Learning From Text Features Recording Form

Name: ____________________
Date: ____________________

1. Find the Table of Contents. List all of the text features you see described.

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2. Keep looking at the Table of Contents. On what page is the Glossary?

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3. Look at page 4. Describe the jewelry worn by the man in the photograph.

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4. Keep looking at the photograph on page 4. Read the caption. What information in the caption tells you why the man is wearing this jewelry?

5. Re-read the text on pages 5-7. The text says traders and other non-Iroquois people respected the confederacy. What did they do to show respect?

6. Look carefully at the picture on page 7 and read the caption. What were the teepeelike buildings covered with?
7. Re-read the text on page 8. What is the meaning of the word “Iroquois?”

8. Study the map on page 9. Which Iroquois nations lived the farthest from New York City?
GRADE 4, MODULE 1: UNIT 2, LESSON 2
Topic Expansion Graphic Organizer

Main Idea
(How did the Iroquois live?)

Supporting Detail

Supporting Detail

Supporting Detail

What was important to the Iroquois?
GRADE 4, MODULE 1: UNIT 2, LESSON 3
Topic Expansion Graphic Organizer

Main Idea
(How did the Iroquois live?)

What was important to the Iroquois?

Supporting Detail

Supporting Detail

Supporting Detail
GRADE 4, MODULE 1: UNIT 2, LESSON 4

Topic Expansion Graphic Organizer

Main Idea
(How did the Iroquois live?)

What was important to the Iroquois?

Supporting Detail

Supporting Detail

Supporting Detail
GRADE 4, MODULE 1: UNIT 2, LESSON 6
Topic Expansion Graphic Organizer

Main Idea
(What is the Great Law of Peace?)

Supporting Detail

Supporting Detail

Supporting Detail

Why is it important?
What is the Great Law of Peace and why is it important?

Read page 20 of *The Iroquois*. Take notes using an topic expansion graphic organizer and then write a paragraph summarizing this portion of the text.

**Criteria for Success:**
The paragraph should be indented.
The paragraph should include a topic sentence that states the main idea.
The paragraph should have at least three sentences that tell more about the main idea.
The paragraph should conclude with a sentence that explains why The Great Law of Peace is important to the Iroquois.
## Sample T-Chart “How Things Have Changed or Stayed the Same”

<table>
<thead>
<tr>
<th>How Have Things Changed for The Iroquois?</th>
<th>How Have Things Stayed the Same for The Iroquois?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
### GRADE 4, MODULE 1: UNIT 2, LESSON 8

Sample T-Chart

<table>
<thead>
<tr>
<th>How Have Things Changed for The Iroquois?</th>
<th>How Have Things Stayed the Same for The Iroquois?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. How long ago did the Great Peacemaker unite the Iroquois people?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. During which years on the timeline do you think life was hardest for the Iroquois people?  
   Use specific details from other parts of the text to explain your opinion.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. During which years on the timeline do you think life was most peaceful for the Iroquois people?  
   Use specific details from other parts of the text to explain your opinion.

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________________________________________________________________________

________________________________________________________________________
1. What problem is Danny experiencing at the beginning of the novel? Why would it “do no good” to tell the boys that the name-calling upset him? Find details from the text to explain your answer.

2. On pages 8-10, Danny compares Akwesasne to Brooklyn. Which setting does Danny prefer? Find details in the text to support your answer.

3. On page 11, the last paragraph says that Danny said he didn’t want to “add” to his mother’s worries. What happened to cause his mother to worry in the first place? Use text evidence in your answer.

4. Describe the relationship that The Bigtree family has with one another. Use several details from the text to support your answer.

5. On page 12, when Danny came out of the subway station, the author said Danny could “…imagine people looking at him from those windows, pointing and laughing.” What does the word imagine mean in this sentence? Why does the author use the word “imagine, and not the word “knew,” as in “Danny knew people were looking at him…?”
1. After his father’s return, Danny thinks, “Why can’t it be like this all of the time?” What does Danny mean by this? Use specific details from the text in your answer.

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2. The title of this chapter is She’kon. What does She’kon mean? Why do you think the author chose this word for the title? Use details from the text to support your answer.

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GRADE 4, MODULE 1: UNIT 2, LESSON 10
Text-Dependent Questions for Chapter 2: “Gustoweh”

1. According to the beginning of the chapter, why did Danny’s mother, “…not feel like being teased…”?

2. On page 18, Richard Bigtree is described as “solid as a building.” What does the author mean by this phrase? Why did the author choose these words to describe Mr. Bigtree? (p. 18 last paragraph)

3. What clan does Danny belong to? Explain why Danny belongs to this particular clan? Use at least two details from the text in your answer.

4. On page 21, the author describes Danny’s father’s hard hat. What symbol did Danny’s father paint on his hard hat? Why did he paint this symbol? Use text evidence in your answer.

5. Earlier in Chapter one, Danny imagines an eagle taking him to faraway places. In this chapter, Danny says, “I need an eagle to take care of me.” What does the eagle symbolize for Danny? Use text evidence in your answer.

6. Danny compares life at school to a war. Why does he use this comparison? Use evidence from the text to support your answer.

7. Danny’s mood changes throughout Chapter 2 of Eagle Song. Explain how his mood changes and what causes it to change. Use text-based details to support your answer.
1. Danny’s mood changes throughout Chapter 2 of *Eagle Song*. Explain how his mood changes and what causes it to change. Use text-based details to support your answer.

________________________________________________________________________________________

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________________________________________________________________________________________
GRADE 4, MODULE 1: UNIT 2, LESSON 11

Homework: Tracking My Thinking: Chapter 3 of Eagle Song

Name:

Date:

1. On page 33, Aionwahtha realizes that, “One man alone could not bring peace. It has to be done by people working together.” According to the text, what does this statement mean?

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_________________________________________________________________
_________________________________________________________________

2. Why do you think Danny’s father told him the story of the Great Peacemaker? What might be important for Danny to understand about this story? Use details from the text to support your answer.

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_________________________________________________________________
93. Whenever a specially important matter or a great emergency is presented before the Confederate Council and the nature of the matter affects the entire body of the Five Nations, threatening their utter ruin, then the Lords of the Confederacy must submit the matter to the decision of their people and the decision of the people shall affect the decision of the Confederate Council. This decision shall be a confirmation of the voice of the people.

107. A certain sign shall be known to all the people of the Five Nations which shall denote that the owner or occupant of a house is absent. A stick or pole in a slanting or leaning position shall indicate this and be the sign. Every person not entitled to enter the house by right of living within it upon seeing such a sign shall not approach the house either by day or by night but shall keep as far away as his business will permit.
Capturing the Gist in a Story

After reading this for the first time on your own, what do you think this section of the reading is mostly about?

Somebody …
(character)

In …
(setting)

Wanted …
(motivation)

But …
(problem)

So …
(resolution)

1 Kylene Beers, When Kids Can’t Read: What Teachers Can Do (Portsmouth, NH: Heinemann, 2003), ??–??.
After thinking more closely about this reading NOW what do you think this reading is mostly about? Use several specific details to explain why you think this.
1. How do the students in Danny’s class feel about his father? What specific details in the text make you think so?

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2. According to Danny’s father, what are similarities between the Iroquois Confederacy (he calls it the Iroquois League) and early America? Use details from the text in your answer.

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________________________________________________________________________
Text-Dependent Questions for Chapter 4: The Visit

1. How did Danny feel about Tyrone being chosen to escort Mr. Bigtree to the classroom? What in the text makes you think so?

2. In this chapter, what is the significance of the classroom door? Why would the author draw our attention to this detail?

3. How do the students in Danny’s class feel about his father? What in the text makes you think so?

4. What was Mr. Bigtree trying to teach the class and his son during his presentation? What sentence in the text is the main point of this lesson? Why is this lesson important for the characters?

5. What feeling is the author trying to create when he said the class “exploded into applause” as Mr. Bigtree prepared to leave? How would the reader feel if the author used the word clapped instead?
1. Describe Danny’s incident on the playground. How does Danny explain the incident to Mr. Rosario? Why does Danny give this explanation? Use specific details from the text to support your answer.
1. How do Danny and his mother feel about his father’s job in Philadelphia? Use text-based evidence in your answer.

2. How does the author describe Danny’s walk from the office to his classroom? Why does the author choose to describe this scene in such a way? Use details from the text to support your answer.

3. While on the playground, Consuela waves at Danny and motions for him to come over. Why does the author make a point of telling the reader this? Use text-evidence to support your answer.

4. The author chooses to call this chapter, “The Longest Day.” Using details from the text, explain why this is an appropriate title for this chapter.
1. What is the connection between Danny’s dream, described in the first couple of paragraphs in this chapter, and what happened to Danny’s father?
<table>
<thead>
<tr>
<th>Learning Target #1: I can answer questions about the novel <em>Eagle Song</em> with specific details from text.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do in order to meet this target?</strong></td>
</tr>
<tr>
<td><strong>How are you doing with this target?</strong></td>
</tr>
<tr>
<td>(Circle one)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target #2: I can describe the main character, the setting, and events from <em>Eagle Song</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do in order to meet this target?</strong></td>
</tr>
<tr>
<td><strong>How are you doing with this target?</strong></td>
</tr>
<tr>
<td>(Circle one)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target #3: I can use a variety of strategies to understand words from my reading.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do in order to meet this target?</strong></td>
</tr>
<tr>
<td><strong>How are you doing with this target?</strong></td>
</tr>
<tr>
<td>(Circle one)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Target #4: I can discuss answers to questions with my group and provide evidence to explain my ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do you do in order to meet this target?</strong></td>
</tr>
<tr>
<td><strong>How are you doing with this target?</strong></td>
</tr>
<tr>
<td>(Circle one)</td>
</tr>
</tbody>
</table>
1. When Danny and his mother arrived at the hospital they met Hal Girder. Danny thought, “He needs to talk.” Why did Hal Girder “need to talk?” Use details from the text in your answer.

2. Mr. Bigtree tells Danny that, “…it is hard to believe in peace.” What has happened in the story that makes this statement true for Danny?

3. Although, Danny’s father tells him that peace is hard, he also has advice for Danny. What is the advice and why is it important to the story?

4. What was Mr. Bigtree’s reaction when Danny told him about his dream? Where else in this book are dreams mentioned?
Note: If you and your class did not read Chapter 6, you will not recognize the character “Will” referred to at the end of Chapter 8. Will is a friend of Danny’s who has not been making safe choices.

1. As Danny starts out for school at the beginning of this chapter, his father calls out, “She:’kon.” Why does Mr. Bigtree use this word? Use details from the text in your answer.
1. What decisions does Danny make at the end of the novel? What does this show about how Danny has changed? Use text-based details in your answer.
**Somebody-In-Wanted-But-So Recording Form: Thinking about Theme**

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Date:</td>
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</table>

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**Capturing the Gist in a Story**

You have complete reading the novel *Eagle Song*. Talk with your triad about the theme of the novel. What is the central message or lesson the author wants you to learn?

---

**Thinking about Important Details**

<table>
<thead>
<tr>
<th>Somebody … (character)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In … (setting)</td>
<td></td>
</tr>
<tr>
<td>Wanted … (motivation)</td>
<td></td>
</tr>
<tr>
<td>But … (problem)</td>
<td></td>
</tr>
<tr>
<td>So … (resolution)</td>
<td></td>
</tr>
</tbody>
</table>

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1 Kylene Beers, *When Kids Can’t Read: What Teachers Can Do* (Portsmouth, NH: Heinemann, 2003), ??–??.
GRADE 4, MODULE 1: UNIT 2, LESSON 16

Somebody-In-Wanted-But-So Recording Form: Thinking about Theme

After thinking and talking more about this novel with your triad, NOW ask yourselves “so what?”
Why did the author choose to show readers these events and choices? What did the author want us to learn?
Support your ideas with specific details from the text.
In the novel *Eagle Song*, the main character Danny is a Mohawk boy living in modern times. In what ways does Danny think and act based on the traditional values and beliefs of the Iroquois people, even though he lives in modern times? Use the Topic Expansion graphic organizer to prepare your response then write a quality paragraph to explain your analysis.
GRADE 4, MODULE 1: UNIT 2, LESSON 17

End of Unit 2 Assessment: Analyzing Danny’s Character

Name:

Date:

Write your final paragraph here:

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Learning Resources
CoSer 501
Educational Media

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