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# MODULE 4.1: UNIT 1 LESSONS

A. **Lesson 1:** *Launching the Mystery: What's That Symbol*

B. **Lesson 2:** *Practicing Reading Closely: Solving the Mystery: What's That Symbol?*

C. **Lesson 3:** *Practicing Reading Closely: Section 1 of the Great Law of Peace (Iroquois Constitution)*

D. **Lesson 4:** *Reading Closely: Sections 4 and 7 of the Great Law of Peace (Iroquois Constitution)*

E. **Lesson 5:** *Mid-Unit 1 Assessment and Close Read of Section 24 of the Great Law of Peace (Iroquois Constitution)*

F. **Lesson 6:** *Writing to Explain: Gathering Details and Organizing Paragraphs*

G. **Lesson 7:** *Writing to Explain: Drafting Strong Paragraphs*

H. **Lesson 8:** *Writing to Explain: Concluding and Polishing Strong Paragraphs*

I. **Lesson 9:** *End of Unit 1 Assessment: Paragraph to Explain the Symbols on My Flag*
**BUILDING BACKGROUND KNOWLEDGE ABOUT THE HAUDENOSAUNEE: THE GREAT PEACEMAKERS**

In this first unit, students read, write, listen, and speak to begin to understand the founding and structure of the Haudenosaunee, or Iroquois, Confederacy. The unit begins with students discovering that a character in a video about the Iroquois Confederacy fails to explain the symbol on his T-shirt. This leads students to discover an honored symbol of the Iroquois Nation. Students will read about the creation of the Iroquois Confederacy through the actions of the Great Peacemaker. Students then will tackle challenging text as they hear and read short selections from a recounting of the Haudenosaunee Great Law of Peace, or Iroquois Constitution. In the on-demand mid-unit assessment, students will demonstrate their ability to read informational text by answering text-dependent questions. Then students will focus on learning how to create an effective paragraph as they write to the character in the video, providing him with the information he should use to explain the symbol on his T-shirt. Students develop their explanations with details from the texts they read earlier in the unit. Students then complete an on-demand end of unit assessment in which they demonstrate an ability to appropriately use topic sentences and supporting details in a paragraph by explaining the symbolism on a flag of their own design.

<table>
<thead>
<tr>
<th>GUIDING QUESTIONS AND BIG IDEAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How can our school benefit from the beliefs and agreements of the Iroquois?</td>
</tr>
<tr>
<td>• Peace can be created and sustained through agreements and actions.</td>
</tr>
<tr>
<td>• Clear communication can help to improve communities.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>MID-UNIT 1 ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answering Questions with Evidence from Text</strong></td>
</tr>
<tr>
<td>• This assessment centers on NYSP12 ELA CCLS RI.4.1. In this assessment, students will read an unfamiliar text about Native Americans in New York and answer questions using evidence from the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>END OF UNIT 1 ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paragraph to Explain My Flag’s Symbolism</strong></td>
</tr>
<tr>
<td>This assessment centers on NYSP12 ELA CCLS W.4.2. After reading about the Iroquois flag, the Iroquois Confederacy, and the Iroquois Constitution, and learning the structure of an explanatory paragraph, students create a flag for their class that includes symbols representing the ideas of peace and unity. Then, as an on-demand writing assessment, students write a paragraph explaining the symbolism on their flags. Note: This is a writing assessment; students are not assessed on the artistic quality of their flag design.</td>
</tr>
</tbody>
</table>
## CONTENT CONNECTIONS
This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

## NYS SOCIAL STUDIES CORE CURRICULUM
Native Americans—specifically the Iroquois (Haudenosaunee, People of the Longhouse) and the Algonquian — were the first inhabitants of the New York region and state, and contributed to the region’s history. Systems of government exist to create and enforce laws to protect people and communities. Native American groups developed political practices, including a consensus model, which influenced the development of United States democracy.

## CENTRAL TEXTS
1. Iroquois Constitution or the Great Law of Peace (available at www.indigenouspeople.net/iroqcon.htm).

## CALENDARED CURRICULUM MAP: Unit-at-a-Glance
This unit is approximately 2 weeks or 9 sessions of instruction.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>LESSON TITLE</th>
<th>LONG-TERM TARGETS</th>
<th>SUPPORTING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
</table>
| Lesson 1 | Launching the Mystery: What’s That Symbol? | • I can explain what a text says using specific details from the text. (RI.4.1)  
• I can engage effectively in a collaborative discussion. (SL.4.1) | • I can notice new ideas and wonder about the lives of people long ago.  
• I can answer questions using specific details from a text.  
• I can demonstrate what I know by contributing to discussions. | • I Notice/I Wonder note-catcher  
• Student-created graphic organizer |
| Lesson 2 | Solving the Mystery: What’s That Symbol? | • I can explain what a text says using specific details from the text. (RL.4.1)  
• I can engage effectively in a collaborative discussion. (SL.4.1) | | Student-created graphic organizer |
# Grade 4, Module 1: Unit 1 Overview

**Calendared Curriculum Map: Unit-at-a-Glance**

This unit is approximately 2 weeks or 9 sessions of instruction.

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson Title</th>
<th>Long-Term Targets</th>
<th>Supporting Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
</table>
| Lesson 3 | Practicing Reading Closely: Section 1 of the Great Law of Peace (Iroquois Constitution) | • 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) | I can use details and examples from the Iroquois Constitution when explaining what specific passages say or mean. | Teacher observation Students’ annotated text (Section 1 of Great Law of Peace)       |
| Lesson 4 | Reading Closely: Sections 4 and 7 of the Great Law of Peace (Iroquois Constitution) | • 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) | I can use details and examples from the Iroquois Constitution when explaining what specific passages say or mean. | • Teacher observation Close reading notes  
• Written answers to text-dependent questions at the end of the Close Read protocol |
| Lesson 5 | Mid-Unit 1 Assessment and Close Read of: Section 24 of the Great Law of Peace (Iroquois Constitution) | • 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) | I can use specific details from a text to answer questions. | • Mid-Unit 1 Assessment: Answering questions with Evidence from Text  
• Teacher observation  
• Vocabulary sort |
## CALENDARED CURRICULUM MAP: Unit-at-a-Glance

This unit is approximately 2 weeks or 9 sessions of instruction.

<table>
<thead>
<tr>
<th>LESSON</th>
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<th>SUPPORTING TARGETS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Lesson 6</td>
<td>Writing to Explain: Gathering Details and Organizing Paragraphs</td>
<td>• I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9)  &lt;br&gt;• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)  &lt;br&gt;• I can write an informative/explanatory text. (W.4.2)  &lt;br&gt;• I can engage effectively in a collaborative discussion. (SL.4.1)</td>
<td>• I can determine what information Tim still needs to include in his video.  &lt;br&gt;• I can reread to find specific details.  &lt;br&gt;• I can plan a paragraph for a postcard explaining to Tim the information he should include in his video.</td>
<td>• Postcards to Tim: Four-Square graphic organizer</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Writing to Explain: Drafting Strong Paragraphs</td>
<td>• I can write an informative/explanatory text. (W.4.2)  &lt;br&gt;• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)  &lt;br&gt;• I can engage effectively in a range of collaborative discussions. (SL.4.1)</td>
<td>I can plan a paragraph for a postcard explaining to Tim the information he should include in his video.</td>
<td>Four-Square graphic organizer (again)  &lt;br&gt;Draft paragraph</td>
</tr>
</tbody>
</table>
### GRADE 4, MODULE 1: UNIT 1 OVERVIEW

**CALENDED CURRICULUM MAP: Unit-at-a-Glance**

This unit is approximately 2 weeks or 9 sessions of instruction.

<table>
<thead>
<tr>
<th>LESSON</th>
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<th>SUPPORTING TARGETS</th>
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</tr>
</thead>
</table>
| Lesson 8 | Writing to Explain: Concluding and Polishing Strong Paragraphs | • I can write an informative/explanatory text. (W.4.2)  
• I can use the writing process to produce clear and coherent writing (with support). (W.4.5)  
• I can engage effectively in a range of collaborative discussions. (SL.4.1) | • I can conclude my paragraph for my postcard to Tim.  
• I can revise my paragraph for my postcard to Tim.  
• I can give helpful feedback to my peers. | • Revised paragraphs |
| Lesson 9 | End of Unit 1 Assessment: Paragraph to Explain Symbols on My Flag | • I can write an informative/explanatory text. (W.4.2)  
• I can engage effectively in a range of collaborative discussions with diverse partners on fourth grade topics. (SL.4.1) | • I can write a paragraph to inform the reader about the symbolism in my flag.  
• I can speak clearly to ask and answer questions about our class flags. | End of Unit 1 Assessment: Paragraph to Explain Symbols on My Flag |

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### OPTIONAL: EXPERTS, FIELDWORK, AND SERVICE

- Visit local Native American historical sites.
- Invite an expert from an Iroquois nation to tell the story of the Great Peacemaker.
- Research symbols of the United States government; compare the symbols to those of the Iroquois nation

### OPTIONAL: EXTENSIONS

- Actually mail the postcards to Tim at BrainPOP.
- *Peacemaker's Journey* (compact disc), by Joanne Shenandoah (Silver Wave, 2000).
Unit 1 focuses on the topic of the founding and structure of the Haudenosaunee, or Iroquois, Confederacy and the Great Peacemaker. The list below includes works with a range of Lexile® text measures on this topic as well as on other Native American tribes of the northeastern United States. This provides appropriate independent reading for each student to help build content knowledge.

It is imperative that students read a high volume of texts at their reading level in order to build the academic vocabulary and fluency that the CCLS demands.

Where possible, materials in languages other than English are also provided. Texts are categorized into three Lexile levels that correspond to Common Core Bands: below-grade band, within band, and above-band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

**Common Core Band Level Text Difficulty Ranges**
(As provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)
- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L

<table>
<thead>
<tr>
<th>TITLE</th>
<th>AUTHOR AND ILLUSTRATOR</th>
<th>TEXT TYPE</th>
<th>LEXILE MEASURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Maiden of the Mist: A Legend of Niagara Falls</td>
<td>Veronika Martenova Charles (author/illustrator)</td>
<td>Literature (picture book)</td>
<td>500</td>
</tr>
<tr>
<td>The World Before This One: A Novel Told in Legend</td>
<td>Rafe Martin (author)</td>
<td>Literature (illustrated novel)</td>
<td>500</td>
</tr>
<tr>
<td>Life in the Time of the First Americans</td>
<td>Lisa Trumbauer (author)</td>
<td>Informational Text (picture book)</td>
<td>590</td>
</tr>
<tr>
<td>Giving Thanks: A Native American Good Morning Message</td>
<td>Chief Jake Swamp (author), Erwin Printup Jr. (illustrator)</td>
<td>Literature (picture book)</td>
<td>680</td>
</tr>
<tr>
<td>Sequoyah: The Cherokee Man Who Gave His People Writing**</td>
<td>James Rumford (author/illustrator), Anna Sixkiller Huckaby (Cherokee translator)</td>
<td>Informational Text (picture book)</td>
<td>700</td>
</tr>
<tr>
<td>TITLE</td>
<td>AUTHOR AND ILLUSTRATOR</td>
<td>TEXT TYPE</td>
<td>LEXILE MEASURE</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Brother Eagle, Sister Sky: A Message from Chief Seattle</td>
<td>Chief Seattle (author), Susan Jeffers (illustrator)</td>
<td>Literature (picture book)</td>
<td>740</td>
</tr>
<tr>
<td>If You Lived with the Iroquois</td>
<td>Ellen Levine (author), Shelley Hehenberger (illustrator)</td>
<td>Informational Text (picture book)</td>
<td>810</td>
</tr>
<tr>
<td>Native Americans: The First Peoples of New York</td>
<td>Kate Schimel and Lynn George (authors)</td>
<td>Informational Text (highly illustrated nonfiction)</td>
<td>820*</td>
</tr>
<tr>
<td>The Iroquois</td>
<td>Emily Dolbear and Peter Benoit (authors)</td>
<td>Informational Text (photo-essay)</td>
<td>850</td>
</tr>
<tr>
<td>The Iroquois</td>
<td>Stefanie Takacs (author)</td>
<td>Informational Text (highly illustrated nonfiction)</td>
<td>860</td>
</tr>
<tr>
<td>The Iroquois and Their History</td>
<td>Genevieve St. Lawrence (author)</td>
<td>Informational Text (highly illustrated nonfiction)</td>
<td>860</td>
</tr>
<tr>
<td>The Iroquois: The Six Nation Confederacy</td>
<td>Mary Englar (author)</td>
<td>Informational Text (highly illustrated nonfiction)</td>
<td>880</td>
</tr>
<tr>
<td>Seneca Chief, Army General: A Story about Ely Parker</td>
<td>Elizabeth Van Steenwyk (author), Karen Ritz (illustrator)</td>
<td>Informational Text (illustrated biography)</td>
<td>880*</td>
</tr>
<tr>
<td>Peace Walker: The Legend of Hiawatha and Tekanawita</td>
<td>Carrie J. Taylor (author)</td>
<td>Informational Text (illustrated nonfiction)</td>
<td>930*</td>
</tr>
<tr>
<td>TITLE</td>
<td>AUTHOR AND ILLUSTRATOR</td>
<td>TEXT TYPE</td>
<td>LEXILE MEASURE</td>
</tr>
<tr>
<td>------------------------------------------</td>
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<td>-----------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Life in a Longhouse Village</td>
<td>Bobbie Kalman (author)</td>
<td>Informational Text (highly illustrated nonfiction)</td>
<td>1020</td>
</tr>
<tr>
<td>Hiawatha: Founder of the Iroquois Confederacy</td>
<td>Nancy Bonvillain (author)</td>
<td>Informational Text (illustrated biography)</td>
<td>1260*</td>
</tr>
<tr>
<td>New York Native Peoples</td>
<td>Mark Stewart (author)</td>
<td>Informational Text (illustrated nonfiction)</td>
<td>1040*</td>
</tr>
<tr>
<td>100 Native Americans Who Shaped History</td>
<td>Bonnie Juettner</td>
<td>Collective biography (illustrated nonfiction)</td>
<td></td>
</tr>
</tbody>
</table>
# Grade 4, Module 1: Unit 1, Lesson 1

**Launching the Mystery: What's That Symbol?**

**Note:** This first lesson also serves as an exemplar with explicit scaffolds.

## Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can explain what a text says using specific details from the text. (RI.4.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can engage effectively in a collaborative discussion. (SL.4.4)</td>
</tr>
</tbody>
</table>

## Supporting Learning Targets

- I can notice new ideas and wonder about the lives of people long ago.
- I can answer questions using specific details from a text.
- I can demonstrate what I know by contributing to discussions.

## Ongoing Assessment

- I Notice/I Wonder note-catcher
- Student-created graphic organizers

## Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
<th>Teaching Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Engaging the Reader: Mystery Activity (20 minutes)</td>
<td>In this lesson, students begin reading “The (Really) Great Law of Peace,” a two-page article. In Lesson 1, they read only the first page (page 38). Distribute just page 38 today, saving page 39 for Lesson 2.</td>
</tr>
<tr>
<td>2. Work Time</td>
<td>This first lesson is designed to create a “need to know” for students by reinforcing the idea that the symbol on the T-shirt worn by Tim, a character in the video, is a “mystery.” Do NOT explain the symbol even if students ask about it, since students will be reading to answer that question. If they do ask, it’s a perfect time to say: “I don’t know. Let’s find out!”</td>
</tr>
<tr>
<td>A. Getting Started: Reading about the Iroquois (25 minutes)</td>
<td>If you have Native American children, particularly Iroquois, in your class, it is extremely likely that he/she will know about the mystery symbol. Think about how to restructure this lesson to allow that student to be a featured expert who “reveals” the symbol.</td>
</tr>
<tr>
<td>3. Closing and Assessment</td>
<td>Preview the video: “The Iroquois Confederacy” <a href="http://www.brainpop.com/socialstudies/culture/iroquoisconfederacy/">http://www.brainpop.com/socialstudies/culture/iroquoisconfederacy/</a>. The video is only 6 minutes long. Plan to stop the video halfway through.</td>
</tr>
<tr>
<td>A. Debrief (5 minutes)</td>
<td>Preview the graphic regarding the Iroquois flag (see Supporting Materials).</td>
</tr>
<tr>
<td></td>
<td>This lesson introduces a simple routine of I Notice/I Wonder. Students practice this first with the video, and then with the text. This lays a strong foundation for students to build their close reading skills; help them pay close attention to the text and ask or answer questions that might assist in deepening their understanding.</td>
</tr>
<tr>
<td></td>
<td>Review the Think-Pair-Share, Cold Call, and Fist to Five protocols (Appendix 1)</td>
</tr>
</tbody>
</table>
LAUNCHING THE MYSTERY: WHAT’S THAT SYMBOL?
NOTE: THIS FIRST LESSON ALSO SERVES AS AN EXEMPLAR WITH EXPLICIT SCAFFOLDS.

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
</table>
| details, contribute, discussion, notice, wonder, constitution, confederacy, rivals, miracle, “set about,” warring, suspicious, vanished, wampum, Iroquois, nations, symbolized, Haudenosaunee | • Video: “The Iroquois Confederacy” www.brainpop.com/socialstudies/culture/ iroquoisconfederacy/  
• I Notice/I Wonder note-catcher (one per student, and one to project on document camera)  
• Document camera  
• Page 38 of “The (Really) Great Law of Peace” by Cynthia O’Brien (one per student)  
• I Notice/I Wonder graphic organizer (optional)  
• 12” by 18” construction paper  
• Markers  
• Sticky notes |
GRADE 4, MODULE 1: UNIT 1, LESSON 1

LAUNCHING THE MYSTERY: WHAT’S THAT SYMBOL?

NOTE: THIS FIRST LESSON ALSO SERVES AS AN EXEMPLAR WITH EXPLICIT SCAFFOLDS.

### OPENING

<table>
<thead>
<tr>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consider providing nonlinguistic symbols (e.g., two people talking for <em>discuss</em>, a pen for <em>record</em>, a magnifying glass for <em>details</em>, a light bulb for <em>main idea</em>) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets. Examples of possible nonlinguistic symbols for this lesson can be found at the end of this lesson.</td>
</tr>
<tr>
<td>• Modeling provides a clear vision of the expectation for students. Teacher may model by saying: “I notice white squares on the picture,” or “I wonder why the background is purplish-blue.”</td>
</tr>
</tbody>
</table>

### A. Opening: Engaging the Reader: Mystery Activity (20 minutes)

- Share the learning targets:
  * “I can notice new ideas and wonder about the lives of people long ago.”
  * “I can answer questions using specific details from the text.”
  * “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 new study about the lifestyles, values, and beliefs of the Native American group known as the Iroquois that began to settle in New York State more than 11,000 years ago. The Iroquois did and believed many things that still influence our lives today. To get started, let them know they will be watching a short video.
- Distribute the I Notice/I Wonder note-catcher to each student and project it on a document camera (or make a chart of it on chart paper or on your board).
- Model Notice and Wonder for students.
  
  **I Notice:** Simply observing something (i.e., “I notice the walls in our classroom are white.”)
  
  **I Wonder:** Questioning the meaning, history, or purpose of what they see (i.e., “I wonder why classrooms never seem to be painted different colors.”)
- Remember, the purpose of the video is to build students’ interest. Specifically, the goal is to get students intrigued about the symbol on the boy’s T-shirt. Therefore, it is crucial to NOT reveal the meaning of the symbol.
- The video is only 6 minutes long. Plan to stop the video halfway through. (If your students need more pause points, provide them).
- Show the first 3 minutes of the video “The Iroquois Confederacy.” Pause.
- Ask students to think, then talk with a partner, about something they “notice” and something they “wonder.” Be sure to give think time, and then just a minute for them to talk with a partner. Then Cold Call on a few students to share out.
- Chart students’ comments on the projected I Notice/I Wonder note-catcher. Do NOT explain the video at this point; simply elicit students’ comments.
## OPENING

- If students need more guidance, model one of a “notice” and “wonder” about the first few minutes from the video. (Do NOT notice or wonder about the symbol on the T-shirt. If students wonder about the purple and white symbol the character Tim has on his T-shirt, simply chart that. If they do not mention the symbol, do not bring it up yet.)
- Ask students to keep recording what they “notice” and “wonder” as they watch the remaining 3 minutes.
- Again ask students to **Think-Pair-Share**. Students should add any new notices or wonders from their partners to their note-catcher. When finished, ask students: “Have you met the learning target, ‘I can record new ideas and wonder about the lives of people long ago?’” Ask students to give a thumbs-up if they feel they have met the target, or a thumbs-down if they don’t think they’ve met the target yet. If some students give a thumbs-down, allot two more minutes for students to write on their note-catcher.
- Cold-call students again, and add to your projected **I Notice/I Wonder** note catcher.
- If the symbol on Tim’s shirt does not come up as a notice or wonder, bring it up at this time. Say: “I noticed the purple and white symbol on Tim’s shirt in the video. I have never seen that symbol before, have you? What do you think it means? How do you think we could find out?”

## MEETING STUDENTS’ NEEDS

- For students needing additional supports, consider providing additional support with a more scaffolded **I Notice/I Wonder** graphic organizer. An example can be found at the end of this lesson.
- When playing videos, use the English subtitles if available. Videos from www.Brainpop.com, like the one featured in this lesson, have subtitles. They can also be played in Spanish.
- Varying the methods of response for students makes the task accessible for all students. Offer students a choice to draw the things they notice instead of writing.
GRADE 4, MODULE 1: UNIT 1, LESSON 1

LAUNCHING THE MYSTERY: WHAT’S THAT SYMBOL?

NOTE: THIS FIRST LESSON ALSO SERVES AS AN EXEMPLAR WITH EXPLICIT SCAFFOLDS.

WORK TIME

A. Getting Started Reading about the Iroquois (25 minutes)

- Tell students you have an article about the Iroquois that may help explain what is on Tim’s shirt. Inform students that they are going to read the article, and read some short sections several times. Point out to students that strong readers almost always reread in order to understand a text more fully. They will be practicing this a lot this year.
- Tell students that they will keep track of their ideas on a graphic organizer. Define these words if needed: a visual chart or tool to help them keep their ideas organized or clear.
- Give each student a piece of 12” by 18” piece of construction paper to create his or her own graphic organizer (see partially completed example in Supporting Materials).
- Instruct students to draw a box in the center of the paper approximately 4” by 4”; then a larger box around the 4” by 4” box. Tell students to write inside the smallest box the guesses they have about what’s on Tim’s shirt and any other questions they have as a result of the video. Ask them to Think-Pair-Share about their guesses and questions and request that a few students share.
- Show a picture of the Iroquois Flag and say: “Does this look like what is on Tim’s shirt?” When students say yes, say: “I hope this article will help explain it.”
- Explain to students that it will be important for them to figure out the answer to the question from reading the text and thinking on their own, rather than from a teacher explanation. This is something they will be practicing all year.
- Distribute page 38 of “The (Really) Great Law of Peace” (one per student). Be sure to give students just the FIRST PAGE, since the second page reveals the “mystery.” Tell students that this is a two-page article, but for today, they will focus only on the first page (page 38).
- Write the name Dekanawideh on the board and say it with students (day-gahn-na-WEE-da). This would be a good time to point out to students that many of the words they will see in this study, especially names, seem strange. They are written in a different language, and letters and sounds appear in different combinations than they do in English.
- Ask students to look at the Iroquois flag and keep it in their mind while they read. Ask students to follow along while you read the first paragraph aloud.
- Discuss with students the meaning of the word constitution—a set of rules that people agree to live by. Mention that America has a constitution.
- Read the rest of page one aloud to students. Be sure to read the subheadings.

MEETING STUDENTS’ NEEDS

- Graphic organizers provide the necessary scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning and engage students more actively.
- For students needing additional supports, you may want to provide a partially filled-in graphic organizer. An example of a partially filled-in graphic organizer for this lesson can be found at the end of the lesson.
- Some students may benefit from being given sentence starters for Think-Pair-Share. An example of sentence starters can be found at the end of this lesson.
### GRADE 4, MODULE 1: UNIT 1, LESSON 1

#### LAUNCHING THE MYSTERY: WHAT’S THAT SYMBOL?

**NOTE:** THIS FIRST LESSON ALSO SERVES AS AN EXEMPLAR WITH EXPPLICIT SCAFFOLDS.

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</thead>
</table>
| - Ask students to then reread page 1 on their own, focusing on what it is mainly about. They can write their thinking in the margins of their paper.  
- Tell them it is fine if there are some words or ideas that they don’t understand yet. They will be thinking, re-reading, and talking about this article for two lessons.  
- Ask students to Think-Pair-Share about the first page. Say: “What is this article mainly about so far?” Elicit students’ comments, but do not explain too much. Their understanding will grow during repeated reads.  
- Focus on some key vocabulary. Say: “While I was reading, I noticed some important vocabulary on this first page. I bet you did too. Let’s talk about it.” Give students a moment to look back at their text to identify some words they are wondering about or found important. Invite students to share out. Chart those words on the board.  
- Focus on the phrase *bitter rivals* at the end of the first paragraph. Ask students to Think-Pair-Share about that phrase; are they wondering what it means? Call on students to offer suggestions. If a student figures it out, ask how.  
- If no one figures it out, model how to develop meaning from context, showing students how to read around the word and reread the subheading. “I see the word *fought*. And I also see it says ‘at war.’ So I’m guessing they hated each other.”  
- Help students continue to consider why the tribes might have been rivals. Say: “So they were rivals, which means they were competing with each other for something, and they fought over many issues. I wonder what issues they would compete with each other over.”  
- Ask students for suggestions. They might connect to sports, which is a good starting point. If necessary, prompt students to think about how people lived long ago. Where did they get their food? Why might people have had to compete for food?  
- Continue to focus on key vocabulary, next focusing on the subheading Miracle Maker. Reinforce the idea of “noticing” from earlier in the lesson; tell students that strong readers pay very careful attention to specific words. “I notice the word *miracle* in big letters. I’m thinking that might be important.”  
- Probe students’ background knowledge of *miracle* and ask a student to define this word. Focus students on paragraph 2. Ask students to Think-Pair-Share: “Who is the Miracle Maker? What is the miracle that he made?” (Students may need the phrase *set about* explained to them).  
- Call on students to offer suggestions. If students do not offer these specifics, prompt or draw students’ attention to “canoe made of stone,” “If Dekanawideh survived,” and “vanished” as evidence that Dekanawideh was the miracle maker.  
- Ask students to reread the first page on their own, thinking about the symbol on Tim’s shirt. | - Some students also may benefit from being given sentence starters for Think-Pair-Share. An example of sentence starters can be found at the end of this lesson. |
### LAUNCHING THE MYSTERY: WHAT’S THAT SYMBOL?

**NOTE: THIS FIRST LESSON ALSO SERVES AS AN EXEMPLAR WITH EXPLICIT SCAFFOLDS.**

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</table>
| **•** Ask them to then Think-Pair-Share about what they think the symbol on Tim’s shirt might mean, or any answers they now have for questions they wrote earlier in the center box of their graphic organizer.  
**•** Then they should return to their 12” by 18” construction paper. Tell students to write in the second box at least three specific details from “The (Really) Great Law of Peace” that they think might connect to the symbol from Tim’s shirt and/or are answers to questions that they have from the video.  
**•** Ask students to share some ideas with the whole class.  
**•** Collect and save the graphic organizers and page 38 of the article. Students will continue to use these materials in Lesson 2.  
**•** End today’s reading by continuing to wonder about the symbol. It is fine if some students managed to figure out its meaning. Just end by sharing the excitement of learning more about the Iroquois. |
### CLOSING AND ASSESSMENT

**A. Debrief (5 minutes)**
- Ask the students if they have met the learning target: “I can contribute to class discussions” and “I can answer questions using specific details from the text.”
- Students can use **Fist to Five protocol**. This self-assessment helps students to rate themselves on a continuum from 0 (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.

### MEETING STUDENTS’ NEEDS

- Checking in with learning targets helps students self-assess their own learning. This research-based strategy supports struggling learners most.

### HOMEWORK

- 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 under 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 to entice students into new books, and as an ongoing homework expectation. During this unit, let students know that you expect them to read at home from a related book at their independent reading level. In addition, students may be assigned additional work, such as rereading complex text or completing a writing task.

### MEETING STUDENTS’ NEEDS

- 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, 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.
The article “The (Really) Great Law of Peace” by Cynthia O’Brien is available to New York State educators free at the online resource novelnewyork.org. You will need your driver’s license or library card to access the article. Copyright of Kayak: Canada’s History Magazine for Kids is the property of Canada’s National History Society and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder’s express written permission. However, users may print, download, or email articles for individual use.
The Haudenosaunee flag was created in the 1980s. The flag’s symbolism is based on the Hiawatha wampum belt, strands of purple and white shells used centuries ago as currency. Here, it symbolizes the union forged when the former enemies buried their weapons under the Great Tree of Peace. It represents the original five nations united by the Peacemaker and Hiawatha. The tree symbol in the center represents both The Great Tree of Peace and the Onondaga Nation while the squares represent the other four of the original five nations of the Iroquois Confederacy (from left to right): the Seneca, the Cayuga, the Oneida, and the Mohawk.

# Examples of Non-Linguistic Representations of Learning Target Vocabulary in this Lesson

<table>
<thead>
<tr>
<th>record</th>
<th>notice</th>
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</thead>
<tbody>
<tr>
<td>wonderings</td>
<td>explain</td>
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GRADE 4, MODULE 1: UNIT 1, LESSON 1

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Less Scaffolded I Notice/I Wonder

<table>
<thead>
<tr>
<th>I notice …</th>
<th>I wonder …</th>
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<td></td>
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Less Scaffolded I Notice/I Wonder for This Lesson

<table>
<thead>
<tr>
<th>I notice …</th>
<th>I wonder …</th>
</tr>
</thead>
</table>
   a. Why did they decide to join together?  
   b. Were the people in the six tribes friends with each other?  
   c. Did they all speak the same language? |
| 2. What is a “longhouse?” | 2. Circle a question you think is interesting:  
   a. Were all the people who lived in the longhouse friends?  
   b. How did they keep their longhouses warm?  
   c. Why is the tree in the center? |
| 3. Write another interesting fact you heard about the Iroquois. | 3. Ask a question you have about the Iroquois. |
GRADE 4, MODULE 1: UNIT 1, LESSON 1

Examples of Sentence Starters for Think-Pair-Share

One thing I notice is

Will you tell me more about that?
The Iroquois nations that lived across the lake were ___________ ___________ ___________ ___________.

The people of the five nations all lived in houses called ________________.

The people of the five nations ________________ over many issues.

What is your guess about what is on Tim’s shirt?

What questions do you have about the Iroquois?

Dekanawideh wanted the people of the five nations to ________________ fighting.

The first people Dekanawideh convinced to be peaceful were ________________.
GRADE 4, MODULE 1: UNIT 1, LESSON 2

PRACTICING READING CLOSELY: SOLVING THE MYSTERY: WHAT’S THAT SYMBOL?

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

SUPPORTING LEARNING TARGETS

- I can notice new ideas and wonder about the lives of people long ago.
- I can answer questions using specific details from a text.
- I can demonstrate what I know by contributing to discussions.

ONGOING ASSESSMENT

Student-created graphic organizer

AGENDA

1. Opening
   A. Engaging the Reader: Mystery Activity (10 minutes)
2. Work Time
   A. Continuing to Read about the Iroquois (30 minutes)
   B. Starting the “Things to Tell Tim” Anchor Chart (10 minutes)
3. Closing and Assessment
   A. Debrief (10 minutes)

TEACHING NOTES

- In this lesson, students will continue reading and rereading “The (Really) Great Law of Peace.” Yesterday they focused on the first page (page 38). They need the full article (pages 38–39).
- Throughout this lesson, students are asked to focus on the symbol on Tim’s T-shirt (from the video in Lesson 1) and to think about what Tim should know about that symbol. This focus helps to give students a purpose for reading, and also begins to build toward the End of Unit 1 Assessment.
- Review the steps for Think-Pair-Share and Fist to Five protocols (see Appendix 1).
## Grade 4, Module 1: Unit 1, Lesson 2

### Practicing Reading Closely: Solving the Mystery: What’s That Symbol?

<table>
<thead>
<tr>
<th>Lesson Vocabulary</th>
<th>Materials</th>
</tr>
</thead>
</table>
| details, contribute, discussion, notice, wonder, captions, constitution, confederacy, wampum belt, brilliant, nations, symbolized, Haudenosaunee | • “The (Really) Great Law of Peace” by Cynthia O’Brien (one per student): full article (pages 38–39)  
• Students’ 12” by 18” construction paper graphic organizers (begun in Lesson 1)  
• A blank anchor chart entitled Things to Tell Tim. |

### Opening

**A. Engaging the Reader: Our Predictions about the Mystery Symbol (10 minutes)**

- Share the learning targets:
  * “I can notice new ideas and wonder about the lives of people long ago.”
  * “I can answer questions using specific details from the text.”
  * “I can show what I know by contributing to discussions.”
- Ask students to tell you what they remember from yesterday about the meanings of contribute, details, and discussion.
- Show the Iroquois flag on your document camera.
- Ask students to briefly turn and talk with a partner about what they think it symbolizes. Tell them today, they will get to solve this mystery. (If students have already figured out the symbol, that is fine. Tell them they will simply keep learning more about its meaning and significance).
- Redistribute “The (Really) Great Law of Peace” (both pages) and the graphic organizers the students began in Lesson 1.
- Ask students to review their work and Think-Pair-Share about one thing they learned yesterday about the Dekanawideh that they found unusual or special. Ask students to share ideas with class.

### Meeting Students’ Needs

Consider providing nonlinguistic symbols (e.g., two people talking for discuss, a pen for record, a magnifying glass for details, a light bulb for main idea) to assist ELLs in making connections with vocabulary. These symbols can be used throughout the year. Specifically, these can be used in directions and learning targets.
GRADE 4, MODULE 1: UNIT 1, LESSON 2

PRACTICING READING CLOSELY: SOLVING THE MYSTERY: WHAT’S THAT SYMBOL?

WORK TIME

A. Continuing to Read about the Iroquois (30 minutes)

• (NOTE: At the top of page 2, the symbol on Tim’s shirt, which represents the Iroquois Confederacy, appears. Let students have the joy of discovering it.)
• Remind students that yesterday they focused on the first page of the article. Today they will focus on the second page (page 39).
• Draw students’ attention to the top of the second page and ask students: “What do you notice?” (Students should notice three images: a small feather, the symbol with the tree and the rectangles that they also saw on Tim’s T-shirt, and a photo of a group of men gathered.)
• Say: “Captions are a short explanation or description next to an image. Captions often tell the reader very important information about the meaning of pictures. Let’s read the captions carefully to see what more we can learn about this symbol.” Read the captions aloud.
• Ask students to reread the captions again on their own.
• Prompt students: “Talk with your neighbors about what each caption is talking about.” Students should notice that there is one caption for each of the three images.
• Focus students on the image with the symbol that was on Tim’s shirt. Explain to them that this symbol is on a wampum belt. Explain to them that this is where and how this symbol first showed up (not on T-shirts!).
• Ask them: “What does this symbolize?” (They will see the symbol of the Iroquois Confederacy, which was first woven into a wampum belt.) Listen for students to notice that the caption mentions two things—The Great Law of Peace and the unity of the five nations.
• Tell students that there seems to be a lot of information in this article that someone like Tim (the main character in the video; he was wearing the T-shirt) should know about the symbol on his shirt.
• Ask students to return to their 12” by 18” construction paper graphic organizer (begun in Lesson 1). Ask them to write in the margin, outside of the second box, specific details from their reading that they think Tim should know about the symbol.
• Say: “Let’s keep reading to see if there are other things Tim should know.”
• Next, draw students’ attention to the photo of the Grand Council. Prompt students: “Talk with your neighbor about this picture. What do you notice? What do you wonder?”
• Ask students to share out what they noticed. Discuss with the students that the Iroquois chiefs in the photograph are not dressed in traditional Native American clothing. If needed, ask: “Were these chiefs the same chiefs that Dekanawideh met in his travels?” If students haven’t noticed it, point out the date of the photo (1871) and the time on the first page of the article (800 years ago).

MEETING STUDENTS’ NEEDS

• Some students may benefit from being given sentence starters for Think-Pair-Share.
• Graphic organizers provide the necessary scaffolding especially critical for learners with lower levels of language proficiency and/or learning, and they engage students more actively.
• For students needing additional supports, you may want to provide a partially filled-in graphic organizer.
GRADE 4, MODULE 1: UNIT 1, LESSON 2

PRACTICING READING CLOSELY: SOLVING THE MYSTERY: WHAT’S THAT SYMBOL?

<table>
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<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</table>
| • Read aloud the section of the article entitled “People of the Longhouse” as students follow along.  
• Ask students to then reread section called “People of the Longhouse” on their own, considering the big picture question: “Why did Dekanawideh join with Hiawatha?”  
• Invite them to share with a partner. Discuss the meaning of brilliant in this context (gifted, special).  
• Focus students on the very last word in this section: confederacy. Ask students: “What is a confederacy?” The article gives students a basic literal definition: A confederacy is a form of government. Probe to help students draw an inference about the kind of government it might be. “What do you think the rules of a confederacy might be like? Do you think it’s a government in which one nation gets to be in charge of all the other nations? Why not?”  
• (Note: In Lesson 3, students will revisit this key word to consider its morphology.)  
• Ask students to return to their 12” by 18” construction paper graphic organizer. Ask them to write in the margin, outside of the second box, more specific details from the article that Tim should know about the symbol that is on his shirt.  
• Say: “Let’s keep reading to see if there are other things Tim should know.”  
• Read the rest of the article aloud. Then have students reread on their own, focusing on what the last two sections are mostly about. Encourage students to write their thinking in the margins.  
• Invite students to turn and talk briefly about what they understood and what questions they have.  
• Then students ask student “Why does the symbol of the Great Law of Peace have a pine tree in the center?” Students should Think-Pair-Share.  
• If needed, draw students’ attention to the following sentences on the second page of the article “In celebration, Dekanawideh planted a white pine … The Tree of Peace became the symbol for the confederacy.” Ask again: “Why does the symbol of the Great Law of Peace have a pine tree in the center? Ask them: “What do you think the four other shapes represent?” (If they do not infer this, they are the other four nations of the confederacy).  
• Ask students, “What is a constitution?” and “What do the laws in the Iroquois constitution focus on?” Allow students to discuss.  
• Then they should return to their 12” by 18” construction paper graphic organizer to write in the margin, outside of the second box, additional specific details from the article that describe things that Tim should know about the symbol that is on his shirt. |
## PRACTICING READING CLOSELY: SOLVING THE MYSTERY: WHAT'S THAT SYMBOL?

### WORK TIME

**B. Starting the Things to Tell Tim Anchor Chart (10 minutes)**

- Say to students: “You know, I’ve been thinking that it’s strange that Tim wears the symbol for the Great Law of Peace on his T-shirt, but never explains it in the video. Do you think Tim doesn’t know enough about the Great Law of Peace? What could we do about that?”
- If they do not come upon this thought themselves, introduce the idea that students are going to send Tim a postcard explaining what he needs to know about the Great Law of Peace.
- Say: “If we are going to become expert enough to advise Tim about what he should say, we are going to have to read a lot about the Great Law of Peace and keep track of the things that Tim should know. Let’s get started keeping track of the things we’ve learned so far.”
- Start the **Things to Tell Tim anchor chart**. Ask students to talk with their neighbors about ideas from their graphic organizers that should be listed on the chart. Take suggestions from the students.

### MEETING STUDENTS’ NEEDS

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

**A. Debrief (5 minutes)**

- Ask the students if they have met the learning target, “I can contribute to class discussions” and “I can answer questions using specific details from the text.” Students can use Fist to Five, a self-assessment in which students rate themselves on a continuum from 0 (fist), meaning far from the target, to five (five fingers), meaning having solidly met the target. Call on a few students to provide evidence for the rating they gave themselves.

### MEETING STUDENTS’ NEEDS

- Checking in with learning targets helps students self-assess their own learning.
# Grade 4, Module 1: Unit 1, Lesson 2

## Practicing Reading Closely: Solving the Mystery: What’s That Symbol?

<table>
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<th>Homework</th>
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</tr>
<tr>
<td></td>
<td>• In addition, <a href="http://www.novelnewyork.org">www.novelnewyork.org</a> 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 Web 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.</td>
</tr>
</tbody>
</table>
The Haudenosaunee flag was created in the 1980s. The flag’s symbolism is based on the Hiawatha wampum belt, strands of purple and white shells used centuries ago as currency. Here, it symbolizes the union forged when the former enemies buried their weapons under the Great Tree of Peace. It represents the original five nations united by the Peacemaker and Hiawatha. The tree symbol in the center represents both The Great Tree of Peace and the Onondaga Nation while the squares represent the other four of the original five nations of the Iroquois Confederacy (from left to right): the Seneca, the Cayuga, the Oneida, and the Mohawk.

GRADE 4, MODULE 1: UNIT 1, LESSON 2


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### Grade 4, Module 1: Unit 1, Lesson 3

**Practicing Reading Closely: Section 1 of The Great Law of Peace (Iroquois Constitution)**

#### 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 Iroquois Constitution when explaining what specific passages say or mean.

#### Ongoing Assessment

- Teacher observation
- Students’ annotated text (Section 1 of Great Law of Peace)

#### Agenda

1. Opening: Getting Ready to Read the Great Law of Peace (Iroquois Constitution) (10 minutes)
2. Work Time
   - A. Introduction to Great Law of Peace (Iroquois Constitution): Understanding an Oral Tradition (10 minutes)
   - B. Modeling and Practicing a Close Read of Section 1 of the Great Law of Peace (Iroquois Constitution) (20 minutes)
   - C. Developing a Close Reading Anchor Chart (10 minutes)
3. Closing and Assessment: Debrief (10 minutes)

#### Teaching Notes

- Carefully review Helping Students Read Closely (Appendix 1).
- Today students begin reading closely some specific sections of the Great Law of Peace. This is a very challenging document, and students will revisit sections throughout the entire module.
- During Unit 1, students will read Sections 1, 4, 7, and 24 (provided in Supporting Materials at the end of this lesson).
- In Unit 3 (a month from now), students will revisit these four sections and read some additional sections.
- In this lesson, students only read the Background Information and Section 1. Consider providing just that chunk of text today.
- Note: Tomorrow (Lesson 4), students will reread the background information and additional portions of the constitution.
GRADE 4, MODULE 1: UNIT 1, LESSON 3
PRACTICING READING CLOSELY: SECTION 1 OF THE GREAT LAW OF PEACE (IROQUOIS CONSTITUTION)

LESSON VOCABULARY

- details, examples, oral tradition, historical text, reading closely, confederacy, constitution, Lords

MATERIALS

- Selections from “The Great Law of Peace” (Iroquois Constitution) (one per student)
- Chart paper for a Close Readers Do These Things anchor chart
- Things to Tell Tim anchor chart (from Lesson 2)
- Document camera

LESSON PLAN

OPENING

A. Getting Ready to Read the Great Law of Peace (Iroquois Constitution) (10 minutes)

- Remind students that in Lessons 1 and 2, they read a little bit about the Iroquois Great Law of Peace.
- Tell them: “Today, in order to become so expert that we can advise Tim, we are going to read sections of the actual Iroquois Great Law of Peace.”
- Tell students that this document is historical text that was written down many years after the words were first spoken. Long ago, the Iroquois shared everything orally, which means they just said it out loud and passed the information down to their children by telling stories. This is called an oral tradition. They had no written language. The words that students will read today were actually written by a historian who studied the Iroquois.
- Tell students that it will be exciting to read the words the people of the Iroquois Nation believe were actually spoken by the Great Peacemaker.
- Ask if they think his words will sound like fourth-grade words. Why or why not? Emphasize that throughout this year, they will have many opportunities to read challenging text.
- Share the learning target. Remind students that we have had previous sessions in which we have practiced this target. Check in on their understanding of details and examples. Tell them that today they will be reading words that many people believe were actually spoken by the Great Peacemaker.

MEETING STUDENTS’ NEEDS

- ELLs may be unfamiliar with more vocabulary words than are mentioned in this lesson.
- Check for comprehension of general words (e.g., law, peace, etc.) that most students would know.
### A. Introduction to the Great Law of Peace (Iroquois Constitution): Understanding an Oral Tradition (10 minutes)

- Distribute a copy of the Iroquois Constitution, Great Law of Peace.
- Read the Overview and Background Information section aloud without much commentary or questioning. This first read is a scaffold to help students access the text.
- Ask students to reread the background information and overview independently. As they are reading, post the following questions on the board or with a document camera.
  * How many different groups did the Great Peacemaker “join together in peace”?
  * What is a “confederacy”?
  * In your own words, explain what the last sentence means.
- 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. They will reread this text in the next lesson.
- Invite students to Think-Pair-Share, encouraging them to go back into the text and find the relevant details and/or the answer.
- 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—they likely do not—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.”
- Explain to students the word confederacy consists of “con” + “fed” + “acy.” Con = together, fed = trust, acy = a quality or state of being. Confederacy = groups that are together based on trust. Explain the morphology of words this way as often as you can.

### MEETING STUDENTS’ NEEDS

- Reading aloud to students who cannot access the text independently helps them reach the target.
- For students needing additional supports 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 language, consider providing a sentence frame, sentence starter, or a cloze sentence to assist with language production and the structure required.
### B. Modeling and Practicing a Close Read of a Section 1 of the Great Law of Peace (Iroquois Constitution) (20 minutes)

- **Read Section 1 of the Iroquois Constitution** 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 tell students: “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: “Who are the confederate Lords?” Allow students to discuss ideas with a neighbor. Invite students to share out. Clarify as needed to ensure that students understand that the rulers of the Five Nations have gathered and are being addressed by Dekanawidah. If needed, clarify the meaning of “Lords” in this context. Help students notice the significance of the capital letters.
- 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, underline things students know already from their learning about The Great Peacemaker from earlier lessons (Dekanawidah, the Five Nations, the Tree of Peace, Adodarhoh). Tell students you are underlining the things you already know.
- Then reread a third time, circling unfamiliar words or phrases such as *firekeepers* and *globe thistle*. Tell students you are circling words that seem important, but that you’re not sure of.
- Model for students how a reader wonders to him or herself about places where they are confused. Show students how you keep reading or back up and reread to fix your confusion.
  - For example, ask aloud: “I’m confused about something. What are ‘firekeepers’?” Model how to return to the text and determine the meaning from context. “I underlined the word *firekeepers*. I’m not sure what *firekeepers* are, but there is a word in there I know: keepers. I think this might mean that they are in charge of keeping their tribe safe.”
  - Then ask your students: “What is a globe thistle?” Listen for student responses such as “a plant,” “something in nature,” “something soft.”
- If students need support with this, model briefly: “It does say they are sitting on them. But now I see that it says they are soft. And since this was long ago when people didn’t have things like couches, I think this must be something from nature. I think globe thistles might be soft plants.”
- Ask students to turn and talk briefly about what they noticed in the modeling during this second read. Invite a few students to share out.
### C. Developing a Close Reading Anchor Chart (10 minutes)

- Work with students to reflect on the steps they just took to read Section 1 of the Great Law of Peace. Remind them of the steps they took similar steps when really “The (Really) Great Law of Peace” during Lessons 1 and 2.
- Ask them to discuss with their neighbors and write down the things they did to read closely. Ask students to report out to develop an **Anchor Chart: Close Readers Do These Things**:
  - 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.

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**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

A. Debrief (10 minutes)
- Ask students what they learned that should go on the **Things to Tell Tim anchor chart**. (Tim does refer to the Great Law of Peace in the video, though students may not remember. Remind them if needed.) Add students’ suggestions to the Things to Tell Tim anchor chart.
- Debrief the close reading experience. Ask students to turn and talk to a partner answering the following questions: “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 other passages from the Great Law of Peace. Remind them that they will be practicing close reading throughout this year. Encourage them for their initial efforts.

### Meeting Students’ Needs

- 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: One rule from the Great Law of Peace is ______.

### Homework

- Ask students to read Section 1 of the Great Law of Peace out loud to someone at home, or in front of a mirror.
- Students should continue their independent reading related to this unit.

### Meeting Students’ Needs

- 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, 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 Web 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.
The Great Law of Peace (Iroquois Constitution)

Overview and Background Information: Oral Tradition

Dekanawidah (day-kahn-na-weet-da), The Great Peacemaker, convinced The Seneca, Cayuga, Onondaga, Oneida, and Mohawk nations to join together in peace. They established a Confederacy. This means that each tribe kept its own land, language, and culture, but they all agreed to some rules that would help them make decisions and get along peacefully. The set of rules was called The Great Law of Peace and was also known as the Iroquois Constitution. These rules were not written down at first. Dekanawidah shared these rules out loud at a meeting near present-day Syracuse, NY. He was talking to the leaders of the five nations. He said the words specifically to Adodarhoh, also known as Tadodahoh, the leader of the Onondaga nation, and other leaders who were at the meeting. Others who heard Dekanawidah say the rules of peace retold the rules to their own families. Over the years the rules were told and retold. Someone finally wrote the words down. Because the rules were told out loud for a long time, it is hard to know if the versions that are written down say exactly what Dekanawidah said.

The Great Law of Peace has more than 100 rules that are about everything from making decisions to adopting children to what to say at a funeral. Below are just a few sections of one version of the Great Law of Peace, retrieved from http://www.indigenouspeople.net/iroqcon.htm.

---

Section 1 of the Great Law of Peace

1. I am Dekanawidah and with the Five Nations’ Confederate Lords I plant the Tree of Great Peace. I plant it in your territory, Adodarhoh, and the Onondaga Nation, in the territory of you who are Firekeepers.

I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the soft white feathery down of the globe thistle as seats for you, Adodarhoh, and your cousin Lords.

We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.

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1Overview and Background Information written by Expeditionary Learning for instructional purposes. © 2012.
Section 4 of the Great Law of Peace

4. You, Adodarhoh, and your thirteen cousin Lords, shall faithfully keep the space about the Council Fire clean and you shall allow neither dust nor dirt to accumulate. I lay a Long Wing before you as a broom. As a weapon against a crawling creature I lay a staff with you so that you may thrust it away from the Council Fire. If you fail to cast it out then call the rest of the United Lords to your aid.

Section 7 of the Great Law of Peace

7. Whenever the Confederate Lords shall assemble for the purpose of holding a council, the Onondaga Lords shall open it by expressing their gratitude to their cousin Lords and greeting them, and they shall make an address and offer thanks to the earth where men dwell, to the streams of water, the pools, the springs and the lakes, to the maize and the fruits, to the medicinal herbs and trees, to the forest trees for their usefulness, to the animals that serve as food and give their pelts for clothing, to the great winds and the lesser winds, to the Thunderers, to the Sun, the mighty warrior, to the moon, to the messengers of the Creator who reveal his wishes and to the Great Creator who dwells in the heavens above, who gives all the things useful to men, and who is the source and the ruler of health and life. Then shall the Onondaga Lords declare the council open.

Section 24 of the Great Law of Peace

24. The Lords of the Confederacy of the Five Nations shall be mentors of the people for all time. The thickness of their skin shall be seven spans – which is to say that they shall be proof against anger, offensive actions and criticism. Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy. With endless patience they shall carry out their duty and their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodgement in their minds and all their words and actions shall be marked by calm deliberation.
# Grade 4, Module 1: Unit 1, Lesson 4

## Reading Close: Sections 4 and 7 of the Great Law of Peace (Iroquois Constitution)

### 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 Iroquois Constitution when explaining what specific passages say or mean.

### Ongoing Assessment

- Teacher observation
- Close Read notes/annotations

## Agenda

1. Opening
   - A. Unpack the Learning Targets (5 minutes)
   - B. Review Close Readers Do These Things Anchor Chart (5 minutes)
2. Work Time
   - A. Rereading and Questioning: Background Information about the Great Law of Peace (Iroquois Constitution) (10 minutes)
   - B. Guided Practice Reading Closely: Sections 4 and 7 of the Great Law of Peace (30 minutes)
3. Closing and Assessment
   - A. Debrief (5 minutes)
   - B. Assessment (5 minutes)

### Teaching Notes

- Review Cold Call and Think-Pair-Share protocols (Appendix 1)
# Grade 4, Module 1: Unit 1, Lesson 4

## Reading Closely: Sections 4 and 7 of The Great Law of Peace (Iroquois Constitution)

### Lesson Vocabulary
- Details, examples, historical text, law, reading closely, constitution, confederacy, accumulate, staff, assemble, gratitude, pelts.

### Materials
- Close Readers Do These Things anchor chart (from Lesson 3)
- Selections from the Great Law of Peace (Iroquois Constitution) (one per student, from Lesson 3; included in Supporting Materials)
- Anchor chart: Things We Want to Tell Tim
- Chart paper
- Markers
- Keeping Track: Things We Might Want to Tell Tim about The Great Law of Peace (handout at the end of this lesson)
### Grade 4, Module 1: Unit 1, Lesson 4

**Reading Closely: Sections 4 and 7 of The Great Law of Peace (Iroquois Constitution)**

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Unpack the Learning Targets (5 minutes)</strong></td>
<td>• 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.</td>
</tr>
<tr>
<td>• Ask students to choral read the learning target: “I can use details and examples from text when explaining what it says or means.” Cold call students and ask them to remind class what the words details and examples mean from the previous lesson.</td>
<td>• Step-by-step instructions in an anchor chart assist students in completing independent activities.</td>
</tr>
<tr>
<td>• Ask students: “Do you think that Tim knows about all of the rules in the Iroquois Constitution?” Use <strong>Think-Pair-Share</strong> to discuss.</td>
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<tr>
<td><strong>B. Review Close Readers Do These Things Anchor Chart (5 minutes)</strong></td>
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<tr>
<td>• Re-orient students to the anchor chart begun in Lesson 3. Ask them to Think-Pair-Share about what they are learning about how to read closely and how it helps them understand challenging text.</td>
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</tbody>
</table>

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NYS Common Core ELA Curriculum

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## GRADE 4, MODULE 1: UNIT 1, LESSON 4

### READING CLOSELY: SECTIONS 4 AND 7 OF THE GREAT LAW OF PEACE (IROQUOIS CONSTITUTION)

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Rereading and Questioning: The Background Information about the Great Law of Peace (Iroquois Constitution) (10 minutes)</strong></td>
<td>• Encourage ELL students to use word attack strategies: prefixes, root words, suffixes, cognates, and context</td>
</tr>
<tr>
<td>• Remember that students’ understanding of the Great Law of Peace will grow over time. So keep this part of the lesson short.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Be sure students have their Great Law of Peace (Iroquois Constitution) from Lesson 3.</td>
<td>• Ask students to independently reread the Background Information and Overview document (which they first read in Lesson 3).</td>
</tr>
<tr>
<td>• As students read, post the following question on the board or with a document camera: “Why are the Iroquois Constitution and the Great Law of Peace and written in uppercase letters? Discuss with students.</td>
<td>• But if needed, revisit the three questions from Lesson 3 about the Background Information section.</td>
</tr>
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<td>* How many different groups did the Great Peacemaker “join together in peace”?</td>
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<td>* What is a “confederacy”?</td>
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<td>* In your own words, explain what the last sentence means.</td>
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<tr>
<td>* In your own words, explain what the last sentence means.</td>
<td><strong>B. Guided Practice Reading Closely: Sections 4 and 7 of the Great Law of Peace (30 minutes)</strong></td>
</tr>
<tr>
<td>• Tell students that now they will work together, with your help, to try reading closely another section of the Constitution.</td>
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<tr>
<td>• Direct students to Section 4 on their copy of the Great Law of Peace (Iroquois Constitution). Read the passage aloud, then ask students for a thumbs-up if they have something to say about the passage. Ask students to discuss what they think this passage is about with a partner, and then hear a few ideas. Say: “Good start! Let’s see if we can learn more!”</td>
<td></td>
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<tr>
<td>• For the second read, chunk the passage into smaller sections.</td>
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<tr>
<td>• 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 underline anything they know from their previous learning and/or think they understand. Ask them to turn to a partner and say what they think the sentence says.</td>
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<tr>
<td>• Continue chunking until the end of the section. Choral read the next sentence, students note, students turn and talk to restate the sentence.</td>
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<tr>
<td>• Ask students to work independently to write down the gist of Section 4. “What is this section mostly about?” They should write it as a short phrase in the margin. (An example might be: “Adodarhoh and his people have to keep the meeting place clean.”)</td>
<td></td>
</tr>
</tbody>
</table>
## WORK TIME

- Say: “We are going to read Section 4 a third time. Let’s see if we can figure out what some new words mean. To do this, let’s underline some words we don’t know and look in the text to help us figure out the answers. Just like yesterday.”
- Model again briefly how to focus on vocabulary during this third read. Draw students’ attention to the word *accumulate*. Ask: “What does this word mean?” Invite students to tell their partners what they think it means and how they figured it out. If necessary, draw students’ attention to the context—that the rule is to keep the area clean. If they are to keep the area clean, what should they not allow the dust and dirt to do? (“Come in,” “stay there,” “build up” are all reasonable inferences students might make.) Describe the morphology of *accumulate*. Cumul is a root word meaning “mass” or “heap.” Ask students to picture a “heap or pile” of dirt. The rule is to not allow a heap or pile of dirt to occur.
- Draw students’ attention to the word *staff*. Be sure they understand its meaning in this particular context: “a long pole.” Remind students that many common words can mean different things, depending on how they are used.
- Distribute the *Keeping Track: Things We Might Want to Tell Tim about the Iroquois Great Law of Peace recording form*. Ask students to find the questions related to Section 4 of the constitution. Ask students to discuss the questions with a partner. Remind students that talking our ideas through often helps us get clearer.
- Probe students’ answers. Then ask students to write down their thinking.
- Transition to **Section 7** of the Great Law of Peace aloud to the class. Probe students’ understanding of, then clarify the meaning of *assemble*, *gratitude*, and *pelts*. Ask students to work with a partner and follow the steps on the *Steps to Reading Closely* anchor chart for Section 7:
  * Reread, thinking about gist
  * Talk
  * Ask and answer questions
  * Write
- Circulate to clarify and support with vocabulary they underline as needed.
- After students have worked for a while, inform them that after they have completed all the steps for reading closely, they will write answers to questions on the record *Keeping Track: Things We Might Want to Tell Tim about the Iroquois Great Law of Peace recording form* for section 7. Once students are done, cold call specific students to offer their ideas.
- Collect these materials. Students will use them again in Lesson 5.
### GRADE 4, MODULE 1: UNIT 1, LESSON 4

**READING CLOSELY: SECTIONS 4 AND 7 OF THE GREAT LAW OF PEACE (IROQUOIS CONSTITUTION)**

<table>
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<th>CLOSING AND ASSESSMENT</th>
<th>MEETING STUDENTS’ NEEDS</th>
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<tr>
<td><strong>A. Debrief (2 minutes)</strong></td>
<td>• Developing self-assessment and reflection supports all learners.</td>
</tr>
<tr>
<td>• Invite all students to return to a whole group setting. Ask: “How did reading closely help you understand the assigned sections? What worked well for you? What are you still having difficulty with?”</td>
<td></td>
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<tr>
<td>• Students should use Think-Pair-Share to process these questions. Remind students that reading closely is a new habit for many of them, and that it will get less frustrating over time. Tell students that tomorrow, they will get to show how they are doing with this new reading skill on the Mid-Unit 1 Assessment.</td>
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</tr>
<tr>
<td><strong>B. Assessment (8 minutes)</strong></td>
<td>• Provide ELLs with a sentence starter to aid in language production. For example: One thing Tim should know is that ____________.</td>
</tr>
<tr>
<td>• Continuing in a whole group, ask: “What are some of the rules in the Great Law of Peace? What does Tim need to know?”</td>
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<tr>
<td>• Give students a minute to think on their own, then invite students to share. Add students’ comments to the Things to Tell Tim anchor chart using specific details from the reading today. (Examples of beliefs include: the Onondagas hold council meetings, meeting places are to be kept clean, Iroquois are thankful for others and their natural world.)</td>
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### HOMEWORK

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<td>• In addition, the website <a href="http://www.novelnewyork.org">www.novelnewyork.org</a> 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.</td>
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• Students can reread Section 4 of the Great Law of Peace, focusing on words or phrases that are making more sense now, and where they are still confused.
• Students should continue their independent reading related to this unit.
• Teaching Note: Students will again learn about the Iroquois people during the reading of a longer non-fiction text and an extended study of the novel *Eagle Song*, in Unit 2. The main character in this novel is a young Mohawk boy.
GRADED 4, MODULE 1: UNIT 1, LESSON 4
The Great Law of Peace (Iroquois Constitution)

Overview and Background Information: Oral Tradition
Dekanawidah (day-gahn-na-WEE-da), The Great Peacemaker, convinced The Seneca, Cayuga, Onondaga, Oneida, and Mohawk nations to join together in peace. They established a Confederacy. This means that each tribe kept its own land, language, and culture, but they all agreed to some rules that would help them make decisions and get along peacefully. The set of rules as called the Great Law of Peace and as the Iroquois Constitution. These rules were not written down at first. Dekanawidah shared these rules out loud at a meeting near present-day Syracuse, NY. He was talking to the leaders of the five nations. He said the words specifically to Adodarhoh, also known as Tadodahoh, the leader of the Onondaga nation, and other leaders who were at the meeting. Others who heard Dekanawidah say the rules of peace retold the rules to their own families. Over the years the rules were told and retold. Someone finally wrote the words down. Because the rules were told out loud for a long time, it is hard to know if the versions that are written down say exactly what Dekanawidah said.

The Great Law of Peace has more than 100 rules that are about everything from making decisions to adopting children to what to say at a funeral. Below are just a few sections of one version of the Great Law of Peace, retrieved from http://www.indigenouspeople.net/iroqcon.htm.¹

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<td>1. I am Dekanawidah and with the Five Nations’ Confederate Lords I plant the Tree of Great Peace. I plant it in your territory, Adodarhoh, and the Onondaga Nation, in the territory of you who are Firekeepers.</td>
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   I name the tree the Tree of the Great Long Leaves. Under the shade of this Tree of the Great Peace we spread the soft white feathery down of the globe thistle as seats for you, Adodarhoh, and your cousin Lords.

   We place you upon those seats, spread soft with the feathery down of the globe thistle, there beneath the shade of the spreading branches of the Tree of Peace. There shall you sit and watch the Council Fire of the Confederacy of the Five Nations, and all the affairs of the Five Nations shall be transacted at this place before you, Adodarhoh, and your cousin Lords, by the Confederate Lords of the Five Nations.

¹Overview and Background Information written by Expeditionary Learning for instructional purposes. © 2012.
Section 4 of the Great Law of Peace

4. You, Adodarhoh, and your thirteen cousin Lords, shall faithfully keep the space about the Council Fire clean and you shall allow neither dust nor dirt to accumulate. I lay a Long Wing before you as a broom. As a weapon against a crawling creature I lay a staff with you so that you may thrust it away from the Council Fire. If you fail to cast it out then call the rest of the United Lords to your aid.

Section 7 of the Great Law of Peace

7. Whenever the Confederate Lords shall assemble for the purpose of holding a council, the Onondaga Lords shall open it by expressing their gratitude to their cousin Lords and greeting them, and they shall make an address and offer thanks to the earth where men dwell, to the streams of water, the pools, the springs and the lakes, to the maize and the fruits, to the medicinal herbs and trees, to the forest trees for their usefulness, to the animals that serve as food and give their pelts for clothing, to the great winds and the lesser winds, to the Thunderers, to the Sun, the mighty warrior, to the moon, to the messengers of the Creator who reveal his wishes and to the Great Creator who dwells in the heavens above, who gives all the things useful to men, and who is the source and the ruler of health and life. Then shall the Onondaga Lords declare the council open.

Section 24 of the Great Law of Peace

24. The Lords of the Confederacy of the Five Nations shall be mentors of the people for all time. The thickness of their skin shall be seven spans – which is to say that they shall be proof against anger, offensive actions and criticism. Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy. With endless patience they shall carry out their duty and their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodgement in their minds and all their words and actions shall be marked by calm deliberation.
GRADE 4, MODULE 1: UNIT 1, LESSON 4
Keeping Track: Things We Might Want to Tell Tim about the Iroquois Great Law of Peace

Name: 
Date: 

Section 4 Questions
a. How many “Cousin Lords” will help Adodarhoh keep the space around the council fire clean?
b. What is the Long Wing for?
c. What should they do with the staff if a creature comes into the area?

a. 
b. 
c. 
d. 

Section 7 Questions
a. What is the first thing council members do when gathering for a meeting?
b. What do council members give thanks for? List several examples from the section.
c. What is this section mostly about?

a. 
b. 
c. 

d. 

Section 24 Questions
a. Who is this section addressing? In other words, who is this law for?
b. What is a mentor?
c. What are qualities of a good mentor according to this section? List several examples from the section.
d. What is this section mostly about?

a. 
b. 
c. 
d.
# Grade 4, Module 1: Unit 1, Lesson 5

## Mid-Unit 1 Assessment and Close Read of Section 24 of the Great Law of Peace (Iroquois Constitution)

### 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 specific details from a text to answer questions.

### Ongoing Assessment

- Mid-Unit 1 Assessment: Answering Questions with Evidence from Text
- Teacher observation
- Vocabulary Sort

### Agenda

1. Opening  
   A. Review of Learning Targets (5 minutes)
2. Work Time  
   A. Mid-Unit 1 Assessment: Read Article and Answer Questions with Evidence from Text (30 minutes)
   B. Section 24 of the Great Law of Peace and Synthesis: “Mentors for All Time” (20 minutes)
3. Closing and Assessment  
   A. Preparing for Tomorrow (5 minutes)

**Teaching Notes**

- This lesson contains an assessment (first) and then more rigorous work with the Great Law of Peace. Students may benefit from a break in the middle or dividing this lesson into two short segments with an arts or physical education class between, for example.
- Display the **Close Readers Do These Things anchor chart** so that all students have access while completing the assessment.
### LESSON VOCABULARY

- details, examples, assessment, spans, offensive, criticism, yearning, tempered, tenderness, fury, lodgment, deliberation.

### MATERIALS

- Mid-Unit 1 Assessment
- Anchor chart (from Lesson 4): Steps for Reading Closely
- Keeping Track: Things We Want to Tell Tim (begun in Lesson 4)
- Things to Tell Tim anchor chart
- Document camera

### OPENING

**A. Review of Learning Targets (5 minutes)**

- Review today’s learning target with students: “I can use specific details from a text to answer questions.” Tell students that in addition to doing this with another section of the Great Law of Peace, they will complete an assessment today to see how well they can meet this target independently.
- Remind them that they have had a lot of practice with this target and today they get to show what they know. Put their minds at ease that their assessment has much simpler text on it than the Great Law of Peace. You want to see them try some of the “things close readers do.”

### MEETING STUDENTS’ NEEDS

- Consider providing nonlinguistic symbols (e.g., a book for text) for key words in posted language targets to assist ELLs with comprehension.
GRADE 4, MODULE 1: UNIT 1, LESSON 5

MID-UNIT 1 ASSESSMENT AND CLOSE READ OF SECTION 24 OF THE GREAT LAW OF PEACE (IROQUOIS CONSTITUTION)

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Mid-Unit 1 Assessment: Read Article and Answer Questions with Evidence from Text (30 minutes)</strong></td>
<td>ELLs should be provided with extended time to complete the task, and a bilingual dictionary or glossary.</td>
</tr>
<tr>
<td>• Distribute assessment. Remind students that they should follow the Close Readers Do These Things anchor chart posted in the classroom, but that what they are reading for this assessment is not as challenging as The Great Law of Peace. Hopefully they will be able to underline many things they understand.</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td></td>
</tr>
<tr>
<td>• Congratulate students on the skills they are building reading closely.</td>
<td></td>
</tr>
<tr>
<td><strong>B. Section 24 of the Great Law of Peace and Synthesis: “Mentors for All Time” (20 minutes)</strong></td>
<td></td>
</tr>
<tr>
<td>• Distribute student copies of The Great Law of Peace (Iroquois Constitution) and Keeping Track handout from Lesson 4.</td>
<td></td>
</tr>
<tr>
<td>• Tell students that today they are going to tackle one more section of the Great Law of Peace, and then get some time to think about all four sections that they have read: How do all the details add up?</td>
<td></td>
</tr>
<tr>
<td>• Read aloud for students Section 24 of the Great Law of Peace as students follow along. This particular section contains a great deal of vocabulary that students may need to be told (see Supporting Materials for words in bold and a simple glossary).</td>
<td></td>
</tr>
<tr>
<td>• Ask students to reread this passage on their own, underlining the parts they know or understand.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to discuss the questions on the Keeping Track handout (from Lesson 4) with a partner before writing an answer.</td>
<td></td>
</tr>
<tr>
<td>• Who is this section addressing? In other words, who is this law for?</td>
<td></td>
</tr>
<tr>
<td>* What is a mentor?</td>
<td></td>
</tr>
<tr>
<td>* What are qualities of a good mentor according to this section? List several examples from the section.</td>
<td></td>
</tr>
<tr>
<td>* What is this section mostly about?</td>
<td></td>
</tr>
<tr>
<td>• Ask students about the idea of “duty.” If leaders are in charge, why do they have duties? Ask the students to Think-Pair-Share to discuss:</td>
<td></td>
</tr>
<tr>
<td>“What did Dekanawideh believe about the qualities a leader must have?”</td>
<td></td>
</tr>
<tr>
<td>“How does this relate to the other rules we already learned about?”</td>
<td></td>
</tr>
<tr>
<td>• Add new ideas from this reading to the Things to Tell Tim anchor chart.</td>
<td></td>
</tr>
<tr>
<td>• Tell them that they will continue to revisit these ideas in the coming days.</td>
<td></td>
</tr>
</tbody>
</table>
### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Preparing for Tomorrow (5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask student if they think they have learned enough about the Iroquois Confederacy and the Great Law of Peace to write a postcard to Tim and let him know about the symbol on his T shirt. Tomorrow they will begin that work.</td>
</tr>
</tbody>
</table>

### Meeting Students’ Needs

<table>
<thead>
<tr>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students should continue their independent reading for this unit. Students can also tell someone at home about the laws they have learned about so far. Which one seems most important for people today? Why?</td>
</tr>
</tbody>
</table>
Mid-Unit Assessment: Reading and Answering Questions

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

New York's First People
The first people to live in New York arrived from the north 11,000 years ago. They hunted and gathered food in the pine forests.
Later, people learned to plant corn, beans, and squash. They did not have to move around to look for food any more. They began to settle in the Hudson River Valley and on Long Island.
After settling, people began to join together in groups called tribes. Two tribes in New York were the Iroquois and Algonquian. Iroquois moved onto the land west of the Algonquian. They started to fight with the Algonquian and with other tribes for food and land. They also wanted to win honor in battle.

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. How long ago did New York's first people arrive?
4. According to the passage, what did New York’s first people do so that they did not have to move around?

5. Why did the Iroquois and Algonquian begin fighting?
Using Resources
The Algonquian and Iroquois lived beside rivers and lakes, which provided fresh water and fish. They traveled the rivers and lakes in canoes made from the bark of trees. They also used tree bark to cover their houses. Native Americans used stone tools for many tasks. Men hunted with spears made from sharp stone points, and women used stones to grind the corn they grew. They ground nuts and seeds from the forest the same way. They also used stones to clean animal hides that would be made into clothing.

6. Annotate your text. Use what you have learned about reading closely. Underline the things you understand.
7. Circle words that you do not understand. Read around the words and see if you can figure them out.
8. Where did the Native Americans live? Why? Use details from the passage to support your answer.

Criteria for Success
Students’ answers must be accurate and include specific details to support their responses.
Section 24 of The Great Law of Peace

The Lords of the Confederacy of the Five Nations shall be mentors of the people for all time. The thickness of their skin shall be seven spans— which is to say that they shall be proof against anger, offensive actions and criticism. Their hearts shall be full of peace and good will and their minds filled with a yearning for the welfare of the people of the Confederacy. With endless patience they shall carry out their duty and their firmness shall be tempered with a tenderness for their people. Neither anger nor fury shall find lodgment in their minds and all their words and actions shall be marked by calm deliberation.

<table>
<thead>
<tr>
<th>IMPORTANT WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>spans</td>
</tr>
<tr>
<td>offensive</td>
</tr>
<tr>
<td>criticism</td>
</tr>
<tr>
<td>yearning</td>
</tr>
<tr>
<td>tempered</td>
</tr>
<tr>
<td>lodgment</td>
</tr>
<tr>
<td>deliberation</td>
</tr>
</tbody>
</table>
## Writing to Explain: Gathering Details and Organizing Paragraphs

### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9)
- I can use the writing process to produce clear and coherent writing (with support). (W.4.5)
- I can write an informative/explanatory text. (W.4.2)
- I can engage effectively in a collaborative discussion. (SL.4.1)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th>Supporting Learning Targets</th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I can determine what information Tim still needs to include in his video.</td>
<td>Postcards to Tim: Four-Square graphic organizer</td>
</tr>
<tr>
<td>- I can reread to find specific details.</td>
<td></td>
</tr>
<tr>
<td>- I can plan a paragraph for a postcard explaining to Tim the information he should include in his video.</td>
<td></td>
</tr>
</tbody>
</table>

### Agenda

<table>
<thead>
<tr>
<th>1. Opening</th>
<th>2. Work Time</th>
<th>3. Closing and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Engaging the Writer (10 minutes)</td>
<td>A. Modeling: Gathering Details and Using a Four-Square Graphic Organizer to Plan a Paragraph (15 minutes)</td>
<td>A. Share (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>B. Application: Gathering Details (15 minutes)</td>
<td>B. Debrief (5 minutes)</td>
</tr>
<tr>
<td></td>
<td>C. Application: Planning a Paragraph (10 minutes)</td>
<td></td>
</tr>
</tbody>
</table>

### Teaching Notes

- In advance: Create anchor chart: Next Steps for Planning Your Paragraph
- This lesson begins the first series of writing lessons in this module. Emphasize to students that writing is more than just organizing their ideas or editing for conventions. In order to write well about something, you need to know a lot about it. Students have been building that knowledge for the past week, and will keep revisiting that knowledge as they write.¹
- When modeling how to use the graphic organizer, do NOT model about the Iroquois flag, since this is the central thinking students should be doing on their own.
- This lesson is structured to allow many opportunities to “catch and release” students. Send students to practice each piece of the graphic organizer and paragraph multiple times throughout the lesson.

¹This coaching point is based on Writing for Understanding: Using Backward Design to Help All Students Write Effectively (Vermont Writing Collaborative, 2008). This book is an excellent resource that can help teachers better understand how to address the Common Core shift regarding “writing from sources.”
## GRADE 4, MODULE 1: UNIT 1, LESSON 6

### WRITING TO EXPLAIN: GATHERING DETAILS AND ORGANIZING PARAGRAPHS

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>describe, develop, provide, informational paragraph, postcard, topic sentence, conclusion</td>
<td>• Anchor chart: Next Steps for Planning Your Paragraph</td>
</tr>
<tr>
<td></td>
<td>• Things to Tell Tim anchor chart</td>
</tr>
<tr>
<td></td>
<td>• “The Iroquois Confederacy” at <a href="http://www.brainpop.com/socialstudies/culture/iroquoisconfederacy/">www.brainpop.com/socialstudies/culture/iroquoisconfederacy/</a></td>
</tr>
<tr>
<td></td>
<td>• “The (Really) Great Law of Peace”</td>
</tr>
<tr>
<td></td>
<td>• The Great Law of Peace (Iroquois Constitution)</td>
</tr>
<tr>
<td></td>
<td>• Four-Square graphic organizer</td>
</tr>
</tbody>
</table>

### OPENING MEETING STUDENTS’ NEEDS

**A. Opening: Getting Ready to Read the Great Law of Peace (Iroquois Constitution) (10 minutes)**

- Remind students of the video they saw at the beginning of this unit and how Tim never explained the symbol on his shirt, which they all now know was a picture of the Iroquois flag. Let students know you’ve been thinking that they should write postcards to Tim to let him know about the information he is forgetting to tell in the video. Say: “If Tim is going to change his video, we are going to have to be sure the information we send him is thorough, correct, accurate, and clear.”
- Talk with students about the learning targets for the day:
  * “I can determine what information Tim still needs to include in his video.”
  * “I can reread to find specific details.”
  * “I can plan a paragraph for a postcard explaining to Tim the information he should include in his video.”
- Remind students that in order to write well, they need to have a solid understanding of what they are writing about. They have been studying this topic for the past week. As they get ready to write their postcard, they will keep going back into their reading, their notes, and Tim’s video in order to keep developing their knowledge and understanding.
- Review the [Things to Tell Tim anchor chart](#). Replay the [Iroquois Confederacy video](#), stopping often to ask students to check the chart to see whether or not the information the students think Tim needs to know is in the video. Ask them to share out. Circle things that the class still thinks Tim needs to know more about.
### Writing to Explain: Gathering Details and Organizing Paragraphs

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Modeling: Gathering Details and Using a Four-Square Graphic Organizer to Plan a Paragraph (15 minutes)</strong></td>
<td>Modeling provides a clear vision of the expectation for students.</td>
</tr>
<tr>
<td>• Introduce the Four-Square graphic organizer on your document camera or on a chart as the method students will use to plan their paragraphs for their postcards. Show students how the center rectangle has space for the topic sentence of a paragraph, then the boxes for supporting details, then the box for the conclusion. Discuss the meaning of topic sentence, supporting details, and conclusion as needed.</td>
<td></td>
</tr>
<tr>
<td>• Show students a postcard. Talk with them about how there is just enough room for a well-crafted paragraph on a postcard. They will want to make sure not only that they have the right information, but that their writing is clear so Tim can get all of the information he needs to improve his video.</td>
<td></td>
</tr>
<tr>
<td>• Tell students that for now you are going to skip the Dear Tim part of the postcard and work on the opening sentence of the paragraph.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to <strong>Think-Pair-Share</strong> about the first sentence in the paragraph. Tell them it should let Tim know what their paragraphs are about. Accept suggestions from students and/or revise their suggestions until you have something such as: “Information is missing from the Iroquois Confederacy video.”</td>
<td></td>
</tr>
<tr>
<td>• Ask students to think about everything they have learned about the Iroquois Confederacy. Direct students’ attention to the Things to Tell Tim anchor chart. Select one thing from the anchor chart (not the flag or its meaning) and place it in the upper left-hand box.</td>
<td></td>
</tr>
<tr>
<td>• Model returning to the texts to find details about that thing. Point out the difference between adding details to your graphic organizer and copying whole sentences.</td>
<td></td>
</tr>
<tr>
<td>• Ask students, “I suppose we should really tell Tim about the symbol he is wearing on his shirt?” Add that to the top right-hand box.</td>
<td></td>
</tr>
</tbody>
</table>
| • Post anchor chart to guide students during their work period: **Next Steps for Planning Your Paragraph**  
  * Collect details about the Iroquois flag from our original texts and complete the top right-hand box.  
  * Decide one more thing that you think Tim should include in the video.  
  * Reread “The (Really) Great Law of Peace” and the four Sections of the Great Law of Peace to collect specific details about your chosen thing to tell Tim. |                                                                                        |
GRADE 4, MODULE 1: UNIT 1, LESSON 6

WRITING TO EXPLAIN: GATHERING DETAILS AND ORGANIZING PARAGRAPHS

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Application: Gathering Details (15 minutes)</strong></td>
<td>• ELLs and other students may need extended time to complete the task. ELLs often need more time to process and translate information.</td>
</tr>
<tr>
<td>* Tell students that today is more about the thinking than about making a pretty paragraph. Emphasize that the first thing that will make writing good is having enough knowledge about a topic that the writer has something to say. This is important, since students often have the misconception that just “organizing” their ideas makes their ideas good. (See Footnote 1 for more.)</td>
<td>• Some students may benefit from rereading fresh copies of “The (Really) Great Law of Peace” and The Iroquois Constitution with the details they will need on their graphic organizers already highlighted.</td>
</tr>
<tr>
<td>* Ask students to locate their notes from Lessons 1–5: “The (Really) Great Law of Peace,” the Great Law of Peace (with their annotations), and their Keeping Track handout.</td>
<td>• For students needing additional supports, consider modifying the graphic organizer. Some changes you might make are to provide key words in a word bank and/or a sentence frame for the concluding sentence.</td>
</tr>
<tr>
<td>* Invite students to take 5 minutes on their own, then 10 minutes with a partner, to look back over their notes and discuss:</td>
<td></td>
</tr>
<tr>
<td>* Things Tim should know</td>
<td></td>
</tr>
<tr>
<td>* Details about the things you chose</td>
<td></td>
</tr>
<tr>
<td>* Circulate and support students as needed.</td>
<td></td>
</tr>
</tbody>
</table>

| C. Planning a Paragraph (10 minutes) | |
| * Remind them that today is mostly about articulating what they have learned and starting to gather information that might help them focus their writing. They will have plenty of time to actually write their paragraph in the next few days. | |
| * Ask students to begin filling in their Four-Square graphic organizer, if they haven’t already. | |
| * Circulate to support as needed. | |
## Writing To Explain: Gathering Details and Organizing Paragraphs

### Closing and Assessment

<table>
<thead>
<tr>
<th>A. Share (5 minutes)</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask students to quickly form groups of four (ideally at their desks/tables). Invite students to share out with their group the third thing they decided to tell Tim.</td>
<td></td>
</tr>
<tr>
<td>• Ask students to give a thumbs-up/thumbs-sideways/thumbs-down to show how far they have gotten with the graphic organizer.</td>
<td></td>
</tr>
<tr>
<td><strong>• Checking in with learning targets helps students self-assess their own learning.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Debrief (5 minutes)</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask students to think about the learning targets from today. How are rereading, talking, and using the Four-Square graphic organizer helping them to plan their paragraphs for their postcards? Can students predict what they are going to do next?</td>
<td></td>
</tr>
</tbody>
</table>

### Homework

<table>
<thead>
<tr>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teaching Note: Collect graphic organizers. Provide feedback before the next lesson. Students will use this feedback to help revise and/or complete their graphic organizers next class. For each student, first mention a strength in terms of the content students included: how does it reflect their knowledge or understanding they have built during the past week? Then give each student specific feedback.</td>
</tr>
<tr>
<td>• For example, you might say: “You did a great job selecting details from the article we read about the Iroquois flag. Those are all things we read and talked about. I noticed that you haven’t yet decided what else Tim should put in the video. Please include one more thing and some specific details from our reading. You may need to reread some of the texts we read this past week to help you find more details about the flag.”</td>
</tr>
</tbody>
</table>
GRADED 4, MODULE 1: UNIT 1, LESSON 6

Postcards to Tim: Four-Square Graphic Organizer

The first thing Tim should know:
Details

Another thing Tim should know:
Details

Topic Sentence:

Another thing Tim should know:
Details

Conclusion

(For more information about the Four-Square approach, see: Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills, by E.J. Gould and J.S. Gould [Teaching and Learning Company, 1999])
**GRADE 4, MODULE 1: UNIT 1, LESSON 7**

**WRITING TO EXPLAIN: DRAFTING STRONG PARAGRAPHS**

<table>
<thead>
<tr>
<th>LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write an informative/explanatory text. (W.4.2)</td>
</tr>
<tr>
<td>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</td>
</tr>
<tr>
<td>I can engage effectively in a range of collaborative discussions. (SL.4.1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUPPORTING LEARNING TARGETS</th>
<th>ONGOING ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can plan a paragraph for a postcard explaining to Tim the information he should include in his video.</td>
<td>Postcards to Tim: Four-Square graphic organizer</td>
</tr>
</tbody>
</table>

**AGENDA**

1. Opening
   - A. Engaging the Writer (5 minutes)
2. Work Time
   - A. Review Teacher Feedback on Four-Square Graphic Organizers (5 minutes)
   - B. Modeling: Drafting from Graphic Organizer (10 minutes)
   - C. Application: Adding to Details to Graphic Organizer/Drafting/Conferring (20)
   - D. Simple Critique Protocol (15 minutes)
3. Closing and Assessment
   - A. Debrief (5 minutes)

**TEACHING NOTES**

- In advance: Create Critique Protocol anchor chart (see supporting materials)
- Create Next Steps for your Paragraph anchor chart (see Work Time 2B)
- Review: Simple Critique and Cold Call protocols (Appendix 1)
- Throughout this lesson, continue to remind students that writing well involves more than just organizing their ideas or editing for conventions. In order to write well about something, you need to know a lot about it. Students will need to keep going back to the texts they have read to find enough details and appropriate details to include in their postcard.¹  

¹
GRADE 4, MODULE 1: UNIT 1, LESSON 7

WRITING TO EXPLAIN: DRAFTING STRONG PARAGRAPHS

<table>
<thead>
<tr>
<th>LESSON VOCABULARY</th>
<th>MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>revise, critique, suggestions</td>
<td>• Teacher model Four-Square graphic organizer (from Lesson 6), completed except for conclusion box</td>
</tr>
<tr>
<td></td>
<td>• Students’ Four-Square graphic organizers from Lesson 6, with teacher feedback</td>
</tr>
<tr>
<td></td>
<td>• Premade anchor chart: Next Steps for Your Paragraph</td>
</tr>
<tr>
<td></td>
<td>• Things to Tell Tim anchor chart</td>
</tr>
<tr>
<td></td>
<td>• “The (Really) Great Law of Peace” (student copies)</td>
</tr>
<tr>
<td></td>
<td>• The Great Law of Peace or Iroquois Constitution (student copies)</td>
</tr>
<tr>
<td></td>
<td>• Critique Protocol anchor chart</td>
</tr>
</tbody>
</table>

LESSON PLAN

A. Opening: Engaging the Writer (5 minutes)
• Ask students to form pairs and take turns and each of them read one of the learning targets: “Can anyone explain these learning targets in their own words?” Focus on ensuring that students know suggestions, critique and revise.

MEETING STUDENTS’ NEEDS
• Provide nonlinguistic symbols (e.g., a person with a think bubble above their head for questions) 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.
• All students developing academic language will benefit from direct instruction of academic vocabulary.
### WORK TIME

**A. Review Teacher Feedback on Four-Square Graphic Organizers (5 minutes)**
- Discuss with students how important it is for them to learn from feedback, especially when they are practicing their writing. Ask them to read the comments you have made on their draft graphic organizers. Tell students that during Work Time, they should follow the suggestions made. Remind students that it will be important for them to ask questions about the feedback if they are unclear.
- Remind them that in the last lesson (6), they focused more making sure they have good information to tell Tim than on having a pretty paragraph. So much of the teacher feedback they received focused on this: “What do you know and understand about the flag? What should we tell Tim?”
- Today, they will continue to be sure they have enough correct information and details. Their peers can help them.
- But now they will also focus on taking that information and putting it in the form of an actual paragraph.

<table>
<thead>
<tr>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modeling provides a clear vision of the expectation for students.</td>
</tr>
</tbody>
</table>
GRADE 4, MODULE 1: UNIT 1, LESSON 7

WRITING TO EXPLAIN: DRAFTING STRONG PARAGRAPHS

WORK TIME

B. Modeling: Drafting from Graphic Organizer (10 minutes)

• Show your nearly completed Four-Square graphic organizer (no conclusion yet) from Lesson 6 on a document camera or on a chart. Say: “I have lots of notes for my paragraph now. I might want to go back and reread some of the texts we have read, or information from my notes.

• “But my Graphic Organizer is complete, so I think I have enough information to take the next step of starting an actual paragraph. The first thing, of course, is to be sure that I have good information and enough information. That’s what I thought about yesterday. But my writing also has to be clear. So I need to turn these notes into sentences.”

• First, write your topic sentence from the center box. (“There is information missing from the Iroquois Confederacy video.”) Work from the top left box and talk to students as combine your notes into one or two sentences. (“It says one thing Tim should know is that there was a rule in The Great Law of Peace that people had to start meetings by greeting each other. Some details I have are:

* they also said thank you to each other, and
* they could not start the meeting.

• I think after my topic sentence I am going to add: “One thing missing from Tim’s video is a rule from The Great Law of Peace that people had to start meetings by greeting and thanking each other. Meetings could not start until this happened.”

• Ask students to Turn and Talk to tell each other the steps from moving from the graphic organizer to a written paragraph.

• Point out that some students may still need to find more details before they are ready to draft a paragraph. Encourage them to revisit the texts they’ve read as needed. It is good if they are realizing “I can’t write a paragraph about something if I don’t actually have enough information.”

• Ask students to check the Next Steps for Your Paragraph anchor chart:

* Finish your graphic organizer. Reread texts or notes as needed.
* Write your topic sentence on writing paper.
* Combine the information in your top right box and bottom left box into one or two sentences. Write them on your writing paper.
* Begin to think about the end of your paragraph.

MEETING STUDENTS’ NEEDS

• As students begin to draft, some students might benefit from a paragraph frame that students complete with their own information. For example, a paragraph frame for this assignment might sound something like this: “There are several important things that were not in the Iroquois Confederacy video. One thing is _____________. This was important because _________________.

• Conferring gives students immediate feedback as to how to improve their writing.

• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.
GRADE 4, MODULE 1: UNIT 1, LESSON 7
WRITING TO EXPLAIN: DRAFTING STRONG PARAGRAPHS

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Application: Adding to Details to Graphic Organizer/Drafting/Conferring (20 minutes)</td>
<td></td>
</tr>
<tr>
<td>• Ask students to follow the steps on the anchor chart (above) as they work on their paragraphs.</td>
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</tr>
<tr>
<td>• Create a sense of urgency by reminding them that students see the BrainPOP video every day and must be wondering about what’s on Tim’s shirt!</td>
<td></td>
</tr>
<tr>
<td>• Circulate to support students as needed. If some students still do not have enough information to write about, consider pulling a small group to model how to reread a text and add information to the Four-Square graphic organizer.</td>
<td></td>
</tr>
<tr>
<td>D. Simple Critique Protocol (15 minutes)</td>
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</tr>
<tr>
<td>• Before the critique begins, introduce the main components of a successful critique on the Critique Protocol anchor chart.</td>
<td></td>
</tr>
<tr>
<td>• Set up nonnegotiables for the students before they begin this process. The following four points are crucial for success.</td>
<td></td>
</tr>
<tr>
<td>* Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</td>
<td></td>
</tr>
<tr>
<td>* Be specific: Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.</td>
<td></td>
</tr>
<tr>
<td>* Be helpful: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.</td>
<td></td>
</tr>
<tr>
<td>* Participate: Peer critique is a process to support each other, and your feedback is valued!</td>
<td></td>
</tr>
<tr>
<td>• Pair students. Tell them they are going to listen to their partners read their draft paragraph for the postcard to Tim. Tell them to give feedback that is specific and kind.</td>
<td></td>
</tr>
<tr>
<td>• Remind students that they can be giving feedback about the actual information their partner included, or about how the draft paragraph sounds.</td>
<td></td>
</tr>
<tr>
<td>• Point out two conversation stems on the Critique protocol anchor chart, I like how you ____ and Would you consider______?</td>
<td></td>
</tr>
<tr>
<td>• The author reads the paragraph. The listener gives one positive comment based on the requested area using the language, I like how you . . . The listener gives feedback based on the requested area, Would you consider . . . ? The author responds: Thank you [for] . . . My next step will be . . . Students then switch roles. Students should make corrections based on the feedback. If time allows, students should continue working or begin to revise their paragraphs.</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 4, Module 1: Unit 1, Lesson 7

**Writing to Explain: Drafting Strong Paragraphs**

#### Closing and Assessment

<table>
<thead>
<tr>
<th>CLOSING AND ASSESSMENT</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Debrief (5 minutes)</strong></td>
<td>• The debrief process solidifies the learning of students and also is a good formative assessment for teachers.</td>
</tr>
<tr>
<td>- Ask students to think about the learning targets from today. How is the Four-Square graphic organizer helping them to plan their paragraphs for their postcards? How did it help them make sure they had enough information to actually write about?</td>
<td></td>
</tr>
<tr>
<td>- Can students predict what they are going to do next?</td>
<td></td>
</tr>
<tr>
<td>- If time permits, ask students to read their draft paragraph to someone other than the person with whom they did the peer critique.</td>
<td></td>
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</tbody>
</table>

#### Homework

<table>
<thead>
<tr>
<th>HOMEWORK</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students should continue in their independent reading book and/or should tell someone at home what they are writing about, and why.</td>
<td>• 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.</td>
</tr>
<tr>
<td>• Teaching Note: Collect students’ Four-Square graphic organizers and draft paragraphs. Provide feedback before the next lesson. Students will use this feedback to help finish and revise paragraphs next class. Be sure to first mention a strength in the writing and then detailed, specific feedback. For example: “You have strong details in your writing. Consult the anchor charts around the room for correct spelling of Iroquois words, especially ‘symbol’ and ‘constitution.’ ”</td>
<td></td>
</tr>
</tbody>
</table>
Teacher Instructions: Copy the following text onto a large piece of chart paper for all students to see.

<table>
<thead>
<tr>
<th>CRITIQUE PROTOCOL:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be Kind: Treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</td>
</tr>
<tr>
<td>• Be Specific: Focus on particular strengths and weaknesses, rather than making general comments such as “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.</td>
</tr>
<tr>
<td>• Be Helpful: The goal is to contribute positively to the individual or the group, not simply to be heard. Echoing the thoughts of others or cleverly pointing out irrelevant details wastes time.</td>
</tr>
<tr>
<td>• Participate: Peer critique is a process to support each other, and your feedback is valued!</td>
</tr>
</tbody>
</table>

1. Author chooses area for focus from Steps for Writing an Informational Paragraph anchor chart.
2. Listener restates choice of author: Okay. I am going to give you feedback about . . .
3. Author reads paragraph.
4. Listener gives feedback: I like how you . . . Would you consider . . .
5. Author says: Thanks you for . . . My next step will be . . .
## GRADE 4, MODULE 1: UNIT 1, LESSON 8
### WRITING TO EXPLAIN: CONCLUDING AND POLISHING STRONG PARAGRAPHS

### Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can write an informative/explanatory text (W.4.2)
- I can use the writing process to produce clear and coherent writing (with support) (W.4.5)
- I can engage effectively in a range of collaborative discussions (SL.4.1)

### Supporting Learning Targets

<table>
<thead>
<tr>
<th></th>
<th>Ongoing Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can conclude my paragraph for my postcard to Tim.</td>
<td>Revised paragraphs</td>
</tr>
<tr>
<td>• I can revise my paragraph for my postcard to Tim.</td>
<td></td>
</tr>
<tr>
<td>• I can give helpful feedback to my peers.</td>
<td></td>
</tr>
</tbody>
</table>

### Agenda

1. **Opening**
   - A. Reviewing Learning Targets and Teacher Feedback (5 minutes)
2. **Work Time**
   - A. Modeling Writing a Conclusion (10 minutes)
   - B. Drafting/Critiquing/Revising/Conferring (15 to 40 minutes)
   - C. Optional Activities: Writing on Postcard or Template, Starting on Class Flag Homework
3. **Closing and Assessment**
   - A. Sharing and Debrief (5 minutes)

### Teaching Notes

In advance:
- Purchase several large postcards and/or develop a postcard-like template for students.
- Prepare Next Steps for Your Paragraph anchor chart
- Review: Critique protocol (Appendix 1)
GRADE 4, MODULE 1: UNIT 1, LESSON 8
WRITING TO EXPLAIN: CONCLUDING AND POLISHING STRONG PARAGRAPHS

LESSON VOCABULARY

| conclusion, revising, optional |

MATERIALS

- Teacher completed model Four-Square graphic organizer and paragraph from the day before
- Students’ Four-Square graphic organizers and drafts.
- Anchor Chart: Next Steps for Your Paragraph
- Things to Tell Tim anchor chart
- “The (Really) Great Law of Peace”
- The Great Law of Peace (Iroquois Constitution)
- Critique Protocol anchor chart (from Lesson 7)
- Creating Classroom Flag homework assignment

LESSON PLAN

OPENING

A. Reviewing Learning Targets and Teacher Feedback (5 minutes)
- Discuss the learning targets for today, paying particular attention to conclude and conclusion. Students know the prefix con from the words confederacy and constitution they examined earlier in this module. Tell them clud is “to close.” A conclusion brings thoughts together and closes a piece of writing.
- Remind students how important it is for them to learn from feedback, especially when they are practicing their writing. Ask them to read the comments you have made on their draft paragraphs. During work time today, they should follow the suggestions made. Encourage them to ask questions during work time if they do not understand the feedback.

MEETING STUDENTS’ NEEDS

- All students developing academic language will benefit from direct instruction of academic vocabulary.
### GRADE 4, MODULE 1: UNIT 1, LESSON 8

**WRITING TO EXPLAIN: CONCLUDING AND POLISHING STRONG PARAGRAPHS**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Modeling Writing a Conclusion (10 minutes)</strong></td>
<td>Modeling provides a clear vision of the expectation for students.</td>
</tr>
<tr>
<td>• Show students your graphic organizer and paragraph, minus the conclusion. Talk about the thoughts included in this model paragraph. Say: “A good conclusion brings all of the thoughts together into one common statement.” Ask: “What do all of the ideas I am explaining to Tim have in common?” Allow students to make suggestions (i.e., “These are all things a person who wants to understand the Iroquois Confederacy should know,” “These are all things that help explain the flag on Tim’s shirt.”) and write several suggestions on the board. Leave these examples on the board so that students who need models can access them.</td>
<td></td>
</tr>
<tr>
<td>• Select or revise one of the students’ suggestions as the conclusion for your paragraph. Write a note on your graphic organizer (all about flag). Then write a full sentence at the end of your paragraph. (For example: “These things should be in the video because they all explain the symbol on Tim’s T-shirt”).</td>
<td></td>
</tr>
<tr>
<td>• Ask students to Turn and Talk to tell each other the steps to developing their concluding sentence(s).</td>
<td></td>
</tr>
<tr>
<td>• Ask students to look at the <strong>Next Steps for Your Paragraph anchor chart:</strong></td>
<td></td>
</tr>
<tr>
<td>* Use teacher feedback to revise what you already have.</td>
<td></td>
</tr>
<tr>
<td>* Reread your paragraph.</td>
<td></td>
</tr>
<tr>
<td>* Think about what all the ideas in your paragraph have in common.</td>
<td></td>
</tr>
<tr>
<td>* Write your conclusion.</td>
<td></td>
</tr>
<tr>
<td>* Show your finished paragraph to me.</td>
<td></td>
</tr>
<tr>
<td>* Begin optional activities.</td>
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</tbody>
</table>
## GRADE 4, MODULE 1: UNIT 1, LESSON 8

**WRITING TO EXPLAIN: CONCLUDING AND POLISHING STRONG PARAGRAPHS**

<table>
<thead>
<tr>
<th>WORK TIME</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B. Drafting/Critiquing/Revising/Conferring (15–40 minutes)</strong></td>
<td><strong>• As students draft, some might benefit from a paragraph frame. A paragraph frame is a cloze passage that students complete with their own information. For example, a paragraph frame for this assignment might sound something like this: “There are several important things that were not in the Iroquois Confederacy video. One thing is ______________________. This was important because ______________________________________.</strong></td>
</tr>
<tr>
<td>• Students work on their paragraphs. Prioritize conferences so that students who need the most support have at least five minutes with you. Also make yourself available to read students’ conclusions as they complete them.</td>
<td><strong>• Conferring gives students immediate feedback as to how to improve their writing.</strong></td>
</tr>
<tr>
<td>• Continue giving students specific praise and concrete suggestions. Do not do the thinking or writing for them. Coach them through with questions.</td>
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</tr>
<tr>
<td>• If students complete their paragraph, have them first meet another student for Peer Critique. Orient students to the Critique protocol anchor chart (used in Lesson 7).</td>
<td></td>
</tr>
<tr>
<td>• After the critique, students may continue to revise if they desire.</td>
<td></td>
</tr>
<tr>
<td><strong>C. Optional Activities: Writing on Postcard or Template, Starting on Class Flag Homework</strong></td>
<td><strong>• ELLs and other students may need extended time to complete the task. ELLs often need more time to process and translate information.</strong></td>
</tr>
<tr>
<td>• For students who finish early, give them the following options:</td>
<td><strong>• For students needing additional supports, consider modifying the graphic organizer. Some changes you might make are to provide key words in a word bank and/or a sentence frame for the concluding sentence.</strong></td>
</tr>
<tr>
<td>• Write their paragraph on a postcard or postcard template and/or Start their homework assignment in which they create a classroom flag.</td>
<td><strong>• Critiques simulate the experiences students will have in the workplace and help build a culture of achievement in your classroom.</strong></td>
</tr>
</tbody>
</table>
GRADE 4, MODULE 1: UNIT 1, LESSON 8

WRITING TO EXPLAIN: CONCLUDING AND POLISHING STRONG PARAGRAPHS

### CLOSING AND ASSESSMENT | MEETING STUDENTS’ NEEDS
---|---
**A. Sharing and Debrief (5 minutes)**<br>• Check in with students regarding the learning target “I can conclude my paragraph to Tim.” In a go ‘round fashion, ask each student to read their concluding sentence.<br>• Collect students’ paragraphs to formally assess.<br>• Prepare students for homework (drawing a class flag), which they will have to complete in order to be successful in the End of Unit 2 Assessment during Lesson 9. | • The debrief process solidifies the learning of students and also is a good formative assessment for teachers.

### HOMEWORK | MEETING STUDENTS’ NEEDS
---|---
• We have learned all about the Iroquois flag and its symbolism of the Great Law of Peace. For homework tonight, you will create a classroom flag that includes at least three symbols. The symbols should represent ideas and or beliefs that you have for your classroom community. Symbols may represent ideas such as taking turns to speak, getting along, resolving conflicts, being fair, sharing materials, speaking kindly, etc. Be creative with design and color. You will be asked to explain your flag in writing in the next lesson.<br>• Note: Students will need to use the flag 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 flag is not meant to be a time-consuming art project assignment. The quality of the artwork is not being assessed. |
**Directions**: Create a classroom flag in the space below. Include at least three symbols. The symbols should represent ideas and or beliefs that you have for your classroom community. Symbols may represent ideas such as taking turns to speak, getting along, resolving conflicts, being fair, sharing materials, speaking kindly, etc. Be creative with design and color. You will be writing about your flag next class.

You will need to have this drawing finished tonight since you will write about it tomorrow during class. It is not important that the flag be beautiful or artistic. Focus on the symbols you are choosing, and why you are choosing them.
## END OF UNIT 1 ASSESSMENT: PARAGRAPH TO EXPLAIN THE SYMBOLS ON MY FLAG

### LONG-TERM TARGETS ADDRESSED (BASED ON NYSP12 ELA CCLS)

<table>
<thead>
<tr>
<th>I can write an informative/explanatory text. (W.4.2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can engage effectively in a range of collaborative discussions with diverse partners on fourth-grade topics. (SL.4.1)</td>
</tr>
</tbody>
</table>

### SUPPORTING LEARNING TARGETS

- I can write a paragraph to inform the reader about the symbolism in my flag.
- I can speak clearly to ask and answer questions about our class flags.

### ONGOING ASSESSMENT

End of Unit 1 Assessment: On-demand paragraph explaining symbols in the flag designed for the classroom

### AGENDA

1. Opening
   A. Engaging the Writer (5 minutes)
2. Work Time
   A. End of Unit 1 Assessment (30 minutes)
   B. Hosted Gallery Walk (20 minutes)
3. Closing and Assessment
   A. Debrief and Celebration (5 minutes)

### TEACHING NOTES

- In advance: Review Hosted Gallery Walk protocol (Appendix 1)

### LESSON VOCABULARY

- gallery walk

### MATERIALS

- Flags created for homework
- End of Unit 1 Assessment
- Masking tape
- Sticky notes
GRADE 4, MODULE 1: UNIT 1, LESSON 9

END OF UNIT 1 ASSESSMENT: PARAGRAPH TO EXPLAIN THE SYMBOLS ON MY FLAG

<table>
<thead>
<tr>
<th>OPENING</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Engaging the Writer (5 minutes)</strong></td>
<td>On-demand assessments give the teacher valuable information about skills that students have mastered or those that still need to be developed.</td>
</tr>
<tr>
<td>• Tell students that you are so proud of the work they have done learning to write good paragraphs. You are wondering how they would do writing a paragraph all on their own. On this last day of this unit, they will be taking an assessment. Share the purpose of the assessment with the class: “I can write a paragraph to inform the reader about the symbolism in my flag.” Emphasize that their paragraphs will need to include a topic sentence, supporting details, and a concluding sentence, just as they practiced with their postcard paragraph to Tim.</td>
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</tr>
<tr>
<td>• Inform students that this is an independent task and they should do their personal best work. Preview the Four-Square graphic organizer they will complete for this assessment as it is slightly different from the one they just did. Check with students to be certain that they understand the task.</td>
<td></td>
</tr>
<tr>
<td>• If students did not complete the homework assignment and bring in a completed flag, provide one for them. The drawing should include at least three very obvious symbols. Students may need to talk it over with you in order to understand the symbols before they can write about it.</td>
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</table>
# Grade 4, Module 1: Unit 1, Lesson 9

## End of Unit 1 Assessment: Paragraph to Explain the Symbols on My Flag

<table>
<thead>
<tr>
<th>Work Time</th>
<th>Meeting Students’ Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. End of Unit 1 Assessment (30 minutes)</strong></td>
<td>ELLs and other students may benefit from extended time, a bilingual glossary or dictionary, and a separate testing location.</td>
</tr>
<tr>
<td>• Distribute End of Unit 1 Assessment sheet and blank Four-Square graphic organizer.</td>
<td></td>
</tr>
<tr>
<td>• Ideally, allot as much time as students need to perform the assessment (this may mean some students do not participate in the Hosted Gallery Walk).</td>
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</table>

| **B. Hosted Gallery Walk (20 minutes)** | |
| --- | |
| • Divide participants into groups of five. Students will share their flag and paragraph summaries with the other four in their group. Flag and summaries may be taped to wall or shared in a cluster of desks. | |
| • Students should take turns being presenters within the group. Each person should talk about their flag, perhaps by reading their paragraphs, with 2–3 minutes for each sharing/reading. | |
| • After each person has shared his or her flag and writing, at least three members of the group should ask a question about the flag, such as: “Why did you choose blue?” or, “Can you say more about this symbol?” | |
| • When all five members of a team have shared and had their peers ask questions, debrief. | |
| * How did it feel to talk about your work in a small group? | |
| * Were the members of your group good listeners? Give evidence. | |
| * Did your group members ask good questions? Give evidence. | |
| • This strategy offers participants an opportunity to share information with others in a gallery walk–type setting. The protocol involves small-group collaboration, while making individuals responsible for the learning and the teaching. | |
| • When ELLs are asked to produce language, consider providing a sentence frame to assist with language production and the structure required. | |
| • Peers providing feedback supports others in their learning. | |
### CLOSING AND ASSESSMENT

**A. Debrief and Celebration (5 minutes)**
- Gather students together as a whole group and have them Think-Pair-Share to the following prompts:
  - What was the most interesting flag you saw during the Hosted Gallery Walk?
  - What should we do with our class flags now?
  - What was your individual responsibility today? Did you meet your responsibilities?
- Spend time congratulating the students on their hard work in this unit. Let them know if you plan to actually send the postcards to Tim!
- Tell students they have learned a great deal about one important aspect of Iroquois life, the Great Law of Peace. Next they are going to learn more about how the Iroquois lived long ago and how some members of the Iroquois nation live today.

<table>
<thead>
<tr>
<th>HOMEWORK</th>
<th>MEETING STUDENTS’ NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>• Checking in with learning targets helps students self-assess their own learning.</td>
</tr>
</tbody>
</table>
End of Unit 1 Assessment: On-Demand Paragraph Writing

Directions: You are a writer and a flag designer. After researching the history of the Iroquois flag and reading about the creation of the Iroquois Confederacy, you have created a classroom flag to show the same ideas of peace and unity. First, complete the Four-Square graphic organizer on the next page about the symbols on your flag. Then write a paragraph in which you explain how the symbols in your flag represent peace and unity.
End of Unit 1 Assessment: On-Demand Paragraph Writing

<table>
<thead>
<tr>
<th>First symbol on your flag:</th>
<th>Second symbol on your flag:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details (Describe it. What does it symbolize? How does it connect to the Iroquois flag?)</td>
<td>Details (Describe it. What does it symbolize? How does it connect to the Iroquois flag?)</td>
</tr>
</tbody>
</table>

**Topic Sentence:**

<table>
<thead>
<tr>
<th>Third symbol on your flag:</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details (Describe it. What does it symbolize? How does it connect to the Iroquois flag?)</td>
<td></td>
</tr>
</tbody>
</table>
GRADE 4, MODULE 1: UNIT 1, LESSON 9

End of Unit 1 Assessment: On-Demand Paragraph Writing

Write your paragraph here. Be sure to include the following in your writing:
• A main idea (a topic sentence explaining what your flag represents)
• Supporting details (a description of each symbol on your flag)
• A clear explanation including what each symbol represents
• A concluding sentence