

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

Reading Closely: Haudenosaunee Thanksgiving Address



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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) I can explain the main points in a historical text accurately. (RI.4.3) I can engage effectively in a collaborative discussion. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can use details and examples from the Haudenosaunee Thanksgiving Address when explaining what specific passages say or mean. 	<ul style="list-style-type: none"> Teacher observation Close Read notes/annotations Anchor chart

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpack the Learning Targets (5 minutes)</p> <p>B. Review Close Readers Do These Things Anchor Chart (5 minutes)</p> <p>2. Work Time</p> <p>A. Guided Practice Reading Closely: Sections 2-5 of the Thanksgiving Address (35 minutes)</p> <p>3. Closing</p> <p>A. Debrief (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> Review Cold Call and Think-Pair-Share protocols (Appendix 1) Students will begin to keep track of central ideas, symbols, summaries, and connections throughout this unit with “Keeping track of how it all fits together” anchor chart. The “Keeping track of how it all fits together” organizer will be added to throughout the module and should remain in the students’ folders until the final performance task of the module. Alternatively, this can be created in the students’ notebooks so they have ample space for writing. The third column of the anchor chart is labeled “Theme/Main Idea”. The CCLS use the terms central idea (anchor standard), theme (literature) and main idea (informational text) for Reading standard #2. Students should be exposed to all the terms and for the purposes of this module, these terms may be used interchangeably as the nuances may be beyond the scope of students at this grade level.

Lesson Vocabulary	Materials
<p>details, examples, historical text, law, reading closely, greetings, shelter, appreciate, purify</p>	<ul style="list-style-type: none"> • Close Readers Do These Things anchor chart (begun in Lesson 1) • Thanksgiving Address (from Lesson 1) • Keeping Track of How it all fits together anchor chart (see Supplemental Materials)

Opening	Meeting Students' Needs
<p>A. Unpack the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Share the learning target: <ul style="list-style-type: none"> • “I can use details and examples from the Haudenosaunee Thanksgiving Address when explaining what specific passages say or mean.” • Talk with students about the importance of learning targets—to help them know what they are expected to learn and do during a lesson. Help students understand the meaning of “specific details,” “showing what they know,” “contributing,” and “discussions.” Tell students that at the end of the lesson they will share how they did moving toward the learning target. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols (e.g., a notebook “for examples” to assist ELLs and other struggling readers in making connections with vocabulary. These symbols can be used throughout the year. Specifically, they can be used in directions and learning targets. • Step-by-step instructions in an anchor chart assist students in completing independent activities.
<p>B. Review Close Readers Do These Things Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Re-orient students to the Close Readers Do These Things anchor chart begun in Lesson 1. Ask them to Think-Pair-Share about what they are learning about how to read closely and how it helps them understand challenging texts. • Ask students to recall the gist of the introduction and first section from yesterday’s reading. 	

Work Time	Meeting Students' Needs
<p>A. Guided Practice Reading Closely: Sections 2-5 of the Thanksgiving Address (35 minutes)</p> <ul style="list-style-type: none"> • Tell students that now they will work together, with your help, to try reading closely another section of the text. • Direct students to section 2 “The Earth Mother” on their copy of Thanksgiving Address. Read the passage aloud, and then ask students for a thumbs-up if they have something to say about the section. Ask students to discuss what they think this section is about with a partner, and then hear a few ideas. Say: “Good start! Let’s see if we can learn more!” • For the second read, chunk the passage into smaller sections. • Ask students to chorally reread the first sentence. If the reading is very timid or only a few students are reading, read it once for them and have them read it after you. Ask students to underline anything they think is important to understanding the gist. Ask them to turn to a partner and say what they think the sentence says. • Continue chunking until the end of the section. Choral read the next sentence. Have students take notes, then turn and talk to restate the sentence. • Ask students to work independently to write down the gist of section 2. “What is this section mostly about?” They should write it as a short phrase in the margin. (An example might be: “The Earth provides us all we need to support ourselves and we should be thankful for that.”) • Say: “We are going to read section 2 a third time. Let’s look at some of the language used here. Who is ‘she’? Why do the Haudenosaunee refer to the Earth as ‘Mother’?” Have students share their thoughts with a partner and write their notes in the margin. Call on some students for their ideas. Focus on the sentence “Now our minds are one.” Ask students to think about what that sentence means. • Transition to reading the remainder of Thanksgiving Address (Trees, Birds, Four Winds) aloud to the class. Ask students to work with a partner and follow the steps on the Steps to Reading Closely anchor chart for the rest of the text: <ul style="list-style-type: none"> • Reread, thinking about gist • Talk • Ask and answer questions • Write • Circulate to clarify and support with vocabulary they underline as needed. • After students have completed the close reading activity, focus their attention on the sentence “Now our minds are one.” Ask, “Why do you think this sentence is repeated after each section of the Thanksgiving Address?” Talk about the effect of this 	<ul style="list-style-type: none"> • Encourage students to use word-attack strategies: prefixes, root words, suffixes, cognates, and context. • When ELLs are asked to produce language, consider providing a sentence frame, sentence starter, or a cloze sentence to assist with language production and the structure required.

repetition and why the Haudenosaunee would include it in this text.

Work Time (continued)	Meeting Students' Needs
<p>B. Starting the Keeping Track Anchor Chart (15 minutes)</p> <ul style="list-style-type: none"> • Say to students: “As we go through this module, we will be reading and hearing more about how the Haudenosaunee and others build peace and communities. We are going to keep track of what we learn from these texts as well as any symbolism we encounter using an anchor chart.” Distribute Keeping Track anchor chart or have students create their own since they may need more space to write. Have students help you start the Keeping Track Anchor Chart on a document viewer or whiteboard using “Thanksgiving Address”. • Reviewing Summary- Students should have learned about summary previously, but this would be an ideal time to review. Ask students, “What information is important for us to get in a summary?” Listen for “Who, what, where, when, how”. Elicit responses from student to help you complete the summary box for the “Thanksgiving Address” on the chart. Have students write a summary on their chart. • Main Idea-When students have completed their summaries, instruct them that we must now come up with a main idea of the story based on the details they underlined. If necessary, review main idea by asking students to give examples from last year’s readings of what a main idea is. Provide examples if necessary to help student thinking. Allow students time to think about and come up with a main idea for the Thanksgiving Address. Cold call students for responses. Ask them what details they can provide from the text to support their thinking. Students should write their main ideas on their Keeping Track anchor chart. • Supporting Details- Instruct students to choose 2-3 of the most relevant details they underlined in the text and write those in the Supporting Details column. Model this using a detail from the text on your own anchor chart. <p>Explain to students that this chart will be added to throughout the module.</p>	<ul style="list-style-type: none"> • Anchor charts provide a visual cue to students about what to do when you ask them to work independently. They also serve as note-catchers when the class is co-constructing ideas.

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Lead a brief discussion with students about the importance of close reading and figuring out the gist. Ask students to use the Fist-to-Five protocol to assess their ability to meet the learning targets. This self-assessment helps students to rate themselves on a continuum from zero (fist), meaning far from the target, to five (five fingers), having solidly met the target. Call on a few students to provide evidence for the rating they gave themselves. 	<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 can reread Thanksgiving Address, focusing on what it tells them about the Haudenosaunee people. Students should continue their independent reading related to this unit. <p><i>Note: Students will learn more about the Haudenosaunee people during the reading of a longer nonfiction text in Unit 2.</i></p>	<ul style="list-style-type: none"> Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students. In addition, the website www.novelnewyork.org has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this website can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.

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Supporting Materials



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2- The Earth Mother

We are all thankful to our Mother, the Earth, for she gives us all that we need for life. She supports our feet as we walk about upon her. It gives us joy that she continues to care for us as she has from the beginning of time. To our mother, we send our greetings and our thanks.

Now our minds are one.

3- The Trees

We now turn our thoughts to the Trees. The Earth has many families of Trees who have their own instructions and uses. Some provide us with shelter and shade, others with fruit, beauty and other useful things. Many people of the world use a Tree as a symbol of peace and strength. With one mind, we send our greetings and our thanks to the Tree life.

Now our minds are one.

4- The Birds

We put our minds together as one and thank all the Birds who move and fly about over our heads. The Creator gave them beautiful songs. Each day they remind us to enjoy and appreciate life. The Eagle was chosen to be their leader. To all the Birds — from the smallest to the largest — we send our joyful greetings and our thanks.

Now our minds are one.

5- The Four Winds

We are all thankful to the powers we know as the Four Winds. We hear their voices in the moving air as they refresh us and purify the air we breathe. They help us to bring the change of seasons. From the four directions they come, bringing us messages and giving us strength. With one mind, we send our greetings and our thanks to the Four Winds.

Now our minds are one.

This translation of the Mohawk version of the Haudenosaunee Thanksgiving Address was drawn from the 1993 version that was developed by the Six Nations Indian Museum and the Tracking Project. Used with permission.

<http://danceforallpeople.com/haudenosaunee-thanksgiving-address/>

GRADE 4: MODULE 1A: UNIT 1: LESSON 2
Keeping Track of How it All Fits Together
Anchor Chart

Text/Video Title and Author(s)	Summary	Themes/ Main Ideas	Supporting Details