

Purpose: *What are students expected to learn? Why is this skill/content important? How does it connect to previous lessons? How will you communicate the purpose to students? How will you know if students have mastered the skill?*

Target Standards:

Reading 9-12:

5. Summarize and paraphrase main idea and supporting details.

9. Synthesize information from multiple selections in order to draw conclusions, make predictions, and form interpretations.

Daily Academic Learning Goal

- While reading multiple sources on harvesting rice, scholars will identify the main idea of each article in order to synthesize the information and draw conclusions on the ritual of harvesting rice. Scholars will take note of contradictions.
- To organize the information, scholars will use Cornell Notes to record the main idea of each of the articles.

Daily Cultural Learning Goal:

- Scholars will learn about the ritual steps to harvesting rice and the importance of rice to the Ojibiwe people.

Orally share these learning goals with students. Ask students why it is important to read multiple sources from different people on the same topic. How will you know which is most accurate? How will you synthesize contradictions? Share examples of careers that use this skill.

The writing prompt using the notes will be the assessment to see if students were able to accurately synthesize multiple sources and draw conclusions from the reading.

Materials Needed:

- Photocopies of the Cornell Notes for each student
- “Manoominike—Making Rice” by Jim Northrup
- “Portage Lake: Memories of an Ojibwe Childhood” by Maude Kegg
- “Manoominikeng (Ricing)”
- “Moose/The Worm”
- “Ricing with Tommy Sky” magazine
- Discussion Bookmark Questions

Read Aloud: *Why did you select this text? What questions will you use to promote accountable talk and rigorous thinking? Jot down the key stopping points and questions/insights that will generate opportunities for accountable*

talk.

Text: Maude Kegg Ricing text.

Read the text and identify no more than four stopping points to invite conversation and the opportunity for the teacher to share her/his thinking.

Here is one example...

Prior to reading, ask “Is gathering rice necessarily a cultural activity? Why? If you disagree, tell why.” Invite kids to think about their opinion for 30 seconds and then open it up for a whole group discussion. You might write some of their ideas down on chart paper/whiteboard to see if their opinion changes. *This is a great way to model setting a purpose for reading.*

p. 125 before [5]: So let me see...what are the steps to harvest rice? First you wait until it ripe, knock it in the sand. Then parch it. What is parching? Then mill or jig it to dehusk. Offer tobacco and then eat? Did I get them all?

p. 125 before [7]: What do you think the author meant by black rice being Indian rice? What is he saying about what it means to be Indian? Do you agree or disagree? Turn and talk to a partner about your response.

p. 127: before [10]: Yuck! Why did the author include this story? What does this tell you about the author?

After the reading: Return to the original question. Is gathering rice cultural? Is there a particular process to harvesting rice evident in this piece of text that makes it cultural?

I am thinking the main idea of this is to show a snapshot of gathering rice and how they did it. The title points me in that direction and then the specific details

Mini-Lesson: *How will you communicate the skill/content in kid friendly language? How are you connecting this to previous lessons? Will you include a chart to document learning? How will you construct your chart?*

Shared Reading: *How will this reading demonstrate use of the targeted skill/content? Jot down what you plan on saying during your think-aloud moments that will show your thinking around using the skill/content piece.*

Text: “Manoominikeng (Ricing)” Teacher reads this aloud, students follow along.

Here is one example of a shared reading/think aloud:

So we have one account of ricing. Let's compare that with another. This article was actually written by Jessie's husband. As I read, I will be thinking about the first article and seeing how it fits in with this one.

After the first paragraph:

Model T? I guess we are talking a while back. But, this text shows a much more organized view of ricing. In the Kegg article, he did make mention of "officials looking at the rice" and made mention of people getting beat up if they didn't follow the officials mandates. But, this one has the lake divided up by family. I wonder if the elders of the family groups are the same as officials? Or did the organization vary by lake?

I also see that he makes mention of the materials needed: boat, kettle, winnowing baskets, wood for parching. This seems to lead me to see the process of ricing. But, it isn't spelled out. It does seem to match up with the first article...boat for getting out the rice, kettle for parching...winnowing? Did the other article mention that? What is missing?

After reading the complete article:

Hmm...he skipped school to rice? Ricing must have been pretty important to him and his family. This is more evidence to me that ricing was a backbone to Ojibwe culture.

Guided Reading: *Have you grouped your students using a diagnostic tool? Have you selected texts that meet kids at their instructional level? Jot down which students are in which group and what text you will use. Have you selected teaching points based on the skill/content, the particular text and your students' levels?*

Not used in this lesson...

Book Clubs/Response Groups: *Did students select the text? How will students read the text to ensure that all students at all different levels have equal access to the text? What are the responsibilities of the students (roles, discussion protocols, written responses, etc)? How will you ensure students are talking on task?*

Organize the students in heterogeneous reading level groups. Once in the groups, invite students to select if they would like to read "Ricing with Tommy Sky" or "Manoominike—Making Rice" by Jim Northrup/"Moose/The Worm." As you are

reading stop periodically and discuss one of the questions on the bookmark. At the end of the discussion group, you should each have a complete Cornell Notes.

Independent Reading: *Are students reading texts at their independent level? How are students engaging with the text? (Post-its, graphic organizers, reading letters, conferences, etc..)*

If the response groups makes you nervous, you could do it as an independent reading. However, be aware that these texts are not leveled and you would need to be sure that the text is at the student's independent level.

Summary: *How will you provide a meaningful opportunity to grapple with or demonstrate mastery of the target skill/content?*