

Grade 4: Module 1: Unit 3: Lesson 1

Bringing Communities Together: Daily Life at Onondaga



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © NYSED Used by permission and not subject to Creative Commons license.

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<ul style="list-style-type: none"> I can paraphrase information presented in diverse media and formats. (SL.4.2) I can engage effectively in a collaborative discussion. (SL.4.1) 	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can retell the main points of an informational video. I can identify how a community is shaped by its culture. I make inferences about a video. 	<ul style="list-style-type: none"> Culture and Community Anchor Chart

Agenda	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Reflecting on Haudenosaunee Culture (10 minutes) Work Time <ol style="list-style-type: none"> Video: Life at Onondaga (15 minutes) Culture and Community Anchor Chart (20 minutes) Debrief (5 minutes) Closing and Assessment <ol style="list-style-type: none"> Thumbs-Up, Thumbs-Down (5 minutes) Homework 	<ul style="list-style-type: none"> Students will quickly review what they learned about the Haudenosaunee culture and community in order to set the stage for learning about how various cultures pass down information and unite their communities. The video the students will be watching was filmed near the Onondaga Nation School in, NY. If time allows, consider incorporating instruction around the symbolism found in the school building itself to supplement the learning around symbolism from Unit 1. Information may be found here: http://www.lafayetteschools.org/teacherpage.cfm?teacher=681. Review Thumbs-up Thumbs-down Protocol (Appendix A) Although not part of the lesson, the transcript of the video is provided for teachers who may need to use it as support for their students.

Lesson Vocabulary	Materials
community, culture, ceremonies, transcript	<ul style="list-style-type: none"> Video- “Daily Life at Onondaga”: https://www.youtube.com/watch?v=g9vhmZ4gHrs Anchor chart (found in Supplemental Materials) Video Note-Catchers (one per student) (found in Supplemental Materials)

	<ul style="list-style-type: none"> • Document camera or white board • Excerpt from <i>Talking Drums of Mali</i> transcript for homework (found in Supplemental Materials) • Transcript of video- “Daily Life at Onondaga” (found in Supplemental Materials)
--	--

Opening	Meeting Students’ Needs
<p>A. Reflecting on Haudenosaunee Culture (10 minutes)</p> <ul style="list-style-type: none"> • Inform students that this final unit will focus on culture and community. Ask students for a definition of <i>culture</i>. Listen for “the beliefs or customs of a society.” Ask students for a definition of <i>community</i>. Listen for “a group of people who live in the same place and have something in common.” • Ask students to Think-Pair-Share about what they have learned about the Haudenosaunee culture and community. After a few minutes, allow some students to share with the whole class. Inform students that we will still be learning about the Haudenosaunee culture but we will be expanding our conversation to include other world cultures as well. • Share the learning targets: “I can retell the main points of an informational video. I can identify how a community is shaped by its culture. I can make inferences about a video.” Invite the students to discuss what these targets mean for their work today. Remind students about <i>making inferences</i> if necessary. Focus students on their understanding of the phrase <i>community is shaped by its culture</i>. Ask: “What is <i>shaping</i>? When a community is shaped by its culture, what is happening?” (Listen for comments such as: “A society is formed by the traditions shared by its people” or “The customs that people have and share with each other can help to bring them together to make a community.”) Point out to students that today, and for the rest of the unit, they will be looking at how different cultures shape their communities. Be sure to review main idea for proceeding as well. 	<ul style="list-style-type: none"> • Clarifying vocabulary meets the needs of ELLs and other students developing academic language. • For ELLs, consider posting nonlinguistic symbols for some of the key vocabulary terms in the targets (e.g., a chart with numbers for <i>data</i>).

Work Time	Meeting Students’ Needs
<p>A. Video: Life at Onondaga (15 minutes)</p> <ul style="list-style-type: none"> • Share with the students that the video they are about to see was filmed on the campus of the Onondaga Nation School on the Onondaga Reservation near Syracuse, NY. Show students a map of New York State to clarify the location. Explain that the children who attend this school are Onondaga and this video was made specifically for this unit. • Tell students that they will watch the video once for gist. Show the video <i>Daily Life at Onondaga</i>. • Distribute Video Note-Catchers. Inform students that they will watch the video again but this time, they will focus on the first two questions on the note-catcher. Review the two questions and clarify as necessary. Tell students that they will not 	

<p>answer the last question yet.</p> <ul style="list-style-type: none"> • Remind students that when taking notes, they are not expected to write complete sentences. The purpose of the notes is to jot down quick observations made while watching the video. Emphasize that it is not important to write down everything that they hear or see, just enough to answer the questions on the note-catcher. Show the video a second time. Circulate to support students as they take notes. • Ask students if they feel they got enough information to come up with a main idea for the video. Use the Thumbs-up Thumbs-down protocol to assess whether the video should be shown a third time. • Place students into triads to talk about the notes they took and to come up with a main idea for the video. After a few minutes, ask for volunteers to share their main ideas. Answers may include: “The Onondaga School is very similar to my own school.” “The Onondaga way of life has changed but many of their rituals are the same.” “The boy in the video appreciates the Onondaga culture.” Ensure discussion includes the passing of Onondaga rituals/language through the generations as well as the function of the drumming and singing in the ceremonies. 	
<p>B. Culture and Community Anchor Chart: Modelling (20 minutes)</p> <ul style="list-style-type: none"> • Inform students that they will be beginning a new anchor chart that will help them keep track of the communities they will be learning about in this unit. You will fill in the chart for the video together so that students will be able to complete the rest on their own in later lessons. • Distribute the Culture and Community Anchor Chart to each student, or have students create it in their notebooks. Display the anchor chart on a white board or with a document camera. • Walk students through your thinking as you fill in each box for the video. Call on students to help you come up with suggestions to put in each box. Use the completed anchor chart found in supplemental materials as a guide but use student suggestions as well. Ask students to provide evidence for their thinking before you record their ideas. 	<ul style="list-style-type: none"> • Encourage students to pair share their thoughts for the video before the boxes are filled. The more of this activity students can do without your input, the better.
<p>C. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • After the anchor chart has been completed for the video, ask students to debrief in their triads. Encourage them to share their thoughts and discoveries: <ul style="list-style-type: none"> • “What new information did they find out about the Haudenosaunee?” • “How easy or difficult did they find taking notes on a video?” • “Were they able to come to a consensus on a main idea?” • Remind them how important it is to learn to collaborate with their peers, and that this is one of the big skills they will be working on all year. 	

Closing and Assessment	Meeting Students' Needs
<p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none"> Ask the students: "How can our classroom build a community? With a partner, turn and talk about ways we can bring our class together as a community." Ask student volunteers to share their ideas. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Students will closely read a portion of the <i>Talking Drums of Mali</i> transcript and answer questions. Inform students that the text was spoken by a man for whom English is not his first language. Explain that this is a transcript (printed version) of something he said so it has not been edited but they will still be able to understand what is being said in the paragraph. Remind students that gist is "initial thinking" of what a text is "mostly about." 	

Grade 4: Module 1: Unit 3: Lesson 1

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © NYSED Used by permission and not subject to Creative Commons license.

Video Note-Catcher
Daily Life at Onondaga

What do you find out about the boy in the video?

What do you learn about the Onondaga Nation community?

Based on your notes, what is the main idea of this video?

GRADE 4: MODULE 1: UNIT 3: LESSON 1
Culture and Community Anchor Chart

Culture and Community Anchor Chart for Teacher Reference

Text/Video Community represented	How does the community share its stories/history?	How does it help to bring the community together?	What is the main idea?	Explain any symbolism
Daily Life at Onondaga Onondaga Nation	Drumming and singing at ceremonies (oral tradition)	When the community gathers to perform ceremonies, the drumming and singing is a part of it and all age groups participate.	Each generation learns about the Onondaga culture through language and through the ceremonies.	N/A
Joh Camara Transcript Mali villages	Drumming and singing by jellis (oral tradition)	The jellis travel to make sure everyone knows the stories and gets the messages that are important to the people.	The jelli are responsible for keeping the Mali traditions alive through their storytelling.	The word jelli means blood and the people who are called jelli represent the blood that keeps the community and its traditions alive.
Hawaiian Quilt Hawaiian	Through symbols and pictures on a quilt	The quilts allow the community to share and be proud of Hawaiian history and culture.	Hawaiian quilts keep Hawaiian history and culture alive for future generations.	Symbols of Hawaiian royalty—crowns, leis, combs. The stars represent the eight main Hawaiian islands.
The Keeping Quilt Russian Jewish	The materials and pictures sewn on a quilt. Also oral tradition.	The pieces of the quilt come from different family members and neighbors so that everyone’s story can be told.	Although things may change, family history helps us remember where we came from.	The quilt was present at every major event in the family’s lives. The quilt represents one’s past always being with us.

GRADE 4: MODULE 1: UNIT 3: LESSON 1
Culture and Community Anchor Chart

Culture and Community Anchor Chart

Text/Video Community represented	How does the community share its stories/history?	How does it help to bring the community together?	What is the main idea?	Explain any symbolism

Read this excerpt from *The Talking Drums of Mali*. Underline ideas you understand and circle any words that are unfamiliar to you. (Note that this is a transcript of someone speaking, and English is not his first language. You may see some mistakes.)

Learning to Drum

I start drumming since I was five years old. As a young boy back home in Mali, where I'm from, you know, when you are a boy, your toy is a drum. So every time you cry, they just hand you the drum, and you just keep banging on it, and you don't even know what you're doing until you stop crying. So that's how I start, so I had my first drum when I was two years old, and I start drumming around the age of five. And as I said, I come from, you know, a big family of the griot, and in the griot family, every day, people play, sing, and dance every day. So I grew up seeing people doing that every day...after each meal is the party time. So you see people playing, drumming, singing, and you just watch and you try to be part of it, and you know—that's how you learn.

What is one feature of a community in Mali?

What do you think a griot is, based on the text?

What is the gist of this excerpt?

Homework Challenge: Research *griot* and compare your findings to your definition of the word. How does your definition compare to what you found? Were you able to rely on context clues to come up with a correct definition?

Transcript of “Daily Life at Onondaga”

JoAnne: *So what’s it like living at Onondaga?*

Joseph: *It’s very fun and open here. I like walking around, especially with my family. And I also like going to the ceremonies because I also like to sing and dance. And I like to bike around here too; it’s very fun. And like, it’s very cool here because everyone knows where everyone lives so, like, we have a lot of family around here and we can drive over and be okay.*

JoAnne: *Do you play any sports?*

Joseph: *I play lacrosse and in the fall I play cross country. Most times I run, in cross country practice I run, like 5 miles or 3 miles. And lacrosse - we have a two hour practice and it’s really intense.*

JoAnne: *So what’s school like for you?*

Joseph: *School is really fun for me because we have a huge time in our classes where it’s like Language, and we talk about and learn about our ways and how we do stuff and it’s really fun. And there’s also ELA classes too. I like ELA too.*

JoAnne: *What do you have there?*

Joseph: *It’s called a water drum and it’s played on special occasions and celebrations and it’s used for fast beats or for a dance called Woman’s Dance and it’s very appreciative.*

JoAnne: *Will you sing for me?*

Joseph: *Sure.*

JoAnne: *Will you? Great!*

Joseph: *Now?*

JoAnne: *(Laughs) Yes please that would be great; I’d love it.*

<<Joseph begins to drum and sing>>