Lesson 1

Read

Read pages 53 and 54 of *Before Columbus: The Americas of 1491* by Charles C. Mann from your unit reader.

- As you read, consider: How did the First Americans travel to America?

Understand

1. What did you learn about Christopher Columbus from what you read?

_____

_____

_____

_____

2. What continent did the Europeans come from?

_____

_____

3. What are some theories or ideas of how Native Americans arrived in the New World?

_____

_____

_____

_____

_____

_____

4. What did the text say covered the land during the Ice Age?

_____

_____

Vocabulary

- **Main Idea:** The **main idea** of a text is the most important idea of the text. A **main idea** tells what the whole text is mostly about. The **main idea** is supported with details from the text that give more information about the **main idea**. The details are like building blocks that help us to build our thinking and identify the **main idea** of the text.

5. What is another name for America?

_____

_____

6. Who were the first people to come to the New World?

_____

_____

7. Where did people come from who traveled to the New World?

_____

_____

8. How did the first Americans get to the New World?

_____

_____

9. Based on this information, what is the **main idea** of the text?

_____

_____

_____

_____

_____

_____

Express Understanding

You are going to follow the steps below to write a summary. You have already read the text and identified the main idea. Now you will turn your ideas into sentences and use details from responses to write a summary.

How to Write a Summary:

- Read the text and identify the main ideas.
- Start your summary by introducing your ideas.
- Take your main ideas and turn them into sentences.
- Include important details from the text in your main idea sentences.
- Use transition words to connect your sentences. Examples of transition words are *in addition, also,* and *moreover.*

Lesson 2

Read

Read chapter three from *The First Americans: Prehistory–1600 (A History of US, Book 1)* by Joy Hakim.

- As you read, consider the reasons why people moved to the New World.

About this text: This text is going to give you information about how the first Americans lived. It is an informational text so it provides the reader with real facts, but it is written in a narrative form so it may sound like the author is talking to you and telling a story.

Understand

> "They don't know what a big step they are taking. They don't know they are making history."

1. What does the author mean in the quote above?

_____

_____

_____

_____

_____

_____

2. Analyze the map on page 15. Think about the journey the people took to get to the new continent. Answer the questions in the chart on the next page.

Where did the people come from?	What was the name of the continent they crossed into?	Where do scientists believe the land bridge was that connected Asia to the Americas?	What was the land bridge called?	Why might animals have moved across the land bridge?

3. Consider the challenges people faced as they moved from Asia to Africa. Answer the questions in the chart below.

What was the climate like as the people moved?	What types of weapons did they have?	What animals were a threat to the people?	What happened as more and more people came to the new world?	As the people traveled, what two things did they need to survive?

4. Think about the evidence Joy Hakim provides to support the idea that "the American continents were a good place to live." Answer the questions in the chart below.

What was the land and space like in America?	What was the food supply like in America?	What was the climate like in America?	How did this affect the people who moved to the Americas?

Express Understanding

Why did people travel to the New World?

Write a 1–2 sentence response.

_____

_____

_____

_____

_____

_____

Lesson 3

Read

Read chapter four of *The First Americans: Prehistory–1600 (A History of US, Book 1)* by Joy Hakim.

- As you read, look for new information about the Native American way of life.

Understand

Vocabulary

- **Extinct:** having no living members; vanished; died out
- **Native**: a person born in a specified place or associated with a place by birth

It is important to support your answers with evidence from the text. It is also important when you are writing or discussing text to let your audience know when you are offering your own ideas and when you are providing evidence.

Some sentence stems useful for introducing quotations are:

- According to the text, "....."
- The text states, "....."
- The author wrote, "....."
- On page ___, the author says, "....."

Describe the early accomplishments of Native Americans by answering the following questions. Support your descriptions with evidence from the text.

1. How did the Native Americans hunt?

_____

_____

_____

_____

2. How did they provide food for their tribe?

_____

_____

_____

_____

3. What types of things did Native Americans build for survival?

_____

_____

_____

_____

4. What did Native Americans create as past-times?

_____

_____

_____

_____

Explain what happened to animals as the Ice Age ended by answering the following questions. Support your descriptions with evidence from the text.

5. What happened to many of the animals?

_____

_____

_____

_____

6. How did the changing climate play a part in the animal population?

_____

_____

_____

_____

7. How did Native Americans play a part in the disappearance of species?

_____

_____

_____

_____

Read

Read "The Girl from Spirit Island" from *The Birchbark House* by Louise Erdrich.

Understand

> "The tired men who had come there to pick up furs from the Anishinabe people stood uneasily on the rocky shore. The voyageurs watched from a distance as the baby crawled in a circle, whimpering and pitiful."

The author, Louise Erdrich, selects specific words and phrases so that we can imagine the scene.

8. How does Erdrich describe the men who came to pick up the furs?

_____

_____

_____

_____

9. How does the first sentence of this section help you to understand the situation?

_____

_____

_____

_____

10. What actions of the voyageurs does Erdrich use to explain how they responded to the little girl?

_____

11. How do you imagine the little girl?

> "Birds were singing, dozens of tiny white-throated sparrows. The trilling, rippling sweetness of their songs contrasted with the silent horror below. First one then the other of the men turned away. They got back into their canoes."

12. How does Erdrich describe the infant's surroundings?

13. What happened to the infant's family?

14. The men get back into their canoes. What does this mean for the little girl?

_____

_____

_____

Express Understanding

Based on what you have learned about the lives of Native Americans so far, what is one possible reason that the men did not rescue the little girl?

Support your response by citing evidence from at least one text that you have read.

Some sentence stems useful for introducing quotations are:

- According to the text, "....."
- The text states, "....."
- The author wrote, "....."
- On page ___, the author says, "....."

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 4

Read

Read chapter nine from *The First Americans: Prehistory–1600 (A History of US, Book 1)* by Joy Hakim.

Understand

1. Where did the Plains Indians live? Describe the land that they lived on.

_____

_____

_____

_____

2. Describe the homes of the Plains Indians.

_____

_____

_____

_____

3. What did the Plains Indians hunt and eat?

_____

_____

_____

_____

4. What natural resources did the Plains Indians use?

_____

_____

_____

_____

5. What does it mean to adapt to your surroundings?

_____

_____

_____

_____

Vocabulary

- **Main Idea:** The **main idea** of a text is the most important idea of the text. A **main idea** tells what the whole text is mostly about. The **main idea** is supported with details from the text that give more information about the **main idea**. The details are like building blocks that help us to build our thinking and identify the **main idea** of the text.

You now have information about the type of life that Plains Indians lived, as well as their livelihood or how they survived. Come up with two **main idea** statements.

6. What is the main idea about their lifestyle?

_____

_____

Express Understanding

Use the main idea statements and your responses above to write a summary of chapter nine. Your summary should include:

- An introduction sentence,
- One or more main idea statements,
- 3–4 details and evidence from the text, and
- a closing sentence.

Use the following questions to organize your thoughts.

- What is the most important idea that you learned about the way that the Plains Indians lived?
- What details support that idea?
- What is the most important idea that you learned about how the Plains Indians survived?

- What details support that idea?

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read pages 91–92, "Controlled Burning" of *Before Columbus: The Americas of 1491* by Charles C. Mann from your unit reader.

- As you read, think about how the Native Americans used fire to change the landscape of the New World.

Understand

Vocabulary

- **Ecosystems:** a community of living organisms that interact with each other in the environment they all live in
- **Controlled Burning:** a fire that is set on purpose and is monitored
- **Harvesting:** to gather a crop for food

1. How did the Native Americans use fire to hunt?

_____

_____

_____

_____

2. How would using fire to hunt change the landscape?

_____

_____

_____

_____

3. What was the landscape like before the Native Americans arrived? What did it look like after the Native Americans had spent some time doing controlled burning?

_____

_____

_____

"Within a few hundred years, the Indians had transformed their landscape."

4. Why do you think that the Native Americans "burned and chopped thousands of acres, mainly in river valleys"?

5. What is maize? Why would this be an important crop to harvest?

6. How were the Indians changing the forest?

7. The author states, "The Native Americans had created a new balance of nature." What does this mean?

Express Understanding

How did the Native Americans change the landscape of the new world? Be sure to include evidence to support the points that you make.

Lesson 2

Read

Read chapter one of *The Birchbark House* by Louise Erdrich.

- As you read, think about what information is similar to what you have learned about Native Americans.

Understand

1. How old is Omakayas? How do you know?

_____

_____

_____

_____

2. What does Nokomis' and Omakayas' family use the birchbark tree for?

_____

_____

Vocabulary

- **Figurative language: Figurative language** means saying something other than what is literally meant, for effect. A literal meaning is what the words in the phrase mean exactly. Authors use **figurative language** to make comparisons and to help create a word picture for their readers. Figurative language helps you to visualize what is happening in a text.

Louise Erdrich uses **figurative language** throughout *The Birchbark House* to help us visualize the text. She uses metaphors, similes, personification, and hyperboles to describe people, places, and things throughout the text.

> "She balanced there, looking all around. **The lagoon water moved in sparkling crescents.** Thick swales of swamp grass rippled. "

3. Where was Omakayas?

_____

_____

4. What is Erdrich describing?

5. What does the bold sentence mean? "**The lagoon water moved in sparkling crescents**."

"But there were also times her **words were sharp as bee stings**…" (10)

6. How did Angeline probably talk to Omakayas?

7. Review chapter one. Find at least two more examples of **figurative language**. List them below.

Express Understanding

Complete the Seasons Graphic Organizer for chapter one, "The Birchbark House." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Neebin (Summer)	
"The Birchbark House"	
Explain Omakayas' interactions with other characters.	Angeline
	Pinch
Summarize what you know about Omakayas.	

Lesson 3

Read

Read chapter two of *The Birchbark House* by Louise Erdrich.

- As you read, think about Omakayas' relationship with Old Tallow.

Understand

1. Who is Old Tallow?

_____

_____

_____

_____

2. What kind of personality does Old Tallow have? Find a sentence from the text to support your answer.

_____

_____

_____

_____

3. Who are Old Tallow's closest friends?

_____

_____

_____

_____

4. What evidence supports the idea that Old Tallow liked Omakayas more than other children on the island?

_____

_____

5. What does Old Tallow say to her dog that lets us know that she must like Omakayas?

6. How does the illustration of Old Tallow in chapter two support the image that you have of her character?

7. When else did we hear the name "Tallow"?

8. Why was Omakayas angry with her sister, Angeline?

9. How does Omakayas want Angeline to feel toward her? What evidence from the text supports your response?

10. How does Omakayas communicate with the bear cubs?

11. What does Omakayas do that shows her respect for the mother bear?

12. What other animals does Omakayas speak to in this chapter that seem to understand her?

13. What do we learn about Omakayas through her interaction with the bears?

14. What does Erdrich teach us about Native American respect for nature, specifically animals, in this chapter?

15. What reference is made to European explorers in this section of the text?

Express Understanding

On the next page, complete the Seasons Graphic Organizer for chapter two, "Old Tallow." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Neebin (Summer)	
"Old Tallow"	
Identify the challenges that Omakayas faces.	
Explain how Omakayas responds to challenges that she faces.	
Explain Omakayas' interactions with other characters.	Old Tallow

Summarize chapter two.	

Lesson 4

Read

Read chapter three of *The Birchbark House* by Louise Erdrich.

- As you read, think about the changes you notice in Omakayas' behavior.

Understand

1. Why did Omakayas' mother look at her "in some surprise"?

_____

_____

_____

_____

2. How did Omakayas respond to her sister Angeline when returning from her walk? How is this response different from what you expected?

_____

_____

_____

_____

3. Explain how Nokomis' advice might have saved Omakayas' life.

_____

_____

_____

_____

4. Describe the connection that Omakayas feels with the bear.

_____

5. What does Omakayas' grandmother think is happening to her? What evidence from previous chapters supports this idea?

6. Provide evidence from the text that supports the idea that Omakayas is growing up and her mother trusts her.

7. How does Omakayas respond to the challenge of watching baby Neewo alone?

8. Describe Pinch's behavior. How does Omakayas feel about Pinch?

_____

9. Why hasn't Omakayas told anyone of her experience with the bears? Use evidence from the text to support your response.

_____

_____

_____

_____

Express Understanding

On the next page, complete the Seasons Graphic Organizer for chapter three, "The Return." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Neebin (Summer)	
"The Return"	
Identify the challenges that Omakayas faces.	
Explain how Omakayas responds to challenges that she faces.	
Explain Omakayas' interactions with other characters.	Nokimis
	Deydey

	Neewo
Summarize chapter three.	
In what ways does Omakayas grow and gain strength in this chapter?	

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter four of *The Birchbark House* by Louise Erdrich.

- As you read, think about the interactions between Omakayas and her sister, Angeline.

Understand

1. What challenge do Omakayas and Angeline face as they watch the corn field?

_____

_____

_____

2. How do they respond to the challenge that they face?

_____

_____

_____

3. What role did Omakayas play in growing the corn? Find evidence from the text to support the idea that Omakayas was proud of the corn field.

_____

_____

_____

_____

_____

_____

_____

_____

4. How does Omakayas respond to Angeline breaking the necks of the birds? What phrase or sentence reminds you of another scene from this book?

_____

_____

_____

_____

5. What is the lesson in Deydey's story?

_____

_____

_____

6. How does Omakayas react to her gift?

_____

_____

_____

The **structure** of a novel is how the chapters and scenes fit together. Now that you have read several chapters of *The Birchbark House,* consider how the novel is **structured**.

7. What do you notice about the structure of the novel so far? How are the chapters organized? What do you notice about the scenes of the story within a chapter? What is different about the font when a character is telling a story like Deydey did in this chapter?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Express Understanding

Complete the Seasons Graphic Organizer for chapter four, "Andeg." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Neebin (Summer)	
"Andeg"	
Identify the challenges that Omakayas faces.	
Explain how Omakayas responds to challenges that she faces.	

Summarize chapter four.	
In what ways does Omakayas grow and gain strength in this chapter?	

Lesson 2

Read

Read chapter 15 from *The First Americans: Prehistory–1600* by Joy Hakim.

- As you read, think about the events in Columbus' life that led him to be a sailor.

Understand

Vocabulary

- **Longitude and Latitude:** a system of lines used to describe the location of any place on Earth. Lines of **latitude** run in an east-west direction across Earth. Lines of **longitude** run in a north-south direction.
- **Equator:** the imaginary east-west line encircling the Earth midway between the North and South poles

1. How did Columbus' childhood city impact his decision to become a sailor?

_____

_____

_____

_____

2. How did reading help Columbus become more knowledgeable about the world?

_____

_____

_____

_____

3. What misconception did Columbus have about the world?

_____

_____

_____

_____

4. Who were King Ferdinand and Queen Isabella?

5. How did King Ferdinand and Queen Isabella contribute to Columbus' first voyage?

6. What challenges did Columbus face as he was planning to sail?

7. Reread the last two paragraphs on page 74. Why did Ferdinand and Isabella help Columbus? How would this benefit the king and queen?

Express Understanding

These three words all describe Columbus: **smart, brave, persistent.** But what word BEST describes him?

Write a paragraph responding to the following question: What word best describes Columbus? Support your response using evidence from the text.

Lesson 3

Read

Read chapter 16 from *The First Americans: Prehistory–1600* by Joy Hakim.

- As you read, consider the challenges that Columbus and his crew faced on their journey and how they responded to those challenges.

Understand

1. Look carefully at the chapter title: A New Land is "Discovered." What do the quotation marks mean in this title?

_____

_____

_____

2. Identify Columbus' navigation instruments. Explain how they supported his journey.

_____

_____

_____

_____

3. Identify a problem that Columbus and his sailors faced. How did they respond to the challenge?

_____

_____

_____

_____

Vocabulary

- **Tempest:** a scary storm
- **Pleads:** to beg
- **Voyages:** journeys that last several days
- **Discouraged:** to cause to lose hope
- **Conquer:** to gain or acquire by force

"But the sailors are **discouraged** and **fearful**. The sea seems **endless**. On October 9 they say they will go no farther. Columbus **pleads** for three more days of sailing. Then, he says, if they don't see land they may cut off his head and sail in peace."

4. Based on these words: discouraged, fearful, endless, and pleads; what do you think the mood of the ship is? Explain why you believe that Christopher Columbus does or does not trust his crew.

_____

_____

_____

_____

"They have made it to the Indies! Columbus was right after all, or so they think."

5. What land did Columbus intend to find?

_____

_____

6. Where did Columbus actually end up?

_____

_____

7. How does Hakim address this in the title of the chapter?

_____

_____

_____

_____

8. Reread paragraph 2 and paragraph 3 on page 77.
   - Start at "They have made it to the Indies!"
   - Stop at "The island is small but splendid, with tall trees, gorgeous birds, a beautiful beach, and friendly

people."

Complete the Cause and Effect: Graphic Organizer based on the information covered in this chapter. The first answer is completed for you.

Cause and Effect: Graphic Organizer

Columbus' Action	Effect on Native Americans
Columbus lands in the New World. He believes it is the Indies.	He calls the people who live there Indians.
Europeans brought weapons to the New World.	
Europeans brought horses to the New World.	

Express Understanding

Consider what you have read in chapter 16 from *The First Americans: Prehistory–1600* by Joy Hakim. Then agree or disagree with this statement:
Columbus' "never give up" attitude is the reason that he and his crew made it to the New World.
Write two pieces of evidence from chapter 16 to support your stance, your opinion about this statement.

_____

_____

_____

_____

_____

Lesson 4

Read

Reread excerpts from chapter 16 from *The First Americans: Prehistory–1600* by Joy Hakim.

Understand

Read the caption in blue on page 77: "King Ferdinand of Spain watches regally from his side of the Atlantic Ocean as the Taino flee from Columbus and his crew." Look carefully at the image on the bottom of page 77.

1. What do you notice about the illustration?

_____

_____

_____

_____

2. Why would the Taino be fleeing from Columbus?

_____

_____

_____

_____

Read the excerpt titled "From Columbus's Pen" on page 79.

- As you read the letter, think about Columbus' feelings toward the Native Americans.

The first sentence of this letter begins with, "'I write this to tell you how in thirty-three days I sailed to the Indies with the fleet that the illustrious King and Queen, our Sovereigns gave me.'" In this section, the two words that you might not know the meaning of are **illustrious** and **Sovereigns**. What do you notice about these words?

- **Illustrious** describes the king and queen, so it might mean fancy, rich, or respected.
- **Sovereign** has the word "reign" in it. Reign means to rule.

Using context clues and looking for root words can help us to understand the meaning of words and phrases.

Vocabulary

- **Illustrious:** well-known and respected
- **Inhabited:** to live in a place

- **Proclamation:** an announcement
- **Foliage:** greenery, plants
- **Marvel:** to amaze or surprise
- **Timid:** showing a lack of courage
- **Converse:** to talk to
- **Unsuspicious:** trusting
- **Seizing:** taking property from someone else

3. How does Columbus describe the Native Americans in the third paragraph?

_____

_____

_____

_____

4. Identify words that show that Columbus might respect the Native Americans.

_____

_____

_____

_____

5. What words show that Columbus might not respect the Native Americans?

_____

_____

_____

_____

6. Complete the Cause and Effect: Graphic Organizer on the next page based on the information covered in this chapter. The first answer is completed for you.

Cause and Effect: Graphic Organizer

Columbus' Action	Effect on Native Americans
Columbus proclaims that the land he has found is for the king and queen of Spain.	
The excerpt from the letter says that he "took by force some of the Natives."	

Express Understanding

Vocabulary

- **Point of View:** a particular attitude or way of considering a matter

Different texts can deliver the same information from different **points of view**.
The **point of view** of an informational text is based on the author's background knowledge and purpose for writing.

What is Columbus' point of view in his letter to the Treasurer of Spain?

Consider the following support questions while organizing your response.

- What words show Columbus' feelings towards the Native Americans?
- What words show Columbus' feelings about the New World and what he has found there?
- How does Columbus feel about his discoveries?
- What feelings do you have when reading the letter? Why?
- Why is he writing this letter?

_____

_____

_____

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Read

Read chapter five of *The Birchbark House* by Louise Erdrich.

Understand

You have read several texts about the Europeans arriving in the New World. We even read a letter from a primary source, Christopher Columbus, to analyze his view as he arrived here. In this chapter, we will gain a fictional account of how the Native Americans felt as the Europeans arrived. Even though this is a fictional account, Louise Erdrich studied Native Americans in college and spent a lot of time researching her tribe, the Chippewa Indians. She still continues to research Native Americans, so some of the information that we gather will be based in truth.

Vocabulary

- **Figurative Language:** saying something other than what is literally meant, for effect. A literal meaning is what the words in the phrase mean exactly. Authors use **figurative language** to make comparisons and to help create a word picture for their readers. **Figurative language** helps you to visualize what is happening in a text. Example: The snow is a white blanket.

1. What are the men discussing?

_____

_____

_____

2. What does the text say that the white men were doing in Ojibwe land?

_____

_____

_____

_____

_____

_____

_____

3. What problem are the Ojibwa facing?

_____

_____

_____

4. What sentences and phrases do you notice that are examples of **figurative language**?

_____

_____

_____

_____

_____

_____

Vocabulary

- **Chimookoman:** means big knife, used to refer to non-Indian people
- **Dire:** causing great worry or fear
- **Infinitely:** being without limits
- **Indignation:** anger caused by something unjust or mean
- **Intensity:** extreme degree of strength, force, energy, or feeling

"West is where the spirits of the dead walk. If the whites keep chasing us west, **we'll end up in the land of the spirits."**

5. What is the meaning of the bold phrase?

_____

_____

Use the chart on the next page to analyze the **figurative language** phrases in the first column. The first row is completed for you as an example.

Example of figurative language in the text	What is the literal meaning of the word phrase?	What does the author want you to know?	How does this language make you feel? Why?
Omakayas thought with a sinking stomach	Omakayas felt uneasy.	Omakayas is not happy about working on skins.	Negative, worried because she has a stomach ache and doesn't like working on skins
To him, it was a living thing			
Opened their ears			
In a growling tone			

When the waves of white people lapped his feet			
They are like greedy children			
Add an example of figurative language you found			

Express Understanding

Complete the Seasons Graphic Organizer on the next page for chapter five, “Fishtail’s Pipe.” Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Dagwaging (Fall)	
"Fishtail's Pipe"	
Explain Omakayas' interactions with other characters.	
Summarize chapter five.	

Lesson 2

Read

Read chapter six of *The Birchbark House* by Louise Erdrich.

- As you read, think about the interaction between characters and the growth that we see in Omakayas.

Understand

"Big Pinch got in trouble and Omakayas was glad."

1. What is the author telling you about Omakayas' relationship with Pinch?

_____

_____

_____

_____

2. Explain why the family was preparing for a move.

_____

_____

_____

_____

3. Why were the berries so important to Omakayas' mother?

_____

_____

_____

_____

4. Big Pinch ate all of the berries and blamed the berries being gone on Andeg. What does this tell you about his character?

5. What does Omakayas' mother witness?

6. What kind of relationship does Omakayas have with her sister, Angeline? Cite evidence from the text to support your response.

7. What kind of girl is Two Strike Girl? Cite evidence from the text to support your description.

Express Understanding

Respond to the text dependent questions on chapter six.

1. Mama says to Pinch, "There is no medicine but enduring the consequences of your greed." Explain what this means. Support your explanation with evidence from the text.

2. In this chapter, Omakayas speaks to the bear in front of her mother. What does this tell us about Omakayas?

3. What happened to Two-Strike Girl and Omakayas after working together? Support your response with evidence from the text.

_____

_____

_____

_____

4. Complete the Seasons Graphic Organizer for chapter six, "Pinch." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Dagwaging (Fall)	
"Pinch"	
Identify the challenges that Omakayas faces.	
Explain how Omakayas responds to the challenges that she faces.	
Explain Omakayas' interactions with other characters.	

Summarize chapter six.	
In what ways does Omakayas grow and gain strength in this chapter?	

Lesson 3

Read

Read chapter seven of *The Birchbark House* by Louise Erdrich.

- As you read, consider what the importance of the Birchbark chapter is.

Understand

1. What was the family spending most of their time doing?

_____

_____

_____

_____

2. What does Omakayas' grandmother pray for?

_____

_____

_____

_____

Vocabulary

- **Agility:** moving with speed and ease
- **Stealthiness:** sneakiness
- **Ferocity:** wild, scary, fierce
- **Earnestly:** seriously

3. What is the setting of this chapter? Identify language in this chapter that describes the setting.

_____

_____

_____

_____

4. How are the characters feeling as they prepare for winter? Identify language in this chapter that describes how

the characters feel.

"'Listen to them,' was all Nokomis said, touching Omakayas's face. She spoke so earnestly, with such emotion in her voice that Omakayas was always to remember that moment, the bend in the path where they stood with the medicines, her grandmother's kind face and the words she spoke."

5. Why might Omakayas' grandmother want her to "listen" to the animals and plants?

6. How might listening help Omakayas and her family during the winter months?

Express Understanding

Complete the Seasons Graphic Organizer for chapter seven, "The Move." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Dagwaging (Fall)	
"The Move"	
Identify the challenges that Omakayas faces.	
Explain how Omakayas responds to the challenges that she faces.	
Summarize chapter seven.	

Write 3–5 sentences to explain how Omakayas has changed from the beginning of the novel. What experiences led to the changes? What actions support the changes?

Lesson 4

Read

Read chapter eight of *The Birchbark House* by Louise Erdrich.

- As you read, consider why it is important for the Native Americans to learn the white man's tracks.

Understand

1. How might things have been different if the Native Americans could have understood Columbus?

_____

_____

_____

Vocabulary

- **Motive:** the reason for doing something
- **Treaties:** a formal agreement between two or more groups of people

> "'Take their ways if you need them,' she said, 'but don't forget your own. You are Anshinabe...My girl, don't become like them.'"

2. Who is "their" and "them"?

_____

_____

_____

3. Why is the grandmother telling Angeline this?

_____

_____

_____

4. What is Angeline's grandmother worried about?

_____

5. What is taught at a mission school? What is the purpose of a mission school?

6. Why is it important for the Native Americans to learn to read the chimookoman's tracks?

7. Consider the information the author provides you about Old Tallow and Omakayas. What did Omakayas notice about the way Old Tallow looked at her? Explain what this means about Old Tallow and Omakayas' relationship.

Express Understanding

Complete the Seasons Graphic Organizer on the next page for chapter eight , "First Snow." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Dagwaging (Fall)	
"The First Snow"	
Explain Omakayas' interactions with other characters.	
Summarize chapter eight.	

Find 2 pieces of evidence from *First Americans* to support why it is important for the Native Americans to learn the writing of the Europeans.

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.

Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.
Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read chapter nine of *The Birchbark House* by Louise Erdrich.

- As you read, identify recurring or repeating topics in the text.

Understand

Vocabulary

- **Embrace:** to hold
- **Vigilance:** watching for danger
- **Compelling:** attracting interest and attention

1. Provide evidence from the text to support the idea that this is a very cold winter.

_____

_____

_____

_____

> "People stopped in at any time of day or even in the deep of the night, and these visitors required constant attention."

2. Who is Erdrich referring to in this sentence? What evidence from the text supports your response?

_____

_____

_____

_____

3. How does Erdrich use figurative language to describe how Omakayas feels?

_____

_____

_____

4. Explain the contrast between Angeline's attitude toward Omakayas in this chapter and her attitude toward Omakayas in previous chapters.

5. Summarize Nokomis' story.

6. Complete the Seasons Graphic Organizer for chapter nine, "The Blue Ferns." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Biboon (Winter)	
"The Blue Ferns"	
Identify the challenges that Omakayas faces.	

Explain how Omakayas responds to the challenges that she faces.	
Explain Omakayas' interactions with other characters.	
Summarize chapter nine.	

Express Understanding

Vocabulary

- **Theme:** in stories, what the text has to say about the main topic or idea of the text

A **theme** is the meaning of the text—it is why we read the text and it is often why the author writes a text. It is meant to teach us about life and the way the world operates around us. A single text can have multiple themes.

An author develops the **theme** of the text by bringing to light recurring topics. Keep these topics in mind as you continue to read. This will help us to understand the **theme** or message that Erdrich is trying to convey.

There are several recurring topics throughout the text. Some of those topics are: growth, learning, survival, respect. Find evidence from *The Birchbark House* to support your understanding of the topic. The first one has been done for you.

Recurring Theme	Text Evidence
Growth	the way she communicates or interacts with the members of her family or the way that she responds to responsibility now
Learning	
Survival	
Respect	

Lesson 2

Read

Read the first section of chapter 10 of *The Birchbark House* by Louise Erdrich.

Understand

1. What problem is presented in this section? Why is Angeline worried?

_____

_____

_____

_____

2. What is happening to Omakayas' family?

_____

_____

_____

_____

3. Why is chapter 10 titled "The Visitor"?

_____

_____

_____

_____

> "Omakayas acted without hesitation. She put out the little fire in the birchbark house."

4. How is Omakayas' behavior now different than it would have been at the beginning of the text?

_____

5. What does Omakayas do to help take care of her family?

6. How do Omakayas' actions support the idea that she has grown more mature through the seasons?

Express Understanding

"Had the visitor left another, more horrible visitor behind? Sickness? Death?"

1. How do the villagers respond to the sickness?

2. What happens to people in the village as a result of this visitor's sickness?

3. Complete the Cause and Effect: Graphic Organizer based on the information covered in this chapter.

Cause and Effect: Graphic Organizer

Columbus' Action	Effect on Native Americans
Europeans brought smallpox to the New World.	

Lesson 3

Read

Read the second section of chapter 10 of *The Birchbark House* by Louise Erdrich.

Understand

1. How do you think Omakayas felt when she saw her sister? What evidence supports your response?

_____

_____

_____

_____

2. How does Omakayas feel when she is holding Neewo?

_____

_____

_____

_____

> "A visitor entered. He and his voyageur crew had just dragged their sled of furs across from the mainland, and were staying for the night. Thinking back, Omakayas could even remember him, sitting by the fire as close as he could..."

3. Who was the visitor?

_____

_____

_____

_____

4. What did the visitor bring to the village?

_____

_____

_____

_____

5. Why does Omakayas have such a vivid image of this visitor?

_____

_____

_____

_____

6. How does Erdrich use the word "visitor" to refer to several things? Find evidence supporting Erdrich's use of the term "visitor" for different meanings.

_____

_____

_____

_____

Analyze Omakayas' relationship with her family.

7. How do Nokomis and Omakayas share a bond?

_____

_____

_____

_____

8. Why was Omakayas envious of Angeline? What changes in this chapter?

Express Understanding

There are many words that describe Omakayas' response to the challenge that she faces in this section of the text. Some of these words are: **hopeful, determined, brave, heartbroken.**

What word best describes Omakayas' response to the challenge that she faces in this section of the text?
Support your word with 2–3 pieces of evidence from the text.

Lesson 4

Read

Read the rest of chapter 10 of *The Birchbark House* by Louise Erdrich.

Understand

Sometimes when an author wants to tell you something, they do not explicitly say it. Instead, an author will put details in a text to send you a message or provide information subtly. Reread phrases and sentences from the text to discover the information that the author is providing.

> "Omakayas got sick, too, but not with smallpox. A wholly different fever followed upon her family's recovery, an illness of weakness and grief."

1. How was Omakayas sick?

_____

_____

_____

_____

2. If Omakayas did not get sick with smallpox, what does that mean about her?

_____

_____

_____

_____

3. Who else did not get sick?

_____

_____

_____

_____

"She considered what she could have done to **arrest** the illness."

4. What does the word **arrest** mean in this context?

_____

_____

_____

_____

5. How is Omakayas feeling as she lay in the loft?

_____

_____

_____

_____

"Omakayas, lying next to her sister, closed her eyes in pain."

6. We weren't sure how Omakayas would feel toward her sister. What does this quote tell us?

_____

_____

_____

_____

Express Understanding

Complete the Seasons Graphic Organizer on the next page for chapter 10, "The Visitor." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Biboon (Winter)	
"The Visitor"	
Identify the challenges that Omakayas faces.	
Explain how Omakayas responds to the challenges that she faces.	
Explain Omakayas' interactions with other characters.	
Summarize chapter ten.	

In what ways does Omakayas grow and gain strength in this chapter?	

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Reread a scene from chapter 10 of *The Birchbark House* by Louise Erdrich.

- Start at "One night, Omakayas woke to see Deydey trying to rise to his feet."
- Stop at "Instantly, she remembered the night before."
    - As you read, think about what Deydey is doing and how his actions help the reader (you) understand his feelings.

Understand

Vocabulary

- **Point of View:** a particular attitude or way of considering a matter
- **First Person**: a person is telling the story from their point of view; uses words like "I," "me," and "my"
- **Third Person**: a person from outside the story is telling the story

A narrator telling a story using the **third person** narrative **point of view** is not in the story, while a narrator telling a story using the **first person point of view** is a character in the story.
Quite often, a **third person** narrator will focus on a specific character and share that character's thoughts and feelings with us. In other texts, like *The Birchbark House*, the narrator will bounce back and forth between certain characters.

1. Who is telling us the story in *The Birchbark House*?

_____

_____

2. From which point of view is *The Birchbark House* told?

_____

_____

_____

_____

3. What information does the narrator tell us about Deydey's thoughts or feelings?

_____

_____

_____

_____

4. What information is missing? What are you still wondering?

_____

_____

_____

_____

Understand that the reader gains certain information from the **point of view** from which the story is told. An author is thoughtful in selecting the **point of view** from which to tell the story so that the story will be portrayed in a certain light. It is important to consider the **point of view** of a story because there are many sides to every story. Considering the **point of view** makes the reader more thoughtful and allows the reader to consider the thoughts, feelings, and actions of other characters that the author has not disclosed.

5. How might the scene change if it was told from Deydey's point of view?

_____

_____

_____

_____

6. Why is it important to consider the point of view from which a story is told?

_____

_____

_____

_____

Express Understanding

You will rewrite the beginning of the scene from Deydey's point of view.

If Deydey were telling us the story, we would read: *Omakayas woke up in the middle of the night as I was trying to rise to*

my feet.

Then we may get a hint into how Deydey is feeling. For example, the next line might say this: *I was so hot and miserable that I needed to get some relief. I knew the snow would cool me down.*

That line isn't in the current story because Deydey is not the narrator. But when we think of Deydey as the new narrator, we need to consider what is inside his head.

Now rewrite the scene from Deydey's point of view.
In your narrative, describe Deydey's thoughts and feelings as he tries to go outside.

Understand that dialogue would stay the same. Omakayas' thoughts and feelings, on the other hand, would not be included, because Deydey can't possibly know about her thoughts and feelings.

Lesson 2

Read

Read pages 70–71, "High Risk" from chapter eight, "Disease-Free Paradise" in *Before Columbus: The Americas of 1491* by Charles C. Mann.
Read page 76, "How Many Died?" from chapter eight, "Disease Free Paradise" in *Before Columbus: The Americas of 1491* by Charles C. Mann.

- As you read, pay close attention to how smallpox affected the Native Americans.

Understand

> "In fact the Indians had experienced almost no contagious diseases, the kind that can pass from one person to another and **burn** through a whole region."

1. What is the meaning of the word ***burn*** that you are most familiar with?

_____

_____

_____

_____

2. What word could you replace ***burn*** with in this sentence?

_____

_____

_____

_____

3. Why weren't Native Americans exposed to the diseases before the Europeans arrived?

_____

_____

_____

4. Explain why the Native Americans caught diseases so quickly.

> "We may never know for certain how many Native Americans existed when Columbus arrived–or how many died of disease afterward. Whatever the number, the impact of the diseases changed the world. Dozens of Native American societies vanished. Cultures, ways of life, and entire peoples disappeared from the face of the earth. The Spanish, French, and English staked out their colonies, but germs were the real conquerors of the Americas."

5. What happens when a new disease comes to a country?

6. How might our country be different if disease had not killed dozens of Native American societies?

7. What are we missing from this country because of disease?

Express Understanding

How did smallpox affect the Native Americans? Complete the Cause and Effect chart using information from the lessons.

Columbus' Action	Effect on Native Americans
Europeans brought smallpox to the New World.	
Native Americans died.	

Lesson 3

Read

As needed, review *The Birchbark House* by Louise Erdrich and *The First Americans: Prehistory–1600* by Joy Hakim.

Understand

Did European exploration have a positive or a negative impact on the Native Americans who lived in the new world? You will need to decide whether the Europeans positively or negatively impacted the Native American way of life.

Develop a response and two reasons. For each reason, locate supporting text evidence.

Response to question

Reason 1	Reason 2

Evidence	Evidence

Express Understanding

Review your graphic organizer. Write an argumentative paragraph to answer the following question:

Did European exploration have a positive or a negative impact on the Native Americans who lived in the new world? Use the evidence you cited to defend your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Lesson 4

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

This page was intentionally left blank.

Lesson 1

Read

Read chapter 11 of *The Birchbark House* by Louise Erdrich.

Understand

1. What challenge is Omakayas facing?

_____

_____

_____

_____

2. Deydey faces a challenge in this chapter. What solution does Deydey come up with to solve the problem that he faces?

_____

_____

_____

_____

3. Summarize Deydey's chess game with the trader.

_____

_____

_____

_____

4. Describe Old Tallow's feeling toward the chimookoman. Cite evidence from the text to support your response.

_____

_____

5. Summarize Omakayas' dream.

6. What challenges do Omakayas and her family face?

7. How does Omakayas feel at the beginning of the chapter?

8. How does Deydey support his family when they do not have any food?

9. What is Old Tallow's response to the lack of healthy food and animals?

_____

_____

_____

_____

10. How does Old Tallow show her love for Omakayas?

_____

_____

_____

_____

11. What happens that makes the entire family laugh?

_____

_____

_____

_____

Express Understanding

Complete the Seasons Graphic Organizer on the next page for chapter 11, "Hunger." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Biboon (Winter)	
"Hunger"	
Identify the challenges that Omakayas faces.	
Explain Omakayas' interactions with other characters.	
Summarize chapter 11.	
In what ways does Omakayas grow and gain strength in this	

chapter?	

Lesson 2

Read

Read chapter 12 of *The Birchbark House* by Louise Erdrich.

- As you read, analyze the relationship between Omakayas and Pinch.

Understand

1. Find evidence in chapter 12 to support the idea that this winter was a hard winter for the family.

_____

_____

_____

2. What details in the text help us to understand how Omakayas still feels about Neewo?

_____

_____

_____

3. Where does Omakayas find comfort when she is upset about Neewo?

_____

_____

_____

4. How did Omakayas' experience in the woods lead her to her discussion with Nokomis?

_____

_____

_____

5. Explain how Pinch got hurt.

_____

6. How does Omakayas respond to Pinch being burned?

7. Find evidence to support the idea that Omakayas cares for Pinch.

8. What does this scene tell us about the relationship between Omakayas and Pinch?

Express Understanding

Complete the Seasons Graphic Organizer on the next page for chapter 12, "Maple Sugar Time." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Zeegwun (Spring)	
"Maple Sugar Time"	
Identify the challenges that Omakayas faces.	
Explain how Omakayas responds to the challenges that she faces.	
Explain Omakayas' interactions with other characters.	

Summarize chapter 12.	
In what ways does Omakayas grow and gain strength in this chapter?	

Lesson 3

Read

Read chapter 13 of *The Birchbark House* by Louise Erdrich.

- As you read, consider how Andeg and Omakayas show growth in this chapter.

Understand

1. What do we learn in this chapter that tells us the family is rebounding from the hard times of winter?

_____

_____

_____

_____

2. What does Andeg do to show independence? How is that different from the way he has behaved in the past?

_____

_____

_____

_____

3. What emotions does Omakayas feel? Explain.

_____

_____

_____

_____

Express Understanding

Complete the Seasons Graphic Organizer on the next page for chapter 13, “One Horn’s Protection.” Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Zeegwun (Spring)	
"One Horn's Protection"	
Identify the challenges that Omakayas faces.	
Explain how Omakayas responds to the challenges that she faces.	
Summarize chapter 13.	

In what ways does Omakayas grow and gain strength in this chapter?	

Lesson 4

Read

Read chapter 14 of *The Birchbark House* by Louise Erdrich.

- As you read, think about the relationship between Omakayas and Old Tallow.

Understand

1. How are Omakayas' actions and feelings the same as in chapter one?

_____

_____

_____

2. How are Omakayas' actions and feelings different from chapter one?

_____

_____

_____

3. How does the title of this chapter support the idea that this is the same season as when the book began?

_____

_____

_____

4. Why is Omakayas happy to hear Fishtail's story?

_____

_____

_____

5. How did Omakayas feel as she was planting?

_____

6. What happened as Omakayas was leaving the field?

7. What does Omakayas do when she sees Andeg?

8. Where did Andeg land?

9. How do Pinch's actions show that he has matured?

10. Explain how Pinch's actions change his relationship with his sister.

11. Why didn't Omakayas get smallpox when the rest of her family did?

_____

_____

_____

12. What happened to the rest of Omakayas' family and village on Spirit Island?

_____

_____

_____

Express Understanding

Complete the Seasons Graphic Organizer for chapter 14, "Full Circle." Use evidence from the text to support your responses.

***The Birchbark House* Seasons Graphic Organizer**

Zeegwun (Spring)	
"Full Circle"	
Explain Omakayas' interactions with other characters.	
Summarize chapter 14.	

Lesson 5

Vocabulary Journal

1. Read your independent reading novel for 20 minutes.
2. Pick six words from the text that are important to the central idea or theme of the text.
3. Write the word in the left-hand column and write an original sentence using the word to summarize what you have read.

Title of independent reading book: _____

Today I started on page _____ and finished reading on page _____.

Word	Sentences

Lesson 1

Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions and the text *The Birchbark House* by Louise Erdrich.

Culminating Writing Task Directions
How do the main events of each season of *The Birchbark House* help Omakayas to develop and gain strength, preparing her to understand and accept her past? To answer this question: ● Identify the main events of each season in *The Birchbark House*. ● Describe how the main characters interact and respond to each identified event. ● Compare and contrast the different attitudes and interactions surrounding each event. ● Evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas. ● Locate evidence to support the claims that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past. Write a literary analysis in response to the question that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., *however*, *although*, *moreover*, *in addition*, etc.). Draw on specific details and use direct quotations from the text to support the analysis.

Understand

It is important to carefully read your writing prompt and prepare to write before you begin writing. As you prepare to answer the writing prompt, first review the texts that you read in this unit.

Graphic organizers often help us to organize our thoughts and ideas. Use the Seasons Graphic Organizer in the next section to organize your thoughts before writing your rough draft.

Express Understanding

Culminating Writing Task Organization Activity

Review the completed Seasons Graphic Organizer to gather important information to help develop your writing. To help organize your thoughts, do the following:

- **Circle** the main events in each season.
- **Underline** the challenges that Omakayas faces in each season.
- **On a post-it note** or a separate sheet of paper, explain how each event causes a change within Omakayas.
- **Highlight evidence** to support the points that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past.

***The Birchbark House* Seasons Graphic Organizer**

Neebin (Summer)	
"The Birchbark House"	
Explain Omakayas' interactions with other characters.	Angeline "Angeline was so perfect that Omakayas despaired." Omakayas is jealous of her sister's beauty.
	Pinch Omakayas thinks her brother, Pinch, is greedy.
Summarize what you know about Omakayas.	We are introduced to the main character and her family. Omakayas is 7 years old. She is playful and is a Native American.

Neebin (Summer)	
"Old Tallow"	
Identify the challenges that Omakayas faces.	Old Tallow's dog threatens Omakayas. Omakayas meets bear cubs in the forest on the way back from Old Tallow's home.
Explain how Omakayas responds to challenges that she faces.	Omakayas looks at the dog and imagines that the dog speaks to her. She speaks to the bear cubs and the mother. Omakayas tells the mother bear that she would never hurt her cubs.

Explain Omakayas' interactions with other characters.	Old Tallow Old Tallow- older, powerful woman, not afraid of anything "She didn't scream at her, or heap disdain on her, order her away from her cabin or set her dogs on her." Omakayas wonders why Old Tallow treats her differently and offers that it may be because Old Tallow respects her mama and grandma.
Summarize chapter two.	Omakayas goes to Old Tallow's house to get scissors. On the way back, she takes her time to avoid chores and to avoid seeing her sister, Angeline.

Neebin (Summer)	
"The Return"	
Identify the challenges that Omakayas faces.	Omakayas is left with the responsibility of watching her youngest brother, Neewo.
Explain how Omakayas responds to challenges that she faces.	Omakayas lets Neewo out of the carrier, against her mother's direction. She soothes the baby and puts him back in the carrier before her mother returns.
Explain Omakayas' interactions with other characters.	Nokimis Nokomis, Omakayas's grandmother, has the gift of speaking to animals and spirits.
	Deydey Deydey, Omakayas's father, comes home.
	Neewo Omakayas holds Neewo, her baby brother. The author writes, "She felt, in her heart, streams of love for the baby pouring through and she begged her mother to let her take Neewo out and cart him to the lake on her hip." Omakayas was fond of Neewo.
Summarize chapter three.	Omakayas realizes that what happened with the bear was special and that she did actually communicate with the mother bear.
In what ways does Omakayas grow and gain	Omakayas takes responsibility for the first time in the text after her encounter with the bears. She completes her chores and watches her baby brother.

strength in this chapter?	

Neebin (Summer)	
"Andeg"	
Identify the challenges that Omakayas faces.	Omakayas and her sister are tasked with the chore of keeping the crows off the crops.
Explain how Omakayas responds to challenges that she faces.	Omakayas and her sister use a net to trap the crows. Omakayas saves Andeg, a black crow, who becomes a part of the family.
Summarize chapter four.	Omakayas and her sister keep the harvest safe. Omakayas rescues a bird and it becomes her pet.
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas is upset that Deydey's gift to her was not a feminine gift like Angeline's ribbon. Omakayas got a hide flesher. This shows that Omakayas wants to get grown up gifts, but she is still being treated like a young girl. Her parents see her differently than they see Angeline.

Dagwaging (Fall)	
"Fishtail's Pipe"	
Explain Omakayas' interactions with other characters.	Omakayas and Angeline hide in the grass listening to Fishtail, LaPointe, and LaPautre discuss the white man wanting the Ojibwa people to leave the island and move west – again.
Summarize chapter five.	"They are like greedy children. Nothing will ever please them for long." The men of the village are clearly upset at the white man's intrusion on land. Omakayas quietly listens to the conversation and learns much of the impact that the white man has had on her

	people.

Dagwaging (Fall)	
"Pinch"	
Identify the challenges that Omakayas faces.	Omakayas goes into the forest with her mother to look for Andeg.
Explain how Omakayas responds to the challenges that she faces.	Omakayas acts mature about her lost bird and goes with her mother to look for the bird. While in the forest, she sees the bears and speaks to them in front of her frightened mother.
Explain Omakayas' interactions with other characters.	Omakayas allows her mother to see her interact with the bears. Up until this point, no one had seen her interact or speak to animals. Omakayas is still envious of her sister. Omakayas forms a bond with Two Strike Girl as they dance in the rice together.
Summarize chapter six.	Pinch eats the berries and blames Andeg, and Mama's yelling causes the bird to run away. Omakayas and her mother are in the forest and Omakayas once again sees the bear cubs. She talks to them in front of her mother.
In what ways does Omakayas grow and gain strength in this chapter?	"Pinch got in trouble and Omakayas was glad." Omakayas still does not like her brother, Pinch. Although she has shown maturity in some ways, this is not one of them. This shows that she is still young. Omakayas helps her mother find Andeg, talks to the animals, and helps Two Strike Girl with chores.

Dagwaging (Fall)	
"The Move"	
Identify the challenges that Omakayas faces.	Omakayas and her family are preparing to move for the winter.

Explain how Omakayas responds to the challenges that she faces.	Omakayas helps her family pack.
Summarize chapter seven.	Deydey leaves again. Omakayas's family is preparing for winter.

Dagwaging (Fall)	
"The First Snow"	
Explain Omakayas' interactions with other characters.	Omakayas and Angeline "catch" Fishtail walking out of the white man's schoolhouse. He tells the girls that he was there to learn the white man's language so that the Ojibwa can not be cheated on treaties. This reveals to the reader that there is no trust between the two groups. We notice the way that Old Tallow feels for Omakayas. "Old Tallow was looking at her the same way she looked at her dogs!" Because Old Tallow was closely connected to her dogs, the reader can infer that Old Tallow feels a connection to Omakayas.
Summarize chapter eight.	Omakayas and her sister learn that the Native American men want to learn the white man's language.

Biboon (Winter)	
"The Blue Ferns"	
Identify the challenges that Omakayas faces.	Omakayas hears her father and other men talk about the white man pushing them farther west.
Explain how Omakayas responds to the challenges that she faces.	Omakayas does not become involved in the conversations that she overhears.

Explain Omakayas' interactions with other characters.	Omakayas becomes upset because she can not bead like Angeline and Ten Snow. "Her heart shrunk cold in her chest…"Ten Snow gives Omakayas a gift and Angeline encourages Omakayas to bead. This is the first form of encouragement that we see between these two.
Summarize chapter nine.	Omakayas beads with her sister, who responds kindly to her.

Biboon (Winter)	
"The Visitor"	
Identify the challenges that Omakayas faces.	Omakayas cares for her family and feels tremendous loss as she loses her baby brother to the disease. She is also faced with a challenge as her father almost succumbs to the disease by attempting to go outside in the cold.
Explain how Omakayas responds to the challenges that she faces.	To keep him from going outside, Omakayas hits him on the head and knocks him out. She awakes the next morning terrified that she might have killed her father, but in fact, she has used her quick wit and bravery to save him from the cold, which ultimately saves his life.
Explain Omakayas' interactions with other characters.	Omakayas holds her brother Neewo as he takes his last breath. Omakayas is also forced to knock out her father before he walks out into the freezing cold due to the illness.
Summarize chapter ten.	The entire family, except for Nokomis and Omakayas become sick with the smallpox disease. Omakayas is forced to care for the family. Her baby brother dies in her arms.
In what ways does Omakayas grow and gain strength in this chapter?	The visitor causes Omakayas to grow up and take care of her family.

Biboon (Winter)

"Hunger"	
Identify the challenges that Omakayas faces.	Omakayas goes out to find food for her family. On her journey to find food, she is attacked by one of Old Tallow's dogs. Old Tallow comes to her aid and kills the dog because it injured Omakayas.
Explain Omakayas' interactions with other characters.	It is clear that Old Tallow cares deeply for Omakayas.
Summarize chapter 11.	The family has not yet recovered from the loss of Neewo and Ten Snow. It is winter. Food is scarce. The family is depressed.
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas has grown from a child who was taken care of by those around her to her being the caretaker.

Zeegwun (Spring)	
"Maple Sugar Time"	
Identify the challenges that Omakayas faces.	Pinch gets a bad burn.
Explain how Omakayas responds to the challenges that she faces.	She heals her brother Pinch from a bad burn with a remedy that she puts together.
Explain Omakayas' interactions with other characters.	Nokomis and Omakayas finally speak about Omakayas' gift. Omakayas tells Nokomis that she can speak to animals.

Summarize chapter 12.	Omakayas has learned how to become comfortable with herself when she was faced with the challenges of caring for her family. In this chapter, we see her finally becoming happy again.
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas finally talks to her grandmother about her gift. She is also proud of healing her brother.

Zeegwun (Spring)	
"One Horns Protection"	
Identify the challenges that Omakayas faces.	Andeg leaves.
Explain how Omakayas responds to the challenges that she faces.	Omakayas is upset. She cries over the loss of her bird.
Summarize chapter 13.	Andeg leaves.
In what ways does Omakayas grow and gain strength in this chapter?	The author writes, "Like Andeg, she couldn't help being just who she was, Omakayas, in this skin, in this place, in this time. Nobody else." We learn that Omakayas is finally happy being in her own skin and being who she is.

Zeegwun (Spring)	
"Full Circle"	
Explain	Old Tallow tells Omakayas that the events of her life happened so that she could save her

Omakayas' interactions with other characters.	family and others in her village and says "Now the circle that began when I found you is complete."
Summarize chapter 14.	We learn that Old Tallow's husband had rescued Omakayas from Spirit Island and that Old Tallow had cared for her and brought her to the family that she called her own.

Lesson 2

Culminating Writing Task: Draft

Review the Culminating Writing Task Directions.

Culminating Writing Task Directions
How do the main events of each season of *The Birchbark House* help Omakayas to develop and gain strength, preparing her to understand and accept her past? To answer this question: ● Identify the main events of each season in *The Birchbark House*. ● Describe how the main characters interact and respond to each identified event. ● Compare and contrast the different attitudes and interactions surrounding each event. ● Evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas. ● Locate evidence to support the claims that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past. Write a literary analysis in response to the question that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., *however*, *although*, *moreover*, *in addition*, etc.). Draw on specific details and use direct quotations from the text to support the analysis.

Understand

Draft your literary analysis essay following the organizational structure below.

The graphic organizer from lesson one will become the body paragraphs for your essay.

Introduction	Body Paragraphs	Conclusion
Give a brief summary of the book. Write a focus sentence to respond to the prompt.	Identify the main events of each season. Describe the character interactions and attitudes of each event. Explain how these events prepared Omakayas for the challenges she faces.	Restate your introduction. Summarize your main points.

Express Understanding: Draft Your Response

Paragraph	Rough Draft
Introduction: ● Give a brief summary of the book. ● Write a focus sentence to respond to the prompt.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

	_____ _____ _____ _____ _____ _____ _____
Body Paragraph: ● Identify the main events of Summer. ● Describe the character interactions and attitudes of each event. ● Explain how these events prepared Omakayas for the changes she faces. ● Add a transition word in the gray box to begin your paragraph.	_____,_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Body Paragraph: ● Identify the main events of Fall. ● Describe the character interactions and attitudes of each event. ● Explain how these events prepared Omakayas for the changes she faces. ● Add a transition word in the gray	_____,_____ _____ _____ _____ _____ _____ _____ _____

box to begin your paragraph.	_____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
Body Paragraph: ● Identify the main events of Winter. ● Describe the character interactions and attitudes of each event.	_____,_____ _____ _____ _____ _____

• Explain how these events prepared Omakayas for the changes she faces. • Add a transition word in the gray box to begin your paragraph.	

	_____
Body Paragraph: ● Identify the main events of Spring. ● Describe the character interactions and attitudes of each event. ● Explain how these events prepared Omakayas for the changes she faces. ● Add a transition word in the gray box to begin your paragraph.	_____, _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

Conclusion: ● Restate your introduction. ● Summarize your main points.	

Lesson 3

Culminating Writing Task: Revise

Understand

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect. Check off the parts that you know are in your essay.

- ❏ **Introduction Paragraph:**
  - ❏ Identify the main idea by underlining it with a green marker.
    - ❏ Determine if your main idea paragraph includes a strong introduction sentence and identifies the four events that will be discussed.

- ❏ **Body Paragraph 1:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you identify the main events of summer in *The Birchbark House?*
    - ❏ Did you describe how the main characters interact and respond to each identified event?
    - ❏ Did you compare and contrast the different attitudes and interactions surrounding each event?
    - ❏ Did you evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas?

- ❏ **Body Paragraph 2:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you identify the main events of fall in *The Birchbark House?*
    - ❏ Did you describe how the main characters interact and respond to each identified event?
    - ❏ Did you compare and contrast the different attitudes and interactions surrounding each event?
    - ❏ Did you evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas?

- ❏ **Body Paragraph 3:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you identify the main events of winter in *The Birchbark House?*
    - ❏ Did you describe how the main characters interact and respond to each identified event?
    - ❏ Did you compare and contrast the different attitudes and interactions surrounding each event?
    - ❏ Did you evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas?

- ❏ **Body Paragraph 4:**
  - ❏ Determine if you have answered all parts of the writing prompt:
    - ❏ Did you identify the main events of spring in *The Birchbark House?*
    - ❏ Did you describe how the main characters interact and respond to each identified event?
    - ❏ Did you compare and contrast the different attitudes and interactions surrounding each event?
    - ❏ Did you evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas?

- **Conclusion Paragraph:**
  - Identify the conclusion sentence and circle it with a green marker.
    - Determine if your conclusion sentence makes a strong ending and restates your main idea.

Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Lesson 4

Culminating Writing Task: Edit

Understand

1. Reread your first draft.
2. As you read, look for areas where you may have made errors in writing such as in grammar, punctuation or spelling.

Express Understanding

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	℘
Add	∧
Check Spelling	sp ○

Lesson 5

Culminating Writing Task: Final Draft

Use the next five pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Culminating Writing Task Directions
How do the main events of each season of *The Birchbark House* help Omakayas to develop and gain strength, preparing her to understand and accept her past? To answer this question: ● Identify the main events of each season in *The Birchbark House*. ● Describe how the main characters interact and respond to each identified event. ● Compare and contrast the different attitudes and interactions surrounding each event. ● Evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas. ● Locate evidence to support the claims that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past. Write a literary analysis in response to the question that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., *however*, *although*, *moreover*, *in addition*, etc.). Draw on specific details and use direct quotations from the text to support the analysis.

Title: _____

By: _____