

Lesson 9: Reading for Gist: "American Indians and the American Revolution"



CCS Standards

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1a:** Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.



Daily Learning Targets

- I can determine the gist of "American Indians and the American Revolution." (RI.4.4, L.4.4)
- I can determine the meaning of unfamiliar words and phrases in "American Indians and the American Revolution." (RI.4.4, L.4.4)

Ongoing Assessment

- Gist statements on text and unfamiliar Vocabulary in Vocabulary logs (RI.4.4, L.4.4)
- Language Dive Note-catcher: "American Indians and the American Revolution" (L.4.1a)

Agenda

1. Opening

- A. Engaging the Reader: *Colonial Voices: Hear Them Speak* (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Reading for Gist Jigsaw: “American Indians and the American Revolution” (20 minutes)
- B. Language Dive: “American Indians and the American Revolution” (20 minutes)

3. Closing and Assessment

- A. Reflecting on Learning: Working to Become Effective Learners (5 minutes)

4. Homework

- A. Complete the Language Dive Practice: “American Indians and the American Revolution” in your Unit 1 homework.
- B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- The lesson begins with a rereading of “The Basket Trader” from *Colonial Voices: Hear Them Speak*. The purpose of this read-aloud is to focus students on the perspective of a Native American in the American Revolution. This may be a sensitive issue for students from Native American/American Indian families. A time for silent reflection is provided after reading the book to give students time to process the connections they make with the story. Be aware that these connections may be personal, and students are not required to share them.
- Work Time A contains a routine from Lesson 7. Refer to that lesson for more detail, as necessary. Note: “American Indians and the American Revolution” is very complex, so students are provided with a glossary. Also, this article uses the term American Indian rather than Native American.
- In Work Time A of this lesson, students participate in a Language Dive that guides them through the meaning of a sentence from “American Indians and the American Revolution” using the same format as Lessons 5 and 7. The focus of this Language Dive is using relative pronouns (L.4.1a) and understanding the effect of the Revolutionary War on American Indians. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In this lesson, students continue to focus on working to become ethical people and working to become effective learners by showing respect as they share reflections and collaborate in pairs.

How it builds on previous work:

- In the previous lesson, students read about the African American perspective. In this lesson, they explore the Native American perspective of the American Revolution.

Areas in which students may need additional support:

- Students may need additional support reading the text and recording the gist on their note-catchers. Consider preparing pre-written gist statements on sticky notes for those students and inviting them to put the sticky notes in the right place in the margin of their text based on what they hear from the whole group.

Assessment guidance:

- Review students' gist statements to ensure that they have a basic understanding of the text before moving into the next lesson.
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 4) or the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to assess students' during Work Time A (see Module 1 Appendix).
- Collect the Language Dive Practice: "An Incomplete Revolution" homework from Lesson 7. Refer to Language Dive Practice: "An Incomplete Revolution" (answers, for teacher reference) as necessary.

Down the road:

- In the next lesson, students will closely read the same text to determine the main idea and the structure and to write a summary.

In advance:

- Consider whether any students may be sensitive to the issues that "The Basket Trader" raises based on cultural background and family history. Consider explaining to families that this will be read aloud to students so that they can appropriately prepare them and discuss it afterward. Also consider asking which term, Native American or American Indian, families would prefer students to use in discussion about the text.
- Strategically pair students for the work in this lesson, with at least one strong reader in each pair.
- Review Questions We Can Ask during a Language Dive anchor chart as necessary (from Lesson 5).
- Preview the Language Dive Guide and consider how to invite conversation among students to address the questions and goals suggested under each sentence strip chunk (see supporting Materials). Select from the questions and goals provided to best meet your students' needs.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.B.8, 4.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs by looking closely at the perspective of American Indians during the Revolutionary War, allowing time for reflection and discussion about this potentially sensitive issue, and providing time to investigate Vocabulary and explore relative pronouns.
- ELLs may find the text “American Indians and the American Revolution” challenging because of its complexity and volume of unfamiliar new language. Remind students of the strategies for reading unfamiliar texts and assure them that they do not need to understand everything about the article right now and will participate in a close read of this text in the next lesson.

Levels of support

For lighter support:

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions.

For heavier support:

- Consider previewing the text “American Indians and the American Revolution” with students before the lesson and pre-teaching key Vocabulary.
- Consider enlarging the text “American Indians and the American Revolution” and posting it in a central location for students to reference throughout the unit. While reading for gist in Work Time A, make notes in the margins. In addition to writing key words or notes that correspond with each paragraph, consider sketching pictures to support comprehension.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students are introduced to “American Indians and the American Revolution.” They first listen to a read-aloud of this informational text, and then focus on one section of the text to determine the gist and identify unfamiliar Vocabulary. For those who may need additional support determining the gist, consider highlighting or underlining key phrases in their section in advance. This lifts the gist up for them as they read independently in preparation for sharing with classmates in the jigsaw activity.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons with *Colonial Voices: Hear Them Speak*. This supports students in understanding the value and relevance of the activities in this lesson. Continue to provide support for those who may need additional guidance in peer interactions and collaboration.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- gist (L)
- many moons (T)

Materials

- ✓ *Colonial Voices: Hear Them Speak* (from Lesson 1; one to display; for teacher read-aloud)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ “American Indians and the American Revolution” (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ “American Indians and the American Revolution” (example, for teacher reference)
- ✓ Academic Word Wall (begun in Module 1; added to during Work Time A)
- ✓ Domain-Specific Word Wall (begun in Lesson 1; added to during Work Time A)
- ✓ Language Dive Guide: “American Indians and the American Revolution” (for teacher reference)
 - Questions We Can Ask during a Language Dive anchor chart (begun in Lesson 5; added to during Work Time B)
 - Language Dive Chunk Chart: “American Indians and the American Revolution” (for teacher reference)
 - Language Dive Note-catcher: “American Indians and the American Revolution” (one per student and one to display)
 - Language Dive Sentence Strip Chunks: “American Indians and the American Revolution” (one to display)
- ✓ Language Dive Practice: “An Incomplete Revolution” (answers, for teacher reference)

Opening

A. Engaging the Reader: *Colonial Voices: Hear Them Speak* (10 minutes)

- Group students into pairs and invite them to label themselves A and B.
- As needed, review what happened in ***Colonial Voices: Hear Them Speak***.
- Display and reread aloud “The Basket Trader” page.

- Turn and Talk:

“What do you know from reading this page?” (The basket trader does not want to fight over tea, and she feels her people have already lost because they have lost land and animals to the colonists, who brought illness and are taking over the country.)

“What does the phrase ‘My ancestors were here for many moons before strangers stepped upon our shores’ tell you?” (Her people have been there for much longer than the colonists; many moons means a long time.)

“What does she mean by ‘our people have already lost’?” (Her people have lost land and animals, and the sickness that cannot be cured may have killed some of her people.)

- Invite students to spend 3 minutes reflecting silently.
- Direct students’ attention to the **Working to Become Ethical People anchor chart** and review what showing respect looks and sounds like. Be prepared to discuss any issues students feel they need to discuss further. Use the informational text about each place/person in the back of the book as a common text for discussing any sensitive issues that arise.
- Think-Pair-Share:

“Is she a Patriot or a Loyalist? How do you know?” (She is neither. She says, “We will not fight their battle. It matters not who wins or loses.”)
- Remind students that this is just one Native American perspective and not representative of all of the Native American people at that time.

Meeting Students' Needs

- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider coaching the mentor to engage with his or her partner and share his or her thought processes. (MMAE)
- For ELLs: (Colonist Chart: Adding Information) Point to the sketch of the basket trader on the Colonist Chart begun in Lesson 1 and invite students share any new information they'd like to add after rereading this page.
- For ELLs: (Mini Language Dive) “It/matters not /**who wins or loses.**”
 - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
 - *who*: “Who?”/Meaning: *Who* refers to the two sides fighting in the war: the Patriots and the British. Suggested questions: “Who does who refer to in this chunk? How do you know?” (pronoun)
 - *wins or loses*: “What?”/Meaning: *Wins or loses* describes two opposite results for the two sides involved in the war. Suggested question: “What do these words describe?” (verbs, opposites)
 - Practice: I know someone who _____.
 - Reconstruct: Reread the sentence. Ask:

“Now what do you think the sentence means?”

“Why do you think the basket trader says it doesn’t matter who wins the war? How does your understanding of this sentence add to your understanding of the American Indian perspective?”

- Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: It _____ who _____ or _____. Ask:

“What is another way to say this sentence?”

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
 - “I can determine the gist of ‘American Indians and the American Revolution.’”
 - “I can determine the meaning of unfamiliar words and phrases in ‘American Indians and the American Revolution.’”
- Remind students that they have seen these learning targets in previous lessons in this unit and review what it means to determine the *gist* (to determine what the text is mostly about).

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to discuss one way that they worked toward similar learning targets in previous lessons. (MMR, MME)

Work Time

A. Reading for Gist Jigsaw: “American Indians and the American Revolution” (20 minutes)

- Distribute and display “**American Indians and the American Revolution.**”
- Before reading it aloud, tell students that this is a very complex text but once they have spent some time working with it, they will have a good understanding.
- Direct students’ attention to the **Working to Become Effective Learners anchor chart** and review what perseverance looks and sounds like.
- Follow the same routine from Work Time A of Lesson 7 to guide students through determining the gist and meaning of unfamiliar Vocabulary in each paragraph of “American Indians and the American Revolution”:
 - Read the text aloud. Note: To avoid confusion, ensure students understand that American Indian is another way of saying Native American.
 - Turn and Talk:

“What is this text about?” (Native Americans during the American Revolution)

*“This text doesn’t use the words **Loyalists** and **Patriots**, so how do we know who they are talking about?” (It talks about the sides by country, using the term **Americans** for the **Patriots** and **British** to describe the **Loyalists**.)*

- Assign each pair one section of the text to read for gist and to determine the meaning of unfamiliar Vocabulary. Note: Paragraph 1 presents an extra challenge as the longest and most challenging paragraph.
- Remind students to circle unfamiliar words and phrases in their section of text and to use the Vocabulary strategies listed on the **Close Readers Do These Things anchor chart** to determine the meaning of the words. Remind students to record new Vocabulary in their **Vocabulary logs**.
- Review *collaboration* on the Working to Become Effective Learners anchor chart.
- Circulate to support pairs as they find the gist.
- After 12 minutes, refocus whole group.
- Invite volunteers to share out the gist of their section and any unfamiliar Vocabulary. Record the gist on the displayed text and invite students to do the same on their texts. Refer to “**American Indians and the American Revolution**” (**example, for teacher reference**) as necessary.
- Add any new words to the **Academic Word Wall** and **Domain-Specific Word Wall** and invite students to add translations in native languages.

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Pair students with strategic partners to ensure that they have strong, politely helpful models to support their efforts in reading for gist. (MMAE)
- For ELLs and students who may need additional support with comprehension: (Reading Aloud Twice) Consider reading aloud “American Indians and the American Revolution” two times to provide students with more time to process the volume of unfamiliar concepts and Vocabulary. (MMR)
- For ELLs: (Mapping Information in Text) As you read, consider listing the names of American Indian nations described in the article under two headings: “Supported the British” and “Supported the Colonists.” For each group listed, write or sketch the reasons it supported a particular side. This visual “map” will help anchor students in the most important ideas and will serve as a reference throughout the unit.
- For ELLs: (Reading Unfamiliar Texts) Remind students to use strategies for reading unfamiliar texts and to practice these strategies when reading for gist.

Work Time

B. Language Dive: “American Indians and the American Revolution” (20 minutes)

- Tell students they will now participate in a Language Dive using the same format as Lessons 5 and 7.
- Direct students’ attention to the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.
- Reread the fifth paragraph of “American Indians and the American Revolution.”

- Focus on the sentence:
 - “Stockbridges and Oneidas who had supported the Americans lost lands as well as Senecas and Shawnees who had fought against them.”
- Use the **Language Dive Guide: “American Indians and the American Revolution”** and **Language Dive Chunk Chart: “American Indians and the American Revolution”** to guide students through a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher: “American Indians and the American Revolution”** and **Language Dive Sentence Strip Chunks: “American Indians and the American Revolution.”**

Closing and Assessment

A. Reflecting on Learning: Working to Become Effective Learners (5 minutes)

- Remind students that earlier in the lesson they had reviewed what it looks and sounds like to persevere, as the text they were reading was challenging.
- Turn and Talk:
 - “How did you do with persevering?” (Responses will vary.)*
 - “What did you find challenging?” (Responses will vary.)*
 - “What strategies did you use when things got really tough?” (Responses will vary.)*
- If productive, cue students to add on:
 - “Who can add on to what your classmate said? I’ll give you time to think and write.” (Responses will vary.)*
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets.
- Collect the Language Dive Practice: “An Incomplete Revolution” homework from Lesson 7. Refer to **Language Dive Practice: “An Incomplete Revolution” (answers, for teacher reference)** as necessary.

Meeting Students’ Needs

- For ELLs: (Sentence Frames: Lighter Support) Invite students to create sentence frames for the discussion. Invite students who need heavier support to use the frames.
- For students who may need additional support with comprehension and verbal expression: Ask students to share a time when they showed perseverance. Examples:
 - “When did you show perseverance?”*
 - “Can you recall a time when something was really hard and how you showed perseverance to do it even though it was challenging?” (MMR, MMAE)*

Homework

A. Complete the Language Dive Practice: “American Indians and the American Revolution” in your Unit 1 homework.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Students may benefit from discussing and responding to their prompt orally, either with a partner or family member or by recording their response. (MMAE) (MMR)