

Grade 4: Module 1A: Unit 1: Lesson 8

Synthesizing Symbolism: Personal Wampum Belt

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can make connections between narratives and poetry to other texts and ideas. (RL.4.11)</p> <p>I can create an artwork in response to themes I have studied in class. (W.4.11)</p> <p>I can engage effectively in a range of collaborative discussions. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can create a wampum belt that relates to a theme we have been studying in class. I can engage in effective discussions about my wampum belt. 	<ul style="list-style-type: none"> Wampum Belt Keeping Track anchor chart Teacher observation

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Learning Targets and Teacher Feedback (5 minutes)</p> <p>2. Work Time</p> <p>A. Modeling a Personal Wampum Belt (10 minutes)</p> <p>B. Planning and Creating a Personal Wampum Belt (up to 40 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Sharing and Debrief (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> Students will be creating a personal wampum belt that depicts ideas embraced by the Haudenosaunee (peace, unity, consensus). It may be helpful to create your own wampum belt and explain it to your students to model your expectations of them. Students will also be writing a paragraph that explains how the symbolism in their wampum belts reflects ideas in Thanksgiving Address and “Birth of the Haudenosaunee”. Today’s lesson will consist of a brief discussion with a partner to flesh out ideas followed by students working on their belts. Remind students that wampum belts are not “worn” like a traditional belt. They serve a special purpose in Haudenosaunee society and are used to help them tell their stories. This will be stressed in the video created by the Onondaga Nation that is shown in the opening. Wampum is traditionally made of purple and white shells. Consider providing materials that can replicate this effect (markers, crayons, beads, colored paper). If time permits, allow students the chance to finish the belt in class before they move on to the writing in the next lesson. Displaying the students’ wampum belts and paragraphs can help to create a sense of community in the classroom that will reinforce the themes from the texts.

Lesson Vocabulary	Materials
Wampum, oral tradition, symbolism	<p>Video: What is Wampum? https://www.youtube.com/watch?v=ByzAfNXUbEQ</p> <ul style="list-style-type: none"> • Wampum Belt diagram (Supplemental Materials) • Keeping Track anchor chart (from Lesson 2) • Making Connections anchor chart (from Lesson 5) • Various art or crafting supplies to allow for student creativity (see Teaching Notes)

Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets and Learning about Wampum Belts (5 minutes)</p> <ul style="list-style-type: none"> • Discuss the learning targets for today, paying particular attention to the activity that will be taking up the majority of the lesson. Explain to students that part of understanding literature is being able to respond to it. Inform students that they will be responding to the unit's texts artistically and in writing. • Remind students how important it is for them to treat each other with respect when discussing ideas. • First show students the short video about wampum. Lead a brief discussion about the video ensuring that students understand the following: <ul style="list-style-type: none"> • Wampum is made of shells • Wampum is used to tell stories and form agreements • The belt is never worn • Symbols and pictures are used to depict the stories • Inform students that their belts will also tell a story. 	<ul style="list-style-type: none"> • All students developing academic language will benefit from direct instruction of academic vocabulary.

Work Time	Meeting Students' Needs
<p>A. Modeling a Personal Wampum Belt (10 minutes)</p> <ul style="list-style-type: none"> • Show students your wampum belt. Talk about the thought process you went through to come up with these symbols. Stress the idea of sharing your thinking aloud with a partner to refine your ideas. Ask your students if they can see how it relates to the “Birth of the Haudenosaunee” or Thanksgiving Address. Cold call several students for possible suggestions of how your belt connects to the texts. • Explain to students that this wampum belt will be part of their assessment. They must create a wampum belt with three symbols that represent an idea in the texts they have been reading, specifically Thanksgiving Address and “Birth of the Haudenosaunee”. They can use the texts and symbols from the unit as inspirations for their work. They should use the paragraph they wrote in Lesson 5 as well as the Making Connections anchor chart from Lesson 5. They may also use their Keeping Track anchor charts. • Consider displaying photos of examples of wampum belts (Two Row, Hiawatha Belt) for student reference. There are also images on this website that may be useful to students: http://www.iroquoismuseum.org/ve11.html. • Remember that traditional wampum uses purple and white shells. Students may use colors that have symbolic meaning to them. 	<ul style="list-style-type: none"> • Modeling provides a clear vision of the expectation for students.

Work Time (continued)	Meeting Students' Needs
<p>B. Planning and Creating a Personal Wampum Belt (40 minutes)</p> <ul style="list-style-type: none"> • Allow students to discuss ideas for their wampum belts with a partner. Encourage active listening and emphasize the importance of sharing ideas when making decisions. • Students may use their paragraph from Lesson 5, and their Making Connections and Keeping Track anchor charts to help them come up with symbols. • Encourage students to make a few sketches before they start on their final wampum belt. • Explain that they will only have today to finish these belts as they will begin writing about them in the next lesson. • Distribute Wampum Belt handout in Supplemental Materials. Review the directions with your students and clarify your expectations and requirements. 	

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<ul style="list-style-type: none"> • Make crafting supplies available. Allow students to create the belt electronically if you have the means. • Circulate to offer support and have students explain their thinking to you as they create their symbols. 	
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Closing and Assessment	Meeting Students' Needs
<p>A. Sharing and Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Check in with students regarding the learning target “I can create an artwork in response to themes I have studied in class.” In a go ’round fashion, ask each student to share a symbol they have decided to create. • Allow students additional time at home to complete the wampum belt. It must be brought in for the next lesson though as students will be starting their explanatory paragraph which is the end of unit assessment. 	<ul style="list-style-type: none"> • The debrief process solidifies the learning of students and also is a good formative assessment for teachers.

Homework	Meeting Students' Needs
<p>Students can start thinking about how the wampum belt they created today connects to the ideas in Thanksgiving Address and “Birth of the Haudenosaunee.”</p> <p><i>Note: Students will need to use the wampum belt they create in the End of Unit 1 Assessment during Lesson 9. If you are concerned about students completing this assignment, plan time for it later in the day. The creating of the wampum belt is not meant to be a time-consuming art project assignment. The quality of the artwork is not being assessed.</i></p>	

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Supplemental Materials



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Name:

Date:

Directions

Wampum belts are documents created from beads made from shells. The maker uses the beads to create symbols that stand for important events or codes. Think about the themes that we have talked about in class and create your own wampum belt design. Create three symbols to represent an idea or ideas that are important to the Haudenosaunee as explained in the “Birth of the Haudenosaunee” or Thanksgiving Address. Traditional wampum is purple and white but you may use colors that are important to you. As you work, keep in mind that you will be writing a paragraph to accompany (go along with) this belt.