Grade 4: Module 1: Unit 2
Overview
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)

Guiding Questions And Big Ideas

- How can our school benefit from the beliefs and agreements of the Iroquois?
- Peace can be created and sustained through agreements and actions.
- Clear communication improves communities.

Mid-Unit 2 Assessment

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

Evidence-Based Paragraph Writing
This assessment centers on NYSP12 ELA CCLS RL.4.3, RL.4.11, 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, that influenced the development of U.S. democracy.

### Central Texts

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

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

- 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 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 organizer for page 20 (from homework)
- Topic Expansion graphic organizers for pages 16–19 and 19–21

### 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.

**Supporting 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

### 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)

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

**Ongoing Assessment**
- Topic Expansion graphic organizer and paragraph writing (for page 16; begun in Lesson 3)
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<th>Mid-Unit Assessment: Reading, Note-Taking, and Paragraph Writing</th>
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<td>I can write an informative/explanatory text. (W.4.2)</td>
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<td>I can effectively participate in a conversation with my peers and adults. (SL.4.1)</td>
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<th>Lesson 7</th>
<th>Close Reading and Charting, Part I: The Iroquois People in Modern Times</th>
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Details on sticky notes
Timeline recording form
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<tr>
<td>Lesson 9</td>
<td>Reading Literature: Introduction to <em>Eagle Song</em></td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td>• I can answer questions about the main character, setting, and theme of <em>Eagle Song</em> with specific details from text.</td>
<td>• Observe where students place their evidence flags</td>
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<td>• I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)</td>
<td>• I can describe the main character and his family in <em>Eagle Song</em>.</td>
<td>• Answers to text-dependent questions</td>
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<td>• I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</td>
<td>• I can connect what I already know about the Iroquois to the ideas in the beginning of <em>Eagle Song</em>.</td>
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<td>• I can effectively participate in a conversation with my peers and adults. (SL.4.1)</td>
<td>• I can discuss answers to questions with my group and provide evidence to explain my ideas.</td>
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<td>Lesson 10</td>
<td>Central Conflict in <em>Eagle Song</em> (Revisit Chapter 1, Begin Chapter 2)</td>
<td>• I can explain what a text says using specific details from the text. (RL.4.1)</td>
<td>• I can answer questions about the central conflict and important symbols in <em>Eagle Song</em> with specific details from text.</td>
<td>• Observation of placement of evidence flags</td>
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<td>• I can make inferences using specific details from the text. (RL.4.1)</td>
<td>• I can describe Danny and his parents, including important characteristics of their Iroquois background.</td>
<td>• Answers to text-dependent questions</td>
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<td>• I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)</td>
<td>• I can “read on” and use what the text says to help me to determine what a word or phrase means.</td>
<td>• Direct observation of one or two triads</td>
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<td>• I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)</td>
<td>• I can discuss answers to questions with my group and provide evidence to explain my ideas.</td>
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<td>• I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)</td>
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<td>• I can effectively participate in a conversation with my peers and adults. (SL.4.1)</td>
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| 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” | • I can explain what a text says using specific details from the text. (RL.4.1 and RL.4.1)  
• I can make inferences using specific details from the text. (RL.4.1 and 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 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*.                                                                 | • Homework: Tracking My Thinking,  
• Chapter 3  
• Somebody In Wanted But So close reading recording forms |
## Lesson 13
**Lesson Title:** Learning from Aionwahta and Danny’s Father (Chapter 4, “The Visit”)

- 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

## Lesson 14
**Lesson Title:** 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)

**Supporting Targets:**
- 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.

**Ongoing Assessment:**
- 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
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| 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                                                                                                                                                                                                 |
| Lesson 16 | Explaining the Themes of *Eagle Song* (Chapter 8, “Peace”) | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can make inferences using specific details from the text. (RL.4.1)  
• I can determine a theme of a story, drama, or poem from details in the text. (RL.4.2)  
• I can describe a story’s character, setting, or events using specific details from the text. (RL.4.3)  
• I can use a variety of strategies to determine the meaning of words and phrases. (L.4.4)  
• I can effectively participate in a conversation with my peers and adults. (SL.4.1)                                                                 | • I can answer questions about the novel *Eagle Song* with specific details from the text.  
• I can describe the main character, the setting, and events from *Eagle Song*.  
• I can explain the theme 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.  
• I can explain the advice Danny’s father gives him, and how that relates to the main message of the novel.                                                                 | • Homework: Tracking My Thinking, Chapter 8  
• Observation of placement of evidence flags  
• Answers to text-dependent questions  
• Somebody In Wanted But So recording forms                                                                                                                                                                                                 |
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| Lesson 17 | End of Unit 2 Assessment: Evidence-Based Paragraph Writing | • I can recognize, interpret, and make connections in narratives to other texts, ideas, cultural perspectives, personal events, and situations. (RL.4.11)  
• I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (RL.4.3 and W.4.9) | • I can connect what I already know about the Iroquois to the ideas in the novel *Eagle Song*.  
• I can analyze the character of Danny from *Eagle Song*.  
• I can support my analysis with evidence from the text. | • End of Unit 2 Assessment: Evidence-Based Paragraph Writing |

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.