

# Building Background Knowledge and Supporting Vocabulary Development in English Language Learners/Multilingual Language Learners: Grade 4 Exemplars

Laura Golden  
Diane August  
*American Institutes for Research*

Joanne Urrutia  
*Independent Consultant*

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)



OFFICE of **BILINGUAL EDUCATION**  
and **WORLD LANGUAGES**

55 Hanson Place – Suite 594  
Brooklyn, NY 11217  
718.722.2445  
[www.nysed.gov/bilingual-ed](http://www.nysed.gov/bilingual-ed)



Copyright © 2018 New York State Education Department. All rights reserved.



## Contents

<b>Grade 4: Love That Dog</b> .....	<b>1</b>
Background: What Is a Poem? .....	2
Glossary of Key Vocabulary: Love That Dog.....	7
<b>Grade 4: The Birth of the Haudenosaunee</b> .....	<b>11</b>
Background 1: Historical Texts.....	12
Background 2: The People of the Longhouse .....	17
Glossary of Key Vocabulary: The Birth of the Haudenosaunee .....	28

## Grade 4: Love That Dog

<https://www.engageny.org/resource/grade-4-ela-module-1b-unit-2-lesson-6>

Overview	
<p>Background 1: What Is a Poem?</p>	<p>American Institutes for Research (AIR) developed this activity to provide students with background information on poetry before they read <i>Love That Dog</i>. The lesson defines poetry terms and provides examples of each term from the book.</p> <p><b>INSTRUCTIONS FOR TEACHERS</b></p> <ul style="list-style-type: none"> <li>• Turn to Expeditionary Learning: Grade 4: Module 1B: Unit 1: Lesson 1.</li> <li>• Follow the instructions for the Opening and Work Time Parts A and B.</li> <li>• Complete the background activity called “What Is a Poem?” which AIR has provided on the following pages. Follow the instructions for Work Time Part C, Closing and Assessment, and Homework from the Expeditionary Learning materials.</li> </ul>
<p>Glossary of key vocabulary <i>Love That Dog</i></p>	<p>This glossary provides definitions and sample sentences for key vocabulary drawn from <i>Love That Dog</i> (pages 1–31). The quartile from the list of the 4,000 most frequent words is also provided, where applicable. Glossed words include those identified in the Expeditionary Learning materials and those identified by AIR staff as key to understanding the text.</p>

## Background: What Is a Poem?

What Is a Poem?
<p><i>Love That Dog</i> is the story of a boy who does not like the poetry assignments given by his teacher. The book is written as a free-verse, irregular poem. Before we read <i>Love That Dog</i>, we are going to learn about poems. You will see some examples of poems from the book and learn vocabulary related to poetry.</p>
<p><b>INSTRUCTIONS FOR STUDENTS</b></p> <ul style="list-style-type: none"> <li>• Look at the guiding question.</li> <li>• Read the text about poems.</li> <li>• Use the glossary to help you understand new words.</li> <li>• Answer the supplementary questions.</li> <li>• Answer the guiding question.</li> <li>• Discuss your answers with the class.</li> </ul>

Guiding Question: <i>What is a poem?</i>	
<p>A poem is a type of writing. Poems have a special form, <b>style</b>, and structure.</p> <p>Poems use words and phrases to help us <b>imagine</b> things. Poems often express emotions or feelings. Poems have beauty.</p> <p>Some poems have words that rhyme. Some poems <b>repeat</b> phrases.</p> <p>Some poems have stanzas and lines. Some poems form a shape.</p>	<p><b>Glossary</b></p> <p><b>imagine</b> – to form a picture in your mind</p> <p><b>repeat</b> – to say or write words several times</p> <p><b>style</b> – the way something is written</p>
Poetry Terms	Examples From <i>Love that Dog</i>
<p><b>Structure</b> – how a poem is organized; what a poem looks like.</p> <ul style="list-style-type: none"> <li>• <b>Line</b> – a row with a group of words</li> <li>• <b>Stanza</b> – a group of lines divided by a space</li> </ul>	<p><i>The Red Wheelbarrow</i> by William Carlos Williams (page 91)</p>



	<p><b><i>Street Music</i></b> by Arnold Adoff (page 100)</p> <p><i>“slamming from bus tires and taxi horns and engines of cars and trucks in all”</i></p> <p>Words that help me TASTE:</p> <p><b><i>The Apple</i></b> by S. C. Rigg (page 103)</p> <p><i>“apple yum apple ... juicy, juicy, juicy... crunchy, crunchy, crunchy...”</i></p>
<p><b>Punctuation</b> – marks in writing that separate sentences and parts of sentences to make the meaning clear</p>	<p><b><i>Dog</i></b> by Valerie Worth (page 97) uses commas and semicolons to help the reader know when to pause in the poem:</p> <p><i>Under a maple tree The dog lies down, Lolls his limp Tongue, yawns, Rest his long chin Carefully between Front paws; Looks up, alert;</i></p>
<p><b>Rhythm</b> – emphasis on certain syllables or words throughout a piece</p>	<p><b><i>Love That Boy</i></b> by Walter Dean Myers (page 105)</p> <p><i>Love that boy, Like a rabbit loves to run I said I <b>love</b> that boy Like a rabbit loves to run <b>Love</b> to call him in the morning <b>Love</b> to call him “Hey there, son!”</i></p>
<p><b>Rhyme</b> – words that have the same end sounds</p>	<p><b><i>Stopping by the Woods on a Snowy Evening</i></b> by Robert Frost (page 93)</p> <p><i>My little horse must think it is <b>queer</b> To stop without a farmhouse <b>near</b> Between the woods and frozen lake The darkest evening of the <b>year.</b></i></p>

<p><b>Repetition</b> – using words and/or lines more than once</p>	<p><b><i>The Pasture</i></b> by Robert Frost (page 99)</p> <p><i>I'm going out to clean the pasture spring; I'll only stop to rake the leaves away (And wait to watch water clear, I may): <b>I shan't be gone long.—You come too.</b></i></p> <p><i>I'm going out to fetch the little calf That's standing by the mother. It's so young It totters when she licks it with her tongue. <b>I shan't be gone long.—You come too.</b></i></p>
<p><b>Free verse</b> – a poem written with no rhyme and no regular rhythm</p>	<p><b><i>Street Music</i></b> by Arnold Adoff (page 100)</p> <p><i>v o c a b u l a r y</i></p> <p><i>of</i></p> <p><i>clash</i></p> <p><i>flash</i></p> <p><i>screeching</i></p> <p><i>hot metal l a n g u a g e</i></p> <p><i>c o m b i n a t i o n s;</i></p>
<p><b>Narrative poem</b>*<sup>1</sup> – a poem that tells a story</p>	<p><b><i>My Sky</i></b> by “Jack” (page 68)</p> <p><i>We were outside in the street me and some other kids kicking the ball before dinner and Sky was chasing chasing chasing with his feet going every which way and his tail wag-wag-wagging and his mouth slob-slob-slobbering he was all over the place</i></p>

<sup>1</sup> Words with an asterisk (\*) are highlighted in the Expeditionary Learning lessons.

	<i>smiling and wagging and slobbering and making us laugh</i>		
<b>Word Bank</b>			
emphasis	organized	rhythm	sound
imagine	rhyme	senses	story
<b>Supplementary Questions</b>			
<p>1. What is the structure of a poem? The structure of a poem is how it is _____ in lines and stanzas. [EN, EM] The structure of a poem is _____ . [TR]</p> <p>2. What is a free-verse poem? A free-verse poem is a poem with no _____ and no regular _____. [EN, EM] A free-verse poem _____. [TR]</p> <p>3. How do poems create rhythm? Poems create rhythm by placing _____ on certain syllables or words throughout a piece. [EN, EM] Poems create rhythm by _____. [TR]</p> <p>4. What is the meaning of the word “rhyme”? Words rhyme when they have the same end _____. [EN, EM] Words rhyme when _____. [TR]</p> <p>5. How do poems use imagery? Poems use words to make us _____ with our _____ about how things look, sound, taste, feel, or smell. [EN, EM] Poems use imagery to _____. [TR]</p> <p>6. What is a narrative poem? A narrative poem is a poem that tells a _____. [EN, EM] A narrative poem is _____. [TR]</p>			
<b>Response to Guiding Question:</b> <i>What is a poem?</i>			



Glossary of Key Vocabulary: *Love That Dog*<sup>2</sup>

Vocabulary word	Quartile	Definition	Sample sentence from the text
against <i>contra</i>	Q1	on or touching something	jumping up <b>against</b> the wire cage as we walked past (pg. 26)
animal protection shelter <i>refugio de protección para animales</i>	Q2 (shelter)	a place that provides a temporary home for animals	with a sign in blue letters <b>ANIMAL PROTECTION SHELTER.</b> (pg. 25)
anonymous <i>anónimo</i>	N/A	not known; secret; no name	(And what does <i>anonymous</i> mean? Is it good?) (pg. 11)
at least <i>al menos</i>	Q1 (least)	if nothing else	but at <b>least</b> it sounded good in my ears. (pg. 8)
beside <i>al lado de</i>	Q1	next to; at the side of	And I liked the picture of the yellow dog you put <b>beside</b> it. (pg. 18)
board <i>tablón</i>	Q1	a flat piece of wood	Do you promise not to put it on the <b>board</b> ? (pg. 4)
brick <i>ladrillo</i>	Q3	block of clay	until we stopped at a red <b>brick</b> building with a sign (pg. 25)
bright <i>brillante</i>	Q1	giving a lot of light	I am sorry to say I did not really understand the tiger tiger burning <b>bright</b> poem (pg. 8)
bunch <i>un montón</i>	Q4	a lot of the same thing	When they're small like that you can read a whole <b>bunch</b> (pg. 15)
cages <i>jaulas</i>	N/A	boxes to hold animals	And inside we walked down a long cement path past <b>cages</b> (pg. 25)
calf <i>ternero</i>	N/A	a young cow or bull	and to get that little tottery <b>calf</b> while he's out there (pg. 20)
cement <i>cemento</i>	Q4	a hard material made of clay and rock	And inside we walked down a long <b>cement</b> path past cages (pg. 25)

<sup>2</sup> The vocabulary pertains to pages 1–31 of *Love That Dog*. Words with an asterisk (\*) are highlighted in the Expeditionary Learning lessons.

Vocabulary word	Quartile	Definition	Sample sentence from the text
chest <i>pecho</i>	Q2	the front part of the body between the neck and the stomach	he put his head against my <b>chest</b> (pg. 27)
chin <i>mentón</i>	Q3	the part of the face below the mouth and above the neck	with his tongue all limp and his <b>chin</b> between his paws (pg. 16)
chomp <i>daba un mordiscon</i>	N/A	chew; bite	and how he'd sometimes <b>chomp</b> at a fly and then sleep (pg. 16)
chose <i>elegimos</i>	Q2	selected; picked	And we did. We <b>chose</b> him. (pg. 27)
clash <i>chocan</i>	N/A	make a loud noise	so it doesn't have that LOUD music of horns and trucks <b>clash</b> flash screech. (pg. 31)
curled <i>dobladas</i>	Q4	made into a curved shape	the yellow dog standing against the cage with his paws <b>curled</b> (pg. 26)
depends* <i>depende</i>	Q2	is determined by; decided by	and why so much <b>depends</b> upon them (pg. 3)
edge <i>borde</i>	Q1	border	My street is on the <b>edge</b> of a city (pg. 31)
empty <i>vacío</i>	Q1	containing nothing	I tried. Can't do it. Brain's <b>empty</b> . (pg. 2)
especially <i>particularmente</i>	N/A	particularly	I don't have any pets so I can't write about one and <b>especially</b> I can't write a POEM (pg. 12)
flash <i>destello</i>	Q3	a sudden, bright light	so it doesn't have that LOUD music of horns and trucks clash <b>flash</b> screech. (pg. 31)
fly* <i>mosca</i>	Q1	a small insect	his paws and how he'd sometimes chomp at a <b>fly</b> and then sleep (pg. 16)
guy <i>chico</i>	Q3	boy; man	The wheelbarrow <b>guy</b> didn't tell <i>why</i> (pg. 5)

Vocabulary word	Quartile	Definition	Sample sentence from the text
horns <i>bocinas</i>	Q3	object that makes a loud noise	so it doesn't have that LOUD music of <b>horns</b> and trucks clash flash screech. (pg. 31)
leaped <i>saltó</i>	Q4	jumped	I liked how the kitten <b>leaped</b> in the cat poem (pg. 15)
lie down <i>acostarse</i>	Q2	to put yourself into a flat, resting position	my yellow dog used to <b>lie down</b> (pg. 16)
limp <i>blanda</i>	N/A	soft	with his tongue all <b>limp</b> and his chin between his paws (pg. 16)
lines* <i>renglones</i>	Q1	rows of words	You've just got to make short <b>lines</b> . (pg. 3)
miles <i>millas</i>	Q1	a unit used to measure distance	Why doesn't the person just keep going if he's got so many <b>miles</b> to go (pg. 6)
pasture <i>pastizal</i>	Q4	a large area of land where animals eat grass	I really really really did NOT get the <b>pasture</b> poem you read today. (pg. 20)
poem <i>poema</i>	Q3	a piece of writing	I don't understand the <b>poem</b> about the red wheelbarrow (pg. 3)
poet <i>poeta</i>	Q3	a person who writes poems	just like that <b>poet</b> , Miss Valerie Worth, says (pg. 16)
poetry* <i>poesías</i>	Q3	poems	I don't want to because boys don't write <b>poetry</b> (pg. 1)
pretend <i>fingir</i>	Q3	act as if something is true when it is not true	<b>Pretend</b> I still have that pet? (pg. 14)
screech <i>chillido</i>	N/A	a loud and very high-pitched sound	so it doesn't have that LOUD music of horns and trucks clash flash <b>screech</b> . (pg. 31)
slamming <i>golpeando</i>		throwing with force and making a loud noise	<b>slamming</b> from bus tires and taxi horns (pg. 100)
slept <i>durmió</i>	Q3	rested	that the miles to go before it <b>slept</b> (pg. 7)

Vocabulary word	Quartile	Definition	Sample sentence from the text
speeding <i>acelerando</i>	N/A	driving fast	So much depends upon a blue car splattered with mud <b>speeding</b> down the road. (pg. 4)
splattered <i>salpicado</i>	N/A	marked; spotted	So much depends upon a blue car <b>splattered</b> with mud (pg. 4)
title <i>título</i>	Q2	name	And maybe the <b>title</b> should be (pg. 29)
tongue <i>lengua</i>	Q2	the soft, movable part in the mouth used for tasting and eating food	with his <b>tongue</b> all limp and his chin between his paws (pg. 16)
typed up <i>escrito a máquina</i>	N/A	written using a computer or typewriter	They look nice <b>typed up</b> like that (pg. 11)
understand* <i>entiendo</i>	Q1	to know what something means	I don't <b>understand</b> the poem about the red wheelbarrow (pg. 3)
upon* <i>de</i>	Q1	on	and why so much depends <b>upon</b> them (pg. 3)
wag <i>menear</i>	N/A	moving from side to side repeatedly	and his long tail <b>wag</b> -wag-wagging as if he were saying <i>Me me me! Choose me!</i> (pg. 27)
wire <i>alambre</i>	Q2	a thin, flexible thread of metal	jumping up against the <b>wire</b> cage as we walked past (pg. 26)
wrapped <i>envolvió</i>	Q3	covered	and <b>wrapped</b> his paws around my arm (pg. 27)

## Grade 4: The Birth of the Haudenosaunee

<https://www.engageny.org/file/103426/download/4m1a.1l3.pdf?token=BEvMbw02>

Overview	
Background 1: Historical Text	<p>American Institutes for Research (AIR) developed this activity to provide students with background information on historical texts before they read <i>The Birth of the Haudenosaunee</i>.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> <li>• Turn to Expeditionary Learning: Grade 4: Module 1A: Unit 1: Lesson 1.</li> <li>• Before beginning the lesson, complete the background activity called “Historical Text,” which AIR has provided below.</li> </ul>
Background 2: The People of the Longhouse	<p>This activity was adapted from a recommended resource listed in Expeditionary Learning: Module 1A, Unit 1. This text is from the video <i>The People of the Longhouse</i>: <a href="https://www.youtube.com/watch?v=yIs3aiFrTQc">https://www.youtube.com/watch?v=yIs3aiFrTQc</a></p> <p>Key segments of the script were selected for students to read as they listen and view the video. Images (with captions), glossed words, and questions were added throughout to support English language learner (ELL) students’ understanding of the text.</p> <p>INSTRUCTIONS FOR TEACHERS</p> <ul style="list-style-type: none"> <li>• Turn to Expeditionary Learning: Grade 4: Module 1A: Unit 1: Lesson 1.</li> <li>• Follow the instructions for the Opening.</li> <li>• For Work Time Part A, substitute the instructions from the Expeditionary Learning materials with the background activity “The People of the Longhouse,” which AIR has provided below.</li> <li>• Follow the instructions for Work Time Parts B and C, Closing and Assessment, and Homework from the Expeditionary Learning materials.</li> </ul>
Glossary of key vocabulary: <i>The Birth of the Haudenosaunee</i>	<p>This glossary provides definitions and sample sentences for key vocabulary drawn from <i>The Birth of the Haudenosaunee</i> (Module 1A, Unit 1, Lesson 3, pages 17–18). The quartile from the list of the 4,000 most frequent words is also provided, where applicable. Glossed words include those identified in the Expeditionary Learning materials and those identified by AIR staff as key to understanding the text.</p>

## Background 1: Historical Texts

### Historical Texts

The text *The Birth of the Haudenosaunee* is about the origins of the **native** people who live in the state of New York. Before reading this text, we are going to learn a little about historical texts and why we read them. (*This background text was written by AIR for this lesson.*)

You can find more examples of American historical documents at:

<http://www.archives.gov/historical-docs/>

#### INSTRUCTIONS FOR STUDENTS

- Look at the guiding question.
- Read the text about historical texts.
- Use the glossary to help you understand new words.
- Answer the supplementary questions.
- Answer the guiding question.
- Discuss your answers with the class.

#### Guiding Question: *What are historical texts? Why are they important?*

Historical texts are documents that provide information about people, places, or events in the past. Examples of historical texts include the following:

1. Historical texts may be reports from **explorers** that describe what a particular place was like in the past. They may describe the land and means of **transportation** through mountains or rivers. They may describe the plants and the animals in the place and explain how they were used for food, housing, and clothing.

#### Glossary

**culture** – the language, ideas, inventions, and art of a group of people

**customs** – accepted ways of acting

**Declaration of Independence** – the official document in which the United States declared its freedom from the United Kingdom in 1776

**democratic** – a government where people have the power

**explorers** – people who explore an area that is not known

**interacted** – responded to each other

**laws** – the set of rules that people must follow

**military battles** – fighting between soldiers or armies of opposing groups

**native** – a person born or raised in a particular place

**official** – approved; formal



2. Historical texts may be **official** government documents, such as agreements, **laws**, and **tax** records. The U.S. **Declaration of Independence** is an example of a historical text. We can learn much about the way people lived in the past by reading the **Declaration of Independence** and other government documents.



3. Reports of **military battles** can also give us information about how wars were fought at different times in history.

**tax** – money that you pay to a government so it can provide services

**transportation** – moving things or people from one place to another



4. Personal documents, such as letters, are also historical texts. They describe the daily lives of ordinary people.



When we read historical texts, we can learn about how people worked on their farms or in factories. We can learn about their **customs** and **culture**. We use historical texts to understand the past and how people **interacted** in their communities.





*The Birth of the Haudenosaunee* is an example of a historical text. It is the story of the creation of the Great Peace and the Haudenosaunee nation. By reading this historical document, we can learn how the oldest continuous **democratic** government in North America started.

### Word Bank

clothing	explorers	interacted	places
customs	food	military	plants
daily	government	personal	understand
events	housing	people	

### Supplementary Questions

1. What are historical texts?  
 Historical texts are documents that provide information about \_\_\_\_\_, \_\_\_\_\_, or \_\_\_\_\_ in the past. [EN, EM]  
 Historical texts are \_\_\_\_\_. [TR]
2. Can you name one type of historical document that describes means of transportation through mountains or rivers?  
 One type of historical document that describes means of transportation through mountains or rivers is reports from \_\_\_\_\_. [EN, EM]  
 One type of historical document that describes \_\_\_\_\_. [TR]
3. What other information can we get from these types of historical document? [TR]  
 They may also tell us about the \_\_\_\_\_ and animals, and how they were used for \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. [EN, EM]

They may also tell us about \_\_\_\_\_. [TR]

4. Can you name some other kinds of historical text?

Historical texts may be official \_\_\_\_\_ documents, reports of \_\_\_\_\_ battles, and \_\_\_\_\_ documents.

Historical texts may be \_\_\_\_\_. [TR]

5. What information may we get from historical personal documents?

Historical personal documents provide information about the \_\_\_\_\_ lives of ordinary people and their \_\_\_\_\_. [EN, EM]

Historical personal documents provide information on \_\_\_\_\_  
\_\_\_\_\_. [TR]

6. Why do we read historical texts?

We read historical texts to help us \_\_\_\_\_ the past and how people interacted in their \_\_\_\_\_. [EN, EM]

We read historical texts to help us \_\_\_\_\_  
\_\_\_\_\_. [TR]

**Response to Guiding Question:** *What are historical texts? Why are they important?*

## Background 2: The People of the Longhouse

### The People of the Longhouse (Video and Script)

The text *The Birth of the Haudenosaunee* is about the origins of the **native** people who live in the state of New York. Before reading this text, we are going to learn about these Native American nations. This text is from the video *The People of the Longhouse*. Read the text as you listen and view the video. (The video can be accessed at <https://www.youtube.com/watch?v=yIs3aiFrTQc>.)

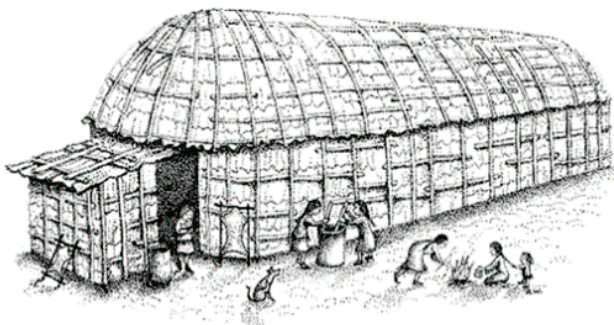
#### INSTRUCTIONS FOR STUDENTS

- Look at the guiding question.
- Read the text about the people of the longhouse.
- Use the glossary to help you understand new words.
- Answer the supplementary questions.
- Answer the guiding question.
- Discuss your answers with the class.

#### Guiding Question: *Why do the people call themselves Haudenosaunee?*

##### Paragraph 1 of the script from the video *The People of the Longhouse*

We call ourselves the Haudenosaunee meaning the people who are building a longhouse or the people who completed a longhouse. That longhouse really is a **symbol** of the actual building that we used to live in.



3

But it's also a **metaphor** for our way of life, and it also is a symbol for how we **govern** ourselves. Five nations, five extended families living under one

#### Glossary

**symbol**\*<sup>4</sup> – an object or picture that represents something else

**metaphor** – a word or phrase that describes something by comparing it to something else

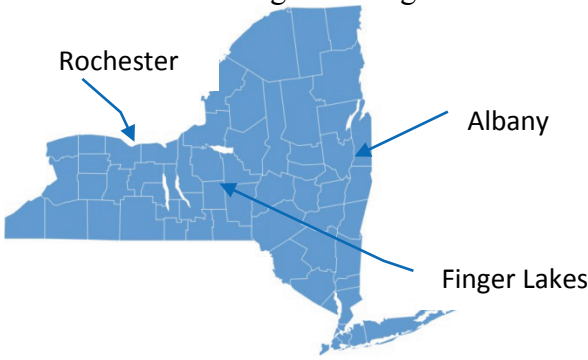
**govern**\* – to rule or lead

**common law** – law based on customs

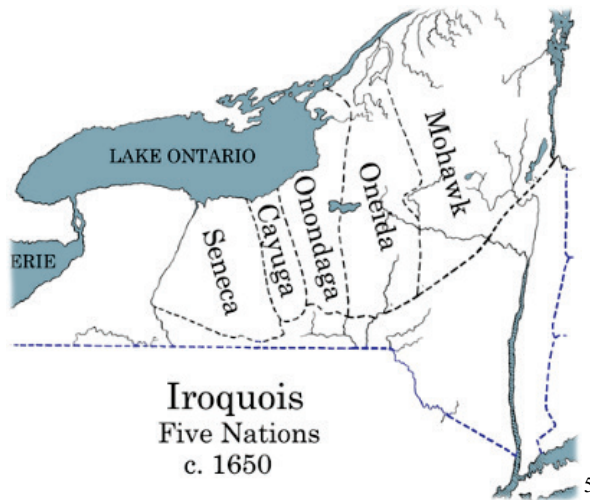
<sup>3</sup> From Expeditionary Learning, Lesson 3

<sup>4</sup> Words with an asterisk (\*) are highlighted in the Expeditionary Learning lessons.

roof. That roof is the <b>common law</b> , we call it the great law.	
<b>Word Bank</b>	
building	govern
longhouse	way of life
<b>Supplementary Questions</b>	
<p>1. What is the meaning of the name Haudenosaunee?</p> <p>The Haudenosaunee name means “the people who build the _____.” [EN, EM]</p> <p>Haudenosaunee means _____ . [TR]</p>	
<p>2. What does this name represent?</p> <p>The longhouse is a metaphor of their _____; a symbol of the way they _____ themselves. [EN, EM]</p> <p>The longhouse represents _____ . [TR]</p>	
<b>Response to Guiding Question:</b> <i>Why do they call themselves Haudenosaunee?</i>	

<b>Guiding Question:</b> <i>Where did the Haudenosaunee live?</i>	
<p><b>Paragraph 2 of the script from the video <i>The People of the Longhouse</i></b></p> <p>So they imagined then that there was a great <b>invisible</b> longhouse that <b>stretched</b> across New York State from near what is now Albany to near what is now Rochester through the Finger Lakes area.</p>  <p>With the ends of the longhouse being occupied, conceptually, by the Mohawks at the east end, the Senecas at the west, the Onondagas in the middle, and the other two nations of the <b>league</b> of the</p>	<p style="text-align: center;"><b>Glossary</b></p> <p><b>domestic architecture</b> – the style of a home</p> <p><b>invisible</b> – not able to be seen</p> <p><b>league</b> – a group of people</p> <p><b>stretched</b> – extended</p>

Iroquois, Oneida, and the Cayuga being between them.



**Iroquois**  
Five Nations  
c. 1650

So it's an interesting metaphor that they came up with that was based in their **domestic architecture**.

#### Word Bank

Albany  
Cayuga

Mohawk  
north

Oneida  
Onondaga

Rochester  
Seneca

#### Supplementary Questions

1. Where was the invisible longhouse located?

The invisible longhouse stretched from \_\_\_\_\_ to \_\_\_\_\_ through the Finger Lakes area. [EN, EM]

The invisible longhouse \_\_\_\_\_ . [TR]

2. Which nations are part of the Haudenosaunee?

The Haudenosaunee have five nations: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. [EN, EM]

The Haudenosaunee nations are \_\_\_\_\_. [TR]

**Response to Guiding Question:** *Where did the Haudenosaunee live?*

<sup>5</sup> From Expeditionary Learning, Lesson 3

**Guiding Question:** *Describe the longhouses in your own words.*

**Paragraph 4 of the script from the video *The People of the Longhouse***

One translation from the French **explorer** Samuel de Champlain in 1616 describes an Iroquois longhouse. Their cabins are in the shape of **tunnels** or **arbors** and are covered with the bark of trees.



arbor

They are from 25 to 30 **fathoms** long and 6 fathoms wide, having a **passageway** through the middle from 10 to 12 feet wide.



On the sides there is a kind of bench four feet high where they sleep in the summer in order to prevent the **annoyance** of fleas, of which there are great numbers. In the winter they sleep on the ground on **mats** near the fire, so as to be warmer than they would be on the **platform**. They have pieces of wood **suspended** on which they put their clothes, **provisions**, and other things for fear of mice. In one

**Glossary**

**annoyance** – something that bothers or irritates

**arbors** – an old English word for a shelter of vines or branches

**explorers** – people who explore an area that is not known

**fathoms** – a unit of length equal to six feet

**mat** – material used to cover a small part of a floor

**passageway** – a hall or area to walk through

**platform** – a flat surface raised above the floor

**provisions** – supplies of food

**suspended** – hanging from a higher position

**tunnel** – a long, narrow area

of these houses there may be 12 fires and 24 families.



### Word Bank

arbor

bark

suspended

tunnel

### Supplementary Questions

1. How did the French explorer Samuel de Champlain describe their cabins?

Their houses were shaped like \_\_\_\_\_ or \_\_\_\_\_ and are covered with the \_\_\_\_\_ of trees. [EN, EM]

Their cabins were \_\_\_\_\_  
\_\_\_\_\_. [TR]

2. How did they protect their supply of food from the mice?

They have pieces of wood \_\_\_\_\_ on which they put their clothes, provisions, and other things for fear of mice.

**Response to Guiding Question:** *Describe the longhouses in your own words.*

**Guiding Question:** *What were the roles of the different Haudenosaunee people?*

#### Paragraph 6 of the script from the video *The People of the Longhouse*

The only thing about the Haudenosaunee village is that everybody had a role to play and a very important role. There was a **balanced** society, the men had work to do, and the woman had important work to do. In fact the women were probably more involved in **orchestrating** the **economy** of the village because they were out doing the planting and

#### Glossary

**balanced** – stable; in agreement as a group

**clay** – a material from the earth that becomes hard when you heat it

**crops** – plants grown on a farm

**economy** – the system of making and producing things

the **crops**, producing the clothes, producing the **kitchenware**, and all of the utensils.



The men are out in the woods, gathering **raw material**, hunting, fishing, and trapping.



The old people who are called elders, they are also the **mentors** for the young kids, they're there to teach them the finer details about things.



**kitchenware** – utensils and other equipment for cooking

**master** – develop a skill or gain knowledge

**mentors** – guides or teachers

**orchestrating** – managing or coordinating

**pot** – a deep, round container used for cooking

**raw material** – natural material that can be used to make things

**revealed** – made known, discovered

**sake** – good, advantage, benefit



But what we believe is that everybody is born with a certain gift. You have one, I have one, everybody has one. Soon as that gift becomes **revealed** then you have to **master** that gift for the **sake** of the community. Say like you learn how to make a **pot**, but you're also hearing the stories about **clay** and how the first pot was made, and what the designs mean.



### Word Bank

cloths  
designs  
fishing

hunting  
mastered  
mentors

planting  
sake

trapping  
utensils

### Supplementary Questions

1. What were the roles of the Haudenosaunee women?

The role for women was \_\_\_\_\_ crops and making \_\_\_\_\_ and \_\_\_\_\_. [EN, EM]

The role for women was \_\_\_\_\_. [TR]

2. What were the roles of the Haudenosaunee men?

The role for men was \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. [EN, EM]

The role for men was \_\_\_\_\_. [TR]

3. What was the role of the elders?

The elders were the \_\_\_\_\_ for the children. They taught them how to make things, like pots, and also told stories about what the \_\_\_\_\_ mean. [EN, EM]

The role of the elders was to \_\_\_\_\_. [TR]

4. What do the Haudenosaunee believe about each person's gift?

The Haudenosaunee believe that everybody is born with a certain gift, which has to be \_\_\_\_\_ for the \_\_\_\_\_ of the community. [EN, EM]

The Haudenosaunee believe \_\_\_\_\_  
\_\_\_\_\_. [TR]

**Response to Guiding Question:** *What were the roles of the different Haudenosaunee people?*

**Guiding Question:** *Describe the ritual activities of the Haudenosaunee and their purpose.*

**Paragraph 10 of the script from the video *The People of the Longhouse***

They spend a lot of time **engaged** in **ritual activities** designed to **reinforce** the community. So you've got the strawberry festival in the spring, you've got the thunderers, which is to welcome the thunderstorms in the spring. The green corn ceremony in August and the **harvest** ceremony in the fall.

**Glossary**

**cyclical** – occurring every year

**engaged** – doing; taking part in

**harvest** – the gathering of ripe crops

**indebtedness** – obligation; thankfulness; gratitude

**nature** – living things

**reinforce** – to add strength to

**resources** – sources of food, clothing, and shelter

**ritual activities** – steps in a ceremony



And over and over again what happens in these **cyclical** kinds of ceremonies is that there is a great deal of attention paid to the Thanksgiving address. The whole purpose of the Thanksgiving address is to recognize the **indebtedness** of human beings to the **resources** that are provided by **nature**.

### Word Bank

community  
green corn

harvest  
nature

recognize  
strawberry festival

Thanksgiving  
thunderers

### Supplementary Questions

1. What was the purpose of the seasonal rituals?

They had rituals to reinforce the \_\_\_\_\_. [EN, EM]

The purpose of the seasonal rituals was \_\_\_\_\_. [TR]

2. Can you give some examples of ritual activities?

Examples of ritual activities include: the \_\_\_\_\_ in the spring, the \_\_\_\_\_ to welcome the thunderstorms, the \_\_\_\_\_ ceremony in August, and the \_\_\_\_\_ ceremony in the fall. [EN, EM]

Examples of ritual activities include: \_\_\_\_\_. [TR]

3. What was an important part of these cyclical kinds of ceremonies?

The cyclical ceremonies paid a great deal of attention to the \_\_\_\_\_ address.

[EN, EM]

An important part of the cyclical ceremonies was \_\_\_\_\_. [TR]

4. What was the purpose of the Thanksgiving address?

The purpose of the Thanksgiving address was to \_\_\_\_\_ and give thanks for the resources provided to them by \_\_\_\_\_. [EN, EM]

The purpose of the Thanksgiving address was to \_\_\_\_\_. [TR]

**Response to Guiding Question:** *Describe the ritual activities of the Haudenosaunee and their purpose.*

**Guiding Question:** *What was their oral tradition? What was the purpose of the oral tradition?*

**Paragraph 12 of the script from the video *The People of the Longhouse***

Story teller would come by and used to carry this bag full of **goodies**, and he'd reach in the bag and pull out something, he would pull out a bear tooth and say "This tooth reminds me of this great monster bear and I'm going to tell you about it."



**Glossary**

**animator** – a person who brings the story to life

**belonged** – fit into the group; had a rightful place

**confused** – not able to think clearly; not able to understand

**comprehension** – understanding

**goodies** – things that are nice or fun

**invaded** – disturbed; to come without being asked or wanted

**taught** – helped someone to learn something

The story teller is kind of an **animator**, he brings that story alive, and so that was the way in which our people **taught** each other. The other thing too is that you can imagine that our world and the **comprehension** of our world was gained through these stories, that's how we learned who we were and where we **belonged**. Today television has **invaded** our homes and our kids are hearing everyone else's stories but ours, so it's no wonder that we're a little **confused** these days.

### Word Bank

animator

belonged

comprehend

taught

### Supplementary Questions

1. What was the role of the story teller?

The story teller is kind of an \_\_\_\_\_—he brings the story alive. [EN, EM]

The role of the story teller was \_\_\_\_\_. [TR]

2. Why did the story tellers tell these stories?

The story tellers told these stories to help the people \_\_\_\_\_ their world and learn who they were and where they \_\_\_\_\_. [EN, EM]

The story tellers \_\_\_\_\_. [TR]

**Response to Guiding Question:** *What was their oral tradition? What was the purpose of the oral tradition?*

## Glossary of Key Vocabulary: The Birth of the Haudenosaunee<sup>6</sup>

Vocabulary word	Quartile	Definition	Sample sentence from the text
accept <i>aceptó</i>	Q2	to keep something someone has given you	Only then did Tadodaho <b>accept</b> the Peacemaker’s message and his special duty of caretaker of the council fire of the Haudenosaunee.
actions <i>acciones</i>	Q1	things people do	These five nations had forgotten their ways and their <b>actions</b> saddened the Creator.
agreement <i>acuerdo</i>	Q2	having the same idea or feeling about something	When a decision by council has been agreed upon by all three benches, it comes with the backing of all of the chiefs in <b>agreement</b> .
arrow <i>flecha</i>	Q3	a thin stick with a sharp point at one end	The Peacemaker showed them that one nation can be easily broken, like a single <b>arrow</b> ; but five nations bound together, like five arrows, will become strong.
bloodshed <i>matanza</i>	N/A	people being hurt or killed	The Seneca, Cayuga, Oneida, and the Mohawk people had been warring against each other and there was great <b>bloodshed</b> .
bound <i>unidas</i>	Q2	tied together; connected	The Peacemaker showed them that one nation can be easily broken, like a single arrow; but five nations <b>bound</b> together, like five arrows, will become strong.
caretaker* <i>guarda</i>	N/A	attendant; a person who watches over something	Only then did Tadodaho accept the Peacemaker’s message and his special duty of <b>caretaker</b> of the council fire of the Haudenosaunee.
centuries <i>siglos</i>	Q1	hundreds of years	It has been in existence for countless <b>centuries</b> .
chiefs <i>jefes</i>	N/A	the top people in a group	His body and hair straightened and he became the last of the fifty <b>chiefs</b> .
clan <i>clan</i>	N/A	a group of people from the same family	Each chief works with his female counterpart, the <b>Clan</b> Mother.
completion <i>terminación</i>	N/A	the process of finishing something	The Peacemaker had already successfully convinced the Mohawks, Oneidas, Cayugas, and Senecas to join the Great Peace; however, an Onondaga named Tadodaho stopped the <b>completion</b> of the vision.

<sup>6</sup> The vocabulary pertains to the text *The Birth of the Haudenosaunee*. Words with an asterisk (\*) are highlighted in the Expeditionary Learning lessons.

Vocabulary word	Quartile	Definition	Sample sentence from the text
considered <i>considerados</i>	Q1	thought of as	The Hoyane are all <b>considered</b> equal.
continuous* <i>continuo</i>	Q3	going on without stopping; not ending	This makes the Haudenosaunee and the Onondaga Nation the oldest <b>continuous</b> democratic government in North America.
convinced <i>convenció</i>	Q3	made someone believe or accept something	The Peacemaker had already successfully <b>convinced</b> the Mohawks, Oneidas, Cayugas, and Senecas to join the Great Peace; however, an Onondaga named Tadodaho stopped the completion of the vision.
council* <i>concejo</i>	Q2	a group of people chosen to make decisions or give advice	Only then did Tadodaho accept the Peacemaker's message and his special duty of caretaker of the <b>council</b> fire of the Haudenosaunee.
counterpart <i>equivalente</i>	N/A	a person who does a job that is similar to another person's job	Each chief works with his female <b>counterpart</b> , the Clan Mother.
countless* <i>innumerables</i>	Q4	many	It has been in existence for <b>countless</b> centuries.
customs <i>costumbres</i>	Q3	a way of behaving that is usual and traditional among the people in a particular group	Inside the circle are the laws and <b>customs</b> of our people.
democracy* <i>democracia</i>	Q3	a form of government in which people choose leaders by voting	Over a thousand years ago on the shores of Onondaga Lake, in present day central New York, <b>democracy</b> was born.
democratic* <i>democrático</i>	Q3	representative; based on a form of government in which people choose leaders by voting	This makes the Haudenosaunee and the Onondaga Nation the oldest continuous <b>democratic</b> government in North America.
details* <i>detalles</i>	Q1	specific pieces of information	The old people who are called elders, they are also the mentors for the young kids, they're there to teach them the finer <b>details</b> about things.
duty <i>deber</i>	Q2	job	Only then did Tadodaho accept the Peacemaker's message and his special <b>duty</b> of caretaker of the council fire of the Haudenosaunee.
endure* <i>perdurar</i>	N/A	continue for a long time	He knew that for peace to <b>endure</b> , these men needed to be turned into good-minded leaders.
envisioned* <i>imaginaron</i>	N/A	imagined	The Peacemaker <b>envisioned</b> the chiefs holding arms in a large circle.
equal <i>iguales</i>	Q1	the same as	The Hoyane are all considered <b>equal</b> .

Vocabulary word	Quartile	Definition	Sample sentence from the text
existence <i>existencia</i>	Q2	being alive or real	It has been in <b>existence</b> for countless centuries.
further <i>además</i>	Q1	also	The Peacemaker <b>further</b> symbolized this union of peace by selecting the white pine trees.
generations <i>generaciones</i>	Q2	groups of people born and living during the same time	It is the responsibility of the Hoyane to protect the people within the circle and to look forward Seven <b>Generations</b> to the future in making decisions.
govern* <i>gobernando</i>	Q4	rule	Since that first meeting with the Peacemaker, the Onondaga Nation Chiefs and Clan Mothers continue to <b>govern</b> by the ways given by the Peacemaker.
Gustoweh* <i>Gustoweh o tocado</i>	N/A	feathered hat	To show that they are leaders, the Peacemaker places the antlers of the deer on the <b>Gustoweh</b> (Gus-to-wah) or headdress of every Hoyane.
Haudenosaunee* <i>Haudenosaunee o gente de la casa larga</i>	N/A	a group of Native American people (also called Iroquois), whose name means “house builders”	We call ourselves the <b>Haudenosaunee</b> meaning the people who are building a longhouse or the people who completed a longhouse.
hatchets <i>hachas de mano</i>	N/A	small axes with a short handle that can be used with one hand	Everyone then buried their <b>hatchets</b> of war and replanted the tree.
headdress* <i>tocado</i>	N/A	a covering or decoration for the head	To show that they are leaders, the Peacemaker places the antlers of the deer on the Gustoweh (Gus-to-wah) or <b>headdress</b> of every Hoyane.
Hoyane* <i>jefe</i>	N/A	chief	The entire Haudenosaunee (Ho-den-no-sho-ne) has fifty <b>Hoyane</b> (Ho-ya-nay) or chiefs among the five nations.
Iroquois* <i>Iroqués</i>	N/A	a group of Native American people (also called Haudenosaunee)	With the ends of the longhouse being occupied conceptually by the Mohawks at the east end, the Senecas at the west, the Onondagas in the middle, and the other two nations of the league of the <b>Iroquois</b> ... (pg. 1)
journey <i>travesía</i>	Q2	a long trip	<b>Journey</b> of the Peacemaker.
matters <i>asuntos</i>	Q1	decisions; business; actions	When in council, every chief has an equal responsibility and equal say in the <b>matters</b> of the Haudenosaunee.



Vocabulary word	Quartile	Definition	Sample sentence from the text
messenger <i>mensajero</i>	N/A	a person who delivers a message or provides information	The Creator sent a <b>messenger</b> to the people so that the five nations could live in peace.
mourning* <i>de luto</i>	N/A	great sadness because someone died	Hiawatha was in <b>mourning</b> with the death of his daughters.
nations* <i>naciones</i>	Q1	large areas of land controlled by different governments	These five <b>nations</b> had forgotten their ways and their actions saddened the Creator.
persuading* <i>persuadiéndolos</i>	N/A	getting people to believe or do something	Together they traveled to the other nations, <b>persuading</b> them to put down their weapons of war.
record <i>registrar</i>	Q1	to write down	A wampum belt made of purple and white clam shells was created to <b>record</b> the event.
representing <i>representan</i>	N/A	symbolizing	Four squares (starting from the east) <b>representing</b> the Mohawk, Oneida, Cayuga, and Seneca Nations with the Great Peace Tree (representing the Onondaga) in the center.
responsibility <i>responsabilidad</i>	Q2	something you are required to do	When in council, every chief has an equal <b>responsibility</b> and equal say in the matters of the Haudenosaunee.
say <i>autoridad</i>	Q1	voice; opinion; vote	When in council, every chief has an equal responsibility and equal <b>say</b> in the matters of the Haudenosaunee.
selecting <i>eligiendo</i>	N/A	choosing	The Peacemaker further symbolized this union of peace by <b>selecting</b> the white pine trees.
shores <i>orillas</i>	Q2	land beside a lake	Over a thousand years ago on the <b>shores</b> of Onondaga Lake, in present day central New York, democracy was born.
sought* <i>buscaron</i>	Q2	looked for	The Peacemaker then <b>sought</b> out the most evil people of the five nations.
sovereign* <i>soberana</i>	N/A	independent	The Onondaga Nation is a <b>sovereign</b> nation with its own government.
successfully <i>exitosamente</i>	Q3	achieving the desired result	The Peacemaker had already <b>successfully</b> convinced the Mohawks, Oneidas, Cayugas, and Senecas to join the Great Peace; however, an Onondaga named Tadodaho stopped the completion of the vision.
symbol* <i>símbolo</i>	Q2	an object or picture that represents something else	That longhouse really is a <b>symbol</b> of the actual building that we used to live in.

Vocabulary word	Quartile	Definition	Sample sentence from the text
symbolized* <i>simbolizaba</i>	N/A	represented	The Peacemaker further <b>symbolized</b> this union of peace by selecting the white pine trees.
union <i>uni6n</i>	Q1	joining together	The Peacemaker further symbolized this <b>union</b> of peace by selecting the white pine trees.
united <i>unidas</i>	Q1	brought together	The five nations were <b>united</b> at last!
upon <i>sobre</i>	Q1	on	When a decision by council has been agreed <b>upon</b> by all three benches, it comes with the backing of all of the chiefs in agreement.
uprooted* <i>arrancaron</i>	N/A	pulled out of the ground	The Peacemaker <b>uprooted</b> a great white pine tree leaving a great hole.
vision* <i>visi6n</i>	Q3	something that you see in your imagination	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 <b>vision</b> .
wampum* <i>wampum</i>	N/A	white and dark beads made from polished shells	The Peacemaker used Hiawatha's purple and white <b>wampum</b> strings to clear his mind to think clearly again.
warn <i>advertir</i>	Q3	to tell of a possible danger or trouble	The eagle is there to <b>warn</b> the Haudenosaunee of any dangers to this Great Peace.
weapons <i>armas</i>	Q3	objects used to attack or defend	Together they traveled to the other nations persuading them to put down their <b>weapons</b> of war.
within <i>dentro</i>	N/A	inside of	It is the responsibility of the Hoyane to protect the people <b>within</b> the circle and to look forward Seven Generations to the future in making decisions.
wonder* <i>sorpresa</i>	Q1	surprise	Today, television has invaded our homes and our kids are hearing every else's stories but ours, so it's no <b>wonder</b> that we're a little confused these days.

## ABOUT AMERICAN INSTITUTES FOR RESEARCH

Established in 1946, with headquarters in Washington, D.C., American Institutes for Research (AIR) is an independent, nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally. As one of the largest behavioral and social science research organizations in the world, AIR is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development.

## LOCATIONS

### Domestic

Washington, D.C.  
Atlanta, GA  
Baltimore, MD  
Chapel Hill, NC  
Chicago, IL  
Columbus, OH  
Frederick, MD  
Honolulu, HI  
Indianapolis, IN  
Naperville, IL  
New York, NY  
Rockville, MD  
Sacramento, CA  
San Mateo, CA  
Waltham, MA

### International

Egypt  
Honduras  
Ivory Coast  
Kyrgyzstan  
Liberia  
Tajikistan  
Zambia



1000 Thomas Jefferson Street NW  
Washington, DC 20007-3835  
202.403.5000 | TTY 877.334.3499

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

*Making Research Relevant*