

**ELA: Grade 4, Lesson 4, Native American Stories**

**Lesson Objective:** Students will rewrite a character's reaction in a narrative story

**Practice Focus:** Today we will make inferences from a text and using the model text.

**TN Standards:** 4.RL.KID.1, 4.RL.KID.3, 4.W.TTP.3

**Teacher Materials:**

- ELA, Grade 4, Lesson 4 Teacher Packet – printed (will hold up images for students to see)

**Student Materials:**

- Two pieces of paper
- Pen or pencil

Teacher Do	Student Do
<p><b><u>Opening</u></b></p> <p><b>Hello! Welcome to Tennessee's At Home Learning Series for literacy! Today's lesson is for all our 4th graders out there, though all children are welcome to tune in. This lesson is the fourth in our series.</b></p> <p><b>My name is ____ and I'm a ____ grade teacher in Tennessee schools! I'm so excited to be your teacher for this lesson! Welcome to my virtual classroom!</b></p> <p><b>Today, we will be learning about Native Americans stories. Before we get started and to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• A pen or pencil</li><li>• Two pieces of blank paper</li></ul> <p><b>If you didn't see our previous lesson, you can find it at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. You can still tune in to today's lesson if you haven't see any of our others. But, it might be more fun if you first go back and watch our other lessons since we'll be talking about things we learned previously.</b></p> <p><b>Ok, let's begin!</b></p>	<p>Collects materials needed to engage in the lesson.</p>
<p><b><u>Intro</u></b></p> <p><b>[Ask students the following]:</b></p> <ul style="list-style-type: none"><li>• <b>Before we begin, I want you to think about your household chores. What do you have to do? [pause]</b></li><li>• <b>How do you feel about the chores? [pause] I don't particularly enjoy chores, but I know they are needed sometimes.</b></li></ul>	<p>Student interacts with teacher's questions as posed. Student will access prior knowledge about household chores and how an author reveals information about a character.</p>

<ul style="list-style-type: none"> <li>● Remember from lesson 2, Adoette and Awan had a very interesting chore: chasing the crows from the cornfield!</li> <li>● The author of today's story lets us know how the character, Alemeda, feels about her specific task by giving us details about how Alemeda thinks and acts. As we read the story the first time, I want you to make a list of words the author uses to convey Alemeda's feelings about the chore she must do. I'll give you a few moments to get your paper ready. [pause]. When we read the second time, we will stop and look at these periodically to make some inferences about Alemeda. I want you to be thinking how you might use this author's example in your own writing.</li> <li>● Also, as we begin I want you to think about the point-of-view of the story.</li> </ul>	
<p><b>Teacher Model</b>          [Note: You will read this once through without interruption]          [Show image L4:A]:</p> <p>The title of today's story is : "Alemeda, the Basket Weaver".</p> <p>"Alemeda! Where are you?" my mother called.</p> <p>I did not answer. Instead, I crept around the corner of our home and hid. I waited and watched in the cooling shade. I held my breath. I was just about to close my eyes when a lizard raced across my bare feet. It tickled.</p> <p>"She's hiding from you," my younger brother Kele announced.</p> <p>"She's over there," he said, pointing towards me.</p> <p>I did not reply but stuck my tongue out at Kele. He was always getting me into trouble.</p> <p>"Alemeda, we need you. We have work to do. We must finish the baskets," my mother said, as I made my way towards her. She was not angry but it was clear that she was not going to let me play. I had work to do.</p> <p>[Show image L4:B]:</p> <p>I walked slowly towards the shaded area that my father had constructed out of wooden poles and a covering. I kicked at</p>	<p>Student takes notes about how Alemeda feels about the chores.</p>

the dirt as I walked. There were several of these structures scattered around our village. Women could be found sitting under them weaving baskets of various shapes and sizes. They also created a whole host of other things. Men could be found sitting together shaping tools for hunting and farming.

All of the women in our village made baskets. Baskets were very important because they were used for carrying water, for storing grain, fruits, nuts, and berries, and even for cooking.

"Sit near me," my grandmother said as I came and stood beside her.

I sighed deeply and threw myself down on the ground next to her.

She smiled and handed me the basket I had begun to make the day before.

"Our people have been making these baskets since time began," she said. "This skill has been handed down from one generation to the next. It is important that you learn it, Alameda."

[Show image L4:C]:

"I know," I replied, and then I sighed again. "But I would rather learn how to hunt than weave baskets," I admitted.

My grandmother laughed out loud. "When I was your age, I thought the same thing," she replied.

"Really?" I asked, looking at her wise, old face. "Then, why are you making me do it?" I asked eagerly, wondering if there was a way out.

Grandmother looked at me for a few moments before she replied. Then she asked, "When you hunt, or fish, or even farm, what are you going to do with the food you have provided?"

"Eat it!" I exclaimed cheerfully.

**“But we can’t eat everything at once,” she chuckled. “We must save the corn we harvest. We must dry some of the meat we hunt for, we must store the fruits and berries we gather. We must store this food safely so that we can survive during the time when the sun has turned away from us. You will come to see, Alemeda, how important it is to learn this skill. Now, remember what I told you yesterday. All coiled baskets are made from plants that bend easily. Plants such as yucca, split willow, rabbitbrush, or skunkbrush are the best.”**

[Show image L4:D]:

**“I remember,” I said, still not convinced that I wouldn’t be happier hunting. “Is that why we can also make rope, sandals, mats, and even clothes out of these plants that bend easily?” I asked, trying not to sound too interested.**

**“Yes, these plants have many uses. But it is our skill as weavers that enables us to make these things. Plus, Alemeda, you want to get married don’t you?” she asked as she revealed a large toothy grin.**

**“No,” I replied immediately.**

**My grandmother exploded with loud laughter.**

**“Well, in case you ever change your mind, your skill as a weaver might get you noticed by any one of those boys that you like to go hunting with,” she continued, her eyes shining with delight.**

**“Yuck,” I said by way of a reply, and then I spat in the dirt to make my point even more clearly.**

**“Well, just in case you change your mind, we had better get to work,” Grandmother said with a chuckle. Then, together we began to weave the baskets that my people had been making since time began.**

[NOTE: End of first read]:

- **I hope you took some great notes about words the author used to convey how Alemeda feels about the chore of basket weaving.**

- This time I am going to read sections, and we are going to stop and think about the text. Let's begin again.

[Show image L4:A]:

**"Alemeda! Where are you?" my mother called.**

I did not answer. Instead, I crept around the corner of our home and hid. I waited and watched in the cooling shade. I held my breath. I was just about to close my eyes when a lizard raced across my bare feet. It tickled.

**"She's hiding from you," my younger brother Kele announced.**

**"She's over there," he said, pointing towards me.**

I did not reply but stuck my tongue out at Kele. He was always getting me into trouble.

**“Alameda, we need you. We have work to do. We must finish the baskets,” my mother said, as I made my way towards her. She was not angry but it was clear that she was not going to let me play. I had work to do.**

- Let's pause here. The author has given us some insight into how Alemeda feels about basket weaving without just out and out saying it. Look at your paper. What notes did you take from this section? [pause] I hope you made notes like "crept around the corner" and "held my breath".
- I am also noticing Alemeda's interaction with her brother helps me learn about her feelings towards basket weaving. What did you notice? [pause] Did you catch that Alemeda's brother tells on her for hiding? So, while the author hasn't told us out right how Alemeda feels, I can infer quite a bit in these first few sentences.
- What can we also infer about Alemeda's relationship with her brother? [pause] Because Kele is "always getting her into trouble" and she sticks her tongue out at him, I can infer that they may not get along very well.
- How would you describe her feelings about basket weaving based on the evidence from this section of

Student reflects on notes and teacher questions.

Student records on paper.

Students write response.

**the text? Write a word or phrase to describe Alemeda's feelings about basket weaving. [pause] I am not going to tell you my word - just yet. Let's continue re-reading.**

[Show image L4:B]:

I walked slowly towards the shaded area that my father had constructed out of wooden poles and a covering. I kicked at the dirt as I walked. There were several of these structures scattered around our village. Women could be found sitting under them weaving baskets of various shapes and sizes. They also created a whole host of other things. Men could be found sitting together shaping tools for hunting and farming.

- This is another good time to pause and think about Alemeda's actions. What words or phrases did you record? [pause] In my notes, I caught that Alemeda walked slowly and kicked the dirt as she walked. This made me think that she is procrastinating getting to the wooden structure to start the basket weaving. These word choices are continuing to let me know how she feels about basket weaving without the author stating it.
- Before we started, I asked you to think about the point-of-view of the text. Did you make a decision as we read the first time? What do you think? [pause] I decided that it was first person pretty quickly because I heard words like "I" and "my". This also helped me understand that it is told from Alemeda's point-of-view.

**Let's keep reading:**

**All of the women in our village made baskets. Baskets were very important because they were used for carrying water, for storing grain, fruits, nuts, and berries, and even for cooking.**

**"Sit near me," my grandmother said as I came and stood beside her.**

**I sighed deeply and threw myself down on the ground next to her.**

Student reflects on notes and teacher questions.

Student reflects on notes and teacher questions.

She smiled and handed me the basket I had begun to make the day before.

- I heard another phrase by the author that popped out to me. What did you record? [pause] The author said, “sighed deeply” and “threw myself down”. We know how the character is responding to the situation by the author’s use of descriptions of how Alemeda is acting.
- We have pulled quite a bit of evidence to support how Alemeda feels about basket weaving. Go back to your word or phrase. Does your text evidence support your thoughts? [pause] I think my evidence supports that she does not like basket weaving, and she is avoiding it. It is interesting that we never hear Alemeda say, “I don’t like basket weaving,” but we can infer it by how she is acting.
- As we re-read the next section, find a place on your paper to record the text evidence that lets you know how grandmother feels about basket weaving. I’ll give you a few moments to get your paper ready. [pause]

[Show image L4:C]:

“Our people have been making these baskets since time began,” she said. “This skill has been handed down from one generation to the next. It is important that you learn it, Alemeda.”

“I know,” I replied, and then I sighed again. “But I would rather learn how to hunt than weave baskets,” I admitted.

My grandmother laughed out loud. “When I was your age, I thought the same thing,” she replied.

“Really?” I asked, looking at her wise, old face. “Then, why are you making me do it?” I asked eagerly, wondering if there was a way out.

- What did you record about grandmother’s feelings towards basket weaving? What word would you use

Student begins notes about grandmother.

Student reflects on notes and teacher questions.

<p>to describe grandmother's feelings? [pause] I think grandmother values basket weaving as part of their Native American heritage because, as grandmother is speaking, she talks about it being handed down and its importance.</p> <ul style="list-style-type: none"> <li>• Keep on recording evidence about grandmother's feelings towards basket weaving as we continue.</li> </ul> <p>Grandmother looked at me for a few moments before she replied. Then she asked, "When you hunt, or fish, or even farm, what are you going to do with the food you have provided?"</p> <p>"Eat it!" I exclaimed cheerfully.</p> <p>"But we can't eat everything at once," she chuckled. "We must save the corn we harvest. We must dry some of the meat we hunt for, we must store the fruits and berries we gather. We must store this food safely so that we can survive during the time when the sun has turned away from us. You will come to see, Alemeda, how important it is to learn this skill. Now, remember what I told you yesterday. All coiled baskets are made from plants that bend easily. Plants such as yucca, split willow, rabbitbrush, or skunkbrush are the best."</p> <ul style="list-style-type: none"> <li>• What did you record about grandmother's feelings towards basket weaving? [pause] I still like my word choice of grandmother <u>valuing</u> basket weaving. In this section I heard her talk about the importance of basket weaving to the tribe's survival.</li> <li>• Do you know what grandmother means when she says, "when the sun has turned away from us"? [pause] I think she is referring to the change in the seasons.</li> </ul> <p>[Show image L4:D]:</p> <p>"I remember," I said, still not convinced that I wouldn't be happier hunting. "Is that why we can also make rope, sandals, mats, and even clothes out of these plants that bend easily?" I asked, trying not to sound too interested.</p> <ul style="list-style-type: none"> <li>• Why does the author use the phrase "trying not to sound too interested"? [pause] Because Alemeda has been trying to avoid basket weaving, I think she</li> </ul>	<p>Student reflects on notes and teacher questions.</p> <p>Student reflects on teacher questions.</p>
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<p>doesn't want her grandmother to think she actually is a little interested in their tribe's traditions.</p> <ul style="list-style-type: none"> <li>As we finish the last section, be sure to keep taking notes on grandmother's feelings towards basket weaving. Again, go ahead and get your paper ready. [pause]</li> </ul> <p>"Yes, these plants have many uses. But it is our skill as weavers that enables us to make these things. Plus, Alemeda, you want to get married don't you?" she asked as she revealed a large toothy grin.</p> <p>"No," I replied immediately.</p> <p>My grandmother exploded with loud laughter.</p> <p>"Well, in case you ever change your mind, your skill as a weaver might get you noticed by any one of those boys that you like to go hunting with," she continued, her eyes shining with delight.</p> <p>"Yuck," I said by way of a reply, and then I spat in the dirt to make my point even more clearly.</p> <p>"Well, just in case you change your mind, we had better get to work," Grandmother said with a chuckle. Then, together we began to weave the baskets that my people had been making since time began.</p> <ul style="list-style-type: none"> <li>What did you record about grandmother's feelings towards basket weaving this time? [pause] I still heard grandmother valuing basket weaving in almost a humorous way- as a way for Alemeda to get a husband!</li> </ul>	
<p><b><u>Guided Practice:</u></b></p> <ul style="list-style-type: none"> <li>As we have read today, we have focused on how the author's word choices with a character's thoughts, words, and actions help us infer information about the character. Even though the author did not come right out and say that Alemeda did not want to make baskets, the words choices helped us infer what she thought about basket weaving.</li> <li>Grab your paper again. Let's imagine if Alemeda's feelings towards basket weaving were different.</li> </ul>	<p>Students write responses to guided practice question.</p>

<p>What if she really enjoyed basket weaving. On your paper, brainstorm ways the author might convey that Alemeda enjoyed basket weaving and wanted to be a basket weaver - without just saying she enjoyed basket weaving. Use phrases to make the reader infer! [pause]</p> <ul style="list-style-type: none"> <li>• What did you write down? I was thinking when her mother called for her she might have skipped cheerfully to the wooden structure, singing a tribal song as she walked, instead of hiding. I also thought about her brother. I think he might have commented about her singing too loudly and off key; because he couldn't be a tattler, he had to have some other way to irritate her. It also made me think the conversation between her and grandmother would have been different.</li> </ul>	
<p><b>Independent Practice:</b></p> <ul style="list-style-type: none"> <li>• Let's have fun now! Let's rewrite Alemeda's reaction to basket weaving. You can either use what we brainstormed about ways to show Alemeda liked basket weaving by making the reader infer from your word choices OR you can develop a totally new reaction... maybe she is angry, maybe she is disappointed... totally your choice. Start with the sentence: <i>"Alemeda! Where are you?" my mother called.</i> Make sure to include the new conversation with Alemeda and her grandmother. Then, use descriptive details and dialogue to develop Alemeda's new reaction from her point-of-view. Don't forget to make your reader infer!</li> <li>• Be sure to: <ul style="list-style-type: none"> <li>○ Organize your event sequence</li> <li>○ Use dialogue and descriptions</li> <li>○ Use a variety of transitional words and phrases</li> <li>○ Provide a conclusion</li> <li>○ Use precise words and phrases and use sensory details</li> </ul> </li> </ul>	<p>Students write to the narrative prompt.</p>
<p><b>Closing</b></p> <ul style="list-style-type: none"> <li>• I enjoyed learning about Native American stories with you today! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Good-bye!</li> </ul>	

## **PBS Lesson Series**

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