

Informational

Analyze Events

**Only the Names Remain:
The Cherokees and the
Trail of Tears**

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

The Reading Edge Middle Grades 2nd Edition Teacher Edition

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Produced by the Reading Edge Middle Grades 2nd Edition Team

President:	Nancy Madden
Director of Development:	Kate Conway
Rollout Committee:	Kate Conway (Chair), Mia Blom, Wendy Fitchett, Kim Gannon, Claire Krotiuk, Kristal Mallonee-Klier, Terri Morrison, Sheri Mutreja, Kenly Novotny, Peg Weigel
Program Developers:	Wendy Fitchett (Chair), Kate Conway, Victoria Crenson, Ceil Daniels, Terri Morrison
Field Advisory Team:	Kim Gannon (Chair), Jo Duplantis, Kathy McLaughlin
Contributing Developers:	Kathleen Collins, Richard Gifford, Samantha Gussow, Patricia Johnson, Austin Jones, Susan Magri, Kim Sargeant, Becca Slavin
Designers:	Michael Hummel, Austin Jones, Vic Matusak, Susan Perkins, Christian Strama
Illustrators:	Michael Hummel, Susan Perkins
Video Producers:	Jane Strausbaugh (Senior Producer), Angie Hale, Tonia Hawkins
Editors:	Janet Wisner (Supervising Editor), Marti Gastineau, Pam Gray, Jodie Littleton
Publications Coordinator:	Sheri Mutreja
Proofreaders:	Meghan Fay, Susanne Viscarra, Janet Wisner, Michelle Zahler
Production Artists:	Irene Baranyk, Kathy Brune, Wanda Jackson, Cathy Lawrence, Irina Mukhutdinova, Michele Patterson, Karen Poe, Laurie Warner, Tina Widzbor
Online Tools Developers:	Terri Morrison (Chair), Sean Christian, Patrick Coady, Mary Conway Vaughan, Tim D'Adamo, Debi Hammel, Dia Hopp, Mike Knauer, Kristal Mallonee-Klier, Vic Matusak, Christian Strama, Melissa Stroup

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A Nonprofit Education Reform Organization

200 W. Towson Blvd., Baltimore, MD 21204

PHONE: (800) 548-4998; FAX: (410) 324-4444

E-MAIL: sfainfo@successforall.org

WEBSITE: www.successforall.org

Analyze Events

Only the Names Remain: The Cherokees and the Trail of Tears

The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

Strategy Use	
The Random Reporter:	
100	gives a 90-pt. response and explains how using the strategy helped in better understanding the text.
90	gives an 80-pt. response and describes a problem and a strategy that was used to solve the problem.
80	identifies a problem that a team member had understanding the text.

Team Talk (oral and written)	
The Random Reporter:	
100	gives a 90-pt. response and connects the answer to the supporting evidence and uses academic language.
90	gives an 80-pt. response and includes supporting evidence and examples (from the text or from experience).
80	uses full sentences to clearly and correctly answer the question.

Word Power	
The Random Reporter:	
100	gives a 90-pt. response and expands on the meaning, for example, identifies <ul style="list-style-type: none"> • related words • a second meaning • a word connotation • an antonym
90	gives an 80-pt. response and explains the meaning in a definition and a meaningful sentence.
80	tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).

Fluency	
The Random Reporter:	
100	gives a 90-pt. response and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).
90	gives an 80-pt. response and reads at just the right pace to understand the text—not too slow and not too fast.
80	reads a short passage and pronounces most of the words correctly.

Summary	
The Random Reporter:	
100	gives a 90-pt. response and uses key vocabulary correctly.
90	gives an 80-pt. response and clearly connects relevant ideas in a logical order.
80	presents main ideas and important details in his or her own words and without personal opinion.

Graphic Organizer/Notes	
The Random Reporter:	
100	gives a 90-pt. response and explains how the graphic organizer helped in understanding the text.
90	gives an 80-pt. response and includes main points or events and important details.
80	selects a graphic organizer that is appropriate for the text.

Unit Objectives

Reading: Analyze a historical account to determine the most important events.

Writing: Use words and phrases that help a reader understand how the facts or events are related.

Unit Overview

In this unit, students will focus on analyzing a historical account and determining the most important events. Students will read, discuss, and answer questions about *Only the Names Remain: The Cherokee and the Trail of Tears* to evaluate significant events in Cherokee history and explain why these events are important. The ability to critically read and analyze historical accounts is a crucial skill, as students will encounter increasingly complex historical texts in the upper grades. The writing objective for this unit asks students to use words and phrases that help a reader understand how facts and events are related. Students will practice this skill as they complete the unit's writing tasks and answer questions that require them to explain the relationships between important facts and events in Cherokee history. Teachers can also encourage the use of this relational language as students answer questions orally.

Unit Topic/Content

This book briefly explains the history of the Cherokee and their way of life prior to the arrival of European explorers in the New World. The book also provides a detailed description of the troubled relationship between the Cherokee and the white man, ending with the Cherokees' forced removal from their tribal homeland.

Text and Media Selections

Internet/Media Options

To expand your students' background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

At a Glance

**Only the Names
Remain: The
Cherokees and
the Trail of Tears**

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 1–5	
Lesson 2	pages 7–15	
Lesson 3	pages 17–26	
Lesson 4	pages 29–41	
Lesson 5	writing in response to reading	
Lesson 6	pages 42–43	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

**Only the Names
Remain: The
Cherokees and
the Trail of Tears**

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 45–49	(Embedded) Background video: “Trail of Tears” Part 1, National Park Service (Optional) Background website: “Cherokee Phoenix.” This website includes copies of the <i>Cherokee Phoenix</i> newspaper from 1828. www.meredith.edu/nativeam/cherokee_phoenix.htm This is the website of the present-day <i>Cherokee Phoenix</i> . www.cherokeephoenix.org
Lesson 2	pages 51–59	(Embedded) Background video: “Trail of Tears” Part 2, National Park Service (Embedded) “Team Talk Response”
Lesson 3	pages 59–65	(Embedded) Background video: “Trail of Tears” Part 3, National Park Service
Lesson 4	pages 67–73	(Embedded) Background video: “Trail of Tears” Part 4, National Park Service
Lesson 5	writing in response to reading	
Lesson 6	pages 74–76	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

Cycle 1:

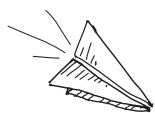
Analyze
Events

Lesson 1

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

In this lesson, students will begin reading *Only the Names Remain: The Cherokees and the Trail of Tears*. This nonfiction text provides a brief history of the Cherokee and then focuses on the events that led to the removal of the tribe from their traditional homelands in the mountains and valleys of Georgia. The forced march from Georgia to Arkansas, during which many Cherokee fell sick and died, is known as the Trail of Tears. This cycle's Big Question creates a personal link between students and the topic of the text by asking students what problems they might face if their families were suddenly forced to leave their homes. As students answer this question, encourage them to use their background knowledge about how they get food and shelter and the support systems provided by their extended family and friends. During Set the Stage, use maps of the United States and Georgia to identify the geographical area where the historical events in the text occur and what it is in relation to the area where students live.

**Active Instruction** tp

(22 minutes)

Big Question

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

The Big Question: Imagine that you and your family are suddenly forced to leave your home and move far away. What are some of the problems you might face?

Set the Stage

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

Imagine that you and your family are suddenly forced to leave your home and move far away. What are some of the problems you might face?

I think if we were suddenly forced to move far away, my parents might have a hard time finding jobs. If they didn't have work, then it would probably be hard for us to find a place to live and get enough food to eat. Also, we wouldn't be able to turn to our relatives and friends for help because we would be surrounded by strangers.

Students write responses to the Big Question.

Discuss the Big Question.



Analyze Events

Teams review their cycle goal.

Post and present the reading objective.

Partners preview the text and predict what they will read about.

Build background about the geographical location of the Cherokee's homeland.

See map on page 12.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.

4. Distribute copies of the book. Use **Think-Pair-Share** to ask:

Is this literature or informational text? How do you know?

This text is informational. The table of contents and chapter titles are evidence that the text is informational.

Have partners preview the book to predict what it is about. Use **Think-Pair-Share** to ask:

After previewing the book, what do you think the book will be about? Explain the clues that you used to make this prediction.

Accept reasonable responses. For example, the book will be about Cherokee Indians. I can tell from the part of the titles that says "The Cherokees and the Trail of Tears." Also, I can see in the table of contents that a couple of the chapter titles mention the Cherokee.

5. Display a hard copy or online map of the United States. Tell students that much of the text *Only the Names Remain* deals with the conflict over the Cherokee's traditional homeland in Georgia. Point out the state of Georgia on the map and the location of your school so students can see their location relative to Georgia.

6. Display the unit map of Georgia, and refer students to the Georgia map in their student editions. Explain that the first chapter they are about to read identifies the Chattahoochee River as the boundary between Cherokee lands in the mountains and valleys to the north and white settlers to the south.

Have students identify the Chattahoochee River on the map of Georgia in their student editions.

Use **Think-Pair-Share** to ask:

Based on the information I just provided, can you identify the area where the Cherokee lived?

They lived in the Blue Ridge Mountains north of the Chattahoochee.

Have students write "Cherokee" on a sticky note and place it on the Blue Ridge area of their maps.

Explain the target skill or strategy.

Refer students to pages 1–3 in the text.

Teacher: Read aloud and think aloud to model target skill or strategy use.

Students: Actively listen.

Interactive Read Aloud

1. This cycle our reading objective is to analyze a historical account to determine the most important events. Tell students that determining which historical events are most important helps us better understand the history texts that we read.

Point out that in this unit, students will read a historical text closely to focus on why certain events are the most important. They also will provide evidence from the text to support their conclusions.

2. Read pages 1–3 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud

I'm going to begin reading *Only the Names Remain*. I'm going to read and think aloud so I can share my thoughts about important historical events with you. Then you and your partner will use the read-aloud/think-aloud process with the next piece of text.

(Read pages 1 and 2, paragraph ending "...two nations at war.")

I think I just read about an important historical event. The text says that the mountains of Georgia were the scene of "savage fighting" between Indians and soldiers. It also says that the Chattahoochee was the boundary between two nations at war. This language tells me that this is an important event.

tps

3. Point out that wars are important events because they affect a lot of people. Often more than just the people fighting in the war suffer. Use **Think-Pair-Share** to ask:

**Who, other than the Indians and soldiers, suffered from this conflict?
How do you know?**

Children also suffered. The text said that children cried from fear and hunger.

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text.

Have students read the paragraph that starts "To the north..." on pages 2 and 3.

Use **Think-Pair-Share** to ask:

Why do you think it might be important that the Cherokee had lived on their land for "almost a thousand years before Columbus discovered America"?

Since the Cherokee had lived on this land for so long, they probably had deep ties to it. They considered it home, and they would fight to keep it.

Use **Random Reporter** to debrief.

Partner pairs: Read aloud/think aloud with the next passage to practice the skill or strategy.



- 5. Model creating a graphic organizer, such as a sequence chain, and taking notes. A sample graphic organizer follows.

A sequence chain will help us keep track of important events in this historical text. It will serve as a timeline of Cherokee history. I think the first event we should record is “The Cherokee lived on their land for almost a thousand years before Columbus discovered America.”

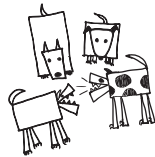
Add the event to the sequence chain.

Teacher: Model taking notes on a graphic organizer.

Sample Graphic Organizer

Sequence Chain

The Cherokee lived on their land for almost a thousand years before Columbus discovered America.



Teamwork

(20 minutes)

Partner Reading

1. Prepare students for partner reading. Have students read: **pages 3 (paragraph 2)–5 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. How is the mountain country of Georgia different today than it was 150 years ago? **[RE]** (Team Talk rubric)
- 100 = *Today this country is peaceful. People camp, fish, and farm on the land. However, according to the text, 150 years ago this land was the scene of heavy fighting. Soldiers fought Indians on the mountain trails. In the past, this land was the site of a bloody conflict.*
- 90 = *Today this country is peaceful. People camp, fish, and farm on the land. One hundred and fifty years ago, there was a lot of fighting on this land. Soldiers fought Indians on the mountain trails.*
- 80 = *Today this country is peaceful. One hundred and fifty years ago, there was a lot of fighting on this land.*
2. Why was it important that white settlers wanted land for farming? Use evidence from the text to support your answer. **(Write) [DC, SA]** (Team Talk rubric)
- 100 = *It is important that white settlers wanted land for farming because the Cherokee lived on fertile land. The white settlers wanted to move the Cherokee off their land so they could farm it. There were more white people than Cherokee, and the whites had a bigger army and better weapons. They defeated the Cherokee and forced them to move west. This desire for land led to the conflict between the white people and the Cherokee.*
- 90 = *It is important that white settlers wanted land for farming because the Cherokee lived on good farmland. The white settlers wanted to move the Cherokee off their land. There were more white people than Cherokee, and the whites had a bigger army and better weapons. They forced the Cherokee to move west.*
- 80 = *It is important that white settlers wanted land for farming because the Cherokee lived on good farmland. The white settlers wanted to move the Cherokee off their land.*
3. Why does no one who is still alive remember the Cherokee Nation? **[DC]** (Team Talk rubric)
- 100 = *The Cherokee lost their conflict with the white settlers and the government. The Cherokee capital was destroyed, and the Indians were killed or forced to leave the land where they lived. This happened so long ago that no one is still alive who remembers the Cherokee Nation that once existed.*
- 90 = *The Cherokee lost their fight with the white settlers and the government. The Cherokee were killed or forced to leave the land where they lived.*
- 80 = *A long time ago, the Cherokee were killed or forced to leave the land where they lived.*

continued

Team Talk Questions *continued*

4. What evidence still remains that the Cherokee once ruled the land that is now north Georgia? **[DC]** (Team Talk rubric)
- 100 = **A number of towns and rivers in North Georgia still have Cherokee names. For example, there is a town called Hiawassee and a river named Coosa. These are Cherokee names. These names are evidence that the Cherokee once ruled this land.**
- 90 = **Some towns and rivers in North Georgia still have Cherokee names. There is a town called Hiawassee and a river named Coosa. These are Cherokee names.**
- 80 = **Some towns and rivers in North Georgia still have Cherokee names.**

Cue students to discuss strategy use, graphic organizers, and word power journals.

- Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
- Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
- Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
- If some teams finish ahead of others, have them practice their fluency.
- Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Class Discussion tp

(15 minutes)

Lightning Round

- Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
- Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams who are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

From Student Edition

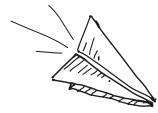


Lesson 2

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

Today students will read about Cherokee life before the Cherokee encountered the first Spanish explorers. The text describes their land, rich with plentiful game, fish, and fertile soil. It also explains the traditional roles of men, women, and children in Cherokee culture and provides descriptions of village life. In *Set the Stage*, you will use a map of the Appalachian Trail to explain how the Cherokee came to live in the Georgia mountains. You also will activate students' background knowledge about traditional Indian ways of life.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
fertile (adjective) page 3	fer-tile (FUR-tl)	producing good crops	The soil in our garden was so <i>fertile</i> that we were able to grow a fifteen-pound pumpkin.
descendants (noun) page 8	de-scen-dants (dih-SEN-duhnt)	people related to others that lived in the past	Carol and her family were the <i>descendants</i> of some of the first English settlers in Virginia.

continued

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Word	Pronunciation	Definition	Sample Sentence
plentiful (adjective) page 9	plen-ti-ful (PLEN-ti-fuhl)	existing in large amounts	The food at the family reunion was <i>plentiful</i> , and everyone had enough to eat.
European (noun) page 17	Eu-ro-pe-an (yoor-uh-PEE-uhn)	someone from Europe	The first <i>European</i> I ever met came from France.
arrogant (adjective) page 18	ar-ro-gant (AR-uh-guhnt)	feeling self-importance or disregard for others	It was <i>arrogant</i> for Kim to think she should always go first when we played games.
dependent (adjective) page 25	de-pend-ent (dih-PEN-duhnt)	needing to rely on others	Babies are <i>dependent</i> on adults to feed and take care of them.
coveted (verb) page 30	cov-et-ed (KUHV-it-ed)	wanted something belonging to others	Greg <i>coveted</i> his best friend's new skateboard.
missionaries (noun) page 32	mis-sion-ar-ies (MISH-uh-ner-ees)	people sent to another country to do church work	The <i>missionaries</i> traveled to Peru and built a new school in a mountain village.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize events, ask questions, and make predictions.



Build background about the topic.

See map on page 21.



Review the skill as necessary.

Refer students to page 7 in the text.

Teacher: Read aloud and think aloud to model use of the target skill or strategy.

Students: Actively listen.

Partner pairs: Identify how the skill was used.



Teacher: Model taking notes on a graphic organizer.

5. Display the unit map of the Appalachian Trail, and refer the students to the map in their student editions. Explain that the Cherokee had not always lived in the Georgia mountains and valleys. Tell students that historians believe the Cherokee migrated from the mountains of New York hundreds of years ago.

Have students identify the Appalachian Trail on their map of the trail in their student editions. Tell students to trace the trail from New York to Georgia.

Remind students that the Cherokee migrated to Georgia hundreds of years before the first Europeans arrived in North America.

Use **Think-Pair-Share** to ask:

What do you think life was like for the Cherokee before the first Europeans came?

What kind of homes did they build? How did they get food and clothes? What do you think they did for fun?

I think the Cherokee built teepees or houses made from mud before the first Europeans came. They probably hunted deer and other animals for food and used their fur to make clothes. Maybe they played games for fun.

Interactive Read Aloud

1. Refer students to the reading objective. Remind them that they are focusing on analyzing a historical account to determine the most important events.
2. Read page 7 (paragraph 1) aloud. A sample Think Aloud follows.

Sample Think Aloud

The text says that long ago the Cherokee probably came to the mountain country of Georgia from the New York area. This sounds like another important historical event.

3. Use **Think-Pair-Share** to ask:

Why do you think the Cherokee coming to the Georgia mountains from the New York area might be an important historical event?

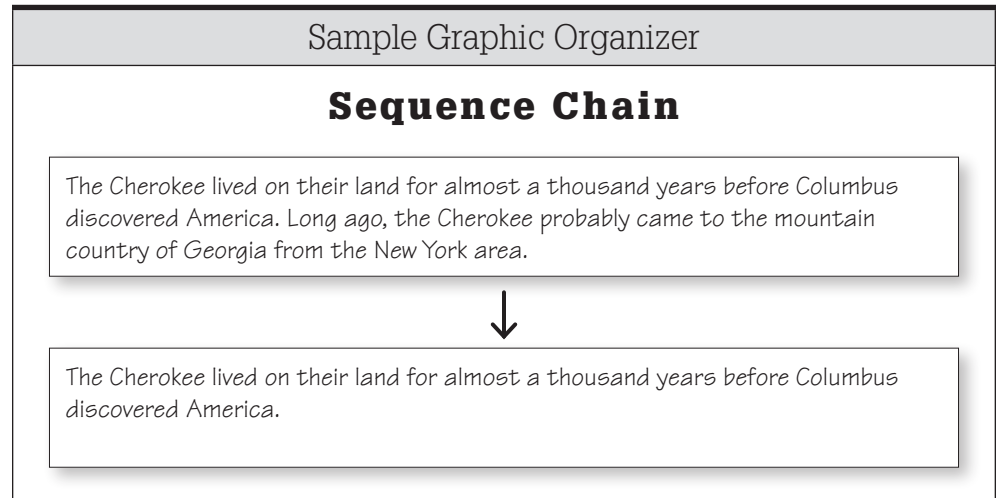
I think this was an important historical event because we know that the Cherokee settled in the mountains and valleys of Georgia and lived there for hundreds of years.

4. Model taking notes.

Let's keep filling out our sequence chain. We have already noted that the Cherokee lived on their land for almost a thousand years before Columbus discovered America. Now, I think we should add "Long ago, the Cherokee probably came to the mountain country of Georgia from the New York area." However, this event occurred before the event we already have on our sequence chain. Let's write the event we already have on the graphic organizer in the second box and write about the Cherokee coming down from New York in the first box.

Cross out the first event, and write it in the second sequence chain box. Write the new event in the first box.

Following is a sample graphic organizer.



Partner pairs: Read aloud/think aloud with the next passage to practice the skill or strategy.

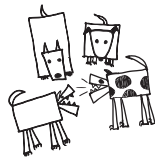


5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have partners read the next paragraph aloud. Use **Think-Pair-Share** to ask:

What is an important event that you would add to the sequence chain?

The Cherokee fought with the Mound Builders and took their rich land.

Use **Random Reporter** to debrief.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 7 (paragraph 2)–15 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions

1. Why do you think it might be important that the Cherokee fought with the Iroquois and other tribes around them? Explain your thinking. **(Write) [DC]** (Team Talk rubric)

Answers may vary.

*100 = I know that the Cherokee were eventually forced off their land by white settlers and the U.S. government. If they fought with the other tribes around them, those tribes might not help them in their **conflict** with the settlers and the government. **In fact**, those tribes might join forces with the settlers and the government to fight against the Cherokee. **Fighting with the tribes around them may have contributed to the Cherokee being forced off their land.***

*90 = I know that the Cherokee ended up being forced off their land by white settlers and the U.S. government. If they fought with the other tribes around them, those tribes might not help them in their conflict with the settlers and the government. **Those tribes might join forces with the settlers and the government to fight against the Cherokee.***

80 = I know that the Cherokee ended up being forced off their land by white settlers and the U.S. government. If they fought with the other tribes around them, those tribes might not help them.

2. How would you describe the Cherokee's land? Use examples from the text to support your answer. **[SA]** (Team Talk rubric)

*100 = **The Cherokee lived in mountains and valleys. According to the text, they were able to hunt buffalo, elk, and lots of small game. The rivers were full of fish, and they caught turtles and dug up mussels. Fruit such as blackberries, grapes, and crab apples grew on Cherokee land, and they were able to gather a variety of nuts. Their land was rich with plenty of food.***

*90 = **The Cherokee lived in mountains and valleys. They were able to hunt buffalo, elk, and other animals. The rivers were full of fish. Fruit such as blackberries, grapes, and crab apples grew on Cherokee land.***

*80 = **The Cherokee lived in mountains and valleys. There were many animals to hunt and fruits to gather.***

continued

Team Talk Questions *continued*

3. How did Cherokee boys want to prove their bravery? What does this demonstrate about the Cherokee? **[RE, DC]** (Team Talk rubric)

100 = Cherokee boys wanted to prove their bravery by joining war parties. This was how they **impressed** the Cherokee girls and proved their manhood in the "great adventure of life." Bravery in battle was very important to the Cherokee.

90 = Cherokee boys wanted to prove their bravery by joining war parties. Bravery in battle was very important to the Cherokee.

80 = The boys wanted to join war parties. Bravery was important to the Cherokee.

4. What role did women play in Cherokee life? Use examples from the text to support your answer. **[SA]** (Team Talk rubric)

100 = Cherokee women planted crops and **prepared** food. They built houses and made baskets and clothes. In each Cherokee village, a woman served as a Peace Chief. **In addition**, women headed the Cherokee family, and all children were considered members of the mother's family. Cherokee women worked hard and were given great respect.

90 = Cherokee women planted crops and made food. They built houses. In each Cherokee village, there was a woman Peace Chief. Also, women headed the Cherokee family.

80 = Cherokee women planted crops and made food. Also, women headed the Cherokee family.

5. In which of the following sentences is the word *fertile* used incorrectly? **[CV]**

- A. The pioneer family built their cabin near a fertile meadow so they could grow their own food.
- B. The corn could not grow in the fertile field.
- C. We added fertilizer to the soil in our garden to make it more fertile.
- D. Walter's garden was so fertile that he was able to give vegetables to all his neighbors.

- 4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their answers after further discussion if necessary.
- 5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
- 6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
- 7. If some teams finish ahead of others, have them practice their fluency.
- 8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Analyze Events

Word	Pronunciation	Definition	Sample Sentence
fertile (adjective) page 3	fer-tile (FUR-tl)	producing good crops	The soil in our garden was so <i>fertile</i> that we were able to grow a fifteen-pound pumpkin.
descendants (noun) page 8	de-scen-dants (dih-SEN-duhnt)	people related to others that lived in the past	Carol and her family were the <i>descendants</i> of some of the first English settlers in Virginia.
plentiful (adjective) page 9	plen-ti-ful (PLEN-ti-fuhl)	existing in large amounts	The food at the family reunion was <i>plentiful</i> , and everyone had enough to eat.
European (noun) page 17	Eu-ro-pe-an (yoor-uh-PEE-uhn)	someone from Europe	The first <i>European</i> I ever met came from France.
arrogant (adjective) page 18	ar-ro-gant (AR-uh-guhnt)	feeling self-importance or disregard for others	It was <i>arrogant</i> for Kim to think she should always go first when we played games.
dependent (adjective) page 25	de-pend-ent (dih-PEN-duhnt)	needing to rely on others	Babies are <i>dependent</i> on adults to feed and take care of them.
coveted (verb) page 30	cov-et-ed (KUHV-it-ed)	wanted something belonging to others	Greg <i>coveted</i> his best friend's new skateboard.
missionaries (noun) page 32	mis-sion-ar-ies (MISH-uh-ner-ees)	people sent to another country to do church work	The <i>missionaries</i> traveled to Peru and built a new school in a mountain village.

From Student Edition



Lesson 3

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

Today's reading describes the Cherokee's first interactions with European explorers and traders. It explains Cherokee interest in European technology and in acquiring their more advanced weapons and tools. The reading also describes the Cherokee's complicated relationship with French and English soldiers and traders. When preparing students to answer the Team Talk questions, point out that the word *technology* can refer to more than computers and lasers. Technology can also refer to the way people in the past produced tools and weapons. During Set the Stage, use a globe or atlas to provide students with more information about their vocabulary word *European*. Also, activate students' prior knowledge by asking why Europeans came to North America.

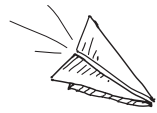
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



Active Instruction tp

(25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.
3. Partners use the vocabulary study routine to review the vocabulary words. Teams will also discuss the following vocabulary question:

What is an example of something that is plentiful? Explain your answer.

Salt water in the oceans is an example of something plentiful. There is a lot of salt water in the ocean.

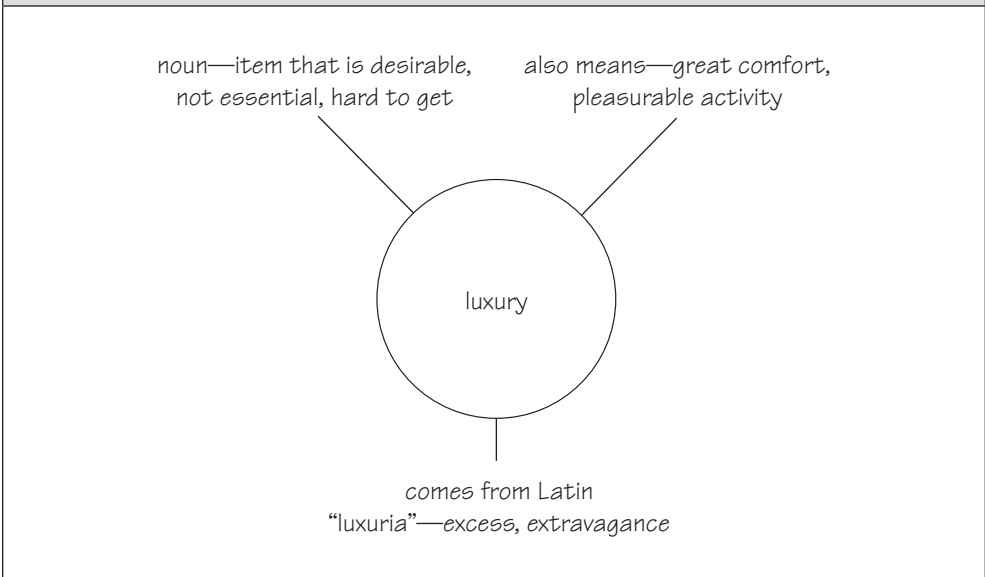
Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

I've been thinking about the word *luxuries* that we read on page 19. The text says that the Cherokee traded with the French for luxuries like steel tools, colored cloth, and glass beads. I think this is an important part of the book, and I want to know what exactly *luxuries* means. From the context, it sounds like *luxuries* might mean valuable things. I'm going to use the dictionary to find out the formal definition of the word. (Consult the dictionary.) It says here that *luxury* is a noun that means "an item that is desirable, but not essential, and is often hard to get." That makes sense. The Cherokee really wanted items such as steel tools and colored cloth, and they could only get them by trading with Europeans. However, they didn't have to have them to survive. They had been using stone tools and animal skins for hundreds of years. I also see that *luxury* can mean great comfort and pleasurable activity. *Luxury* comes from the Latin word *luxuria*, which means excess or extravagance.

Sample Word Map



Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

Teams review their cycle goal.

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Post and present the reading objective.

Analyze Events

Teams review notes, summarize events, ask questions, and make predictions.



Build background about the topic.



Review the skill as necessary.

Refer students to page 17 in the text.

Teacher: Read aloud and think aloud to model target skill or strategy use.

Students: Actively listen.

Partner pairs: Identify how the skill was used.



Teacher: Model taking notes on a graphic organizer.

4. Have teams review their notes, summarize events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

5. Display a globe or world atlas. Tell students that they will read about the Cherokee's first encounters with Europeans from Spain, France, and England.

Point out the continent of Europe and the countries Spain, France, and England. Remind students that *European* is one their vocabulary words. Explain that people from all of these countries are referred to as Europeans because their countries are a part of Europe.

Use **Think-Pair-Share** to ask:

Why did Europeans come to North America?

Some Europeans, like the Spanish, came to North America looking for gold. Others came for land or so they could freely practice their religions.

Interactive Read Aloud

1. This cycle our reading objective is: Analyze a historical account to determine the most important events.

2. Read page 17 aloud. A sample Think Aloud follows.

Sample Think Aloud

I just read about Hernando de Soto and his search for gold in Cherokee territory. This seems like a very important historical event to me.

3. Use **Think-Pair-Share** to ask:

Why do you think Hernando de Soto searching for gold in Cherokee territory might be an important historical event? How does the text signal the importance of this event?

Hernando de Soto searching for gold in Cherokee territory is important because he was the first European that the Cherokee ever saw. When the text says "After he came the life of the Cherokees was never the same," it signals how important this event was.

4. Model taking notes on a sequence chain. A sample graphic organizer follows.

Sample Graphic Organizer

Sequence Chain

The Cherokee fought with the Iroquois and with other tribes around them.



Hernando de Soto was the first European to encounter the Cherokee when he came searching for gold on their territory.

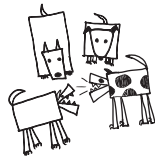
Partner pairs: Read aloud/think aloud with the next passage to practice the skill or strategy.

5. **Partner Practice:** Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Use **Think-Pair-Share** to ask:

What important events can we add to our sequence chain?

*The Cherokee fought with the Iroquois and with other tribes around them.
Hernando de Soto was the first European to encounter the Cherokee when he came searching for gold on their territory.*

Add information to the graphic organizer based on students' responses.

**Teamwork**

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **sr**
pages 18–26 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. How was the Spanish technology better than the Cherokee technology? Why might this be important? [DC, RE] (Team Talk rubric)</p> <p><i>100 = The Spanish had iron and steel tools and weapons. Their knives cut better and lasted longer than the Cherokee stone knives. The Spanish also had metal axes that made cutting down trees much faster and steel needles that were better for sewing than the Cherokee’s bone awls. This was important because the Spanish weapons and tools could make life much easier for the Cherokee. In addition, it made the Cherokee want to trade with the Spanish, even though the Spanish were “arrogant and cruel.”</i></p> <p><i>90 = The Spanish had iron and steel tools and weapons. Their knives cut better and lasted longer than the Cherokee stone knives. The Spanish also had metal axes and steel needles that were better than the Cherokee tools. This was important because the Spanish weapons and tools could make life much easier for the Cherokee.</i></p> <p><i>80 = The Spanish had iron and steel tools and weapons. The Spanish weapons and tools could make life easier for the Cherokee.</i></p> <p>2. Describe the complicated relationship between the Cherokee, the French, and the English. [RE] (Team Talk rubric)</p> <p><i>100 = The French traded axes, needles, and other goods with the Cherokee for animal furs. They also provided the Cherokee with guns, so they would be better able to hunt and get more furs. The French also wanted the Cherokee to fight the English. The Cherokee also traded with the English for furs and at times fought on their side against the French. Over many years, the Cherokee fought with the French and English. However, the Cherokee finally stayed loyal to the English and helped force out the French soldiers and traders. These groups had a complex relationship.</i></p> <p><i>90 = The French traded axes, needles, and other goods with the Cherokee for animal furs. They also brought the Cherokee guns. The Cherokee also traded with the English for furs. Over many years, the Cherokee fought with the French and English.</i></p> <p><i>80 = The French traded with the Cherokee for animal furs. The Cherokee also traded with the English for furs. The Cherokee fought with the French and English.</i></p>

continued

Team Talk Questions *continued*

3. How had Cherokee life changed by 1740? What could be some of the consequences of these changes? **(Write) [RE, DC]** (Team Talk rubric)
- 100 = *By this time, most Cherokee men had steel knives and axes. Most Cherokee women used steel needles and iron pots. The Cherokee also built log cabins instead of their **traditional** houses, made clothes from cloth instead of animal skins, and used guns and steel traps instead of bows and snares. These changes made life easier and more comfortable for the Cherokee. **However**, they began forgetting their old ways and were becoming more dependent on white traders.*
- 90 = *Most Cherokee men had steel knives and axes. Most Cherokee women used steel needles and iron pots. The Cherokee also built log cabins, made clothes from cloth instead of animal skins, and used guns and steel traps. These changes made life easier and more comfortable for the Cherokee.*
- 80 = *Most Cherokee used metal weapons and tools. These changes made life easier and more comfortable for the Cherokee.*
4. How does the text signal that the American Revolution will be important to the Cherokee? Use evidence from the text to support your answer. **[RE, DC, AP, SA]** (Team Talk rubric)
- 100 = **According to the text**, the American Revolution changed everything. This signals that the American Revolution would be very important to the Cherokee. The text also says that the Americans formed a nation, but the Cherokee had no place in this nation. The Americans wanted the Cherokee's land but didn't want the Cherokee. This could lead to the **conflict** that forces the Cherokee off their land.
- 90 = *The text says the American Revolution changed everything. This shows that the American Revolution would be very important to the Cherokee. The text also says that the Americans wanted the Cherokee's land, but didn't want the Cherokee.*
- 80 = *The text says the American Revolution changed everything. This shows that the American Revolution would be very important to the Cherokee.*
5. What is an example of something that is plentiful? Explain your answer. **[CV]**
- Salt water in the ocean is an example of something that is plentiful. There is a lot of salt water in the ocean.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

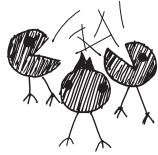


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

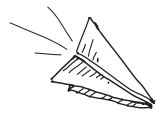
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

Today students will read about the Cherokee’s participation in the American Revolution on the side of the English and the consequences this had for the tribe. The text describes how the Cherokee eventually signed a peace treaty in which they lost much of their vast hunting grounds. Students will also learn how the Cherokee began to adopt the ways of the “white man” in an attempt to hold on to their remaining lands.



Active Instruction

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.



Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.
3. Use **Random Reporter** to have teams report on their answers to the vocabulary question and explain their thinking.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

Analyze Events

Teams review notes, summarize events, ask questions, and make predictions.



Refer students to page 29 in the text.



Teacher: Read aloud.

Students: Actively listen.

Partner pairs: Think aloud to practice the skill or strategy.

Partner pairs: Identify important events or details to add to the graphic organizer.

4. Have teams review their notes, summarize events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.

Interactive Read Aloud

1. Read page 29 (paragraph 1) aloud.
2. Use **Think-Pair-Share** to ask:

What do you think was important in the text that I just read about the Cherokee and the American Revolution? Why was it important?

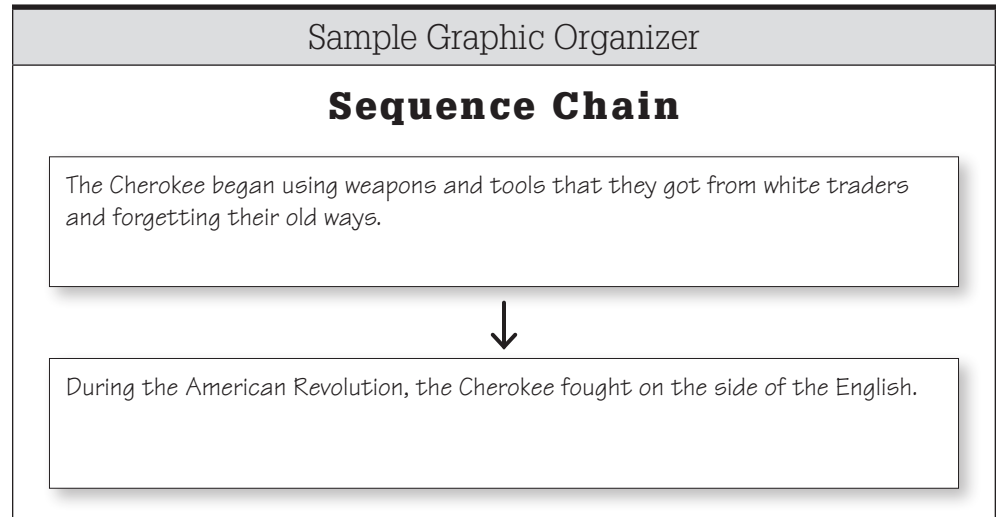
I think it was important that the Cherokee fought on the side of the English during the American Revolution. This is important because the Americans, their enemies, won that war.

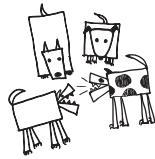
3. Use **Think-Pair-Share** to ask:

What important events can we add to our sequence chain?

The Cherokee began using weapons and tools that they got from white traders and forgetting their old ways. During the American Revolution, the Cherokee fought on the side of English.

Add information to the graphic organizer based on students' responses.





Teamwork

(20 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **SR**
pages 29 (paragraph 2)–41 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions

1. What happened in 1783 that was important to the Cherokee? Explain why it was important. **(Write) [DC, SA]** (Team Talk rubric)

100 = *This was an important year for the Cherokee. In 1783, the war between the English and the Americans ended. After the end of the war, the English soldiers were sent back to England and there was nothing to stop Americans from **settling** on Cherokee land. Americans fought with the Cherokee for ten years and forced many Cherokee families out of their homes. **Finally**, the Cherokee decided to make peace and had to give up much of their hunting grounds.*

90 = *In 1783, the war between the English and the Americans ended. The English soldiers were sent back to England, and there was nothing to stop Americans from taking Cherokee land. Americans fought with the Cherokee for ten years and forced many Cherokee families out of their homes.*

80 = *The war between the English and the Americans ended. The English soldiers were sent back to England, and there was nothing to stop Americans from taking Cherokee land.*

continued

Team Talk Questions *continued*

2. The peace treaty between the Americans said the Cherokee could live on their remaining land "as long as the rivers flowed and the grass grew." What did this mean? Explain how you were able to clarify this phrase. **[DC, CV]** (Team Talk rubric)

100 = *This phrase meant forever. Rivers will always flow, and there will always be grass growing somewhere, so the Cherokee should have been able to stay on their remaining lands forever. However, according to the text, this wasn't true.*

90 = *This phrase meant forever. Rivers will always flow, and there will always be grass growing somewhere, so the Cherokee should have been able to stay on their remaining lands forever.*

80 = *This phrase meant forever. Rivers will always flow, and there will always be grass growing somewhere.*

3. Why did Cherokee chiefs ask for missionaries to come to their lands? Use evidence from the text to support your answer. **[SA]** (Team Talk rubric)

100 = *The Cherokee realized that they could not defeat the "white man," so they wanted to live in peace and learn from the whites. According to the text, the Cherokee wanted missionaries to come and set up schools so they could learn skills such as farming, raising cattle, and tool making. By 1800, the Cherokee were using their new skills to become prosperous again.*

90 = *The Cherokee realized that they could not beat the "white man," so they wanted to live in peace and learn from the whites. The Cherokee wanted missionaries to come and set up schools so they could learn skills like farming, raising cattle, and tool making.*

80 = *The Cherokee wanted missionaries to come and set up schools so they could learn skills like farming, raising cattle, and tool making.*

4. Why do you think the author chose to call one chapter "The White Man's Path"? **[DC, AC]** (Team Talk rubric)

100 = *In many ways, the Cherokee began to live like the whites. For example, James Vann built a big, expensive house and raised corn and cattle. He had servants and fine furniture and books. Other Cherokee learned to read and write English and how to farm like the white settlers. The author chose this name for the chapter because it was mostly about how the Cherokee adopted many of the "white man's" ways.*

90 = *The Cherokee began to live like the whites. James Vann built a big house and raised corn and cattle. Other Cherokee learned to read and write English and how to farm like white settlers.*

80 = *The Cherokee began to live like the whites.*

5. What is an antonym for the word *dependent*? **[CV]**

Dependent means needing to rely on others. An antonym for dependent is independent.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

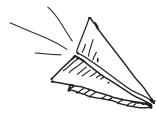
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use words and phrases that help a reader understand how the facts or events are related.

Teacher Background

The objective of this cycle’s writing project is to use words and phrases that help a reader understand how the facts or events are related. In the Model a Skill section of the lesson, students will pick words or phrases that clarify the relationship between facts or events in a passage. Then they will use relational words as they explain why the Cherokee’s introduction to European technology was an important historical event.

**Active Instruction**

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.

Read the prompt aloud.

- Refer students to the following writing prompt in their student editions.
Read the writing prompt aloud.

Writing Prompt
Why was the introduction to European technology an important event in the history of the Cherokee? Use evidence from the text to support your answer.



Use **Think-Pair-Share** to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

The prompt is asking me to explain information. I know this because the prompt asks why the introduction of European technology was important. To answer a “why” question, I have to explain as I write my response to the prompt.

Students identify the purpose for writing.

- Refer students to the following writer’s guide in their student editions. Point out that this Writing to Inform or Explain guide is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> Clearly introduce the topic. Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> Begin by introducing the topic. In the middle, provide facts, examples, or events that help a reader understand the information. End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

Which guideline relates to our writing objective?

The style guideline “Use words and phrases that help a reader understand how the facts or events are related” relates to our writing objective.

- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model using words and phrases that help a reader understand how facts or events are related.

Model a Skill

1. Remind students that there are words and phrases that writers can use to help a reader understand how facts or events are related. Explain that sometimes these words or phrases might signal to the reader that the information that follows is an example that supports an earlier statement. At other times, a word or phrase might help the reader understand that what follows is a consequence of the event that comes before it.

Display the phrases *for example*, *therefore*, and *since*. Then, display the following sentences:

<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;"> for example therefore since </div>
<p>Hurricanes can cause massive property damage and loss of life. _____, large areas of New Orleans were flooded, and more than one thousand people were killed when Hurricane Katrina hit the Louisiana coast.</p> <p>Many citizens of New Orleans did not, or could not, evacuate the city before the storm arrived. _____, they were trapped by the flood waters.</p>



2. Have students read the sentences and the words or phrases above them. Use **Think-Pair-Share** to ask:

Which word or phrase can we add to the first passage to signal to the reader that the information that follows is an example that supports the first statement?

The phrase for example can be added to the first passage.

Write “For example” in the first blank.

Use **Think-Pair-Share** to ask:

Which word or phrase can we add to the second passage to help the reader understand that what follows is a consequence of the first event?

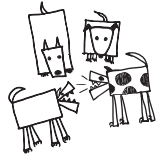
The word therefore can be added to the second passage.

Write “Therefore” in the second blank.

3. Tell students to look for ways to use words or phrases that help readers understand how the facts or events that they are writing about are related.

Refer students to the bank of words and phrases in their student editions. Prompt students to use them as they write their responses.

for instance, additionally, however, therefore, furthermore, in addition, although, though, for example, as a result, because, since, in spite, even though, despite this, for this reason, due to, first, next, finally
--



Teamwork

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

Team/Partner Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for Writing to Inform or Explain and the writing objective—use words and phrases that help a reader understand how the facts or events are related.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer clearly introduce the topic?**
- **Are events organized in a sequence that a reader can follow?**
- **Does the writer provide facts, examples, or events that help a reader understand the information?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use words and phrases that help a reader understand how the facts or events are related?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? Do you think it helped you to write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

What words or phrases did you use to show how facts or events were related?

Answers will vary.

Celebrate

Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

Remind students of the Read and Respond homework assignment.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Writing Prompt

Why was the introduction to European technology an important event in the history of the Cherokee? Use evidence from the text to support your answer.

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> • Clearly introduce the topic. • Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> • Begin by introducing the topic. • In the middle, provide facts, examples, or events that help a reader understand the information. • End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> • Use words and phrases that help a reader understand how the facts or events are related. • Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

From Student Edition

Word Bank			
additionally	due to	for instance	in spite
although	even though	for this reason	next
as a result	finally	furthermore	since
because	first	however	therefore
despite this	for example	in addition	though

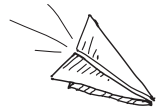
Lesson 6

Reading Objective: Analyze a historical account to determine the most important events.

Writing Objective: Use words and phrases that help a reader understand how the facts or events are related.

Teacher Background

During today's cycle test, students will analyze a historical account to determine the most important events. The text students will read for the test describes the Cherokee's efforts to adopt a written constitution and establish a national government based on that of the United States.



Active Instruction tp

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing analyzing a historical account and determining the important events. Tell students that they will use this skill as they take the cycle test.
2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #2 ask about important events.
4. Ask students to identify key words or phrases in question #1.

1. Why was the creation of the Cherokee constitution important? [DC]

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

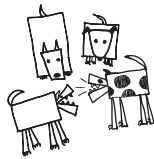
Today you will read more about the Cherokee constitution and government.



Test

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



Teamwork

(10 minutes)

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.

Teams discuss the answers to the test questions.



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Cycle 1 Test

Analyze Events

Directions: Read *Only the Names Remain*, pages 42 and 43, and answer the following questions on a separate piece of paper. Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. Why was the creation of the Cherokee constitution important? **[DC]**

20 points = *The Cherokee constitution **established** a system of government with a tribe-elected chief, like a president. The system also set up a court, a police force, and two legislative houses. Members of these two houses made Cherokee law. The system set up by the Cherokee constitution **provided stability** for the tribe and helped the people work together and plan for the future.*

15 points = *The constitution made a system where the tribe elected a chief. It also set up a court, a police force, and two legislative houses. Members of these two houses made Cherokee law.*

10 points = *The constitution made a system where the tribe elected a chief.*

2. In spite of the progress, why did some Cherokee get discouraged and move west? Use evidence from the text to support your answer. **[DC, SA]**

20 points = *Many white settlers still wanted the Cherokee's land. **According to the text**, the U.S. and Georgia governments made the Cherokee sign another treaty that took away more of their land. The U.S. government offered the Cherokee new land in the west. **For these reasons**, some Cherokee left their land in Georgia and moved west.*

15 points = *Many white settlers still wanted the Cherokee's land. The U.S. and Georgia governments made the Cherokee sign another treaty that took away more of their land. The U.S. government offered the Cherokee new land in the west.*

10 points = *The Cherokee had to sign another treaty that took away more of their land.*

3. What was life like for the Cherokee before Europeans came to their land? **[DC]**

Answers may vary.

20 points = *Before the Europeans came, the Cherokee lived on rich land. Food was **plentiful**. There were many animals to hunt or catch, such as buffalo, elk, rabbit, squirrels, and different kinds of fish. There also were plenty of fruits and vegetables to gather. **Each Cherokee had a job to do**. Men hunted and did heavy work like chopping down trees. Women headed the family and **prepared** the food and made the clothes. For entertainment, the Cherokee played games, told stories, and held dances. **During the time before the Europeans came**, the Cherokee lived good, comfortable lives.*

15 points = *Before the Europeans came, the Cherokee lived on rich land. There were many animals and plenty of fruits and vegetables. Men hunted and did heavy work like chopping down trees. Women headed the family and made the food and clothes. The Cherokee played games, told stories, and held dances.*

10 points = *There were many animals and plenty of fruits and vegetables. Men hunted and did heavy work. Women made the food and clothes.*

4. What kinds of weapons and tools did the Cherokee get from white traders? Why did they use these weapons and tools, instead of their traditional ones? **[DC]**

20 points = *The Cherokee got weapons such as guns, steel knives, and axes from white traders. Cherokee women bought steel needles and iron pots from the traders. The steel needles were much easier to use than their old bone awls, and the iron pots did not break like the ones made from clay. The Cherokee started using weapons and tools they got from white traders because they worked better and lasted longer than the **traditional** Cherokee weapons and tools. This made life easier for the Cherokee.*

15 points = *The Cherokee got guns, steel knives, and axes from white traders. These weapons and tools lasted longer and worked better than their old ones. Cherokee women bought needles and pots from the traders. The steel needles were much easier to use than their old awls, and the iron pots did not break.*

10 points = *They got guns, steel knives, and needles from white traders. These weapons and tools lasted longer and worked better than their old ones.*

5. What does a cotton gin do? Why was the invention of the cotton gin important to the Cherokee? Use evidence from the text to support your answer. **[DC, SA]**

20 points = *The cotton gin is a machine that removes seeds from cotton. **According to the text**, it made this **process** much cheaper and made cotton more valuable. The invention of the cotton gin was important to the Cherokee because it made white settlers want Cherokee lands so they could grow cotton and make money.*

15 points = *The cotton gin takes seeds out of cotton. It made this much cheaper and made cotton more valuable. It was important to the Cherokee because it made white settlers want Cherokee lands so they could grow cotton.*

10 points = *The cotton gin takes seeds out of cotton. It was important because it made white settlers want Cherokee lands.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

How did the introduction of metal weapons and tools change the Cherokee way of life? Use evidence from the text to support your answer.

The introduction of metal weapons and tools changed the Cherokee way of life in a number of ways. For example, metal weapons and tools made life easier for the Cherokee. It was quicker to cut down trees with metal axes, and steel needles worked better for sewing than the traditional Cherokee bone awls. Additionally, the Cherokee’s desire to obtain metal weapons and tools brought them into increased contact with outsiders, like English, French, and American traders. This contact with outside groups had a large impact on Cherokee culture. The Cherokee learned valuable skills from the “white man” and adopted some of their customs. However, over time the Cherokee also lost some of their traditional skills, like how to make stone tools and weapons. This made them more dependent on the “white man.” Metal weapons and tools had positive and negative effects on the Cherokee way of life.

The following guide is used to score part II of the cycle test.

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. 	0–15 pts.

Part III. Vocabulary (100 points)

1. Write a meaningful sentence for *descendants*. **[CV]**

For example: We are the descendants of Chinese workers who came to the U.S. to work on the railroad.

2. What is a synonym for *coveted*? **[CV]**

A synonym for coveted is wanted.

3. We met more than one _____ when we traveled to France and Spain.

Choose the word that belongs in the blank. **[CV]**

- A. dependent
- B. arrogant
- C. plentiful
- D. *European*

4. In which of the following sentences is the word *arrogant* used incorrectly? **[CV]**

- A. *Everyone at the party liked William because he was so arrogant.*
- B. Sophie's mom told her it was wrong to act arrogant around her friends.
- C. The arrogant doctor thought all of the nurses should never give their opinions.
- D. I try to avoid spending time around arrogant people.

5. Write a meaningful sentence for *dependent*. **[CV]**

For example: The puppy was dependent on its mother to get milk.

6. The farmland was not _____, so the crops did not do very well.

Choose the word that belongs in the blank. **[CV]**

- A. coveted
- B. arrogant
- C. *fertile*
- D. descendants

7. In which of the following sentences is the word *plentiful* used incorrectly? **[CV]**

- A. Snacks were plentiful at Mason's party.
- B. *During the drought, water was plentiful.*
- C. The fish in the pond were so plentiful that we caught enough to feed everyone.
- D. Snow was plentiful during the blizzard.

8. Write a meaningful sentence for *missionaries*. **[CV]**

For example: The missionaries took food and clothes when they went to Haiti after the earthquake.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

Luxury means an item that is desirable, but not essential, and is often hard to get. I really want a new flat screen TV, but I know that it is a luxury.

10. As used in the sentence on page 7, “The Cherokee men were fierce warriors,” *fierce* most nearly means— **[CV]**

- A. large.
- B. calm.
- C. fast.
- D. *violent*.

Explain how you figured out the meaning of *fierce*.

The book says that the Cherokee fought other tribes and burned their villages. This tells me that they were violent.

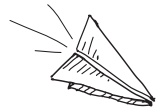
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author’s craft; literary devices

Lesson 7

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



Active Instruction

(20 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

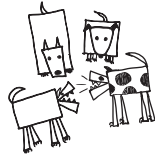
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record.

Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)

Team responses and feedback

Teams report on their review of the texts and Read and Respond discussions.



Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.



Class Discussion tp

(15 minutes)

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the end of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

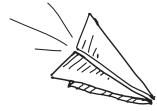
Lesson 8

Objectives: Celebrate successes and set new goals. Hold a Class Council meeting.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals for further improvement.

In the second part of the lesson, students participate in Class Council.



Active Instruction

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

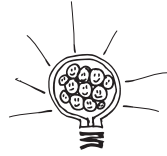
Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

How will use of this skill improve your success in other classes?

Cycle 2:

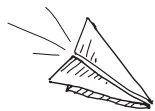
Analyze
Events

Lesson 1

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

Today you and your students will continue reading *Only the Names Remain: The Cherokee and the Trail of Tears*. Students will learn about Sequoyah and the Cherokee alphabet that he created. The class will also read about the *Cherokee Phoenix*, the tribe's newspaper that was read by people all over the world. The Big Question this cycle asks students if they think the Cherokee made a mistake in following the "white man's path." Answering this question will require students to review and analyze important events and information from the first half of the book. As students discuss the question, assure them that there is not one right answer but that they should be able to support their position with evidence from the text and their own thinking. In Set the Stage, there is a video that builds background about events leading up to the removal of the Cherokee. There is also an optional activity that will give students the opportunity to compare an original sample of the Cherokee's newspaper with the newspaper's current website.

**Active Instruction** 

(22 minutes)

Big Question

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

The Big Question: Do you think the Cherokee made a mistake following the "white man's path"?

Set the Stage

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

Do you think the Cherokee made a mistake following the "white man's path"? Why or why not?

I don't think they made a mistake. In many ways, life was easier for the Cherokee when they used weapons and tools that they got from the "white man." They were able to get more food from farming and raising livestock than they had been able to get from hunting. Also, they learned to read and write. Some Cherokee, like James Vann, even became rich.

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize events, ask questions, and make predictions.

Show the video.



Build background about the Cherokee Phoenix.

Refer students to pages 45 and 46 in the text.



Teacher: Read aloud.

Students: Actively listen.

Partner pairs: Think aloud to practice the skill or strategy.

become super teams. Tell them that they can earn team celebration points during the Lightning Round.

3. Introduce the text, author, and reading objective.
4. Have teams review their notes, summarize events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Show the video “Trail of Tears” Part 1. Use **Think-Pair-Share** to debrief.

What new information did you learn about the Cherokee from the video?

How does what you learned connect with what you read in the text?

6. (Optional) Tell students that today they will read about the newspaper published by the Cherokee called the *Cherokee Phoenix*. Show students a sample of the original newspaper from the Meredith College website (www.meredith.edu/nativeam/cherokee_phoenix.htm).

Point out that the paper was written in both Cherokee and English. Use **Think-Pair-Share** to ask:

Why do you think the Cherokee published their paper in their own language and in English?

They may have wanted people other than Cherokee to be able to read it.

Tell students that the *Cherokee Phoenix* is still published today. Show students the *Cherokee Phoenix* website (www.cherokeephoenix.org).

Have students read some of the newspaper’s headlines. Use **Think-Pair-Share** to ask:

How do you think the subject of the stories written in the original *Cherokee Phoenix* might be different from the stories written today?

The stories in the original Cherokee Phoenix might have been about conflicts with white settlers or the U.S. government. Maybe they were about setting up the new Cherokee government.

Interactive Read Aloud

1. Read pages 45 and 46 (sentence ending “...become a silversmith and a blacksmith.”) aloud.
2. Use **Think-Pair-Share** to ask:

How can you tell that Sequoyah’s lameness might be important?

According to the text, his lameness “may have been a blessing for him and his people.” This signals that it was important. Also, it says that because Sequoyah was lame he couldn’t go hunting or on war parties. Instead, he learned to become a silversmith and a blacksmith. He may have done important things because he couldn’t participate in normal Cherokee activities.

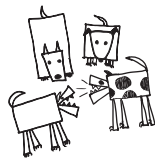
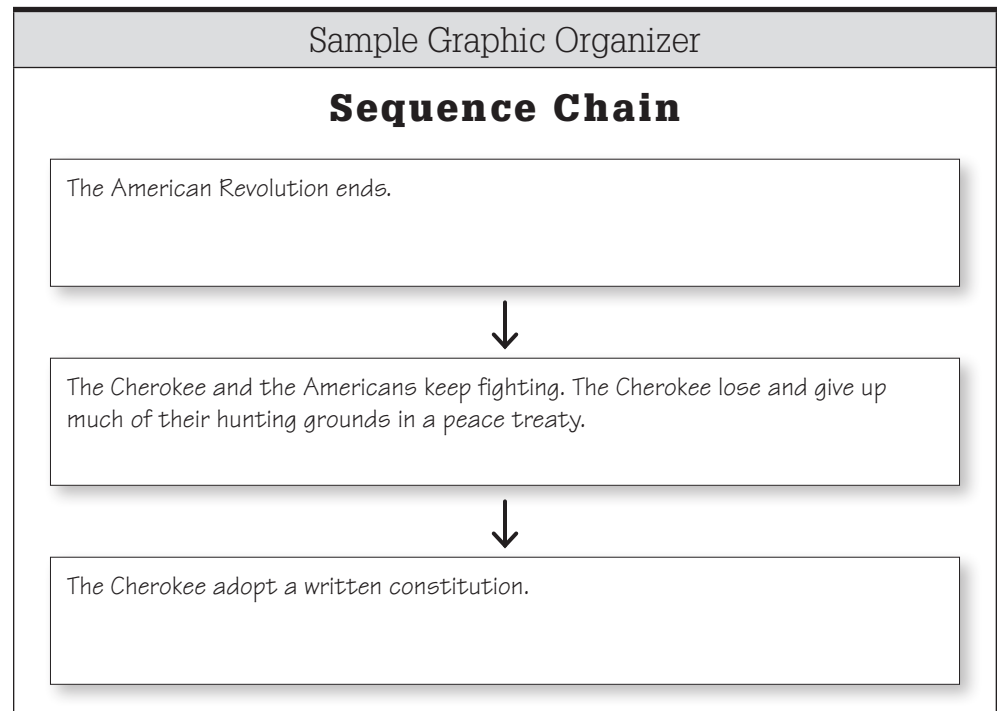
3. Use **Think-Pair-Share** to ask:

What important events can we add to our sequence chain?

The American Revolution ends. The Cherokee and the Americans keep fighting. The Cherokee lose and give up much of their hunting grounds in a peace treaty. The Cherokee and the Americans keep fighting. The Cherokee lose and give up much of their hunting grounds in a peace treaty. The Cherokee adopt a written constitution.

Add information to the sequence chain based on students' responses.

Partner pairs: Identify important events or details to add to the graphic organizer.



Teamwork tp

(20 minutes)

Partner Prep

Cue students to use their student routines for partner reading, word power, and fluency.

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 46 (sentence starting “He had a shop...”)—49 aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **Sf**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. What are “talking leaves”? Why did Sequoyah find them amazing? [RE] (Team Talk rubric)</p> <p>100 = <i>“Talking leaves” is the phrase that the Cherokee used for letters and books. Sequoyah was amazed by “talking leaves” because they allowed people to communicate with each other over long distances by sending paper with marks on it. Sequoyah wanted the Cherokee to have the ability to do this.</i></p> <p>90 = <i>“Talking leaves” is what the Cherokee called letters and books. Sequoyah was amazed because they allowed people to communicate with each other over long distances.</i></p> <p>80 = <i>These were letters and books. Sequoyah was amazed because they allowed people to communicate with each other over long distances.</i></p> <p>2. Why was the creation of a Cherokee alphabet important? (Write) [DC] (Team Talk rubric)</p> <p>100 = <i>The Cherokee alphabet allowed the tribe to write and read in their own language. The Cherokee were the first Indian tribe to have their own written language. Western and Eastern Cherokee were now able to communicate by sending letters back and forth. Text and religious books and a newspaper were printed in the alphabet. The Cherokee alphabet enabled members of the tribe to communicate, teach, and learn much more easily.</i></p> <p>90 = <i>The Cherokee alphabet let the tribe write and read in their own language. The Cherokee were the first Indian tribe to have their own written language. Books and a newspaper were printed in the alphabet.</i></p> <p>80 = <i>The Cherokee alphabet let the tribe write and read in their own language.</i></p>

continued

Team Talk Questions *continued*

3. Why did the Cherokee national council make Sequoyah prove that his alphabet could be used by most members of the tribe? How did Sequoyah prove this?

[RE, DC] (Team Talk rubric)

100 = *The Cherokee national council made Sequoyah prove that his alphabet could be learned and used by most Cherokee because the alphabet would not be very useful if only a few members of the tribe could read and write it. Sequoyah taught eight young chiefs to read and write using the alphabet in three days. This **confirmed** that Sequoyah's alphabet was easy to learn.*

90 = *The alphabet would not be very useful if only a few members of the tribe could read and write it. Sequoyah taught eight young chiefs to read and write using the alphabet in three days.*

80 = *The alphabet would not be very useful if no one could read and write it. He taught eight people to read and write using the alphabet.*

4. How had the Cherokee progressed since their time as a “group of hunters and warriors”? Use evidence from the text to support your answer. **[DC, SA]** (Team Talk rubric)

100 = *The Cherokee **developed** their own alphabet and learned to read and write using it. They **established a republican form** of government and wrote their own laws. The tribe had also built schools and published books and a newspaper in their own language. The Cherokee had been successful in forming a “civilized” nation.*

90 = *The Cherokee made their own alphabet and learned to read and write using it. They formed a government and wrote their own laws. The tribe had also built schools and published books and a newspaper in their own language.*

80 = *The Cherokee made their own alphabet and learned to read and write using it. They formed a government and wrote their own laws.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Class Discussion

(18 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

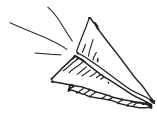
Remind students of the Read and Respond homework assignment.

Lesson 2

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

Today’s reading describes how the Cherokee Nation achieved its greatest success under chief John Ross. During this time, many Cherokee owned fine homes and farms, the tribe was trading goods around the world, and their national capital was growing. The text also explains how this progress was endangered by the discovery of gold on Cherokee land. In Set the Stage, show part 2 of the video to build background about events leading to the removal of the Cherokee.



Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

Partner Vocabulary Study

1. Display the vocabulary words. Have students copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
lame (adjective) page 45	lame (leym)	crippled, especially in the foot or leg	Rebecca’s father was <i>lame</i> after getting into a serious car accident.
progressed (verb) page 49	pro-gress-ed (pro-GREST)	improved	The baseball team had <i>progressed</i> from last place to second place by the end of the season.

continued

Word	Pronunciation	Definition	Sample Sentence
prosperous (adjective) page 58	pros-per-ous (PROS-per-uhs)	having good fortune and success	The country became much more <i>prosperous</i> after oil was discovered in the desert.
sorrow (noun) page 67	sor-row (SOR-oh)	feeling of deep sadness	When my hamster died, I felt <i>sorrow</i> for weeks.
stockades (noun) page 68	stock-ades (stok-AIDS)	tall enclosure made of wooden posts	The soldiers cut down all the trees on the hill to build the <i>stockades</i> .
malnutrition (noun) page 71	mal-nu-tri-tion (mal-noo-TRISH-uhn)	lack of healthy food leading to illness	<i>Malnutrition</i> is a serious problem in countries that are being hit by a drought.
scarce (adjective) page 74	scarce (skairs)	not enough	After the campers ate their last can of beans, food was <i>scarce</i> .
exile (noun) page 74	ex-ile (EG-zile)	forced absence from home country or land	The country's president had to go into <i>exile</i> after he was overthrown by the military.

Review Vocabulary Vault.

Show the video.



- Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
- Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Show the video “Trail of Tears” Part 2. Use **Think-Pair-Share** to debrief the video.

What important events did the video present?

How do these events connect to events you are reading about in the text?

Interactive Read Aloud

- Read page 51 (paragraphs 1 and 2) aloud.
- Use **Think-Pair-Share** to ask:

How does the text signal that the election of John Ross was an important historical event?

The text calls Ross “great” and says that under him, the Cherokee Nation reached its highest point and suffered its greatest tragedy.

Refer students to page 51 in the text.



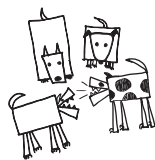
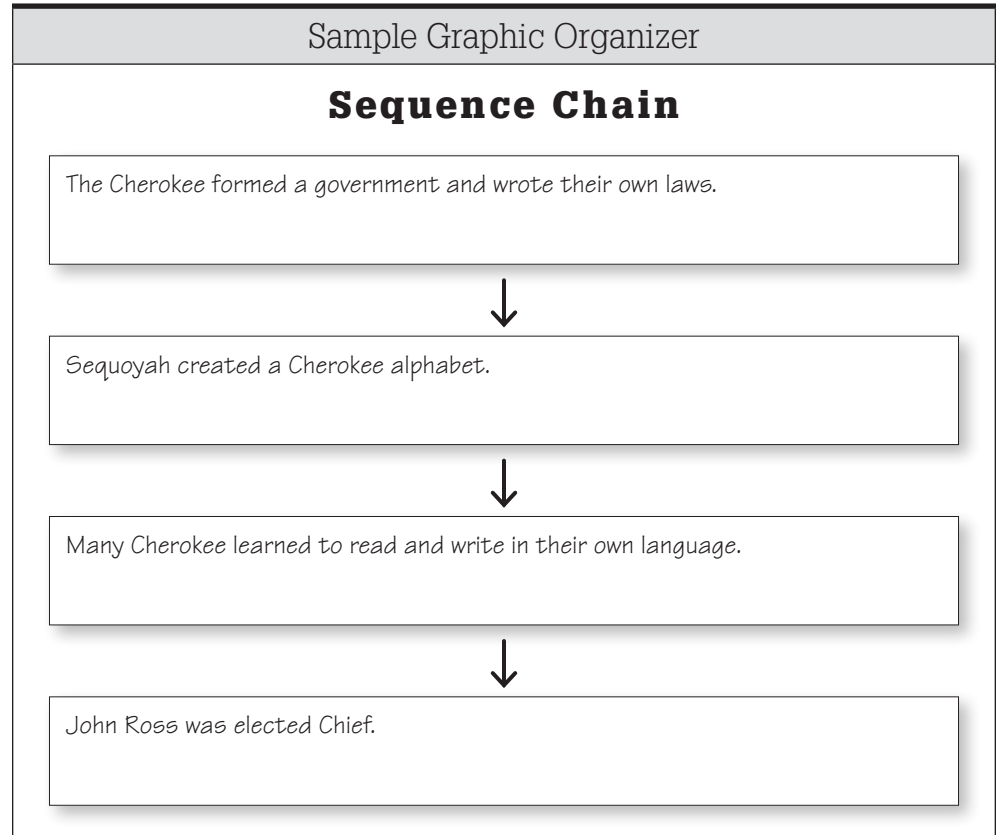
Teacher: Read aloud.
Students: Actively listen.
Partner pairs: Think aloud to practice the skill or strategy.

3. Use **Think-Pair-Share** to ask:

What important events can we add to our sequence chain?

The Cherokee formed a government and wrote their own laws. Sequoyah created a Cherokee alphabet. Many Cherokee learned to read and write in their own language. John Ross was elected Chief.

Partner pairs: Identify important events or details to add to the graphic organizer.



Teamwork tp

(20 minutes)

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 51 (paragraph 3)–59 (sentence ending “...the Cherokee marshals.”) aloud with partners.
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Cue students to use their student routines for partner reading, word power, and fluency.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. How would you describe the state of the Cherokee nation at the time that John Ross was elected chief? Use evidence from the text to support your answer. [SA] (Team Talk rubric)</p> <p><i>100 = At this time, some rich Cherokee men had built houses as nice as any owned by white men. Many Cherokee farmers had built barns, fenced in fields, and were raising livestock. The Cherokee had built good roads and owned steamboats that allowed them to trade with the outside world. They also had a national capital, with a courthouse, a printing office, and a number of stores and other buildings. By the time John Ross was elected, the Cherokee nation was prosperous.</i></p> <p><i>90 = Some rich Cherokee men had built nice houses. Many Cherokee farmers had built barns and were raising livestock. The Cherokee had built good roads. They also had a national capital.</i></p> <p><i>80 = Many Cherokee farmers had built barns and were raising livestock. The Cherokee had built good roads. They also had a national capital.</i></p> <p>2. How did American frontiersman feel about Indians? Why? [DC, RE] (Team Talk rubric)</p> <p><i>100 = American frontiersman generally hated Indians. The Americans and the Indians had a violent history. American frontiersmen had been fighting Indian tribes since before the American Revolution and had seen their family members captured and killed by Indian tribes. In addition, frontiersmen had always wanted the fertile Indian lands.</i></p> <p><i>90 = Frontiersman hated Indians. They had been fighting Indian tribes for many years and had seen their family members captured and killed by Indian tribes.</i></p> <p><i>80 = Frontiersman hated Indians. They had been fighting Indian tribes for many years.</i></p>

continued

Team Talk Questions *continued*

3. How was the attitude of the Cherokee toward gold different from the attitudes of many people throughout history? Support your answer with evidence from the text. **[RE, SA]** (Team Talk rubric)
- 100 = *The Cherokee did not think much about it when gold was discovered on their land. They were already doing well and did not need gold. According to the text, men have always fought and killed for gold because it represents wealth and power. The Cherokee could never understand why the white men who came to their land had always wanted gold.*
- 90 = *The Cherokee did not think much about it when gold was found on their land. They were already doing well and did not need gold. Men have always fought and killed for gold.*
- 80 = *The Cherokee did not think much about it when gold was found on their land. Men have always fought and killed for gold.*
4. Why was it an important event when a Cherokee boy found a small nugget of gold? **(Write) [DC]** (Team Talk rubric)
- 100 = *When the boy found gold on Cherokee land, it led to a "gold rush." Gold miners came and forced many Cherokee out of their homes. They also stole the Cherokee's food and beat or killed Cherokee men who tried to protect their families. John Ross requested help from President Jackson, but he sent too few troops to protect the Cherokee and their land. The discovery of gold on Cherokee land was a disaster for the tribe.*
- 90 = *When the boy found gold, it caused a "gold rush." Gold miners came and forced many Cherokee out of their homes. They also stole the Cherokee's food and beat or killed Cherokee men. John Ross asked President Jackson to help, but he sent too few troops to protect the Cherokee and their land.*
- 80 = *When the boy found gold, it caused a "gold rush." Gold miners came and forced many Cherokee out of their homes.*
5. What is an example of something that would not cause you sorrow? **[CV]**
Winning a soccer game is an example of something that would not cause me sorrow. I would be happy after winning a soccer game, but sorrow means a deep sadness.
4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



Class Discussion tp

(15 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show video: “Team Talk Response.”

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Word	Pronunciation	Definition	Sample Sentence
lame (adjective) page 45	lame (leym)	crippled, especially in the foot or leg	Rebecca's father was <i>lame</i> after getting into a serious car accident.
progressed (verb) page 49	pro-gress-ed (pro-GREST)	improved	The baseball team had <i>progressed</i> from last place to second place by the end of the season.
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exile (noun) page 74	ex-ile (EG-zile)	forced absence from home country or land	The country's president had to go into <i>exile</i> after he was overthrown by the military.

Lesson 3

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

In today's reading, students will continue to learn how the "gold rush" on Cherokee land affected the tribe. The text describes how the state of Georgia sent in troops and passed laws to protect the gold miners who were attacking the Cherokee. It also explains that the treaty signed by the Cherokee in 1935, which gave up all their land in Georgia and Alabama, sealed the tribe's fate. The Cherokee had lost their homeland. During Set the Stage, show the video "Trail of Tears" Part 3.

Teacher's Note:

Use the Interactive Read Aloud text if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

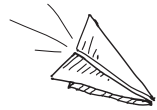
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



Active Instruction

(15–25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

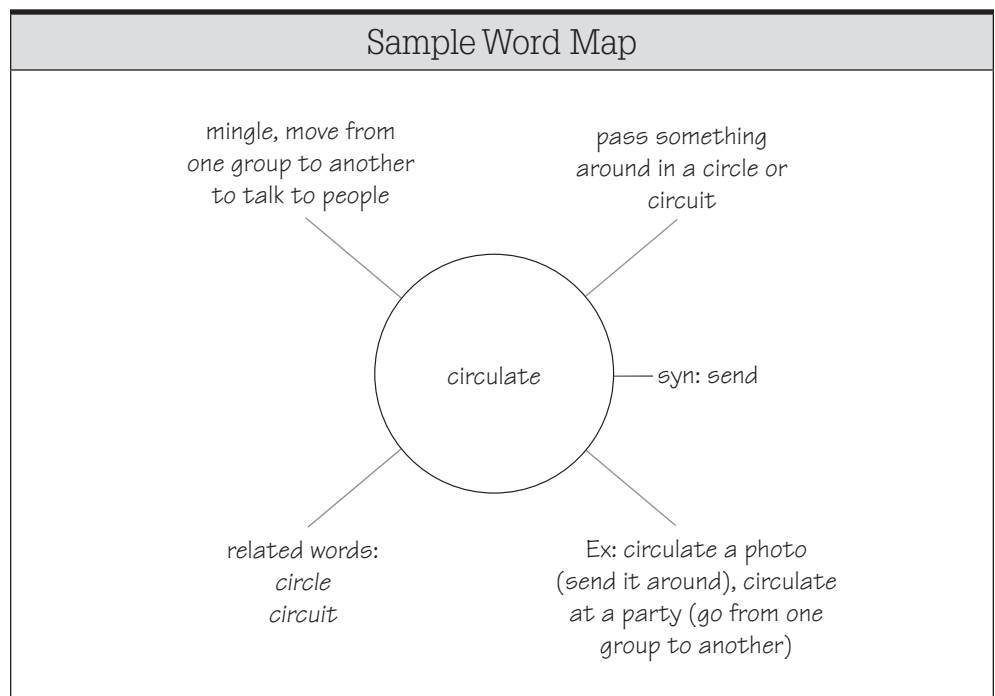
Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a "+" and a word the entire team rated with a "?."
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

Sample Think Aloud

On page 49, we read that the Cherokee newspaper, the *Cherokee Phoenix*, circulated to all the Cherokee and many white people around the world. I'm not sure what *circulated* means. If I replaced the word *circulated* in the sentence from the book with the words *was sent*, the sentence would still make sense, so maybe *sent* is a synonym for *circulated*. I'm going to check the dictionary to find out the official definition for *circulated*. (Consult the dictionary.) OK, I see that the word *circulate* is a verb. It means to pass something around in a circle or circuit. I see the word part *circ* that is in *circle*, *circuit*, and *circulate*. That does sound like sending something, so I think I was right that *sent* can be a synonym for *circulated*. Another definition for *circulate* is mingle, or to move from one group to another to talk with different people. So a person would circulate at a party and move from one group to another.

Sample Word Map



Review Vocabulary Vault.

- Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective.

Teams review notes, summarize events, ask questions, and make predictions.



Show the video.



Refer students to pages 59 and 60 in the text.



Teacher: Read aloud.

Students: Actively listen.

Partner pairs: Think aloud to practice the skill or strategy.

Partner pairs: Identify important events or details to add to the graphic organizer.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Show the video “Trail of Tears” Part 3. Use **Think-Pair-Share** to debrief the video.

What important events did the video present?

How do these events connect to events you are reading about in the text?

Interactive Read Aloud

1. Read pages 59 (sentence beginning “The governor of Georgia...”) and 60 (sentence ending “...powerless to interfere.”) aloud.
2. Use **Think-Pair-Share** to ask:

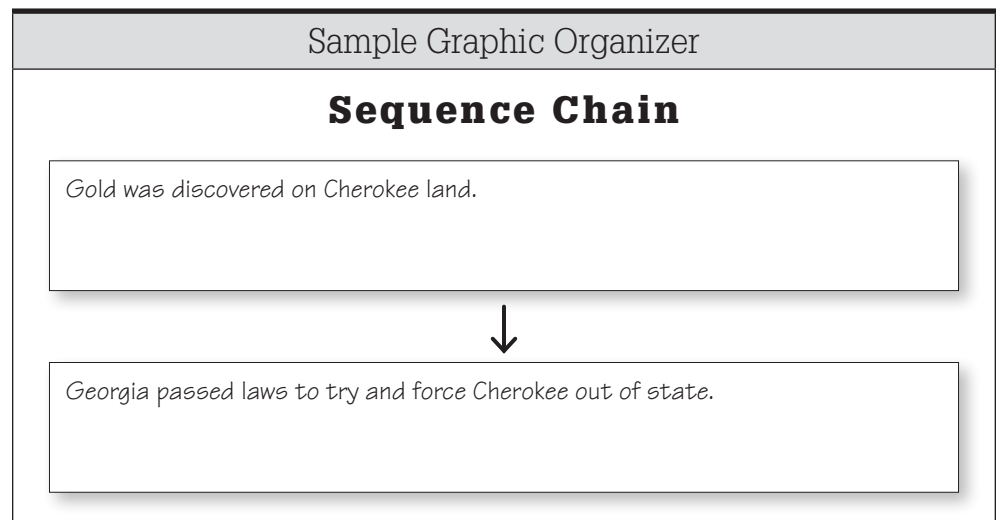
Why were the laws passed by the state of Georgia important?

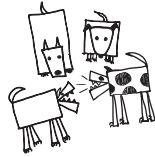
These laws were important because the state of Georgia was using them to discriminate against the Cherokee and try to force them out of the state.

3. Use **Think-Pair-Share** to ask:

What important events can we add to our sequence chain?

Gold was discovered on Cherokee land. Georgia passed laws to try and force the Cherokee out of state.





Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: sr
pages 60 (paragraph starting “Even more...”)-65 aloud with partners. (If skipping Interactive Read Aloud, pages 59–65.)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sf
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What happened when John Ross hired a lawyer to challenge Georgia’s anti-Cherokee laws before the United States Supreme Court? Use evidence from the text to support your answer. **[SA]** (Team Talk rubric)
 - 100 = *The Supreme Court found that Georgia’s laws were illegal. The Chief Justice ordered President Jackson to send troops to remove the white men from Cherokee lands. However, Jackson refused to **obey the order. Even though the Cherokee won the court case, they could not get justice.***
 - 90 = *The Supreme Court said that Georgia’s laws were illegal. President Jackson was ordered to send troops to remove the white men from Cherokee lands. Jackson refused to do this.*
 - 80 = *They said that Georgia’s laws were illegal.*

continued

Team Talk Questions *continued*

2. Why was the Cherokee Land Lottery Law important? **(Write) [DC]**
(Team Talk rubric)

100 = *The Cherokee Land Lottery Law made it illegal for Cherokee to own land in the state of Georgia. This **allowed** the state to sell all the Cherokee land to white men. White families **immediately** began to move onto Cherokee land, forcing Indian families to leave. The law led to a lot of fighting between the Cherokee and white men. It was one of the worst laws passed by the Georgia legislature.*

90 = *This law made it illegal for Cherokee to own land in Georgia. The state was able to sell all the Cherokee land to white men. White families began to move onto Cherokee land, forcing Indian families to leave.*

80 = *This law made it illegal for Cherokee to own land in Georgia.*

3. Why was the treaty signed in 1836 particularly bad for the Cherokee? **[DC]**
(Team Talk rubric)

100 = *This treaty **called for** the Cherokee Nation to give up all of its lands in Georgia and Alabama and move all of its people west of the Mississippi River. The treaty was only signed by a group of 300 Cherokee and was illegal under Cherokee law. After the treaty was passed by the U.S. Congress, all hope that the Cherokee could keep any of their **traditional** lands was lost.*

90 = *This treaty made the Cherokee Nation give up all of its lands in Georgia and Alabama and move all of its people west of the Mississippi River. The treaty was only signed by a group of 300 Cherokee and was illegal under Cherokee law.*

80 = *This treaty made the Cherokee give up all of their lands in Georgia and Alabama.*

4. Why was the year 1837 important in the history of the Cherokee Nation? **[DC]**
(Team Talk rubric)

100 = *In 1837, President Van Buren sent U.S. troops to begin the **removal** of the Cherokee from their land. The troops were ordered to move all the Cherokee to Arkansas. This was the last year that the Cherokee Nation existed in Georgia.*

90 = *President Van Buren sent U.S. troops to make the Cherokee move off their land. The troops were ordered to move all the Cherokee to Arkansas.*

80 = *President Van Buren sent U.S. troops to make the Cherokee move off their land.*

5. The vocabulary word *malnutrition* comes from the Latin word *malus*, meaning bad, or badly. What do you think *malformed* means? **[CV]**

I think malformed means badly formed or shaped.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

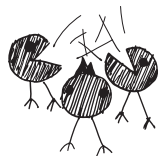


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



Class Discussion tp

(20 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 4

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

Today’s reading covers the Cherokee’s removal from their homes, imprisonment in stockades over a harsh winter, and the harsh conditions experienced by the first group of Cherokee to make the long journey to Arkansas. During Set the Stage, show the video “Trail of Tears” Part 4 which describes the Cherokee today.

Teacher’s Note:

Use the Interactive Read Aloud text if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

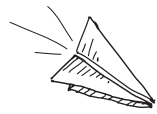
- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don’t know this word; it’s totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.



Active Instruction

(15–25 minutes)

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

Post and present the reading objective.

Teams review notes, summarize events, ask questions, and make predictions.



Show the video.



Refer students to page 67 in the text.



3. Remind students of the text, author, and reading objective.
4. Have teams review their notes, summarize events, ask questions about the text, and make some predictions. Use **Random Reporter** to have teams share their discussions.
5. Introduce and show the video “Trail of Tears” Part 4. Use **Think-Pair-Share** to debrief the video.

What do you think the narrator meant when he said the story of the Cherokee may serve as a “stern caution”?

I think he meant that it is a caution to our government and people not to let something as unfair and cruel as the Trail of Tears happen to a people again.

What did he mean when he said the story was also an inspiration?

He meant that the Cherokee are an inspiration because despite everything, being removed from their land and forced to settle many miles away, they survived and held on to their culture.

Interactive Read Aloud

1. Read page 67 (sentence ending “...their marching troops.”) aloud.
2. Use **Think-Pair-Share** to ask:

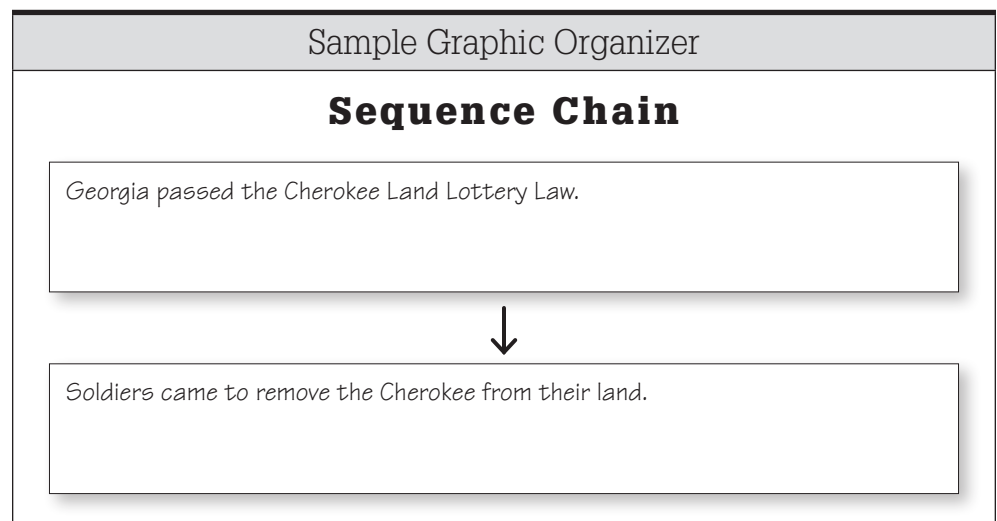
How does the text signal that the removal of the Cherokee will be an important historical event?

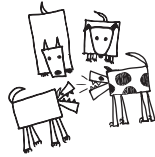
It calls the removal “the time of sorrow for the Cherokees.”

3. Use **Think-Pair-Share** to ask:

What important events can we add to our sequence chain?

Georgia passes the Cherokee Land Lottery Law. Soldiers come to remove the Cherokee from their land.





Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, and fluency.

Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, and fluency before having students read and restate: **sr**
pages 67 (sentence starting “The heavy wheels...”)-73 aloud with partners.
(If skipping Interactive Read Aloud, pages 67–73.)
2. Circulate and check for comprehension, evidence of strategy use, and notes about story elements on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **sr**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions

1. What happened to the Cherokee before they were moved to the West? Why do you think this was important? **(Write) [DC]** (Team Talk rubric)

100 = *Before the Cherokee were moved to the West, U.S. soldiers came and built stockades to be used as prison camps for the Cherokee. Then, the soldiers went out to collect the Cherokee. Families were **forced** to leave their homes and march to the stockades. Men who tried to protect their families were **beaten**. I think this was important because for many Cherokee, it was the last time they saw their family homes. **It was a tragedy for the Cherokee.***

90 = *U.S. soldiers came and built stockades to be used as prison camps for the Cherokee. Then, the soldiers went out to get the Cherokee. Families were made to leave their homes and march to the stockade. I think this was important because for many Cherokee, it was the last time they saw their family homes.*

80 = *U.S. soldiers came and built prison camps for the Cherokee. Families were made to leave their home. I think this was important because it was the last time they saw their family homes.*

2. Why do you think the soldier who had seen thousands of men slaughtered in the Civil War described the removal of the Cherokee as “the cruelest work I ever knew”? **[DC, RE]** (Team Talk rubric)

100 = *During the Civil War, this soldier fought other soldiers. During the **removal of the Cherokee**, he probably saw families attacked, including women and children. **In addition**, he probably **witnessed** people dying from **starvation** and cold during the winter in the stockade. **He probably thought that the suffering of innocents was much crueler than the suffering of soldiers.***

90 = *During the Civil War, this soldier fought other soldiers. When the Cherokee were moved, he probably saw families attacked. Also, he probably saw people dying from hunger and cold during the winter.*

80 = *When the Cherokee were moved, he probably saw families attacked.*

3. What were conditions like for the Cherokee in the stockades? Use evidence from the text to support your answer. **[SA]** (Team Talk rubric)

100 = *It was very cold during the winter that the Cherokee were kept in the stockades. **According to the text**, they had little food and the Cherokee women did not know how to prepare the flour they were given. There was not enough firewood or warm blankets. **These conditions led many Cherokee to starve or die from disease or exposure.***

90 = *It was very cold during the winter. They had little food, and the Cherokee women did not know how to use the flour they were given. There was not enough firewood or warm blankets.*

80 = *It was very cold during the winter. They had little food, firewood, or warm blankets.*

continued

Team Talk Questions *continued*

4. Why did John Ross ask to delay when his group would make the trip to Arkansas? **[DC]** (Team Talk rubric)

100 = *John Ross heard about how hard the trip had been for the first group. The weather was very hot, and conditions were crowded on the boats. The Cherokee were fed rotten food. Many Cherokee got sick on the journey. John Ross thought that if they waited until the weather cooled off to leave, it would result in less sickness and death.*

90 = *John Ross heard about how hard the trip had been for the first group. The weather was very hot, and it was crowded on the boats. The Cherokee were fed rotten food. John Ross thought that if they waited until the weather cooled off to leave, there would be less sickness and death.*

80 = *John Ross thought there would be less sickness and death if they waited for cooler weather.*

5. Would food be scarce in a prosperous village? **[CV]**

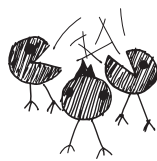
Food would not be scarce in a prosperous village. A village that was having good fortune would have enough food.

Cue students to discuss strategy use, graphic organizers, and word power journals.

4. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), notes that they added to their graphic organizers, and words that a team member added to the word power journal.
5. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
6. If some teams finish ahead of others, have them practice their fluency.
7. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Class Discussion tp

(20 minutes)

Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

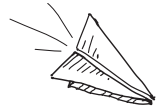
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Lesson 5

Writing Objective: Use words and phrases that help a reader understand how the facts or events are related.

Teacher Background

During Model a Skill, you will again provide instruction on using words and phrases that help a reader understand how facts or events are related. Prompt students to explain how the words or phrases they use help to explain the relationship between facts or events.

**Active Instruction**

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.

Read the prompt aloud.



Students identify the purpose for writing.

Refer students to the appropriate writer's guide in their student editions.

Highlight the writing objective.

- Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Writing Prompt
What did the state of Georgia and the U.S. government do to force the Cherokee to leave their homeland in the mountains and valleys of Georgia?

Use **Think-Pair-Share** to ask:

Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?

The prompt is asking me to explain information. I know this because to answer the prompt, I will have to explain how the actions of Georgia and the U.S. government forced the Cherokee to leave their homeland.

- Refer students to the following writer's guide in their student editions. Point out that this Writing to Inform or Explain guide is the criteria for writing. Point out that using the writer's guide will help them write a quality response.

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> Clearly introduce the topic. Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> Begin by introducing the topic. In the middle, provide facts, examples, or events that help a reader understand the information. End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> Use correct punctuation, capitalization, spelling, and grammar.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

Which guideline relates to our writing objective?

The style guideline "Use words and phrases that help a reader understand how the facts or events are related" relates to our writing objective.

- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model using words and phrases that show how facts or events are related.

Model a Skill

1. Remind students that there are words and phrases that can signal an example that supports an earlier statement. There are also words and phrases that indicate a result or consequence or a cause of an event.

Explain that some phrases also tell the reader that even more information is about to be provided to support a statement or that can help to define a sequence of events.

Refer students to the following in their student editions.

Word Bank			
additionally	due to	for instance	in spite
although	even though	for this reason	next
as a result	finally	furthermore	since
because	first	however	therefore
despite this	for example	in addition	though

_____, the crows collected twigs and grass and used them to build a nest.
 _____, the female crow laid her eggs. _____, the eggs hatched and the baby crows came crawling out.

When baby crows hatch, they are helpless. For instance, they are blind and adult crows must protect them from predators. _____, all of their food is provided by their parents and other helper crows.

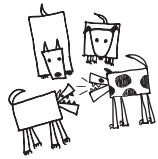


2. Have students read the sentences. Use **Think-Pair-Share** to ask:

Which words or phrases can we add to these passages that will help readers understand the relationships between facts or events?

First, next, and finally can be added to the first passage. These words help define the sequence of events. In addition or additionally can be added to the second passage. These words help signal the reader that more information is about to be provided to support an earlier statement.

3. Encourage students to use the bank of words and phrases as they write their responses to the prompt.



Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



Class Discussion tp

(30 minutes)

Team responses, feedback, and celebration
Display and evaluate randomly selected writing projects using the writer's guide.

Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide Writing to Inform or Explain and the writing objective—use words and phrases that help a reader understand how the facts and events are related.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer clearly introduce the topic?**
- **Are events organized in a sequence that a reader can follow?**
- **Does the writer provide facts, examples, or events that help a reader understand the information?**
- **Does the writer use correct punctuation, spelling, and grammar?**
- **Does the writer use words and phrases that help a reader understand how the facts or events are related?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster. Celebrate team successes.

Reflection on Writing

Have students reflect on their use of the writing process. Ask:

How did creating and using a graphic organizer work for you? Do you think it helped you to write your draft?

Answers will vary.

What was the most useful feedback that you received? How did it affect your revisions?

Answers will vary.

What words or phrases did you use to show how facts or events were related?

Answers will vary.

Celebrate

Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

The top team chooses a cheer.

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

Remind students of the Read and Respond homework assignment.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

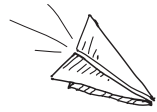
Lesson 6

Reading Objective: Analyze a historical account to determine the most important events.

Writing Objective: Use words and phrases that help a reader understand how the facts or events are related.

Teacher Background

During today's cycle test, students will continue to analyze a historical account to determine the most important events. The reading for the test describes the conditions faced by the second group of Cherokee to travel on the Trail of Tears and the tribe's efforts to establish a new home in Arkansas.



Active Instruction tp

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Writing Prompt

What did the state of Georgia and the U.S. government do to force the Cherokee to leave their homeland in the mountains and valleys of Georgia?

Writing to Inform or Explain	
Ideas	<ul style="list-style-type: none"> • Clearly introduce the topic. • Develop the topic with relevant details.
Organization	<ul style="list-style-type: none"> • Begin by introducing the topic. • In the middle, provide facts, examples, or events that help a reader understand the information. • End with a closing statement that supports the information.
Style	<ul style="list-style-type: none"> • Use words and phrases that help a reader understand how the facts or events are related. • Include details or examples that help a reader make a mind movie.
Mechanics	<ul style="list-style-type: none"> • Use correct punctuation, capitalization, spelling, and grammar.

From Student Edition

Word Bank			
additionally	due to	for instance	in spite
although	even though	for this reason	next
as a result	finally	furthermore	since
because	first	however	therefore
despite this	for example	in addition	though



Prepare Students for the Test

(5 minutes)

Partner Review

1. Remind students that they have been practicing analyzing a historical account and determining the important events. Tell students that they will use this skill as they take the cycle test.
2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #1 and #3 ask about important events.
4. Ask students to identify key words or phrases in question #3.

3. Why was the publication of the *Cherokee Phoenix* important? Use evidence from the text to support your answer. **[DC]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

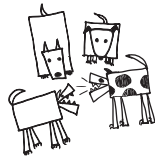
Today you will read more about the Trail of Tears and conditions for the Cherokee in Arkansas.



Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.
2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

How many points did your team earn today?

How can your team earn more points?

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

Cycle 2 Test

Analyze Events

Directions: Read *Only the Names Remain*, pages 74–76, and answer the following questions on a separate piece of paper. Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

Part I. Comprehension (100 points)

1. Refer to your reading for today. What happened as John Ross’s party traveled to Arkansas? Why was this important? **[DC, RE, SA]**

Answers may vary.

20 points = As John Ross’s party traveled to Arkansas, they were hit by severe winter weather. According to the text, they had to walk through snow for days and there was little food. One out of four Cherokee died before they reached Arkansas. This trip was so important to the Cherokee that they still know it as the Trail of Tears.

15 points = As John Ross’s party traveled to Arkansas, they were hit by winter weather. They had to walk through snow, and there was little food. Many Cherokee died.

10 points = They were hit by winter weather, there was little food, and many Cherokee died.

2. What was life like for the Cherokee in Arkansas? Use evidence from the text to support your answer. **[SA]**

20 points = In Arkansas, the Cherokee built new cabins and cleared fields, but the country was not like their old home. The local Indians did not like the Cherokee and fought them. Their new government was weaker than the one the Cherokee had established in Georgia, and they never set up a capital or a newspaper. The text says that in this new home they had “no hope... only courage.”

15 points = The Cherokee built new cabins and cleared fields, but the land was strange. The local Indians did not like the Cherokee and fought them. Their new government was weaker, and they never set up a capital or a newspaper.

10 points = The Cherokee built new cabins and cleared fields, but the land was strange. The local Indians did not like the Cherokee.

3. Why was the publication of the *Cherokee Phoenix* important? Use evidence from the text to support your answer. **[DC]**

20 points = *The Cherokee Phoenix was important for several reasons. It was the tribe's national newspaper. According to the text, it was printed in English and Cherokee and was circulated to members of the tribe and to white people all over the world. The newspaper helped to unite the Cherokee people and to get support from whites in fighting removal from their land.*

15 points = *The Cherokee Phoenix was the tribe's national newspaper. It was printed in English and Cherokee. The newspaper helped to unite the Cherokee people and to get support from whites in fighting removal from their land.*

10 points = *It was the tribe's national newspaper. The newspaper helped to unite the Cherokee.*

4. What were some of the consequences of the "gold rush" for the Cherokee? **[SA]**

20 points = *During the "gold rush," many Cherokee families were forced from their homes by miners. Miners stole food from Cherokee gardens and killed their cattle. When Cherokee men tried to protect their families, many were beaten or killed. The gold rush did not benefit the Cherokee. Instead, it made life worse for them.*

15 points = *Many Cherokee families were forced from their homes by miners. Miners stole food from Cherokee gardens and killed their cattle. When Cherokee men tried to help their families, many were beaten or killed.*

10 points = *Many Cherokee families were forced from their homes by miners. Miners stole food from the Cherokee.*

5. What was Andrew Jackson's attitude toward the Cherokee? How do you know? Use evidence from the text to support your answer. **[DC, SA]**

20 points = *Andrew Jackson was born on the frontier, and his family had fought other Indian tribes. When the Cherokee requested help during the gold rush, Jackson only sent a few soldiers. After the Supreme Court ordered that all white men should be removed from Cherokee land, Jackson refused to enforce the order. Finally, Jackson personally removed a section of a treaty that would have let Cherokee families own 160 acres in Georgia. Jackson's actions demonstrate that he did not like the Cherokee, and he did many things that hurt the tribe.*

15 points = *When the Cherokee asked for help during the gold rush, Jackson only sent a few soldiers. After the Supreme Court ordered that all white men should be removed from Cherokee land, Jackson refused to remove the white men. Jackson's actions show that he did not like the Cherokee.*

10 points = *After the Supreme Court ordered that all white men should be removed from Cherokee land, Jackson refused to remove the white men. Jackson's actions show that he did not like the Cherokee.*

Part II. Writing (100 points)

Write at least one paragraph to answer the following question:

What important events led to the removal of the Cherokee from their traditional lands in Georgia?

Several important events led to the removal of the Cherokee from their traditional lands. First, a Cherokee boy found a nugget of gold on tribal lands. The discovery of gold on Cherokee land caused the first “gold rush” in the United States. During the “gold rush” many miners poured into Cherokee land and forced Cherokee families out of their homes. In addition, the government of Georgia began passing laws to try and drive the Cherokee off their land. For instance, a law was passed that made it illegal for the Cherokee to mine gold. Another law made it illegal for the Cherokee to own land in Georgia. Finally, the Cherokee were forced to sign a treaty that gave away all of their land and move west of the Mississippi River. This treaty made it certain that the Cherokee would be removed from their lands in Georgia.

The following guide is used to score part II of the cycle test.

Writing to Inform or Explain		
Ideas	<ul style="list-style-type: none"> Clearly introduces the topic Develops the topic with relevant details 	0–25 pts.
Organization	<ul style="list-style-type: none"> Begins by introducing the topic In the middle, provides facts, examples, or events that help a reader understand the information Ends with a closing statement that supports the information 	0–25 pts.
Style	<ul style="list-style-type: none"> Uses words and phrases that help a reader understand how the facts or events are related Includes details or examples that help a reader make a mind movie 	0–25 pts.
Mechanics	<ul style="list-style-type: none"> Uses correct punctuation, capitalization, spelling, and grammar 	0–10 pts.
Writing Objective	<ul style="list-style-type: none"> Use words and phrases that help a reader understand how the facts or events are related. 	0–15 pts.

Part III. Vocabulary (100 points)

- The vocabulary word *malnutrition* comes from the Latin word root *mal*, meaning bad or badly. How does the meaning of *mal* relate to the meaning of *malnutrition*? **[CV]**

Malnutrition means a lack of healthy food. You could say that this is bad nutrition.

2. Do you think someone who was held in a *stockade* would be described as *prosperous*? **[CV]**

No. Prosperous means having good fortune and success. Someone held in a stockade would not be having good fortune.

3. What is an antonym for the word *sorrow*? **[CV]**

An antonym for sorrow is joy.

4. Which of the following is NOT an example of a place where water would be scarce? Explain why. **[CV]**

- A. a desert
- B. land suffering from drought
- C. a town next to a river
- D. the moon

A town next to a river would have plenty of water so it would not be scarce.

5. Write a meaningful sentence using the word *lame*. **[CV]**

For example: The lame dog had been born with a crooked leg.

6. The criminal was sentenced to _____ and could never return to his home country.

Choose the word that belongs in the blank. **[CV]**

- A. *exile*
- B. *scarce*
- C. *sorrow*
- D. *lame*

7. Write a meaningful sentence using the word *progressed*. **[CV]**

For example: As Pablo's training progressed, he was able to run a mile in faster times.

8. What is an antonym for the word *scarce*?

Plentiful is an antonym for scarce.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

Circulate means pass around. Our teacher asked us to circulate the book with pictures of the Grand Canyon in it.

10. As used in the sentence, “So hunger was added to the discomfort and sickness that afflicted the poor Cherokee,” *afflicted* most nearly means— **[CV]**
- A. left.
 - B. hit.
 - C. helped.
 - D. hurt.

Explain how you figured out the meaning of *afflicted*.

Hunger and sickness would have hurt the Cherokee, so it makes sense that afflicted most nearly means hurt.

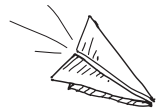
Question Codes			
[DC]	Make inferences; interpret data; draw conclusions.	[AA]	Analyze an argument.
[SA]	Support an answer; cite supporting evidence.	[AP]	Identify author’s intent or purpose.
[MI]	Identify the main idea that is stated or implied.	[RE]	Analyze relationships (ideas, story elements, text structures).
[CV]	Clarify vocabulary.	[AC]	Author’s craft; literary devices

Lesson 7

Reading Objective: Analyze a historical account to determine the most important events.

Teacher Background

During Class Discussion, students present evaluations of their homework reading selections orally. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



Active Instruction tp

(20 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

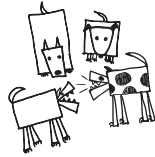
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



Teamwork tp

(25 minutes)

Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)

Team responses and feedback

Teams report on their review of the texts and Read and Respond discussions.



Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.



Class Discussion tp

(15 minutes)

Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

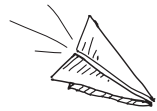
Lesson 8

Objectives: Celebrate successes, and set new goals. Hold a Class Council meeting.

Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new goals for further improvement.

In the second part of the lesson, students participate in Class Council.

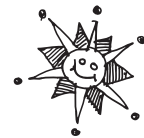


Active Instruction tp

(2 minutes)

Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

What was your team's highest score?

What score do you want to improve?

What can the team do to improve that score?

Use **Random Reporter** to ask:

What is your team's goal for the next cycle? Why did you choose that goal?

Accept supported answers.

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration! Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



- Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
- Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



Class Council

(30 minutes)

- Share class compliments.
- Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
- Discuss a class concern, or use the scenario and discussion hints provided.
- Have teams discuss and then use **Random Reporter** to share responses.
- After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



Brain Game

(5 minutes)

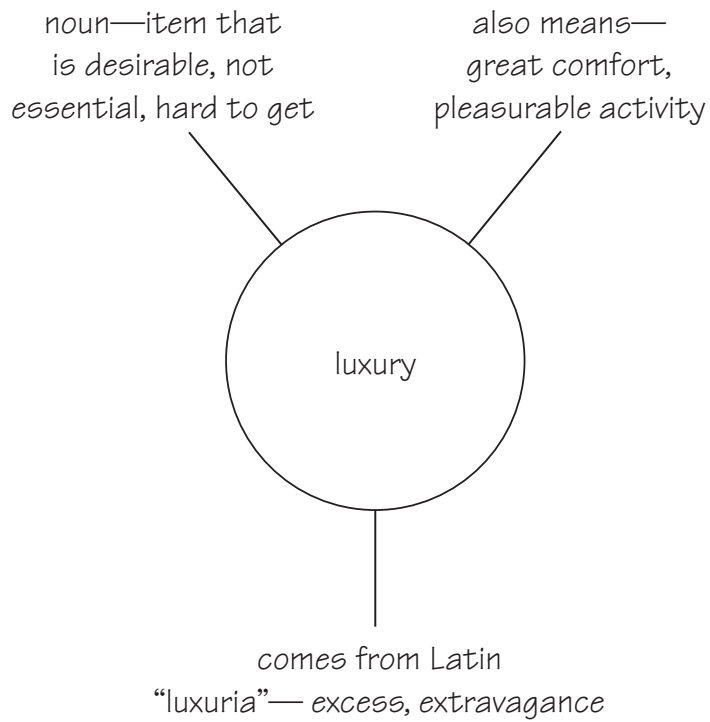
- Choose a brain game from the card set, and then play the game.
- Use the following questions to debrief and remind students of self-regulatory strategies:

What did this game require your brain to do?

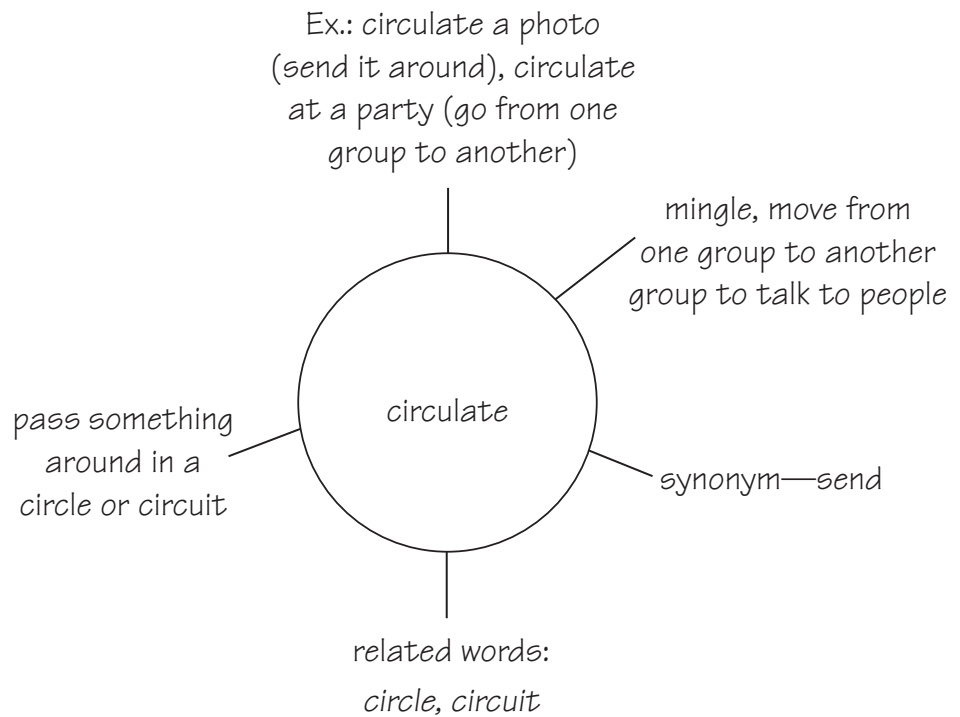
How will use of this skill improve your success in other classes?

Word Power Journal Sample Entries

Sample Word Map
Cycle 1



Sample Word Map
Cycle 2



Common Core State Standards

The following Common Core State Standards are addressed in this unit.

Full program alignments can be found on the Reading Edge online resources.

Contact your SFA coach for more information.

Level 6 Analyze Events

English Language Arts Standards: History/Social Studies

Key Ideas and Details

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Integration of Knowledge and Ideas

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

English Language Arts Standards: Writing

Writing Text Types and Purposes

W.7.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

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