

Grade 4: Module 1A: Unit 2: Lesson 8

Close Reading and Charting, Part II:

The Iroquois People in Modern Times



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using specific details from the text. (RI.4.1)</p> <p>I can determine the main idea using specific details from the text. (RI.4.2)</p> <p>I can make inferences using specific details from the text. (RI.4.1)</p> <p>I can take notes and categorize information. (W.4.8)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify the main idea of an excerpt of <i>The Iroquois</i>.• 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.	<ul style="list-style-type: none">• Details on sticky notes• Timeline-recording form

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Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Close Reading of Pages 36 and 41 of <i>The Iroquois</i> (40 minutes)B. Discussion of the Timeline (pages 44–45) (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework	<ul style="list-style-type: none">• This lesson takes a closer look at some of the structural features of the text, including sidebars and the timeline at the end. While the structure of a text (RI 4.5) does not need to be directly addressed, it is an additional layer that lends itself very nicely in this lesson to some discussion.

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Lesson Vocabulary	Materials
international, reputations	<ul style="list-style-type: none">• <i>The Iroquois</i> (book; one per student)• Oren Lyons Form (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Discuss the day's learning targets and emphasize that today's work will continue to focus on the lives of modern-day Iroquois people and how some things have stayed the same for the Iroquois people, but some have changed. To think about this, we are going to look specifically at an individual. Have students share with a neighbor what they have learned so far about how life is the same and how it is different for the Iroquois people today than it was in the 1900s.	<ul style="list-style-type: none">• 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.

Work Time	Meeting Students' Needs
<p>A. Close Reading of Sidebars on Page 36 and 41 of <i>The Iroquois</i> (40 minutes)</p> <ul style="list-style-type: none"> Read aloud the caption on page 38 and allow the class to look carefully at the picture. Ask: “Are these modern Iroquois people or Iroquois from long ago?” If needed, point out the eyeglasses. Read aloud page 36 of <i>The Iroquois</i>, the sidebar about lacrosse. Ask students to reread this section, then pose the question: “Why did the Iroquois people play lacrosse long ago?” and “Why do they play it now?” Ask the class if lacrosse is something that has changed for the Iroquois people or something that has stayed the same. They may say that the game has stayed the same, but that the reason the Iroquois play is different. Read aloud page 41 of <i>The Iroquois</i>, the sidebar about Oren Lyons. You may have to briefly explain the United Nations and Audubon Society if the students cannot tell you. Ask students to reread this section in pairs or groups and answer the following questions on hand out in Supporting Materials: <ol style="list-style-type: none"> Based on the text, what is important to Oren Lyons? Use text to support your answer. What are some of Oren Lyons’ accomplishments? How do Oren Lyons’ accomplishments show that he preserves traditional culture in modern times? Ask groups to share their questions with the class and debrief. Look for answers like (1) lacrosse, art, education, peace, his clan, peace, preserving nature, fighting pollution, and overpopulation. For (2), look for mention of his awards in lacrosse, his educational accomplishments, his position as a Faith Keeper, and his work with the United Nations and the Audubon Society. For (3), his accomplishments in lacrosse show that he has carried on the tradition and has been very successful at the sport. His position as a Faith Keeper shows that he is very involved in the Haudenosaunee culture and carries on that work as well as protecting his land and people. His speech to the United Nations would show that he is involved politically, which may be tough for students to grasp, but his work with the Earth Day Foundation and the Audubon Society shows his commitment to nature and the great respect he has for it, which comes from tradition as well. 	<ul style="list-style-type: none"> When discussion of complex content is required, consider partnering an ELL with a student who speaks the same language. This can let students have more meaningful discussions and clarify points in their language.

Work Time (continued)	Meeting Students' Needs
<p>C. Discussion of Timeline (pages 44–45) (10 minutes)</p> <ul style="list-style-type: none"> Ask students to turn to the timeline that starts on page 44 of the book. Ask students: “What is the last date on this timeline? Does this timeline end today?” Prompt students to add the date of the current year (2014, 2015, etc.) to the timeline with a sticky note, along with a detail of their choice about modern Iroquois life, such as “Many Iroquois people gather on reservations to celebrate traditional ceremonies.” Then ask students to use the timeline to discuss and share answers to the following questions. (Choose whether students can turn and talk or individually locate the answers to share out.) <ul style="list-style-type: none"> How long ago did the Great Peacemaker unite the Iroquois people? During which year was a sixth group added to the Iroquois Confederacy? How does including the timeline add to the information in the book? 	<ul style="list-style-type: none"> ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Celebrate with students that they have studied this whole book quite carefully! Ask students to think about the learning targets that involve explaining their thinking with specific details from the text. Ask them to give a thumbs-up, -sideways, or -down to indicate how well they are doing with this target. Call on students with their thumbs up to explain what their “brains do” when they are working this way. Optional: Discuss the idea of the sidebar and the timeline. Ask students if they have ever read a book and skipped a sidebar, or a timeline, or a graph. Help students to see that these are integral parts of non-fiction text, and sometimes the most interesting information is saved for there, and sometimes information is formatted in such a way that makes it much easier to understand. 	<ul style="list-style-type: none"> For ELLs, consider providing extra time for tasks and answering questions in class discussions.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Continue reading in your independent-reading book for this unit. 	

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Supporting Materials



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Name:

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Date:

Oren Lyons

1. Based on the text, what is important to Oren Lyons? Use text to support your answer.

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2. What are some of Oren Lyons' accomplishments?

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3. Using evidence from the text and from the oral tradition excerpts and reading Unit 1, how do Oren Lyons' accomplishments show that he preserves traditional culture in modern times?

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