

Teaching American History For All

A series of lessons incorporating literacy strategies for
Mt Diablo Unified School District
5th, 8th, and 11th grade teachers,
in partnership with
University Of California, Berkeley
History-Social Science Project

5th Grade Lesson: The Iroquois League

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Teaching American History for All
MDUSD/UCB H-SSP
5th Grade Lesson: “The Iroquois League”

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Teaching American History Grant Focus Question:

How did definitions of citizenship change from the 17th century to the 20th century?

5th Grade Yearlong Question:

How did Americans change from being colonial subjects to American citizens?

Unit Focus:

The First Americans.

Unit Focus Question:

How did Native Americans adapt and transform the environment where they lived?

Unit Working Thesis:

The cultural, political, and economic practices of Native Americans enabled them to adapt and transform their environment.

Lesson Focus Question:

Why did The Five Nations choose to come together to form the Iroquois League?

Lesson Working Thesis:

The Five Nations chose to come together to form the Iroquois League in order to resolve problems peacefully. [This was made easier by similarities in language and culture.]

Reading Strategy:

Sentence deconstruction
Passage level analysis - thesis/evidence graphic organizer

Writing Strategy:

Guided writing - Paragraph response

Suggested Amount of Time:

Two to three class periods.

Textbook:

The United States: Making a New Nation. Orlando, Florida: Reflection Series, Harcourt

School Publishers, 2007, Chapter 2, pps 82-83

Other Resources:

Primary source - picture of Hiawatha's belt

Secondary source - adaptation of *The Legend of the Peacemaker*

Context of the lesson in the unit:

This lesson is part of Lesson 4: The Eastern Woodlands. The first three Lessons are The Desert Southwest, The Pacific Northwest, and The Plains. There is one additional Lesson after this one, The Arctic.

Lesson Procedure:

Day One:

1. Introduction

- Step One... Read and discuss pages 76 and 77 to introduce the Iroquois, include important vocabulary: wampum and confederation.

2. Reading Strategy

- First, read pages 82 and 83 together.
- Pass out copy of text and sentence deconstruction.
- Students will circle verb and underline objects on copy of text.
- Teacher will complete sentence deconstruction with the students – very guided.

Day Two:

1. Reading Strategy

- First, review previous day's lesson and read *The Legend of the Peacemaker*.
- Pass out image of Iroquois wampum belt and discuss.
- Pass out passage analysis worksheet.
- With teacher, students will identify evidence from the text that supports the thesis statement.
- Note to teacher: Students will need worksheets for Day Three

Day Three:

1. Writing Strategy

- First, review as needed.
- Pass out guided paragraph writing worksheet.
- Students will need passage analysis worksheet from Day Two.
- Complete guided paragraph worksheet as a group. Refer to passage analysis worksheet (Connect concluding sentence with thesis sentence).

History-Social Science Content Standards:

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and Pueblo people of the Desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the Eastern Woodland peoples east of the Mississippi River.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

Historical and Social Sciences Analysis Skills:

Historical Interpretation

3. Students identify and interpret the multiple causes and effects of historical events.

Reading/Language Arts Content Standards:

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.

Writing

1.0 Writing Strategies

Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.

Written and Oral English Language Conventions

1.0 Students write and speak with a command of standard English conventions appropriate to this grade level.

Grade 5: The Iroquois League

Focus Question: Why did The Five Nations choose to come together to form the Iroquois League?

Circle the verb/verb phrase. Underline the object.

In time, Hiawatha was able to unite the Iroquois. The five tribes formed a confederation called the Iroquois League. The Iroquois League was based on the idea that the tribes could work for a common good. This meant that they helped one another and thought about what was best for everyone.

From: *The United States: Making a New Nation*. Pg. 82-83, Reflections Series, Harcourt School Publishers, 2007.

5th Grade: Iroquois League Sentence Deconstruction

Time marker/ connector words	Who/what (subject)	Action words (verbs/ verb phrases)	Who, What, Where (direct object)	Questions or conclusions- What connections can you make from this information?
In time,	Hiawatha	was able to unite	_____.	
	The five tribes	formed	a confederation called the _____.	
	The Iroquois League	was based	on the idea	
that	the	tribes could work together	for _____.	
	This [common good]	meant		
that	they	_____	one another	
and	<i>[they]</i>	thought	about what was _____.	

Lesson Question: Why did the Five Nations choose to come together to form the Iroquois League?

**5th Grade: Iroquois League
Sentence Deconstruction KEY**

5th Grade: Iroquois League Sentence Deconstruction

Time marker/ connector words	Who/what (subject)	Action words (verbs/ verb phrases)	Who, What, Where (direct object)	Questions or conclusions- What connections can you make from this information?
In time,	Hiawatha	was able to unite	the Iroquois.	How did he do it?
	The five tribes	formed	a confederation called the Iroquois League.	What is a confederation? What is a league?
	The Iroquois League	was based	on the idea	
that	the	tribes could work together	for common good.	What is meant by “common good”?
	This [common good]	meant		
that	they	helped	one another	
and	<i>[they]</i>	thought	about what was best for everyone.	

Lesson Question: Why did the Five Nations choose to come together to form the Iroquois League?

Iroquois League
THESIS/EVIDENCE

Content Question: Why did the Iroquois choose to come together to form the Iroquois League?

THESIS

The Five Nations came together to form the Iroquois League to resolve conflicts peacefully.

EVIDENCE

EVIDENCE

EVIDENCE

Iroquois League
THESIS/EVIDENCE KEY

Content Question: Why did the Iroquois choose to come together to form the Iroquois League?

THESIS

The Five Nations came together to form the Iroquois League to resolve conflicts peacefully.

EVIDENCE

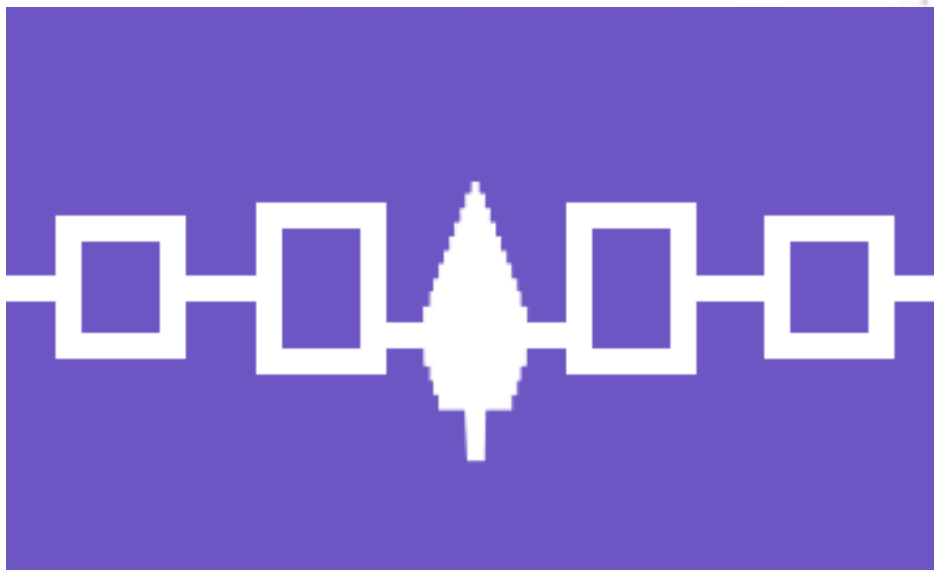
They often fought one another over land and resources. They had become weak from fighting each other.

EVIDENCE

According to legend, a spiritual leader named Deganawida came to Hiawatha and asked him to bring the peace to the Iroquois.

EVIDENCE

Hiawatha then spoke to all the Iroquois leaders in the hope of bringing the tribes together. In time, Hiawatha was able to unite the Iroquois. The five tribes formed a confederation called the Iroquois League.



“The Hiawatha Belt is made of 6,574 wampum beads - 38 rows by 173 rows and has 892 white and 5682 purple beads. The purple represents the sky or universe, and the white represents purity and Good Mind (good thoughts, forgiveness, and understanding). The belt symbolizes the [Five Nations](#) from east to west in their respective territories across New York state - [Seneca](#), [Cayuga](#), [Onondaga](#), [Oneida](#), and [Mohawk](#). The tree figure signifies the [Onondaga Nation](#), capitol of the League and home to the central council fire.

The remaining four nations are represented by open squares of white beads. The white open squares are connected by a white band that has no beginning or end, representing all time now and forever. The band, however, does not cross through the center of each nation, meaning that each nation is supported and unified by a common bond and that each is separate in its own identity and domain.

Primary Source: "Hiawatha." *Wikipedia, The Free Encyclopedia*. 5 Aug 2008, 20:37 UTC. Wikimedia Foundation, Inc. 12 Aug 2008 <<http://en.wikipedia.org/w/index.php?title=Hiawatha&oldid=230057162>>.

Secondary Source

The following version of the Legend of the Peacemaker was adapted from Dean Snow's *The Iroquois* (1994).

Legend of the Peacemaker

It was a time when war was the normal state of things... the five Iroquois nations were fighting each other as vigorously as they fought other nations.

Hiawatha's three daughters had been killed by Tadodaho, a particularly malevolent Onondaga shaman with snakes in his hair.

Devastated with grief, Hiawatha left his village, following the trail eastward toward Mohawk country. Along the way he came to a lake. A flock of ducks flew up to allow him to pass dry shod, carrying the water with them and revealing a lake bottom strewn with shell beads. These Hiawatha collected and put in a buckskin bag. Some he strung on three strings as symbols of his grief. Wandering endlessly, he eventually encountered The Peacemaker.

Deganawida, The Peacemaker, took the strings of shell beads and made more strings from the beads collected by Hiawatha. Laying the strings out one at a time, he uttered a prayer. With fifteen strings he wiped away Hiawatha's tears.

The Peacemaker and Hiawatha taught the ritual to the Mohawks, and accepted adoption into the Mohawk nation. With the essential ritual now in hand, they traveled westward, accompanied by Mohawk chiefs. The Oneidas joined the League quickly, and were called younger brothers by the Mohawks. Then they approached the Cayuga, who joined as easily as the Oneidas had done. They also took the side of the younger brothers.

The three nations then returned to the Onondagas, all joined, except Tadodaho. Then, with the chiefs of the four nations, Deganawida and Hiawatha went to the Senecas, who also joined as older brothers, completing the League.

With the power of the chiefs of Five Nations behind them, the Peacemaker and Hiawatha returned to the lodge of Tadodaho. There, with the greatest difficulty, his mind was made straight, and Hiawatha combed the snakes from his hair. The Peacemaker made Tadodaho first among equals in the role of the fifty League Chiefs, placed antlers on all their heads as signs of their authority, and taught them the words of the Great Law.

Iroquois League
BASIC ANALYTICAL PARAGRAPH FRAME/OUTLINE

Focus Questions: Why did The Five Nations choose to come together to form the Iroquois League?

Thesis statement: The Five Nations chose to come together to form the Iroquois League in order to resolve conflicts peacefully.

Evidence: For many years, _____

Evidence: According to legend, _____

Evidence: Eventually, _____

Analysis: The Iroquois League was based on the idea _____

_____, which meant they helped one another and thought about what was best for everyone.

Concluding statement: Therefore, _____

_____.

Iroquois League

BASIC ANALYTICAL PARAGRAPH FRAME/OUTLINE Key

Focus Questions: Why did The Five Nations choose to come together to form the Iroquois League?

Thesis statement: The Five Nations chose to come together to form the Iroquois League in order to resolve conflicts peacefully.

Evidence: For many years, the Iroquois tribes often fought with each other over land and resources. They had become weak from fighting each other.

Evidence: According to legend, a spiritual leader named Deganawida convinced Hiawatha to bring peace to the Iroquois.

Evidence: Eventually, Hiawatha persuaded the other tribes to unite to form the Iroquois League.

Analysis: The Iroquois League was based on the idea that tribes could work together for a common good, which meant they helped one another and thought about what was best for everyone.

Concluding statement: Therefore, in order to resolve problems peacefully, the Five Nations came together to form the Iroquois League.

The Five Nations chose to come together to form the Iroquois League in order to resolve problems peacefully. For many years the Iroquois tribes often fought with each other over land and resources. According to legend, a spiritual leader named Deganawida convinced Hiawatha to bring peace to the Iroquois. Eventually, Hiawatha persuaded the other tribes to unite to form the Iroquois League. The Iroquois League was based on the idea that tribes could work together for a common good, which meant they helped one another and thought about what was best for everyone. Therefore, in order to resolve problems peacefully, the Five Nations came together to form the Iroquois League.