

## GENERAL INFORMATION

**Student:** Katherine Taddeo

**Lesson Plan Title:** Exploring Haudenosaunee (Iroquois) Life

**Related Curricular Area:** Social Studies

**Appropriate Grade Level(s):** 4th

**Required Time:** 80 minutes

**Collaborative Potential:** Social Studies Teacher

**Overview:** This lesson focuses on assisting fourth graders as they research what life was like for the Haudenosaunee (Iroquois) Confederacy in New York State. It also teaches students how to use Wordle as a presentation aid. Teachers collaborate with the librarian to work on a short research project that will present students with the opportunity to examine Haudenosaunee artifacts/replicas (objects) and research their uses in the daily life of the community. Students will gather information on a Fact Sheet, create a Wordle based on the information they gathered and present their findings to their classmates. The research portion and the creation of the Wordle will be broken into two parts so as not to overwhelm the students with all of the instructions at the beginning of the class.

## CONTENT TOPIC

**Researching Skills, Haudensaunee (Iroquois) Culture**

## CONNECTION TO CONTENT STANDARD(S)

**National McREL Standard(s):**

**Topic 2:** The History of Student's Own State or Region

3. Understands the people, events, problems and ideas that were significant in creating the history of their state.

**Benchmark 4.:** Knows about the first inhabitants who lived in the state or region, each successive group of arrivals and their countries (or origin), and significant changes that developed as a result of each groups arrival.

## AASL STANDARDS FOR THE 21<sup>ST</sup> CENTURY LEARNER GOALS

1.1.1: Follow an inquiry based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.

1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

1.1.9: Collaborate with others to broaden and deepen understanding.

4.1.8: Use creative and artistic formats to express personal learning.

## ASSESSMENT & CRITERIA

**Product:** Librarian will review the fact sheet that students completed with facts about their object and its use in daily life. Students will also present their findings using Wordle to the class.

**Process:** The Librarian will observe students ability to find appropriate resources and to make sure they are participating in all sections of the activity.

## RESOURCES AND OTHER MATERIALS

**Artifacts/Replicas:** Lacrosse stick, Tree of Life drum, maize, moccasins, wooden adz (similar to an axe type tool).

**CD Player/Traditional Music CD**

**Prepared handouts/factsheet**

**Resources** (Books, encyclopedias, websites, databases, etc.)

**Computers loaded with Wordle** (for student use)

**Thumb drive**

**SmartBoard** (for use in the presentations)

## SOURCES/CREDITS

Content will come from the Classroom/Social Studies Teacher

CD: Peace & Power, Joanne Shenandoah (2002)

Artifacts/Replicas: Personal Collection

**Websites used:**

Wordle: [www.wordle.net](http://www.wordle.net)

Facts for Kids: Haudenosaunee: [http://www.bigorrin.org/iroquois\\_kids.htm](http://www.bigorrin.org/iroquois_kids.htm)

New York State Test Prep: SS Grade 4: Native Americans of New York:

<http://www.studyzone.org/testprep/ss5/b/basicneeds1.cfm>

Iroquois Museum: Learning Longhouse: <http://www.iroquoismuseum.org/virtualexhibits.htm>

## INSTRUCTION AND ACTIVITIES

### Part One:

- **Direct Instruction:**

When students arrive the Librarian will be waiting the table with the drum. On the table will be the additional objects. Traditional Haudenosaunee music will be playing in the background and the Librarian will be playing along on the drum. Students will be asked to come to the table and join in by drumming on the edge of the table. (A) The Librarian will guide the students to end the drumming and then ask how many of them enjoy music. Pointing to each object the Librarian will ask follow up questions including “How about Sports?” (the lacrosse stick), “Gardening, farming or cooking?” (the maize), “Using tools and building things?” (the wooden adz) and “Clothing?” (the moccasins). (R) The Librarian will then explain to the students that they will be researching the daily lives of the Haudenosaunee and the uses of the provided objects and hand out the fact sheet that the students will use to collect their information (Handout 1)

- **Modeling and Guided Practice:**

The Librarian will break the students into pairs (two groups for each object) and assign each group a computer. The Librarian will briefly review using the online catalog by walking through a search on the Smart Board as well as gives a quick overview of the Library layout and location of the different sections.

- Independent Practice:**  
 Students will work in pairs to gather information about their object by finding both books and online resources and fill out their Fact Sheet accordingly. (C)

An example of one question on the Fact Sheet is: “What was your object used for in daily Haudenosaunee life?”

**Part Two:**

- Direct Instruction:**  
 After approximately 40 minutes (or when the Librarian observes that the majority of students have finished their Fact Sheets) the Librarian will return to the table with the drum and invite the students to repeat the opening drumming exercise. (A) At this point the librarian will tell the students that they will be creating a Wordle using their Fact Sheet answers which will be shown on the Smart Board when they share their findings about their object with the class.
- Modeling and Guided Practice:**  
 Once students are in pairs and at their computers the Librarian will hand out the Wordle Walkthrough sheet (Handout 2). (S)he will then use the Smart Board to walk the students through creating a Wordle using the answers on their Fact Sheets. After the brief demonstration students will be given time to finish up any last minute research from the previous session and create their Wordle. Upon the completion of the Wordles students will raise their hand and the Librarian will assist them in saving the Wordle to a thumb drive which will be used to transfer the Wordles to the Smart Board for the presentations.
- Independent Practice:**  
 Students will work in pairs to create their Wordle.
- Sharing and Reflecting:**  
 The class will come together at the end of the second sessions and share their Wordles (on the Smart Board) with the class, noting how the object was used, who used it and what its importance was to the Haudenosaunee. (C & S)

Supporting Material(s)	Description
Handout 1: Fact Sheet	One page fact sheet that will allow students to gather information about their object and its use in daily life.
Handout 2: Wordle Walkthrough	2 page walkthrough that students can refer to when creating their Wordle.

### Haudenosaunee Life Fact Sheet

Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Name of Object: \_\_\_\_\_

What was your object used for in daily Haudenosaunee life?	
Who was your object used by?	
When was your object used?	
Why is your object important to the Haudenosaunee?	
Is your object still used today or are the similar objects in use?	

Additional interesting facts about your object:

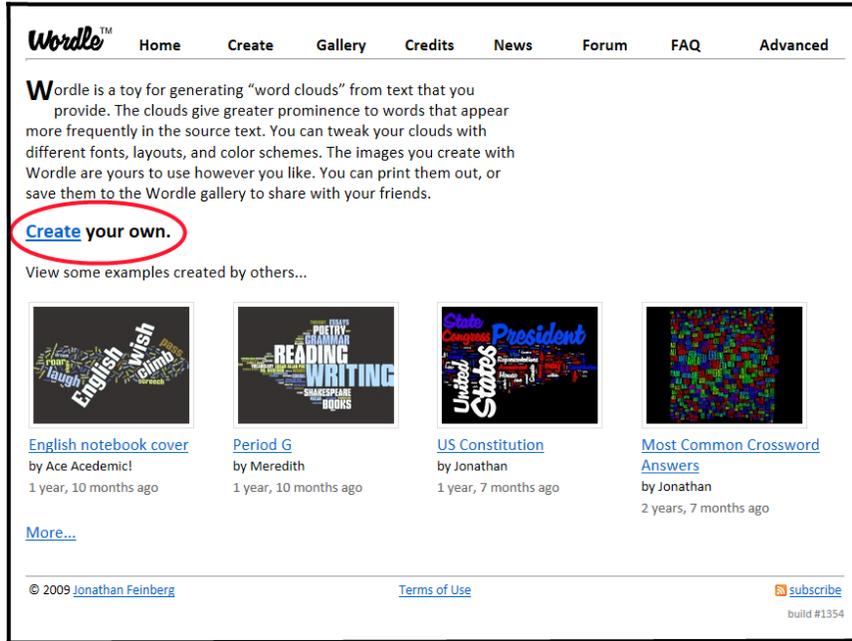
1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

What resources did you use to find your information? (Books, websites, etc.)

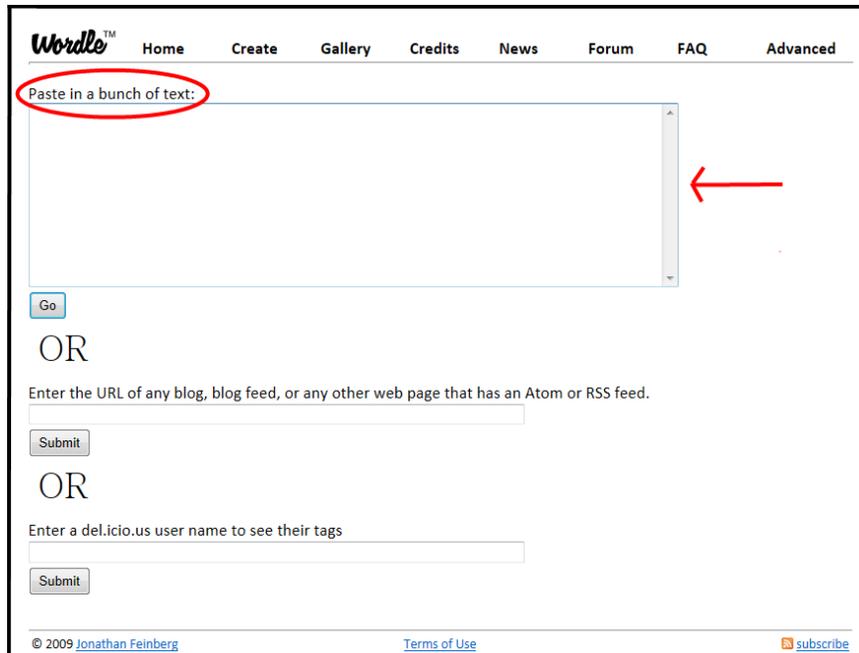
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

# Wordle Walkthrough

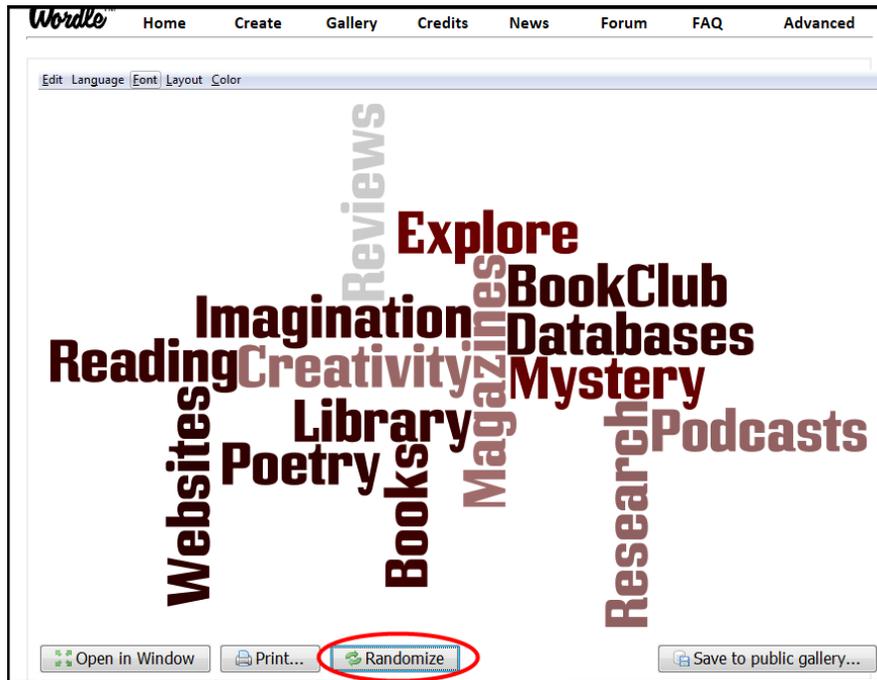
When you open Wordle, you will see the main page. Click on “Create Your Own”.



On the next page there will be a place for you to enter the text you want to appear in your Wordle. Enter interesting facts or keywords that you found in your research (from your Fact Sheet) here and then click “Go”.



You should now see your Wordle! You may use the “randomize” button to change the way your Wordle looks.



Your Wordle is now ready to be used for your presentation! Please raise your hand when you have finished your Wordle and someone will come over with a thumb drive to help you save your creation.