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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.

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.

Learners brainstorm and chart a list of responses to the essential questions:

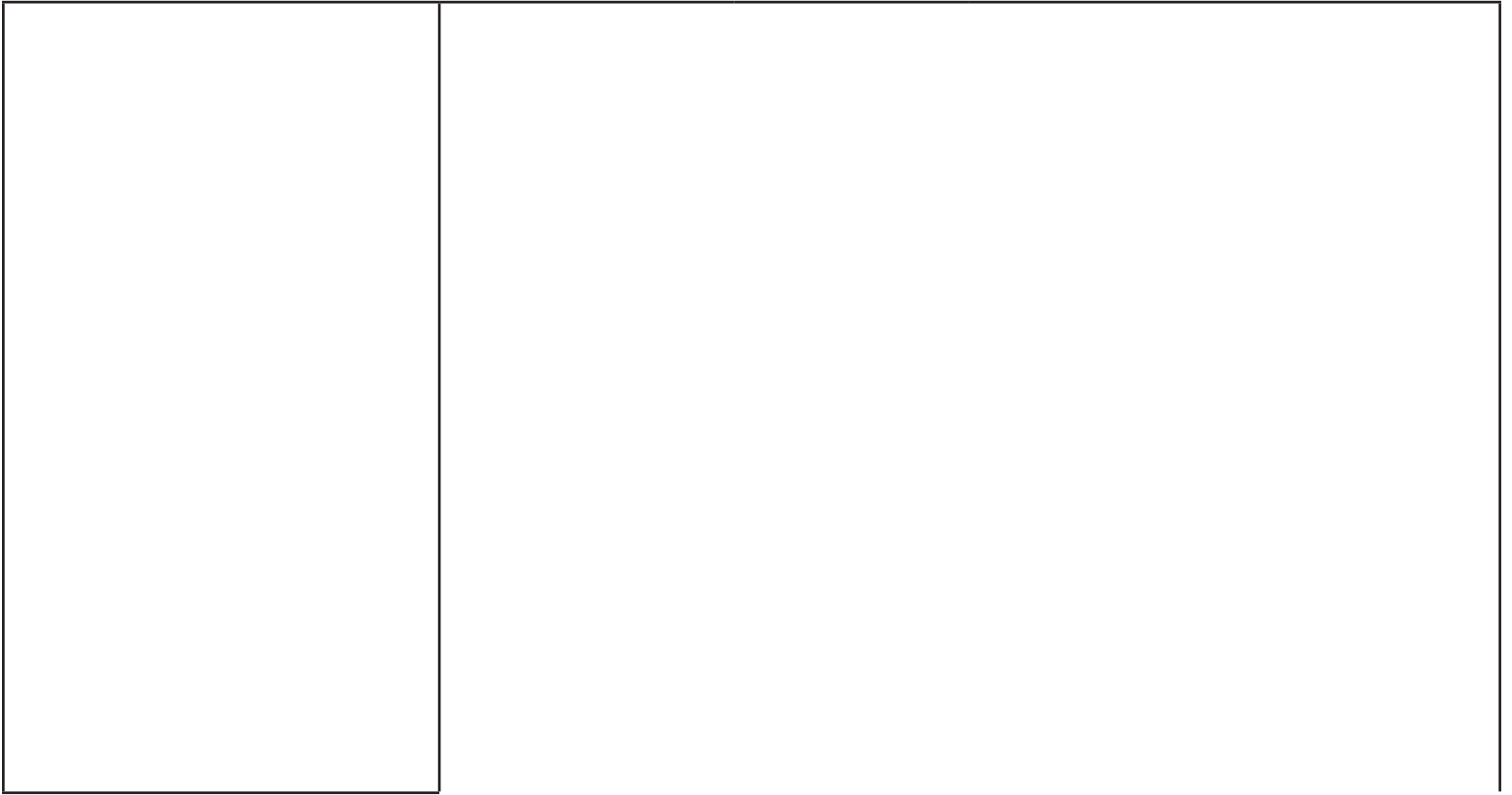
How did the first peoples in New York adapt to their environment and develop unique cultures?

How did Europeans have a profound impact on Native Americans in New York?

How did Native Americans in New York develop ways to organize and govern?

C *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.*

Use



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-D	Concrete Questions:	Pages 12, 16: How did Native Americans get and use power? Page 16: How did the Fur Wars turn Native Americans against each other? Page 10: Why were women important in the cultures of the first peoples? Pages 18, 20: What conflicts involved alliances between Native Americans and Europeans? Page 23: How is Manhattan today still similar to the Munsee meaning for <i>Mannahatta</i> ?
	Main Idea &	

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	<p>using D / . 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>the C -E C / . 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>the D C / . Have students in groups practice drawing conclusions from information. Share their process of deciding.</p> <p>the C E / , with 7th graders generating a preliminary evidence-based claim.</p>
<p>A</p>	<ul style="list-style-type: none"> • Decide on a choice of topic for a writing activity using concept maps or mind maps, or "in their own words" sound bites. • Discuss and chart possible focus questions from a postreading RAN activity • Use graphic organizers for determining and supporting main ideas and a conclusion. • Use the D C / . • Share the rubric for a quality final product. • Use the Planning a Historical Fiction Narrative from Engageny Grade 4 • Use Evidence-Based Claim handouts from Odell: <p style="text-align: right;"> EBC C C 6-8 EBC C C 6-8 F EBC C D C </p>

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	<p>Questions for reflection:</p> <p>What do I already know?</p> <p>What are the big ideas?</p> <p>What are the connections to me and my world?</p> <p>How do facts and main ideas connect?</p> <p>What are my questions?</p> <p>What do I want/need to know?</p> <p>Why am I doing this?</p> <p>How can I use models to improve my work?</p> <p>How do facts fit together?</p> <p>Are my questions answered?</p> <p>What do I know? What do I need to know?</p> <p>What conclusions can I make?</p> <p>Is my evidence reliable?</p> <p>How can I organize my ideas?</p> <p>Have I sorted fact from opinion?</p> <p>How can I best share what I know?</p>

S G 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 unders