Unit 3/Week 3

Title: Yonder Mountain: A Cherokee Legend

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.7; W.3.2, W.3.4; SL.3.1; L.3.1, L.3.2, L.3.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Being a great leader requires taking care of others even when it means putting their needs before your own.

Synopsis

Chief Sky, the beloved chief of the Cherokee tribe, is growing old. He decides it is time to find a new leader to take his place. He calls three young men to his side and tells them that one or them will become chief and lead his people. Chief Sky tells the three young men that he must first “put them to the test.” The three young men were told to go to the top of the mountain and bring back what they found there. Two of the young men go only part of that way to the top and bring back items that they feel will help the tribe. The last young man goes all the way to the top of the mountain. Once there, he sees smoke signals from another tribe. The tribe was asking for help. This young man feels compelled to return to the tribe and plead with Chief Sky to quickly go to the other tribe and help them. Chief Sky makes the decision that the last young man possessed the qualities required to take his place and become the new chief of the tribe.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text-dependent Questions** | **Evidence-based Answers** |
| Read page 433. Instead of saying that Chief Sky was old, how did the author let you know this? Explain your answer by using details from the text. | The author lets you know that Chief Sky was old by giving clues in the text such as:  “Chief Sky had seen many summers and winters.” Many summers and winters means he had seen many years pass.  “But now his step was slow, his hand trembled on the bow.”  This sentence describes attributes of elderly people: moving slowly, hands trembling or shaking.  “He could no longer spot brother bear.” This sentence means that his eyesight was failing. |
| Why did Chief Sky call the three young men to him? (Pg. 434) | Chief Sky called the three young men to him because he was getting old and needed one of the men to take his place as the leader of the people. |
| Chief Sky told the three young men, “But first I must put you to the test.” The phrase “put you to the test” means to give someone a task and find out how well they will perform. What was the test Chief Sky gave the three young men? (Pg. 435) | Chief Sky pointed to a mountain in the distance. He told the three young men to go to the mountaintop and bring back what they found. |
| Using the illustration on page 435 and details from the selection, define the word **mist**. | Mist means fog. |
| Reread page 436. Black Bear climbed part of the way up the mountain and he discovered “stones of great beauty.” Why did Black Bear choose to bring these stones back to Chief Sky? | Black Bear brought the stones back to Chief Sky because he thought they were valuable. He could trade the stones for food and the tribe would never go hungry. Black Bear also wanted to please Chief Sky. |
| Reread page 438. Gray Wolf climbed past the sparkling stones and discovered herbs, bark, and roots. Why did Gray Wolf, choose to bring the herbs and roots back Chief Sky? | Gray Wolf brought the herbs and roots back to Chief Sky because he believed that the herbs and roots would heal the people and they would no longer be sick and suffer. Gray Wolf also wanted to please Chief Sky. |
| Using details from the text, how did Chief Sky react to Black Bear and Gray Wolf when they came down from the mountain? (Pgs 438-440) | Chief Sky was pleased with Black Bear and Gray Wolf. Chief Sky smiled fondly at both of them. He also told them that they had done well. |
| What details on page 441 show that Soaring Eagle did not have an easy time on Yonder Mountain? | When Soaring Eagle came down from the mountain, his clothes were ripped and torn. His feet were bleeding as he stumbled into the village. . |
| Reread page 442. Why did Soaring Eagle continue climbing to the top of the mountain? What did he notice along the way? | Soaring Eagle continued to climb to the top of the mountain because he wanted to please Chief Sky by doing exactly what he asked him to do. Along the way he noticed the sparkling stones and the healing herbs that the other young men brought back to Chief Sky. |
| When Soaring Eagle came down from the mountain, he told Chief Sky “he had nothing in his hands.” Even though he had nothing to show Chief Sky, he still brought back something important. What was this? (Pg. 442) | Even though Soaring Eagle came back from the mountaintop empty handed, his actions spoke volumes about his compassionate and unselfish nature. Soaring Eagle proved that he possessed the qualities needed to become a great leader. |
| Reread page 444. In your own words, retell Soaring Eagle’s story. What does he ask of Chief Sky? | Soaring Eagle told Chief Sky that he saw a smoke signal from atop the mountain. The signal said that the people were dying and needed help. He pleaded with Chief Sky to go there quickly and help the people who were suffering. |
| Chief Sky chose Soaring Eagle because he said he wanted a leader who “has seen beyond the mountain.” What does he mean? (Pg. 445) | Chief Sky meant that he wanted a leader that could see past his own problems to do what was needed to serve others unselfishly. |

|  |  |  |
| --- | --- | --- |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Pg. 435 - “put you to the test” | Pg. 433 - warriors  Pg. 441 - murmur |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Pg. 433 - Cherokee  Pg. 433 - Chief  Pg. 435 - gaze  Pg. 435 - peak  Pg. 439 - gathered  Pg. 440 - herb | Pg. 441 - beloved  Pg. 433 - trembled  Pg. 436 - examined  Pg. 438 - fondly  Pg. 439 - steep, rugged |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Chief Sky chose Soaring Eagle to take his place as chief because he possessed qualities of a great leader that enabled him to see “beyond the mountain to other people who are in need.” Use details from the story and class discussion to write a paragraph describing these qualities and how Soaring Eagle showed that he possessed them.”*

Answer: Soaring Eagle is a great leader because he followed Chief Sky’s directions. He remembered the instructions to climb to the top of the mountain. He stayed focused on the goal, even passing up stones and herbs that could have been used to help his people. Once he reached the top of the mountain, he saw smoke signals from people beyond the farthest mountain, and these signals were calling for help. Soaring Eagle rushed down from the mountaintop, risking bodily harm, and pleaded with Chief Sky to quickly go and help the people in need. Not only did this mean that Soaring Eagle came down from the mountain empty-handed, but he did so willingly. He placed the needs of others before his desire to become chief. This proved that he possessed the qualities needed to become a great leader.

Additional Tasks

* *Create a graphic organizer that lists the following descriptive phrases on the left and the meaning of each on the right: long seasons of peace, no longer spot brother deer among the trees, season of falling leaves, a thousand lights twinkling in the sun, watching the sun dance on each surface.*

Answer:

|  |  |
| --- | --- |
| **Descriptive Phrase** | **Meaning** |
| Long seasons of peace | Many years of peace |
| No longer spot brother deer among the trees | Failing eyesight |
| Season of falling leaves | Fall/autumn |
| A thousand lights twinkling in the sun | Shining light from the stones |
| Watching the sun dance on each surface | Reflection of sunlight on the stones |

* *Read the “Trail of Tears” on pages 448-450. How were the journeys in “Yonder Moutain” similar to and different from the journey of the Cherokee you read about in “Trail of Tears”? Discuss the reasons each had for leaving and the challenges they faced.*

Answer: In “Yonder Mountain”, the Cherokee chose to leave to help others in need. Yet, in “Trail of Tears”, the Cherokee were forced to leave. Each had a hard journey through mountains that were steep and rugged.

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.