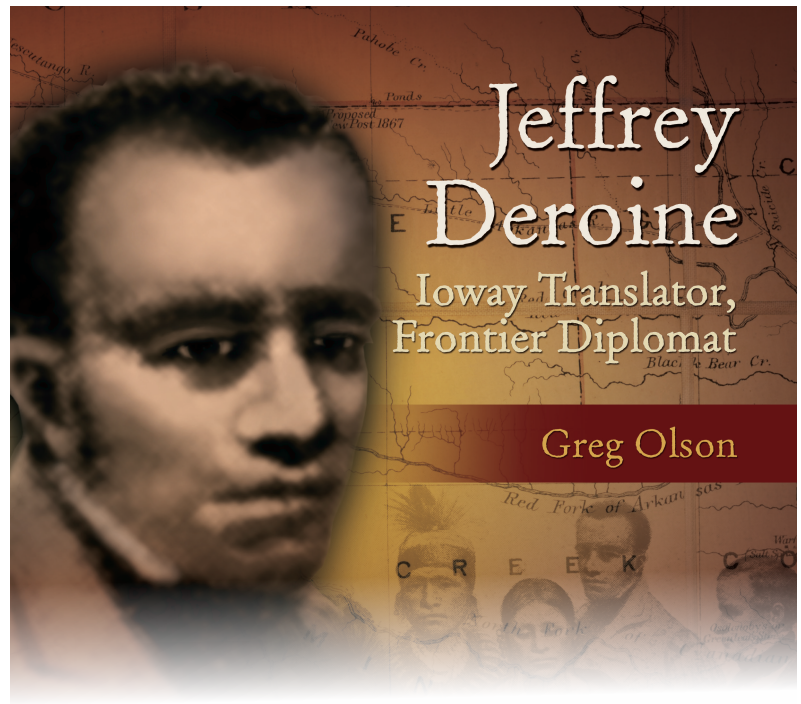




Study Guide

Grade Level: 4



UNIT DESCRIPTION: The purpose of this unit is to explore how nonfiction literature is organized and how the writer, through the purposeful use of historical facts and nonfiction structure, assists the reader in comprehending nonfiction literature.

The structures and features to be explored in this unit will include: Chronology, Comparison, Cause/Effect, Problem/Solution, Main Idea/Details, Charts, Graphs, Diagrams, Timelines, Photographs, Indexes, Glossaries, and Vocabulary.

SUGGESTED TIMELINE: Approximately 2 to 3 weeks

CLASS PERIOD: 45 to 60 minutes daily

ESSENTIAL QUESTIONS:

1. How does nonfiction literature differ from fiction?
2. How do authors organize and present information in nonfiction text to aid the reader in understanding the text?
3. How does understanding the author's choices in the use of certain text features and structures assist me as a reader?

TECHNOLOGY RESOURCES:

Reading Nonfiction

<http://www.brainpopjr.com/readingandwriting/readingskills/readingnonfiction>

Understanding Main Idea

<http://brainpop.com/english/writing/mainidea/>

Compare/Contrast Graphic Organizers

http://www.educationoasis.com/curriculum/GO/compare_contrast.htm

Cause/Effect Graphic Organizers

http://educationoasis.com/curriculum/GO/cause_effect.htm

Chain Graphic Organizers: Sequence, Cycle, Time Line, and Chain of Events

<http://www.educationoasis.com/curriculum/GO/sequence.htm>



UNIT TITLE: NOTABLE MISSOURIANS

Jeffrey Deroine: Ioway Translator, Frontier Diplomat

GRADE LEVEL: 4

UNIT TEACHING ACTIVITY IDEAS:

1. K-W-L Charts
2. World Maps
3. Prediction Charts as they read
4. Descriptive Writing
5. Class Debates
6. Reader's Theatre
7. Newspaper Articles
8. Scrapbooks
9. Character Maps
10. Postcard
11. Diary or journal entries

ESSENTIAL MEASURABLE LEARNING OBJECTIVES	COMMON CORE ANCHOR STANDARD LEARNING GOALS*	GLEs/CLEs	PS	CCSS	DOK
The learner will interpret and explain information provided through the graphic features in nonfiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section or chapter) relate to each other and the whole.	R.3.A.4	1.5 1.6 2.4 3.5	RI.4.7	2
The learner will describe the organizational structures of nonfiction text.	CCRA.R.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section or chapter) relate to each other and the whole.	R.3.A.4 R.3.C.4.A R.3.C.4.B R.3.C.4.C R.3.C.4.D R.3.C.4.E R.3.C.4.F R.3.C.4.J R.3.C.4.K	1.5 1.6 2.4 3.1 3.4 3.5 3.6 3.7 3.8	RI.4.5	2
The learner will explain how the organizational structures and graphic features aid in the comprehension of nonfiction text.	CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.	R.1.D.4.a R.1.D.4.b R.1.H.4.a		RI.4.10	1 3

GLEs/CLEs: meaning; PS: meaning; DOK: * On the Department of Elementary and Secondary Education website (dese.gov), these standards are known as the Missouri Learning Standards.

TITLE SUMMARY: “Slaves were not allowed to learn to read and write, but that didn’t stop Jeffrey Deroine. While traveling with his master, a fur trader, Jeffrey met and worked with Native American groups, making many friends and learning five languages. People were so impressed by Jeffrey’s talent with languages that a friend bought Jeffrey’s freedom so he could work as a translator. Jeffrey translated for the Ioway as they negotiated treaties with the government. He also traveled to Europe with the Ioway and met many famous people, including kings and queens. Jeffrey started life as a slave, but eventually he was able to buy land and became a successful farmer and trader.”



UNIT TITLE: NOTABLE MISSOURIANS

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Jeffrey Deroine: Ioway Translator, Frontier Diplomat

GRADE LEVEL: 4

TITLE THEMES: slave, freedom, Ioways, language, translator, Civil War, Native, farming, trading, human rights

HISTORICAL RELEVANCE: This book deals with Jeffrey Deroine being a slave for the first twenty-six years of his life doing hard physical labor working as a fur trader on the Missouri River in the early 1800s. While working as a trader, he learned five different Native languages that assisted him in being freed from his owner and to working with the Ioways as their interpreter. He traveled throughout America and Europe to serve as translator.

KEY VOCABULARY: language, slaves, freedom, Ioways, trade, goals, settlers, hides, Louisiana Territory law

DISCUSSION QUESTIONS:

1. How do you think Jeffrey felt as he traveled with the Ioways?
2. Do you think this was a dangerous time to be living in? Why or why not?
3. How would you go about establishing your freedom as Jeffrey had to do with his slavery?
4. If you were alongside Jeffrey serving the Ioways, what would your strengths be that made you valuable?
5. We know that Jeffrey was a fur trader along the Missouri River. What were other popular trades back then? Why are fur traders no longer as prevalent?
6. How much do you think a hide costs now in comparison to then? Are they more valuable or less?

COMPREHENSION QUESTIONS:

1. Who are the Ioways?
2. Who was Joseph Robidoux and what was his relation to Jeffrey?
3. Describe Jeffrey's new sense of freedom.
4. What was the reason for Jeffrey being fired from his job as an interpreter? What was he accused of?
5. What is the Yellowstone?
6. Who is George Caitlin and what importance does he hold in this book?
7. Who became the Ioways' leader after his father died? What did he struggle with?
8. What did Jeffrey do for work upon returning to Missouri from Europe?
9. How do you think Jeffrey felt to be the first slave to own property in Missouri?
10. How do you think Jeffrey felt about his love restrictions? He could marry a Native American woman but not a white woman in Missouri.
11. What was Jeffrey's legacy?



UNIT TITLE: NOTABLE MISSOURIANS

PAGE 4

Jeffrey Deroine: Ioway Translator, Frontier Diplomat

GRADE LEVEL: 4

MISSOURI CONNECTIONS:

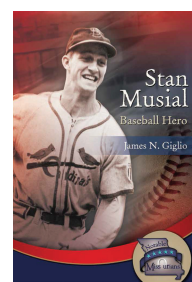
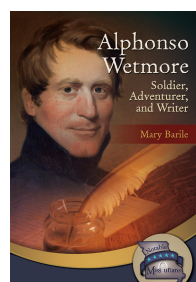
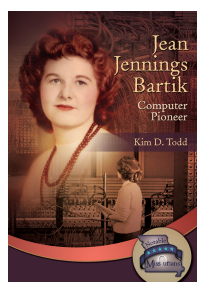
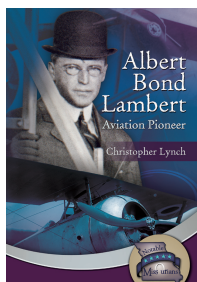
http://www.bigorrin.org/ioway_kids.htm

<http://lostmuseum.cuny.edu/archive/iowa-indians-at-the-american-museum>

http://www.thefurtrapper.com/fur_trappers.htm

<http://www.stl250.org/crash-course-fur-traders.aspx>

<http://www.mohistory.org>



Notable Missourians

Other Study Guides Available: Grade Level 4

Albert Bond Lambert: Aviation Pioneer; Jean Jennings Bartik: Computer Pioneer; Alphonso Wetmore: Soldier, Adventurer, and Writer; Stan Musial: Baseball Hero; Marie Meyer Fower: Barnstormer;

Also available: Olive Boone, Emmett Kelly, Joseph Kinney, Sam Nightingale, Helen Stephens, and Great Walker