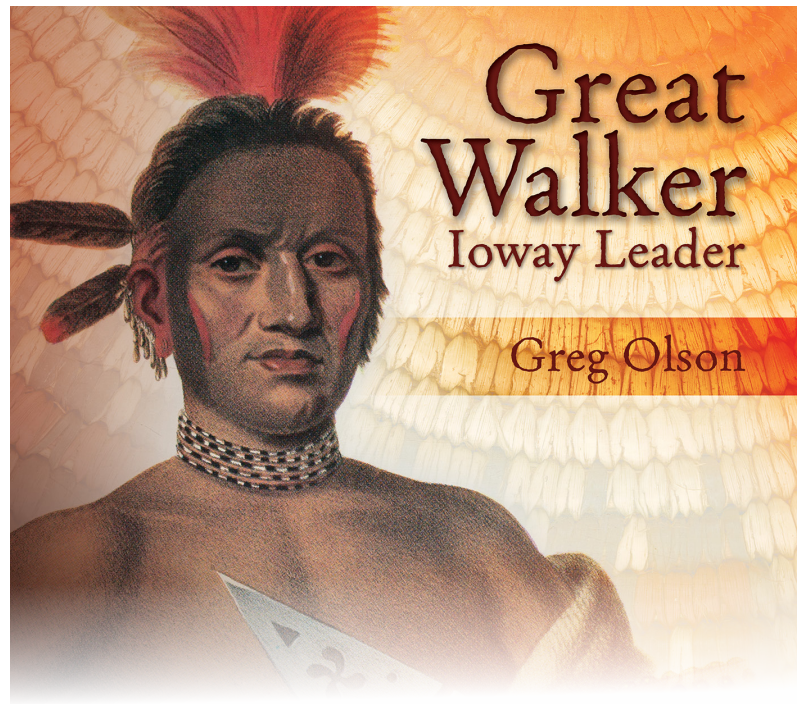




Study Guide

Grade Level: 4



UNIT DESCRIPTION: The purpose of this unit is to explore how non-fiction literature is organized and how the writer through the purposeful use of historical facts and non-fiction structure, assists the reader in comprehending non-fiction 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 non-fiction literature differ from fiction?
2. How do authors organize and present information in non-fiction 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 Non-fiction

<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

Great Walker: Ioway Leader

GRADE LEVEL: 4

UNIT TEACHING ACTIVITY IDEAS:

1. K-W-L Charts
2. Word 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 non-fiction 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 non-fiction 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 non-fiction 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: “For centuries, the Ioway people lived on land that is now part of Missouri and Iowa. But settlers started moving into the area and wanted land for themselves. Great Walker, an Ioway leader, reluctantly agreed to sign a treaty giving up their traditional homeland. Many of the Ioway moved to an area set aside for them in Missouri, but Great Walker and his band refused to go along. They settled along the Chariton River and carried on with the customs and culture that had helped them survive for hundreds of years, even when it meant defending themselves against those new American settlers.”



UNIT TITLE: NOTABLE MISSOURIANS

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Great Walker: Ioway Leader

GRADE LEVEL: 4

TITLE THEMES: Iowa, Native Americans, Louisiana Purchase, Missouri Territory to Missouri state, settlers, American frontier, Issues between land ownership/claim.

HISTORICAL RELEVANCE: This book deals with the Native American Indians during the 1800s. The Ioway people lived on land that is now part of Iowa and Missouri from 1600s to 1800s. But white settlers moving westward began to claim the land as property of the US Government, even though the Native people did not think that land could be owned. There was disagreement between the government and the Natives as to where the location of the Missouri border was which caused problems between the groups. The settlers did not want the Natives to live in the state, and the Ioway people feared the US Government and military. Great Walker sold the rights of his people to live on the land, which he regretted.

KEY VOCABULARY: ancestors, archaeologist, clan, harvest, militia, militiamen, prosper, raid, treaty

DISCUSSION QUESTIONS:

1. How were the Ioways given their names?
2. What are some possible names your classmates and you may have had if you had grown up in Great Walker's tribe?
3. How were the Ioway people able to prosper in Iowaville? (They used the river for fishing, as well as a way to travel to meet traders. The soil in the area was rich for crops. The woods surrounding them was excellent for places to hunt turkeys, rabbits, deer, and other animals. The trees also provided building material.)
4. Compare the life to the men and the women in the tribe. (The women were in charge of farming and tending to the crops. The women also built lodges, made clothing, and carved utensils. The men of the tribe were responsible for hunting, providing meat, and fighting in battles.)
5. Would you have sold the rights to the land as Great Walker and White Cloud did?
6. Could the fight between Big Neck's people and the militiamen have been prevented?
7. Do you believe that Big Neck and White Cloud were treated fairly?

COMPREHENSION QUESTIONS:

1. To what Indian tribe did Great Walker belong? (Ioway)
2. Who did Great Walker travel to D.C. with in 1824? (White Cloud)
3. How did White Walker get his name? (GW walked 100 miles in 24 hours)
4. Explain how the Ioway men inherited their roles. (Sons inherited their roles from their father. If the father did not have a son, the role was passed down to his grandson or his sister's son.)
5. Great Walker and White Cloud were called "Brothers." What did this mean since they did not actually share a father or mother? (They were good friends who were willing to fight and give their lives for one another)
6. How did the Ioway's way of life change when the settlers moved in? (The Ioway were forced to share limited resources of furs, wild game, food, and clothing with the settlers. Sources of food, fuel, and building material became harder to find. It became difficult to feel and clothe their own people.)
7. What did the Ioway people call the European traders? What did this word mean? (They were called the Ma'unke, and it meant "those who make things out of metal")
8. Why did Great Walker and White Cloud feel they had no choice but to sell the land? (They were afraid they could not overcome the US government and militia. They also needed the money to pay off their people's debts to the traders.)
9. Compare Great Walker's and White Cloud's feelings after signing away their land to the government. (Great Walker thought they had made a great mistake. White Cloud believed they had done the right thing.)
10. Describe the purpose of the Ioway Agency that the US Government created. (Ioway people could go to the agency if they needed protection or help from the government. They could also go there to pick up supplies, trade for goods, and talk with officials.)
11. Where did Great Walker move after signing the treaty? (Out of Missouri, to the north)



UNIT TITLE: NOTABLE MISSOURIANS

PAGE 4

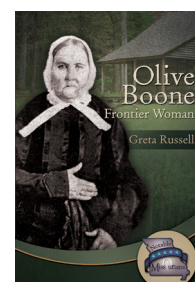
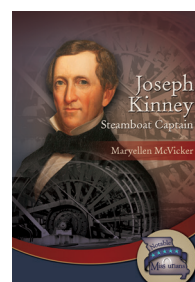
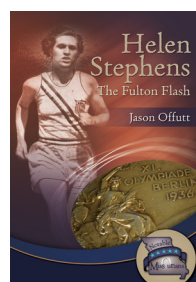
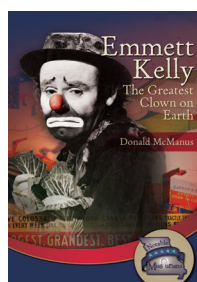
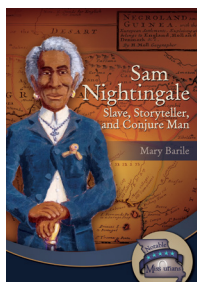
Great Walker: Ioway Leader

GRADE LEVEL: 4

12. Who was Big Neck? Why did people call his gang the “pouting party?” (Big Neck was Great Walker’s new name. His gang was called that because they refused to follow the treaty)
13. Describe the fight that took place on July 17, 1829 at Big Neck’s village. (Twenty-six militiamen with guns arrived at the village. Fearing the Ioway wanted to kill them, they shot Big Neck. Six Ioway people and four militiamen were killed.)
14. Compare the Ioway’s and the settler’s beliefs about the battle. (The Ioway said the battle took place outside of the MO border, but the settlers said it happened inside the border. However, both believed the settlers started the fight and the Ioway only fired in self-defense.)
15. What did Secretary of State W. A. McBride find out about the battle in his investigation? (The battle occurred less than 20 miles within MO. Big Neck and gang were innocent.)
16. What was the outcome of the trial against Big Neck in Spring 1830? (Big Neck was found not guilty of murder.)

MISSOURI CONNECTIONS:

- Living History Farms. The 1700 Ioway farm at this location in Urbandale, Iowa, provides students a look into the life of women when the Ioway nation flourished. <http://www.lhf.org/index.cfm?nodeID=31520&audienceID=1>, http://www.lhf.org/documents/filelibrary/documents/visit/STEM_FB48EBC5FC1F3.pdf, http://www.lhf.org/documents/filelibrary/documents/visit/Architecture_C63F578F9C159.pdf http://www.lhf.org/en/visit/location_and_directions/
- Missouri and Iowa Lewis and Clark Visitor Centers. Arrow Rock, St. Louis, Independence, Sibley, St. Charles, and Booneville, MO; Onawa, Sioux City, Council Bluffs, and Missouri Valley IA. These places will offer insight into the areas and animals that Lewis and Clark encountered on their expedition. <http://www.nps.gov/lecl/planyourvisit/leclvcmisouri.htm> <http://www.nps.gov/lecl/planyourvisit/leclvciowa.htm>
- Jefferson Barracks Visitors Center. Though it is no longer a fort or jail, Jefferson Barracks is now a visitors center where students can travel to learn more about the history of the area and its importance in many war-related times. <http://www.stlouisco.com/parksandrecreation/parkpages/jeffersonbarracks/jeffersonbarracksmuseums>



Notable Missourians

Other Study Guides Available: Grade Level 4

Sam Nightingale: Slave, Storyteller, and Conjure Man;

Emmett Kelly: The Greatest Clown on Earth; Helen Stephens: The Fulton Flash;

Joseph Kinney: Steamboat Captain; Olive Boone: Frontier Woman

Coming in 2015: Alfonso Wetmore, Marie Fower, Jeffrey Deroine,
Albert Lambert, Stan Musial, Jean Bartik