

ELA: Grade 4, Lesson 1, Native American Stories

Lesson Objective: Students will write a narrative about a Native American hunt.

Practice Focus: Today we will develop sensory details in our narrative writing.

TN Standards: 4.RL.KID.1, 4.RL.KID.3

Teacher Materials:

- ELA, Grade 4, Lesson 1 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><u>Opening</u> 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 first in our series.</p> <p>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!</p> <p>Today, we will be learning about a Native American Stories! Before we get started and to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none">• Pen or pencil• Two pieces of blank paper <p>Ok, let’s begin!</p>	<p>Collects materials needed to engage in the lesson.</p>
<p><u>Intro</u> [Ask students the following]:</p> <ul style="list-style-type: none">• Think about what you’ve learned in school about Native Americans. Have you ever read or been told a story from the perspective of a Native American during his or her time on this earth? [pause]• In this story, you’ll hear about people that obtain their food in ways that we are not used to. <p>Our text today comes from the book <i>Native American Stories</i> and is called, “Etu, the Hunter.” It is a work of historical fiction, like most of the stories you are going to hear during the first part of this lesson series. Historical fiction has two important features: the stories and characters are made up</p>	<p>Student interacts with teacher’s questions as posed. Student will access prior knowledge about insects.</p>

<p>but the times and places were real. The <i>real place</i> in this story is the region of North America called the Northwest. The <i>real time</i> is the Ice Age!</p> <ul style="list-style-type: none"> • Most of the chapters in <i>Native American Stories</i> are told from a child's <i>point of view</i>. You probably remember talking about point-of-view in school; this just means <i>who</i> is telling the story. 	
<p><u>Teacher Model</u> [Note: You will read this once through without interruption]</p> <p>[Show image L1:A]:</p> <p>We walked silently and carefully across the glistening snow. The sun shone on the snow and made it sparkle and shine like the stars in the night sky. Before we left our camp, my brothers had told me many times that I must do exactly as they said. If I did not, they would send me away. They said that as we walked, I must step silently and carefully into my older brother's footprints. My oldest brother, Hakan, was six years older than me. He was the lead tracker. His footprints led the way. My brother Delsin was three years older than me. He followed closely behind Hakan, stepping easily into his footprints. I was right behind Delsin, trying hard not to wobble from side to side as I stepped into his enormous footprints. My father and uncles moved in a straight line some distance behind us. These were the men in our family who hunted and killed the great creatures that roamed across the land we lived on. Each man held a flint-tipped spear and an atlatl, or spear thrower. My brothers and I had our slingshots slung over our shoulders.</p> <p>[Show image L1:B]</p> <p>This was my first hunt. We were following a herd of woolly mammoths. We were waiting for one member of the herd to fall behind. As soon as it did, the men would move forward and drive it into a ditch. We had to be careful though. It was important that the creature did not sense our presence. If it did, it would certainly charge at us using its great size and curved tusks as powerful weapons. If this happened, the herd itself would panic and would stampede for</p>	<p>Student listens.</p>

sure.

I loved to listen to the sound of the crunching snow beneath our feet. I loved the feel of the icy wind against my cheeks. All around, the tips of tall, green grass sprang up from the snow-covered land. The woolly mammoths dined on the lush grass. They used their tusks to push the snow aside so that they could reach every juicy part of it.

[Show image L1:C]

We walked until the sun began to sink in the sky and a golden haze touched the shimmering earth. I spotted various clumps of tall grass that brought faint color to the mostly white, crisp terrain. As we walked, I thought about my mother and sister, who were also at work. They were repairing the shelter we had built from mammoth skin, bones, branches, and earth. Several days earlier, strong winds had damaged the camp we had set up near the herd. They knew, as did we, that mammoth flesh could feed many people for quite some time. It could be dried and saved so that it lasted until the next successful hunt. A mammoth's skin and fur could be made into warm clothing or it could be used to make a cozy shelter.

[Show image L1:D]

Suddenly, my brother Hakan stopped moving and raised an arm. Then, he signaled for us to crouch down. We immediately did as he commanded. I peeked around to see the men behind us doing the same thing. My brother put a finger to his lips and looked at us directly, signaling us to be quiet. I could tell that he had spotted a lone woolly mammoth. As we crouched down in the snow, the hunters began to move forward. I held my breath as my father and uncles moved past us. I knew that they would not use their spears until the giant creature had been cornered in the ditch with no way out. My heart pounded in my chest as I watched the men suddenly surround what seemed to be a young mammoth. They drove it with such skill into the snow-covered ditch, whooping and hollering as they went. Then, without hesitating, my father and uncles launched their spears. I watched this great and powerful creature

fall, crashing to the ground.

- Now, we are going to re-read the text and think about each section and how the author uses language to help us imagine the characters and setting.

[Show image L1:A]: **We walked silently and carefully across the glistening snow. The sun shone on the snow and made it sparkle and shine like the stars in the night sky. Before we left our camp, my brothers had told me many times that I must do exactly as they said. If I did not, they would send me away.**

They said that as we walked, I must step silently and carefully into my older brother's footprints. My oldest brother, Hakan, was six years older than me. He was the lead tracker. His footprints led the way. My brother Delsin was three years older than me. He followed closely behind Hakan, stepping easily into his footprints. I was right behind Delsin, trying hard not to wobble from side to side as I stepped into his enormous footprints.

- At this point I'm wondering, "Who is telling the story?" What do you think? [Pause] Let's look back at the picture. [Show image L1:A] I remember the title was *Etu, the Hunter*. Let me read the caption at the bottom. [read image caption]. "Etu steps into his brother's footprints". As I read, I also noticed the pronoun I. Based upon this evidence, I think Etu is telling the story.
- What is Etu doing in the first part of this chapter? [pause] Excellent. Etu is following his brothers by trying to walk in their footsteps in the snow.
- Why do you think Etu felt like he needed to listen to and watch what his brothers were doing? [pause]. Yes, Etu's two brothers are older than he is, and they have already done many of the things he has not, including going on a woolly mammoth hunt.
- Do you have an older brother or sister? [pause] Wow
- Do you look up to them? [pause]
- Do they even tell you what to do sometimes? [pause] Yeah, sometime they do tell us what to do.

- Let's reread this one line: *I was right behind Delsin, trying hard not to wobble from side to side as I stepped into his enormous footprints.*
- Close your eyes for a moment. Can you see Etu trying hard to stay in his brother's big footprints? [pause] His action of trying hard not to wobble makes me think that he wants his brothers to believe that he can keep up, but he is having a little trouble.

Listen as I continue reading: [Show image L1:A]:

My father and uncles moved in a straight line some distance behind us. These were the men in our family who hunted and killed the great creatures that roamed across the land we lived on. Each man held a flint-tipped spear and an atlatl, or spear thrower. My brothers and I had our slingshots slung over our shoulders. This was my first hunt. We were following a herd of woolly mammoths. We were waiting for one member of the herd to fall behind. As soon as it did, the men would move forward and drive it into a ditch. We had to be careful though. It was important that the creature did not sense our presence. If it did, it would certainly charge at us using its great size and curved tusks as powerful weapons. If this happened, the herd itself would panic and would stampede for sure.

- In this paragraph, Etu tells us that this is his first hunt. He is experiencing a lot at one time! Think about how he described the process of hunting the mammoth. Write your thoughts down on a piece of paper. [pause].
- Here's what I saw:
 1. The men carried their slingshots and spears and moved in a straight line.
 2. Then, they waited for one member of the herd to fall behind.
 3. When it did, they would drive it into a ditch.

[Show image L1:B]

I loved to listen to the sound of the crunching snow beneath our feet. I loved the feel of the icy wind against my cheeks. All around, the tips of tall, green grass sprang up from the snow-covered land. The woolly mammoths dined on the lush grass. They

Students write their responses.

used their tusks to push the snow aside so that they could reach every juicy part of it.

Etu gives insight into the setting by revealing how he is feeling and what he sees, using some great language.

- What do we know about the setting from Etu?
[pause] It's cold because there is crunching snow, icy wind, and snow-covered land; however, I am thinking it might be spring because tall grass is springing up, and the author also mentions lush grass.
- What do you think *lush* means in this sentence: *The woolly mammoths dined on the lush grass?* [pause]. Yes, it means thick, so I guess the grass that the mammoths are eating is really green and thick.

Notice this is the image here [Show image L1:C].

- As we read the next part, think about why the mammoth might be so important to Etu's family. Take a few notes as I read.

We walked until the sun began to sink in the sky and a golden haze touched the shimmering earth. I spotted various clumps of tall grass that brought faint color to the mostly white, crisp terrain. As we walked, I thought about my mother and sister, who were also at work. They were repairing the shelter we had built from mammoth skin, bones, branches, and earth. Several days earlier, strong winds had damaged the camp we had set up near the herd. They knew, as did we, that mammoth flesh could feed many people for quite some time. It could be dried and saved so that it lasted until the next successful hunt. A mammoth's skin and fur could be made into warm clothing or it could be used to make a cozy shelter.

- Let's look at your notes, and I'm going to look at mine, too. Here is what I thought of about why the mammoth might be so important to Etu's family.:
 - Etu's family's shelters were built from mammoth skin and bones, among other things, and the flesh fed many people for quite some time. The skin and fur were made into warm clothing.
- Let's reread the first line in this paragraph. As I read, write down some words you hear that help create the image of the setting in your mind: *We walked*

Students write their responses.

Students reflect their responses.

until the sun began to sink in the sky and a golden haze touched the shimmering earth. I spotted various clumps of tall grass that brought faint color to the mostly white, crisp terrain. [pause]

- Here's what I heard: golden haze, shimmering earth, and white, crisp terrain. Here's an interesting little fact: The root *terra* in terrain means earth.

[Show image L1:D]

Suddenly, my brother Hakan stopped moving and raised an arm. Then, he signaled for us to crouch down. We immediately did as he commanded. I peeked around to see the men behind us doing the same thing. My brother put a finger to his lips and looked at us directly, signaling us to be quiet. I could tell that he had spotted a lone woolly mammoth. As we crouched down in the snow, the hunters began to move forward. I held my breath as my father and uncles moved past us. I knew that they would not use their spears until the giant creature had been cornered in the ditch with no way out. My heart pounded in my chest as I watched the men suddenly surround what seemed to be a young mammoth. They drove it with such skill into the snow-covered ditch, whooping and hollering as they went. Then, without hesitating, my father and uncles launched their spears. I watched this great and powerful creature fall, crashing to the ground.

- In this paragraph, Etu continues to tell us about his first hunt. Look back at your thoughts from earlier, when you jotted down the first part of the process of hunting a mammoth. Now, let's add the rest of the process that we just heard about. [pause].
- Here's what I saw:
 1. Etu's brother signaled the others to stop moving, crouch down and be very quiet.
 2. Then, they began to move forward towards the lone young mammoth.
 3. They began whooping and hollering and they advanced.
 4. And finally, they launched their spears and waited for the powerful creature to crash to the ground.
- What do you think this felt like for Etu's, especially since it was his very first hunt with all the older boys

Students write down and reflect on their responses.

<p>and men? [pause]. I think it probably was a very exciting moment for him. He says, <i>“My heart pounded in my chest...”</i> which makes me think he was excited, and maybe a bit nervous, too.</p> <ul style="list-style-type: none"> • Have you ever been both excited and nervous to do something new? [pause] Great! 	
<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> • The story includes sensory language to develop the characters and setting. Good authors think strategically about where to place language to help the reader imagine the characters and setting. Go back to your notes and reread. [pause] The author used words like: golden haze, shimmering earth, and white, crisp terrain. We also talked about the word choice of crunching snow, icy wind, snow-covered land, and lush grass. • How would you describe Etu based upon today’s section of text? [pause]. When I think of Etu, I imagine a younger boy who wants to keep up with and impress his brothers. During the hunt, he was thinking of his mother and sisters and was sometimes distracted from the hunt. 	<p>Students write responses to guided practice questions.</p>
<p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> • Imagine you are Etu. The wooly mammoth has just crashed to the ground, like we read in our story. Now, I’d like for you to continue telling the story from here. What happens next? How do you and the others get the mammoth home? What do you do with it? How does it make you feel? • Be sure to: <ul style="list-style-type: none"> ○ Organize your event sequence ○ Use dialogue and descriptions ○ Use a variety of transitional words and phrases ○ Provide a conclusion ○ Use precise words and phrases and use sensory details 	<p>Students write to the narrative prompt.</p>
<p><u>Closing</u></p> <ul style="list-style-type: none"> • Boys and Girls, 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! 	

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