

Expert Pack: Choctaw Indians

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Grade: 4

Date: January 2016

Topic/Subject

What can we learn about the life of the early Choctaw Indians?

Texts/Resources

Book

1. *The Choctaw*

Articles

2. *Choctaw*
3. *Broken Promises*

Other Media

4. Choctaw Stickball: The Little Brother of War (Youtube video)
5. www.choctaw.org
6. Choctaw Dances

Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graded approach helps support students' ability to read the next selection and to become 'experts' on the topic they are reading about.

Refer to annotated bibliography on the following pages for the suggested sequence of readings.

Rationale and suggested sequence for reading:

This text set begins with the showing of an informational video about Choctaw stickball. The purpose of this video would be to spark the children's interest in learning about the Choctaw tribe. The video provides students with an opportunity to make a connection between how the Choctaw participated in a similar activity that is still around today. After viewing the video, students will begin reading the book, *The Choctaw* to broaden their knowledge on the subject of the origins and ways of life of this tribe. The book gives further information on the game of stickball which was an integral tradition amongst Native Americans tribes. Students will then watch a video on Choctaw Dances. The video will provide students with additional information about traditions of the Choctaw, which includes traditional dances of the past. Upon completion of watching the video, students will read the article, "Broken Promises" to discover the hardships the Choctaw faced after being forced to give up their land. The students will then read the article, "Choctaw" to delve deeper into two separate accounts of how the Choctaw originated in central Mississippi. Finally, students will explore the website, www.choctaw.org to choose a specific topic of interest to research a specific area of Choctaw culture.

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (*the darkened sections of the standards are the focus of the Expert Pack learning for students*):

1. **Read closely to determine what the text says explicitly and to make logical inferences from it;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes of a text and analyze their development;** summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

Annotated Bibliography
and suggested sequence for reading

N/A “Choctaw Stickball: The Little Brother of War”

Author: Unknown

Genre: Informational video, includes graphics, animations, timelines and focus on vocabulary

Length: 16:41 minutes (first 4 minutes will be most relevant)

Synopsis: The video provides the students a look at stickball, the oldest field sport in America, which was used to settle disputes among Choctaw communities.

Citation: <http://youtu.be/0IPyG8uRan8>

Cost/Access: \$0.00

Recommended Student Activities: A Picture of Knowledge

850L *The Choctaw*

Author: Christin Ditchfield

Genre: Informational, maps, photographs, pictures, clear section headings

Length: 47 pages

Synopsis: Students will learn about the Choctaw way of life, including their traditions, legends, families and homes.

Citation: Ditchfield, C. (2005). *The Choctaw*. New York, NY: Children’s Press.

Cost/Access: \$ 13.64

Recommended Student Activities: Pop Quiz

N/A “Choctaw Dances”

Author: Unknown

Genre: Informational video

Length: 2:18 min.

Synopsis: The video shows traditional activities that connect the Choctaw Indians to their past traditions. Traditional dances, use of traditional instruments, and participation in stickball are just a few of the activities mentioned in the video.

Citation: <http://www.pbslearningmedia.org/resource/echo07.lan.stories.choctaw/choctaw-dances/>

Cost/Access: \$0.00

Recommended Student Activities: Wonderings

860L “Broken Promises”

Author: Unknown

Genre: Informational, questions for understanding

Length: 390 words

Synopsis: A cross-curricular reading passage that discusses the struggle of the Choctaw Indians to keep their land.

Citation: http://www.k12reader.com/reading-comprehension/Gr5_Wk24_Broken_Promises.pdf

Cost/Access: \$0.00

Recommended Student Activities: Answer reading passage provided questions

1200L *Choctaw*

Author: Clara Sue Kidwell

Genre: Informational article

Length: 4 pages

Synopsis: Provides a detailed description of some Choctaw Indians being forced to move from Mississippi to Oklahoma.

Citation: Kidwell, C. S. (1996) Choctaw. *Encyclopedia of North American Indians* (Houghton Mifflin) (pp.119-121). US Houghton Mifflin Harcourt Publishing Company Retrieved from *History Reference Center*, EBSCOhost.

Cost/Access: \$0.00

Recommended Student Activities: Quiz Maker

N/A “Mississippi Band of Choctaw Indians”

Author: Unknown

Genre: Informational website

Length: N/A

Synopsis: This website provides an overview of the Mississippi Band of Choctaw Indians. It provides information specifically about Choctaw culture.

Citation: www.choctaw.org/culture

Cost/Access: \$0.00

Recommended Student Activities: A Picture of Knowledge

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills.

The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day's lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

Options for this step include:

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the "Rolling Knowledge Journal" and/or "Rolling Vocabulary Journal" as a shared writing routine/graphic organizer to help to scaffold the writing process and capture student knowledge over time.

- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

Repeat steps one through four with each resource in the text set as appropriate.

Text Complexity Guide

“Choctaw” by Clara Sue Kidwell

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.

1200L

2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The purpose of this article is to highlight the rich history of the Choctaw tribe. It explains origin stories, outlines customs and traditions as well as how decisions were made within its society. Included in this history are the painful details of the Treaty of Dancing Rabbit Creek, which set most of the Choctaws on the Trail of Tears. This article also explains the repercussions of this relocation and how the tribe reestablished itself against the odds.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>The structure of this text is presented in a chronological format beginning with origin stories of the Choctaw continuing to present day. Details on the history of the tribe are plentiful. This article paints a more complete picture of the Choctaw however it lacks text features that may assist readers in digesting this dense material.</p> <p style="text-align: right;">Structure</p>
<p style="text-align: right;">Language</p> <p>Many of the sentences in this article are long and complex. Vocabulary is demanding and specific to the subject (Examples: Nanih Waiyah, Moundville, Alikchi, Iksas.) This vocabulary will be unfamiliar to students and support will be needed in order to gain a deeper understanding of the material.</p>	<p style="text-align: right;">Knowledge Demands</p> <p>The subject matter should be somewhat familiar to students since basic information on the Choctaw has been provided in previous texts. Students will already have an understanding of some domain specific vocabulary, but knowledge demands for this piece are high. Support will be needed in order for students to be successful.</p>

3. Reader and Task Considerations

What will challenge students most in this text? What supports can be provided?

- Rereading, chunking and discussion could support students with sentence length and vocabulary demands.
- This article in this database provides a “read aloud” function students can benefit from using. *Tip: The rate at which this article is read and displayed can be adjusted.*
- Encouraging students to make connections to other texts in the set could support and deepen understanding.
- Use provided glossary.

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Grade: 4

Date: January 2016

Learning Worth Remembering

Cumulative Activities – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about the Choctaw.
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. "Choctaw Stickball: The Little Brother of War"	Stickball is the oldest field sport in America that was used to settle disputes among the Choctaw and neighboring tribes. Stickball kept the culture going. It was about history, culture and tradition.	
2. <i>The Choctaw</i>	Peaceful people, expert farmers, known as one of the five civilized tribes who helped the United States in times of war.	This book has illustrations and information that demonstrate the way of life of the Choctaw.
3. "Choctaw Dances"	Music and dance keep traditions alive. Three types of dances exemplify a spirit of cooperation. Music and dance are a way that elders teach the next generation how to retain Choctaw traditions.	This video explicitly validates specific traditions that honor Choctaw culture.
4. "Broken Promises"	Choctaw signed peace treaties with the U.S. government that were unfair, and moved them out of their land. Thousands of Choctaw lost their lives on their journey to new territory.	This article tells of the struggles of the Choctaw people after the U.S. government tricked them out of their land.

5. "Choctaw"	Choctaw established trade with the colonists, and they reestablished tribal governments in new lands out west. The Choctaw who remained in Mississippi were given funds to purchase land.	This article provides a detailed description of some Choctaw Indians being forced to move from Mississippi to Oklahoma.
6. "Mississippi Band of Choctaw Indians"	The Choctaw tribe changes with modern society, but keep their traditional culture alive.	This website gives insight into modern Choctaw culture.

2. Rolling Vocabulary: "Fabulous Five"

- Read each resource then determine the 5 words from each text that most exemplify the central idea of the text.
- Next use your 5 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the "Fabulous Five" words from ALL the word lists.
- Use the "Fabulous Five" words to summarize the most important learning from this Expert Pack.

Title	Five Vocabulary Words & Sentences
"Choctaw Stickball: The Little Brother of War"	<p>field sport, physical, disputes, generations, culture</p> <p>Choctaw stickball is one of the oldest field sports. Stickball is considered to be a physical sport because it involves a lot of running. The game of stickball was used to settle disputes among neighboring tribes. Generations of Choctaw boys have aspirations of becoming famous players. Playing stickball is one tradition that helps to honor the Choctaw culture.</p>
<i>The Choctaw</i>	<p>generations, harmony, lodges, prophets, reservations</p> <p>Education is important to the future generations of Choctaw. The Choctaw lived in peace and harmony with nature and with one another. Circular lodges were built for homes. Prophets, rainmakers, medicine men, and healers gave spiritual guidance. Most of the Choctaws moved to reservations and tribal lands that were set up by the government.</p>
"Choctaw Dances"	<p>foundation, communication, exemplify, accompany, elders</p> <p>The past experiences of the Choctaw served as the foundation for the beliefs and traditions of Choctaw today. Drums were used as a means of communication that brought neighbors together. Choctaw dances exemplified a spirit of cooperation among the tribes. Striking sticks were used to accompany songs during the dance ceremonies. Dance traditions were just one example of how elders taught the next generation.</p>

<p>“Broken Promises”</p>	<p>endured, exposure, indigenous, neglected, surrendered</p> <p>Throughout history, people have endured many hardships trying to gain land. Because many tribes were forced from their lands and had to move west, thousands of Native Americans died from disease and exposure to harsh weather conditions. The Choctaw were indigenous to America long before the settlers arrived. Many native leaders neglected the needs of their people when they gave up rights to their land to gain personal wealth. Although many natives had already surrendered, they were killed by soldiers anyway.</p>
<p>“Choctaw”</p>	<p>alliances, ancestors, appropriated, reluctantly, tripartite</p> <p>Trading and military alliances led to the separation of the tribes. Ancestors of the Choctaw Indians came from west of the Mississippi River and settled in their homeland. The U. S. Government appropriated funds so the Choctaws could buy some of their land in Mississippi. The Choctaws reluctantly left their homeland and their trip is known as “The Trail of Tears”. Tripartite leadership was composed of adult men in the tribe but was changed to an elected representative government.</p>
<p>www.choctaw.org</p>	<p>vital, festivals, hominy, frybread, wisdom</p> <p>Choctaw culture is a vital part of community life. Everyone in the community takes part in festivals held during the springtime. People enjoy traditional meals that include hominy, frybread, and fried chicken. Wisdom is passed on from one generation to the next, as they enjoy the fun and traditions of the spring festivals.</p>
<p>Fabulous Five</p>	<p>indigenous, harmony, endured, reservations, culture</p>
<p>Summary:</p>	<p>The Choctaw were indigenous to Mississippi. They were a part of the civilized Native American tribes who lived in harmony with other neighboring tribes. They endured many hardships when they were forced to give up their land and move to reservations out west. Stickball and dance were just a few of the ways that the Choctaw were able to preserve their culture when they moved to new lands.</p>

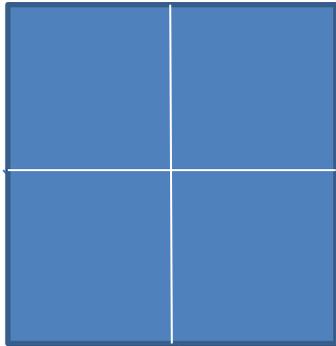
Learning Worth Remembering

Singular Activities – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

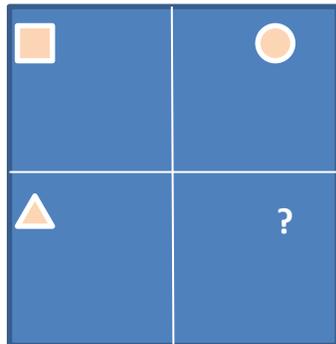
A Picture of Knowledge (Recommended for “Mississippi Band of Choctaw” and “Choctaw Stickball: The Little Brother of War”)

1.

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.



- Square
- Triangle
- Circle
- Question Mark

3. Write!

- Square: What one thing did you read that was interesting to you?
- Triangle: What one thing did you read that taught you something new?
- Circle: What did you read that made you want to learn more?
- Question Mark: What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read “Choctaw Stickball: Little Brother of War” and talk to each other about what you put in each quadrant.

2. Quiz Maker (Recommended for *Choctaw*)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	

2.	
3.	

3. Wonderings (Recommended for “Choctaw Dances”)

On the left, track things you don’t understand from the article as you read. On the right, list some things you still wonder about (or wonder now) about this *topic*.

I’m a little confused about:	This made me wonder:

4. Pop Quiz (Recommended for *The Choctaw*)

Answer the following questions.

Question	Possible Answer
1. Choctaw women performed many duties for their families. Explain the duties that were performed by them.	Choctaw women made all the decisions; they clothed and fed everyone, raised the children and looked after the elderly.
2. What is true about Ishtaboli competitions?	They were held between teams from different villages. The men played first and then the women took the field. They often bet on outcome of the games. Medicine men served as coaches.
3. The Choctaw loved music. Why did Choctaw villages compete with each other?	They competed to write the best new songs for the next festival.
4. Where did the Choctaw find their spiritual guidance?	They look for spiritual guidance from prophets, rainmakers, medicine men and healers.
5. After the Indian Removal Act of 1830, what were the Choctaw told?	They were told that they must give up their land and move west of the Mississippi River. When they refused, they were tricked into signing away their land.

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Grade: 4

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Expert Pack Glossary

“Choctaw Stickball: The Little Brother of War”

<i>Word</i>	<i>Student-Friendly Definition</i>
Generations	Generations are groups of people born and living during the same time.
Aspirations	An aspiration is to strongly want something.
Territory	Territory is an area of land under the control of a government.
Clan leader	A clan leader is the leader or chief of a tribe.
Lineage	The word lineage describes everyone born from a common ancestor. We both have the same great, great grandmother.
Councils	A council is a gathering of persons called together to talk about a problem or give advice.

The Choctaw

<i>Word</i>	<i>Student-Friendly Definition</i>
Dugout	A dugout is a type of canoe made from the outer portion of a log.
Elderly	Elderly means one is approaching old age.
Treaty	A treaty is a formal agreement between two or more states.
Tribe	A tribe is a group of people or a community with similar customs and traditions.
Settlers	This is a person or people who settle in a new region.

“Choctaw Dances”

<i>Word</i>	<i>Student-Friendly Definition</i>
Communication	Communication is to exchange information or news.
Accompany	Accompany is to happen at the same time as something else.
Exemplify	To exemplify means to be a perfect example of something.

Contributions	To make contributions is to add to a larger whole.
Elders	Elders are older persons or an ancestor.
Coil	Coil means to wind around into a circular form.

“Broken Promises”

<i>Word</i>	<i>Student-Friendly Definition</i>
Endure	To endure means to carry on through hardships.
Exposure	Exposure means that someone or something is put in danger.
Indigenous	Something that is indigenous originally lives or grows in a specific area.
Neglected	Neglected means you are being ignored or overlooked.
Surrendered	If someone surrenders, it means they give up.

“Choctaw”

<i>Word</i>	<i>Student-Friendly Definition</i>
Descend	Descend means to move from a higher place to a lower place.
Spirit	The spirit? is believed to depart from the body at death.
Inherited	Inherited means to receive from a person who has died.
Missionaries	These are people sent by an organization to do charitable work in a place that is not their home.
Appropriated	If something is appropriated, it is set apart for a particular use.
Tripartite	Tripartite means divided into three parts.
Assimilate	Assimilate means to take in or incorporate.
Ancestors	A person from whom one is descended.
Alliances	An agreement or union between nations.
Domesticated	Domesticated means to train to live with or to be of use to humans.
Intervention	Intervention is the interference in the affairs of another.
Negotiator	A negotiator is a person who settles a disagreement by talking about it.

Mound	A small hill.
Correspond	Correspond means to be in agreement or to keep in touch with
Archaeology	The study of the remains of past human life and culture, such as graves, tools, and pottery.
Territory	A territory is an area of land in a region.
Districts	A district is a part of an area marked out by law for a particular purpose.
Deity	A god or goddess.

“www.choctaw.org”

<i>Word</i>	<i>Student-Friendly Definition</i>
Reservation	A reservation is an area of land in the U.S. that is kept for Native Americans to live.
Hominy	Hominy is a food made from dried corn.
Legacy	Something left to a person by will is their legacy.
Cadence	The way a person’s voice rises and falls when they are speaking is a cadence.
Lexicons	Lexicons are books containing words in a language and their meaning. The vocabulary of a person, language or specific area of knowledge.
Lapel	Fabric that is below the collar of a coat or jacket is a lapel.
Hatband	A hatband is a decorative piece of cloth that goes around the base of some hats.
Sash	A sash is a broad band of cloth that can be worn around the waist or shoulder.
Applique	A decoration that is sewn onto a larger piece of cloth is an applique.
Innovations	Innovations are new ideas or inventions.
Weaver	Someone who makes baskets or weaves is a weaver.
Durability	Durability means to be tough and last for a long time.
Aesthetics	Aesthetics are pleasing in appearance.
Contemporary	Up-to-date or modern is contemporary.
Chant	To say or sing a phrase over and over is to chant.

Quadrille	A square dance for four couples is a quadrille.
Anthropologist	One who studies human beings is an anthropologist.
Boundaries	Boundaries give limits.
Spectator	A person who looks on or watches is a spectator.
Ambiguous	Having several possible meanings is ambiguous.
Stipulation	Something required as part of an agreement is a stipulation.
Predecessor	A person who has held a position before another is their predecessor.
Resurgence	To rise again into life or activity is resurgence.
Bodice	The upper part of a dress is called the bodice.
Motifs	Motifs are features in a decoration or design.

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