

About the Book

Text Type: Fiction/Historical Page Count: 24 Word Count: 2,539

Book Summary

Travel back in time as Eagle Feather, an old Native American warrior, tells his grandson Sagastao the stories of their people, the Algonquins of eastern Canada. Through the words of Eagle Feather, readers will learn about the history of the tribe and its trials and glories through the ages. Readers will also learn about the effects of the “white man’s” arrival on native peoples in North America. Illustrations, nonfiction features, a photo, and a map support text.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing to understand text
- Sequence events in the text using a timeline
- Identify and use prepositional phrases
- Identify word origins

Materials

Green text indicates resources available on the website

- Book—*The Algonquins* (copy for each student)
- Chalkboard or dry erase board
- Map of North America
- Dictionaries
- Sequence events, prepositional phrases, word origins worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if 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: *allies* (n.), *ancestral* (adj.), *federation* (n.), *ravaged* (v.), *stronghold* (n.), *treaties* (n.)

Enrichment: *anthropologists* (n.), *conviction* (n.), *muskets* (n.), *reserves* (n.), *tribute* (n.), *wigwams* (n.)

Before Reading

Build Background

- Using a map of North America, locate the United States, Mexico, and Canada. Clarify for students that North America is made up of three major countries.
- Point out the borders between countries. Explain to students that these borders didn’t exist hundreds of years ago, and many groups of native peoples lived all over North America.

- Locate Quebec, Canada, and the St. Lawrence River. Tell students that the Algonquins, the Native American group they will read about, lived in this area for hundreds of years. Point out the map at the top of page 3 in their book.

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 (genre, text type, fiction or nonfiction, and so on) 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask students what they expect to read about in the book based on what they see in the table of contents. (Accept any answers students can justify.)

Introduce the Comprehension Skill: **Sequence events**

- Draw a long line on the board. Write the year you were born at the left end and the current year at the right end. Explain to students that a timeline is a tool for organizing dates and events in sequential order.
- Model sequencing the main events of your life. Write key words about each event in order on the timeline on the board as you describe them to students.
Think-aloud: If I want to tell the story of my life, I need to include certain events in order to tell it correctly. The first event that happened is that I was born. Next, I started school. Then, I moved to a new town. (Continue telling events as applicable to your life.)
- Review or explain that events from history are also told in order from beginning to end. A timeline can help organize many dates and events, and can also help to summarize text in the correct sequential order.
- Distribute and explain the [sequence events worksheet](#). Tell students they will be using it to keep track of dates and events they read about in the text.

Introduce the Reading Strategy: **Summarize**

- Explain to students that when a text has many dates, events, and important people in it, good readers summarize as they read. A summary can be done mentally or can be written down on paper. A timeline can be a helpful tool for summarizing information from a text.
- Model how to summarize using the timeline of your life on the board.
Think-aloud: If I were to tell a condensed version of the story of my life, I could use this timeline to help me tell the story in the correct, logical sequence. I would start at the beginning of the timeline. The timeline would help me to tell only the important events and details of my life.
- Explain to students that as they record dates and events on their timeline, they will be using it to summarize the book.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the illustrations and photo. Reinforce the vocabulary words they will encounter in the text.
- Have students find the bold word *federation* on page 14. Have them look for clues to the word's meaning in the sentence containing the word *federation*. Read the sentence aloud and have students tell you what they think the word means.
- Explain that clues are not always present in the same sentence, but that other information in the paragraph often explains it. Explain to students that sometimes they will not find any context clues that define an unfamiliar word. Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition of *federation* in the glossary. Have

Lesson Plan *(continued)*

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students follow along on page 14 as you read the sentence in which the word *federation* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.


Set the Purpose

- Have students read to find out more about Eagle Feather's stories of the Algonquin people. Remind them to stop after every few pages to record any important dates on their worksheet, and to summarize what they have read.


During Reading


Student Reading

- **Guide the reading:** Have students read pages 4 and 5. Encourage those who finish early to go back and reread. Write the date "1835" on the board. Ask students to recall what they have read on these two pages. Ask: *Does the text explain about an important event in 1835?* (No, it establishes the setting for the story, the time in which Eagle Feather is telling a story to his grandson Sagastao).
- **Think-aloud:** *On pages 4 and 5, the author has painted a vivid scene for us and has established the time period in which the story of Eagle Feather and his grandson are set—1835. As I came to the end of page 5, I realized that now a story within a story is going to take place, as Eagle Feather invites Sagastao to sit by the fire and listen to his tale.*
- Explain to students that we don't know yet where to place 1835 on the timeline; we will need to read Eagle Feather's story to find out.
- Have students read pages 6 through 7. Explain to them that Eagle Feather's story appears to begin at the beginning of creation, according to their people's history. Have a volunteer read aloud the text box on page 6, "Creation Myths."
- Demonstrate how to record this information as the first event on students' worksheets by writing *creation of world by Glooskap and Malsum* on the timeline on the board.

 Have students read pages 8 and 9, circling any dates that they read (1400). Ask them to record this date and the event that occurred on their timeline. (Example: *The Algonquins come to the Ottawa River Valley.*)

- Point out to students that the reader learns more on these pages than what happened in 1400. Ask volunteers to summarize other details they learned about the Algonquins on these pages (*Iroquois were their hated enemies, probably pushed them out of their original homeland; Iroquois means "rattlesnakes"; the Algonquin way of life is being threatened; the size of the village has decreased from 300 to 100 people; and so on*).
- Ask students to read pages 10 through 12. When they have finished, ask if they noticed how the text seems to swing back and forth between Eagle Feather's tale of the past and Sagastao's thoughts in the present. Ask volunteers to summarize pages 10 through 12 for the group. Ask students if there are any dates and important events that can be added to their timeline (No).
- **Check for understanding:** Have students read to the end of page 15, circling any dates they encounter in the text. Have them stop to record these events on their timeline. Check for accuracy (for example: *1500: Iroquois, Mohawks and other tribes form a powerful federation; 1603: The French establish a settlement on the St. Lawrence River*). Point out to students that they must summarize the text to decide what should be written in the space on the timeline.

 Have students read the remainder of the book. Encourage them to continue circling dates in the text as they read, and to mentally summarize the information.

 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:** *On page 21, I can tell that Eagle Feather's story within a story is coming to an end. He finishes his remembrances by pointing out the current condition around him—the white men cutting down the trees—and how this does not bode well for his people.*
- Ask students to explain how the strategy of summarizing helped them keep track of the two interwoven stories.
- **Independent practice:** Have student pairs review the text and find where the story switches from Eagle Feather's tale of the past and the present.

Reflect on the Comprehension Skill

- **Discussion:** Review the dates and events that students have recorded on their timeline. Discuss how the timeline, while not summarizing all of the information in the text, does highlight in sequential order many of the events leading up to the decline of the Algonquin people in the late 1800s.
- **Independent practice:** Ask students to read the "Afterword" on page 23. Have them add the important dates mentioned to their timeline.
- **Enduring understanding:** In this story, you read a personal account of events in America's history, specifically the history of a Native American tribe. The next time you read about events in history, will this change how you think about the people involved in those events? Why or why not?

Build Skills

Grammar and Mechanics: Prepositional phrases

- Write the following sentence on the board: *I'll finish my homework after dinner.* Point to the word *after*. Ask students to explain what information this word provides (when homework will be finished).
- Explain to students that *prepositions* are words that show a relationship between things. They provide information about *where, when, how, why, and with what* something happens.
- Explain that a *phrase* is a short group of words, and that a *prepositional phrase* is a group of words beginning with a preposition and ending with a *noun or pronoun*. Write the following list of prepositions on the board or on chart paper: *about, above, across, after, along, among, around, at, before, behind, below, beneath, beside, between, by, during, in, of, on, out, through, under, upon, with, and without.*
- Reread the sentence on the board. Point out the prepositional phrase (*after dinner*).
- Write the following sentence from page 4 on the board: *Along the Ottawa River, the Algonquin people were making preparations for the winter.* Point to the word *along*. Have a volunteer explain how the preposition is used in this sentence (it explains where something is happening). Ask a student to come to the board to circle the prepositional phrase (*Along the Ottawa River*).
-  **Check for understanding:** Have students review pages 5 and 6 of the text and circle examples of prepositional phrases. On the board, write the prepositions students identify in the book. Discuss the type of information each prepositional phrase provides (how, when, why, and so on) and how each one links the words in the sentence.
- **Independent practice:** Introduce, explain, and have students complete the [prepositional phrases worksheet](#). If time allows, discuss their answers

Word Work: Word origins

- Write the following list of U.S. states on the board: *Minnesota, Illinois, Michigan, Massachusetts, North Dakota, South Dakota, Colorado, Montana.* Ask students what all these words have in common, other than being names of states (they all are words from Native American languages).

Lesson Plan *(continued)*

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- Have students reread the text box on page 10. Ask students if they knew what a *canoe* was before reading this book. Discuss the origin of the word *canoe* (originates from Spanish word, *canoas*).
- Explain to students that many words in the English language, especially in United States, are derived from other cultures or languages, especially Native American languages and Spanish. Provide or have students brainstorm a list of commonly used words derived from other cultures, such as *cafe*, *ballet*, *soldier*, *taco*, *coyote*, *maize*, *moose*, *chic*, and *ramada*. Discuss where the words originated. Have students use a dictionary to check the origins.
- **Check for understanding:** Have students scan and review the text and highlight or circle words that may have come from other cultures or languages (*wigwam*, *Ottawa River*, *moccasins*, *shaman*, *mohawk*).
- **Independent practice:** Introduce, explain, and have students complete the [word origins worksheet](#). Provide resources (for example: *The Illustrated Dictionary of Place Names* or *The Concise Dictionary of World Place-Names*) or links to Internet websites (for example: Wikipedia.com, wordorigins.org, or dictionary.com). Discuss answers aloud after students are finished.

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 practice summarizing the story with someone at home, making sure to relate events in sequential order.

Extend the Reading

Historical Fiction Writing Connection

Review with students the elements of historical fiction: stories could be about a real person with some fictional events and actions, or a fictional character who lives and experiences real historical events. Have students choose either a famous person or a famous event in history. Then have them write a realistic story about that person or event. Remind students that historical fiction is based in fact, so they will need to conduct research to prepare to write their story.

Visit [WritingA-Z.com](#) for a lesson and leveled materials on narrative writing.

Content Area Connection

Supply books and links to Internet websites for students to learn more about current or past native cultures in the United States and Canada. Ask them to prepare small posters describing where the group lived, its traditions, its history with the U.S. government, and modern life. Lead a roundtable discussion in which students share their findings and discuss the details they learned about their group.

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.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of summarizing to comprehend the text during discussion
- sequence events in the text by developing and using a timeline
- recognize and use prepositional phrases during discussion and on a worksheet
- use resources to identify the origins of names of U.S. states

Comprehension Checks

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