

# Lesson Exemplar for English Language Learners/Multilingual Language Learners

## Grade 4 Module 1, Unit 1, Lesson 1: Launching the Mystery: What's that Symbol?

**Diane August**  
*American Institutes for Research*

**Diane Staehr Fenner**  
**Sydney Snyder**  
*DSF Consulting*

**January 2018**

Center for **ENGLISH**  
**LANGUAGE** Learners

at American Institutes for Research ■

1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
202-403-5000 | TTY 877-334-3499  
[www.air.org](http://www.air.org)

Copyright © 2018 American Institutes for Research. All rights reserved.



[www.air.org](http://www.air.org)



## Contents

	<b>Page</b>
Grade 4 Module 1, Unit 1, Lesson 1: Launching the Mystery: What’s that Symbol? .....	<b>1</b>
Overview .....	<b>1</b>
1. Opening .....	<b>3</b>
2. Work Time .....	<b>8</b>
3. Closing and Assessment .....	<b>16</b>
4. Homework .....	<b>17</b>

## Grade 4 Module 1, Unit 1, Lesson 1: Launching the Mystery: What’s that Symbol?

<https://www.engageny.org/resource/grade-4-ela-module-1a><sup>1</sup>

### Overview

This eight-week module includes three units focusing on the Native Americans in New York State. The module focuses “on reading and listening to primary and secondary sources to gather specific details and determine central ideas, and to reinforce reading fluency and paragraph writing. Students read literature to develop an understanding of setting, characterization and theme, and informational writing.” The three units draw on seminal Native American texts and historical documents to build the following skills aligned with New York State English language arts and social studies standards: writing explanatory paragraphs (Unit 1), reading informational, narrative, and literary texts and using text to analyze a main character (Unit 2) and connecting knowledge of these texts to independently write a paragraph crafting a “constitution” to benefit their own school community (Unit 3).

This is the first lesson in the Unit 1. As noted in the introduction, AIR provides scaffolding differentiated for ELL students at the entering (EN), emerging (EM), transitioning (TR), and expanding (EX) levels of English language proficiency. The level(s) for which the scaffolds are appropriate are indicated in brackets (e.g., [EN]). Where [ALL] is indicated, it means that the scaffold is intended for all levels of students. Scaffolds are gradually reduced as student become more proficient in English.

The following table displays the Expeditionary Learning lesson components as well as the additional supports and new activities (scaffolds and routines) AIR has provided to support ELLs/MLLs.

### Launching the Mystery: What’s That Symbol?

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
<b>Opening</b>		
Engaging the reader: Mystery activity	Introduce the topic before sharing the learning targets; provide student-friendly definitions for general academic vocabulary words; model routines and provide opportunities for guided practice in implementing them; pair ELLs/MLLs with more proficient speakers; scaffold videos by pre-teaching words key to understanding the video, provide a guiding question so	

<sup>1</sup> Note that this URL leads to the Unit. A URL for the lesson was not available.

Expeditionary Learning Lesson Component	AIR Additional Supports	AIR New Activities
	that students know what they are listening for, and scaffolded note pages for students to capture information.	
<b>Work Time</b>		
Getting started: Reading about the Iroquois	Provide a glossary of high-frequency, challenging words; pre-teach abstract words; provide ELLs/MLLs opportunities to talk about legends from their home cultures.	Administer a pre-assessment; enhance background knowledge.
<b>Closing and Assessment</b>		
Debrief	Administer a short post-assessment to gauge how well students have mastered the reading standards associated with this passage.	
<b>Homework</b>		
Students review homework assignment.	Provide teachers and students with resources to match readers to text at independent reading levels; encourage having students read or be read text in their home language.	

**Text****The (Really) Great Law of Peace***by Cynthia O'Brien*

Many centuries ago, a Huron woman dreamed that her son would become a great man. According to legend, her dream came true. The woman's son, Dekanawideh, founded the Great Law of Peace, the oldest constitution in North America. Over 800 years later, the Iroquois peoples of Canada and the United States still follow its rules!

**Nations at War**

Dekanawideh grew up on the north side of Lake Ontario. He learned about the Iroquois nations that lived across the lake, including Mohawk, Oneida, Onondaga, Cayuga, and Seneca peoples. These five nations shared many traditions, including their style of home, called a longhouse. But they were bitter rivals, and they fought each other over many issues.

**Miracle Maker**

Dekanawideh believed he could put a stop to the fighting. He crossed Lake Ontario in a canoe made of stone, then set about bringing peace to the warring nations. Early in his journey, Dekanawideh visited the Mohawk peoples. He preached his message of peace to them, but they were very suspicious. To win their trust, Dekanawideh climbed to the top of a tall tree

overlooking the Mohawk River. He told the people to chop down the tree so that it would crash into the rushing rapids. If Dekanawideh survived, it would be proof that his message was true.

When the tree crashed, Dekanawideh vanished into the water. But early the next morning, he was found sitting calmly in the forest, enjoying breakfast by a fire. This so impressed the Mohawk chief that his nation was the first to agree to peace.

## 1. Opening

### A. Engaging the Reader: Mystery Activity

#### **Expeditionary Learning Teacher and Student Actions**

##### ***Learning Objectives***

The teacher shares the learning targets and talks with students about the importance of learning targets. The teacher explains the meaning of the terms *specific details*, *showing what you know*, *contributing*, and *discussions*. The teacher tells students that at the end of the lesson, they will share how they did in moving toward the learning target. The teacher may provide nonlinguistic symbols to assist ELLs/MLLs in making connections with vocabulary. The teacher introduces the topic.

##### ***Video***

The teacher introduces the video and distributes the I Notice/I Wonder note-catcher. The teacher models *notice* and *wonder* for students. The teacher shows the first half of the video. Students talk with a partner about something they notice and something they wonder about. The teacher cold-calls on a few students to share, charting students' comments. Students continue to record what they notice and wonder about as they watch the remaining half of the video. Students participate in a think-pair-share. The teacher asks students: "Have you met the learning target, 'I can record new ideas and wonder about the lives of people long ago?'" Students give a thumbs-up if they feel they have met the target, or a thumbs-down if they do not think they have met the target yet. The teacher cold-calls on students again, charting comments. If the symbol on Tim's shirt does not come up as a notice or wonder, the teacher brings it up to discuss it.

#### **AIR Additional Supports**

##### ***Learning Objectives***

Introduce the topic before sharing the learning targets. In addition to nonlinguistic symbols, provide student-friendly definitions for general academic vocabulary words such as *discuss*, *details*, *main ideas*, and so on, model the routines and providing opportunities for guided practice in implementing the routines.

#### **AIR Additional Supports**

##### ***Video***

During partner work and think-pair-share, Pair ELLs/MLLs with more proficient speakers; provide some initial training to assist pairs in working together that is specific to the I Notice/I Wonder note-catcher.

Select videos carefully so they are comprehensible to ELLs/MLLs. Ideally, videos would have English or home language captions to aid understanding. Allow ELLs/MLLs to watch the video in their home language, if this is possible, before watching in English. This recommendation is especially for ELLs/MLLs at the entering and emerging levels of proficiency.

In this video, the narrator is speaking quickly and there is a lot of vocabulary that may be unfamiliar to ELLs/MLLs. Just as teachers scaffold text prior to reading it, they should scaffold videos by pre-teaching words key to understanding the video, providing a guiding question so that students know what they are listening for, and scaffolded note pages for students to capture.

### **AIR Instructions for Teachers**

#### ***Video***

Briefly describe the video and pose the guiding question.

Read the glossary words aloud as students follow along.

Have students review the glossary with each other for 15 minutes.

Then, divide the class into teams and ask students to provide either the vocabulary word for the definition or the definition for the vocabulary word.

Have students watch the video twice.

Then, have students work in pairs to answer as many of the supplementary questions as they can.

For homework, have students re-watch the video, checking their answers and completing any unanswered questions.

Review the answers the following day.

### **AIR Instructions for Students**

#### ***Video***

Listen as your teacher reads the guiding question and vocabulary words.

Practice the vocabulary words in pairs.

You will then play a game to practice your understanding of these words.

After the game, your teacher will show you a video about the Iroquois.

After you watch the video, answer the supplementary questions using the word bank. Also, answer the guiding question. I

If you do not finish, watch the video again for homework, check your answers, and complete any unanswered questions.

### **Guiding Question**

Who are the Iroquois?

### **Glossary**

***Home language translation of glossary [EN, EM]***

*similar*—being almost the same as something else

*culture*—the language, ideas, and ways of doing things of a group of people

*historians*—people who study or write about history

*building*—making something or putting something together

*longhouse*—a long wooden home shared by many families  
*bark*—the outside cover of a tree  
*get along*—to have an easy relationship with someone without any problems  
*divisions*—disagreement (not agreeing with others)  
*unite*—bring together  
*peace*—no war or fighting  
*cooperation*—working together  
*solar eclipse*—when in a certain place the light from the sun is blocked by the position of the moon  
*alliance*—people or groups agreeing to work together  
*former*—happening in the past  
*enemies*—a person who hates or wants to hurt another person  
*wage war*—fight with another group or country  
*tribes*—groups of people or families that have the same language and customs  
*quest*—a search for something  
*beaver pelts*—the skin of an animal with thick brown fur that cuts down trees and builds dams  
*democracy*—a government in which the people have power in a direct way or through representatives (people they elect)  
*independent*—not controlled by another person or government  
*nation*—a group of people living under their own government, usually a country  
*equal*—the same for everyone  
*council*—a group of people chosen to make decisions or give advice  
*chiefs*—the most powerful or important people in a group; leaders  
*unanimous*—in complete agreement  
*clans*—a group of people from the same family  
*staples*—food that is considered very important and used often  
*diet*—the usual food and drink of a person or animal  
*oral*—spoken, rather than written; carried out by speaking  
*tradition*—the beliefs and ways of doing things that are taught to children by their parents  
*pass down*—share something from one generation to another; for example, a mother passes down a necklace that was her grandmother’s to her daughter  
*bead*—a small, round object made of glass, wood, metal, or plastic with a hole in the center so it can be put on a string and made into a necklace  
*represent*—act as a symbol of something  
*events*—things that happen  
*preserve*—keep safe from loss or harm  
*rift*—break in a relationship  
*attack*—use great force to hurt or damage something or someone  
*settlement*—place where a group of people move and start a new life  
*launch*—put into motion  
*defeat*—beat in a fight or battle  
*military*—having to do with soldiers or armies

*reservation*—area of land given to Native Americans by the U.S. government as payment for taking their land

*govern*—rule or lead

*land*—part of the earth’s surface

*right*—something that a person can do naturally or legally; a freedom

*representative*—someone who speaks and acts for other people

### Word Bank

cooperation	900	democracy	divisions
alliance	representatives	land	peace
events	women	chiefs	independent
beaver	reservations	historians	house
pass down	six	ideas	attack
building	French	oral	bark
families	united	languages	governing
beads	events	rift	spoken
land			

### Supplementary Questions

What is the Iroquois confederacy? [ALL]

It is a group of \_\_\_\_\_ American Indian nations with similar \_\_\_\_\_ and cultures. [EN, EM]

It is a \_\_\_\_\_. [TR]

When did the group first come together? [ALL]

Historians believe the group first came together about \_\_\_\_\_ years ago. [EM]

Historians believe the group first \_\_\_\_\_. [TR]

Who gave the Iroquois the name Iroquois? [ALL]

The \_\_\_\_\_ gave them the name Iroquois. [EN, EM]

\_\_\_\_\_ gave them \_\_\_\_\_. [TR]

The Iroquois called themselves the Haudensaunee. What does that word mean? [ALL]

The word Haudensaunee means “they are \_\_\_\_\_ a long \_\_\_\_\_.” [EN, EM]

The word Haudensaunee means \_\_\_\_\_. [TR]

What is a longhouse? [ALL]

It is a long house made of \_\_\_\_\_ built for 20 \_\_\_\_\_ or more. [EN, EM]

It is \_\_\_\_\_. [TR]

Did the families always get along? [ALL]

No, there were deep \_\_\_\_\_ among families. [EN, EM]

No, because \_\_\_\_\_. [TR]



How did Dekanawideh and Hiawatha bring the families together? [ALL]

They \_\_\_\_\_ them with a message of \_\_\_\_\_ and \_\_\_\_\_ during a total solar eclipse. [EN, EM]

They brought the families together by \_\_\_\_\_. [TR]

The Iroquois had a strong alliance, and they waged war or fought against other tribes. Why did they wage war or fight against other tribes? [ALL]

They wanted \_\_\_\_\_ and \_\_\_\_\_ pelts. [EN, EM]

They wanted \_\_\_\_\_. [TR]

The Iroquois government was one of the earliest forms of a type of government. What type of government was it? [ALL]

The Iroquois government was a \_\_\_\_\_. Each nation was \_\_\_\_\_ but an equal member of the \_\_\_\_\_. [EN, EM]

The Iroquois government was \_\_\_\_\_. [TR]

Who was responsible for governing the alliance? [ALL]

The Great Council that included fifty sachems, or \_\_\_\_\_, was responsible for \_\_\_\_\_ the alliance. [EN, EM]

\_\_\_\_\_ was responsible for governing the alliance.

[TR]

Who chose the sachems? [ALL]

The \_\_\_\_\_ of the clans chose the sachems. [EN, EM]

\_\_\_\_\_ chose the sachems. [TR]

The Iroquois did not have a writing system, so how did they share information? [ALL]

They had a strong \_\_\_\_\_ tradition, which means they used the \_\_\_\_\_ word to \_\_\_\_\_ their history. [EN, EM]

They shared information by \_\_\_\_\_. [TR]

What memory aid did the Iroquois use? [ALL]

They used special belts called wampum. These belts were made of \_\_\_\_\_ and helped the Iroquois remember \_\_\_\_\_ and \_\_\_\_\_. [EN, EM]

They used \_\_\_\_\_, which were \_\_\_\_\_.

[TR]

What happened to the Iroquois Confederacy after the Europeans came to America? [ALL]

A \_\_\_\_\_ formed between the nations, and in 1779 the Americans launched an \_\_\_\_\_ on the Iroquois. [EN, EM]

After the Europeans came to America, \_\_\_\_\_. [TR]

What happened after the end of the American Revolutionary war? [ALL]

Three nations moved onto \_\_\_\_\_ set aside for them by the Americans, two nations moved to Canada, and one nation moved to Wisconsin. [EN, EM]

After the end of the American Revolutionary war, \_\_\_\_\_. [TR]

What did the nations lose and what did they keep? [ALL]

Each nation lost most of its \_\_\_\_\_, but they kept their \_\_\_\_\_ to govern independently. [EN, EM]

Each nation lost \_\_\_\_\_, but they kept \_\_\_\_\_.  
[TR]

What do modern Iroquois tribes still do today? [ALL]

They send \_\_\_\_\_ to the Great Council. [EN, EM]

They send \_\_\_\_\_. [TR]

### Guiding Question

Who are the Iroquois? [ALL]

Use the supplementary questions above to complete the following statements. [EN, EM, TR]

1. The Iroquois Confederacy is \_\_\_\_\_.
2. The Iroquois lived in \_\_\_\_\_.
3. They were governed by \_\_\_\_\_.
4. They passed down information by \_\_\_\_\_.
5. In the 1700s their alliance was divided by \_\_\_\_\_.
6. Today the Iroquois \_\_\_\_\_.

## 2. Work Time

### Getting Started Reading About the Iroquois

#### Expeditionary Learning Teacher and Student Actions

##### *Introduction*

The teacher introduces the article and the fact that students will be doing a close reading. The teacher explains graphic organizers. Students create a graphic organizer from construction paper and write guesses and questions about a symbol they saw in the video. Students think-pair-share their guesses. The teacher shows students the Iroquois flag and explains that the article will explain the symbol.

##### *First Reading*

The teacher distributes the first page of the article. The teacher writes the name of the primary character, Dekanawideh, on the board and explains that some words in the article will appear strange because they are not English. The teacher reads the first paragraph aloud and discusses the meaning of the word *constitution*. The teacher reads the rest aloud.

##### *Second Reading*

Students read the first page of the article on their own. Students think-pair-share the first page.

##### *Important Vocabulary*

Students share words they do not know or think are important. The teacher charts those words. Students think-pair-share the meaning of the phrase “bitter rivals.” The teacher shows

students how to use context to understand the phrase. The whole class discusses why the nations were rivals. The teacher asks students to use their background knowledge to define the word *miracle*. Students think-pair-share who the miracle maker is.

### **Third Reading**

Students reread the first page on their own, thinking about the symbol. Students think-pair-share what the symbol is or answers to their earlier questions. Students write details from the article in their graphic organizer and share their ideas with the class.

### **AIR Additional Supports: Building Vocabulary Knowledge**

Providing a glossary of high-frequency, challenging key words for students at all levels of proficiency. The glossary should include ELL-friendly definitions, home language translations, examples from the text, and the opportunity for students to create new phrases or sentences using the target words. ELLs/MLLs at beginning stages of acquisition can substitute pictures for words or phrases or produce the target phrases in their home language. Students with home languages that share cognates with English also can indicate whether words are cognates with their home language (see example 1). We model with Spanish, but the glossary and vocabulary instruction should be tailored to the predominant language(s) of ELLs/MLLs in the school or district.

Teaching all ELLs/MLLs a few challenging, abstract words (e.g., *constitution*, *legends*, and *traditions*) prior to reading by using visuals and various opportunities for students to interact with word meanings (see example 2). The meaning of *legend* is modeled with a Puerto Rican legend, but teachers should consider customizing vocabulary instruction to the backgrounds of the students they teach by modeling with a legend from a culture represented in their classroom. Note that the language used to teach vocabulary is carefully crafted and glossed to ensure it is comprehensible to ELLs/MLLs with lower levels of proficiency. We provide ELLs/MLLs opportunities to talk about legends from their home cultures.

### **AIR Instructions for Teachers: Building Vocabulary Knowledge**

Review student instructions.

Pre-teach vocabulary selected for extended instruction. This vocabulary will be important for understanding the text and abstract.

Familiarize students with their glossary and tell them they will be using it during close reading.

Briefly review glossed words that might be challenging.

### **AIR Instructions for Students: Building Vocabulary Knowledge**

Your teacher will pre-teach several key words.

The glossary below will help you during close reading of the text. As you encounter a word in the text, rewrite it in the space provided.

If your home language shares cognates with English, note whether the word is a cognate.

#### **Pre-Teaching Example**

Legend	leyenda
--------	---------



I know a legend about ...

**The teacher says**

Let's talk about legend. *Legend* means a very old story that many people still talk about and believe. It may not be entirely true. The story we are reading about Dekanawideh is a legend.

Legend in Spanish is *leyenda*.

Look at the picture. This is Guanina, the Puerto Rican Taino princess. She was in love with a Spanish conquistador named Don Cristobal de Sotomayor. This story is a legend. It happened long ago and may not be entirely true.

*Partner talk:* Tell your partner about a legend you know.

**Glossary Example**

<b>Word/ Translation</b>	<b>English Definition</b>	<b>Example From the Text</b>	<b>Picture or Phrase</b>	<b>Cognate?</b>
believe <i>creer</i>	think something is true	He believed he could put a stop to the fighting.	I believe in magic.	no
bitter <i>amargado</i>	full of anger	They were bitter rivals.		
calmly <i>tranquilamente</i>	quiet; peaceful; without excitement	He was found sitting calmly in the forest.		
canoe <i>canoa</i>	a small boat	He crossed Lake Ontario in a canoe.		
constitution <i>constitución</i>	a system of laws and rules	The Great Law of Peace is the oldest constitution in North America.		

**AIR Additional Supports: *Scaffolded Close Reading***

ELLs/MLLs require more linguistic support than listening to a teacher read the text aloud, followed by individual reading. Read the text aloud to model fluent reading and then pose guiding and supplementary questions.

Revise the graphic organizers and sentence starters in the original lesson to be tailored to the text and not generic.

**AIR Instructions for Teachers: *Scaffolded Close Reading***

Review student instructions for the first close reading with the class.

Tell students that the guiding question is designed to help them identify the key ideas and details in the text.

Remind students to use their glossary to find the meanings of words they might not know.

**AIR Instructions for Students: *Scaffolded Close Reading***

In this first close reading, you will be answering questions about the key ideas and details in the text. Your teacher will review the guiding question with you. Work with a partner to answer the supplementary questions. Your teacher will review the answers with the class. Then, you will discuss the guiding question with your teacher and the class. Finally, you will complete the response to the guiding question. During this reading, you will be using your glossary to help you with word meanings.

**Word Bank**

fighting	message	proof	tree
friends	nations	river	true
impressed	peace	survived	

**Guiding Question**

Dekanawideh performed a miracle. What was it and what effect did it have on the Mohawk nation?

Text	Glossary
<p style="text-align: center;"><b>Miracle Maker</b></p> <p>Dekanawideh <u>believed</u> he could put a stop to the fighting. He crossed Lake Ontario in a <u>canoe</u> made of stone, then <u>set about</u> bringing peace to the <u>warring</u> nations. Early in his <u>journey</u>, Dekanawideh visited the Mohawk peoples. He <u>preached</u> his <u>message</u> of peace to them, but they were very <u>suspicious</u>. To win their <u>trust</u>, Dekanawideh climbed to the top of a tall tree overlooking the Mohawk River. He told the people to chop down the tree so that it would <u>crash into</u> the rushing rapids. If Dekanawideh survived, it would be <u>proof</u> that his message was true.</p>	<p><i>believe</i>—to think something is true</p> <p><i>canoe</i>—a small boat</p> <p><i>set about</i>—start to do something</p> <p><i>warring</i>—fighting</p> <p><i>journey</i>—a long trip or voyage</p> <p><i>preach</i>—to talk about something important</p> <p><i>message</i>—information sent or told to another person</p> <p><i>suspicious</i>—having doubt about someone or something</p> <p><i>trust</i>—belief in someone</p> <p><i>crash into</i>—hit or fall into something quickly</p> <p><i>proof</i>—something that shows something else is true or real</p>

<p>When the tree crashed, Dekanawideh <u>vanished</u> into the water. But early the next morning, he was found sitting <u>calmly</u> in the forest, enjoying breakfast by a fire. This so <u>impressed</u> the Mohawk chief that his nation was the first to agree to peace.</p>	<p><i>vanish</i>—disappear  <i>calmly</i>—quietly; peacefully; without excitement  <i>impress</i>—have a strong effect on someone’s feelings</p>
<p><b>Supplementary Questions</b></p> <p>We learned earlier that the Iroquois tribes were bitter enemies. What does this part say that lets us know that is true? [ALL]  It says that he will bring _____ to the _____ nations. That lets us know that they were _____. [EN, EM]  It says that _____. [TR]</p> <p>What was Dekanawideh’s message? [ALL]  Dekanawideh had a message of _____. This means he wanted them to stop _____ and become _____. [EN, EM]  Dekanawideh’s message was _____. [TR]</p> <p>The Mohawk people were suspicious of him. What did he do to gain their trust? [ALL]  Dekanawideh climbed a _____ that crashed into a _____. He _____, which was _____ that his message was _____. [EN, EM]  To gain their trust, Dekanawideh _____. [TR]</p>	
<p><b>Response to the Guiding Question</b></p> <p>Dekanawideh performed a miracle. What was it and what effect did it have on the Mohawk nation? [ALL]  Dekanawideh’s miracle was _____. The effect the miracle had on the Mohawk nation was _____. [EM, EN, TR].</p>	

## Pre-assessing Students (AIR New Activity1 for Getting Started Reading About the Iroquois)

### AIR Additional Supports

If there is to be a cold read as there is in this lesson, it might be used to pre-assess students' comprehension of the text.

### AIR Instructions for Teachers

Instruct students to listen as you read the text and questions.

They can then reread the text on their own and answer the questions.

Tell students not to worry if they cannot answer the questions. This is to be expected because this is a cold read.

Note: Students who use sentence frames and word banks during instruction should have them available during testing.

### AIR Instructions for Students

Listen to your teacher read the text and questions.

Reread the text on your own. Try your best to answer the questions.

Do not worry if you cannot answer all of them. You will be learning more soon!

### Text

Many centuries ago, a Huron woman dreamed that her son would become a great man. According to legend, her dream came true. The woman's son, Dekanawideh, founded the Great Law of Peace, the oldest constitution in North America. Over 800 years later, the Iroquois peoples of Canada and the United States still follow its rules!

### Word Bank

legend

centuries

constitution

Canada

true

great

Iroquois

founded

son

man

United States

**Supplementary Questions**

When does this story take place? [ALL]

The story took place many \_\_\_\_\_ . [EN, EM]

The story took place \_\_\_\_\_ . [TR]

What did the woman dream? [ALL]

The woman dreamed that her \_\_\_\_\_ would become a \_\_\_\_\_ . [EN, EM]

The woman dreamed that \_\_\_\_\_ . [TR]

Did her dream come true? [ALL]

According to \_\_\_\_\_, her dream came \_\_\_\_\_ . [EN, EM]

According to \_\_\_\_\_, her dream \_\_\_\_\_ . [TR]

What did her son start or found?

Her son \_\_\_\_\_ or started the \_\_\_\_\_ . [EN, EM]

Her son founded the \_\_\_\_\_ . [TR]

What is the Great Law of Peace? [ALL]

The Great Law of Peace is the oldest \_\_\_\_\_ or set of rules in North America. [EN, EM]

The Great Law of Peace is \_\_\_\_\_ . [TR]

Who follows the rules of the Great Law of Peace? [ALL]

The \_\_\_\_\_ peoples of \_\_\_\_\_ and the \_\_\_\_\_ still follow its rules. [EN, EM]

\_\_\_\_\_ still follow its rules. [TR]

### Enhancing Background Knowledge (AIR New Activity 2 for Getting Started Reading About the Iroquois)

**AIR Additional Supports**

Prior to the close reading, provide ELLs/MLLs with background information to help them make sense of the text. This information should not be a summary of the text nor should it eliminate the need for a close reading of the text. Rather, it should provide cultural, historical, chronological, or spatial context for the text.

**AIR Instructions for Teachers**

Present the background materials to students.

Pose the guiding question.

Have students work in pairs to answer the supplementary questions.

Review the answers with the students.

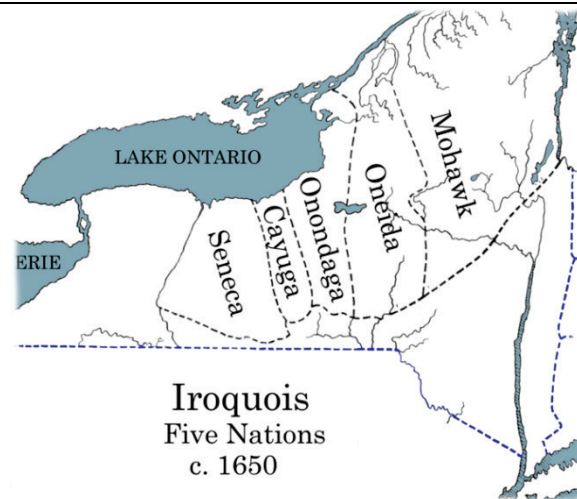
Discuss the guiding question and have students work in pairs to answer it in writing.



**AIR Instructions for Students**

Look at the maps. Then work with a partner to answer the supplementary questions. Use the word bank and sentence frames to complete the sentences. These instructions should be translated into the home language for ELLs/MLLs at the entering and emerging levels of proficiency to the extent possible.

**Guiding Question:** What is the relationship, or connection, between the two maps?



**New York State, 2013**

**Word Bank**

1650	five	New York	Seneca
2013	Mohawk	Oneida	state
Cayuga	nations	Onondaga	

**Supplementary Questions**

Look at the title of the first map. What does it show? [ALL]

The first map shows the \_\_\_\_\_ Iroquois \_\_\_\_\_ in \_\_\_\_\_. [EN, EM]

The first map shows \_\_\_\_\_. [TR]

What were the five Iroquois nations in 1650? [ALL]

The five Iroquois nations in 1650 were \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. [EN, EM]

The five Iroquois nations in 1650 were \_\_\_\_\_. [TR]

Look at the title of the second map. What does it show? [ALL]

The second map shows \_\_\_\_\_ in \_\_\_\_\_. [EN, EM]

The second map shows \_\_\_\_\_. [TR]

Tell your partner two similarities, or things that are the same, in the two maps. [ALL]  
 One similarity, or thing that is the same, in the two maps is \_\_\_\_\_. [EN, EM]  
 One similarity in the two maps is \_\_\_\_\_. [TR]  
 Another similarity, or thing that is the same, in the two maps is \_\_\_\_\_. [EN, EM]  
 Another similarity in the two maps is \_\_\_\_\_. [TR]

Tell your partner two differences between the two maps. [ALL]  
 One difference between the two maps is \_\_\_\_\_. [EN, EM, TR]  
 Another difference between the two maps is \_\_\_\_\_. [EN, EM, TR]

### Response To The Guiding Question

What is the relationship, or connection, between the two maps? [ALL]  
 Both maps show \_\_\_\_\_. [EN, EM, TR]

## 3. Closing and Assessment

### Debrief

#### Expeditionary Learning Teacher and Student Actions

The teacher asks students whether they have met the learning targets. Students rate their learning on a scale of one to five using the Fist to Five Protocol. The teacher calls on some students to provide evidence for their ratings.

#### AIR Additional Supports

Administer a short post-assessment to gauge how well students have mastered the reading standards associated with this passage. (See the example.)

#### AIR Instructions for Teachers

Review students' instructions with the whole class. After students have completed the posttest, review the responses with them.

#### AIR Instructions for Students

Refer to the text, as necessary. Answer the questions that follow. Some of the questions are the same as those on the pretest. When you are finished, your teacher will review the answers with you.

#### Word Bank

Canada	fought	rivals	tree
constitution	Iroquois	river	true
enemies	proof	survived	United States

**Supplementary Questions**

Dekanawideh founded, or started, the Great Law of Peace. What is the Great Law of Peace? [ALL]

The Great Law of Peace is the oldest \_\_\_\_\_ in North America. [EN, EM]

The Great Law of Peace is \_\_\_\_\_. [TR]

Who follows the rules of the Great Law of Peace? [ALL]

The \_\_\_\_\_ peoples of \_\_\_\_\_ and the \_\_\_\_\_ still follow its rules. [EN, EM]

\_\_\_\_\_ follow its rules [TR]

Were the Iroquois nations friends or enemies? What does it say in the text that lets you know this? [ALL]

The Iroquois nations were \_\_\_\_\_. The text says they were \_\_\_\_\_, and they \_\_\_\_\_ with each other. [EN, EM]

The Iroquois nations were \_\_\_\_\_.

The text says \_\_\_\_\_. [TR]

How did Dekanawideh win the trust of the Mohawk nation? [ALL]

Dekanawideh climbed a \_\_\_\_\_ that crashed into a \_\_\_\_\_. He \_\_\_\_\_, which was \_\_\_\_\_ that his message was \_\_\_\_\_. [EN, EM]

Dekanawideh won the trust of the Mohawk nation by \_\_\_\_\_. [TR]

**4. Homework****Expeditionary Learning Teacher and Student Actions**

Students read related texts at home at their independent reading level. Students also may reread complex text or complete a writing assignment.

**AIR Additional Supports**

Provide teachers and students with resources to match readers to text at proper levels (e.g., the Lexile Framework for Reading, <http://www.lexile.com/>). Encourage having student read text in their first language if they are literate in that language. [EN and EM]