

Name \_\_\_\_\_

Spelman and Howard

4th Grade ELA

Learning Packet

June 7<sup>th</sup>-11<sup>th</sup>, 2021



Name: \_\_\_\_\_

Date: June 7<sup>th</sup>, 2021

BCCS-Girls

Spelman/Howard

### Module 5: Unit 1a: Lesson 11

<b>Learning Targets</b>	I can write an informative/explanatory text. I can use the writing process to produce clear and coherent writing (with support). I can engage effectively in a range of collaborative discussions.
<b>Assignment to Submit</b>	Final draft of wampum summary (Packet and google docs)

**GRADE 4: MODULE 1A: UNIT 1A: LESSON 11**  
**End of Unit 1 Assessment:**  
**On-Demand Paragraph Writing**

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

Write your paragraph here. Be sure to include the following in your writing:

- A main idea (a topic sentence explaining how your wampum belt connects to an idea in the texts)
- Supporting details (a description of ways your wampum belt connects to the ideas in the text)
- A clear explanation of what each symbol represents
- A concluding sentence

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**GRADE 4: MODULE 1A: UNIT 1A: LESSON 11**

**End of Unit 1 Assessment:  
On-Demand Paragraph Writing**

<p>First symbol on your wampum belt:</p> <p>Details (Describe the symbol. What does it symbolize? How does it connect to "Birth of the Haudenosaunee"?)</p>	<p>Second symbol on your wampum belt:</p> <p>Details (Describe the symbol. What does it symbolize? How does it connect to the Thanksgiving Address?)</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 "Birth of the Haudenosaunee" or Thanksgiving Address?)</p>	<p>Conclusion</p>

Name: \_\_\_\_\_

Date: June 8<sup>th</sup>, 2021

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### Module 5: Unit 1a.3: Lesson 1

<b>Learning Targets</b>	I can paraphrase information presented in diverse media and formats. I can engage effectively in a collaborative discussion.
<b>Assignment to Submit</b>	Culture and Community Anchor Chart, Video Note Catcher and "The Talking Drums" responses (Packet)

**Video Note-Catcher  
Daily Life at Onondaga**

What do you find out about the boy in the video?

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What do you learn about the Onondaga Nation community?

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Based on your notes, what is the main idea of this video?

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**GRADE 4: MODULE 1: UNIT 3: LESSON 1**  
**Culture and Community Anchor Chart**

**Culture and Community Anchor Chart**

<b>Text/Video Community represented</b>	<b>How does the community share its stories/history?</b>	<b>How does it help to bring the community together?</b>	<b>What is the main idea?</b>	<b>Explain any symbolism</b>

GRADE 4: MODULE 1: UNIT 3: LESSON 1  
Excerpt from *The Talking Drums of Mali*:  
Homework

Read this excerpt from *The Talking Drums of Mali*. Underline ideas you understand and circle any words that are unfamiliar to you. (Note that this is a transcript of someone speaking, and English is not his first language. You may see some mistakes.)

Learning to Drum

I start drumming since I was five years old. As a young boy back home in Mali, where I'm from, you know, when you are a boy, your toy is a drum. So every time you cry, they just hand you the drum, and you just keep banging on it, and you don't even know what you're doing until you stop crying. So that's how I start, so I had my first drum when I was two years old, and I start drumming around the age of five. And as I said, I come from, you know, a big family of the griot, and in the griot family, every day, people play, sing, and dance every day. So I grew up seeing people doing that every day...after each meal is the party time. So you see people playing, drumming, singing, and you just watch and you try to be part of it, and you know—that's how you learn.

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What is one feature of a community in Mali?

What do you think a griot is, based on the text?

What is the gist of this excerpt?

Homework Challenge: Research *griot* and compare your findings to your definition of the word. How does your definition compare to what you found? Were you able to rely on context clues to come up with a correct definition?



**Transcript of “Daily Life at Onondaga”**

**JoAnne:** *So what’s it like living at Onondaga?*

**Joseph:** *It’s very fun and open here. I like walking around, especially with my family. And I also like going to the ceremonies because I also like to sing and dance. And I like to bike around here too; it’s very fun. And like, it’s very cool here because everyone knows where everyone lives so, like, we have a lot of family around here and we can drive over and be okay.*

**JoAnne:** *Do you play any sports?*

**Joseph:** *I play lacrosse and in the fall I play cross country. Most times I run, in cross country practice I run, like 5 miles or 3 miles. And lacrosse - we have a two hour practice and it’s really intense.*

**JoAnne:** *So what’s school like for you?*

**Joseph:** *School is really fun for me because we have a huge time in our classes where it’s like Language, and we talk about and learn about our ways and how we do stuff and it’s really fun. And there’s also ELA classes too. I like ELA too.*

**JoAnne:** *What do you have there?*

**Joseph:** *It’s called a water drum and it’s played on special occasions and celebrations and it’s used for fast beats or for a dance called Woman’s Dance and it’s very appreciative.*

**JoAnne:** *Will you sing for me?*

**Joseph:** *Sure.*

**JoAnne:** *Will you? Great!*

**Joseph:** *Now?*

**JoAnne:** *(Laughs) Yes please that would be great; I’d love it.*

*<<Joseph begins to drum and sing>>*

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Date: June 9th, 2021

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### Module 5: Unit 1a.3: Lesson 2

<b>Learning Targets</b>	I can answer questions using evidence from text. I can explain the meaning of metaphors in context. I can paraphrase information presented in diverse media and formats.
<b>Assignment to Submit</b>	Gist for each paragraph in transcript (Google Classroom) Culture and Community Anchor Chart (Packet)

Joh Camara Transcript

<<Joh>>

<<A Drummer from Mali>>

<<Drumming>>

Hello, my name is Mohamad Joh Camara, from Mali, West Africa. I'm a master drummer and dancer, and I learned this from my mother's side. Back home, we have two different classes. We have class of kingdom, and class of entertainer. And from my father's side, I'm from the class of kingdom, and from my mother's side I'm from the class of entertainers. And I learned all this from my mother's side because I grew up with my mother's family. And my mother is what we call back home a griot, and the griot—that's how the Western people call them—but in my culture we call them jelli.

<<What is a Jelli?>>

In my culture, jelli means blood. Why we call them jelli? So let's try to think about the human being, you know; look at our body. Without our blood, how would we survive? There is no way! You can't survive without blood. So think about it as if Africa is a human body. So these people, which we call jelli, would be the blood of that human body. That's why we call them jelli. That's how important they are. Because they play so many different role in the village. So many things we are talking about today, there is no documentation for that. There's no book, there's no video, there's no image for that. These people try to memorize history without writing it down and they pass from generation to generation; it's called oral tradition. And, that's one of the biggest parts of a jelli. And this is very important. Like we always say, tell me about me—the rest doesn't matter. So this is one of the things the jelli do; they tell you who you are. The jelli are the one who are keeping the tradition alive.

<<Learning to Drum>>

I start drumming since I was five years old. As a young boy back home in Mali, where I'm from, you know, when you are a boy, your toy is a drum. So every time you cry, they just hand you the drum, and you just keep banging on it, and you don't even know what you're doing until you stop crying. So that's how I start, so I had my first drum when I was two years old, and I start drumming around the age of five. And as I said, I come from, you know, a big family of the griot, and in the griot family, every day, people play, sing, and dance every day. So I grew up seeing people doing that every day...after each meal is the party time. So you see people playing, drumming, singing, and you just watch and you try to be part of it, and you know—that's how you learn.

<<Uses of the Drum: Initiation>>

## GRADE 4: MODULE 1: UNIT 3: LESSON 2

### The Talking Drums of Mali:

Joh Camara Transcript

So the first time we had this instrument, you know, it was for initiation. And back home, we have three steps of initiation, starting from one to seven, and seven to fourteen, and fourteen to twenty-one. So you have to go through each of those steps. So, when we have this instrument, the main reason was to use it for initiation.

<<Talking Drums>>

But beside initiation, this drum, it has a beautiful sound. You know, a long time ago, back home in Africa before we had telephone, before we had microphone, before we had TV, before we had radio, people used to travel from village to village to bring the news—you know—we can have just one big chief, and you know, ruling like ten different villages. And, uh, instead of him going back and forth between villages, he had some people who were in charge who would bring the message. So these people were traveling, and at that time, we didn't have car or bicycle, so people were bringing all of those on foot. So, what happened, we find this beautiful instrument, and we find that through this instrument, we can communicate. So we start using this instrument for communication. As you can see, this drum, it talks, but sometimes you have to understand the drum language to be able to tell what it's saying to you. So this drum really talks. It has three different sounds: Tone, Slap, and Bass. So between tone, slap, and bass, the drum has its own vocabulary as well. So the Tone, Slap, and Bass—that's more Western—but for us, we would call Tone "pee" like the sound "P" or "T," and the Slap we call "paa" or "kaa." And the Bass is called "boom" or "koom." So you have "pee" or "tee," "paa" or "kaa" and "boom" or "koom." So those are the drum vocabulary. So you have to understand that. Like for example, if I want to say "pee" "paa" "koom," so the "pee" "paa" "koom," that's the drum vocabulary.

<<Language of the Drum>>

Every time you learn this sentence, it has meanings. For example, this one <<drumming>>, this sentence right here has meanings. Anybody who knows about this instrument, who is initiated to this instrument, when they heard this sound, they know exactly what to do. This is a warning. It's telling you, "Get Ready! Something is about to happen!"

<<Speaking with the Drum>>

Somebody who was not initiated to this instrument and who doesn't have any clue to the drum language wouldn't know what you say to them. Okay? So that's how this drum talks. So you have to understand the drum language to be able to tell what it's saying to you. So that's why we call this instrument, you know, a talking drum.

*Used with permission from Primary Source and can be found at the following website:*  
<http://resources.primarysource.org/preservingafricanculture>

Name: \_\_\_\_\_  
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Date: June 10<sup>th</sup>, 2021  
Spelman/Howard

### Module 5: Unit 1a.3: Lesson 3

<b>Learning Targets</b>	I can engage in a collaborative discussion with diverse partners. I can determine the main idea using specific details from the text. I can integrate information from two texts on the same topic.
<b>Assignment to Submit</b>	Gist for Quilter Profile (Google Classroom) Getting the Gist Protocol (Packet) Culture and Community Anchor Chart (Packet)

Getting the Gist Protocol

Determine Importance—Summarize and Synthesize

Even if you do not understand all of the vocabulary in a text, you can get the gist of the story by summarizing your understanding of it using 15 important words. Select the 15 most important words from the text. Then, use them to write a summary statement.

Important Words

- |    |     |
|----|-----|
| 1. | 9.  |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. |     |

Summary Statement:

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Name: \_\_\_\_\_

BCCS-Girls

Date: June 11<sup>th</sup>, 2021

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### Module 5: Unit 1a.3: Lesson 4

<b>Learning Targets</b>	I can determine a theme of a story from details in the text. I can effectively participate in a conversation with my peers and adults. I can document what I learn about a topic by taking notes.
<b>Assignment to Submit</b>	The Keeping Quilt organizer (Packet) Culture and Community Anchor Chart (packet)

GRADE 4: MODULE 1A: UNIT 3: LESSON 4  
The Keeping Quilt:  
Note-Catcher

*The Keeping Quilt* note-catcher

As you listen to the story being read, take notes on what you learn about family, community, history and tradition from the text and from the illustrations.

What I found out from:	
The text	The illustrations

How is the quilt in *The Keeping Quilt* similar to stories passed down using oral tradition?