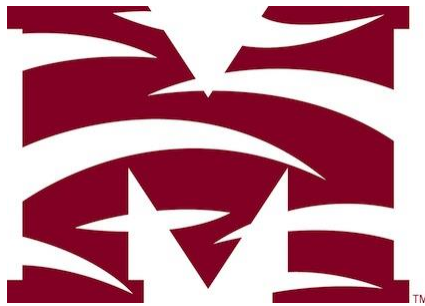


Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

Week 1

September 21<sup>st</sup> – September 25<sup>th</sup>



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


## Connect while at Home!

Subscribe to my YouTube Channel to catch up with previously taught lessons or refer back to ELA concepts if you are to need additional assistance.



Look up by the name of the channel	→	Lindy Stines
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or


With your cell phone open up the camera and focus on the QR code. It will take you to my YouTube channel!	→	
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Visit my website to learn more about your ELA teacher, become familiar with the rotating schedules, and much more!



Follow this link:	→	<a href="https://sites.google.com/view/mrsstines/home">https://sites.google.com/view/mrsstines/home</a>
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## 4<sup>th</sup> Grade ELA Anchor Chart Tools

### Questions referring to the *Main Idea* include:

- What is the text mostly about?
- What the big idea of the text?
- Which detail best support the main points of the text?
- Which detail is most important to include within the summary of the passage?
- How does the information in paragraph 3 and 4 support the main idea of the text?

# Main Idea

The Main Idea is what the entire text is mostly about. The details included in the text will connect back to the main idea.

**You can:**

- Write the main idea in 1-2 sentences.
- Write a main idea for an entire text, a paragraph, or a chapter.
- Write the main idea for non-fiction or fictional texts

Main Idea:  
Ice cream is the best summer treat!

Supporting Detail:  
Ice cream is cold, and it refreshes you on a hot summer day.

Supporting Detail:  
There are so many different types of ice cream, everyone can find a treat they enjoy.

Supporting Detail:  
You can eat ice cream on a stick or in a cone, so it is a really easy treat to take with you on a busy summer day.

### Questions referring to the use of *Context Clues* include:

- Read these sentences from \_\_\_\_ of the article. What is the meaning of “\_\_\_\_\_” as it is used here?
- What does the word \_\_\_\_\_ mean as it is used in the passage?
- Explain what the word \_\_\_\_\_ means as it is used the passage. Provide two details to support your response
- What does the author mean by the phrase “\_\_\_\_\_” ?

# Context Clues

When strong readers come to an unfamiliar word, they can use context clues to help them determine the meaning of the unknown word.

There are different types of context clues.

I	Inference - the meaning is not given so you must use text clues	<i>Don't want to work with Ricardo, unless you want to hear him talk about himself. He is so arrogant.</i>
D	Definition - the meaning of the word is explained in the sentence	<i>Ricardo is so arrogant. He thinks he is more important than everyone else.</i>
E	Example - an example of the word is in the sentence or nearby sentences	<i>Ricardo is so arrogant. He is always bragging about how great he is at sports.</i>
A	Antonym - a word with opposite meaning is used in the sentence or nearby sentences	<i>Ricardo is so arrogant. He needs to learn to be humble like his little brother Jose.</i>
S	Synonym - words with similar meaning are used in or near the sentence	<i>Ricardo is so arrogant, proud, self-centered, and over-bearing.</i>

Strong readers will always read the sentences surrounding the unknown word to look for clues.

**Strategy to use when practicing Close Reading of a text.**

## Close Reading with Annotations

Good readers think critically about a text and analyze the details to develop a better overall understanding.

1 <sup>st</sup> Read	The first read is to figure out what the text is mostly about. No markings are made.
2 <sup>nd</sup> Read	The second read is when we begin annotations. (our markings/comments/reactions to details of the text)
3 <sup>rd</sup> Read	The third read is when we clear up misunderstandings and read with more fluency (you can annotate if needed here)

**Strategy to use when answering Multiple Choice Questions.**

## RISE to the Challenge!

- R** read and re-read the question
- I** identify key words in the question and underline them
- S** search for and label evidence
- E** Eliminate wrong answer by marking up each answer option to choose the best choice possible!

**Score that 4!**

Strategy to use when writing short response paragraph answers.

Your Paragraph Should Include:

**P** OINT: A main point

**E** VIDENCE: Evidence & examples to support your main point

**E** XPLANATION: Explanation of your evidence (how and why it supports your main point)

**L** INK: A link (transition) to your next point or from your last point

**S** TYLE: A formal style throughout

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

Date: September 21, 2020

BCCS-Boys

Howard Morehouse Hampton

## Week 1 Day 1 Notes, Module 1A

### Do Now


Why is it important to pay attention to a text as you read? Explain.

\_\_\_\_\_ It is important to pay attention to text as you read because





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<b>Standard</b>	CCRA. R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?
<b>Objective</b>	I can closely read and annotate “The Haudenosaunee Thanksgiving Address” Intro and part 1-2 to make meaning about the Iroquois’ people.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom) 

## Input: Vocabulary/Notes on Content

1. Close Reading	Thoughtful critical _____ of a text that focuses on significant details to develop a better understanding of its meaning. Must include _____ reads.	
2. Annotations	A note of explanation, comment, or _____ added to a text to help with comprehension.	
3. Address	An announcement or _____.	
4. Ceremonial	An act or event relating to a _____ or public nature.	
5. Ritual	A _____ or solemn ceremony consisting of a series of actions performed in a specific order.	
6. Haudenosaunee	The six nations known also known as the _____ Confederacy.	

**CFU:** Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/markup the text to connect with the content of a deeper level of understanding.

**Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

## **Haudenosaunee Thanksgiving Address**

### **Greetings to the Natural World**

#### **Introduction**

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

#### **1- The People**

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

Now our minds are one.

#### **2- The Earth Mother**

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

Now our minds are one.

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

Date: September 22, 2020

BCCS-Boys

Howard Morehouse Hampton

## Week 1 Day 2 Notes, Module 1A


### Do Now

Name on thing that the Haudenosaunee are thankful for and why. (Restate and Answer) **HINTI – LOOK BACK AT YESTERDAY’S STORY.**


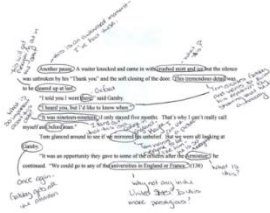



\_\_\_\_\_ One thing the Haudenosaunee are thankful for is

\_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

—

<b>Standard</b>	CCRA. R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?
<b>Objective</b>	I can closely read and annotate “The Haudenosaunee Thanksgiving Address” parts 3-5 to make meaning about the Iroquois’ people.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom) 

## Input: Vocabulary/Notes on Content

7. Close Reading	Thoughtful critical _____ of a text that focuses on significant details to develop a better understanding of its meaning. Must include _____ reads.	
8. Annotations	A note of explanation, comment, or _____ added to a text to help with comprehension.	
9. Shelter	A place giving _____ protection from bad weather or danger.	
10. Appreciate	To recognize the full _____ of something or someone.	
11. Purify	To make _____.	

**CFU** : Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/markup the text to connect with the content of a deeper level of understanding.

**Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

## **Haudenosaunee Thanksgiving Address**

### **Greetings to the Natural World continued...**

#### **3- The Trees**

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

Now our minds are one.

#### **4- The Birds**

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

Now our minds are one.

#### **5- The Four Winds**

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

Now our minds are one.

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

Date: September 23, 2020

BCCS-Boys

Howard Morehouse Hampton


## Week 1 Day 3 Notes, Module 1A

### Do Now



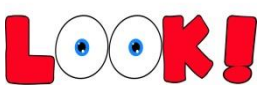
Name one thing that the Haudenosaunee are thankful for and why. (Restate and Answer)

\_\_\_\_\_ One thing the Haudenosaunee are thankful for is

\_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

<b>Standard</b>	CCRA. R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?
<b>Objective</b>	I can closely read and annotate “Birth of the Haudenosaunee”: The Creation of a Nation ¶1-5 to make meaning about the Iroquois’ people.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom) 

## Input: Vocabulary/Notes on Content

1. democracy	A system of government that is controlled by the _____ of its people.	
2. mourning	The expression of _____ for someone who has died or something that is gone.	
3. sought	To find or look for something (_____).	
4. endure	To _____ or difficulty patiently.	
5. symbolized	_____ by means of symbols.	

**CFU:** Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/markup the text to connect with the content of a deeper level of understanding.

**Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

## Birth of the Haudenosaunee

By Dehowähdaꞑdih - Bradley Powless, Eel Clan, Onondaga Nation

### Journey of the Peacemaker

Over a thousand years ago on the shores of Onondaga Lake, in present day central New York, democracy was born. The Seneca, Cayuga, Onondaga, Oneida, and the Mohawk people had been warring against each other and there was great bloodshed. These five nations had forgotten their ways and their actions saddened the Creator.

The Creator sent a messenger to the people so that the five nations could live in peace. His name was the Peacemaker.

The Peacemaker carried powerful words of peace to the five nations. He traveled in a canoe of white stone to show that his words are true.

One of the first to join the Peacemaker's vision was an Onondaga named Hiawatha. Hiawatha was in mourning with the death of his daughters. The Peacemaker used Hiawatha's purple and white wampum strings to clear his mind to think clearly again. Together they traveled to the other nations persuading them to put down their weapons of war.

The Peacemaker then sought out the most evil people of the five nations. He knew that for peace to endure, these men needed to be turned into good-minded leaders.



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

Date: September 24, 2020

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## Week 1 Day 4 Notes, Module 1A

**Do Now** **HINT: Look back at the previous story.**


How many nations are there that make up the Haudenosaunee Iroquois Confederacy? (Restate and Answer)

\_\_\_\_\_ There are \_\_\_\_\_ nations that make up the Haudenosaunee Iroquois Confederacy.




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<b>Standard</b>	CCRA. R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?
<b>Objective</b>	I can closely read and annotate “Birth of the Haudenosaunee”: The Creation of a Nation ¶6-9 to make meaning about the Iroquois people.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom) 

## Input: Vocabulary/Content Notes

1. Peacemaker	Founder of the _____.	
2. Tadodaho	Leader of the Onondaga nation known to be the most _____ man of his time.	
3. Wampum Belt	A way of recording _____. These belts were not worn but used to record all laws, stories, etc.	

**CFU:** Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/markup the text to connect with the content of a deeper level of understanding.

**Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

## Birth of the Haudenosaunee

By Dehowähdaꞑdih - Bradley Powless, Eel Clan, Onondaga Nation

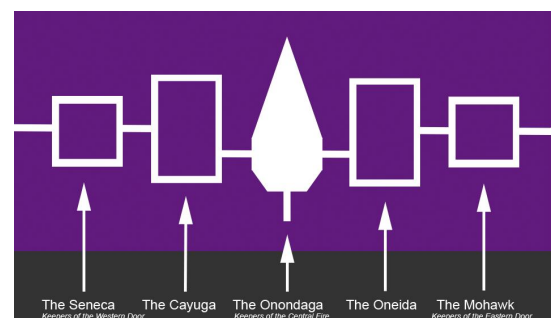
### Journey of the Peacemaker continued...

The Peacemaker had already successfully convinced the Mohawks, Oneidas, Cayugas, and Senecas to join the Great Peace; however an Onondaga named Tadodaho stopped the completion of the vision. He was the most evil person of the time. Tadodaho was so evil that his body was twisted and snakes grew from his head.

The Peacemaker gathered all of the chiefs. They traveled together to convince him to join the peace. Only then did Tadodaho accept the Peacemaker's message and his special duty of caretaker of the council fire of the Haudenosaunee. His body and hair straightened and he became the last of the fifty chiefs. The five nations were united at last!

The Peacemaker showed them that one nation can be easily broken, like a single arrow; but five nations bound together, like five arrows, will become strong. The Peacemaker further symbolized this union of peace by selecting the white pine tree. The tree's pine needles are also bundled into groups of five to remind us of the Great Peace. The Peacemaker uprooted a great white pine tree leaving a great hole. Everyone then buried their hatchets of war and replanted the tree. The Peacemaker placed an eagle on top of the Tree of Peace. The eagle is there to warn the Haudenosaunee of any dangers to this Great Peace.

A wampum belt made of purple and white clam shells was created to record the event. Four squares (starting from the east) representing the Mohawk, Oneida, Cayuga and Seneca Nations with the Great Peace Tree (representing the Onondaga) in the center. This became known as the Hiawatha Belt which showed the union of the five Nations.



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

Date: September 25, 2020

BCCS-Boys

Howard Morehouse Hampton

## Week 1 Day 5 Notes, Module 1A

### Do Now

During the Great Peace of the 5 Nations, what did they bury under the White Pine tree? (Restate and Answer)


\_\_\_\_\_ During the Great Peace of the 5 Nations, the Native Americans buried

\_\_\_\_\_ under the pine


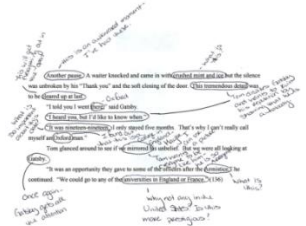



tree. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>Standard</b>	CCRA. R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.	
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?	
<b>Objective</b>	I can closely read and annotate “Birth of the Haudenosaunee”: The Creation of a Nation ¶10-14 to make meaning about the Iroquois people.	
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom)	

## Input: Vocabulary Review/Content Notes

1. Close Reading	Thoughtful critical _____ of a text that focuses on significant details to develop a better understanding of its meaning. Must include _____ reads.	
2. Annotations	A note of explanation, comment, or _____ added to a text to help with comprehension.	
3. democracy	A system of government that is controlled by the _____ of its people.	
4. Peacemaker	Founder of the _____.	
5. Tadodaho	Leader of the Onondaga nation known to be the most _____ man of his time.	

**CFU:** Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/mark up the text to connect with the content of a deeper level of understanding. **Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

## **Birth of the Haudenosaunee**

By Dehowähdaꞑdih - Bradley Powless, Eel Clan, Onondaga Nation

### **Journey of the Peacemaker continued...**

#### **Coming Together**

The Onondaga Nation is a sovereign nation with its own government. This began when the Peacemaker replanted the Great Tree of Peace. It has been in existence for countless centuries.

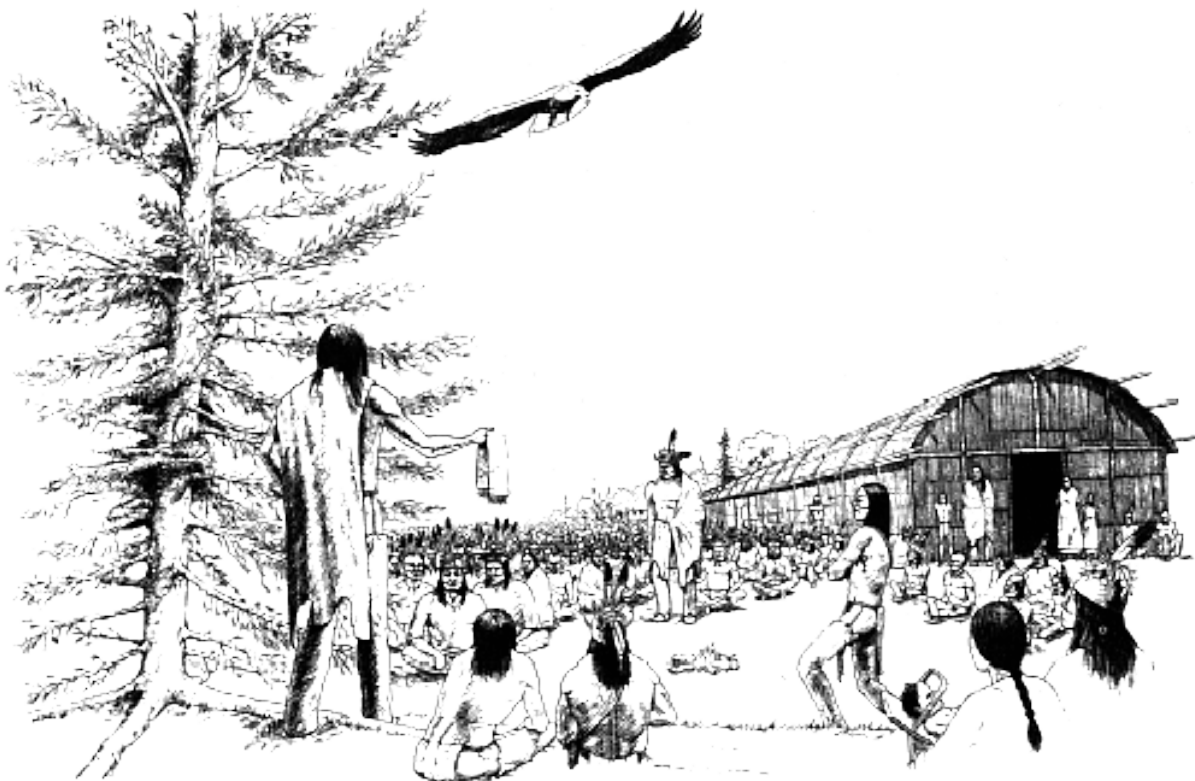
The entire Haudenosaunee (Ho-den-no-sho-ne) has fifty Hoyane (Ho-ya-nay) or chiefs among the five nations. The Hoyane are all considered equal. To show that they are leaders, the Peacemaker places the antlers of the deer on the Gustoweh (Gus-to-wah) or headdress of every Hoyane. When in council, every chief has an equal responsibility and equal say in the matters of the Haudenosaunee.

The Peacemaker envisioned the chiefs holding arms in a large circle. Inside the circle are the laws and customs of our people. It is the responsibility of the Hoyanet o protect the people within the circle and to look forward Seven Generations to the future in making decisions.

At Onondaga, there are fourteen Hoyane, including Tadodaho. Each chief works with his female counterpart, the Clan Mother. In council they are the voice of the people of their clan.

The council is divided into three benches or groups. Each bench must work together on decisions for the nation. When a decision by council has been agreed upon by all three benches, it comes with the backing of all of the chiefs in agreement. It is said that the Council is "Of One Mind". There is no voting.

Since that first meeting with the Peacemaker, the Onondaga Nation Chiefs and Clan Mothers continue to govern by the ways given by the Peacemaker. This makes the Haudenosaunee and the Onondaga Nation the oldest continuous democratic government in North America.



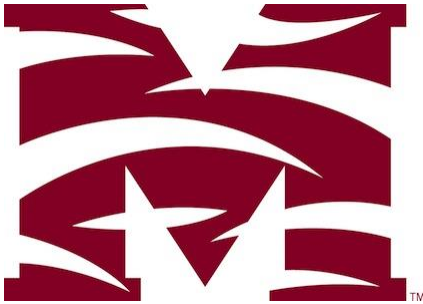


Name \_\_\_\_\_

## 4<sup>th</sup> Grade Modified ELA Remote Learning Packet

Week 2

September 28<sup>th</sup> – October 2<sup>nd</sup>



Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

Parents please note that all academic are also available on our website at [www.brighterchoice.org](http://www.brighterchoice.org) under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

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

Date: September 28, 2020

BCCS-Boys


Howard Morehouse Hampton

## Week 2 Day 1 Notes, Module 1A

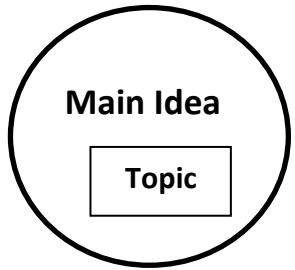


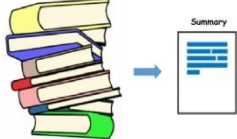
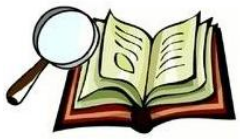
**Do Now** **HINT:** Look on the 4<sup>th</sup> page of your Week 1 packet for this answer.

Which of the numbered Close Reads do you read to understand what the text is mostly about?

- a. 1<sup>st</sup> Read
- b. 2<sup>nd</sup> Read
- c. 3<sup>rd</sup> Read

<b>Standard</b>	<a href="#"><u>RI.4.2</u></a> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <a href="#"><u>RI.4.4</u></a> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?
<b>Objective</b>	I can closely read and annotate <i>The Iroquois: The Six Nations Confederacy Ch. 1</i> to create gist statements and make meaning about the Iroquois' people.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom) 

## Input: Vocabulary/Content Notes

1. Topic	The _____ of the main idea statement.	
2. Main Idea	This is what is most important about the _____ of the text. (What the text is mostly about)	
3. Key Details	Sentences in a text that support the _____.	
4. Summarize	A _____ statement about the main points of a text.	
5. Context Clues	_____ found within a sentence or paragraph that a reader can use to understand the meaning of _____ words or phrases.	

**CFU:** Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/markup the text to connect with the content of a deeper level of understanding.

**Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

## Who Are the Iroquois?

The lands of the Iroquois once stretched from the Hudson River in the east to Lake Erie in the west. The Iroquois lived as far north as Ontario, Canada, and as far south as Tennessee!



When the Iroquois first came to present day New York, they found clear lakes, deep forests, and plenty of wildlife. The people fished in the rivers and lakes. In the forests, they cut down trees to build shelters. Iroquois hunted deer and wild birds for food. They also gathered wild

berries and nuts. They planted corn, beans, squash, and other vegetables to add to their food supplies.

Between the years of 1000 and 1500 the Iroquois Confederacy united the Mohawk, Oneida, Onondaga, Cayuga, and Seneca nations. In 1722, the Tuscarora nation joined the confederacy. These six nations formed a peaceful alliance, which was a group of cooperating nations.



When non- Iroquois people arrived in Iroquois lands, they recognized and respected the confederacy. Traders did business with the Iroquois the same way they did with any other independent nation. In the late 1700s, the Iroquois Confederacy impressed the early leaders of the United States. Thomas Jefferson used ideas from the confederacy as the basis for writing parts of the U.S. Constitution.

## **A Proud People**

The name the Iroquois call themselves is “Haudenosaunee” This word means people of the longhouse. The longhouse was a large house built in which many people and families lived.

Today about 45,000 Iroquois live on reservations in New York, Wisconsin, and Oklahoma. The U.S. government sets aside areas of land called reservations for American Indians to use. Some Iroquois people live in Canada as well.

Today, the Iroquois act as an independent nation. They consider their confederacy to be equal to the governments of Canada and the United States. Many Iroquois are college professors, artists, lawyers, steelworkers, students, and politicians.

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

Date: September 29, 2020


BCCS-Boys

Howard Morehouse Hampton

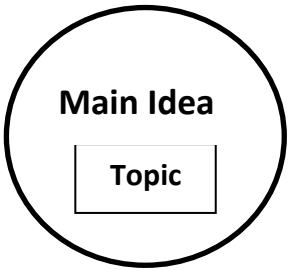


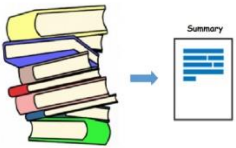
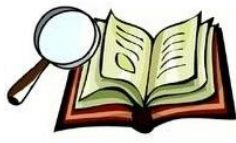
## Week 2 Day 2 Notes, Module 1A

### Do Now

The main idea is what the text is \_\_\_\_\_ about. [HINT: Look back at yesterday's notes.](#)

<b>Standard</b>	<a href="#">RI.4.2</a> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <a href="#">RI.4.4</a> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?
<b>Objective</b>	I can closely read and annotate <i>The Iroquois: The Six Nations Confederacy Ch. 2</i> to create gist statements and make meaning about the Iroquois' people.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom) 

## Input: Vocabulary/Content Notes

1. Topic	The _____ of the main idea statement.	
2. Main Idea	This is what is most important about the _____ of the text. (What the text is mostly about)	
3. Key Details	Sentences in a text that support and prove the _____.	
4. Summarize	A _____ statement about the main points of a text.	
5. Context Clues	_____ found within a sentence or paragraph that a reader can use to understand the meaning of _____ words or phrases.	

**CFU:** Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/markup the text to connect with the content of a deeper level of understanding.

**Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

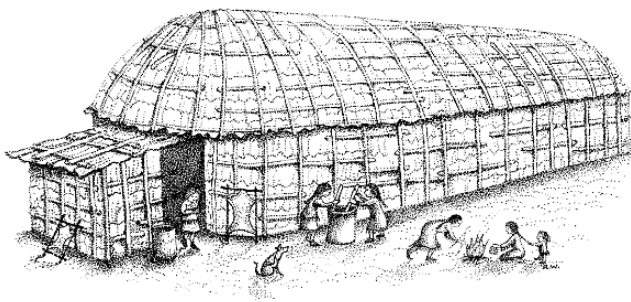
## Traditional Iroquois Life

The Iroquois built their villages on high ground with tall log fences called palisades. The palisades protected the people and their villages from wind, wild animals, and enemy attacks.

After living in one village for 10 to 20 years, the Iroquois looked for a new village location. They looked for a place with good hunting and fresh soil for crops. Once the men had cleared the land, the Iroquois moved, built homes, and planted fields.

Large related family groups called clans lived in long houses. Each clan was related to a central woman, called a clan mother. Women owned everything in the clan.

Families in the longhouse helped each other. Older family members cared for children while the other adults worked. The women and girls worked together to cook meals.



### The Longhouse

Men and women shared the work of building a longhouse. The men cut poles made from young trees. They pushed the poles into the ground, then bent and tied them together at the top to create a frame. Women peeled pieces of bark from elm trees. They flattened the pieces to use as shingles to cover the frame. More poles held the shingles in place. A longhouse had no windows, but the Iroquois cut holes in the roof so smoke could escape from indoor fire pits.

A longhouse had plenty of space for a clan. There was a wide aisle down the center. Each family occupied a room that opened onto the aisle. About every 20 feet, two families utilized one fire pit. Families stored food, clothing, and bedding on a three-level platform along the wall. The platform also provided a place to sleep off the bare ground.

The size of each longhouse depended on the clan's size. Some ranged in length from 100 feet to about 400 feet. When the clan needed space for a new family, they added some room at one end of the longhouse.

### **Roles of Men and Women**

Girls and their mothers worked closely together. The girls learned to weave baskets and make clay pots. They learned the best places to find wild foods and many ways to cook the foods. Mothers taught their daughters the best time to plant crops and how to harvest them in the fall. Girls helped their mothers use deerskin hides to make clothing and moccasins.



Men performed many jobs for the village. They cleared fields for crops, built longhouses, and made tools. Men were often gone for a month or more on hunting, fishing, or trading trips. They hunted deer, moose, elk, and bear for food. They trapped squirrels, raccoons, and rabbits. To hunt they traveled long distances on foot and often stayed in the forest near the hunting grounds.

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

Date: September 30, 2020

BCCS-Boys

Howard Morehouse Hampton

## Week 2 Day 3 Notes, Module 1A

**Do Now** **HINT:** Look back at the highlighted part of the story.


What is a longhouse?

\_\_\_\_\_ A longhouse is

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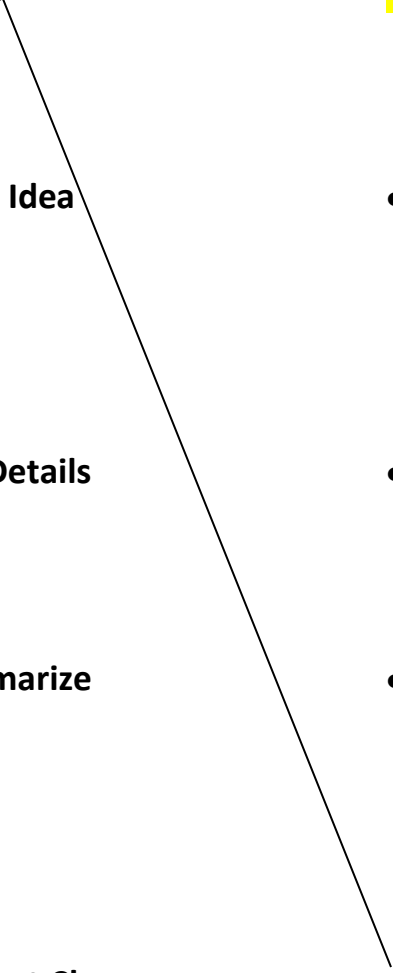
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<b>Standard</b>	<a href="#"><b>RI.4.2</b></a> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <a href="#"><b>RI.4.4</b></a> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?
<b>Objective</b>	I can closely read and annotate <i>The Iroquois: The Six Nations Confederacy Ch. 3</i> to create gist statements and make meaning about the Iroquois' people.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom) 

## Input: Vocabulary/Content Notes

**Directions:** Match the correct vocabulary word to its definition.

- 
- 1. Topic
    - Sentences in a text that support and prove the main idea.
  - 2. Main Idea
    - This is what is most important about the topic of the text. (What the text is mostly about)
  - 3. Key Details
    - A brief statement about the main points of a text.
  - 4. Summarize
    - Hints found within a sentence or paragraph that a reader can use to understand the meaning of unknown words or phrases.
  - 5. Context Clues
    - The subject of the main idea statement.

**CFU:** Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/mark up the text to connect with the content of a deeper level of understanding.

**Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

## Europeans Bring Change

In the late 1500s, French traders began to build trading posts along the St. Lawrence River in Canada. At that time, beaver hats were popular in Europe. Beaver fur was used to make the hats. French traders wanted beaver furs to sell to hatmakers.



The Iroquois hunted and trapped as many beavers as they could find. They traded furs for tools such as metal, knives, axes, hoes, cooking pots, and needles. These tools made the work of the Iroquois easier.

Many other American Indians also trapped beavers to trade with the French. With so many people trapping, the Iroquois had to search beyond their lands for furs. The Iroquois began to trade with Indian nations to the north and west for more furs. They could then trade these furs to the French.

## Trade and Disease

Europeans continued to arrive in North America. About 1600, Dutch traders established a trading post on the Hudson River. The Iroquois traded them for glass bottles, pottery, and colored glass beads. The Dutch traded small shell beads to make wampum. The Iroquois soon used Dutch beads in place of the larger beads that they had made and used.

Around 1630, smallpox, measles, and other diseases spread from Europeans to the Iroquois. The Iroquois had never before suffered from these diseases and did not

know how to cure them. Their bodies had no resistance to these diseases. Smallpox and measles spread quickly and often made everyone in the village sick. The diseases often killed the people in an entire village. About half of all the Iroquois in the confederacy died of diseases the Europeans spread. Many older Iroquois also died, leaving the young adults without the wisdom and skills of their older relatives.

### **The Iroquois and Their Neighbors**

From the mid-1600s to the mid-1700s, the Iroquois often fought with other groups of people. The Iroquois forced their way into other nations' hunting grounds. They took prisoners during fights. The prisoners became new members of the Iroquois villages. French and British settlers sometimes fought the Iroquois over lands and trade routes.

In the early 1700s, the Tuscarora nation fought the Tuscarora War (1711-1713) with European settlers. They had lived in South Carolina and Virginia for hundreds of years but when they lost the wars they moved north to escape the British attacks. They settled in New York. In 1722, the Iroquois Confederacy accepted the Tuscarora as the sixth confederacy nation.

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

Date: October 21, 2020

BCCS-Boys

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## Week 2 Day 4 Notes, Module 1A

**Do Now** **HINT: Check back in the highlighted story parts.**


How did the Europeans arriving in America impact the Native Americans?

\_\_\_\_\_The Europeans arrival in America impacted the Native Americans by

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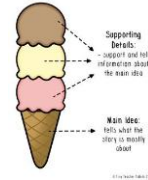
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<b>Standard</b>	<a href="#"><b>RI.4.2</b></a> Determine the main idea of a text and explain how it is supported by key details; summarize the text. <a href="#"><b>RI.4.4</b></a> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
<b>LEQ</b>	How can I closely analyze a text to support my overall comprehension?
<b>Objective</b>	I can closely read and annotate <i>The Iroquois: The Six Nations Confederacy Ch. 4</i> to create gist statements and make meaning about the Iroquois' people.
<b>Assignment to Submit</b>	Exit Ticket (Google Form on Google Classroom) 

## Input: Vocabulary/Content Notes

**Directions:** Match the Vocabulary word to a picture that symbolizes its meaning.

1. Topic



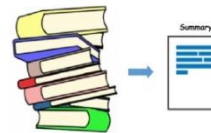
2. Main Idea



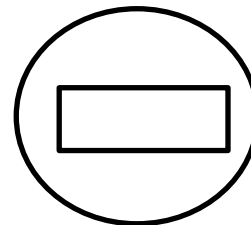
3. Key Details



4. Summarize



5. Context Clues



**CFU:** Close Reading of a Text: 1<sup>st</sup> Read and 2<sup>nd</sup> Reads will be guided. Following the 1<sup>st</sup> we will write the Topic and the Main Idea of the text. Within the 2<sup>nd</sup> Read we will take part in annotating/markup the text to connect with the content of a deeper level of understanding.

**Application:** 3<sup>rd</sup> Read will be independent to work on fluency and to clear up misunderstandings of content.

Topic:

Main Idea:

## **Relations with the United States**

When the American Revolutionary War (1775-1783) began, the Iroquois called a Great Council. The council decided not to fight for either the British or the Americans who wanted their independence. But confederacy rules allowed individuals to fight if they wished. Many Iroquois ignored the council's decision and fought alongside the British or Americans.

In 1779, the Americans punished the Iroquois for siding with the British, although individual Iroquois fought for the Americans. American soldiers burned nearly all Iroquois villages and fields in western New York. Many Iroquois fled to Canada for British protection.

A Mohawk chief named Joseph Brant led raids against the Americans in New York and Pennsylvania. Brant had strong ties to the British through his sister. She married a British man who was in charge of northeastern Indian affairs.

After the Revolutionary War ended, Brant asked Britain to give his people land in Canada. The British gave the Iroquois land near present-day Brantford, Ontario, Canada. Some Onondaga, Cayuga, Seneca, and Tuscarora followed Brant to Canada. Many Iroquois still live on this land, called the Six Nations Reserve.

The Iroquois who stayed in the United States did not do as well as Brant's people. In 1784, the Iroquois signed the Treaty of Fort Stanwix. This agreement gave away much Iroquois land to the new U.S. government. Many Iroquois moved to reservations in New York. The reservations were too small to support the Iroquois by hunting or farming. The Iroquois confederacy lost its military power, although the confederacy itself remained.

In 1830, the U.S. Congress passed the Indian Removal Act. This law allowed the U.S. government to exchange land west of the Mississippi River for American Indian lands in the eastern United States. After a series of treaties, some Seneca and Cayuga moved west to a reservation in Oklahoma.

For years, the U.S. government and Iroquois had conflicts over Iroquois lands. Many Iroquois went to court to keep their New York lands. In the process, they lost more land and had to live on reservations. By 1900, the Iroquois lived on reservations in New York, Wisconsin, and Oklahoma, and Quebec and Ontario, Canada.