



A Lesson on Potawatomi Prairie by Doniesha Sullivan

Grade Level: Grade 4

Subject Area: English Language Arts

Lesson Length: 2 hours 30 minutes

Lesson Keywords: Potawatomi, Indian American, Chicago, wigwam, sow, native american, American Indian, Indian Tribe,

Lesson Description: In this lesson, students are expected to read the text about how a young Potawatomi child and his family prepares for the different seasons in Chicago, and answer the questions based on the information they've acquired.

Common Core Standards Covered with This Lesson

CCSS.ELA-Literacy.RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-Literacy.RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

CCSS.ELA-Literacy.W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1b: Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.4.3a: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Lesson Content: Book/Story/Reading Passage

Instructions: Please read the following reading passage as many times as needed (aloud and silent) before starting to go through other lesson pages. Understanding the content of this passage is very important since the lesson activities will be all about this content. Feel free to print the passage if needed.

Potawatomi Prairie

by

Content: Potawatomi people lived in the Chicago area long ago. The following paragraphs tell what their life might have been like.

Summer?

We will set up a large house in the big village now. We use long poles to build its structure. The roof covers the cooking area, so that it is even bigger than the floor. I sow our food with my mother. We dig in the ground with a shoulder bone from a deer to turn the soil. It is difficult work to dig and to plant. After we harvest, we will have a lot of food. It is always a great time for everyone because we see our friends and extended family. My sisters favorite season is summer because there are so many things to see and do. My mother likes it too because she likes to be with our big family. There is a lot of work to do, but everyone helps and there is company.

Autumn?

We have a lot of food. We have lots of corn. Every day, I gather more beans. We're drying the big gourds to save for the winter. My father got salt from a salt spring and we are using it to dry the meat. Soon we will move to our winter camp. I search for nuts and berries from the forest. Sometimes, I eat them when I find them, but I bring most of them home.

Winter?

We saw deer and raccoons and knew this would be a good place for hunting. Therefore, we set up a wigwam, which we made from the branches of trees. We stuck one end in the ground and then tied them together in the middle. We left a gap for the smoke from the fire to get out. We pasted bark on the outside of the wigwam to keep the inside warm. Today, it is cold and it just snowed. My father says it is a good day to track for elk. He will be able to see the tracks in the snow, so he will soon go to hunt. My mother says that afterwards we will have lots of food, but also plenty of work. If we don't have enough food in this place, we may have to move our camp to another place, with more animals. We will look for a place with more animal tracks.

Spring?

We can find my favorite food now. We get it by making a hole in a tree and then the sweet juice comes out of the tree. My father is going fishing with a net he made from deer sinew. He throws it in the stream and then it sinks down. He tied shells to the bottom of the net, so when they fill with water, it descends to the bottom of the stream. This summer, my brother will get to fish, too. He has a line and hook, which he uses to catch the fish in the lake. We get fish in the winter only when we cut through the ice to get to them. So fishing is mostly a spring and summer job. My father likes the spring best. He says it is a time of hope. He hears the birds sing and sees the plants start to grow again. I like spring, too because soon we will see the flowers.

Task 1: Vocabulary

Instructions: Please complete the following vocabulary activity by choosing the correct meaning of each word selected from the passage and use of each word correctly in a sentence.

Q: 1 WordPhrase: Company **WordPhraseTier:** 2

Question: "There is a lot of work to do, but everyone helps and there is company." What does the word "company" mean in this sentence?

- A:** A number of persons united or incorporated for joint action, especially for business
- B:** Something that Oliver had
- C:** A guest or guests
- D:** McDonalds

Question: Which one of the sentences below uses the word "company" correctly?

- A:** My father works for a computer company.
- B:** McDonalds is an example of a large, international company.
- C:** My mother was having company over, so we were asked to clean our rooms.
- D:** Our company was made to help people.

Q: 2 WordPhrase: Sow **WordPhraseTier:** 3

Question: "I sow our food with my mother." What does the word "sow" mean in this sentence?

- A:** Something you do with a needle and thread.
- B:** To plant seeds.
- C:** A tangy taste often left in your mouth by mustard.
- D:** A vegetable.

Question: Which one of the sentences below used the word "sow" correctly?

- A:** The gummy bears I ate were sow!
- B:** My mother sowed my brother and I some clothing.
- C:** My aunt loves to make sow soup.
- D:** The first step to planting a garden is to sow the seeds.

Q: 3 WordPhrase: Track **WordPhraseTier:** 2

Question: "My father says it is a good day to track for elk. He will be able to see the tracks in the snow..." Track is used twice, determine the meaning for both usages.

- A:** Hunt; Footprints
- B:** A place to run; Hunt
- C:** Hunt; A place to run
- D:** Footprints; Hunt

Question: Which sentence below uses BOTH meanings of the word "Track" correctly? Keep in mind, they may not be in the order that you're use to but as long as they are used in the right sense the answer is correct.

- A:** Today, Devin and I decided to met up on the track field. We were being watched so I told him to to leave ant tracks.
- B:** While we were in the forest, we noticed several unfamiliar tracks. We decided to track down whatever was causing them.
- C:** During the track meet, I asked Devin if he wanted to help track down the person who stole my shoes.
- D:** There were tracks left on the track field last night.

Q: 4 WordPhrase: Wigwam **WordPhraseTier:** 3

Question: "Therefore, we set up a wigwam, which we made from the branches of trees." What does the word "wigwam" mean in this sentence?

- A:** Something you buy to replace your hair.
- B:** A Costume
- C:** A dwelling, usually of rounded or oval shape, formed of poles overlaid with bark, mats, or skins.
- D:** A weapon

Question: Which of the sentences below uses the word "wigwam" correctly?

- A:** I wore a wigwam for Halloween this year.
- B:** Aunt Jessie bought a wigwam because her hair started to fall out.
- C:** We needed shelter during the night, so we made a wigwam out of what we could find in the forest.
- D:** During our hunting trip my dad used a wigwam to catch the deer.

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Task 2: Forum Discussion

Instructions: This discussion forum will have questions for students to respond. Read the posted questions, and respond to each. Students are responsible for posting one initial and two peer responses for each topic.

1 - What ethnicity do you think the Potawatomi are?

Using the information you've gathered from the text, what ethnicity do you think the Potawatomi are??

2 - How does the Potawatomi preparing for the seasons differ for how you and your family prepare?

How does the Potawatomi preparing for the seasons differ for how you and your family prepare?

3 - Was the passage narrated in first, second, or third person?

Was the passage narrated in first, second, or third person? Use keywords from the text to support your answer.

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Task 3: Writing Activity

Instructions: Using the same layout as the young Potawatomi child, explain, in as much detail as you can, what the seasons are like for you and you and your family.?

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