



EXPEDITIONARY  
LEARNING

# Grade 4: Module 1: Unit 1

## Overview



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In this first unit, students read, write, listen, and speak to begin to understand the founding and structure of the Haudenosaunee, or Iroquois, Confederacy. The unit begins with students discovering that a character in a video about the Iroquois Confederacy fails to explain the symbol on his T-shirt. This leads students to discover an honored symbol of the Iroquois Nation. Students will read about the creation of the Iroquois Confederacy through the actions of the Great Peacemaker. Students then will tackle challenging text as they hear and read short selections from a recounting of the Haudenosaunee Great Law of Peace, or Iroquois Constitution. In the on-demand mid-unit assessment, students will demonstrate

their ability to read informational text by answering text-dependent questions. Then students will focus on learning how to create an effective paragraph as they write to the character in the video, providing him with the information he should use to explain the symbol on his T-shirt. Students develop their explanations with details from the texts they read earlier in the unit. Students then complete an on-demand end of unit assessment in which they demonstrate an ability to appropriately use topic sentences and supporting details in a paragraph by explaining the symbolism on a flag of their own design.

**Guiding Questions And Big Ideas**

- How can our school benefit from the beliefs and agreements of the Iroquois?
- *Peace can be created and sustained through agreements and actions.*
- *Clear communication can help to improve communities.*

<b>Mid-Unit 1 Assessment</b>	<p><b>Answering Questions with Evidence from Text</b> <b>This assessment centers on NYSP12 ELA CCLS RI.4.1.</b> In this assessment, students will read an unfamiliar text about Native Americans in New York and answer questions using evidence from the text.</p>
<b>End of Unit 1 Assessment</b>	<p><b>Paragraph to Explain My Flag’s Symbolism</b> <b>This assessment centers on NYSP12 ELA CCLS W.4.2.</b> After reading about the Iroquois flag, the Iroquois Confederacy, and the Iroquois Constitution, and learning the structure of an explanatory paragraph, students create a flag for their class that includes symbols representing the ideas of peace and unity. Then, as an on-demand writing assessment, students write a paragraph explaining the symbolism on their flags. Note: This is a writing assessment; students are not assessed on the artistic quality of their flag design.</p>



### Content Connections

- This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

Native Americans—specifically the Iroquois (Haudenosaunee, People of the Longhouse) and the Algonquian — were the first inhabitants of the New York region and state, and contributed to the region’s history.

Systems of government exist to create and enforce laws to protect people and communities.

Native American groups developed political practices, including a consensus model, which influenced the development of United States democracy.

### Central Texts

1. Selections from the Great Law of Peace, or Iroquois Constitution.

2. Cynthia O’Brien, “The (Really) Great Law of Peace,” in *Kayak: Canada’s History Magazine for Kids* (2010, Issue 33), 38–39.

**This unit is approximately 2 weeks or 9 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 1</b>	Launching the Mystery: What's That Symbol?	<ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can engage effectively in a collaborative discussion. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can notice new ideas and wonder about the lives of people long ago.</li> <li>I can answer questions using specific details from a text.</li> <li>I can demonstrate what I know by contributing to discussions.</li> </ul>	<ul style="list-style-type: none"> <li>I Notice/I Wonder note-catcher</li> <li>Student-created graphic organizer</li> </ul>
<b>Lesson 2</b>	Solving the Mystery: What's That Symbol?	<ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can engage effectively in a collaborative discussion. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can notice new ideas and wonder about the lives of people long ago.</li> <li>I can answer questions using specific details from a text.</li> <li>I can demonstrate what I know by contributing to discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Student-created graphic organizer</li> </ul>
<b>Lesson 3</b>	Practicing Reading Closely: Section 1 of the Great Law of Peace (Iroquois Constitution)	<ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can explain the main points in a historical text accurately. (RI.4.3)</li> <li>I can engage effectively in a collaborative discussion. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use details and examples from the Iroquois Constitution when explaining what specific passages say or mean.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation of students' annotated text (Section 1 of Great Law of Peace)</li> </ul>

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 4</b>	Reading Closely: Sections 4 and 7 of the Great Law of Peace (Iroquois Constitution)	<ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can explain the main points in a historical text accurately. (RI.4.3)</li> <li>I can engage effectively in a collaborative discussion. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use details and examples from the Iroquois Constitution when explaining what specific passages say or mean.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation of close reading notes</li> <li>Written answers to text-dependent questions at the end of the Close Read protocol</li> </ul>
<b>Lesson 5</b>	Mid-Unit 1 Assessment and Close Read of Section 24 of the Great Law of Peace (Iroquois Constitution)	<ul style="list-style-type: none"> <li>I can explain what a text says using specific details from the text. (RI.4.1)</li> <li>I can explain the main points in a historical text accurately. (RI.4.3)</li> <li>I can engage effectively in a collaborative discussion. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can use specific details from a text to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1 Assessment: Answering Questions with Evidence from Text</li> <li>Teacher observation</li> <li>Vocabulary sort</li> </ul>
<b>Lesson 6</b>	Writing to Explain: Gathering Details and Organizing Paragraphs	<ul style="list-style-type: none"> <li>I can choose evidence from fourth-grade literary or informational texts to support analysis, reflection, and research. (W.4.9)</li> <li>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</li> <li>I can write an informative/explanatory text. (W.4.2)</li> <li>I can engage effectively in a collaborative discussion. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine what information Tim still needs to include in his video.</li> <li>I can reread to find specific details.</li> <li>I can plan a paragraph for a postcard explaining to Tim the information he should include in his video.</li> </ul>	<ul style="list-style-type: none"> <li>Postcards to Tim: Four-Square graphic organizer</li> </ul>
<b>Lesson 7</b>	Writing to Explain: Drafting Strong Paragraphs	<ul style="list-style-type: none"> <li>I can write an informative/explanatory text. (W.4.2)</li> <li>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</li> <li>I can engage effectively in a range of collaborative discussions. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can plan a paragraph for a postcard explaining to Tim the information he should include in his video.</li> </ul>	<ul style="list-style-type: none"> <li>Four-Square graphic organizer (again)</li> <li>Draft paragraph</li> </ul>

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment
<b>Lesson 8</b>	Writing to Explain: Concluding and Polishing Strong Paragraphs	<ul style="list-style-type: none"> <li>I can write an informative/explanatory text. (W.4.2)</li> <li>I can use the writing process to produce clear and coherent writing (with support). (W.4.5)</li> <li>I can engage effectively in a range of collaborative discussions. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can conclude my paragraph for my postcard to Tim.</li> <li>I can revise my paragraph for my postcard to Tim.</li> <li>I can give helpful feedback to my peers.</li> </ul>	<ul style="list-style-type: none"> <li>Revised paragraphs</li> </ul>
<b>Lesson 9</b>	End of Unit 1 Assessment: Paragraph to Explain Symbols on My Flag	<ul style="list-style-type: none"> <li>I can write an informative/explanatory text. (W.4.2)</li> <li>I can engage effectively in a range of collaborative discussions with diverse partners on fourth-grade topics. (SL.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a paragraph to inform the reader about the symbolism in my flag.</li> <li>I can speak clearly to ask and answer questions about our class flags.</li> </ul>	<ul style="list-style-type: none"> <li>Creating a Flag for Our Classroom (homework from Lesson 8)</li> <li>End of Unit 1 Assessment: Paragraph to Explain Symbols on My Flag</li> </ul>

**Optional: Experts, Fieldwork, And Service**

- Visit local Native American historical sites.
- Invite an expert from an Iroquois nation to tell the story of the Great Peacemaker.
- Research symbols of the United States government; compare the symbols to those of the Iroquois nation.

**Optional: Extensions**

- Actually mail the postcards to Tim at BrainPOP.
- Peacemaker's Journey* (compact disc), by Joanne Shenandoah (Silver Wave, 2000).