

EPISODE 1, WEEK 1: Refining Reading Skills and Understanding the Value of Place Names

Weekly CCSS Focus/Objective: Students will practice transferring their fiction reading skills in order to engage with nonfiction texts with a critical eye.

CCSS Focus/Objective:

RL.4.1—Quote accurately from the text when explaining details and drawing inferences.

RL.4.6—Use envisioning to describe how a narrator’s point of view influences how events are described.

RI.4.2—Summarize the text by determining one main idea and supporting key details.

Essential Questions: How have American Indian peoples traditionally:

- named, described, and interpreted this place?
- interacted with and contributed to the natural environment of this place?
- built relationships and communicated with each other in this place?
- created and organized a built environment in this place?
- transported themselves and goods through this place?

Materials:

- Class set of handout 1.4, “I Wish I Had Seen the Falls”
- One set of handout 1.5, “I Wish I Could Have Seen the Falls Discussion Questions”
- One teacher copy of handout 1.6, “Answers for Discussion Worksheet for I Wish I Could Have Seen the Falls”
- Class set of handout 1.7, “The First World Trade Center,” by Shana Brown

Day 1. Envisioning.

Learning Objective: Readers envision as they read in order to better understand and engage with the text.

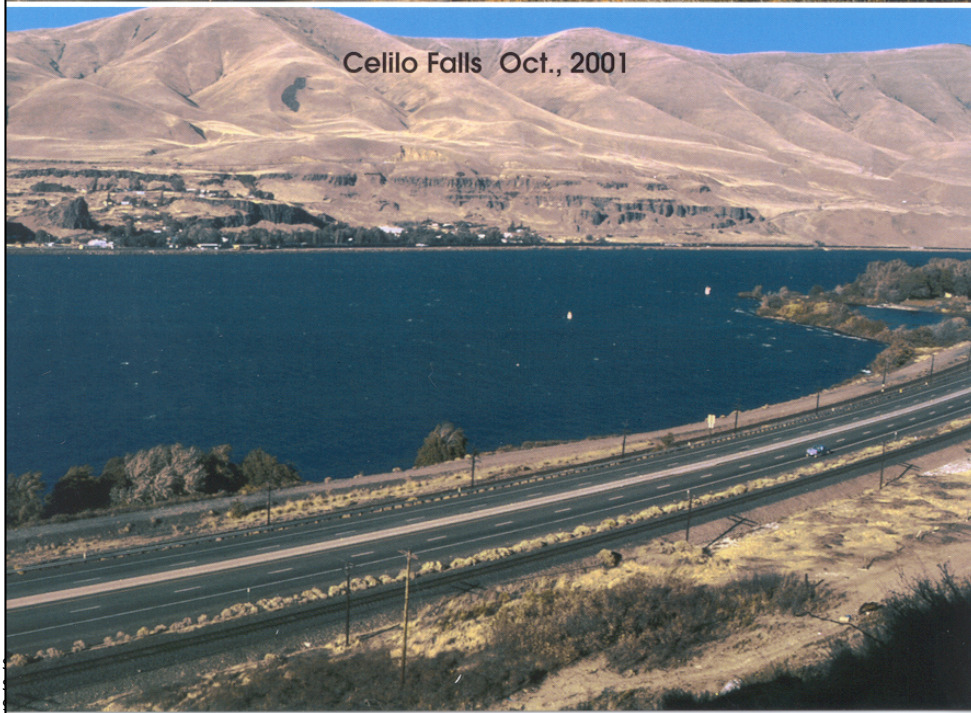
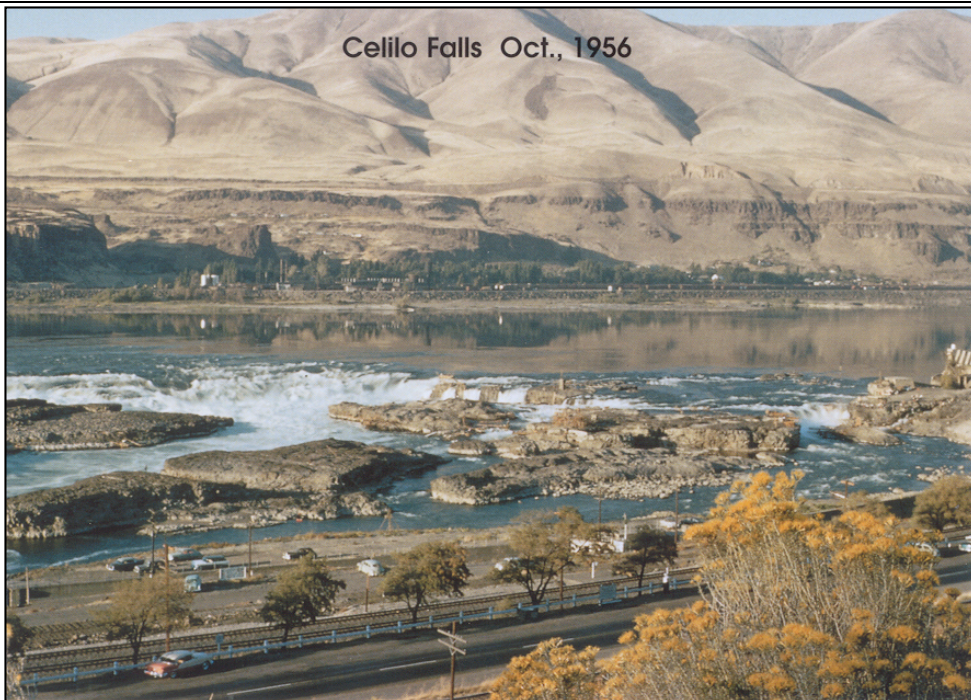
Materials: Class set of “I Wish I Had Seen the Falls”

1. Entry Question: Can you picture a place in your mind that was very special to you when you were little? What did it look, smell, sound, feel, and—if you’re really adventurous—taste like?
2. Lead In: The teacher will share a story about a very special place, either a childhood home or neighborhood, a camping place, or even a library or other type of building. [NOTE: This place must have in some way changed drastically since you enjoyed visits there.]

Example: “I used to live in this great neighborhood in my hometown of Toppenish, Washington. It was on Cemetery Road, and I had the best times there. I have a very

clear picture of it in my mind: A tarred, gravel road that melted and burned our bare feet in the summer. There was a creek just beyond our pasture where we kept horses, an irrigation ditch, a three-story tree house built by one of my friends, a concrete waterfall, and, of course, the Elmwood Cemetery."

3. Turn and talk.
4. My friends were there, and I have so many stories about this place (you might refer to your own stories later as your teachings progress).
5. Have one or two students share.
6. Today we will practice envisioning. Readers play a movie in their minds as they read. I'll show you what kind of movie I play in my mind, and then you will practice with your own texts. This is important, because if you cannot envision or picture people, places, and action in your minds, you tend to get lost and give up on the text. When you envision, you keep reading, because it's like you are there, watching the story unfold.
7. The story is a narrative nonfiction story titled "I Wish I Could Have Seen the Falls" by Carol Craig. The story is about "Celilo Falls," located on the Columbia River. As I read, I want you to picture in your mind all the sights, sounds, and smells of this place. Be prepared to share and be prepared to do some writing and drawing in your reading journals.
8. Briefly show on a map where the Columbia River is located.
9. Read aloud. Stop and model places where readers would envision and identify passages where you can infer or predict. A prime place is where the Grandma says, "you could smell the fish water." Model, "Hmm...what does Craig mean by 'you could smell the fish water'?" I've smelled fish before: fresh fish and not so fresh fish. She seems to be really liking this smell, so I'm thinking it is really fresh fish, and that it smells clean, maybe metallic, and it mixes with the water. I know it's fresh water, because it's a river...."
10. Allow students to practice with partners.
11. On chart paper, draw what you envision and invite students to do likewise in their reading journals.
12. Stop after the paragraph that ends with the sentence, "Everyone always thanked the Creator for providing us with such a treasure."
13. Students return to their seats to practice envisioning in their personal reading. Confer with students as needed.
14. Differentiation: Each student has a text at the proper reading level.
15. Assessment: Exit Slip: Explain what envisioning is and how it helps your own reading. OPTIONAL: Journaling: Draw what you read today.
16. Homework: On your own paper, write everything you recall from the story about Celilo Falls.



Day 2. Connecting past to present. Why so much change?

Materials:

- Readings from “Living in Celilo: A Storypath Exploring the Lasting Legacy of Celilo Falls” curriculum. Free, downloadable lesson plans: <http://www.indian-ed.org/curriculum/elementary-school-curriculum/wa-celilo-falls-dalles-dam/>
 - a. “I Wish I Had Seen the Falls” by Carol Craig and accompanying questions.
 - b. “The First World Trade Center” and glossary by Shana Brown and accompanying questions.
- Photographs of Old Celilo from the Celilo PowerPoint.
- One copy of handout 1.8, “Pictures of Old Celilo,” for document camera or distribution.
- Classroom set of handout.
- Chart paper.
- Markers.
- Access to Google Maps and method for projecting on a screen.
- Post-It Notes.

Tie In: Yesterday we practiced our envisioning skills using a narrative nonfiction story about Celilo Falls. You used your senses to create a picture in your mind that you could then draw in your journal. At home you wrote about all the things that happened at Celilo Falls. Share them with a partner. Turn and talk.

1. Share and create a list on chart paper of things that Chuckie’s grandma did.
2. Entry Question: Would you like to visit this place? Today, we will compare how history, time, and people change places over time. When readers compare and contrast, we will not only be able to make meaning out of change, but also be able to investigate the how and why behind the change.
3. Show students an old picture of the place and compare it to “Find the Place” on Google Maps (tutorial on how to navigate street view <http://www.google.com/help/maps/streetview/learn/using-street-view.html>).
4. Lead-In: *Example: I’ve visited my home street from time to time. A lot of changes have occurred that confuse and sadden me. They changed the name of the road to “Elmwood,” they took out all our fruit trees, they built houses in what used to be my best friend’s pasture. There are very few lawns and my gosh, they tore down so many houses that I remember playing in. Why?*
5. Show a picture of the place as it was.
6. Show the street view on GoogleMaps the way it is now.
7. Ask, “What’s different?”
8. Have you ever gone back to your place? How was it different? Or, if you haven’t, can you imagine what might or could have changed? Turn and talk.
9. Yesterday’s story about Celilo Falls is like that. You saw a video about how amazing the place was. We described it, used our senses.
10. Let’s talk about the importance of the place, who felt it was important, and why.
11. Read your mentor text, “The First World Trade Center,” by Shana Brown.

- a. Informational nonfiction is read a bit differently.
 - b. Focus on writing summaries of sections of the article using Post-It Notes. (If students highlight, make sure they also respond and summarize in their reading journals).
 - c. Connect it to the first part of “I Wish I Had Seen the Falls.” How would Chuckie feel knowing these falls had been destroyed? How do you think his Grandma feels?
12. Assessment: Exit Slip: a three to five sentence summary of the article, or emerging learners submit a partial summary Post-It Note.
13. HOMEWORK: Finish writing summaries of “The First World Trade Center.”

Day 3. Noticing change and test-driving two reading strategies.

Materials: Materials from day 2; Post-It Notes and a class set of the “Community Observation” handout for Episode 1.

1. Tie In: Yesterday, you learned how suddenly a place can change. You used your summary skills in class and at home to describe what happened to Celilo Falls. Today, we’re going to learn more about what the author’s purpose is. We will answer the question, “What is this author trying to teach me?”
2. Entry Question: What was “The First World Trade Center” article trying to teach me? How can I use my summary and other reading skills to help me understand what the author was trying to teach me?
3. Lead In: Sometimes reading a narrative nonfiction story is easier than expository text. Why? Turn and talk (dialogue, description, etc.).
4. Lesson: Today you are going to let the text talk to you in order to help you better understand the information and big ideas of a nonfiction selection.
5. Model two strategies:
 - a. Read the beginning of “The First World Trade Center” as though you are reading to a young child. Was it easier to understand when I read it aloud? Emphasized certain words? You try.
 - b. Another strategy: Substitute personal pronouns so it reads instead,
*In the late 1930s, the U.S. government itself wanted to control you, **subdue** you, and use your massive power for **hydroelectric power** generated by dams. They also wanted your water for irrigation supplied by reservoirs that were created as a result of building those dams. This would destroy most of your sacred tribal fishing grounds, including **Kettle Falls** and Celilo Falls.*
6. Now you give it a try as you read your own independent reading book. Post-It Notes that indicate comprehension (summary, recall, paraphrase) will be due at the end of independent reading time.
7. Assessment: Write a Post-It Note using each strategy. Identify which strategy works better for you and why. Collect written summaries (or if students wish to revise, they may take another night to do so), and assess summaries for main idea and key supporting details.
8. HOMEWORK: Over the next two days, you will locate a place like Celilo—a place that has changed over time. You and a team will investigate why and how the change happened. Complete the “Community Observation” handout. Once you have finished, paste it or tape it into your reading journal on the left side so that you can write notes about those places on the right side of your reading journal.

Day 4.

Materials: From Day 3: Class set of student-facing rubrics and a poster-sized copy (11x17 enlargement is fine)

1. Tie-In: Yesterday you learned two new reading strategies to help you tackle expository nonfiction.
2. Entry Question: How did you do? What worked best for you and why? Turn and talk.
3. Lead-In: Today I'm going to teach you to revise at least one of your Post-It Notes to take your thinking to the next level. Readers do this to be better investigators.
4. Lesson: I've written a few Post-It Notes about "The First World Trade Center." Point to your poster of the student-facing rubric.
5. What is the difference between Level 1 and 2? Turn and talk.
6. What is the difference between Level 2 and 3? Turn and talk.
7. When you go back to your independent reading, revise one of your Post-It Notes. Try to take your thinking to the next level and write it down on a new Post-It Note.
8. Assessment: Put your name on your best Post-It Note and turn it in as an exit slip.
9. HOMEWORK: Highlight the Native words in "The First World Trade Center." Make sure your "Community Observation Chart" is complete.

Day 5.

Materials: Completed “Community Observation Charts,” Computer with links to Ichiskiín recordings of Celilo and Nch’i Wana or uploaded to your mp3 player.

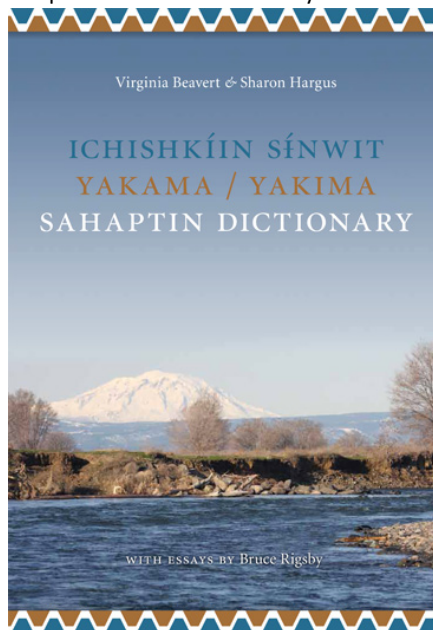
<http://depts.washington.edu/sahaptin/s/silaylu.mp3>.

http://depts.washington.edu/sahaptin/w/nch%27i_wana.mp3.

“Since Time Immemorial” videos of Celilo <http://www.indian-ed.org/sti-videos/>.

Wallace Stegner quote: *No place is a place until things that have happened in it are remembered in history, ballads, yarns, legends, or monuments.*

1. Tie-In: Yesterday we learned to deepen our thinking when reading expository nonfiction.
2. Entry Question: Now, where did that deeper thinking get us? What do you think the “big idea” of “The First World Trade Center” is? Turn and talk.
3. Lead-In: Today I’m going to show you that the history of places all around us is fascinating and important, because history teaches us about our community and who we are today. I love history. What I like about it is its layers. Remember how earlier I talked about my childhood home? I would love to know what turned it from a nice, crisp clean home with trees, lawn, and a beautiful pasture to what it is today. I’m even more curious about Celilo. I know what happened, but I want to know more about how and why and what it all meant.
4. Lesson: Share your “Community Observation Charts” with your partner.
5. Based on what we have been talking about, you know that place has not always been the way it is today. What do you think it was called before it got its current name?
6. Example: Do you think the Columbia River was always called the Columbia? Note: In 1792 explorer and fur trader Robert Gray sailed there on his ship, *Columbia Rediviva*. He renamed the river the Columbia after his ship. You found out in your article that it was called something else. Its original place name is Nch’i Wana. Here’s the pronunciation: Play the mp3 file. Now, here’s Celilo. In fact it’s spelled “Silaylu”. Play the mp3 file. Those have been the place names of these two bodies of water “since time immemorial,” tribal people say. Since the beginning of time. There is



archeological evidence that tribal people have been here for at least 10,000 years. It's only been known as the Columbia for a little over 220 years.

7. Show the video "Tribal Homelands," Chapter 5, which details the importance of Celilo. Optional: Make copies of the transcript so students can use it for an alternative source when they practice differing points of view in week 2.
8. Practice saying the two words aloud.
9. What do you think this quote means? "No place is a place until things that have happened in it are remembered in history, ballads, yarns, legends, or monuments."
– Wallace Stegner
10. Why is it important to know that history? Turn and talk.
11. We as citizens of our community want to uncover the many layers of the history around us to understand the people around us.
12. As you go read from your independent reading books, start envisioning the history of that place or one of the places you have observed over the past two days.
13. Use this opportunity to do a small group re-teach of summary skills for those summaries that were below standard.
14. Weekly Assessment: Pick one of the places you just wrote about in your reading journal. Make a journal entry about what you imagine the history behind your observed places might be.
15. HOMEWORK: One more journal entry on your independent reading. Teach at least one other person the traditional names and pronunciations of Celilo and Columbia River.

EPISODE 2: Comparing Past and Present; Comparing Cultural Practices and Beliefs (approximately 5 days)

Weekly CCSS Focus/Objective: Students will compare the gender roles, cultural practices, and technology of 1950s Wy'Am people to their own lives today.

Overview: Students will use the PDF version of the **nonfiction narrative** book *Linda's Indian Home*, by Martha McKeown, and the activity questions (handouts) throughout the week to demonstrate drawing conclusions and comparison skills.

Standards Addressed

RL.4.6 Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

SL.4.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.4.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Essential Questions:

1. What changes in the natural environment have occurred in this place?
2. What changes in lifeways, social interaction, and communication among peoples have occurred in this place?
3. What changes in the traditional cultures and languages have occurred in this place?
4. What economic changes have occurred in this place?
5. How has the health and wellbeing of tribal peoples been affected?

Day 1.

Materials:

One copy of *Linda's Indian Home*, classroom copies of page one of handout 2.2, *Linda's Indian Home* Activities, and a system for voting in your class.

One copy of The Oregon Encyclopedia's entry about the author:

http://www.oregonencyclopedia.org/entry/view/mckeown_martha_ferguson_1903_1974/

Students as a class will decide how to refer to the Wy'am people in the book since many find the term Indian inaccurate or offensive.

Tie-In: Last week we learned how to deepen our skills of envisioning and summarizing. We did this with fiction and nonfiction narratives about Celilo Falls. Today and this week, we will take a look at author's purpose and perspective.

Entry Question: What other words have you used in the past, but for some reason you don't use them anymore? Turn and talk.

Lead in: In your research you might discover certain words or perspectives that are outdated. For example, we don't use certain words anymore, like "rad," or even "dis" and "epic" are becoming old and many people choose not to use them anymore. How we view certain people and places changes, too. When I was in school, we referred to African Americans as "Blacks." While some might still use that term, others choose African American for a number of reasons.

Lesson:

1. Show students your copy of *Linda's Indian Home*. Announce that you will be learning and practicing a variety of reading and thinking strategies using this book.
2. Share that it was written in 1953 and that the book uses "Indian" to refer to the local tribal people along the Columbia River. Many people find the term Indian offensive.
3. Announce that you do not believe that the author was trying to be offensive. In fact, she was a beloved member of the community.
4. Read the information about the author from *The Oregonian*.
5. Today we will decide as a class how we will discuss the book when it refers to the Wy'am people this book is about. Should we say "Indian" like the author did, or should we use "Native American," a term that many people prefer over "Indian"? Or should we use their tribal name "Wy'am"?
6. Please share with your class:

What to call tribal people is an ongoing controversy that cannot and should not have a catch-all answer. Typically, tribal people like to be called by their tribal name, their nationality (just like American citizens are called Americans and Canadian citizens like to be called Canadians), but it is individual preference as far as determining when or how to use (or not use) the terms "Indian" or "Native American." My own practice? I use Indian with friends, colleagues and relatives. I interchange Indian and Native, depending on my mood. Like when young people experiment with different spellings of their first names, I just say what feels right. I rarely use Native American, except when I'm talking to unfamiliar people, people who do not know who I am. Growing up, I was taught that I

should use “Native American” with outsiders and use “Indian” with the insiders, but that’s just me. The most important thing to remember is to be respectful, kind, and try to make others comfortable, too.

–Shana Brown

****THIS IS NOT THE TIME TO SINGLE OUT NATIVE CHILDREN IN YOUR CLASSROOM TO ASK THEM WHAT THEY THINK!!****

If you have identified Native children (and don’t be fooled by fair skin, blue eyes, or blonde hair), before the lesson, give them a heads up. Let them know what your goals are and ask if they would like to be involved. If they decline, do not appear disappointed. Many Indian students are quiet and would rather listen than talk or instruct others. Also ask if your Native student has a preference on how to refer to the Wy’am people when discussing the story.

Days 2 – 4.

Materials:

“Since Time Immemorial: Tribal Sovereignty in Washington State” website: <http://www.indian-ed.org/sti-videos/>. Click the “Celilo” tab for access.

“Celilo” PowerPoint from Episode 1.

Classroom sets of the handouts for Episode 2, *Linda’s Indian Home* Activities.

Oregon History Project’s Historic Viewer on Celilo Falls:

<http://www.ohs.org/education/oregonhistory/historicviewer/CeliloFalls/index.cfm>.

Tie-In: Yesterday we decided how we will refer to the Wy’am people when we discuss *Linda’s Indian Home*. We decided that we would _____. Over the next three days, we will read the story and practice reading skills—predict, envision, and author’s purpose and perspective.

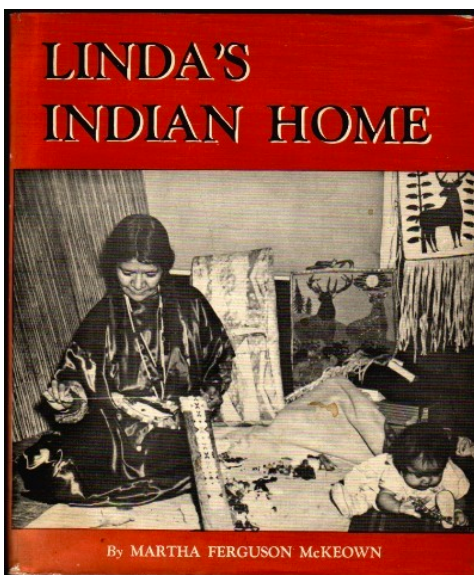
Entry Question: What kind of “shoes” do you think we will need to read this book?

Lead In: Sometimes it is helpful to put ourselves in the shoes of the author to better understand what we read. This especially helps us when we learn about history.

Lessons:

1. The story is broken up into sections that correspond with the handouts in *Linda’s Indian Home* Activities. The handouts are written using Smarter Balanced prompts.
2. Throughout the telling and studying of the story, use the handouts for Episode 2 as launching points and formative assessments of reading comprehension.
1. View select slides of the Celilo Falls PowerPoint located in Episode 1 materials so that students understand the practice of dipnet fishing and other Wy’am references and customs (talking points are in the presenter’s notes).

2. View Oregon Historical Society and YouTube videos on Washington State's "Since Time Immemorial: Tribal Sovereignty in Washington State" website: <http://www.indian-ed.org/sti-videos/>. Click the "Celilo" tab for access.
 - a. Echo of Falling Water video shows dip net fishing and the sound of the falls. This is very useful for understanding where Celilo received its name.
 - b. The Last Salmon Feast shows footage of the first foods ceremony just before the inundation of Celilo Falls.
 - c. Show Oregon History Project's Historic Viewer on Celilo Falls: <http://www.ohs.org/education/oregonhistory/historicviewer/CeliloFalls/index.cfm>.
3. As students read, have them jot Post-It Notes about what they learn. You can use this strategy for any lesson that includes reading nonfiction.
4. You might revisit "Celilo Nonfiction Student Facing Rubric" from Episode 1 to demonstrate Level 1, 2, and 3 exemplars.
 - a. Have students practice in pairs.
 - b. Assess by having students put their names on their "Proudest Post-It" and collect them. Divide them into levels 1 – 3 to assess who needs closer guidance and re-teaching of skills.
5. At the end of each section, use the *Linda's Indian Home* Activities and *Linda's Indian Home* Smarter Balanced Questions to do the following:
 - a. Launch class discussions.
 - b. Support paired reading and close reading (aloud) of sections with partners.
 - c. Comparison activities using "T" charts and Venn Diagrams.
 - d. NOTE: Higher level readers may choose to use these "T" charts and Venn Diagrams as prewriting activities to analyze authors purpose.



Day 5.

Weekly Assessment: In pairs or in trios, students can create a foldable (instructions in Episode 2 folder) that explains and compares various aspects of Wy'Am life as depicted in the PowerPoint, the videos and *Linda's Indian Home*:

- a. Raising children.
- b. Roles of men and women.

- c. Comparison of 1953 jobs and foods to the present.
- d. The issue of “Indian” costumes and their potential for offense.
 - a. There is an optional one-day lesson on the controversy of “Indian” costumes. Use handout 2.5, “Smarter Balanced KEY and Talking Points for Lessons.”
- e. Analyzing and evaluating the purpose of Linda McKeown and the advertisers of a popular Indian costume.

EPISODE 3, WEEK 3: Gathering Data and Determining Author Purpose and Structure; How Cultural Values Impact Places

Weekly CCSS Focus/Objective: Students will practice their reading skills by identifying text structure and distinguishing bias from fact.

CCSS Focus/Objective: Choose an area of research; identify the text structure of at least two different texts. Summarize the texts by determining main idea and supporting details; determine author's point of view and how it impacts readers.

- RL.4.6 Describe how a narrator's or speaker's point of view influences how events are described.
- RI.4.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.4.3 Explain the relationships or interactions between Lewis and Clark and the Northwest Tribes they encountered based on specific information in the text.
- RI.4.6 Analyze multiple accounts of the description and purposes of Celilo Falls, noting important similarities and differences in the points of view they represent.

Essential Questions:

- How did members of the Lewis and Clark expedition describe and interpret this place?
- How did American Indian peoples describe encounters with members of the Lewis and Clark expedition?

Materials:

- Classroom set of handout 3.13, "The Journals of the Lewis and Clark Expedition," a copy of the April 16, 1806, Lewis and Clark journal entry URL: http://lewisandclarkjournals.unl.edu/read/?_xslsrc=1806-04-16.xml&_xslsrc=LCstyles.xsl
- Classrooms sets of selected excerpts of handout 3.12, "Childhood Memories of Fishing at Celilo Falls," an article located in the Celilo Storypath.
- Classroom sets of Roberta Conner's chapter "We Have Always Been Here," in *Lewis and Clark Through Indian Eyes*, pp. 89, 91–101.
- Videos of "Native Homelands" and/or "Tribal Perspectives of American History In the Northwest," from OSPI's "Since Time Immemorial: Tribal Sovereignty in Washington State" website, <http://www.indian-ed.org>.
- Classroom set of handout 3.2, "Spilyay Breaks the Dam."
- Classroom set of handout 3.1, "Author Purpose Perspective to Make Judgments About Text."
- OPTIONAL: handout 3.7, "Nonfiction Text Structure."

Preparation: Make sure students have had a chance to find texts in your classroom or school library on the same topic. They may decide to read about something in their "Observation Chart" or keep going with the place they read about last week.

Day 1.

Materials: Chart paper, markers

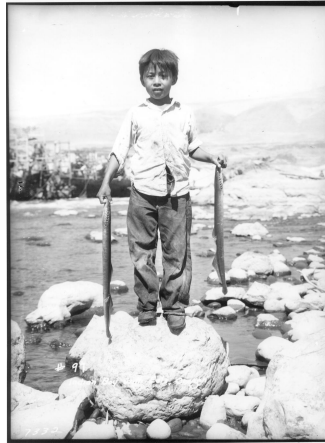
1. Tie-In: Last week we learned about the importance of learning the history of the places around us. You learned about Celilo Falls, the Columbia River, and you learned to pronounce their traditional names.
2. Entry Question: Is it possible to have two different ideas about the same place?
3. Lead-In: Today we are going to learn how to determine point of view and factors that contribute to the author's perspective. We will practice this very important skill over the next three days.
4. Lesson: Recall Grandma's description of Celilo from "I Wish I Had Seen the Falls" from Episode 1 (reread select descriptions from the text). Now, let's read from Lewis and Clark's journal. They were there and traded there, too. As I read, draw what you envision.
5. Read the journal entry, especially the parts where they describe the commerce of "The Great Mart."
6. Make a "T" chart and put Lewis and Clark on the left and Grandma on the right. What is missing from each? (Lewis and Clark miss the dancing, playing, sensory description; to them it is just a trading place; in fact, Clark is worried more about the mice in his sleeping quarters than the beauty and use of the falls.)
7. What does it mean that these two descriptions focus on different things? (We write down what we think is important. Lewis and Clark did not know or spend enough time to know what else Celilo was used for and what it means to tribal people.)
8. Introduce page 1 of the "Loaded Words Point of View" handout. Complete it together, noticing how language affects our opinions of people, places, or events.
 - a. Focus on the advertisement portions as well as the parent points of view and loaded words before moving onto Celilo or student research texts.
 - b. Point out that words are chosen on purpose to have an effect on readers. Be careful of "loaded" words.
9. Today when you go book shopping, choose another text that is about your same place or at least the same area.
10. Assessment: Exit ticket "How does the author's point of view affect the description of a place or event?"
 - a. They want us to believe as they believe and will choose words to persuade our opinions.
11. HOMEWORK: Complete the "Loaded Words Point of View" worksheet. Begin taking notes from the texts you got today and prepare to share them with your group when you've finished (this will be early next week).

Day 2. Teacher models and reads aloud the difficult text so that students can then practice in pairs. *NOTE: You may only get through one or two sections of the large article; this is okay.

Materials:

- Class set of handout 3.12, “Childhood Memories of Fishing at Celilo Falls,” by Allen V. Pinkham, Sr. Episode 5 of the Celilo Storypath located at <http://www.indian-ed.org/curriculum/elementary-school-curriculum/wa-celilo-falls-dalles-dam/>.
- Teacher copy of “I Wish I Had Seen the Falls.”

1. Tie-In: Yesterday we discovered how an author’s point of view can really affect how we as readers understand and feel about a certain place or event. We saw how Lewis and Clark’s journals and Grandma’s story describe the same place very differently, and you practiced your comparing skill with two pieces of writing from different authors about the same place. Take out your “Loaded Words” worksheet. Share what you discovered with your partner. (Share with partner, then with class.)
2. We now know that an author’s point of view really affects the description of places, people, and events. Authors use language to persuade us to believe what they believe. It is sort of easy to identify these loaded words when we are familiar with the situations.
3. Entry Question: So, when an article is difficult—you will encounter a lot of writing whose intended audience is much older—how do you tackle that difficult text and still determine point of view and loaded words?
4. Lead-In: Today we’ll practice with a relatively simple text we saw yesterday: Lewis and Clark’s journal entry about Celilo, and now we’ll tackle a more difficult text: “Childhood Memories of Fishing at Celilo Falls.” We’ll do this so that you know how to tackle the tough texts you will encounter over the next three weeks as you research a place in our community.
5. Lesson
 - a. Follow the Close Reading lessons in Episode 5 of the Celilo Storypath.
 - b. Model questions as a class, then partners will ask each other, too.
 - c. Close: See how asking yourself questions and comparing different articles gives you a better idea of a particular place, person, or event.
6. Assessment: Exit Slip: Use “Childhood Memories...” and “I Wish....” Why are they so different from the journals of Lewis and Clark? Exit Slip: Identify the differing points



of view of Celilo Falls. Explain how authors' experience (or lack of it) impact their points of view.

7. HOMEWORK 1: In your reading journal or on a piece of paper, sketch what you feel each of the authors really sees (depending on students' reading and abstract thinking levels, you can define "sees" as what they physically see or what they value).
8. HOMEWORK 2: Keep reading your research texts and taking notes on the information. Complete the "Loaded Words" handout for early next week to share with your research group.

Day 3. Students will define and identify author's purpose and perspective using YouTube commercial examples, their own writings, and mentor texts.

Materials: YouTube, mentor texts for Week 2

1. Tie-In: Yesterday, we tackled a difficult text that showed another perspective about Celilo Falls. This was really different from the Lewis and Clark Journal entries that describe Celilo. You also drew pictures last night about how Pinkham and Lewis and Clark "saw" the falls. Share them now. Why are they so different?
 - a. Lewis and Clark weren't there very long.
 - b. Pinkham and Craig had generations of stories and personal experience.
 - c. Pinkham and Craig view the place as home, whereas Lewis and Clark were visitors and did not learn about the importance of this place.
2. Entry Question: Once you understand a different author's point of view, what do you do next? What is the author's purpose?
3. Lead-In: Once you understand an author's point of view, you can better identify their purpose. When you do that, you have a better idea of what to believe—and to know when you are being manipulated.
4. Lesson:
 - a. Recall some favorite commercials (have some humorous ones loaded on YouTube or use this video on author's purpose commercials: <http://www.youtube.com/watch?v=GODg8IPsO-U> or an elementary explanation of logos, ethos, and pathos: <http://www.youtube.com/watch?v=x4tTugqBkJU>).
 - b. Stop on each commercial (using two or three should be enough). What is the purpose of each commercial? (One is a political ad, one is to support the San Diego Zoo.)
 - c. Recall three basic purposes:
 - i. Inform.
 - ii. Entertain.
 - iii. Persuade & Types of Persuasion:
 1. Ethos.
 2. Pathos.
 3. Logos.
 - d. Identify purpose of Grandma in "I Wish"; Allen Pinkham, Jr., Lewis and Clark
 - e. What are their purposes?
 - i. Grandma: To teach/inform (Carol Craig: to inform/entertain).
 - ii. Pinkham, Jr: To inform, persuade.
 - iii. Lewis and Clark: To inform.
 - f. Combine their purpose with their perspective/point of view.
 - i. Native authors: to inform audience about cultural, spiritual, and generational importance, as well as economic.
 - ii. Lewis and Clark: to inform audience about economic importance.
5. Assessment: Exit Slip: What are author's purpose and perspective of the texts we read in class today? Of one of your research texts?

6. **HOMEWORK:** Continue taking careful reading notes on your research text. Make an entry tonight about the author's purpose and perspective.

Day 4. Students will determine how an author's purpose and perspective inform their reading.

1. Tie In: Yesterday we identified author's purpose and perspective. We saw videos on how purpose makes a difference on how we see commercials, for example. We have also seen how author's perspective can affect the way someone presents information.
2. Entry Question: Why is this important for us to know?
3. Lesson: Today we will talk about just that: why readers need to know how author's perspective and purpose affect how we read and how we make meaning of a text so that we can draw accurate conclusions about the things we read.
 - a. Recall the purposes and perspectives of the authors we have read so far:
 - i. Pinkham.
 - ii. Craig.
 - b. On your own, identify purposes of the authors of your research texts. Put them all together on one journal page with three columns OR you can make duplicates of the "Author Purpose Perspective Reading" handout:
 - i. Perspective.
 - ii. Purpose.
 - iii. What does knowing author's purpose and perspective teach me about how to read the text?
4. Typically, you believe the one who has had the most experience in a certain place, but not always. In order for us to really understand a place and its importance to people, we have to analyze documents.
5. Lesson:
 - a. Model analysis with Pinkham's section 1.
 - b. Have students continue reading, asking each other questions about the article—section 2 (higher level learners might get through section 3; emerging learners will need to work with the teacher in small reading groups).
6. HOMEWORK: As you read your own work, create at least five really insightful response Post-It Notes. Be prepared to share with your partner.

Day 5. Students identify how bias and perspective impact the interpretation of a place or event.

Materials:

- Class set of *Lewis and Clark Through Indian Eyes*, excerpt from p. 89, Clark-Conner Accounts handout.
- Chart paper.
- Class set of Lewis' 1806 journal entry.
- Class set of handout 3.4, "Thought Prompts."

1. Tie-In: Yesterday we began taking a closer look at historical documents and accounts. We saw that *who* writes or tells about a place is as important as the history around the place itself. We learned that we have to look carefully at authors and their expertise. Just because people are well known (like Lewis and Clark) does not mean that they are necessarily or completely correct. We read Allen Pinkham, Jr.'s memories of Celilo—a man whose family has been fishing there for generations. Lewis and Clark spent just a few days there and could not see the cultural or spiritual value of the place—only that it was "A Great Mart."
2. Entry Question: Today, we are going to learn how to compare two differing perspectives in order to make meaning and draw conclusions. This all leads to a better answer to yesterday's question, "Who do you believe?" And so another part of that question must be, "Who has expertise?" (Explain what expertise means and have students write it in their journals).
3. Lead-In: No one can tell you who or what to believe. You get to decide that. When you read about the places around here that you are researching, you get to decide what perspectives are more important. That will lead you to the conclusions you draw. Let me show you one way it's done.
4. Lesson
 - a. Distribute Clark Conner Accounts handout. Read Clark's account of his "visit" with the Walla Wallas in 1805. Make sure students understand it, identify any loaded words, and determine his perspective and purpose.
 - b. Now, read an excerpt from p. 89 of the chapter "We Have Always Been Here," from *Lewis and Clark Through Indian Eyes*.
 - c. As you read, have students describe Conner's perspective of the "visit." Have students discuss who appears more believable? Why? Why not? Based on what?
 - d. The answer is *expertise*.
 - e. Draw a chart to compare the observations, but also EXPERTISE, so it looks something like this:

	Lewis and Clark	Roberta Conner	EVIDENCE or
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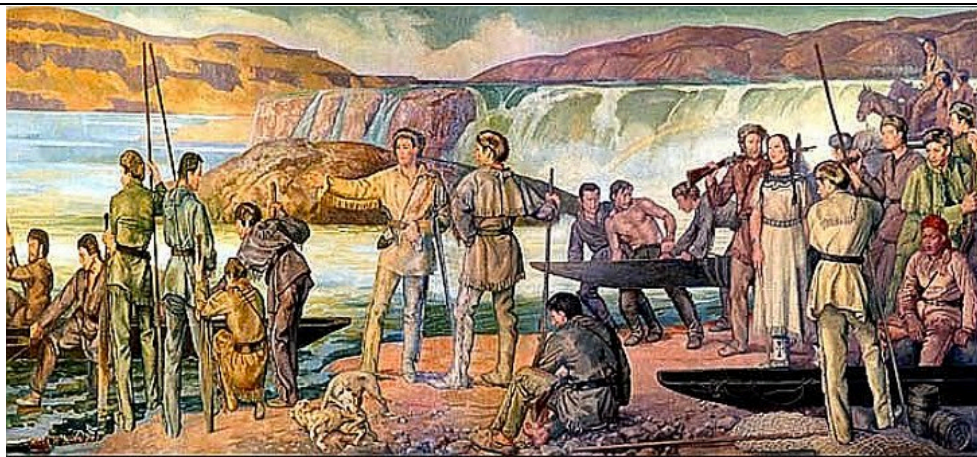
			EXPERTISE
Claim			
Claim			
Claim			

- f. Ask students to copy the chart in their journals.
 - g. As you read, complete the chart.
 - h. Use the handout so students can reread texts as needed.
 - i. Ask students to turn and talk about who has greater expertise as you read accounts.
 - j. Ask students, "What makes Ms. Conner a greater expert on Celilo Falls?"
 - i. She's been there a lot longer.
 - ii. Family has been there for thousands of years.
 - iii. She's from the culture who thrived/s there.
 - k. Are there any conclusions we can draw from this lesson today?
 - i. Just because you're famous doesn't mean you're right.
 - ii. Just because you did not live during the same time does not mean you are any less an expert.
 - iii. Living in a place gives you greater expertise than just visiting and observing and drawing conclusions based on observation alone.
 - l. Take those conclusions with you as you research your place. Make a chart just like I did today. You might have more than two sources, so make sure you make enough columns for each.
5. Assessment of last night's homework: Have students turn in their best Post-It Notes about Pinkham's or their own researched articles they have been reading. Determine how many students are at Level 1 (refer to the handout) and re-teach nonfiction reader response in small groups tomorrow as needed.
 6. Assessment for today: Exit slip: What makes an "expert" truly an "Expert"? Why?
 7. Weekly Assessment:
 - a. Short vocabulary quiz on the following terms:
 - i. Expertise.
 - ii. Perspective.
 - iii. Author's Purpose.
 - b. Write a paragraph on why it is important to consider these three terms when drawing conclusions about what you read.
 8. HOMEWORK: Complete your own reading and notes. Use handout 3.4, "Thought Prompts."

(Roberta Conner)



Vanicht Tāmnānāxt ku Ishchit Lewis ku Clark



Lewis and Clark at Celilo Falls, Columbia River (mural at the Oregon State Capitol, Salem, OR)
<http://franceshunter.wordpress.com/2012/01/18/lewis-clark-the-ship-home-that-never-came/>

EPISODE 4, WEEK 4: Using a Critical Eye to Analyze Sources, Draw Conclusions, Make Inferences, and Theorize about Events, People, and/or Ideas

CCSS Focus/Objective: Choose an area of research; identify the text structure of at least two different texts. Summarize the texts by determining main idea and supporting details; determine author's point of view and how it impacts readers.

- RL.4.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- RI.4.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - CCSS.ELA-LITERACY.W.4.1.A
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - CCSS.ELA-LITERACY.W.4.1.B
Provide reasons that are supported by facts and details.
 - CCSS.ELA-LITERACY.W.4.1.C
Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

Essential Questions:

- What does the future hold for this place?
- How might tribal cultures, languages, cultural landscapes, place names, sacred sites, and communities of this place be preserved and sustained?
- How can tribal peoples and other stakeholders work together to forge their future?

Materials: This is dependent upon which form the visual and oral presentations take.

Suggestions:

- Group copies of handout 3.8, "Artifact Analysis" Poster or Trifold Board.
- Group copies of handout 3.10, "Document Analysis."
- Group copies of handout 3.11, "Photograph Analysis."
- Construction Paper.
- Glue Sticks.
- Scissors.
- Printer.
- Stencils.

- Computers or Presentation Technology.

Day 1. Depending on the level of your students, you might need to insert a lesson on text structure. *Optional lesson follows this unit of study.

1. Tie-In: For the past two weeks we have been gathering information about our community. Today we will get into our groups and talk about what we have collected in order to make some theories about how and why places change.
2. Entry Question: Why do places change?
3. Lead-In: Let's look at pictures of the place we've been studying together: Celilo Falls.
4. Lesson
 - a. Show pre-inundation photo from Episode 1.
 - b. Show photos of tribal people fishing at Celilo from Episode 1.
 - c. Show pictures of Celilo Falls today from Episode 1.
 - i. Show videos from "Always Celilo," from Oregon Live, <http://blog.oregonlive.com/multimedia/2007/09/celilo.html>.
 - d. How did this place change? Where did the falls go?
 - e. Refer to "The First World Trade Center," by Shana Brown, to explain
 - i. Inundation.
 - ii. Falls today.
 - f. Give overview of the "Then and Now" graphic organizers
 - i. Names.
 - ii. Uses.
 - iii. People.
 - iv. Compare/Contrast.
 - v. Conclusions.
5. Assessment: Discussion: Is change good or bad?
6. HOMEWORK: Completion of graphic organizers and daily goals set by student research teams.

Day 2: Students will revisit the importance of names and what names say about a particular place.

Materials:

- Group sets of "Then and Now" Graphic Organizers.
 - One teacher copy of "Then and Now" Graphic Organizers completed with Celilo examples.
7. Tie-In: Yesterday we started taking a closer look at why and how places change over time. Today we'll take a look at names.
 8. Entry Question: Why are names important?

9. Lead-In: Lewis and Clark thought that they were naming certain mountains and rivers, but really they were renaming these places. They had well-established names for thousands of years!
10. Lesson
 - a. Celilo has always been called Celilo. It means “Echo of Falling Waters.” But other places were renamed.
 - b. The Columbia River was called “Nch’i-Wana” (recall first week of lessons).
 - c. Other places, too.
 - d. Show “Umatilla Place Names.”
 - e. Show how to complete the “Then and Now” Names Graphic Organizer.
 - f. Allow partners to complete their own graphic organizer for their places.
 - g. Students share their discoveries.
11. Assessment: Check the graphic organizer; assign as homework if needed.
12. HOMEWORK: Pace your handouts: organize and assign by group members and have them due at the end of Day 5 so that they are ready to synthesize information and draw conclusions.



<http://blog.oregonlive.com/multimedia/2007/09/celilo.html>.

Days 3 – 5. Flex day(s) for students to do independent research and re-teach certain skills while conferring with students or working in small skills groups. Repeat the day 2 lesson for each of the handouts, using Celilo readings as your mentor texts in order to complete the graphic organizers.

Week 5. Synthesizing and presenting research in an organized, meaningful way.

CCSS/Focus or Objective: Create a multimedia presentation that explains the history of a specific place and makes reasonable predictions about the future of the selected place.

Because I am not dictating the form the end product takes, it is difficult to provide specific lesson plans for how you will showcase them. The product itself and the reflection writing will serve as summative assessments.

- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Essential Questions:

- What does the future hold for this place?

Students will help answer the remaining essential questions for Celilo Falls as a class and then answer the same essential questions for their researched places.

- How might tribal cultures, languages, cultural landscapes, place names, sacred sites, and communities of this place be preserved and sustained?
- How can tribal peoples and other stakeholders work together to forge their future?

Materials:

- Exemplar slideshow project 4.2, “Celilo Then and Now,” suggestion: “doctor” up the presentation with mistakes and omissions to evaluate students’ understanding of the project standards.
- Oral Presentation Rubric Grade 4.
- “Then and Now” Project Planning handouts from Episode 3.
- OPTIONAL: There is a wonderful project-based learning resource guide for teachers. Rather than reinvent it, I direct you to this downloadable PDF guide: *Work that matters: The teacher’s guide to project-based learning*, by Alec Patton (Paul Hamlyn Foundation, February 2012), located at:
<http://www.innovationunit.org/sites/default/files/Teacher's%20Guide%20to%20Project-based%20Learning.pdf>.

Here are some product ideas that align with CCSS:

1. Presentation with a clear claim, supporting evidence and visuals, and closure. Questions answered accurately. CCSS Oral Presentation Rubric is attached.
2. Dramatization (writing a play).
3. Panel discussion with local community members.
4. “Street Fair” in the hallway of the school and student teams have “booths” to present visually and orally (tri-fold boards, for example) to audience several times.

5. You can choose to display projects, have a museum exhibit in your classroom or have students create oral presentations.

Whatever you choose to do, make sure that you have a large celebration of past, present, and future.

Final Reflection: Have students write a letter or explain to you what they learned from this project.

The lesson below is for use at the teacher's discretion. If you have not taught about the impact of text structure, use this lesson after Episode 2 or 3.

Daily Objective	Students will identify the text structure so that they can see how the structure chosen by the author shapes readers' opinions.
Learning Target	Readers of nonfiction can identify the structure of their texts and explain how the structure influences how and what they understand.
Vocabulary	Comparison, Cause/Effect, Problem/Solution, Chronological, Question/Answer, Narrative, Expository.
Materials and Mentor Texts	All previous readings. Text Structure Handout from http://www.ereadingworksheets.com/text-structure/text-structure-worksheets/ (copy also provided in lesson plans).
Teaching Method	Model the text structures authors use: Conner: Comparison/Contrast. Pinkham: Cause/Effect. Lewis and Clark Journals: Chronological. Craig: Sequence, Narrative. Beavert: Narrative. "Today I want to remind you that authors deliberately use different types of structures to connect the ideas, events, and concepts in their texts. Each author makes the choices that are best for his/her purpose. Paying attention to what structures they have chosen to use can help readers to figure out the author's purpose for writing the text." To begin this work, you might put up two different sections of text and let students think about what the author wanted the reader to know in each section and how the structure that was chosen helped to make the purpose clear.
Differentiation	H: Identify the text structures of at least two of your own texts and infer how the structure best suits the author's purpose. E: As a research group, identify at least two of the texts the group has read.
Assessment	Weekly Assessment: On demand writing: The sentence from the text that best supports the author's purpose is...,

because....”

Write one main idea from one text. Which detail from the text best supports that idea?

How does the author feel about this topic? Provide at least one example from the selection to support your answer.

Homework

Reread your notes from all your texts. Is there certain information that an author leaves out? Why do you think s/he does this?

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