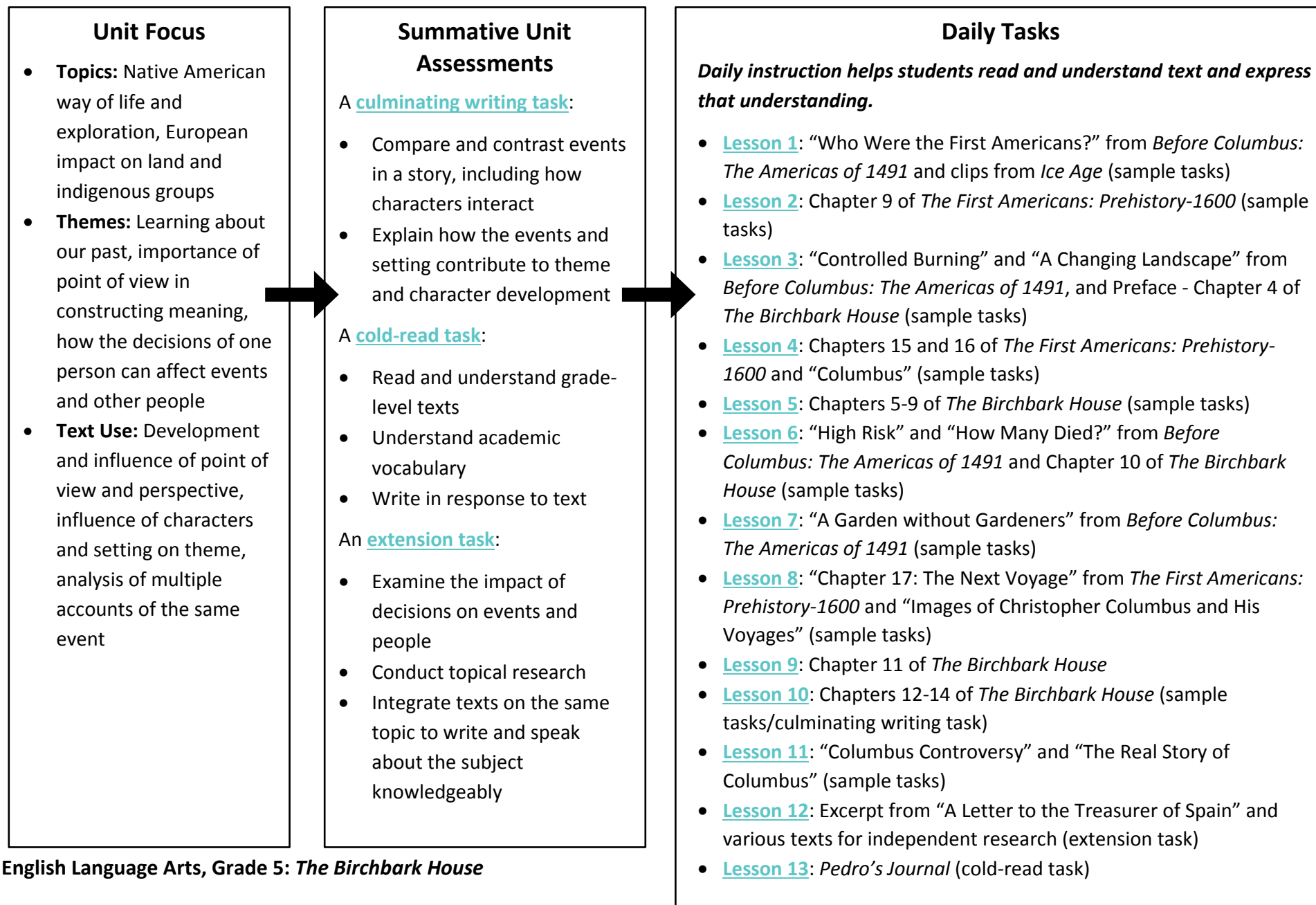


UNIT: THE BIRCHBARK HOUSE

<p>ANCHOR TEXT</p> <p><i>The Birchbark House</i>, Louise Erdrich (literary)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • “Columbus,” Joaquin Miller (poem) • <i>Pedro’s Journal</i>, Pam Conrad <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • Excerpts from <i>Before Columbus: The Americas of 1491</i>, Charles C. Mann • Chapters from <i>The First Americans: Prehistory-1600 (A History of US, Book 1)</i>, Joy Hakim • “Columbus Controversy,” <i>History.com</i> • Excerpt from “A Letter to the Treasurer of Spain,” Christopher Columbus <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> • Clips from <i>Ice Age</i>, Michael J. Wilson (Film) • “Images of Christopher Columbus and His Voyages,” <i>Library of Congress</i> • “The Real Story of Columbus,” <i>History.com</i> (video) • “The Columbian Exchange,” <i>Belmont High Library</i> 	<p>UNIT FOCUS</p> <p>Emphasizing the connections between English language arts and social studies, this unit teaches students how we learn about our past. Students explore various texts (literary and informational) to come to understand how Native Americans and global explorers laid the foundation for the United States. Students discuss why point of view is important for constructing meaning, as it changes the information that is given and how we perceive events.</p> <p>Text Use: Development and influence of point of view and perspective, influence of characters and setting on theme, analysis of multiple accounts of the same event</p> <p>Reading: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10</p> <p>Reading Foundational Skills: RF.5.4a-c</p> <p>Writing: W.5.1a-d, W.5.2a-e, W.5.3a-e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9a-b, W.5.10</p> <p>Speaking and Listening: SL.5.1a-d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6</p> <p>Language: L.5.1a, c-e; L.5.2a-e; L.5.3a-b; L.5.4a-c; L.5.5a-c; L.5.6</p> <p>CONTENTS</p> <p>Page 1: Text Set and Unit Focus</p> <p>Page 2: <i>The Birchbark House</i> Unit Overview</p> <p>Pages 3-7: Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p>Page 8: Instructional Framework</p> <p>Pages 9-25: Text Sequence and Sample Whole-Class Tasks</p>
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The Birchbark House Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK¹

Compare and contrast the main events of each season of *The Birchbark House* and explain how they prepare Omakayas to gain strength and understand and accept her past. (RL.5.2, RL.5.5, W.5.2a-e, W.5.10) Draw on specific details and use direct quotations from the text for the essay (e.g., how characters interact and their attitudes toward the events). (RL.5.1, RL.5.3, W.5.9a) Write an essay that demonstrates command of proper grammar, usage, punctuation, and spelling, and uses grade-appropriate words and phrases. (W.5.2a-e, W.5.10)

Teacher Note: The completed writing should identify the main events of each season and explain how the events fit together to provide the overall structure of the story, including how Omakayas responds to the challenges she faces. The writing should use appropriate transitions, precise language, and domain-specific vocabulary, and provide a relevant conclusion. (W.5.2a, b, c, d, e) Students should use grade-appropriate words and phrases and a variety of sentence patterns for meaning and interest while maintaining a consistent style. (W.5.2e, W.5.4, L.5.3a, L.5.6) The essay should also demonstrate command of proper grammar and usage, punctuation, and spelling. (L.5.1c-e; L.5.2a, b, d, e) Use peer and teacher conferencing, as well as small-group work that targets student weaknesses in writing to improve student writing ability. (W.5.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Native American way of life and exploration, European impact on land and indigenous groups • Themes: Learning about our past, importance of point of view in constructing meaning, how the decisions of one person can affect events and other people • Text Use: Development and influence of point of view and perspective, influence of characters and setting on theme, analysis of multiple accounts of the same event 	This task assesses: <ul style="list-style-type: none"> • Comparing and contrasting events in a story, including how characters interact • Explaining how the events and setting contribute to theme and character development 	Read and understand text: <ul style="list-style-type: none"> • Lesson 3 (sample tasks included) • Lesson 6 (sample tasks included) • Lesson 9 (sample tasks included) Express understanding of text: <ul style="list-style-type: none"> • Lesson 5 (sample tasks included) • Lesson 10 (use this task)

¹ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ TASK²

Read *Pedro's Journal* by Pam Conrad independently, and then answer a combination of multiple-choice and constructed-response questions³ in response to the text. **(RL.5.10)** Use direct quotations to support your answers. **(RL.5.1)** Sample questions:

1. What (and who) did the sailors bring back to Spain? Did they find what they hoped to find? **(RL.5.1, W.5.9a-b)**
2. Compare and contrast the way Pedro and Columbus feel about the treatment of the native people. Support your answer by including examples of Pedro's and Columbus's words and actions, including direct quotations. **(RL.5.1, RL.5.3, RL.5.6, W.5.9a-b, W.5.10)**
3. Reread journals from October 10 and 11. The crew aboard the ship displays one emotion on October 10. Then, on October 11, the language in Pedro's journal informs the reader that emotions have changed.
 - a. Explain what happens on October 10. How does the crew respond to the challenge? **(RL.5.1, RL.5.2)**
 - b. Explain what happens on October 11. How does the crew feel on October 11? **(RL.5.1, RL.5.2)**
 - c. Compare and contrast the emotions of the crew on October 10 and October 11. What language from the text helps the reader understand the differences in their emotions? Cite specific details from both entries to support the response. **(RL.5.1, RL.5.3, RL.5.4, W.5.9a, W.5.10, L.5.6)**
4. View "[The Columbian Exchange](#)" from *Belmont High Library*. **(RI.5.7)** How does the author of *Pedro's Journal* show evidence of this exchange? **(RL.5.1, RI.5.9, W.5.9a-b, W.5.10)**
5. There are several thematic ideas explored in *Pedro's Journal*: change, exploration, and discovery. Choose one of these ideas and explain how it is explored in *Pedro's Journal*. **(RL.5.1, RL.5.2, W.5.9a, W.5.10, L.5.6)**
6. Compare *Pedro's Journey* to Columbus's actual journey. How are the ideas of change, exploration, and discovery relevant to the Columbus's journey to find the New World? Provide evidence from texts notes or class discussions to describe how these ideas relate to Columbus's journey. **(RL.5.1, RI.5.1, RI.5.9, SL.5.2, W.5.9a-b, W.5.10)**

² **Cold-Read Task:** Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

³ Ensure that students have access to the complete texts as they are testing.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Native American way of life and exploration, European impact on land and indigenous groups • Themes: Learning about our past, importance of point of view in constructing meaning, how the decisions of one person can affect events and other people • Text Use: Development and influence of point of view and perspective, influence of characters and setting on theme, analysis of multiple accounts of the same event 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding grade-level texts • Understanding academic vocabulary • Writing in response to text 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 5 (sample tasks included) • Lesson 9 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 8 (sample tasks included) • Lesson 10 (sample tasks included) • Lesson 12 • Lesson 13 (use this task)

EXTENSION TASK⁴

Read aloud the excerpt from “[A Letter to the Treasurer of Spain](#).” Divide the class into groups. Have groups:

1. Reread the text and define key words in context (e.g., *attained*, *accessible*, *flourishing*, *convenience*, *contributing*, *abounds*, *liberal*, *mutually*, *earnestly*, *illustrious*, *content*, *distributing*, *corresponding*, *sovereigns*, *related*). **(RI.5.4, RI.5.10, L.5.4a)** Verify the meaning of the words using a dictionary. **(L.5.4c)**
2. Discuss how the words relate to one another:
 - a. Are the words generally positive or negative?
 - b. What are the relationships between individual pairs of words? Focus both on the word in the text as well as its roots and various forms.⁵ Create one or two [semantic maps](#)⁶ that illustrate the relationships between several of the words. **(L.5.4a, L.5.5c)**
3. Write a one-sentence summary of each paragraph. **(RI.5.2)**
4. Complete a graphic organizer with the following column headings: Land and People, and row headings: Description and Benefits. **(RI.5.8)** Incorporate direct quotations with personal explanations of why those quotations were selected. **(RI.5.1)**
5. What is Columbus’s general opinion of the land and people in the Americas? **(RI.5.3)** What details most reveal his opinion? **(RI.5.1)**
6. Review the content of the completed graphic organizer and determine two or more main ideas of the letter. **(RI.5.2)**
7. Review notes taken while reading other texts in the unit. Compare and contrast the information in those texts and the information provided in this letter. Identify the similarities and differences in point of view in each. Focus on identifying the points Columbus makes and the reasons he provides versus the points the other texts make and the reasons they provide. **(RI.5.6, RI.5.8)**
8. Discuss why the letter from Columbus might take the identified point of view.

Then have students conduct group research to verify Columbus’s letter. Provide them with a research focus (e.g., Native American way of life before and after Columbus’s arrival, the mistakes made and successes gained on Columbus’s voyage, Columbus’s influence on future explorers) and a set number of teacher-selected resources for research, including the texts of the unit. **(W.5.7, W.5.8)** As needed, support students in developing research skills (e.g., teach them how to take and organize research notes and create a list of sources).

Have each student write a typed, two-page essay in response to the following prompt: “Describe the changes as a result of Christopher Columbus’s arrival in the New World. What effect did Columbus have on the New World?” **(RI.5.7, RI.5.9, W.5.2a-e, W.5.6, W.5.10)**

⁴ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁵ For example: Something that is *accessible* is *convenient* (cause/effect); when something is *flourishing*, it *abounds* (cause/effect); *attain* and *access* have similar but slightly different meanings; and *distribute* and *contribute* have similar meanings, but their different prefixes provide clues to the differences in meaning.

⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

Ensure the essay demonstrates command of proper grammar, usage, punctuation, and spelling; uses grade-appropriate words and phrases and a variety of sentence patterns for meaning and interest; includes textual evidence and direct quotations as support; and provides a list of sources researched. **(RI.5.1; W.5.4; W.5.8; W.5.9b; L.5.1c-e; L.5.2a, b, d, e; L.5.3a; L.5.6)** Use peer and teacher conferencing, as well as small-group work that targets student weaknesses in writing to improve student writing ability. **(W.5.5)**

Finally, have students read their individual essays to their research groups. Then, have each group develop and deliver a multimedia presentation that answers the same question as the essay. **(SL.5.4, SL.5.5, SL.5.6)**

During the presentations, prompt students to summarize and record the information presented by each group, including the points each group makes and the reasons and evidence they provide to support each point. Following the presentations, engage the class in a reflection seminar to identify similar ideas among groups, clear up any misconceptions, and discuss new ideas and/or remaining questions about the topic of Columbus’s effect on the New World. **(RI.5.3, RI.5.7, RI.5.9, SL.5.1a-d, SL.5.2, SL.5.3)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topics: Native American way of life and exploration, European impact on land and indigenous groups • Themes: Learning about our past, importance of point of view in constructing meaning, how the decisions of one person can affect events and other people • Text Use: Development and influence of point of view and perspective, influence of characters and setting on theme, analysis of multiple accounts of the same event 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Examining the impact of decisions on events and people • Conducting topical research • Integrating texts on the same topic to write and speak about the subject knowledgeably 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 4 (sample tasks included) • Lesson 8 (sample tasks included) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 7 (sample tasks included) • Lesson 11 (sample tasks included) • Lesson 12 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁷ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. ***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

NOTE ABOUT THE LESSONS: Throughout this unit, students will progressively build knowledge through three specific tools.

- **Vocabulary Display:** Students identify unknown vocabulary, determine the meaning using context clues, and describe how the vocabulary contributes to the meaning of the text. Place the vocabulary on a display for students to refer to and use throughout the unit. Begin in [lesson 1](#).
- **Seasons Graphic Organizer:** Examining the main event of each season and how it affects Omakayas helps students analyze the novel’s theme. Have students keep a graphic organizer focused on the main event of each season and how it affects Omakayas. Begin in [lesson 3](#).
- **Cause and Effect Graphic Organizer:** Understanding the causes of European exploration and its impact on Native Americans deepens student understanding of the main characters and the theme of the novel. This will also help students prepare for the extension task. Have students include details that help them understand the context of each event. Begin in [lesson 4](#).

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁸</p> <p>“Who Were the First Americans?” (pages 53-54) from <i>Before Columbus: The Americas of 1491</i>, Charles C. Mann</p> <p>First 20 minutes from <i>Ice Age</i>, Michael J. Wilson</p>	<p>TEXT DESCRIPTION: “Who Were the First Americans?” sets the tone for the unit by introducing how the earliest people arrived in the Americas during the Ice Age. The text explains where the earliest Americans came from, theories of how they arrived, and why they traveled to the Americas. <i>Ice Age</i> takes students on a journey of migration south with three extinct animals. Their goal is to return a human child to his father.</p> <p>TEXT FOCUS: These texts help students understand the time period of this unit. The film reflects the Preface of <i>The Birchbark House</i>, which establishes the setting and introduces Omakayas, the main character, who is the lone survivor after a smallpox epidemic. (RL.5.2, RL.5.3) This visual text provides some support for events and ideas that are likely to be unknown to most fifth-grade students. Both texts will serve as a reference later in the unit as students compare and contrast two settings in <i>The Birchbark House</i>. (RL.5.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students follow along as “Who Were the First Americans?” is read aloud. They work with the vocabulary, and then view the first 20 minutes of <i>Ice Age</i>. The lesson concludes with students comparing and contrasting the information presented in the printed text and the film excerpt.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read “Who Were the First Americans?” (pages 53-54) from <i>Before Columbus: The Americas of 1491</i> aloud as students follow along. This is a complex text and will require a great deal of student support.

⁸ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students analyze the syntax of complex sentences in the text. Select longer sentences in the text that contain conjunctions, prepositional phrases, and/or interjections. Ask students to work in pairs or small groups to divide the longer sentence into two or three shorter sentences, and then rewrite the sentences in their own words. Discuss as a class how the conjunctions, prepositional phrases, and interjections function in the sentence (indicate relationships between ideas (cause/effect, sequence), add detail or meaning, and create interest, respectively). (L.5.1a, L.5.3a) Then have students reread the original sentence in the text and explain what the sentence means and how it supports the larger paragraph in which it is written. (RI.5.8) • As a class, choose three or four words from “Who Were the First Americans?” to add to a classroom vocabulary display.⁹ (RI.5.4) Focus on selecting academic vocabulary and words that signal contrast, addition, or other logical relationships (e.g., <i>however, although, nevertheless, moreover</i>). First, have students define the words in context. (L.5.4a) Then provide them with a list of Greek and Latin affixes and roots and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. (L.5.4b, c) Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, cause/effect, shades of meaning, etc.) through semantic maps.¹⁰ (L.5.5c) As words are added throughout the unit, encourage and support students to use the words in discussion and writing. (L.5.6) • View the first 20 minutes of the film <i>Ice Age</i> as a class. • Conduct a class discussion in which students compare and contrast the information presented in “Who Were the First Americans?” to the film. What challenges did Native Americans face as a result of the Ice Age? (RI.5.1, RI.5.3) How did the film support the informational text? What details from the film convey facts, and what details convey fiction? (RI.5.1, RI.5.6) Ensure that students use accountable talk¹¹ throughout the discussion and reference details from both the text and the film to support their ideas. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Divide the class into pairs and have each pair write an informational summary detailing the challenges faced by Native Americans prior to European exploration, using details from either the informational text or the film to support the response. (RI.5.1, RI.5.7, W.5.2a-e, W.5.10)

⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 2:</p> <p>Chapter 9 of <i>The First Americans: Prehistory-1600</i>, Joy Hakim</p>	<p>TEXT DESCRIPTION: Chapter 9 of <i>The First Americans</i> provides readers with information on the Plains Native Americans.</p> <p>TEXT FOCUS: The main characters in <i>The Birchbark House</i> are Plains Native Americans. Thus, reading Chapter 9 provides students with an opportunity for contextual understanding of this group prior to reading the anchor text.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read and summarize Chapter 9 in groups and work with vocabulary. Students use their summaries to explain the relationships between Native Americans and their environment through discussion and then in writing.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Divide the class into small groups. Have each group read and summarize Chapter 9. (RI.5.2, RI.5.10) Focus students on summarizing where the Plains Indians lived, what they hunted and ate, their religious traditions, and rules of behavior. • Have students build on the Vocabulary Display begun in Lesson 1. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Use the summary of Chapter 9 as the basis for explaining the relationships between the Native Americans and their environment (i.e., land and animals). (RI.5.3) In small groups, have students complete a T-chart. On the left side, ask students to list resources of the Great Plains (e.g., buffalo, grasslands, maize, stones) and on the right side, ask students to list the use of the resources by the Plains Native Americans. • Conduct a class discussion in which students share the information from their graphic organizers. (SL.5.1a-d, SL.5.2) Prompt students to revise their individual graphic organizers based on the information shared during the discussion. • Following the discussion, develop a topic sentence¹² as a class that identifies the relationship between the Great Plains Native Americans and the land. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students use the topic sentence (or use it as a model to create their own) and their graphic organizer to write a paragraph explaining the relationship between Great Plains Indians and the land. (RI.5.1, RI.5.3, W.5.2a-d) As needed, provide students with an answer frame¹³ to help them organize their writing. (W.5.9b, W.5.10)

¹² Resources for developing topic sentences: <http://owl.english.purdue.edu/owl/resource/545/01/> or http://www.indiana.edu/~wts/pamphlets/thesis_statement.shtml.

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 3:</p> <p>“Controlled Burning” (pages 91-92) and “A Changing Landscape” (page 97) from <i>Before Columbus: The Americas of 1491</i>, Charles C. Mann</p> <p>Preface-Chapter 4 of <i>The Birchbark House</i>, Louise Erdrich</p>	<p>TEXT DESCRIPTION: “Controlled Burning” offers information about Native American hunting and farming practices prior to the arrival of the Europeans. “A Changing Landscape” further develops that idea, focusing on the evolution of farming practices from small crop fields to more complex farming, with a balance of forest left to support wildlife survival. The Preface of <i>The Birchbark House</i> provides insight into the main character’s foundation, family, and strength. As the reader moves further into the text, details will be revealed that lead to a deeper understanding of “why” the main character survived the smallpox epidemic that plagued her family and community. Chapters 1-4 introduce the reader to Omakayas’s family and community.</p> <p>TEXT FOCUS: The first four chapters of <i>The Birchbark House</i> present the daily jobs of the main character and her family (RL.5.1, RL.5.2, RL.5.3) and offer a fictional, yet realistic, setting. The excerpts from <i>Before Columbus</i> offer multiple accounts regarding the day-to-day decisions in the lives of American Indians, which can be compared to and support student understanding of the anchor text. (RL.5.6, RI.5.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students listen to the two excerpts from <i>Before Columbus</i> being read aloud, and then summarize them. Students revise their written paragraphs from Lesson 2 based on new information gained from the two texts of this lesson. Then students read and summarize Chapters 1-4 of <i>The Birchbark House</i> in small groups. Students work with vocabulary and begin the Seasons Graphic Organizer. The lesson concludes with students discussing and then writing about how Erdrich uses factual information to develop the setting and characters of <i>The Birchbark House</i>.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud “Controlled Burning” and “A Changing Landscape.” As a class, create a written summary of the text. (RI.5.2) • Ask students to share their written explanations from Lesson 2. Discuss as a class how information provided in “Controlled Burning” and “A Changing Landscape” supports or refines information provided in the student explanations based on Chapter 9 of <i>The First Americans</i>. (RI.5.6, SL.5.1a-d, SL.5.2) Then have students revise and/or add to their paragraphs based on the text and discussion. (RI.5.1, RI.5.3, W.5.5, W.5.9b, W.5.10) • Read the Preface aloud as students follow along to become familiar with the language presented in this novel. • Then reread the Preface aloud and stop at various points to encourage students to make connections between this text and the texts previously read. As students discuss the questions, ensure they quote from previously read texts to support their inferences. (RL.5.1, RI.5.7) Possible questions: <ul style="list-style-type: none"> ○ The only person left alive on the island was a baby girl. Why might she be alone? Where is the rest of her family? ○ Smallpox had killed them all. Why was the baby girl still alive?

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ How is Omakayas like the main character in the film <i>Ice Age</i>? ● Have students read Chapters 1-4 in small groups. After each chapter, have students work in small groups to summarize¹⁴ the text. (RL.5.2) ● Note for Small-Group Reading: Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information and receive additional support through basic comprehension questions. This can help students be more prepared to participate in the whole-class discussion. Several chapters in <i>The Birchbark House</i> contain sentence variety and dialogue. As such, these passages are useful for working with struggling readers on fluency and reading with expression. (RF.5.4b) A rubric for assessing reading fluency is available here.¹⁵ Techniques for how to address fluency can be found with the ELA Instructional Framework.¹⁶ ● Have students build on the Vocabulary Display begun in Lesson 1. For this section of <i>The Birchbark House</i>, consider adding academic vocabulary words, such as <i>fastened</i>, <i>quick-tempered</i>, <i>enigmatic</i>, <i>mischievous</i>, <i>hesitation</i>, <i>disdain</i>, <i>intimidate</i>, <i>abruptly</i>, <i>bawled</i>, <i>blithered</i>, and <i>contented</i>. ● The chapters also contain domain-specific vocabulary, such as <i>birchbark</i>, <i>Anishinaabe</i>, <i>tallow</i>, <i>makizins</i>, <i>basswood</i>, <i>awl</i>, <i>spirits</i>, and <i>tikinagan</i>. Discuss how the use of vocabulary native to the Ojibwe people contributes to the meaning and setting of the text. (L.5.3b) Using context clues, define the various unknown words, verifying their definitions using a dictionary (digital¹⁷ or specialized¹⁸ dictionaries may be necessary). (RL.5.4; L.5.4a, c; L.5.6) Display these words and phrases for students to use when they write about the text. (L.5.6) ● Reread key passages in Chapters 1-4 aloud as students follow along. Stop at specific points in the text and ask students to interpret figurative language, including similes and metaphors, in context. (L.5.5a) During the read-aloud, have students circle strong, descriptive words and phrases that “stick out” to them (e.g., “the moon went down to a fingernail’s sliver,” “the fire was down to red winking eyes,” “the bird’s eyes glittered greedily”). Project the words and phrases that students have circled and conduct a class discussion about the meaning of the words and phrases based on the context and their relationship to each other. (RL.5.4, L.5.4a, L.5.5a-b)

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁵ http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf

¹⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading>

¹⁷ <http://www.merriam-webster.com/>

¹⁸ <http://ojibwe.lib.umn.edu/>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Begin the Seasons Graphic Organizer. Have students create a flow chart (either linear or circular) with the four seasons: summer, fall, winter, and spring. Underneath each season, ask students to (1) identify and describe the main event (characters involved, setting, specific details, etc.), (2) explain how the main event affects Omakayas, (3) identify the changes that occur in Omakayas and any lessons she learns, and (4) include important quotations and evidence from the novel that reveal Omakayas’s thoughts and point of view regarding each event. (RL.5.1, RL.5.2, RL.5.3, RL.5.6) Ensure students note the Ojibwe interactions with white people and the movement of Omakayas’s family from season to season. Ask students to maintain the graphic organizer throughout the reading of the novel. • Conduct a discussion to explain the connection between the historical setting of the text and how the author chooses to introduce Omakayas. Ask the following questions: What is the struggle that Omakayas is facing in these chapters? How does she respond to the challenges? (RL.5.2) How does her point of view influence the descriptions of events? (RL.5.6) • Compare and contrast the information from these chapters with the information gained in <i>The First Americans</i> and <i>Before Columbus</i>. (RI.5.9) Have students locate direct quotations that support each point made. (RL.5.1, RI.5.1) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students work in pairs to write a formal response to the following questions: How does Louise Erdrich use factual details to support her story? How do these details support your understanding of the setting? How does Omakayas’s point of view in the text influence your understanding of the setting and events? (RL.5.1, RL.5.6, RI.5.1, RI.5.9, W.5.1a-c, W.5.9a-b, W.5.10) Provide students with an answer frame¹⁹ to support them in organizing their response. • Have students swap their written response with another pair to review and revise their writing: <ol style="list-style-type: none"> 1. Identify, underline, and number the main idea sentence that answers each question. (RI.5.2) 2. Next to each paragraph, write a one-sentence summary. Underneath each summary sentence, list at least one detail that supports the main ideas. (RI.5.2) 3. Put a star next to any direct quotations or evidence used. Determine how that evidence supports the main ideas and number each statement with the same number as the corresponding main idea. (RI.5.8) 4. Review the sentences and locate any conjunctions, preposition, and/or interjections used. Select three examples and describe in one sentence how they are used in the sentence. (L.5.1a) 5. Review the sentences and select three sentences to expand, combine, and/or reduce to increase reader interest or style. (This may require a brief mini-lesson in which the teacher models how this can be done.) (L.5.3a)

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ol style="list-style-type: none"> 6. Circle strong vocabulary words in the text, including those that signal contrast or addition (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). If none of those words is used, make a suggestion for where they can be added. (L.5.6) 7. Highlight any potential spelling or grammatical mistakes, including inappropriate verb tense, incorrect subject-verb agreement, or misuse of commas. (This may require a brief mini-lesson on the grade-specific expectations.) (L.5.1c-e, L.5.2a-e) 8. Return the written response to the original pair and ask the pairs to review the feedback. Have pairs rewrite their responses, revising sentences and strengthening their answers. (W.5.4, W.5.5)
<p>LESSON 4:</p> <p>Chapters 15 and 16 of <i>The First Americans: Prehistory-1600</i>, Joy Hakim</p> <p>“Columbus,” Joaquin Miller</p> <p>Independent reading of <i>Pedro’s Journal</i>, Pam Conrad</p>	<p>TEXT DESCRIPTION: Chapters 15 and 16 of <i>The First Americans</i> introduce the reader to Christopher Columbus and lead into his voyages to the Americas.</p> <p>TEXT FOCUS: Evidence from these chapters will be linked to <i>The Birchbark House</i> in later discussions about the impact of the white man on Omakayas’s community and may also be used as textual evidence in assessments. “Columbus” depicts the ambition and persistence of Christopher Columbus and the legacy of his spirit of exploration and discovery. (RI.5.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read Chapters 15 and 16 of <i>The First Americans</i> in small groups. They listen to “Columbus” read aloud, and then reread and analyze the poem using TP-CASTT. Students then compare and contrast the different portrayals of Columbus and write an initial reflection of their opinion of Columbus as an explorer. Students begin their independent reading of <i>Pedro’s Journal</i> by Pam Conrad.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read Chapters 15 and 16 in small groups. (RI.5.10) • Read aloud the poem “Columbus” with minimal interruptions on the first read. • Have students build on the Vocabulary Display begun in Lesson 1. • Assign <i>Pedro’s Journal</i> for independent reading. (RL.5.10; RF.5.3a; RF.5.4.a, c) <ul style="list-style-type: none"> ○ Create structured, independent reading of the text. Provide opportunities for students to collaborate during class to read and analyze the text. ○ Have students set a schedule and goals for their reading and keep track of it in a reading log or journal. ○ Ensure students are held accountable for their reading. The cold-read task is based on the independent reading.

TEXT SEQUENCE	TEXT USE
	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> In small groups, have students examine the meaning of Chapters 15 and 16. Ask students to explain the relationship between the events that led up to Columbus’s voyages (e.g., What childhood event sparked Columbus’s interest in sailing? What clues led Columbus to the conclusion that he was not in China? How did interactions between Columbus and the king and queen of Spain lead to Columbus’s voyages? How did their interests and intentions differ?) (RI.5.3) Then identify the reasons and evidence the author provides to support her points. (RI.5.1, RI.5.8) Have students reread and analyze the poem “Columbus” using TP-CASTT.²⁰ Determine the meaning of words and phrases used in the poem and focus on the author’s use of repetition. (RL.5.4, L.5.5a-c, L.5.6) How does each stanza fit together to create meaning? (RL.5.5) How does the speaker of the poem reflect on a topic? What is the speaker’s opinion of Columbus? How do the words and descriptions influence our view of Columbus? (RL.5.6) How do all of these pieces work together to reveal a theme? (RL.5.1, RL.5.2) Begin the Cause and Effect Graphic Organizer. Have students individually create a graphic organizer (e.g., Example 1,²¹ Example 2²²) to record information gathered from the various texts to identify causes of European exploration of the New World and the effects on the American Indians. (RI.5.1, RI.5.3, RI.5.5, RI.5.6, RI.5.7) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Conduct a class discussion in which students compare and contrast each text’s presentation of Columbus as an explorer. (RI.5.2) What information does each text provide? How does reading these texts together inform your opinion of Columbus? What information can be corroborated or refuted in each text based on other sources? What information is not able to be verified? (RL.5.1, RL.5.6, RI.5.1, RI.5.6, RI.5.7, RI.5.9, SL.5.1a-d, SL.5.4, SL.5.6) Ask students to write a reflection or journal entry in which they present their initial opinion of Columbus as an explorer based on these texts. Have students introduce the topic in writing, state their opinion, and provide reasons supported by details from various texts. (RL.5.1, RI.5.1, RI.5.6, RI.5.9, W.5.1a-b, W.5.9a-b, W.5.10, L.5.6)
<p>LESSON 5:</p> <p>Chapters 5-9 of <i>The Birchbark House</i>, Louise Erdrich</p>	<p>TEXT DESCRIPTION: Chapters 5-9 of <i>The Birchbark House</i> provide insight into the impact of the <i>chimookoman</i>, or white man, on Omakayas’s community.</p> <p>TEXT FOCUS: Focus students on rereading and discussing pages 78-80, 109-112, and 123, as these pages provide the reader with specific accounts and actions that the Native Americans took to defend themselves.</p>

²⁰ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²¹ <http://blog.thinkingschoolsethiopia.com/wp-content/uploads/2012/03/multiflowmap1.jpg>

²² http://3.bp.blogspot.com/_IFB6jNBwXRr/TQIhm1VVZrI/AAAAAAAAAMU/pfrzivKYzbA/s1600/cause+and+effect+graphic+organizer_1.jpg

TEXT SEQUENCE	TEXT USE
	<p><u>MODEL TASKS</u></p> <p>LESSON OVERVIEW: Students read Chapters 5-9 of <i>The Birchbark House</i> independently or in pairs. They work with vocabulary and continue to fill out the Seasons Graphic Organizer. Students continue their independent reading of <i>Pedro’s Journal</i>.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read Chapters 5-9 independently or in pairs. (RL.5.10) • Have students build on the Vocabulary Display begun in Lesson 1. For this section of <i>The Birchbark House</i>, consider adding academic vocabulary words, such as <i>indignation</i>, <i>contempt</i>, <i>intensity</i>, <i>vigilance</i>, and <i>sparse</i>. Consider also noting the domain-specific vocabulary in this section, such as <i>tobacco</i>, <i>fur-trading post</i>, <i>voyageur</i>, and <i>wigwams</i>, and discussing how these words help further establish the setting and characters of the text. • In this section of the text, ask students to select at least two significant or figurative phrases (e.g., “watched the flames throw shadows leaping across the stones” and “dark air stabbed at them”) and interpret the phrases based on context. (RL.5.4; L.5.4a; L.5.5a, c) Discuss how the language contributes to the development of the setting, characters, plot, and reader understanding and interest. (RL.5.6; L.5.3a, b; L.5.6) • Continue to provide time for students to read <i>Pedro’s Journal</i> independently over the course of the unit to prepare for the Cold-Read Task. (RL.5.10; RF.5.3a; RF.5.4.a, c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Prompt students to reread pages 78-80 where the elders discuss being pushed off of their own land by the white man. Have students work in pairs to find other examples in the text where the white man impacts the lives of the Ojibwe tribe. (RL.5.1, RL.5.3) As students read additional texts throughout the unit, prompt them to come back to these notes to locate connections among the texts based on the impact of the white man on Native American ways of life. (RL.5.9) • Other possible points of discussion may include the following: <ul style="list-style-type: none"> ○ In Chapter 5, page 79, Deydey says, “They are like greedy children. Nothing will please them for long.” Interpret the meaning of this quotation. Locate quotations from the text for support. (RL.5.1, RL.5.4, L.5.5a) ○ On page 112, we read that Fishtail was learning to read the chimookoman’s tracks. What does this mean? Why is it important for the Native Americans to learn to read the chimookoman’s tracks? (RL.5.1, RL.5.2, RL.5.10) ○ Reread page 123. Write a summary of this passage in your journal. Then, as a class, explain the significance of the grown-ups’ conversations, as mentioned on this page. Provide evidence from Chapters 5-9 to support your explanation. (RL.5.1, RL.5.2, RL.5.10)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Rewrite the conversation on page 123 as if Deydey were speaking. Write the conversation in your journal. (W.5.3a, b, d; W.5.4; W.5.10) Discuss as a class how the change in point of view affects the way the reader understands the passage. (RL.5.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Ask students to review the Seasons Graphic Organizer begun in Lesson 3 and add details from this section of <i>The Birchbark House</i>. (RL.5.1, RL.5.2, RL.5.3, RL.5.6)
<p>LESSON 6:</p> <p>“High Risk” (pages 70-71) and “How Many Died?” (page 76) from <i>Before Columbus: The Americas of 1491</i>, Charles C. Mann</p> <p>Chapter 10 of <i>The Birchbark House</i>, Louise Erdrich</p>	<p>TEXT DESCRIPTION: Chapter 10 of <i>The Birchbark House</i>, “The Visitor,” offers an account of the impact of smallpox on the Ojibwe. The word “visitor” in this chapter has multiple layers of meaning—the white man who brought the disease, the disease itself, and the death that came as a result. “High Risk” from <i>Before Columbus</i> provides information on smallpox and why so many Native Americans caught the disease from Europeans. “How Many Died?” from <i>Before Columbus</i> provides information on the effect that smallpox had on Native American communities. Connections can be made between these excerpts and the Preface and pages 170-174 of <i>The Birchbark House</i>.</p> <p>TEXT FOCUS: These texts help the reader understand the disease of smallpox, how it arrived in the New World, and its impact on American Indians. Reading and understanding these texts will help prepare students for their culminating writing task.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read aloud excerpts from <i>Before Columbus</i>. Students read Chapter 10 of <i>The Birchbark House</i> independently. Students continue examine the vocabulary of the texts and complete the graphic organizers. Students rewrite a passage of <i>The Birchbark House</i> from a different point of view and discuss the differences. Students participate in a philosophical chairs debate about the impact of Europeans on the Native Americans. Students continue their independent reading of <i>Pedro’s Journal</i> by Pam Conrad.</p> <p>READ AND UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Read aloud “High Risk” (pages 70-71) and “How Many Died?” (page 76) from <i>Before Columbus: The Americas of 1491</i> as students follow along. • Ask students to note the impact of Europeans on the Native Americans and update their Cause and Effect Graphic Organizer begun in Lesson 4. (RL.5.1, RI.5.1, RI.5.7, RI.5.9) For this text, have students focus on the impact of smallpox on the American Indians. • Then have students read Chapter 10 of <i>The Birchbark House</i> independently. (RL.5.10) • Have students examine the use of the term “visitor” throughout Chapter 10 using context clues, specifically in the sentence, “Had the visitor left another, more horrible visitor behind? Sickness? Death?” (RL.5.4, L.5.4a)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Divide the class into pairs or small groups. Have them reread Chapter 10 and work in groups to note the impact that smallpox has on the family in this chapter, providing specific evidence to support the negative effects of the white man on Omakayas’s village. Prompt students to read pages 142 and 143, in which Omakayas remembers the European visitor and how her community responded to his illness. Ask students to notice and note:²³ “Why is this memory that Omakayas is retelling important? Why has the narrator included it here?” (RL.5.1, RL.5.2, RL.5.6) Then prompt students to reread page 144, when Mama does not appear at the door to get the water. Ask students to consider: “What event is replaying here? What does this mean for the rest of Omakayas’s family?” (RL.5.1, RL.5.2, RL.5.5) • Ask students to review the Seasons Graphic Organizer begun in Lesson 3 and add details from this section of <i>The Birchbark House</i>, focusing on Omakayas’s changing opinion of the white man. (RL.5.1, RL.5.2, RL.5.3, RL.5.6) • Pose this question to the class: “What impact does the white man have on Omakayas’s community?” Working in pairs, students then review the Cause and Effect Graphic Organizer begun in Lesson 4. (RL.5.1, RI.5.1, RI.5.7, RI.5.9) Ask students to record evidence from <i>The Birchbark House</i> that is supported by information in the graphic organizer, noting the influence of the white man on the characters and setting of the novel. (RL.5.2, RL.5.3) • Continue to provide time for students to read <i>Pedro’s Journal</i> independently over the course of the unit to prepare for the Cold-Read Task. (RL.5.10; RF.5.3a; RF.5.4.a, c) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students analyze the language, structure, and point of view of <i>The Birchbark House</i>. (RL.5.4, RL.5.5) Guide students to determine the speaker of the text as a third person who is peeking from outside the story. Provide examples from the text that explain how the author develops the point of view (e.g., pages 147-153 offer an example that demonstrates the changes in mood of the main character as she cares for her family). (RL.5.6) Then have students rewrite the passage on pages 147-153 from the point of view of the white man (first person), instead of the Ojibwe people (third person), bringing the focus of their impact on the Native Americans to the forefront of the writing. (W.5.3a-e, W.5.4, W.5.10) • Discuss as a class how the change in point of view affects the way events are described and readers understand the passage. (RL.5.1, RL.5.6) • Have students engage in a philosophical chairs debate.²⁴ Ask them to decide whether they feel that Europeans had a positive or negative impact on the American Indians. (RI.5.7, RI.5.9, SL.5.2)

²³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> ○ Form two student-led groups—one that feels the impact is positive and the other that feels the impact is negative. First, have students work with their group to form their written opinion, supplying reasons and direct quotations from the various texts in the unit. (RL.5.1, RL.5.6, RI.5.1, RI.5.8, W.5.1a-d, W.5.9a-b, W.5.10) Their goal is to convince as many classmates as possible to join their side. (SL.5.1a, b) ○ Have each side read their written opinions to the class. (SL.5.4, SL.5.6) ○ Engage students in a debate, responding to each side’s opening argument. Have students form two lines facing each other, each line representing a different side of the debate. Ask each side to present their reasons and evidence, and ask appropriate questions. (SL.5.1c, d) As students listen and make note of the other side’s position, they may modify their own views and switch sides by physically moving to the other line. (SL.5.3)
<p>LESSON 7:</p> <p>“A Garden without Gardeners” (pages 104-108) from <i>Before Columbus: The Americas of 1491</i>, Charles C. Mann</p>	<p>TEXT DESCRIPTION: “A Garden without Gardeners” provides the reader with information on how disease led many areas once inhabited by Native Americans to become abandoned and overgrown.</p> <p>TEXT FOCUS: The illustration on page 1 of <i>The Birchbark House</i> may be analyzed to contribute to the meaning of the text, “A Garden without Gardeners,” as Omakayas is abandoned due to disease. Students consider why the author would choose this illustration as the reader’s first impression of Omakayas. (RL.5.6, RL.5.7)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students follow along as “A Garden without Gardeners” is read aloud. They continue to work on the Cause and Effect Graphic Organizer and write an initial paragraph that can be used later in the Extension Task. Students continue their independent reading of <i>Pedro’s Journal</i> by Pam Conrad.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Read “A Garden without Gardeners” aloud as students follow along. • Continue to provide time for students to read <i>Pedro’s Journal</i> independently over the course of the unit to prepare for the Cold-Read Task. (RL.5.10; RF.5.3a; RF.5.4.a, c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Work as a class to continue determining the meaning of unknown words and phrases in this unit by using context clues (going back to the Vocabulary Display students started in Lesson 1). Continue to add words to the designated area in the classroom for display. (RI.5.4, L.5.4) • Have students reread the text in small groups, summarize the main ideas of the text, and list two or three key details that support the main ideas. (RI.5.2)

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> Ask students to note the impact of Europeans on the Native Americans and update their Cause and Effect Graphic Organizer begun in Lesson 4. (RL.5.1, RI.5.1, RI.5.7, RI.5.9) Display the illustration on page 1 of <i>The Birchbark House</i>. Discuss as a class why the author might choose this as the reader’s first impression of Omakayas. What message is the author sending the reader through this illustration? (RL.5.7) How does this illustration influence the reader’s feelings toward Omakayas and/or the events that are presented in <i>The Birchbark House</i>? (RL.5.6) What idea does this illustration introduce? How is that idea carried throughout the text and built on in each main event or season? (RL.5.5) Throughout the discussion, ensure that students use accountable talk²⁵ and refer to specific textual details, quoting accurately. (RL.5.1, RI.5.1, SL.5.1a-d, SL.5.3, SL.5.4, SL.5.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students write a response to the following prompt: “Explain the impact of smallpox on the American Indians. Include in the explanation where smallpox came from and why it affected more Native Americans than Europeans.” (W.5.2a-d, W.5.9b, W.5.10) Provide students with an answer frame²⁶ to support them in organizing their response.
<p>LESSON 8:</p> <p>“Chapter 17: The Next Voyage” from <i>The First Americans: Prehistory-1600</i>, Joy Hakim</p> <p>“Images of Christopher Columbus and His Voyages,” <i>Library of Congress</i></p>	<p>TEXT DESCRIPTION: Chapter 17 provides a detailed account and considerations of Columbus’s second voyage. The purpose of the second voyage was to explore and expand colonization in the New World. The images of Columbus and his voyages provide visual representation of exploration, including the first interactions with American Indians. The images support reader understanding of <i>The Birchbark House</i>, as well as Chapter 17, regarding the European behavior during exploration.</p> <p>TEXT FOCUS: After reading Chapter 17, students will gain a deeper understanding of how European exploration impacted American Indians, as told through Omakayas in <i>The Birchbark House</i>. Students will analyze how the images contribute to the meaning and tone of Chapter 17 and <i>The Birchbark House</i>. (RL.5.7)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students view a picture of Columbus and read Chapter 17 of <i>The First Americans</i> in pairs. Students evaluate the painter’s view of Columbus, and then review and revise their reflection written in Lesson 4. Students continue their independent reading of <i>Pedro’s Journal</i> by Pam Conrad.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Display the “Images of Christopher Columbus and His Voyages.”

²⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁶ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> • Have students read Chapter 17 in pairs. (RI.5.10) • Continue to provide time for students to read <i>Pedro’s Journal</i> independently over the course of the unit to prepare for the Cold-Read Task. (RL.5.10; RF.5.3a; RF.5.4.a, c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Have pairs note in journals the effects of Columbus’s arrival on the American Indians. Then ask the pairs to identify in their notes the reasons and evidence Hakim uses to support her points about the effects Columbus had on the American Indians. (RI.5.8) • Provide pairs with a T-chart. Ask them to sort the effects Hakim notes into “Good” or “Bad” on the T-chart. Make sure pairs include the points Hakim makes and the evidence she provides to support their evaluation of the effects. These notes should be kept in preparation for the culminating writing task. • Ask each pair to partner with another pair to form a group of four. Have each pair share and compare their organizers with the other pair and make adjustments to their own based on feedback. (W.5.9b, SL.5.2) • Have students update their Cause and Effect Graphic Organizer begun in Lesson 4. (RI.5.1, RI.5.1, RI.5.7, RI.5.9) Incorporate the information from the T-chart into the organizer. • Ask students to analyze the image “The Landing of Columbus, Oct. 11, 1492” using the Library of Congress Photograph and Print Analysis Tool²⁷ or OPTIC²⁸ strategy. • Conduct a class discussion in which students answer the following questions: What does the body language of Columbus and the Native Americans depict? Locate evidence in Chapter 17 that supports or contradicts your conclusions. What is the painter’s point of view? What is his opinion of Columbus? (RI.5.1, RI.5.6, RI.5.7, RI.5.9) Ensure that students use accountable talk²⁹ throughout the discussion. (SL.5.1a-d, SL.5.3, SL.5.4, SL.5.6) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Ask students to review their opinion of Columbus as an explorer, which was originally written as a reflection or journal entry in Lesson 4. Have students add to or revise their writing based on the additional texts read and information gained in this lesson. (RL.5.1, RI.5.1, RI.5.6, RI.5.7, RI.5.9, W.5.1a-b, W.5.5, W.5.9a-b, W.5.10, L.5.6)

²⁷ http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Photos_and_Prints.pdf

²⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

²⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p>LESSON 9:</p> <p>Chapter 11 of <i>The Birchbark House</i>, Louise Erdrich</p>	<p>TEXT DESCRIPTION: Chapter 11, specifically pages 166-168, presents the reader with the feelings of Old Tallow and his opinion of the <i>chimookoman</i>. Old Tallow is an elder in Omakayas’s community and the one who saved her life.</p> <p>TEXT FOCUS: The reader will feel the sadness and anger of Old Tallow toward the white man. This chapter is centered on the European impact on the Native American ways of life and will offer a good reference for the Culminating Writing Task. Focus students on examining and rereading pages 166-168 of Chapter 11.</p>
<p>LESSON 10:</p> <p>Chapters 12-14 of <i>The Birchbark House</i>, Louise Erdrich</p>	<p>TEXT DESCRIPTION: Chapter 14 reveals the reason that Omakayas did not get sick with the rest of her family.</p> <p>TEXT FOCUS: This chapter finally provides the reader with an understanding of the relationship between Old Tallow and Omakayas.</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read Chapters 12-14 of <i>The Birchbark House</i> independently or in pairs. They work with the vocabulary and figurative language. They reread specific pages of the novel and write a descriptive summary of Omakayas and Old Tallow. Then they examine the changes of the relationship over the course of the novel and work as a class to determine a theme of the novel. Lastly, students finish their Seasons Graphic Organizer.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> • Have students read Chapters 12-14 independently or in pairs. (RL.5.10) • Have students build on the Vocabulary Display begun in Lesson 1. For this section of <i>The Birchbark House</i>, consider adding academic vocabulary words, such as <i>confinement</i>, <i>pitiful</i>, <i>fashioning</i>, <i>anticipation</i>, <i>nuisance</i>, <i>penetrating</i>, and <i>indistinguishable</i>. Consider also noting the domain-specific vocabulary in this section, such as <i>tobacco</i>, <i>fur-trading post</i>, <i>voyageur</i>, and <i>wigwams</i>, and discussing how these words help further establish the setting and characters of the text. • Ask students to select at least two significant or figurative phrases (e.g., “I managed to cheat the old hungry skull” and “her heart tumbled into darkness”) and interpret them based on context. (RL.5.4; L.5.4a; L.5.5a, c) Discuss how the language contributes to the setting, characters, plot, and reader understanding and interest. (RL.5.6; L.5.3a, b; L.5.6) <p>Continue to provide time for students to read <i>Pedro’s Journal</i> independently over the course of the unit to prepare for the Cold-Read Task. (RL.5.10; RF.5.3a; RF.5.4.a, c)</p> <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> • Ask students to reread pages 22-24, 150-151, 160-161, and 230-237 of <i>The Birchbark House</i> in pairs and write a short description of Old Tallow and Omakayas. (RL.5.2, RL.5.10, W.5.10) Discuss the relationship between the two characters changes over the course of the story. (RL.5.5) Then have each pair create a graphic organizer (H-chart or Venn diagram) to compare and contrast Old Tallow and Omakayas. (RL.5.3) Ensure that students include evidence. (RL.5.1)

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> As a class, determine a theme of <i>The Birchbark House</i> from details in the text. Rely on notes and journal entries from the unit as a reference and consider the following questions: Where did this story begin? What role did Old Tallow play in Omakayas’s life? (RL.5.1, RL.5.2) Ask students to review the Seasons Graphic Organizer begun in Lesson 3 and add details from this section of <i>The Birchbark House</i>. (RL.5.1, RL.5.2, RL.5.3, RL.5.6) <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 11:</p> <p>“Columbus Controversy,” <i>History.com</i></p> <p>“The Real Story of Columbus,” <i>History.com</i></p>	<p>TEXT DESCRIPTION: This text presents a point of view rarely noted in Social Studies textbooks of Columbus’s treatment of the American Indians, specifically as slaves. This video provides students with another source to draw information from regarding Columbus’s interactions with American Indians.</p> <p>TEXT FOCUS: Students analyze how the video clips contribute to or change their understanding of events in this unit. (RL.5.7)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the article and watch the videos. They discuss how each informs their understanding of Columbus. Students review or revise their reflection begun in Lesson 4 and update their Cause and Effect Graphic Organizer.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Read the article in pairs and watch the videos as a class. (RI.5.10) Provide time for students to read <i>Pedro’s Journal</i> independently for the Cold-Read Task. (RI.5.10; RF.5.3a; RF.5.4.a, c) <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Conduct a class discussion in which students compare and contrast each text’s presentation of Columbus as an explorer. (RI.5.2) Focus questions: What information does each text provide? How does reading these texts together inform your opinion of Columbus? What information can be corroborated or refuted in each text based on other sources? What information is not able to be verified? (RL.5.1, RL.5.6, RI.5.1, RI.5.6, RI.5.7, RI.5.9, SL.5.1a-d, SL.5.4, SL.5.6) Ask students to review and/or revise their opinion of Columbus as an explorer, which was originally written as a reflection or journal entry in Lesson 4. Have students focus on the following questions: What kind of man was Columbus? What did Columbus bring to the American Indians? What did the Native Americans offer to Columbus? What effect did Columbus and the Europeans have on the Native American population? Have students update their Cause and Effect Graphic Organizer begun in Lesson 4. (RL.5.1, RI.5.1, RI.5.7, RI.5.9)

TEXT SEQUENCE	TEXT USE
<p>LESSON 12:</p> <p>Excerpt from “A Letter to the Treasurer of Spain,” Christopher Columbus</p> <p>Various texts for independent research</p>	<p>TEXT DESCRIPTION: This text provides the reader with a primary source, a letter from Christopher Columbus to the treasurer of Spain requesting funding for an additional voyage.</p> <p>TEXT FOCUS: This task invites students to write an opinion piece in which they offer their point of view regarding Christopher Columbus’s impact on the American Indians. Students can demonstrate their understanding of the ideas in <i>The Birchbark House</i> and related texts through their writing. (W.5.1)</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
<p>LESSON 13:</p> <p><i>Pedro’s Journal</i>, Pam Conrad</p>	<p>TEXT DESCRIPTION: <i>Pedro’s Journal</i> is the story of Columbus’s journey from Pedro’s point of view. This text offers a slightly different point of view than the informational texts in the unit.</p> <p>MODEL TASK</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Task</p>