework (2 minutes)</strong></td>
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<td>• Talk with students about how their homework is going. Remind them that reading and thinking at home helps their reading muscles get stronger. Preview tonight’s assignment and help students think about what they might do to develop an answer to the question.</td>
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**HOMEWORK**

- Complete reading Chapter 4. Answer the questions on the homework: Tracking My Thinking Chapter 4 handout. Use evidence flags to mark the specific areas in the book that support your answers.

Note: If 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 re-reading and focusing on evidence.
93. Whenever a specially important matter or a great emergency is presented before the Confederate Council and the nature of the matter affects the entire body of the Five Nations, threatening their utter ruin, then the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council. This decision shall be a confirmation of the voice of the people.

107. A certain sign shall be known to all the people of the Five Nations which shall denote that the owner or occupant of a house is absent. A stick or pole in a slanting or leaning position shall indicate this and be the sign. Every person not entitled to enter the house by right of living within it upon seeing such a sign shall not approach the house either by day or by night but shall keep as far away as his business will permit.
Capturing the Gist in a Story

After reading this for the first time on your own, what do you think this section of the reading is mostly about?

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<th>Somebody … (character)</th>
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<td>In … (setting)</td>
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<tr>
<td>Wanted … (motivation)</td>
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<tr>
<td>But … (problem)</td>
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<tr>
<td>So … (resolution)</td>
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1 Kylene Beers, When Kids Can’t Read: What Teachers Can Do (Portsmouth, NH: Heinemann, 2003), ??–??.
GRADE 4, MODULE 1: UNIT 2, LESSON 12

After thinking more closely about this reading NOW what do you think this reading is mostly about? Use several specific details to explain why you think this.

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1. How do the students in Danny’s class feel about his father? What specific details in the text makes you think so?

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2. According to Danny’s father, what are similarities between the Iroquois Confederacy (he calls it the Iroquois League) and early America? Use details from the text in your answer.

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# Grade 4, Module 1: Unit 2, Lesson 13

## Learning from Aionwahta and Danny’s Father (Chapter 4, The Visit)

### 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 describe Danny’s father and how Danny’s classmates respond to him.
- 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
   - A. Learning Targets (5 minutes)
   - B. Discussion of Homework Questions (5 minutes)
2. Work Time
   - A. Review of Chalk Talk Charts (5 minutes)
   - B. Read-aloud and Text-Dependent Question: Chapter 4 of *Eagle Song* (5 minutes)
   - D. Independent Reading of Pages 39–47 (20 minutes)
   - E. Answering Questions in Triads (10 minutes)
3. Closing and Assessment
   - A. Independent Answer (2 minutes)
   - B. Add to Chalk Talk Charts (8 minutes)

### Teaching Notes

- In advance: Review the five Chalk Talk posters (Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols and Dreams, Peace) for any misconceptions to clear up.
- 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* (one per student)
- Chalk Talk charts: Family, Appreciation for the Natural World, Traditions and Ceremonies, Symbols, Peace
- Enough different colors (approximately 9) so every team of three has a unique one, with each team using the same color as the day before
- Triad Talk anchor chart
- Evidence flags
- Index cards or half-sheets of paper.
- Homework: Tracking My Thinking, Chapter 5

## OPENING

### A. Review Learning Targets (5 minutes)
- Ask students to read learning targets chorally and reinforce their smooth and expressive reading. (If they did not read the targets smoothly and expressively, consider having them to do it again). Reinforce what a good job they did the day before using their Close Reading Recording Forms. Today they will transition back to work in their triads. Review the *Triad Talk anchor chart* and connect it to the learning target about discussions.

### B. Discussion of Homework Questions (5 minutes)
- Collect students’ Tracking My Thinking: Chapter 4 handouts, which they did for homework.
- Ask: “Who can name one comparison that Danny’s father made between the Iroquois Confederacy and early America?” Call on one or two volunteers, then cold call others who might not have their hands up. If students say: “I don’t know,” respond with “I know you will have an answer by the end of class today. Be ready, I will be coming back to you.” It’s important to hold students accountable for their reading.

## 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, these can be used in directions and learning targets.
**GRADE 4, MODULE 1: UNIT 2, LESSON 13**

**LEARNING FROM AIONWAHTA AND DANNY’S FATHER (CHAPTER 4, THE VISIT)**

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<th>WORK TIME</th>
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<td><strong>A. Review of Chalk Talk charts (5 minutes)</strong>&lt;br&gt;• By this point, students should be very familiar with the Chalk Talk routine. Tell students that today, they should push themselves to cite details from the text that support their answer. Briefly focus students on the title “Traditions” on one of the charts, and help students see the link between this word and the term traditional. Help students define traditional as the way a group usually does something, or actions that are based on old customs and beliefs.&lt;br&gt;• Ask triads to bring their Eagle Song texts to a Chalk Talk chart different from the one they started at yesterday. They should talk together about this specific aspect of Native American culture.&lt;br&gt;* “Do you feel Danny and his family believe in these things in traditional ways?”&lt;br&gt;* “What are some of the things Danny and his family do differently than Native Americans of long ago?”&lt;br&gt;• Deliberately partnering strong readers/thinkers with less ready readers or English Language Learners will support students in these complex tasks. Think through which students should be working together ahead of time.</td>
<td>• A few students might benefit from having the key ideas prehighlighted 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.</td>
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<td><strong>B. Read-aloud and Text-Dependent Question: Chapter 4 of Eagle Song (5 minutes)</strong>&lt;br&gt;• Read aloud pages 38 to 39, up to the word relief.&lt;br&gt;• Ask students to reread and focus on 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.&lt;br&gt;• 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.</td>
<td>• Modeling provides a clear vision of the expectation for students.</td>
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<td><strong>C. Independent Reading of Pages 39–47 (20 minutes)</strong>&lt;br&gt;• Ask students to read independently from the middle of page 39 to page 47. Remind students to think about words they don’t know while reading and see if they can figure them out by backing up and reading past them. Consider gathering a small group to read with you more directly, scaffolding them by reading sections aloud as they follow along, and then asking them to reread specific paragraphs. As students are reading, display Questions 1–5.</td>
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### GRADE 4, MODULE 1: UNIT 2, LESSON 13

**LEARNING FROM AIONWAHTA AND DANNY’S FATHER (CHAPTER 4, THE VISIT)**

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<th>WORK TIME</th>
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<td><strong>D. Answering Questions in Triads (10 minutes)</strong></td>
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<td>• As usual, ask triads to read, think, and then discuss and answer each text-dependent question. Point out to students that today’s questions do not give them page numbers; they will have to skim the text to find the relevant passages.</td>
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<td>• Remind them to mark the supporting details they are finding with <strong>evidence flags</strong>. Monitor this discussion, making sure all students are participating.</td>
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<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>
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# LEARNING FROM AIONWAHTA AND DANNY’S FATHER (CHAPTER 4, THE VISIT)

## CLOSING AND ASSESSMENT

### A. Independent Answer (2 minutes)
- Distribute index cards or half sheets of paper. Up until this lesson, students have had the option to choose just one question to answer. If you feel students are handling this choice appropriately, you might stay with that strategy. However, if you feel that some students are “taking the easy way out,” consider ramping up the rigor by assigning a question for them to answer. If you make this choice, give students a bit more time to go back into the book to specific details to support their answers.

### B. Add to Chalk Talk Charts (8 minutes)
- Say: “We noticed yesterday that Danny shares some similar beliefs and takes some similar actions from the Iroquois of long ago. In your triad, discuss what the reading from today showed about Danny in terms of Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols, and Peace. Using your group’s color of marker, write something you noticed on at least two charts. Don’t forget, I can tell which charts you wrote on because your group has a color all its own.”
- Revisit the question that students considered during the opening of today’s lesson: “Who can name one comparison that Danny’s father made between the Iroquois Confederacy and early America?” Check in with any students who said “I don’t know.” Support them in providing an answer to the prompt “name one comparison that Danny’s father made between the Iroquois Confederacy and early America.” This demonstrates for students that they will be accountable for eventually answering important questions.

## HOMEWORK

- Read Chapter 5 and answer the questions on the Homework: **Tracking My Thinking**, Chapter 5 handout. 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 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 preread this novel at home or during intervention or other support periods. Prereading will allow students to spend class periods re-reading and focusing on evidence.
1. How did Danny feel about Tyrone being chosen to escort Mr. Bigtree to the classroom? What in the text makes you think so?

2. In this chapter, what is the significance of the classroom door? Why would the author draw our attention to this detail?

3. How do the students in Danny’s class feel about his father? What in the text makes you think so?

4. What was Mr. Bigtree trying to teach the class and his son during his presentation? What sentence in the text is the main point of this lesson? Why is this lesson important for the characters?

5. What feeling is the author trying to create when he said the class “exploded into applause” as Mr. Bigtree prepared to leave? How would the reader feel if the author used the word *clapped* instead?
1. **How did Danny feel about Tyrone being chosen to escort Mr. Bigtree to the classroom? What in the text makes you think so?**

   Danny was nervous. Danny thought it could be a disaster if Tyrone chose to make fun of Mr. Bigtree. (p. 40, paragraph three)

2. **In this chapter, what is the significance of the classroom door? Why would the author draw our attention to this detail?**

   The classroom door symbolizes stress or worry for Danny. He looks at it throughout the day. He wonders what will happen when he leaves for gym class, he hopes he can get through the door without bumping into Tyrone, and he looks at the door and waits for the final bell so he can go home. Now, Danny waits for his father to walk through that door. The author is doing this to help us better understand Danny and his situation. (bottom of p. 41 - top of p. 42)

3. **How do the students in Danny’s class feel about his father? What in the text makes you think so?**

   The students like and respect Danny’s father. Consuela was smiling and looking up at Mr. Bigtree. Tyrone placed Mr. Bigtree’s hard hat on the table carefully. Everyone said yes when Mr. Bigtree asked them if they wanted to hear a story. (p. 42 paragraphs two and three; p. 45 paragraph two)

4. **What was Mr. Bigtree trying to teach the class and his son during his presentation? What sentence in the text is the main point of this lesson? Why is this lesson important for the characters?**

   Mr. Bigtree was teaching the kids about Iroquois history and their great belief in peace. The important sentence is, “If you believe in peace, then an enemy can become a friend.” This lesson is important so that Danny and students know they can reach out to each other for friendship. (p. 47 paragraph 4).

5. **What feeling is the author trying to create when he said the class “exploded into applause” as Mr. Bigtree prepared to leave? How would the reader feel if the author used the word clapped instead?**

   The author is creating a feeling of excitement. He wants us to know that the students really enjoyed the visit by Mr. Bigtree. Danny was worried for no reason. If the author used the word, clapped, we would get a feeling that the students were just being polite. (p. 47 – paragraph 7)
1. Describe Danny’s incident on the playground. How does Danny explain the incident to Mr. Rosario? Why does Danny give this explanation? Use specific details from the text to support your answer.

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### Grade 4, Module 1: Unit 2, Lesson 14

**How Danny Responds to Conflict (Chapter 5, The Longest Day)**

#### 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

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<tr>
<th>1. Opening</th>
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<tr>
<td>A. Review Learning Targets (5 minutes)</td>
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<tr>
<td>B. Discussion of Homework Question (5 minutes)</td>
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<tr>
<td>2. Work Time</td>
</tr>
<tr>
<td>A. Review of Chalk Talk charts (5 minutes)</td>
</tr>
<tr>
<td>B. Read-aloud and Text-Dependent Question: Pages 48-51 of Eagle Song (5 minutes)</td>
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<tr>
<td>C. Independent Reading (20 minutes)</td>
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<tr>
<td>D. Answering Text-Dependent Questions in Triads (10 minutes)</td>
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<tr>
<td>3. Closing and Assessment</td>
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<tr>
<td>A. Independent Answer (2 minutes)</td>
</tr>
<tr>
<td>B. Add to Chalk Talk Charts (8 minutes)</td>
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### Teaching Notes

- In this lesson, students work closely with Chapter 5. Chapter 7 is then assigned as homework.
- Note: there is no formal lesson for Chapter 6, “Colors.” This chapter references gang activity that may or may not be appropriate for your class based on your community’s standards. If you choose to read Chapter 6 with your class (it may be very important and relevant for your students), do so as a whole class read-aloud and discussion.
- If you choose to skip Chapter 6, note that the significant character in that chapter, Will, is mentioned briefly in the very last paragraph of the book. This reference to a friend who is in a gang can be easily explained to students without having them read the whole of Chapter 6.
- In advance: Review the five chalk talk posters
- (Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols and Dreams, Peace) for any misconceptions that you should clear up.
- Review: Chalk Talk (Appendix 1)
- In advance: Read Chapter 5 and review the text-dependent questions for this chapter (see supporting materials at the end of lesson). 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
crept, taunted, padded, familiar, administrative, jotted, blinding

### MATERIALS
- *Eagle Song* (one per student)
- Chalk Talk charts: Family, Appreciation for the Natural World, Traditions and Ceremonies, Symbols, Peace
- Enough different colors (approximately 9) so every team of three has a unique one, with each team using the same color as the day before
- Triad Talk anchor chart
- Evidence flags
- Index cards or half-sheets of paper
- Chapter 7 Tracking My Thinking handout

### OPENING

#### A. Review Learning Targets (5 minutes)
- Ask students to read learning targets chorally and reinforce their smooth and expressive reading. Reinforce what a good job they did the day before. Ask the class to review the Triad Talk anchor chart and say the things they feel are going well in their groups. Mention specific students and behaviors that you want to reinforce, such as: “Yesterday I saw Marquis and Jesse pointing to specific words in their books as they talked. I heard Destiny asking her group to provide evidence for their answers.”

#### B. Discussion of Homework Question (5 minutes)
- Ask students to Think-Pair-Share about the question they answered for homework, specifically why Danny didn’t tell adults what happened to him on the playground. This is likely a question very relevant to your students, as they may have had experience with bullying. After hearing some students’ ideas, tell students: “We are going to really dig into Chapter 5 today to see if we can understand Danny’s choices.”

### 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, these can be used in directions and learning targets.
# HOW DANNY RESPONDS TO CONFLICT (CHAPTER 5, THE LONGEST DAY)

## WORK TIME

### A. Review of Chalk Talk charts (5 minutes)
- Ask triads to go to a Chalk Talk chart of their choice and read it over. They should talk together about this specific aspect of Native American culture:
  - “Do you feel Danny and his family believe in these things in traditional ways? How do you know?”
  - “Is there one of these charts (perhaps not the one you are standing at) that seems to be most important in the novel? Why?”

### B. Read-Aloud and Text-Dependent Questions: Pages 48–51 of Eagle Song (5 minutes)
- Ask students to sit with their triads. Read aloud the chapter title and page 48 to the middle of page 51, as students follow along in their text.
- Ask students to Think-Pair-Share to answer the question: “How are Danny and his mother feeling at the beginning of this chapter? What evidence do you have to support your answer?” Direct students’ attention to the words *crept* and *taunted* on page 48. Hear from students their interpretation of those words, and clarify as needed. Connect the word *crept* to *creep*.

### C. Independent Reading (20 minutes)
- Ask students to read independently from the middle of page 51 to page 58. Remind students to think about words they don’t know while reading and see if they can figure them out by backing up and reading past them. (Difficult words students can figure out from context are listed in the Lesson Vocabulary, above). Consider gathering together a small group to read with you more directly, scaffolding them by reading sections aloud as they follow along, and then asking them to reread specific paragraphs. As students are reading, display Questions 1–4.

### D. Answering Text-Dependent Questions in Triads (10 minutes)
- In triads, students should discuss and answer Questions 1–4, marking their answers 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 the questions and clarifying their understanding.

## MEETING STUDENTS’ NEEDS

- Deliberately building triads consisting of strong readers/thinkers with less ready readers or English Language Learners will support students in these complex tasks. Think through which students should be working together ahead of time.

- A few students might benefit from having the key ideas prehighlighted 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.

- Support individual students as needed.
## Closing and Assessment

**A. Independent Answer (2 minutes)**
- Pass out index cards or half sheets of paper. Yesterday, you may have allowed students to choose a question to answer in writing or you might have assigned a question for them to answer. Continue to handle this in a way that holds your class most accountable for reading, discussing, and thinking.

**B. Add to Chalk Talk Charts (8 minutes)**
- Say: “We have definitely started noticing that Danny shares some similar beliefs and takes some similar actions from the Iroquois of long ago. In your triad, discuss what today’s reading showed about Danny in terms of Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols, and Peace. Using your group’s color of marker, write something you noticed on at least two charts. Don’t forget, I can tell which charts you wrote on because your group has a color all its own.”
- Check in with students about their thinking regarding Danny’s choice not to tell adults what happened on the playground. Ask students to “vote with their feet.”
  * If they think Danny made the right choice not to tell, they should go to the back right corner of the room.
  * If they thought Danny should have told, they should go to the back left corner of the room.
  * If they aren’t sure, they should stay in the center.
- Ask students to discuss their opinions with those in their chosen spots. Connect with the unit’s big ideas by asking: “What impact might communication have on this issue?” Close the lesson by reinforcing your willingness to help students who are having trouble with peer relationships and by reminding students of other structures or supports in place at school to help students with this issue.
### Homework

- Ask students to complete reading Chapter 7 and answer the questions on the homework, *Tracking My Thinking Chapter 7* handout. They should also use evidence flags to mark the specific areas in the book that support their answers.

**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 “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 re-reading and focusing on evidence.
Text-Dependent Questions for Chapter 5: “The Longest Day”

1. How do Danny and his mother feel about his father’s job in Philadelphia? Use text-based evidence in your answer.

2. How does the author describe Danny’s walk from the office to his classroom? Why does the author choose to describe this scene in such a way? Use details from the text to support your answer.

3. While on the playground, Consuela waves at Danny and motions for him to come over. Why does the author make a point of telling the reader this? Use text-evidence to support your answer.

4. The author chooses to call this chapter, “The Longest Day.” Using details from the text, explain why this is an appropriate title for this chapter.
Text-Dependent Questions for Chapter 5: “The Longest Day”
(Answers for Teacher Reference)

1. How do Danny and his mother feel about his father’s job in Philadelphia? Use text-based evidence in your answer.
   
   Danny and his mother are upset and very sad. Danny does not want to get out of bed. His mother banged dishes and dropped things. Danny finds his mother crying on the kitchen floor. (bottom of p. 49, middle of p. 51)

2. How does the author describe Danny’s walk from the office to his classroom? Why does the author choose to describe this scene in such a way? Use details from the text to support your answer.
   
   At first, Danny felt like he was moving in slow motion and his feet were covered with glue. The author described the hall as long. Danny imagined a movie in which there was a similar hallway, and a monster would jump out of one of the doors. The monster was a cross between Tyrone and Adodarhohn. The author wants us to know that Danny is again very nervous. Danny wonders if things will be better for him at school. (p. 54, first three paragraphs)

3. While on the playground, Consuela waves at Danny and motions for him to come over. Why does the author make a point of telling the reader this? Use text-evidence to support your answer.
   
   The author wants the reader to know that things may be beginning to change for Danny. Danny felt lonely at school and now a nice girl is waving at him. Perhaps Mr. Bigtree’s visit is making a difference after all. (p. 55, paragraph four)

4. The author chooses to call this chapter, “The Longest Day.” Using details from the text, explain why this is an appropriate title for this chapter.
   
   Although Danny hoped things would be better after his father’s visit, things had gotten worse. Danny’s father had to leave for a job in Philadelphia. His day began with his father gone and his mother in a bad mood. Danny was late for school and did not know the procedure for being tardy. Someone laughed when he entered the classroom, and a basketball hit him in the face. (details throughout chapter 5)
1. What is the connection between Danny’s dream, described in the first couple of paragraphs in this chapter, and what happened to Danny’s father?
# Grade 4, Module 1: Unit 2, Lesson 15

## Inferring Theme Chapter 7, “A Falling Eagle”

### 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

- 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.

### Ongoing Assessment

- Learning Targets Reflection sheet
- 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, LESSON 15

## INFERRING THEME CHAPTER 7, “A FALLING EAGLE”

<table>
<thead>
<tr>
<th>AGENDA</th>
<th>TEACHING NOTES</th>
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</table>
| 1. Opening  
   A. Review Learning Targets (5 minutes)  
   B. Discussion of Homework Question (5 minutes)  
  2. Work Time  
   A. Review of Chalk Talk Charts (5 minutes)  
   B. Read-aloud and Text-Dependent Question: Chapter 7 of *Eagle Song* (5 minutes)  
   D. Independent Reading (20 minutes)  
   E. Answering Text-Dependent Questions in Triads (10 minutes)  
  3. Closing and Assessment  
   A. Independent Answer (2 minutes)  
   B. Add to Chalk Talk Charts (8 minutes)  |  
|        | In advance: Review the five Chalk Talk posters (Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols and Dreams, Peace) for any misconceptions that you should clear up.  
|        | In advance: Read Chapter 7 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 interactive whiteboard.  
|        | 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. Question 4 is intended as an extension for triads that are progressing more quickly.  
|        | 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 many of the topics on the Chalk Talk charts. |

## LESSON VOCABULARY

- swept, whipped, shivered, girders, wrenches, creased

## MATERIALS

- *Eagle Song* (one per student)  
- Chalk Talk Charts: Family, Appreciation for the Natural World, Traditions and Ceremonies, Symbols, Peace  
- Enough different colors (approx. 9) so every team of three has a unique one, with each team using the same color as the day before  
- Triad Talk anchor chart  
- Evidence flags  
- Index cards or half-sheets of paper  
- Chapter 8 Tracking My Thinking handout
## GRADE 4, MODULE 1: UNIT 2, LESSON 15

### INFERRING THEME CHAPTER 7, “A FALLING EAGLE”

#### OPENING

**A. Review Learning Targets (5 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.

**B. Discussion of Homework Question (5 minutes)**
- In student’s homework reading of Chapter 5, they learned that Danny’s father had an accident, falling while working on a skyscraper, but that like an eagle, he spread his arms and broke his fall. Read aloud to students the lines about Danny’s dream on page 65, beginning with “He kept seeing the dream” and ending with “out of the tree.” Ask students to turn and talk with a partner to explain why the author would choose to start this chapter with this dream.

*Note: Remember that there was no formal lesson for Chapter 6.*

#### 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, these can be used in directions and learning targets.

#### WORK TIME

**A. Review of Chalk Talk charts (5 minutes)**
- Ask triads to go to a Chalk Talk chart of their choice and read it over. As they are nearing the end of the book, the charts should have many examples on them at this point. Ask the class to notice trends about the charts. Are some charts fuller than others? Why?

**MEETING STUDENTS’ NEEDS**

- Deliberately building triads consisting of strong readers/thinkers with less ready readers or English Language Learners will support students in these complex tasks. Think through which students should be working together ahead of time.
GRADE 4, MODULE 1: UNIT 2, LESSON 15
INFERRING THEME CHAPTER 7, “A FALLING EAGLE”

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Read-Aloud and Text-Dependent Question: Chapter 7 of Eagle Song (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to reread this portion of the text, focusing on words and phrases that create a feeling in them as they read. When students are done reading, they should discuss their ideas with their triad. Ask triads to share both the words and phrases they found and the feeling they created with the class. Make a list using your document camera or interactive whiteboard. Students likely will name some of the following: * tears = sadness * knock it out of the tree = danger * shout a warning = danger * dirty snow = sadness/cold * swept in = cold * 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</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 success during the discussion with peers. Remove this scaffolding over time.</td>
</tr>
<tr>
<td>• 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.</td>
<td>• Modeling provides a clear vision of the expectation for students.</td>
</tr>
</tbody>
</table>

C. Independent Reading (20 minutes)
• Ask students to read independently from the end of page 68 to page 75. Remind students to think about words they don’t know while reading and see if they can figure them out by backing up a little bit and reading past them a little bit. Consider gathering a small group to read with you more directly, scaffolding them by reading sections aloud as they follow along, and then asking them to reread specific paragraphs. As students are reading, display Questions 1–4.
## WORK TIME

### D. Answering Text-Dependent Questions in Triads (10 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 and answer Questions 1–4, marking their answers 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 the questions and clarifying their understanding.

## CLOSING AND ASSESSMENT

### A. Independent Answer (2 minutes)
- Distribute index cards or half sheets of paper. Yesterday, you may have allowed students to choose a question to answer in writing or you might have assigned a question for them to answer. Continue to handle this in a way that holds your class most accountable for reading, discussing, and thinking.

### B. Add to Chalk Talk Charts (8 minutes)
- Say: “In this chapter we see clearly that Danny’s family shares some similar beliefs and takes some similar actions as the Iroquois of long ago. In your triad, discuss what today’s reading showed about Danny in terms of Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols, and Peace. Using your group’s color of marker, write something you noticed on at least two charts. Don’t forget, I can tell which charts you wrote on because your group has a color all its own.”
- Add a bit of accountability. “Be specific! You have gotten really good at citing evidence. This will help you prepare for our upcoming assessment.”
**HOMEWORK**

- Ask students to read the last chapter of *Eagle Song*, Chapter 8, and answer the question on the homework, *Tracking My Thinking Chapter 8* handout. They should also use evidence flags to mark the specific areas in the book that support their answers.

**MEETING STUDENTS’ NEEDS**

Note: If your students did not read and discuss Chapter 6 of the novel, you will need to let them know that they will see that Danny refers to his friend Will at the end of Chapter 8. Let students know that Will is a friend of Danny’s who has not been making safe choices about peace. This has been noted on the Tracking My Thinking handout as well.

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 “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 preread this novel with support during intervention or other support periods. Prereading with support will allow students to spend class periods rereading and focusing on evidence.
### Learning Targets Reflection Sheet

<table>
<thead>
<tr>
<th>Learning Target #1: I can answer questions about the novel <em>Eagle Song</em> with specific details from text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do in order to meet this target?</strong></td>
</tr>
<tr>
<td><strong>How are you doing with this target?</strong></td>
</tr>
<tr>
<td>(Circle one)</td>
</tr>
<tr>
<td>I’ve got it!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target #2: I can describe the main character, the setting, and events from <em>Eagle Song</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do in order to meet this target?</strong></td>
</tr>
<tr>
<td><strong>How are you doing with this target?</strong></td>
</tr>
<tr>
<td>(Circle one)</td>
</tr>
<tr>
<td>I’ve got it!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target #3: I can use a variety of strategies to understand words from my reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do in order to meet this target?</strong></td>
</tr>
<tr>
<td><strong>How are you doing with this target?</strong></td>
</tr>
<tr>
<td>(Circle one)</td>
</tr>
<tr>
<td>I’ve got it!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target #4: I can discuss answers to questions with my group and provide evidence to explain my ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do in order to meet this target?</strong></td>
</tr>
<tr>
<td><strong>How are you doing with this target?</strong></td>
</tr>
<tr>
<td>(Circle one)</td>
</tr>
<tr>
<td>I’ve got it!</td>
</tr>
</tbody>
</table>
1. When Danny and his mother arrived at the hospital they met Hal Girder. Danny thought, “He needs to talk.” Why did Hal Girder “need to talk?” Use details from the text in your answer.

2. Mr. Bigtree tells Danny that, “…it is hard to believe in peace.” What has happened in the story that makes this statement true for Danny?

3. Although, Danny’s father tells him that peace is hard, he also has advice for Danny. What is the advice and why is it important to the story?

4. What was Mr. Bigtree’s reaction when Danny told him about his dream? Where else in this book are dreams mentioned?
1. When Danny and his mother arrived at the hospital they met Hal Girder. Danny thought, “He needs to talk.” Why did Hal Girder “need to talk?” Use details from the text in your answer.

Hal is the pusher, or foreman, on the job. He feels responsible for Mr. Bigtree’s accident. Hal was the one who gave the signal to the crane operator to move a beam. As the beam was about to hit another worker, Mr. Bigtree pulled the man back. Hal did not know the crane operator was drunk. (end of p. 70 – middle of p. 71)

2. Mr. Bigtree tells Danny that, “…it is hard to believe in peace.” What has happened in the story that makes this statement true for Danny?

Danny has had many troubles at school with Tyrone. His friend, Will, has joined a gang in order to belong, his father was almost killed trying to save a man, and he and his mother is always sad when his father has to go away. All of these things make it hard for Danny to believe in peace. (details throughout the entire text)

3. Although, Danny’s father tells him that peace is hard, he also has advice for Danny. What is the advice and why is it important to the story?

Mr. Bigtree tells Danny that it takes courage to make a friend; having a friend might be risky. It is important to the story because Danny needs to show courage in order to make peace with Tyrone and the others. At the end of the chapter, Danny thinks that everything will be all right after all.(p. 74 paragraph six)

4. What was Mr. Bigtree’s reaction when Danny told him about his dream? Where else in this book are dreams mentioned?

Mr. Bigtree told Danny that dreams were important but not to be scared by them. In the story of the Peacemaker, the Creator sent a dream to all of the leaders that the Peacemaker was coming. (p. 71 paragraph 5; p. 32- bottom of page)
GRADE 4, MODULE 1: UNIT 2, LESSON 15

Homework: Tracking My Thinking: Chapter 7 of Eagle Song

Name: 
Date: 

Note: If you and your class did not read Chapter 6, you will not recognize the character “Will” referred to at the end of Chapter 8. Will is a friend of Danny’s who has not been making safe choices.

1. As Danny starts out for school at the beginning of this chapter, his father calls out, “She:’kon.” Why does Mr. Bigtree use this word? Use details from the text in your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
GRADE 4, MODULE 1: UNIT 2, LESSON 16

EXPLAINING THE THEMES OF EAGLE SONG, CHAPTER 8, “PEACE”

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

- 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

AGENDA

1. Opening
   A. Review Learning Targets (5 minutes)
   B. Discussion of Homework Question (5 minutes)
2. Work Time
   A. Read-Aloud and Text-Dependent Question: Chapter 8 of Eagle Song (10 minutes)
   B. Independent Reading and Answering a Question (10 minutes)
   C. Somebody In Wanted But So in Triads (10 minutes)
   D. Whole Class Discussion: Theme (10 minutes)
3. Closing and Assessment
   A. New Anchor Charts: Themes of Eagle Song (8 minutes)
   B. Revisit Theme Learning Target (2 minutes)

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.
# Grade 4, Module 1: Unit 2, Lesson 16
## Explaining the Themes of *Eagle Song*, Chapter 8, "Peace"

### Lesson Vocabulary
- **theme**, tossing, hymn

### Materials
- *Eagle Song* (one per student)
- Enough different colors (approximately 9) so every team of three has a unique one, with each team using the same color as the day before
- Evidence flags
- Five Chalk Talk posters from previous lessons (Family, Appreciation for Natural Resources, Traditions and Ceremonies, Symbols and Dreams, Peace)
- Somebody In Wanted But So recording forms (two forms per student, copied front to back)
- Chart paper for new anchor charts: Themes in *Eagle Song*
- Index cards or half-sheets of paper

### 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 use the **Somebody In Wanted But So recording form** to think about the theme of the novel.

**B. Discussion of Homework Question (5 minutes)**
- Ask students to talk to a neighbor about Mr. Bigtree sending Danny off to school with the word “She’kon.” Ask them to recall from Chapter 1 what this word means. (If necessary, direct them to page 14.) Ask them about peace in this novel. Refer to the **Chalk Talk chart regarding Peace**—likely it contains many specific details from the novel. Ask students if they think finding ways to live in peace with others might be a theme in this novel?
- If your class did not read and discuss Chapter 6 of the novel, you will need to let them know they read briefly about Danny’s friend Will, who was introduced in Chapter 6. Let students know that Will is a friend of Danny’s who has not been making safe choices.

### 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, these can be used in directions and learning targets.
### Grade 4, Module 1: Unit 2, Lesson 16

**Explaining the Themes of *Eagle Song*, Chapter 8, “Peace”**

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<tr>
<th><strong>Work Time</strong></th>
<th><strong>Meeting Students’ Needs</strong></th>
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<tbody>
<tr>
<td><strong>A. Read-aloud and Text-Dependent Question: Chapter 8 of <em>Eagle Song</em> (10 minutes)</strong>&lt;br&gt;• Read aloud pages 76 to 79 (the entire last chapter) of <em>Eagle Song</em> 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.”&lt;br&gt;• Ask: “What is the author showing the reader about Danny by choosing these words?”&lt;br&gt;• Ask students to Think-Pair-Share to answer this question and use their evidence flags to mark specific details that support their answers, then invite the class to share their responses. Ask students to talk about the next several lines, beginning with “Tyrone stared at Danny.” Ask: “What do these lines tell you about Danny’s character? About Tyrone?”</td>
<td><strong>• A few students might benefit from having the key ideas prehighlighted 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.</strong></td>
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<tr>
<td><strong>B. Independent Reading and Answering a Question (10 minutes)</strong>&lt;br&gt;• Ask the class to reread pages 76 to 79 independently. As students are reading, display the last question for today. Ask them to reread and use their evidence flags to mark ideas to support their answers, then they should answer this question independently on a half-sheet of paper or an index card before talking to a neighbor about their answer. Ask a few to share their ideas with the whole class and collect their written work.</td>
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NYS Common Core ELA Curriculum

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C. Somebody In Wanted But So in Triads (10 minutes)

- Project a copy of the Somebody In Wanted But So recording form on the document camera so all students can see it. Remind them that they used this form earlier in the unit as they read two new sections of The Great Law of Peace and also reread and thought about several sections of *Eagle Song*. Show them how the last box of the recording form this time is slightly different, and asks them to think about the theme of the story rather than their revised thinking. Today they are going to work in their triads to think about the central idea or theme of the whole story of *Eagle Song*.
- 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.
- 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 what? 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.”
- Ask students to work in triads to complete the second copy of the recording form, with the “somebody” being Danny.

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 what” or theme of the novel.
- As students share out their theme statements, begin a new set of anchor charts: Themes in *Eagle Song*. List one strong theme statement per chart.
## Grade 4, Module 1: Unit 2, Lesson 16

**Explaining the Themes of *Eagle Song*, Chapter 8, “Peace”**

<table>
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<tr>
<th>Closing and Assessment</th>
<th>Meeting Students’ Needs</th>
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<tr>
<td><strong>A. New Anchor Charts: Themes of <em>Eagle Song</em> (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>
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<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 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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<td><strong>B. Revisit Theme Learning Target (2 minutes)</strong></td>
<td>• 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.</td>
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<td>• Ask students to reread the learning target related to theme. Ask them what evidence there is in the room that shows that they have met the target (the anchor charts).</td>
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**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.
1. What decisions does Danny make at the end of the novel? What does this show about how Danny has changed? Use text-based details in your answer.
1. **What decisions does Danny make at the end of the novel?** What does this show about how Danny has changed? Use text-based details in your answer.

The author ends this way because he wants us to know that Danny has changed. In the beginning of the story, Danny wanted to fly away from Brooklyn on an eagle. Now, Danny wants to be like Aion-wahtha and his father. He wants all people to hear a hymn of peace. He is going to talk to Will about the idea of peace when they are together again. The author wants us to know how brave Danny has become. (end of p. 10 – p. 77 last two paragraphs)
Capturing the Gist in a Story
You have complete 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?

Thinking about Important Details

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<th>Somebody … (character)</th>
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<th>In … (setting)</th>
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<th>Wanted … (motivation)</th>
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<th>But … (problem)</th>
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<th>So … (resolution)</th>
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1 Kylene Beers, *When Kids Can’t Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), ??–??.
GRADE 4, MODULE 1: UNIT 2, LESSON 16

Somebody-In-Wanted-But-So Recording Form: Thinking about Theme

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.
## End of Unit 2 Assessment: Evidence-based Paragraph Writing

### 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. (W.4.9)

### Supporting Learning Targets

- 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.

### Ongoing Assessment

- End of Unit 2 Assessment: Topic Expansion graphic organizer and paragraph writing

### Agenda

1. Opening
   - A. Learning Targets (5 minutes)
   - B. Preview of Assessment Task (5 minutes)
2. Work Time
   - A. End of Unit 2 Assessment (40 minutes)
3. Closing and Assessment
   - A. Class Discussion (10 minutes)

### Teaching Notes

- Allow students to use the charts they have been building as a class during this assessment.

### Lesson Vocabulary

analyze, analysis, traditional

### Materials

- *Eagle Song* (one per student)
- Anchor charts from this unit
- End of Unit 2 Assessment
### 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 his actions and ideas.
- 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 his ideas and actions. Then we are going to write an *analysis*—writing that explains what you believe Danny is like. And, as usual, you are going to support your opinions about Danny with evidence from the text.
- Also ask students to remind each other of the meaning of the word “traditional.”

**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

- 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, these can be used in directions and learning targets.

### WORK TIME

**A. End of Unit 2 Assessment (40 minutes)**
- As students are working observe them to ensure that they are actively using their books with their 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?”

### MEETING STUDENTS’ NEEDS

- Some students might benefit from condensed or clarified versions of the class anchor charts available.
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<th>CLOSING AND ASSESSMENT</th>
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<tr>
<td><strong>A. Class Discussion (10 minutes)</strong></td>
<td>• Plan the go-round to ensure that students requiring additional support are chosen neither first nor last to contribute their thinking. This will allow them extra think time or the scaffolding of hearing others’ ideas, and provide the possibility that their specific idea has not been completely discussed.</td>
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<td>• After collecting students’ work, post the guiding question for this unit on your board or interactive whiteboard. Ask students to Think-Pair-Share with a neighbor about the question “How can our school benefit from the beliefs and agreements of the Iroquois?” Go ‘round 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?” • Ideally your students surface an idea related to having a constitution or learning the lessons taught by the Great Peacemaker in order to prevent bullying like Danny experienced, but if they do not, save that “aha” for the next lesson.</td>
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<td>• None, unless students still need to complete previous Tracking My Thinking sheets from their reading of <em>Eagle Song</em>.</td>
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In the novel *Eagle Song*, the main character Danny is a Mohawk boy living in modern times. In what ways does Danny think and act based on the traditional values and beliefs of the Iroquois people, even though he lives in modern times? Use the Topic Expansion graphic organizer to prepare your response then write a quality paragraph to explain your analysis.
End of Unit 2 Assessment: Analyzing Danny’s Character

Write your final paragraph here:

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