



About the Book

Text Type: Fiction/Historical Page Count: 24 Word Count: 2,264

Book Summary

This story follows young Squawally, a Native American from the Haida tribe, as he watches his uncle lead his people. Knowing that someday he will be chief, he is very proud of his people's customs and traditions. However, his thoughts keep returning to the prisoners his people captured during the war. Will their sickness infect his people, too? Illustrations, nonfiction features, photographs, and a map support the text.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Make, revise, and confirm predictions
- Make inferences / Draw conclusions
- Understand the use of dashes
- Recognize and use -y and -ly suffixes for adjectives and adverbs

Materials

Green text indicates resources available on the website

- Book—*The Haidas* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Make, revise, and confirm predictions, make inferences / draw conclusions, dashes, suffixes y and ly worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

Content words:

Story critical: *ascent* (n.), *communal* (adj.), *extinction* (n.), *longhouses* (n.), *shaman* (n.), *strait* (n.)

Enrichment: *anthropologists* (n.), *confiscated* (v.), *designated* (v.), *dismissive* (adj.), *humiliated* (adj.), *intoned* (v.), *pigments* (n.), *savoring* (v.), *sneered* (v.), *spawning* (n.), *stylized* (adj.), *supernatural* (adj.), *triumphantly* (adv.)

Before Reading

Build Background

- Ask students to tell what they know about Native American culture and traditions. Show pictures that help to illustrate Native American life, such as dwellings, clothing, spirituality, and artwork. Explain to students, that when discussing Native Americans it is important to know that there were thousands of Native American groups. Each of these groups have their own traditions. Talk about the definition of the word *native*, and ask students to discuss how they think the term *Native American* originated.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Explain that while this is a fictional story, historical elements are included throughout. Point out the boxed nonfiction feature on page 6 (*Ravens and Eagles*). Have students locate other nonfiction features (pages 12, 13, 16, and 19 through 22).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Explain to students that good readers often make predictions about what will happen in a book based on the series of events and what the characters say, do, and think in the story. Before reading a book, readers can use the title and illustrations as the basis for making predictions. As they read the story, readers revise or confirm their predictions based on what they learn from reading.
- Model using the title and illustrations to make a prediction.
Think-aloud: When I look at the illustration on page 6, I see a boy talking to a warrior. The boy looks as if he might be about 13 years old. I also see totem poles behind them. This makes me think that they are Native Americans. The title of the book is The Haidas. I wonder if the story is about the boy's Native American tribe, The Haida, at war with another tribe. Perhaps the boy is excited to hear the warrior's stories. I'll have to read the book to confirm or revise my prediction.
- Create a four-column chart on the board with the headings *Make, Revise, Confirm, and Actual*. Model writing a prediction in the first column, *Make*. (For example: *A Native American boy is excited to talk to a warrior who has been fighting another tribe.*)
- Introduce and explain the [make-revise-and-confirm-predictions worksheet](#). Have students look at the covers of the book and the title page again. Ask them to make a prediction before they begin reading and write it on their worksheet in the *Make* column. Discuss with students that the reasons behind their predictions are what make their predictions valuable. Invite them to share their predictions and why they think that event might happen.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Make inferences / Draw conclusions**

- Explain that not all the information in a book is directly stated. Sometimes readers need to make inferences by using details in the story to understand the indirect language used. Explain that an *inference* is a conclusion drawn by connecting clues in text to information already known. Making inferences allows readers to understand ideas in text on a deeper level.
- Ask students to turn to page 4; read it aloud as they follow along. Discuss with students what can be inferred about how the prisoners were taken captive (there was a battle, and the prisoners lost). Have volunteers give examples from the text that support this inference (*whooped triumphantly, hands were tied behind them*, and so on). Point out how the illustration supports the inference.

- **Think-aloud:** *As I read, I will look for other opportunities to make inferences. I know that good readers do this and that it helps them understand what they read. I will think about what I already know and make inferences as I read The Haidas.*

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the pictures. Reinforce the vocabulary words they will encounter in the text.
- Write the following content vocabulary words on the board: *ascent*, *extinction*, and *shaman*.
- Explain to students that most of the time, good readers use context clues to help figure out the meaning of an unfamiliar word in the text. However, sometimes they will not find enough context clues to clearly define the unfamiliar word. Model how students can use a dictionary or glossary to locate a word's meaning. Have a volunteer read the definition for *ascent* in the glossary. Have students follow along on page 9 as you read the sentence in which *ascent* is found to confirm the meaning of the word.
- Point to the word *extinction* on the board. Repeat the process, reading the definition of *extinction* in the glossary and reading the sentence in which *extinction* is found on page 20.
- Point to the word *shaman* on the board. Have students read the definition of *shaman* in the glossary and locate the sentence in which *shaman* is found on page 18. Remind students to check whether a word makes sense by rereading the sentence in which it occurs.

Set the Purpose

- Encourage students to make predictions about what they believe will happen based on what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the events of the story.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 8. Encourage those who finish early to go back and reread these pages.
- Model revising a prediction.
Think-aloud: I predicted that the Native American boy was excited to talk to a warrior who had been fighting another tribe. As I read, I learned that Squawally was indeed excited to hear stories from the warrior, and that he wished he could be a warrior, too. I read that Squawally was next in line to become chief of the longhouse and that he worried about white people's illnesses. I know that the captives were exposed to illness from the white people. I inferred this information because I read: The whole village was filled with sickness. I'm revising my prediction to: Squawally gets closer to becoming chief but continues to worry about the sickness infecting his people. I will write this prediction on my chart in the Revise column next to my original prediction.
- Encourage students to use the information they've read and discussed to revise or confirm their prediction. Have them write their new prediction under the *Revise* heading on their worksheet. Remind them that if their first prediction has been confirmed or has not yet been proven, they may write another prediction in the *Make* column of their worksheet. Model for students how to think through whether or not their predictions were confirmed, and if not, why not. Help them to think about whether the reasons for their predictions were valid.
- **Check for understanding:** Have students read to the end of page 10. When they have finished reading, have them share their predictions and the outcome of their predictions. Remind them to revise or confirm their predictions and write what actually happened on their worksheet.

- **Independent practice:** Based on the information in the book, ask students to infer why Squawally did not want to show pain when getting his tattoo. Have students share the story clues and prior knowledge they used to make that inference. (Page 9 clues: *several dozen members watched, ascent into manhood, boy's chest dripped blood*. Page 10 clues: *gave no sign of the intense pain, tattoo still oozing blood, nodded in approval, passed his first test of manhood*.) Introduce and explain the [make inferences / draw conclusions worksheet](#), and have students record this information on their worksheet.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the story.



Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *I predicted that Squawally gets closer to becoming chief but continues to worry about the sickness infecting his people. I learned that he was in no hurry to become chief because he wanted his uncle to live a long life. However, I know that his initiation into manhood—the tattoo—was a step in the process to becoming a leader. I read about the different traditions for their tribe, including raising the totem pole, giving thanks for the salmon, and the potlatch. I will write this information next to my prediction under the Actual heading.*
- **Independent practice:** Have students complete their make-revise-and-confirm-predictions worksheet. Invite them to share their predictions, reasoning, and revisions, and to tell how their predictions related to the actual outcome of the story. Ask students to explain how the strategy of making, revising, and confirming predictions helped them understand and enjoy the story.

Reflect on the Comprehension Skill

- **Discussion:** Ask what can be inferred about Squawally's opinion on salmon. Have students share the story clues and prior knowledge they used to make that inference. Record the information on the board as story clues are shared. (Page 11 clues: *show the salmon proper respect, gave private thanks*, Page 12 clues: *he ate it in two bites, savoring its taste*, and so on). Encourage volunteers to share prior knowledge clues, and add them to the board.
- Have students turn to the chapter titled *Raising the Totem Pole* and reread it. Ask what can be inferred about the importance of totem poles. Have students share the story clues and prior knowledge they used to make that inference. (Page 13 clues: *for ten days the craftsman labored over it; everyone in the village was assembled to raise the pole into position*; Page 14 clues: *everyone laughed and cheered, Chief Brave Bear and Squawally beamed happily, the mighty Thunderbird looked down on the village, the pole's dramatic appearance, each crest told a tale relating to the Raven group*; Page 15 clues: *This tells who we are, words could not express the pride*). Have them record this information on their make inferences / draw conclusions worksheet.
- **Independent practice:** Ask students to think about what can be inferred about what Squawally thinks will happen to his tribe as the white man's sickness spreads. Have them write the information on their make inferences / draw conclusions worksheet. If time allows, discuss their answers as a group.
- **Enduring understanding:** In this book, you learned about the Haidas and their life long ago. Now that you know this information, how does it make you feel about the importance of honoring cultural traditions? Are there family traditions that you hope to preserve?

Build Skills

Grammar and Mechanics: Dashes

- Review or explain to students that a *dash* (—) is a punctuation mark used to indicate an interruption, emphasize information, or introduce a list of items. It is also used to clarify information within a sentence.
- Direct students to page 4 in the book. Write the following sentence on the board: *The warriors—more than a hundred of them—had been gone for three days.* Ask students how the dash is used in this instance (to clarify the number of warriors).
- Direct students to page 6. Write the following sentence on the board: *You especially, young Squawally—you have some important days ahead of you.* Ask students how the dash is used in this instance (to indicate the importance of information presented).
- Review or explain that *hyphens* are used in compound adjectives, such as *cross-legged* on page 9 in the book. Point out that hyphens are shorter in length and are used to connect two words. Remind students not to confuse a dash with a hyphen.
- Direct students to page 5 in the book. Write the following sentence on the board: *Their world in Haida Gwaii—a crescent-shaped group of islands west of mainland Canada—was good.* Ask a volunteer to come to the board and circle the dashes (after the words *Gwaii* and *Canada*). Ask students how the dash is used in this instance (to give more information about Haida Gwaii). Point out the hyphen in the compound adjective *crescent-shaped*. Ask a volunteer to explain how he or she knows that it is a hyphen and not a dash.



Check for understanding: Have students find and circle the dash on page 16. In the margin, have them write how the dash is used.

- **Independent practice:** Introduce, explain, and have students complete the [dashes worksheet](#). If time allows, discuss their responses.

Word Work: Suffixes -y and -ly

- Write the word *cloudy* on the board. Ask students what the root word is, and write *cloud* next to *cloudy*. Explain that *cloud* is the noun in the sentence “I can see a cloud.” When the -y suffix is added to the word *cloud*, an adjective is created (*cloudy*) as in the sentence “It is a cloudy day.” Explain that the word *cloudy* describes what the day is like.
- Write the following sentence from page 5 on the board: *Behind him, the people of his village went about their daily lives with smiling faces.* Circle the word *daily*, and ask a volunteer to identify the root word. Write *day* underneath the word *daily*. Explain that *daily* is an adjective that describes the villagers’ lives. When the -ly suffix is added to the word *day*, the -y is first changed to -i.
- Emphasize that if the describing word describes a noun, it is an adjective. If the describing word describes a verb, it is an adverb. Explain that, typically, adverbs end in the -ly suffix.
- **Check for understanding:** Have students turn to page 11 to look for a word with the -ly suffix (*yearly*). Ask them whether the word is an adjective or an adverb and what it describes.
- **Independent practice:** Introduce, explain, and have students complete the [suffixes -y and -ly worksheet](#). If time allows, discuss their answers aloud after students finish.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students also take home their make-revise-and-confirm-predictions worksheet and explain to someone at home the process of making, revising, and confirming predictions.

Extend the Reading

Historical Fiction Writing Connection

Provide print and Internet sources for students to find out more about another Native American tribe of their choice. Have them write a story about a young person in the tribe, experiencing many of their customs and traditions. Citing information from their research, have students include at least two informational nonfiction features. Instruct them to include at least three chapters, and encourage them to add illustrations or photographs to their report. Require an error-free final copy as well as a front and back cover.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Social Studies Connection

Provide print and Internet resources for students to research how diseases brought from Europe affected Native American populations. Have them find out which tribes were severely affected and how it changed their lives. Have them take notes as they read about this terrible tragedy in Native American history, and facilitate a roundtable discussion for students to share their findings.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently make reasonable predictions and then revise or confirm those predictions during discussion and on a worksheet
- accurately use story clues and prior knowledge to make inferences and draw conclusions while reading and on a worksheet
- correctly identify the use of dashes as punctuation; distinguish dashes from hyphens during discussion and on a worksheet
- correctly recognize and use -y and -ly suffixes for adjectives and adverbs during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)