

Grade 4: Module 1A: Unit 1: Lesson 6

Identifying Main Idea and Mid-Unit 1

Assessment: Two Row Wampum

GRADE 4: MODULE 1A: UNIT 1: LESSON 6
Mid-Unit 1 Assessment and Close Read of
Two Row Wampum (Guswenta)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can explain what a text says using specific details from the text. (RI.4.1) I can determine the main idea of a text. (RI.4.2) I can engage effectively in a collaborative discussion. (SL.4.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can use details and examples from TwoRow Wampum (Guswenta) when explaining what specific passages say or mean. 	<ul style="list-style-type: none"> Mid-Unit 1 Assessment: Answering Questions with Evidence from Text Teacher observation Anchor chart

Agenda	Teaching Notes
1. Opening A. Recording History (5 minutes)	<ul style="list-style-type: none"> This lesson contains an assessment and close reading to find main idea. Both portions of the lesson use the same text. Based on the pace of the assessment, this lesson is approximated at 60 minutes, but may take additional time, depending on the reading fluency of the class. Display the Close Readers Do These Things anchor chart so that all students have access while completing the assessment. Although not part of the lesson, the transcript of the video is provided for teachers who may need to use it as support for their students.
2. Work Time B. Mid-Unit 1 Assessment: Read Passages and Answer Questions with Evidence from Text (30 minutes)	
C. Finding a Central Idea of Two Row Wampum (20 minutes)	
3. Closing and Assessment A. Keeping track anchor chart (5 minutes)	
4. Homework	

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Lesson Vocabulary	Materials
details, examples, assessment, treaty, wampum, territory, convene, delegation, principle?, covenant, living treaty , intentions, interfere	<ul style="list-style-type: none"> • Mid-Unit 1 Assessment • Close Readers Do These Things anchor chart (begun in Lesson 3) • Keeping Track of How it All Fits Together anchor chart (begun in Lesson 2) • Two Row Wampum story • Document camera • Sticky notes • Video- “Recording History Through Oral Tradition”: https://www.youtube.com/watch?v=k3WLTYP4lPI • Transcript of video- “Recording History Through Oral Tradition” (found in Supplemental Materials)

Opening	Meeting Students’ Needs
<p>A. Recording History (5 minutes)</p> <ul style="list-style-type: none"> • Ask students, “How do you find out about our history? Or your family’s history?” Lead a brief discussion about the ways we pass stories down (text books, novels, family gatherings, school, etc.). Tell students that there are many ways to share stories and histories as they will find out in a video created for this module. • Show students “Recording History Through Oral Tradition”. • After viewing, ask students to relate how the Haudenosaunee record their history. Answers should include oral tradition and wampum. Lead a brief discussion about the purpose of wampum as it relates to this video and the references to wampum in “Birth of the Haudenosaunee”. 	

Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment: Read Article and Answer Questions with Evidence from Text (30 minutes)</p> <ul style="list-style-type: none"> • Distribute assessment. Remind students that they should follow the Close Readers Do These Things anchor chart posted in the classroom. Hopefully they will be able to underline many things they understand. • Place students in groups or pairs that they have been working with. Pass out the assessment. Explain that today students may read and work together in groups on this assessment. They are all to turn in their own test papers however. • Collect the assessment to formally assess. Look at students' answers, and also look at their text to see if they are annotating the text to help them get their thinking on paper as they read. • Congratulate students on the skills they are building reading closely. 	<ul style="list-style-type: none"> • This assessment can also be done individually. • If you choose to do this assessment collaboratively, use the opportunity to move around during the assessment and evaluate informally how students are working together, their fluency in reading aloud, and their problem solving skills.
<p>B. Finding a Main Idea of the Two Row Wampum Treaty (20 minutes)</p> <ul style="list-style-type: none"> • Distribute student copies of Two Row Wampum (Guswenta) and the Keeping Track anchor chart from Lesson 2. Point out to students that the Haudenosaunee word for this treaty is Guswenta. Display the text using a document camera or whiteboard. • Tell students that they are going to finish reading about the Two Row Wampum treaty and then take some time to think about how the Haudenosaunee create peace. • Cold call students to give the gist of the first four paragraphs (from the assessment). Focus on the symbolism of the Two Row Wampum Belt so that students may enter it on their anchor charts. Consider displaying the image of the belt to facilitate student thinking. • Read aloud paragraphs 5-8 of Two Row Wampum (Guswenta) as students follow along. • Tell students that each pair will be rereading one of the paragraphs to determine gist. Assign student pairs individual paragraphs to closely read. Some paragraphs are more complex than others so be strategic in your assignments. • Ask student pairs to whisper read the paragraph, underlining the parts they know or understand. They should also take note of any symbolism evident in the paragraph and be prepared to explain it to the class. Note: paragraph 7 includes a detailed description of the symbolism behind the Two Row Wampum belt. • Ask students to come up with a gist statement for their paragraph that they will write on a sticky note. • Instruct students to put their sticky notes with their gist statements next to the paragraph they read on the whiteboard. • When all student pairs have added their statements, review each one and clarify as necessary. Students should add gist 	<ul style="list-style-type: none"> • Remind students what "gist" is and how it is different from a main idea or central idea. Gist is an early or emerging understanding of a chunk of text. When we ask students to come up with a gist statement, we are asking them simply to share their "initial thinking" of what a text is "mostly about." It's a check for understanding and entry point to complex text.

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<p>statements on their copies of the text as well.</p> <ul style="list-style-type: none"> Ask students: “What symbolism appeared in your paragraph?” Listen for: <ul style="list-style-type: none"> Silver (from Dutch name for treaty) can be polished and renewed Two Row Wampum Belt- 2 rows=2 boats represent Haudenosaunee and Dutch ways of life, white= river of life, equality, friendship, peace, forever Give students a moment to think about what they have learned about the Two Row Wampum treaty. They should synthesize this information to come up with a statement about what they learned about the Haudenosaunee in this text. Students will write this statement in the box for main idea on their Keeping Track anchor charts. 	
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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> Cold call students to share their main ideas. <p>Tell them that they will continue to revisit these ideas throughout the module.</p> <p>* If time is a factor, this activity may be completed at the start of the next lesson.</p>	

Closing and Assessment	Meeting Students’ Needs
<p>A. Keeping Track anchor chart (5 minutes)</p> <ul style="list-style-type: none"> Have students complete the remainder of the row for Two Row Wampum on their anchor charts based on what was discussed in class. 	<ul style="list-style-type: none"> Developing self-assessment and reflection supports all learners.

Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> Students should continue their independent reading for this unit. Students can also practice oral tradition by telling the story of the Two Row Wampum treaty to family members. Provide students with an image of the belt to help them tell the story. 	

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Supplemental Materials



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Name: _____

Date: _____

Directions:

Read the following passages and then write your answers. Be sure to use details from the text.

Two Row Wampum

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

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

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

6. The “visitors” are also referred to as “the newcomers.” What do we find out about the newcomers?

7. Based on the passage, to *convene* means

- a. to cancel
- b. to call together
- c. to control

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

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

Using Resources

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

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

10. Annotate your text. Use what you have learned about reading closely. Underline the things you understand.
11. Circle words that you do not understand. Read around the words and see if you can figure them out.
12. What does this passage tell you about the Haudenosaunee people? What does it tell you about the Dutch people? Use details from the text to support your response.

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



Criteria for Success

Students' answers must be accurate and include specific details to support their responses.

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

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

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

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

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

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

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

Importance to today

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

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Transcript of “Recording History Through Oral Tradition”

Transcript of “Recording History Through Oral Tradition”

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

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

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

Nancy: *Yes we have other ways of recording our history. Once we encountered the Europeans, we had to start recording our history using the wampum belts because we started having agreements – making agreements – with them, and the only way were able to remember both sides – they were writing it down and we were recording it in our wampum belts. And it was also spoken in our language so that we would remember it. So we still have the oral version of the story of the wampum as well as the wampum itself, so that you can see it written in the belts.*