Reading and Writing Instruction in a 4th Grade Social Studies Unit

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Context

- Learning Community model
- 6 teachers 4th-5th grade
- 132 students
- Variety of both open and closed spaces
- Laboratory school of the University of Florida
Going Tribal—Native American Unit

- Compare cultural aspects of Native American tribes from different regions in North America
- Backwards design: Non-fiction flip book about two tribes
- Applying text features that students had learned in the reading comprehension unit
- Venn diagram comparing/contrasting
“By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.”

NGA Center for Best Practices, CCSS
**Daily goal setting and reflection: learning goals and behavior goals**

- “I can determine similarities and differences between Native American tribes in different North America regions.”
- “I can use my time wisely and be a responsible reader during the reading block.”
Workshop Model

- **Reading Workshop model**
  - Mini-lesson
  - Independent reading
  - Share time
Close Reading- Common Core Aligned

- Text features
- Inferences
- Vocabulary
- Citing text evidence
- Compare and contrast using graphic organizers
Non-fiction Sources

- Online text--differentiated
- Weebly
- Paper-based texts
- Internet searches using iPads
- Edmodo discussion forum
Native American history has been told in many ways. Some of the early U.S. History books taught that the first people of the Americas were savages. Today, of course, we know this was not at all true. Native Americans were hardworking, clever people who made homes and villages and lived in harmony with the natural world around them. The way they did so, and the tools they used along the way, is a tribute to the human spirit.

Tools of Native Americans explores the history of the first people who ever made their homes on the land we know today as the United
These native americans made house walls, food and water containers, eating trays, canoe skins, and even woven nets. Tree roots were used like rope to tie things together, while the wood of the tree itself was turned into anything from spears and arrows to canoes and snowshoes. Wood was even used to make baby frames, into which mothers would strap their babies.

In order to make these tools from trees, native americans developed tools for working with trees. When the European explorers came in the 1400s and 1500s they discovered that the native americans had axes for cutting trees down, and they had also developed adzes, which are like axes but are used to shape pieces of

Learn to Speak Algonquian

Algonquian is not just one language, but a group of related languages. Algonquian was widely spoken in North America before the European explorers arrived. Today, americans still use about 100 Algonquian words, including the names of certain places provided by Algonquians.

See how many sentences you can put together using these Algonquian terms:

hickory  mocassin  succotash  tomahawk  wigwam
hominy  moose  terrapin  totem  woodchuck
flyswatters. Buffalo hair could be woven into rope, as well as used for stuffing pillows, moccasins, and gloves. These Native Americans carved buffalo horns and bones into spoons, cups, knives, and awls (a puncturing tool). They used the largest bones of the buffalo, like the ribs, to create small sleds. They even made use of buffalo hooves, turning them into rattles for children.

**FISHING IN BULLBOATS**

When some of the Native Americans living in the upper Missouri River area weren’t hunting buffalo, they fished in one of the many rivers that wind through the Plains. Some of these rivers, like the Missouri and Knife Rivers, are so big that the Native Americans needed boats to cross them. What do you think they used for making boats instead of trees? That's right: buffalo.

The frame of the boat they made, called a bullboat, was made of willow branches tied together.
Northeast Woodlands - The Iroquois Tribe:

Begin with these websites:

- **Mr. Donn - Northeast Indians, The Iroquois Nation** *(Click on the different links of this webpage to learn more about the lives and stories of the Iroquois Indians, etc...)*
- **Native American Facts for Kids - The Iroquois**
- **Mountain City Elementary - Iroquois Indian Report** *(Once you've read this page, be sure to click "continue" on the bottom right corner.)*
- **BrainPop - The Iroquois Confederacy:** In order to watch this video, you will need to log into the BrainPop website. When you're finished, you can test your knowledge and take the "review" quiz. You can also check out the "FYI," "Q & A," and "Activities" related to this topic.

For more information, move onto these websites:

- **KidzWorld - Who are the Woodland Tribes?**
- **Iroquois Museum - The Learning Longhouse**

To challenge yourself, go to these websites:

- **Iroquois Legends and Traditional Stories**
- **Wikipedia - Iroquois**
Florida - The Seminole Tribe:

Begin with these websites:

- Native American Facts for Kids - The Seminole Indian
- Mr. Donn - Everglades Seminole Indians (Click on the different links of this webpage to learn more about the Seminole Indians' food, clothing, etc...)
- Mountain City Elementary - Seminole Indian Report (Once you've read this page, be sure to click "continue" on the bottom right corner.)

For more information, move onto these websites:

- KidzWorld - American Indians - Plains Tribes & Southeastern Tribe (Scroll down the page and begin reading at "Southeastern Tribes.")

To challenge yourself, go to these websites:

- Florida Heritage - Seminole History
- Seminole Legends and Traditional Stories
“Writing provides the teacher with evidence of what students have understood from a text....writing allows each student to express his or her interpretations...writing is a means whereby students can reflect on knowledge that they have gained from reading and connect new information to prior knowledge.....writing makes knowledge.”

Cervetti and Hiebert
Writing Product

- Originally a 5 paragraph essay (help with FSA)
- Reading unit on text features
- Product needed to incorporate text features we had studied: Non-fiction flip book
<table>
<thead>
<tr>
<th>Teaching Task Rubric (Informational or Explanatory)</th>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>1.5</td>
<td>2</td>
<td>2.5</td>
<td>3</td>
</tr>
<tr>
<td>Your flipbook does not focus on the right content.</td>
<td>Your flipbook has details, but not enough; focus is uneven.</td>
<td>Your flipbook contains details about your chosen groups; stays on task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does not establish a clear main idea.</td>
<td>You have a main idea, but it may not be true or believable.</td>
<td>You have a clear main idea that is believable with some support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempts to include reading materials using examples, quotes, or other references. Does not identify sources from which the information came.</td>
<td>Presents some information from reading materials but may lack accuracy or they may not go with the project. Is missing identification of all sources.</td>
<td>Accurately presents information from reading materials that go with the purpose of the project. Identifies sources from which the information came.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempts to inform or explain but lacks details.</td>
<td>Informs or explains by presenting some details.</td>
<td>Informs or explains using appropriate details, but could still use more.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lacks an opening, development, and/or closure. No text features</td>
<td>Demonstrates an attempt to organize information within a structure to inform or explain. Includes text features, but they’re ineffective.</td>
<td>Organizational structure does not get in the way of reading the project. Text features adequately explain your product.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is clear that the rules of grammar are not understood and the project is full of mistakes.</td>
<td>Most of the grammar is correct, but there are many errors showing that there is a lack of understanding of the rules.</td>
<td>Demonstrates a command of standard English conventions, with few errors as appropriate to grade level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your information about Native Americans is missing, incorrect, or made up.</td>
<td>In general your information about Native Americans is correct, though there are several instances where incorrect information is given.</td>
<td>Most of your information about Native Americans is correct with very few errors.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ryan</th>
<th>27.5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>7.8</td>
</tr>
</tbody>
</table>
Workshop Model

- Mini-lesson
- Independent writing
- Share time
Non-fiction Writing

- Notetaking
- Conveying complex ideas and information clearly
- Analyzing content from multiple sources
- Using text features
- Citing text evidence
- Planning, revising, and editing
The Woodland Tribes of the NorthEast

and the Seminoles

By Tupelo Hostetter

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The Seminoles: Life in the Everglades........page 2-3

Men Diagram......................page 4-5

The Woodland Tribes of the NorthEast....page 6-7

Glossary.............................page 8

Bibliography......................

Learn more about Seminole clothing and life in the Everglades on pages 2 and 3!

Seminole pages 2-3

A Seminole man wearing traditional dress (left)

Seminole fishing from a shipwreck (below)
The Seminoles

- They grew beans, squash, and corn. They also hunted and fished.
- The Seminoles were very peaceful and unwilling to fight.
- The Seminoles lived in Georgia and Alabama, but were forced to move to the swampland environment of the Everglades.

- They made very colorful clothing in which Seminole women took great pride.

A Seminole dug-out canoe.

The Woodland Tribes of the NE

- The Iroquois built longhouses.
- They both built thatched-roofed structures.
- Both the Seminoles and the Woodland tribes of the Northeast include the Iroquois, the Algonquian, and the Mohicanans. They build wigwams.
- They grew corn and tobacco, and hunted moose. They also fished in canoes.
- They were peaceful, but willing to fight.
- Lived in present-day southern Canada, New England, and West of the Great Lake States.

A Wigwam, which are permanent structures.
Seminole's lived in chickee's, Thatched roofed houses with no walls so breeze could come in.

Seminole History

- Seminoles were the only Indian tribe that didn't surrender to the US government.
- Once the US had a huge sneak attack war with over 100 men to the seminoles.
- The seminoles were masters of disguise.

What Seminole means

In Seminole language Seminole means a good people.
In Spanish Seminole means runaway for reasons.

Seminole women have come up with different fashions for Seminole kids and grown-up's. Seminole ladies have also come up with some beautiful jewelry over the years.

The seminoles were big fisher's sense they lived in the Everglades. Speaking of being in the Everglades, it was also hard to farm but they did it any way!
Iroquois

Most of Iroquois women did the voting for leaders. The Iroquois were a very peaceful tribe and didn't go into war a lot. Iroquois people still survive today. The French

Iroquois families were very big, at least 20 people! Iroquois families stuck together like super glue stuck to more super glue! Men and dad's did most of the hunting and fighting/defending while the moms watch the babies.

A long house has tons of bed racks on the walls. Yes, long houses did have fire pits. Longhouses were made out of straw, wood, & sticks.

Iroquois have a lot of tools. They are: hoe, axe, lacrosse, flint knives, bows, arrows, spears.

The Some Older Iroquois name can read. Iroquois stories off is just what belt's from the French called them. And their real name Pillim was the, Haudenosuene

Iroquois have a very healthy diet compared to some diets today. Their diet is:
- moose meat
- corn, beans, & squash
AWL - A PUNCTURING TOOL USED TO MAKE SMALL HOLES IN THINGS.

TEEP - A PORTABLE HOME THAT WAS SMALL AND MADE OUT OF STICKS THAT WERE ATTACHED ONTO BUFFALO SKIN.

RUDDER - A PART OF A BOAT THAT STEERED THE BOAT. THE RUDDER WAS OFTEN ON THE BACK OF THE BOAT. RUDDERS ARE ON MODERN-DAY SAILBOATS.

ENSUED - TO CARRY ON WITH SOMETHING

HULL - THE INSIDE OF A BOAT OR SHIP

BIBLIOGRAPHY

Bigpin.com
Brainpop.com
Catawba

Flip over to read about the Algonquin tribe.
Catawba

The Catawba tribe is very interesting, with a modern touch, even back before colonial times. They were known as the river people, and they made dug out canoes.

Catawba is pronounced cuh-TAW-buh.

Food

The Catawba people were farmers, they grew corn, beans, and squash. They also fished in the rivers, and hunted deer, turkeys, and other small game. Most dishes were of cornbread, soup, and stew.

Clothing

Men wore deerskin breechcloths, and women mostly wore skirts that ended at the left shoulder, leaving the right shoulder bare. Their skirts wrapped around their bodies. They only wore hats on special occasions, and wore their hair long. They also tattooed their faces. In colonial times, they adopted European dress.

WOMEN MEN

[Images of traditional Catawba clothing for men and women]
**Tools**

The Catawba used blowguns, spears, and bows and arrows to hunt. They also used their bows for war, and used heavy war clubs. They used shells and bone for digging and cotton pottery tools were passed from generation to generation.

**Art**

The Catawba people were known for their pottery. They laid one ring of clay on top of another until they had a pot like shape. They let it dry then smoothed it out with their hands. They also made baskets and wood carvings.

**Homes**

The Catawba people lived in villages made up of their homes and farm lands. Their houses had wooden frames and bark walls. They built large circular meeting houses in the center of their villages; most villages had a field for sports, with benches for spectators.

**Modern Day**

Today there is a reservation in the Carolinas, but in the 1800s many were forced to move to Oklahoma.

**Language**

Learn some simple Catawba words:

<table>
<thead>
<tr>
<th>Catawba language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haush</td>
<td>Thank you</td>
</tr>
<tr>
<td>Nufi</td>
<td>Sun</td>
</tr>
<tr>
<td>Wicawo nufi</td>
<td>moon</td>
</tr>
</tbody>
</table>
Feedback to Writing

- Students need response
- What they are doing well: be specific
- Providing feedback to guide revisions: teach a new technique
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Thank you!

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