

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

Practicing Listening and Reading Closely:

The Haudenosaunee Thanksgiving Address



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GRADE 4: MODULE 1A: UNIT 1: LESSON 1

Practicing Reading Closely:

Haudenosaunee Thanksgiving Address

Greetings to the Natural World

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 explain the main points in a historical text accurately. (RI.4.3)

I can engage effectively in a collaborative discussion. (SL.4.1)

Supporting Learning Targets

- I can use details and examples from the Thanksgiving Address when explaining what specific passages say or mean.
- I can show what I know by contributing to discussions.

Ongoing Assessment

- Teacher observation
- Students' annotated text (Section 1 of Thanksgiving Address)

Agenda

1. Opening

- A. Introduction to the Haudenosaunee (10 minutes)

2. Work Time

- A. Thinking About Tradition (5 minutes)
- B. Modeling and Practicing a Close Read of Thanksgiving Address (10 minutes)
- C. Close Reading Thanksgiving Address (20 minutes)
- D. Developing a Close Reading Anchor Chart (10 minutes)

3. Closing and Assessment

- A. Debrief (5 minutes)

4. Homework

Teaching Notes

- Carefully review Helping Students Read Closely (Appendix 1).
- Today students begin reading closely some specific sections of the Haudenosaunee Thanksgiving Address.
- During Unit 1, students will read the introduction and five of the eighteen sections of the Thanksgiving Address (provided in Supporting Materials at the end of this lesson and lesson 2).
- **The videos that appear in this module have been created specifically for this module. The intent is to provide clarity for students as they learn about the Haudenosaunee and reach the learning targets.**
- Although not part of the lesson, transcripts of the videos are provided for teachers who may need to use them as supports for their students.

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Lesson Vocabulary	Materials
details, examples, oral tradition, historical text, reading closely, address, ceremonial, acknowledge, express, appreciate, ritual	<ul style="list-style-type: none">• Video – “Haudenosaunee or Iroquois?”: https://www.youtube.com/watch?v=ZSXL33JiKLY• Video- “Thanksgiving Address”: https://www.youtube.com/watch?v=swJs2cGNwIU• Student Copies of “Haudenosaunee Thanksgiving Address”• Close Readers Do These Things anchor chart (new; teacher created; see Work Time C)• Transcript of video- “Haudenosaunee or Iroquois?” (found in Supplemental Materials)• Transcript of video- “Thanksgiving Address” (found in Supplemental Materials)• Document camera

Opening	Meeting Students’ Needs
<p>A. Introduction to the Haudenosaunee (10 minutes)</p> <ul style="list-style-type: none">• Share the learning targets:<ul style="list-style-type: none">* “I can use specific details and examples from the Thanksgiving Address when explaining what specific passages say or mean.”“I can show what I know by contributing to discussions.”• 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.• Tell students that today they will begin a study about the Haudenosaunee/Iroquois people and some of their traditions. Show students the video “Haudenosaunee or Iroquois?” which explains that most people are familiar with the term “Iroquois,” but the people commonly referred to as Iroquois are actually Haudenosaunee (ho-deh-no-SHAW-nee), because it means “people of the longhouse.” The Haudenosaunee have lived in what we know as New York State for more than 1,000 years. While they live within the borders of New York State, they are actually their own nation, or confederacy. They have their own language, government, and even passports. This is explained in the video.• The purpose of this video is twofold. It will inform students about the proper way of referring to the Haudenosaunee and it	<ul style="list-style-type: none">•

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will allow students to see modern Native Americans. It is important throughout this module to stress that the Haudenosaunee (and other Native American tribes) are modern, vibrant members of a nation that continues to practice its customs and beliefs.

- Lead a brief discussion about the video to clarify for students, but explain that many of their questions will be answered as they progress through this module.

Work Time	Meeting Students' Needs
<p>A. Thinking About Tradition (5 minutes)</p> <ul style="list-style-type: none"> • Show students the video “The Thanksgiving Address”. While they watch, students should listen for details about the origin and use of the Thanksgiving Address. • Lead a class discussion on the purpose, origin and uses of the Thanksgiving Address. <p>B. Modeling and Practicing a Close Read of Thanksgiving Address (10 minutes)</p> <ul style="list-style-type: none"> • Tell students: “Today, in order to gain better understanding of the Haudenosaunee people and their beliefs, we are going to read their Thanksgiving Address.” If students are not familiar with the word address, tell them that you will figure it out as you read the text together. Allow students to guess at the meaning if they choose. • Tell students that this address is not typically written down and is not spoken in just one way. Each of the nations of the Haudenosaunee has variations of the same address, but with the same intent. This address, along with their history is shared <i>orally</i>, which means they just say it out loud. The words that students will read today were actually written by members of the Haudenosaunee in order to inform us about this very important ritual. • Explain to the students that this address has nothing to do with the holiday we know as Thanksgiving. Explain that it has to do with giving thanks. Ask students to think about what they would give thanks for. Give them a moment to think and model by sharing something you are thankful for: “For example, I am thankful that we are all here together today.” Ask student volunteers to share if they choose to help set the tone for the close reading. • Distribute Thanksgiving Address to students. Read the Introduction aloud without much commentary or questioning. This first read is a scaffold to help students access the text. • Explain that you are going to read the introduction again and that they should circle words or ideas they are having difficulty understanding. Tell students that we are trying to figure out the gist of this paragraph and it is not always necessary to understand every word to figure that out. 	<ul style="list-style-type: none"> • Reading aloud to students who cannot access the text independently helps them reach the target. • For students needing additional support and ELLs, consider providing smaller chunks of text, sometimes just a few sentences for a close read. Teachers can check in on students’ thinking as they speak about their text. • Encourage students to use word attack strategies: prefixes, root words, suffixes, cognates, and context. Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language. • When ELLs are asked to produce

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- Ask students to reread the Introduction independently. As they are reading, post the following questions on the board or with a document camera:
 - * When do the Haudenosaunee use the Thanksgiving Address?
 - * What is the purpose of the Thanksgiving Address?
 - * What inferences can you make about the Haudenosaunee based on this paragraph?
 - * If students were unclear about what an address is, ask them now if they can figure it out based on what they read in the introduction.
- Read each question aloud. Tell students that today they are just getting oriented, so it is fine if they don't know all the answers.
- Invite students to Think-Pair-Share, encouraging them to go back into the text and find the relevant details and/or the answers.
- Call on students to answer specific questions. Remember that the goal of this early questioning is not to assess whether students have a full comprehension of the text but to give them the opportunity to think in a focused way about what they are reading.
- Support students' answers by probing them to refer back to the text. For example: "Tell me more about why you think that" and "Show me in the text where that is or what made you think that."
- Ask students: "What is the Introduction of the Thanksgiving Address mostly about?" After students have responded (and perhaps you have clarified), tell students that their early sense of what something is about is called the *gist*.
- It is important to explain to 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/understanding" of what a text is "mostly about."
- Help students distinguish "gist" from main idea and central idea, which are synonymous and refer to the main point of an informational text or chunks of that text. The CCSS specifically uses the term "central idea," so it's important to teach students that term.
- Then model how to state the gist of a section in the words of one of your students, or in your own words if necessary. Write it as a short phrase in the margin.
- Say: "Please reread the section again and think about whether our gist statement is accurate." Ask students to tell you specific things from the text that they think make the gist statement accurate. As students offer details, be sure they are from the text. Be sure to reinforce for students how well they are doing making sense of a complex text.

language, consider providing a sentence frame, sentence starter, or a cloze sentence to assist with language production and the structure required.

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Work Time (continued)	Meeting Students' Needs
<p>B. Close Reading Thanksgiving Address (20 minutes)</p> <ul style="list-style-type: none"> • Read the first section of Thanksgiving Address (The People) aloud as students follow along in the text. • Ask students for a thumbs-up if they think they can tell something about what they read. Praise the thumbs-up and say: “Tell your neighbor what you think this is mostly about.” • Tell students they will now reread section 1 to see what else they can learn from this passage. Ask the students to “dive in!” and silently reread section 1. Tell students not to worry about words they do not know during this first independent read. If you notice students quickly skimming the text, prompt them to slow down and read carefully and slowly. • Ask students a big-picture question about Section 1: “How do the Haudenosaunee view their relationship with people?” Allow students to discuss ideas with a neighbor. Invite students to share out. Clarify as needed to ensure that students understand that the Haudenosaunee view all people as brothers who share the responsibility of living in peace. • Model for students the work they will do (with their brains and their pencils) when they are reading closely. Reread section 1 a second time, sentence by sentence. • Beginning with the first sentence, tell students you are underlining the things you already know and circling unfamiliar words or phrases such as <i>cycles of life</i> and <i>harmony</i>. Tell students you are circling words that seem important, but that you’re not sure why. • Model for students how readers wonder to themselves about places where they are confused. Show students how you keep reading or back up and reread to fix your confusion. • For example, ask: “I’m confused about something. What is ‘harmony’?” Model how to return to the text and determine the meaning from context. “I underlined the word <i>harmony</i>. I’m not sure what <i>harmony</i> is, but if I look at the whole sentence, I know what balance is. I think this might mean agreement or peace.” • Ask students to turn and talk briefly about what they noticed in the modeling during this read. Invite a few students to share out. • Now ask students to talk with their partners about what the gist of this paragraph is. Give students a moment to come up with a statement and cold call a few volunteers for their answers. Clarify as necessary and write the statement in the margin on your copy of the address. Have students do the same. An example might be, “The Haudenosaunee understand that everyone has a responsibility to live in peace with each other and all living things.” 	<ul style="list-style-type: none"> • A video version of the Thanksgiving Address by Jake Swamp which includes illustrations from his book may be found on the New Hampshire Public Television website: http://video.nhptv.org/video/2365105563/

Work Time (continued)	Meeting Students' Needs
<p>C. Developing a Close Reading Anchor Chart (10 minutes)</p> <ul style="list-style-type: none"> • Work with students to reflect on the steps they just took to read section 1 of the Thanksgiving Address. • Ask them to discuss with their neighbors and write down the things they did to read closely. Ask students to report out to develop the Close Readers Do These Things anchor chart. Be sure the following actions are included: Read small chunks of text slowly and think about the gist. Reread each passage one sentence at a time. Underline things that you understand or know about. Circle or underline words that you do not know. Talk with your partners about all of your good ideas. State the gist or message of the paragraph in the margin. Listen to the questions: —Go back to the text in order to find answers to questions. —Talk with your partners about the answers you find. • Help students understand that these choices are not rigid steps—the basic idea is to read, reread, think, talk, and write. 	<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.

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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Debrief the close-reading experience. Ask students to turn and talk to a partner to answer the following question: “What parts of today’s lesson helped you learn from hard reading?” After they have talked in pairs, share out and celebrate students’ great reading.• Tell them that they will continue to practice close reading in the next lesson with the rest of the Thanksgiving Address. Remind them that they will be practicing close reading throughout this year. Encourage them for their initial efforts.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.• Provide ELLs with a sentence starter to aid in language production. For example: “The Haudenosaunee believed that _____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Each unit in this module is accompanied by an extensive list of Recommended Texts at a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics related to their study at their independent reading level.• These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher, and as an ongoing homework expectation. During this unit, let students know that you expect them to read at home every night. In addition, students may be assigned additional work, such as rereading a complex text or completing a writing task.	<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.• 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 site 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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Haudenosaunee Thanksgiving Address

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Introduction

The Haudenosaunee give thanks daily, not just once a year. They give thanks for all things, from the water and sun to the insects and animals. Their thanksgiving address, called the Gano:nyok (ga-NYO-nyok), is a very important part of ceremonial and social gatherings. All social and ceremonial gatherings start and end with the Gano:nyok, which is sometimes called “the words that come before all else.” The Gano:nyok serves as a reminder to appreciate and acknowledge all things. The words express thanks for fellow human beings, Mother Earth, the moon, stars, sun, water, air, winds, animals, and more.

1- The People

Today we have gathered and we see that the cycles of life continue. We have been given the duty and responsibility to live in balance and harmony with each other and all living things. So now, we bring our minds together as one as we give our greetings and our thanks to one another as people. 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/>

Transcript of “Thanksgiving Address”

Riley: Frieda, could you tell me about the Thanksgiving Address?

Frieda: The Thanksgiving Address is a tradition amongst the Haudenosaunee where we give thanks to all those parts of creation that do their duty each day. And we begin with all the people on Earth, all those that are close to us and all our community and all those people; and then we give thanks to Mother Earth because she is still providing for us; and then we give thanks to the waters and we give thanks to all the bird life, the trees, all the winds, Grandmother Moon, the sun, and right up into the stars; so we give thanks to all those parts of creation, and it’s done before and aft every gathering that we have.

Riley: So is it a prayer?

Frieda: It’s not a prayer. It’s a simple thanksgiving. It’s not something where we are worshipping those parts of creation. It’s where we are giving thanks to them and they can receive that thanks, because all parts of creation have spirit that can accept that thanksgiving.

Riley: Do you know when it began?

Frieda: At the beginning of time when The Twins made and created so many things on the Earth, Creator came down and appreciated what they had done and He asked them what they wanted, and the good twin said “I just want to go for a walk” and he went for a walk and he just looked at everything that was here and he came back so thankful. And he told the Creator, “I just want to be thankful,” so right at the beginning of time it was given to us, as humans, the duty to express our thanksgiving.

Riley: Is it an oral tradition or was it written down?

Frieda: It’s our oral tradition that has been passed on for many, many years and it is never the same each time it is done. I know here at our school kids learn pretty much the same one, but when one of the men are asked to do a Thanksgiving Address, the Gano:nyok,(ga-NYO-nyok), they will do whatever they want. They can talk about any part of the creation and there’s lots of things you can say while you’re appreciating them, so they could talk awhile about the trees, they could talk awhile and say a lot about the bird life that happens to be here now, and some times that Gano:nyok can be 45 minutes to an hour and a half long. It depends on how they feel that day and how much they want to say.

Riley: Can kids give the Thanksgiving Address?

Frieda: Oh yes, yes, As I referred to before, the kids here at Onondaga Nation School learn in their language class how to give the Thanksgiving Address in Onondaga, and I know in Tuscarora, they learn how to give the Thanksgiving Address in Tuscarora, and the Mohawks learn in Mohawk, so yes, children do learn and do the Gano:nyok and give the Thanksgiving Address.

Riley: How is the Thanksgiving Address used today?

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Frieda: *Here at Onondaga it is used at any large gathering. We have it here at school, and it's at any kind of social dance where we are having a social dance for somebody's birthday, someone will open and close with the Thanksgiving, and the Chiefs, when they meet, will have an opening and a closing, and give their Thanksgiving Address before and aft their meeting. And if there is a wedding there will be a Thanksgiving Address at the beginning and end of that. So it's all through our culture and it happens all over today amongst the Haudenosaunee Territory.*

Transcript of “Haudenosaunee or Iroquois?”

Sidney: *Where did the name Haudenosaunee come from and is okay for people outside the nation to use?*

Denise: *The name Haudenosaunee is an ancient name. It's an ancient name that means People of the Longhouse. People of the Longhouse, in this term when we talk about the word, means a group of people and a philosophy and a way of life and customs that stretches over hundreds and hundreds of miles, and so that is our long house, Haudenosaunee. It's a word, in which we hope that everybody embraces this word because that's who we are, and we adore being complimented in this way because it identifies who we are as citizens and people, it identifies our government and our customs, and so yes, it is a compliment if you greet someone who is Haudenosaunee with this word.*

Sidney: *Why do people call us the Iroquois Confederacy?*

Denise: *Iroquois Confederacy. It has its roots with the English. The English were one of the first people from Europe to travel to this land that we live in and it was a word that they brought with them that they identified with us. Haudenosaunee is what we identify ourselves. So over time, because our culture spent a lot of time being focused on the oral tradition, when it came to research and documents and text books, we were not necessarily the people who authored or wrote these documents. And so the people who did were more familiar with the term Iroquois or Iroquois Confederacy. But today, what we are so delighted about, is that you can research our people now using the word Haudenosaunee.*

Sidney: *What are the nations of the Haudenosaunee and do some of them have special duties?*

Denise: *That's a really good question. There are six nations, six separate nations of the Haudenosaunee, and if we start from east, we would begin with the Mohawk Nation, and then coming west next is the Oneida Nation, and then here in the territory which we're speaking today and came to visit is Onondaga Nation, and we continue west there is the Cayuga Nation and the Seneca Nation and the Tuscarora Nations. And what is interesting is in our way, everything around us in our environment has a duty, but there are some very special duties of the nations. For example, the Mohawk Nation is the keepers of the Eastern Door, so everything that comes from the east has to be welcomed and greeted by the Mohawk Nation. And then we have the Western Door, Seneca Nation; everything west of our area, of our peoples' territory, is welcomed and greeted by the Seneca Nation; and then at the capital, which is here, at Onondaga, is the Onondaga Nation, and the Onondaga Nation hosts the capital and it also hosts meetings of all the nations that come here. People come here to learn our ways, our government, and it's a very important place. And those are just some of the duties of each of the nations.*