

Name _____

Spelman and Howard

4th Grade ELA

Learning Packet

June 1st-4th, 2021



Name: _____

Date: June 1st, 2021

BCCS-Girls

Spelman/Howard

Module 5: Unit 1a: Lesson 6

Learning Targets	I can explain what a text says using specific details from the text. I can determine the main idea of a text. I can engage effectively in a collaborative discussion.
Assignment to Submit	Assessment Responses and Annotations (Packet)

GRADE 4: MODULE 1A: UNIT 1: LESSON 6

Two Row Wampum: Assessment

Name: _____

Date: _____

Directions:

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

Two Row Wampum

In 1613, the Mohawks noticed people coming into their territory unannounced. The visitors had begun to cut trees and clear land for their homes and farms. They had entered the lands of the Haudenosaunee and were now occupying some of their empty rooms (land). The newcomers dressed oddly and had hair on their faces. They had iron pots and pans and had their families with them. These people needed a place to live. The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee.

At the meeting it was discussed that a delegation must travel to where these people had settled to determine their intentions. It was difficult for the delegation. The people they met spoke in a language they hadn't heard before. It took much time and patience for the two people to begin to communicate.

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. The passage states "In 1613 the Mohawks noticed people coming into their territory unannounced." Think about *unannounced*. If someone **announces** something, they
 - a. tell someone about it, or make it known.
 - b. keep something a secret and hidden.
 - c. hurry to try to find an answer
4. So if something is unannounced, it is
 - a. secret
 - b. unexpected
 - c. slow
5. The passage states "The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee." Based on this passage, a *runner* is someone who
 - a. likes to race
 - b. carries messages
 - c. attacks secretly

GRADE 4: MODULE 1A: UNIT 1: LESSON 6
Two Row Wampum: Assessment

6. The “visitors” are also referred to as “the newcomers.” What do we find out about the newcomers?

7. Based on the passage, to *convene* means

- a. to cancel
- b. to call together
- c. to control

8. According to the passage, why did the Mohawks convene a meeting?

9. What was a problem the Mohawks had when they met with the newcomers?

Using Resources

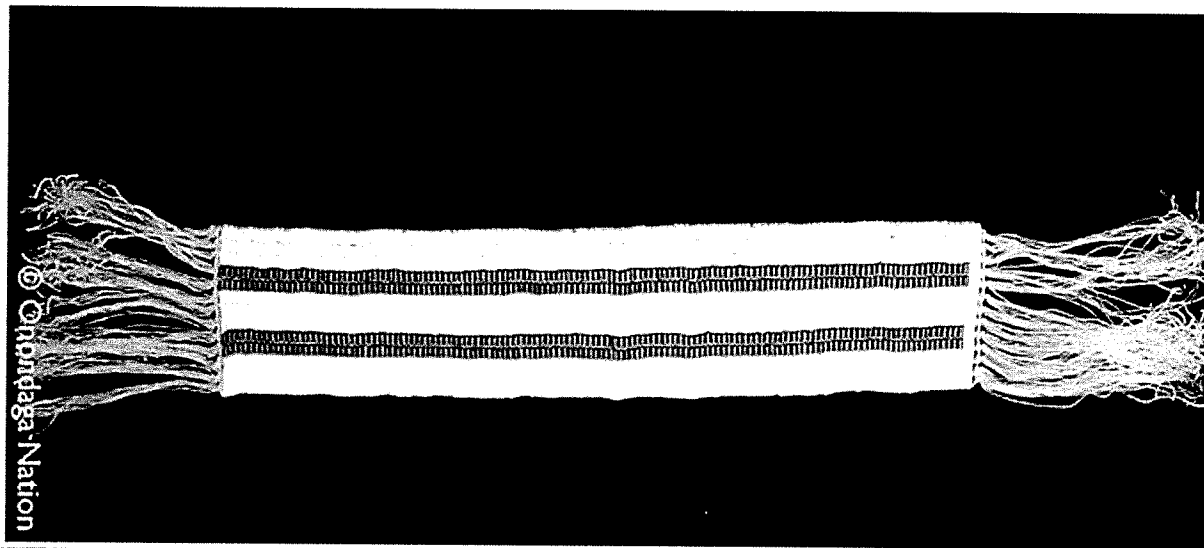
After many discussions, it was decided that the Haudenosaunee and the Europeans must have a way to greet each other when they met. The settlers with their large sailed boat thought that they should be called “Father” and the Haudenosaunee “Son.” The Haudenosaunee said that this would not do. “We shall address each other as “Brothers”. This shows that we are equal to each other.”

As the Haudenosaunee and Dutch discovered much about each other, an agreement was made as to how they were to treat each other and live together. Each of their ways would be shown in the purple rows running the length of a wampum belt. “In one row is a ship with our White Brothers’ ways; in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other’s vessel.”

10. Annotate your text. Use what you have learned about reading closely. Underline the things you understand.
11. Circle words that you do not understand. Read around the words and see if you can figure them out.
12. What does this passage tell you about the Haudenosaunee people? What does it tell you about the Dutch people? Use details from the text to support your response.

13. Based on the passage, what is a *vessel*? How do you know?

GRADE 4: MODULE 1A: UNIT 1: LESSON 6
Two Row Wampum: Assessment



Criteria for Success

Students' answers must be accurate and include specific details to support their responses.

Name: _____

Date: June 2nd, 2021

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Spelman/Howard

Module 5: Unit 1a: Lesson 7

Learning Targets	I can determine the theme of a poem. I can explain the structural elements of a poem. I can engage effectively in a range of collaborative discussions.
Assignment to Submit	Poem Annotations and Text-Dependent Responses (Packet)

GRADE 4: MODULE 1A: UNIT 1: LESSON 7

Guiding Questions

“A Time to Talk”

Read the poem aloud. Talk with your group about the imagery, or what you see in this poem, as you answer these questions. Each group member should read the poem aloud at least once. The more you read it, the more you will get out of it.

1. How many people are there? How do they know each other? How do you know?
2. What is the setting? (location, time of day, weather) How do you know?
3. What do you see when you read this poem? Put it into your own words.
4. What do you think is the message or theme of this poem?

GRADE 4: MODULE 1A: UNIT 1: LESSON 7

Guiding Questions

“A Time to Talk”

“A Time to Talk” by Robert Frost

WHEN a friend calls to me from the road

And slows his horse to a meaning walk,

I don't stand still and look around

On all the hills I haven't hoed,

And shout from where I am, What is it? 5

No, not as there is a time to talk.

I thrust my hoe in the mellow ground,

Blade-end up and five feet tall,

And plod: I go up to the stone wall

For a friendly visit. 10

Name: _____

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Date: June 3rd, 2021

Spelman/Howard

Module 5: Unit 1a: Lesson 8

Learning Targets	I can make connections between narratives and poetry to other texts and ideas. I can create an artwork in response to themes I have studied in class. I can engage effectively in a range of collaborative discussions.
Assignment to Submit	Wampum drawings based on the specified theme (Packet)

GRADE 4: MODULE 1: UNIT 1: LESSON 8
Personal Wampum Belt

.....
Name:

.....
Date:

Directions

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

GRADE 4: MODULE 1A: UNIT 1: LESSON 6

Two Row Wampum (Guswenta)

1- In 1613, the Mohawks noticed people coming into their territory unannounced. The visitors had begun to cut trees and clear land for their homes and farms. They had entered the lands of the Haudenosaunee and were now occupying some of their empty rooms (land). The newcomers dressed oddly and had hair on their faces. They had iron pots and pans and had their families with them. These people needed a place to live. The Mohawks sent a runner to Onondaga to convene a meeting of the Haudenosaunee.

2- At the meeting it was discussed that a delegation must travel to where these people had settled to determine their intentions. It was difficult for the delegation. The people they met spoke in a language they hadn't heard before. It took much time and patience for the two people to begin to communicate.

3-After many discussions, it was decided that the Haudenosaunee and the Europeans must have a way to greet each other when they met. The settlers with their large sailed boat thought that they should be called "Father" and the Haudenosaunee "Son." The Haudenosaunee said that this would not do. "We shall address each other as "Brothers". This shows that we are equal to each other."

4- As the Haudenosaunee and Dutch discovered much about each other, an agreement was made as to how they were to treat each other and live together. Each of their ways would be shown in the purple rows running the length of a wampum belt. "In one row is a ship with our White Brothers' ways; in the other a canoe with our ways. Each will travel down the river of life side by side. Neither will attempt to steer the other's vessel."

5- The Haudenosaunee and the Dutch agreed on three principles to make this treaty last. The first was friendship; the Haudenosaunee and their white brothers will live in friendship. The second principle is peace; there will be peace between their two people. The final principle is forever; that this agreement will last forever.

6- The Dutch recorded this agreement on paper with three silver chains. Iron chains would not do because iron rusts and breaks over time. Silver, on the other hand, can be polished and renewed when the brothers meet. The Haudenosaunee and the Dutch agreed to call this the Silver Covenant Chain of Friendship.

7- The Haudenosaunee explained to the Dutch that they did not use paper to record their history. They would make belts made of white and purple wampum shells. The Haudenosaunee made a belt to record this agreement. The belt has two purple rows running alongside each other representing two boats. One boat is the canoe with the Haudenosaunee way of life, laws and people. In the other is the Dutch ship with their laws, religion, and people in it. The boats will travel side by side down the river of life. Each nation will respect the ways of each other and will not interfere with the other. "Together we will travel in Friendship and in Peace Forever; as long as the grass is green, as long as the water runs downhill, as long as the sun rises in the East and sets in the West and as long as our Mother Earth will last."

Importance to today

8- The Haudenosaunee see the Two Row Wampum as a living treaty; a way that they have established for their people to live together in peace; that each nation will respect the ways of the other as they meet to discuss solutions to the issues that come before them.

GRADE 4: MODULE 1A: UNIT 1: LESSON 6
Transcript of “Recording History Through Oral Tradition”

Transcript of “Recording History Through Oral Tradition”

Carson: *Why don't we write down our history?*

Nancy: *We have always had a lot of people who were speakers and leaders that told stories and gave us our history through the spoken word. We hear stories over and over again to help us to understand why things come to be or why things happened the way they are now, so all of our history. It is very, very important to be listening to our elders, so that the stories they tell us, we can hold on to, and pass on to our children*

Carson: *Is there any other way that we could have recorded our history?*

Nancy: *Yes we have other ways of recording our history. Once we encountered the Europeans, we had to start recording our history using the wampum belts because we started having agreements – making agreements – with them, and the only way were able to remember both sides – they were writing it down and we were recording it in our wampum belts. And it was also spoken in our language so that we would remember it. So we still have the oral version of the story of the wampum as well as the wampum itself, so that you can see it written in the belts.*

Name: _____

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Date: June 4th, 2021

Spelman/Howard

Module 5: Unit 1a: Lesson 9

Learning Targets	I can choose evidence from fourth grade literary or informational texts to support analysis, reflection, and research. I can use the writing process to produce clear and coherent writing (with support). I can produce complete sentences. I can engage effectively in a collaborative discussion.
Assignment to Submit	Graphic organizer for wampum belt summary paragraphs (Packet)

GRADE 4: MODULE 1A: UNIT 1: LESSON 9

Directions: Read each group of words. Identify whether it is a run-on (r), fragment (f), or sentence (s). Correct the run-ons and fragments to make them complete sentences.

1. _____ Beads from clams.
2. _____ Wampum belts have many uses.
3. _____ Wampum belts have symbols, the patterns in the belts tell about treaties, nations and wars.
4. _____ Three principles to make this treaty last.
5. _____ First, he took a single arrow and broke it in half, then he took five arrows and tied them together.
6. _____ Recorded this agreement on paper.
7. _____ The Haudenosaunee see this as a living treaty.
8. _____ In 1613, the Mohawks.
9. _____ The Tree of Peace, which symbolizes the Great Law of Peace.
10. _____ Haudenosaunee communities continue to live by the principles of the Great Law.
11. _____ All council members must agree on the issue this is called consensus.
12. _____ The Haudenosaunee open and close every social and religious meeting with the Thanksgiving Address, it is also said as a daily sunrise prayer.

**Wampum Belt:
Four-Square Graphic Organizer
(For teacher reference)**

<p>First symbol on your wampum belt:</p> <p>Details (Describe the symbol. What does it symbolize? How does it connect to A Time to Talk?)</p>	<p>Second symbol on your wampum belt:</p> <p>Details (Describe the symbol. What does it symbolize? How does it connect to A Time to Talk?)</p>
<p>Topic Sentence:</p>	
<p>Third symbol on your wampum belt:</p> <p>Details (Describe the symbol. What does it symbolize? How does it connect to A Time to Talk?)</p>	<p>Conclusion</p>

(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 1A: UNIT 1: LESSON 9

**Wampum Belt:
Four Square Graphic Organizer**

Name:

Date:

First symbol on your wampum belt:

Details (Describe the symbol. What does it symbolize?
How does it connect to “Birth of the Haudenosaunee”?)

Second symbol on your wampum belt:

Details (Describe the symbol. What does it symbolize? How
does it connect to the Thanksgiving Address?)

Topic Sentence:

**Third symbol on your wampum
belt:**

Details (Describe the symbol. What does it symbolize?
How does it connect to “Birth of the Haudenosaunee” or
Thanksgiving Address?)

Conclusion