

ELA: Grade 4, Lesson 2, Native American Stories

Lesson Focus: Students will write a narrative from the point of view of an injured crow.

Practice Focus: Today we will develop character actions in our narrative writing.

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

Teacher Materials:

- ELA, Grade 4, Lesson 2 Teacher Packet – printed (will hold up images for students to see)

Student Materials:

- Two pieces of paper: one for notes during lesson, one for writing prompt response
- Pen or pencil

Teacher Do	Student Do
<p><u>Opening</u></p> <p>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 second 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 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>If you didn’t see our previous lesson, you can find it at www.tn.gov/education. 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.</p> <p>Ok, let’s begin!</p>	<p>Collects materials needed to engage in the lesson.</p>
<p><u>Intro</u></p> <p>[Ask students the following]:</p> <ul style="list-style-type: none">• Have you ever gotten to know someone that you didn’t think you liked at first, just to find out that they were much nicer than you originally thought? I know that I have! Well, in today’s story, you’ll learn that sometimes the unexpected can be a pleasant surprise, if you just let it.	<p>Student interacts with teacher’s questions as posed. Student will access prior knowledge.</p>

<p>Our story today comes from the book <i>Native American Stories</i> and is called, “Adoette and Awan, the Bird Chasers.” Just like the story in lesson one, it’s also a work of historical fiction. Remember, historical fiction has two important features: the stories and characters are made up but the times and places were real. The <i>real place</i> in this story is the region of North America called the Southeast.</p> <p>Most of the chapters in <i>Native American Stories</i> are told from a child’s <i>point of view</i>. Remember, point-of-view just means <i>who</i> is telling the story. Today’s story is told from the point of view of a narrator who is telling about two young cousins; they have a chore to do together that I bet you’ve never had to do. I surely haven’t!</p>	
<p><u>Teacher Model:</u> [Note: You will read this once through without interruption]</p> <p>[Show image L2:A]: This is a picture of Adoette and Awan. Let’s find out where they are going!</p> <p>ADOETTE AND AWAN, THE BIRD CHASERS:</p> <p>“Adoette, it’s time to go,” whispered Awan. “The sun is almost up!”</p> <p>“I’m coming,” Adoette replied softly as she tiptoed through the doorway of her home. “I have fish for us to eat later,” she continued.</p> <p>“I have water for us to drink,” Awan said as he smiled at Adoette.</p> <p>The children chatted with each other as they made their way towards their family’s cornfield. The cornfield was a short distance from their village near the river. As they walked, the sound of crows cawing rose up into the warm, spring air. The crows had returned to signal that wintertime was over. The warmth of the sun was once again encouraging life in the sleeping Earth.</p> <p>The sun was a yellow haze on the horizon as the two children walked together. Adoette and Awan had the important job of scaring the crows away from the corn seeds that had been</p>	<p>Student listens to read-aloud of story.</p>

planted in the field. The crows had returned just in time to watch the men of the village plant their crops. The dirt, no longer frozen, was now warm enough for planting. Using a hoe fashioned from the jawbone of a deer and a small tree branch, the men created long, thin channels in the dirt. They placed the corn seeds one footprint apart in the bottom of each channel. They covered the seeds with dirt and watched as the rainfall and the sunshine did the rest. [Show image L2:B]

Each family group had its own cornfield. Corn was an important crop. It could be stored for the winter in grass-covered pits. Corn was used to make flour for fried cakes, breads, and puddings. The husks of the corn plant were used to make baskets and mats. In addition to corn, each family grew beans and squash. They also hunted and fished.

Once the corn was planted, the women and children checked to make sure the young seedlings got plenty of water. If the spring rains did not come and water the earth, then the women and children did. The children also had the job of protecting the young plants from all kinds of hungry critters.

Adoette and Awan were sent to the family cornfield each day to guard the crop. As the corn crop had just been planted, crows were the worst enemy. They would either dig up the newly planted seeds with their sharp talons or they would wait for the seeds to germinate. Then, they would pull up each seedling plant, cawing with delight as they consumed the corn seed and discarded the rest.

As the two children arrived in the cornfield, they could see that several crows were already there. The crows sat in the dirt, watching the young plants. Adoette and Awan placed their supplies on the ground and yelled at the crows. The crows stared at the children with their coal-black eyes. Then, they flapped their wings and flew away. One crow, however, could not quite lift its body off the ground and instead tried to scuttle away from the children. It made its way towards some low-lying shrubs. [Show image L2:C]

**“Oh, it’s injured!” exclaimed Adoette. “We must help it.”
“Help it!” screeched Awan. “We’re supposed to chase it away.”**

“If it can’t fly, it could be eaten up by any number of creatures,” continued Adoette eagerly.

“You are crazy,” said Awan.

Slowly, Adoette made her way towards the crow. The crow had stopped moving just in front of a shrub. It had turned to look at Adoette.

“Are you injured?” Adoette asked the bird softly.

“Here, let me help you.”

The crow inched its body under the shrub and stared intently at Adoette. Adoette sat down in the dirt and chatted with the crow for a while. Awan, unhappy with his cousin’s behavior, stomped off to look for snakes. Eventually, Adoette reached in under the shrub and gently yet confidently picked up the bird. The crow flapped its wings for a second or two, but then settled down in Adoette’s arms.

When Awan returned, he found Adoette watching the field with a crow in her arms. [Show image L2:D]

“What are you going to do with it?” asked Awan who was quite astonished by the sight of his cousin cuddling a crow. “I’m going to make it better,” Adoette exclaimed.

Awan simply shook his head.

[Show image L2:E] For the rest of the day, the two children guarded the corn crop. When the sun began to set, they made their way back to the village. Adoette walked proudly beside Awan, carrying the enemy in her arms.

- **Wow! That’s a great story - I’m so excited to go back into the text and dig a little deeper! Think about what we learned about our main character in lesson one, Etu: he and his brothers were hunting a woolly mammoth because that’s what their village used for lots of things, including the meat for food and the hides and bones to make their shelters. In this story,**

Student listens as teacher rereads lines/sections of the text. Student responds orally or in writing to posed questions.

<p>we learned that Adoette and Awan’s people have to work hard to get their food as well. What kind of food were they growing? [pause]. Right, they were growing crops of corn from seeds. It sounds like that was a main food source for these people.</p> <ul style="list-style-type: none"> • Like Etu’s people, they depended on their natural surroundings to help them survive. On your piece of paper, write down <ol style="list-style-type: none"> 1) how Etu’s people got their food, and 2) how Adoette and Awan’s people got their food. [pause]. • When I compared them, I said that Etu’s people hunted for food, while Adoette and Awan’s people planted seeds to grow food. • Let’s reread this line from the first part of our story: <i>“The warmth of the sun was once again encouraging life in the sleeping Earth.”</i> What do you think the author wants you to think of when you read this line? [pause]. When I close my eyes, I see the sun shining. It’s very warm on the soft dirt. Underneath, little sleeping seeds are anxiously awaiting the <i>perfect</i> time to sprout. It’s like the sun is saying, “Come on, come on, you can come out now!” • I want to go back and read a section because I believe it really connects to the sentence we just talked about. <i>“The warmth of the sun was once again encouraging life in the sleeping Earth.”</i> As I read, I’d like for you to jot down any words and phrases that you believe support this sentence. Listen carefully and I’ll read it slowly. <p>The sun was a yellow haze on the horizon as the two children walked together. Adoette and Awan had the important job of scaring the crows away from the corn seeds that had been planted in the field. The crows had returned just in time to watch the men of the village plant their crops. The dirt, no longer frozen, was now warm enough for planting. Using a hoe fashioned from the jawbone of a deer and a small tree branch, the men created long, thin channels in the dirt. They placed the corn seeds one footprint apart in the bottom of each channel. They covered the seeds with dirt and watched as the rainfall and the sunshine did the rest.</p>	<p>Students write responses.</p>
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<ul style="list-style-type: none"> ● So, what words and phrases did you come up with that supported the sentence, <i>“The warmth of the sun was once again encouraging life in the sleeping Earth”</i>? [pause] I found quite a few examples and would like to share them with you: <ul style="list-style-type: none"> ○ The sun was a yellow haze on the horizon ○ corn seeds ○ planted in the field / plant their crops ○ The dirt, no longer frozen, was now warm enough for planting ○ They covered the seeds with dirt and watched as the rainfall and the sunshine did the rest ● Great job! I love to read stories where the author uses such beautiful words to paint the picture in my mind as I read. ● So, we know that Adoette, Awan, and other children had an important job to do in the cornfields. What did they have to do? [pause]. Right, protect the fields from all kinds of hungry critters, or pesky little animals. ● Jot down why you think it was so important to protect the cornfields? [pause]. Because Adoette and Awan’s people used corn for so many things in their daily lives, they couldn’t risk their crops being destroyed. The text tells us that, <i>“Corn was an important crop. It could be stored for the winter in grass-covered pits. Corn was used to make flour for fried cakes, breads, and puddings. The husks of the corn plant were used to make baskets and mats.”</i> How amazing that all of the useful parts of corn was put to good use. It reminds me of how Etu’s people used all the parts of the woolly mammoth! ● We read that Adoette and Awan’s job was to guard their family’s cornfield each day. What did we find out was the worst enemy when the corn seeds were young or just starting to germinate, or sprout? [pause]. Right, crows! ● Do you remember what the crows would use to dig up the corn seeds or pull the seedling plant? [pause]. Yes. they would use their sharp talons, or claws. 	<p>Students write responses.</p>
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- Now, close your eyes - can you see the crows swooping around the cornfields, just waiting for the perfect, next bite! The story tells us that the crows were, “cawing with delight.” What do you think this means? [pause]. Yes, cawing is the sound that crows make...and this tells us that they are cawing *happily*. Can you hear them? I can imagine this was a very hard job for Adoette and Awan!
- Let’s reread to remember what happened when Adoette and Awan got to the cornfield. As I read, pay close attention to how the author describes the crows.

As the two children arrived in the cornfield, they could see that several crows were already there. The crows sat in the dirt, watching the young plants. Adoette and Awan placed their supplies on the ground and yelled at the crows. The crows stared at the children with their coal-black eyes. Then, they flapped their wings and flew away. One crow, however, could not quite lift its body off the ground and instead tried to scuttle away from the children. It made its way towards some low-lying shrubs.

- So, we see that the crows were up to their usual business of trying to eat the corn seeds from the field, but one crow didn’t fly away with the others. The author says that the crow tried to *scuttle* away. What do you think the word scuttle means? [pause]. You’re right, it means to run quickly and to scamper.
- So, what does this word make you think the crow looks like as it’s trying to get away towards the bushes? [pause]. This makes me think that, although the crow would like to fly off with the others, this is the only way it can get away from the children. It’s like it can barely shuffle along the ground because it’s wings aren’t working.
- Now let’s look closer at some of the words the author uses to describe the crows. Did any of them stick out to you as I read? [pause]. For me, the words “*coal-black eyes*” grabbed my attention.

<ul style="list-style-type: none"> ● Jot down why you think the author used coal-black instead of just black. [pause]. I like how the author made the word <i>black</i> seem even darker by linking it to the word <i>coal</i> because it makes me think of eyes that are so dark - like the eyes of a crow! ● So, what did Adoette discover about the crow under the shrubs? [pause]. It was injured, wasn't it. And Adoette wanted to help it! ● What did she think might happen to it if she didn't help? [pause]. I also think it would be hard to walk away from an animal that needed help. She knew it might get eaten by another animal before it healed. ● Why do you think it surprised Awan so much that Adoette wanted to help the injured crow? [pause]. Let me reread this sentence: "<i>Help it!</i>" screeched Awan. "<i>We're supposed to chase it away.</i>" I bet he couldn't believe that Adoette was trying to help a creature that they work so hard to keep away. Crows are supposed to be their enemies. Why should she help the enemy? 	
<p><u>Guided Practice</u></p> <ul style="list-style-type: none"> ● The story ends with the two cousins, Adolette and Awan, walking back to the village with the crow cradled in Adolette's arms. Why do you think, by this time, Awan was okay with her choice to bring the crow back with them? [pause]. <ul style="list-style-type: none"> ○ I'd like to share my answer with you: I think Awan saw that the injured crow was no nuisance to them now, and he realized that it was important to help it get better. Really, the crow needed food too, just like them. I also think he began to see the crow through his cousin Adolette's eyes and possibly felt more compassionate than before. It's interesting, isn't it, how other people can help you see the world a little differently! ● Remember when we read our story from lesson 1 was written from the first person point of view, which meant that Etu was telling the story. Today's story was told by a narrator, not Adoette or Awan. 	<p>Students write a response to the guided practice question.</p>

<p>How do you think the story would have been different if it was told from Awan's point of view? [pause]. Make a bulleted list of what Awan would have experienced from <i>his</i> point of view. Make sure to use the pronoun 'I' for Awan, 'she' for Adoette, and 'it' for the crow. [pause]</p> <ul style="list-style-type: none"> ○ My bulleted list says: ○ Adoette and I went to the cornfield to do our job...scare the crows away from our newly sprouting corn. ○ I noticed that Adoette was crouched down talking to a crow that was hiding under a bush! What was she doing? ○ I'm going to go find some snakes that can help scare the other crows away. ○ Wow! I just got back and Adoette decided that she wants to help the injured crow. I can't believe it! Crows are supposed to be the enemy. ○ The sun is getting low in the sky, which means it's time for us to walk back to the village. Adoette is carrying the injured crow in her arms and I'm surprised that it's being so calm...maybe it's not as bad as I thought. Actually, it's kind of cute! 	<p>Students create bulleted list in response to the guided practice question.</p>
<p><u>Independent Practice:</u></p> <ul style="list-style-type: none"> ● In this story, the author uses such wonderful sensory language to describe the crows, from their role making trouble in the cornfields, to the lone injured crow that Adoette so lovingly takes into her care. I'd like for you to imagine that you are that crow. Tell how you were with the other crows just trying to steal some corn seeds from the field when you suddenly hurt your wing. ● What did you think when you couldn't fly? ● How much did the children scare you as they came closer? ● What did you think when Adoette picked you up and carried you away? ● How do you feel about her? ● How do you feel about Awan? ● What happens next? 	<p>Students write to the narrative prompt.</p>

<ul style="list-style-type: none">● You take the story from there. I can't wait for you to write about what happened once you got to the village with Adoette and Awan. Remember to go back and look over your notes from our lesson; you can use some of the same words and phrases to help you be more descriptive in your writing.● 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><u>Closing</u></p> <ul style="list-style-type: none">● I really 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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