

<p><b>Preparation</b></p>	<p>Build a word wall – Introduce vocabulary of the discipline (see below) or allow students to build this during their learning adventure.</p> <p>Prepare vocabulary bookmarks to be handed out after the word wall is done to be used during the writing process.</p> <p>Plan for ways to engage learners and to generate thinking in the discipline of social studies.</p> <p>Identify BIG IDEAS that unify content and promote understanding using the EQ , themes, and concepts.</p> <p>Determine your “Knowledge Product” – writing assignment with expectations for audience, purpose, and task.</p>										
<p><b>Preassessment Ideas</b></p>	<ul style="list-style-type: none"> <li> <p><b>RAN Chart:</b> Recreate the RAN Chart (see example below) on the board. Ask the students to tell you what they think they know about the topic of the book to be read. Record their responses on the chart. You may wish to have students create their own RAN charts and archive this as an individual preassessment. While reading, the students should pay attention to how the new information connects to their previous knowledge. Does it confirm what they thought they knew? Did they have any misconceptions? This can be done as a group or individual activity.</p> <table border="1" data-bbox="529 936 1539 1199"> <thead> <tr> <th>What I Think I Know</th> <th>Confirmed</th> <th>Misconceptions</th> <th>New Learning</th> <th>Wonderings</th> </tr> </thead> <tbody> <tr> <td>Some of the ways that the Iroquois developed governance is democratic.</td> <td>The Iroquois Confederacy made decisions by consensus, and all tribes had to agree.</td> <td>Women had nothing to do with Iroquois governance and decision making.</td> <td>Iroquois women were important in deciding the leaders or chiefs of the Confederacy, and clans were organized by the mother's family line.</td> <td>How would New York be different if Native Americans' beliefs and values were adopted by all New Yorkers?</td> </tr> </tbody> </table> </li> <li> <p><b>Wall of Fame:</b> If New York State produced a documentary film about New York's first peoples, what would be the featured people, places, and things that should be included? Sequence and paste images and written voice-over commentary for important ideas that could be shared.</p> </li> <li> <p>Distribute a printout of the “Places to Know Map” and have students brainstorm important locations and why they are important on the map. Warning: this will be blank at the beginning, but by the end of reading and discussion, students should be able to speak to the how and why of important places and people.</p> </li> <li> <p>Using an online map of New York, and using Thinglink.com, have the students mark important places, regions, geography references, and other ideas regarding “New York's first peoples,” fights, and settlers in New York.</p> </li> </ul>	What I Think I Know	Confirmed	Misconceptions	New Learning	Wonderings	Some of the ways that the Iroquois developed governance is democratic.	The Iroquois Confederacy made decisions by consensus, and all tribes had to agree.	Women had nothing to do with Iroquois governance and decision making.	Iroquois women were important in deciding the leaders or chiefs of the Confederacy, and clans were organized by the mother's family line.	How would New York be different if Native Americans' beliefs and values were adopted by all New Yorkers?
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<p><b>Set the Stage</b></p>	<p>Generate a timeline of very important events and people in the history of New York's first peoples. Sequence the timeline to show how they moved, changed, used their environment, and interacted with other groups over time.</p> <p>In an information to knowledge journey, collaboratively create a series of "in their own words" sound bites for the first peoples of New York. If they could speak from when they were alive, what would they say to us in 2014? Share the sound bites and reflect on them.</p> <p><b>Preassessment:</b></p> <p>Learners brainstorm and chart a list of responses to the essential questions:</p> <p>How did the first peoples in New York adapt to their environment and develop unique cultures?</p> <p>How did Europeans have a profound impact on Native Americans in New York?</p> <p>How did Native Americans in New York develop ways to organize and govern?</p> <p><b>Repeat this exercise as a postassessment.</b></p>
<p><b>Close Reading / Purposeful Reading</b></p>	<p><i>Using the essential questions and guiding questions as the purpose for reading, have students read the entire book at least once. Choose read aloud, guided, or independent format according to each student's reading level.</i></p> <p>Use the <b>VIP graphic organizer</b> to foster engaged reading.</p> <ul style="list-style-type: none"> <li>• After reading the text with a purpose and close reading, students develop questions about connections between their own lives and the first peoples of New York. Focus on their actions, beliefs, culture, and values.</li> <li>• Use guiding questions to spark curiosity and build connections between people, events, historical time, environment, and geography.</li> <li>• Share your questions and connections with your peers.</li> </ul>

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### Concept Mapping / Mind Mapping

Using the **Supporting a Claim with Textual Evidence graphic organizer** ask students to make connections from the text.

- Evidence to support the conclusion that Native Americans adapted their culture to the geography, climate, and environment of New York
- Evidence to support the conclusion that Europeans impacted the first peoples of New York negatively
- Evidence to support the conclusion that the quest for fur and other valuable resources caused conflict
- Evidence to support the factors that guided the first peoples of New York as they organized and created ways to govern
- Evidence to support the statement that Native Americans and Europeans became allies, changing the course of history in New York
- Evidence to support the conclusion that the first peoples of New York had many strong bonds in their culture that connected them to each other and the environment
- Evidence to support the conclusion that Native American culture groups adapted to and used the environment in unique ways

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<b>Text-Dependent Questions</b>	Concrete Questions:	<p>Pages 12, 16: How did Native Americans get and use power?</p> <p>Page 16: How did the Fur Wars turn Native Americans against each other?</p> <p>Page 10: Why were women important in the cultures of the first peoples?</p> <p>Pages 18, 20: What conflicts involved alliances between Native Americans and Europeans?</p> <p>Page 23: How is Manhattan today still similar to the Munsee meaning for <i>Mannahatta</i>?</p>
	Main Idea & Supporting Details	<p>What did Native Americans value and respect?</p> <p>What could we learn from the cultures of New York's first peoples that would benefit all New Yorkers?</p> <p>How did the beliefs of the Europeans about Native Americans cause problems?</p> <p>How did Native Americans first come to New York?</p> <p>What unique groups of Native Americans developed cultures in New York?</p> <p>How did the Iroquois Confederacy practice democratic ideas?</p>
	Deep Meaning	<p>Why was the clan system important?</p> <p>How did geography and climate affect the way they used their environment?</p> <p>What do specific aspects of Iroquois and Algonquian culture reveal about their daily lives?</p> <p>How does Native American culture live on in New York?</p>
<b>Building an Evidence-Based Claim</b>	<p>Possible focus questions for an evidence-based claim that relates to the first peoples of New York:</p> <ul style="list-style-type: none"> <li>• How did the first peoples of New York have many strong bonds in their culture that connected them to each other and the environment?</li> <li>• How did Native American culture groups adapt to and use the environment in unique ways?</li> <li>• Why was Iroquois governance a model for good governance?</li> </ul>	

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<p><b>Metacognitive Modeling</b></p>	<p><b>Model</b> using the <b>Identifying Main Ideas and Details graphic organizer</b>. Students in groups use the graphic organizer for chapters under consideration to analyze text for main ideas and supportive details. They share and generate a map of their big ideas.</p> <p><b>Model</b> the <b>Cause-Effect-Why Chart graphic organizer</b>. Students in groups analyze text to identify and connect significant causes and effects involving events or people in the text. They share and generate a map of their ideas. See Concept Mapping above.</p> <p><b>Model</b> the <b>Drawing Conclusions from Information graphic organizer</b>. Have students in groups practice drawing conclusions from information. Share their process of deciding.</p> <p><b>Model</b> the <b>Supporting a Claim with Textual Evidence graphic organizer</b>, with 7th graders generating a preliminary evidence-based claim.</p>
<p><b>Prewriting Activities</b></p>	<ul style="list-style-type: none"> <li>• Decide on a choice of topic for a writing activity using concept maps or mind maps, or “in their own words” sound bites.</li> <li>• Discuss and chart possible focus questions from a postreading RAN activity.</li> <li>• Use graphic organizers for determining and supporting main ideas and a conclusion.</li> <li>• Use the <b>Drawing Conclusions from Information graphic organizer</b>.</li> <li>• Share the rubric for a quality final product.</li> <li>• Use the Planning a Historical Fiction Narrative from Engageny Grade 4</li> <li>• Use Evidence-Based Claim handouts from Odell:</li> </ul> <p style="text-align: right;"> <b>EBC Criteria Checklist I – G6-8</b>  <b>EBC Criteria Checklist II – G6-8</b>  <b>Forming EBC Handout</b>  <b>Text Centered Discussion Checklist</b> </p>

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<p><b>Shared Knowledge Product / Postassessment Ideas</b></p>	<p><b>Writing Activities to Support a Conclusion</b></p> <ul style="list-style-type: none"> <li>• Narrative, descriptive account from the perspective of a Native American your age about his daily life, values, beliefs, family ties, and how his people use their specific environment to meet their needs</li> <li>• Narrative, detailed letter or diary from the perspective of a person who encountered the first peoples before Europeans had changed his or her way of life</li> <li>• Expository writing and reenactment of a meeting of the Iroquois Confederacy</li> <li>• Persuasive writing to express a viewpoint and support it with evidence</li> <li>• Write a letter to a person living in Europe about what is observed about Native Americans in New York</li> <li>• Write and present a scene for a documentary movie being made about the first peoples of New York</li> <li>• Write a dialogue between Native American women about their role in their culture</li> <li>• Write a speech from a Native American about what Europeans should understand about their culture</li> <li>• Write an argument to support a claim with evidence from multiple texts</li> </ul>
<p><b>Learning Extensions for Differentiation</b></p>	<ul style="list-style-type: none"> <li>• Research in-depth one complex Native American group that has defining characteristics and unique cultural achievements, and generate a media-based synthesis of their identity and achievement</li> <li>• Reenact a very important crisis for the Native Americans of New York. Demonstrate understanding of goals, multiple perspectives, risks, geography, and people interacting at a time when change was occurring that would reshape the world.</li> <li>• Hold a classroom debate using the <b>Cause-Effect-Why Chart graphic organizer</b> to identify a decision or action related to the first peoples of New York that involves opposing perspectives.</li> </ul>
<p><b>Accommodations</b></p>	<p><b>Active listening:</b> Have English Language Learners or students who are reading below grade level listen to the audio narration in the Interactive eBook as they read along with the text. Students who need practice in listening comprehension may benefit from hearing the audio recording before reading the text.</p>

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### Vocabulary of the discipline:

*See Glossary page 23.*

Introduce the vocabulary by listing the words and phrases for students on a word wall.

Go over each term and pronounce it several times. Ask the students to explain what they think the term means. When students use vocabulary knowingly, this indicates that they have an understanding of the meaning. Use these words in your grading rubrics.

allies	consensus	ice	neutral
archaeologists	convert	indigenous	Paleo-Indians
ceremonies	cultures	kinship	reservations
chiefs	diverse	megafauna	territory
colonies	encountered	migrations	
conflict	foragers	militia	