

# *The Great Tree of Peace*



**Basic Level Teachings**

**Unit 3**

**Teacher's Manual**



# Teaching Package: Basic Level Teachings

## Unit 3 - The Great Tree of Peace Teachings

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## **Unit 3 - The Great Tree of Peace Teachings**

### **Unit Description:**

In this unit students will be introduced to the Great Tree of Peace and examine how it functions as a teaching/learning tool. This unit helps fill the gap that exists in studies related to Aboriginal peoples, in particular, where the study of Haudenosaunee or Iroquois peoples is concerned. This unit is not all-inclusive, but focuses on who the Haudenosaunee or Iroquois are, what they value and believe, and how their society is structured to live in harmony with others and with the environment. These teachings are designed to guide and help Aboriginal peoples to cope with and survive through the influence of change in today's world.

Aboriginal Peoples view the world in a particular way, and this world view affects what is learned, how it is learned and, indeed, why it is learned. A Worldview consists of the principles we acquire to make sense of the world around us. Young people learn these principles, including values, traditions, and customs from stories, family and community, and examples set by community leaders. Once a worldview has been formed, the people are then able to identify themselves as a unique people. Thus the worldview enables its holders to make sense of the world around them, make symbols to fit their world, generate their behaviour, and interpret their experiences (Kawagley, Oscar).

The Haudenosaunee/Iroquois have guiding principles in their decision making concerning issues that affect the environment. One principle is their responsibility to respect and care for the earth. Another is that they have been instructed to use a good mind in making decisions and to think of the effect of their decisions and actions on the generations yet to come. Not all cultures or people view the world in the same way. The way in which people view the world and their place in it reflects their values. These values govern their attitudes, decisions and actions.

The Haudenosaunee or Iroquois Worldview is expressed in the traditional teachings of the Great Law of Peace. Students are more confident in celebrating the strengths of the Native worldview and its base in relationships and spiritual philosophy. Therefore, First Nations educators draw support from the traditional community to foster the self-actualization needs of students. New approaches to education are being devised that respect the philosophical foundation provided by cultural tradition. Education is then in its essence learning about life through participation and relationships in the community, including not only people, but plants, animals and the whole of nature. These links and connections are what make Haudenosaunee or Iroquois sovereign.

### **Unit Planning Notes:**

Within this unit there is a variety of opportunities to involve local Aboriginal resource people. This type of collaboration works best when it is planned well in advance. It is the Instructor's responsibility to share with the invited guests the objectives of the unit, as well as setting up the learning environment so as to maximize the learning for the students and also make the situation as comfortable as possible for the invited guest. Elders, for instance, are often more comfortable working with small groups of students in an experiential mode. See unit lessons/activities for specific planning requirements.

## **Overall Expectations:**

- demonstrate an understanding and appreciation of the message of peace brought to the Haudenosaunee or Iroquois people and its impact on their lives
- describe the significance of the symbols used to represent the Great Law of Peace of the Iroquois Confederacy
- describe how the Great Tree of Peace teaching/learning model affects decisions about the environment
- apply concepts to present day situations

## **Language (Communications) Being Addressed:**

### **Read with Understanding for Various Purposes**

The reader locates, understands and begins to interpret concrete and some inferential meaning in short, uncomplicated texts about familiar topics. To do this, the reader uses various common reading strategies, personal experience and knowledge, as well as familiarity with some forms and conventions of more formal texts.

### **Write Clearly to Express Ideas**

The writer writes for a variety of specific, familiar purposes and audiences, using various simple forms and a basic paragraph structure, with simple support to convey a main idea. The writer uses words and phrases appropriate for the purpose and audience, and basic grammar, punctuation and spelling.

### **Speak and Listen Effectively**

Presenting: the focus is on the vocabulary used in speech and the ability to conceptualize, order and present ideas and information in different situations. Interacting: the focus is on initiating and sustaining conversations, building skills to deal with misunderstanding and conflict, creating conditions for successful communication and become aware of non-verbal communication cues. Listening: the focus is on building listening skills to better retain, order and interpret spoken texts and to develop strategies to check and ensure what is being heard.

## **Prior Knowledge and Skills Required**

- make an outline from text
- create an organizer using text
- write a note from text
- locate information using index, table of contents and the Internet
- conduct basic research)
- conduct an oral presentation
- work collaboratively within a group

## **Teaching/Learning Strategies:**

The following teaching and learning strategies are employed in this unit: various teaching strategies, Instructor-directed discussions, collaborative learning, Internet and computer research, guided imagery and visualization (pictures, videos and graphic organizers), small group discussion, independent learning, structured worksheets, and guest speakers. See Teaching and Learning Strategies in Appendix A for further detail.

### **Lesson Activities:**

The lesson activities are intended to ensure that students have the skills, concepts and knowledge required to complete the culminating activity. In order to consolidate learning, these activities may review knowledge and concepts or provide opportunities for practice on specific skills. Activities will also address new skills and knowledge essential to the performance of the culminating activity and model effective strategies useful in completing the task.

### **Culminating Activity:**

The culminating activity provides an opportunity for students to demonstrate their learning in relation to a specific cluster of expectations. It is intended to engage students in a meaningful task that facilitates complex thinking skills and the application of knowledge, skills and abilities.

### **Time Required for Lesson Activities:**

Times set out in the lesson activities are suggested time allotments only. Instructors may adjust times accordingly to program and timetabling considerations or to accommodate individual students' learning needs.

### **Assessment:**

Assessment is the process of gathering information about a student's progress and skills attained through a variety of strategies and tools. The purpose of assessment is to monitor students' progress as they work through the lesson tasks and to provide ongoing feedback to students on how to improve their performances. Information gathered during the assessment process also assists Instructors in making appropriate accommodations to meet the learning needs of individual students and to plan for any additional instruction or practice that they may require.

Formative assessment (formative assessments are administered for the purpose of measuring progress toward a goal) strategies for this unit include:

- Anecdotal running records (Instructor observational notes)
- Checklists
- Peer and self-assessments
- Student worksheets
- Student notes

### **Evaluation:**

Evaluation involves the process of reviewing student performances and products and making judgments about how well the student has performed in relation to the expectations and the criteria that are linked to the achievement chart categories. Instructors review their formative assessment *observations* as they prepare students for their evaluation tasks and make appropriate accommodations for students based on their needs.

### **The Rubric for use with the Culminating Activity:**

The rubric provided for the use with the culminating activity (Lesson 4) is to be used to evaluate student performance based on achievement levels.

Evaluation information will be used to provide feedback to students on their performance, to plan next steps in programming, and to report on student progress and achievement.

### **Accommodations/Adaptations:**

- Allow students opportunities to express their learning in differentiated formats (eg. pictures, models, music, drama, computer applications, etc.).
- Wherever possible, assign fewer examples to be given. Allow students time to build their "cultural knowledge".
- Incorporate picture dictionaries and illustrated journals so that students may use art to enhance their written messages.
- Encourage students to keep a running "language log or glossary". Students should add to this on a daily basis.
- Allow students to use dictionaries.
- Structure groups so that students have a peer "buddy" with whom he/she feels comfortable.

### **Summary of Lesson Activities and Time Sequence:**

<b>Lesson #</b>	<b>Title</b>	<b>Time</b>
Lesson 1	Symbols	120 minutes
Lesson 2	Iroquois Confederacy	120 minutes
Lesson 3	The Great Law of Peace	120 minutes
Lesson 4	Message of Peace (Culminating Task)	120 minutes

### **Resources for the Unit:**

#### **Web Sites:**

1. Haudenosaunee (Iroquois) Confederacy-History of the Iroquois and tribal map.  
Site: <http://www.native-languages.org/iroquois.htm>
2. Illustration of the Great Tree of Peace (Google image - by John Kahionhes Fadden)
3. Iroquois, Haudenosaunee website: Welcome to Me & U: Mother Earth & Us  
Site: <http://www.tuscaroras.com/graydeer/>
4. The Constitution of the Iroquois Nation  
Site: <http://www.indigenouspeople.net/iroqcon.htm>
5. Woodland Cultural Centre  
Site: <http://www.woodland-centre.on.ca>

**Books:**

1. The Iroquois by Richard Gaines (ISBN: 1577653734)
2. The Great Peace...The Gathering of Good Minds by Brenda G. Davis (ISBN: 0-9684452-3-3)
3. White Roots of Peace: The Iroquois Book of Life by Paul A. W. Wallace and John Mohawk (ISBN: 13:9780940666306)



# Lesson 1

## Symbols

**Time:** 120 minutes

### Objectives:

Students will:

- demonstrate an understanding that a symbol is something that stands for, or represents something else by completing a Picture Fact Card - Symbols of Peace
- communicate ideas and information for a variety of purposes (to evaluate information)
- provide a written and oral explanation that explains the meaning of a symbol

### Materials:

- 1 overhead projector (optional)
- Photocopies and/or overhead transparencies of the following"
  - Great Law of Peace 2010 Native American \$1 coin design (Student Resource #1)
  - Three to four images with important symbolic meaning
  - Picture Fact Card (Student Resource #2)
- Resources such as the Internet, books and calendars to identify different symbols
  - Sacred Symbols and Their Meaning  
[http://www.shannonthunderbird.com/symbols\\_and\\_meanings.htm](http://www.shannonthunderbird.com/symbols_and_meanings.htm)
  - Flags of Aboriginal Peoples of Canada  
[http://commons.wikimedia.org/wiki/Flags\\_of\\_Aboriginal\\_peoples\\_of\\_Canada](http://commons.wikimedia.org/wiki/Flags_of_Aboriginal_peoples_of_Canada)

### Word List (for Word Wall or Student Glossaries):

- glossary
- symbol
- image
- design
- illustrate
- characteristic

### Teaching/Learning Strategies:

1. To begin the lesson, discuss with students the meaning of the term "symbol". Write the following questions on the board, *What is a symbol? Can you give some examples of symbols? What are some symbols that are often used to represent peace?* Record student responses under each question.
2. With the students, examine the Great Law of Peace 2010 Native American \$1 coin design (Student Resource #1). Have the students identify the images and the writing included in this design. Focus specifically on the tree, the feathers and the eagle.
3. Introduce the idea that some symbols are very concrete (a bear for strength, for example), and some might be very abstract (a sun with rays - each ray representing a different aspect of life, for example). Explain that people often use symbols to illustrate a particular good characteristic (a circle represents unity and wholeness).
4. Show three or four images with important symbolic meaning. For example, you may include a heart for love, a pair of clasped hands for friendship, a bear for strength or a sun for light. Ask students to explain what each symbol represents. Ask the students why some symbols have the same meaning for many different people.

5. Have the students search resources such as the Internet, books and calendars to identify different symbols. Instruct the students to select one symbol to complete the next task.
6. Distribute a "Picture Fact Card" worksheet to each student (Student Resource #2). Have the students draw or copy/print/cut/paste their symbol on the front of their card and then write facts on the back, such as the symbol's name and what the symbol represents. Allow students time to cut out and fold their cards.
7. Have the students exchange their Picture Fact Cards. Each student should share one card aloud, clearly, explaining why the image has meaning for enough people used as a symbol.

**Assessment and Evaluation:**

Basic Level Teachings - Use the students' class participation and completion of worksheet to evaluate whether they have met the lesson objectives. Keep the writing sample for future reference and include it with later samples to illustrate students' writing progress. This activity also offers an informal activity for assessing students' concrete thinking skills.

**Enrichments/Extensions:**

- Hands-on activity for students to create a "Symbol of Myself" wherein they reflect on their unique selves by creating a clay "symbol" that represents themselves. Write an explanation on an index card that tells about the symbol and why they chose it.

**Accommodations:**

- Provide printed reference materials at lower level for the students to use in their research.
- Allow students to work independently or in pairs.
- Have symbols already prepared and have students match the fact with the symbol.

**Instructor Reflection Notes:**

*(Student feedback; Positive/Negative comments; How would you improve this lesson?)*

## Student Resource #1

### United States Mint Announces 2010 Native American \$1 Coin Design

The United States Mint today announced the new design that Americans will see on the reverse (tails side) of Native American \$1 Coins next year. The design, based on the theme "Government - The Great Tree of Peace," depicts the Hiawatha Belt with five arrows bound together, with the inscriptions *UNITED STATES OF AMERICA*, *\$1*, *Haudenosaunee* and *Great Law of Peace*. The United States Mint will commence issuing these coins in January 2010, and they will be available throughout 2010.

The Hiawatha Belt is a visual record of the creation of the Haudenosaunee, also known as the Iroquois Confederacy, with five symbols representing the five original Nations. The central figure on the belt, the Great White Pine, represents the Onondaga Nation with the four square symbols representing the Mohawk, Oneida, Cayuga and Seneca Nations. The bundle of arrows symbolizes strength in unity for the Iroquois Confederacy. The design is by Artistic Infusion Program Master Designer Thomas Cleveland.

Featured on the obverse (heads side) of the 2010 Native American \$1 Coin is the familiar "Sacagawea" design by sculptor Glenna Goodacre, first produced in 2000. Inscriptions on the obverse are *LIBERTY* and *IN GOD WE TRUST*.



SOURCE United States Mint

**Student Resource #2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Picture Fact Card - Symbols**

--

*Fold on this line.*

Explain the meaning of your peace symbol here:






## Lesson 2

# The Iroquois Confederacy

**Time:** 120 minutes

### Objectives:

- demonstrate an understand that the Iroquois Confederacy is made up of separate nations bound by the Great Law of Peace
- demonstrate an awareness of the historical background of each of the Iroquois Nations
- recognize the need to unite under a confederacy communicate ideas and information for a variety of purposes (to evaluate information)
- provide a written and oral report on the five original nations that make up the Iroquois Confederacy

### Materials:

- 1 overhead projector (optional)
- Photocopies and/or overhead transparencies of the following:
  - Organization of Six Nations Confederacy (Student Resource #1)
  - Window Pane Fact Sheet (Student Resource #2)
  - Venn Diagram (Student Resource #3)
- Chart paper
- Markers

### Word List (for Word Wall or Student Glossaries):

- Confederacy
- Onondaga
- Seneca
- Cayuga
- Mohawk
- Oneida
- Tuscarora

### Teaching/Learning Strategies:

1. On the board, write out the names of the five original nations that make up the Iroquois Confederacy (Student Resource #1: the Onondaga, Seneca, Cayuga, Mohawk, and Oneida). Guide the students to generate a list of questions about these different nations and write these questions on the board.
2. Divide or pair the students into five groups and have each group select one nation to research.
3. Tell the students that each group will become the class expert on one of the five nations and will research and produce a six-pane window of key facts about that nation.
4. Hand out the “Window Pane Fact Sheet” (Student Resource #2) and give a sheet of chart paper to each group.

5. Direct the students to use Internet sites (such as those below for their research).
  - Onondaga: [http://www.bigorin.org/onondaga\\_kids.htm](http://www.bigorin.org/onondaga_kids.htm)
  - Mohawk: [http://www.bigorin.org/mohawk\\_kids.htm](http://www.bigorin.org/mohawk_kids.htm)
  - Oneida: [http://www.bigorin.org/oneida\\_kids.htm](http://www.bigorin.org/oneida_kids.htm) and [www.oneida-nation.net](http://www.oneida-nation.net)
  - Seneca Nation of Indians: [www.sni.org](http://www.sni.org) and [http://www.bigorin.org/seneca\\_kids.htm](http://www.bigorin.org/seneca_kids.htm)
  - Cayuga: [http://www.bigorin.org/cayuga\\_kids.htm](http://www.bigorin.org/cayuga_kids.htm) and [www.peace4turtleisland.org/pages/Cayuga.htm](http://www.peace4turtleisland.org/pages/Cayuga.htm)
6. Direct each student to use the “Window Pane Fact Sheet” to record information and then gather as a group to summarize their information. Have them recreate the window pane summaries on the chart paper.
7. Have each group present their findings to the class. Allow time for other groups to ask questions of the presenting group.
8. Guide the class in a discussion about how differences between the tribes affected their uniting as the Iroquois Confederacy. Compare and discuss similarities and differences between First Nations and the provinces in Canada today (for example, structure of government/confederacy and council, election of government officials/clans, courts to resolve conflicts/council circle, laws/treaties, patriarchy/matriarchy, cities/reserves, religion/spiritual, competitive/non-competitive, individualistic/collectiveness, etc.). The use of a Venn Diagram may be helpful (Student Resource #3).

### **Assessment and Evaluation:**

Basic Level Teachings - Use the students' class participation and completion of worksheet to evaluate whether they have met the lesson objectives. Keep the writing sample for future reference and include it with later samples to illustrate students' writing progress. This activity also offers an informal activity for assessing students' concrete thinking skills.

### **Enrichments/Extensions:**

- Role play an inter-tribal Chief's council circle settling a conflict.
- Create a student council constitution based on the three principles of the Great Law of Peace.

### **Accommodations:**

- Provide printed reference materials at lower level for the students to use in their research.
- Use appropriate videos from a local resource, television, a Web site, or other resources to illustrate life for the different tribes in the Iroquois Confederacy.
- Divide each tribe and the window pane questions into a jigsaw activity and have pairs of students work on a limited number of questions then present their findings to their group before they present to the larger group.
- Allow students to work independently or in pairs.

### **Instructor Reflection Notes:**

*(Student feedback; Positive/Negative comments; How would you improve this lesson?)*

## Student Resource #1

# Organization of the Six Nations Confederacy

One of the features of the Great Law of Peace and the alliance of nations in the Confederacy is that each nation maintained control over affairs within its own territory. It was in the area of dealings between the nations of the Confederacy, and dealings of the Confederacy with other nations that the Grand Council became involved. Within the individual nations, there was respect for the autonomy and the independence of local settlements. Within the settlements, there was still some autonomy for each of the clans as well. Clans had their own meetings, settlements had their own meetings, nations met in a national council, and all of the nations met in the Grand Council as the occasion warranted.

Differences of opinion and arguments could always be resolved within the system outlined by the Great Law of Peace. When an individual had a disagreement with another individual of the same clan, it was resolved by the clan. When individuals of different clans had disagreements, it was resolved by the local settlement. When settlements had difficulties, these difficulties were resolved by the national council. Finally, when nations within the Confederacy had differences amongst themselves or with a nation outside of the Confederacy, solutions were worked out by the Grand Council representing all of the nations of the Confederacy.

Every individual belonged to a clan, or was protected by a clan. These clans were organized within each of the settlements of the nation. Each settlement was the responsibility of a particular nation, and each of these nations belonged to the Confederacy.

Source: The information on this page was taken from: <http://www.theoldwestwebride.com> and is said to be in the public domain.



Six Nations Confederacy and Gahsdowa = headdresses

- Seneca (People of the Great Hill)
- Cayuga (People of the Great Swamp)
- Onondaga (People of the Hills)
- Oneida (People of the Upright Stone or Standing Stone)
- Mohawk (People of the Flint)
- Tuscarora (Those of the Indian Hemp or Hemp Gatherers or Shirt Wearing People)

Source: *John Kahionhes Fadden*

**Student Resource #2**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Window Pane Fact Sheet**

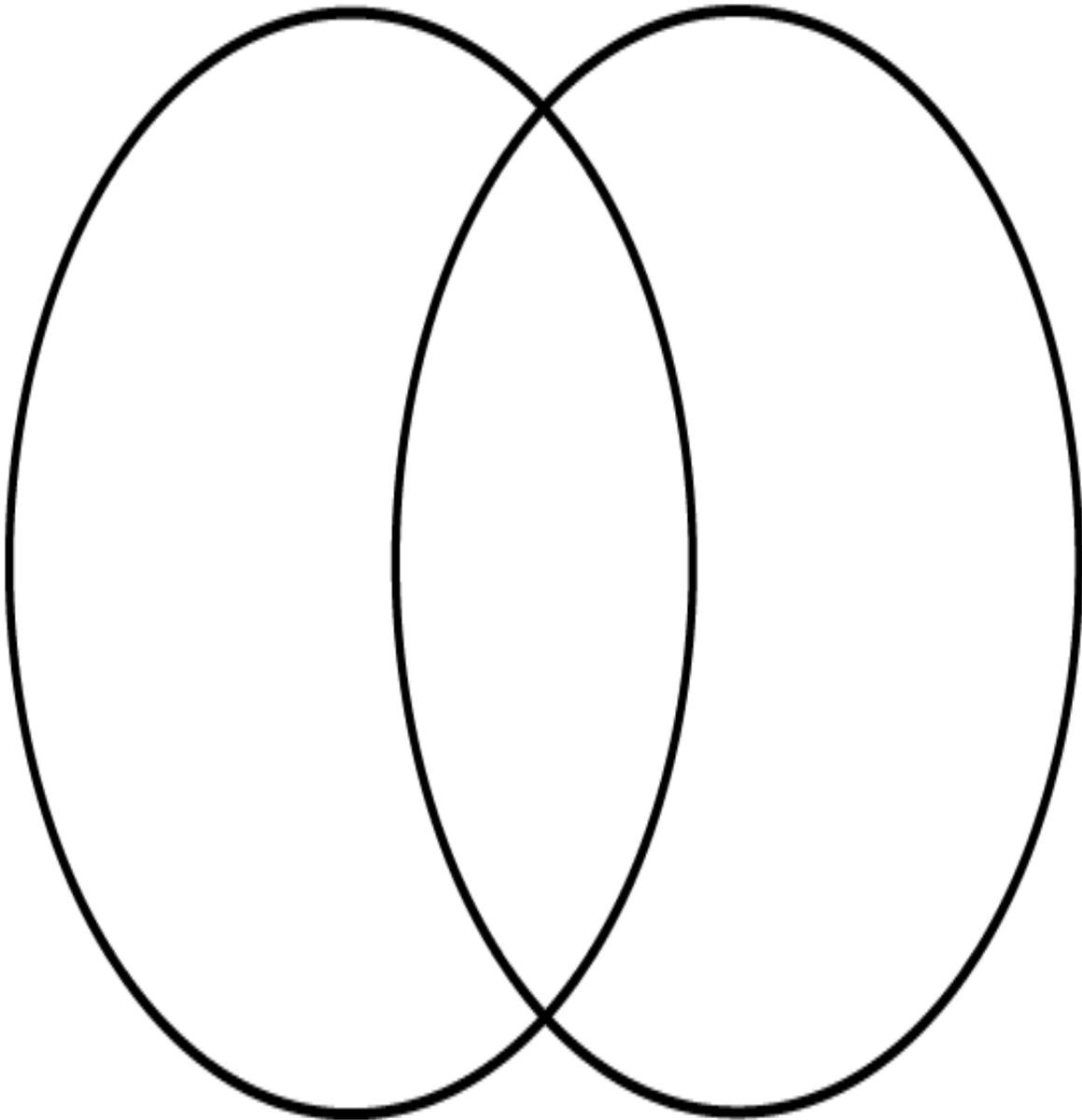
**Name of First Nations:** \_\_\_\_\_

Where did they live?	What were their homes like?	What crafts and art did they create?
Where do they live today?	What are their homes like today?	What crafts and art do they create today?
What did their clothing look like?	What languages did they speak?	What weapons did they use?
What does their clothing look like today?	What language do they speak today?	What weapons do they use today?

## Venn Diagram: Iroquois Confederacy

**First Nations**

**Provinces of Canada**





## Lesson 3

# The Great Law of Peace

**Time:** 120 minutes

### Objectives:

- students will understand that the Iroquois Confederacy is made up of separate nations, bound by the Great Law of Peace
- students will recognize the need to unite under a confederacy
- communicate ideas and information for a variety of purposes (to evaluate information)
- provide a written (picture summary) and oral (re-tell) explanation of the Great Law of Peace

### Materials:

- video clip from Internet: Peacemaker - Dramatizes the Iroquois legend of the Tree of Great Peace which explains the origins of the Iroquois confederacy  
<http://www.histori.ca/minutes/minute.do?id=10120>
- 1 overhead projector (optional)
- Photocopies and/or overhead transparencies of the following:
  - *from* THE IROQUOIS CONSTITUTION (THE TREE OF THE GREAT PEACE) (Student Resource #1)
  - Making Peace and The Great Tree of Peace (Student Resource #2)
- 11 x 14 blank paper

### Word List (for Word Wall or Student Glossaries):

- Haudenosaunee
- Constitution
- Peacemaker
- legend

### Teaching/Learning Strategies:

1. Show video clip from Internet: Peacemaker - Dramatizes the Iroquois legend of the Tree of Great Peace which explains the origins of the Iroquois confederacy  
<http://www.histori.ca/minutes/minute.do?id=10120>
2. What terms in the video were unfamiliar? Hopefully students will say, “Haudenosaunee.” Introduce this term and provide some background information. This term is the name the Haudenosaunee people call themselves. The name means people of the long house which refers to the types of home they lived in. Iroquois is another name for the Haudenosaunee.
3. Review – Why was it important for the nations – Mohawk, Cayuga, Oneida, Onondaga and Seneca to become one nation?
4. Place, *from* THE IROQUOIS CONSTITUTION (THE TREE OF THE GREAT PEACE) (Student Resource #1) on the overhead or Smartboard. Read through each verse and discuss. What does it mean? Explain that this excerpt is from the constitution of the Iroquois. What is a constitution?

5. Read to the students the story of "Making Peace and The Great Tree of Peace" (Student Resource #2). You may want to put it up on the overhead or Smartboard for students to follow. Tell students to pay attention to key parts as they will summarize this story.
6. Challenge the students to summarize the story of "Making Peace and The Great Law of Peace" in 7 sentences. Write down in the form of a web they key ideas of the story to help students organize the key ideas.  
Some key ideas:
  - Dekenanwidah is the Great Peace Maker
  - Process of decision making is called The Great Law of Peace
  - When each nation accepted the Great Law, they were given a place and role in the Confederacy
  - Each chief accepted the Great Law of Peace
  - Hiawatha helped spread the message of peace
7. Create a folded sequence book. Take a piece of 11 x 14 blank paper. Fold it in half hotdog and open it up. Then double fold hamburger twice. (Hamburger in half, then again.) When you open the entire paper up you should have 2 rows and 4 columns for a total of 8 squares. Then...here's the tricky part...fold it back in half hamburger. Cut starting at the fold to the horizontal fold. Open it up. Fold it back in half hamburger and collapse in on itself. You should end up with a folded book with 8 pages.
8. Students will now create a picture summary of the Great Law of Peace. The first page is the title page and the consecutive pages tell the story. Once students have completed the book, orally re-tell the story to a partner.

#### **Assessment and Evaluation:**

Basic Level Teachings - Use the students' class participation and completion of worksheet to evaluate whether they have met the lesson objectives. Keep the writing sample for future reference and include it with later samples to illustrate students' writing progress. This activity also offers an informal activity for assessing students' concrete thinking skills.

#### **Enrichments/Extensions:**

- Learning Log – Summarize the Great Law of Peace in your own words. What does it mean to “summarize?” Or in each tribe and the groups re-hearse a quick play. Each tribe will act out what the Great Law of Peace means. Have each group perform for the class.

#### **Accommodations:**

- Allow students to work independently or in pairs.
- Cut and fold paper in advance.

#### **Instructor Reflection Notes:**

*(Student feedback; Positive/Negative comments; How would you improve this lesson?)*

**Student Resource #1**

*from* **THE IROQUOIS CONSTITUTION**  
**(THE TREE OF THE GREAT PEACE)**

I. THE TREE (c. 1450)

I am Dekanawidah and with the chiefs of the Five Nations  
I plant the Tree of the Great Peace. . . .  
Roots have spread out from the Tree of the Great Peace. . . .  
the Great White Roots of Peace. . . .  
Any man of any nation  
may trace the roots to their source and be welcome  
to shelter  
beneath the Great Peace. . . .

I Dekanawidah  
and the chiefs of our Five Nations of the Great Peace  
we now uproot the tallest pine

into the cavity thereby made  
we cast all weapons of war

Into the depths of the earth  
into the deep underneath. . . .

we cast all weapons of war

We bury them from sight forever. . . .  
and we plant again the tree. . . .

Thus shall the Great Peace be established. . . .

## Making Peace and The Great Tree of Peace

Several hundred years ago, long before Canada or the United States became countries, the Peacemaker was born. Dekenanwidah was the Great Peace Maker. The Peacemaker carried the message of peace during a time when five tribes in the northeastern part of North America were often at war with each other. These five tribes were the Onondaga, Seneca, Cayuga, Mohawk, and Oneida. When the men of these tribes fought, there were many deaths. The tribes suffered greatly because of these lost lives. Mothers, fathers, sisters, and brothers missed their lost family members. As the men fought and died in these battles, there were fewer men to gather food for the tribe and tribes often went hungry.

The legend says that Hiawatha, a good man of the Onondaga Nation, was chosen by the Peacemaker to carry his words to the five tribes. Hiawatha's mission was to help the five tribes stop fighting with each other to make life better for all the people.

He gathered all the chiefs of each of these tribes and took one arrow from each chief. He held up one arrow and broke it. He told the people that it is as easy to break that one arrow as it is to break the rest of them, if they are not united. He explained that tribes working together in peace makes all of the tribes strong.

He then asked each chief if he would help his tribe to stop fighting. When the chief agreed, he gave him a new arrow. When all the chiefs agreed, he took their new arrows and tied them together in a bundle.

He then passed the bundle around and asked each chief to try to break the bundle of arrows. They could not break the bundle. Hiawatha then explained that the Nations working together in peace are like the bundle and cannot be broken.

The chiefs sealed their treaty by burying some weapons at the foot of a white pine tree. This tree has come to be called the Great Tree of Peace.

# Lesson 4

## Message of Peace

**Time:** 120 minutes

### Objectives:

- identify the three founding principles of the Great Law of Peace
- demonstrate an understanding of the meaning of the three founding principles of the Great Law of Peace
- appreciate the value of the three principles in establishing and maintaining peace
- apply principles of peace in the Great Law of Peace to present day conflicts

### Materials:

- 1 overhead projector (optional)
- Photocopies and/or overhead transparencies of the following"
  - Three Principles of the Great Tree of Peace (Student Resource #1)
  - Essay graphic organizer (Student Resource #2)
  - Essay Writing Rubric (Student Resource #3)
- Chart paper and markers

### Word List (for Word Wall or Student Glossaries):

- principle
- conflict
- resolve
- righteousness
- peace
- power

### Teaching/Learning Strategies:

1. Set the purpose: Write the following question on the board and discuss with students:  
What is the meaning of peace?  
There are separate parts to the answer according to dictionaries and encyclopedias. In a nutshell, *Peace is law and order, absence of war, a state of harmony and mental calm.* There are many other elements in our behavior that come into play when we talk about peace and how it is achieved and maintained: *forgiveness, caring, sharing, positive communication, tolerance, citizenship, embracing diversity, cultural unity, caring for all living things, individuality, freedom, and so much more....* we all learn about all of these a little bit at a time, every single day from interacting with family, friends, neighbors.... and the world around us. Learning to live in peace is an ongoing process of life.
2. Arrange students in pairs and have students select one to be the scribe in each group. Have students read the text "Three Principles of the Great Law of Peace (Student Resource #1).
3. Provide partnered groups with chart paper and a marker. Have the students identify the three principles of the Great Law of Peace (peace, power and righteousness) from the text and write each word on the board. Instruct the groups to record the three words/principles in the same manner on their chart paper. Have the groups use a dictionary to locate each

word and volunteers to read the definitions. Discuss the meanings of each word and record the definitions on the board. Students should record the definitions on their chart paper.

4. Explain and discuss the meaning of the three principles in the context of the Great Law of Peace. Discuss the overall impact of such principles on the Iroquois peoples.
5. Have students recall minor incidents within the last week or month, where they may have experienced a conflict and how they resolved such conflict.
6. Through discussion apply the principles or the concepts of the Great Law of Peace to a conflict situation that exists in the world today. Would these principles or concepts be useful in bringing about peace? Why or why not? Make a list of the various conflicts discussed on the board for future reference.
7. Students are to select one world conflict from the list and write a short essay (3 to 5 paragraphs). Students are to use the Writing Web (Student Resource #2) and the Essay Paragraph Organizer (Student Resource #3), prior to writing their essay., acting as the "Peacemaker" to resolve the conflict.

**Writing Prompt: If you were the world's Peacemaker, how would you resolve the conflict and why?**

### **Assessment and Evaluation:**

Basic Level Teachings - Use the students' class participation and completion of worksheet to evaluate whether they have met the lesson objectives. **Use the Rubric provided with this culminating activity (Student Resource #4)** to evaluate student performance based on achievement levels. Keep the writing sample for future reference and include it with later samples to illustrate students' writing progress. This activity also offers an informal activity for assessing students' concrete thinking skills.

### **Enrichments/Extensions:**

- Role play an inter-tribal Chief's council circle settling a conflict.
- Create a student council constitution based on the three principles of the Great Law of Peace.

### **Accommodations:**

- Use Essay Map tool:  
<http://www.readwritethink.org/files/resources/interactives/essaymap/>
- For some students who read slowly or with difficulty, use a "read-along" technique or pair with a "buddy".
- Modify the assignment or expectation to meet the student's individual needs for learning (in lieu of an essay - write a journal entry).

### **Instructor Reflection Notes:**

*(Student feedback; Positive/Negative comments; How would you improve this lesson?)*

## **Student Resource #1**

# **The Three Principles of the Great Law**

A basic understanding of the Peacemaker's message of the Great Law of Peace needs to be laid out. The Peacemaker's message rests on three basic philosophical concepts, Peace, Power/Health, and Righteousness, which forms the foundation of the Great Law of Peace. The Great Law brings together three inter-related concepts, that if properly implemented would assure peace among the member nations of the Confederacy. Together these principles make up the underlying beliefs that will unite humans.

## **RIGHTEOUSNESS**

First is the Concept of Righteousness:

In order to keep violence from interfering in the stability of the community, the people, clans, Chiefs, Clan Mothers and the entire nation must treat each other fairly. Such conduct will assure that political and social justice is maintained. Each individual must have a strong sense of justice, must treat people as equals and must enjoy equal protection under the Great Law. People must be willing to enforce a civil government to oversee that righteousness is enjoyed by all; must shape their own personal conduct so as not to foster resentment or hatred; and must be willing to use the power of reasonable thinking to overcome problems and arrive a mutually beneficial resolution.

## **PEACE/HEALTH**

The Second Concept is Peace/Health:

Health means that the soundness of mind, body and spirit will create a strong individual. Health is also the peacefulness that results when a strong mind uses its rational power to promote well-being between peoples, between nations.

## **POWER**

The Third is the Concept of Power:

The laws of the Great Law provide authority, tradition and stability if properly respected in thought and action. Power comes from the united actions of the people operating under one law, with one mind, one heart, and one body. Such power can assure that justice and healthfulness continue. People and nations need to exercise just enough power to maintain the peace and well-being of the members of the Confederacy.

As the Tree of Peace, the White Pine is a unique symbol of government rooted in the Natural World, not human cleverness or power. Peacemaker was a New World spiritual messenger come to fulfill a Divine Plan.

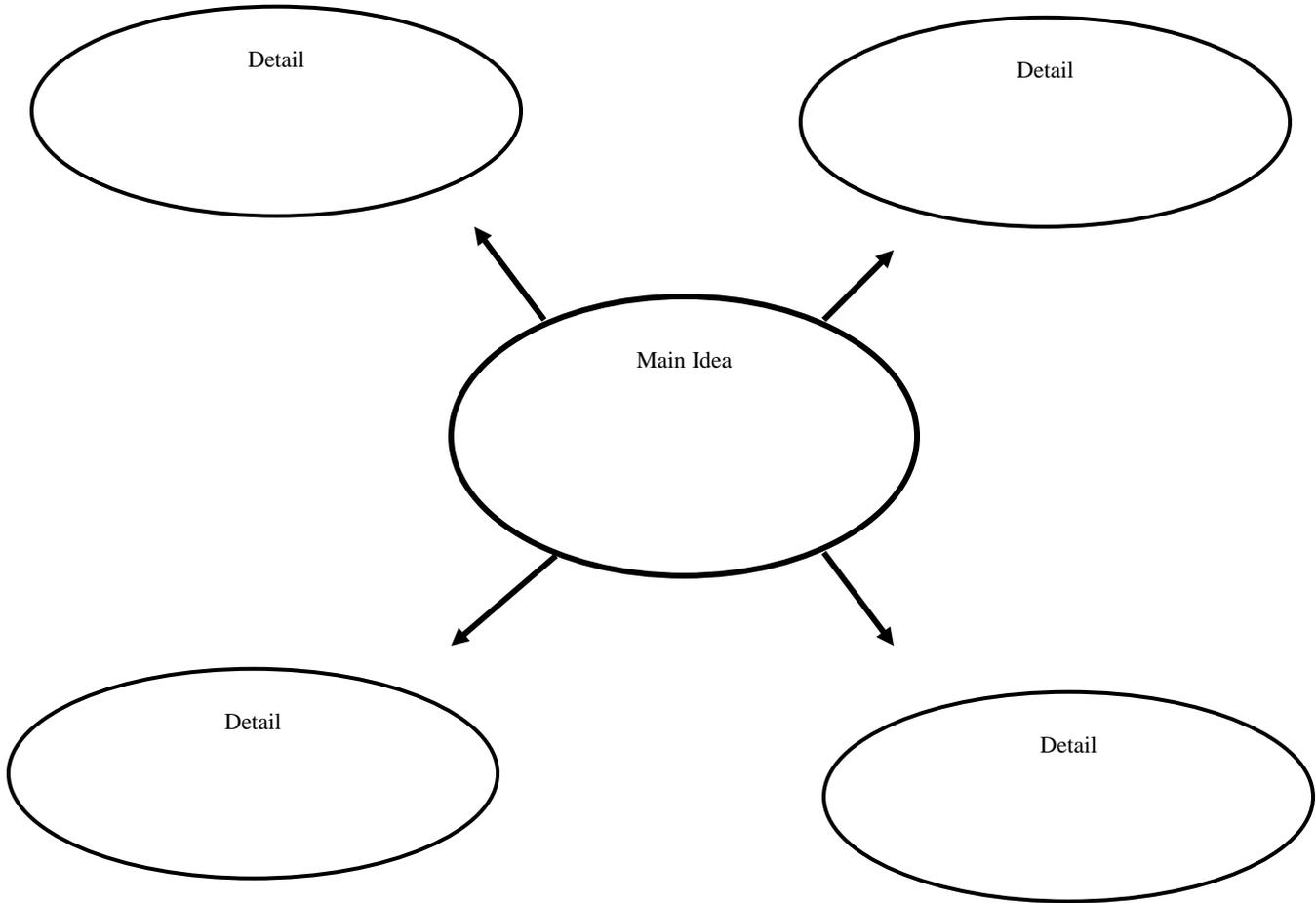
Paul Wallace, Iroquois Book of Life: White Roots of Peace 25-27 (1994).

**Student Resource #2**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**The Writing Web**



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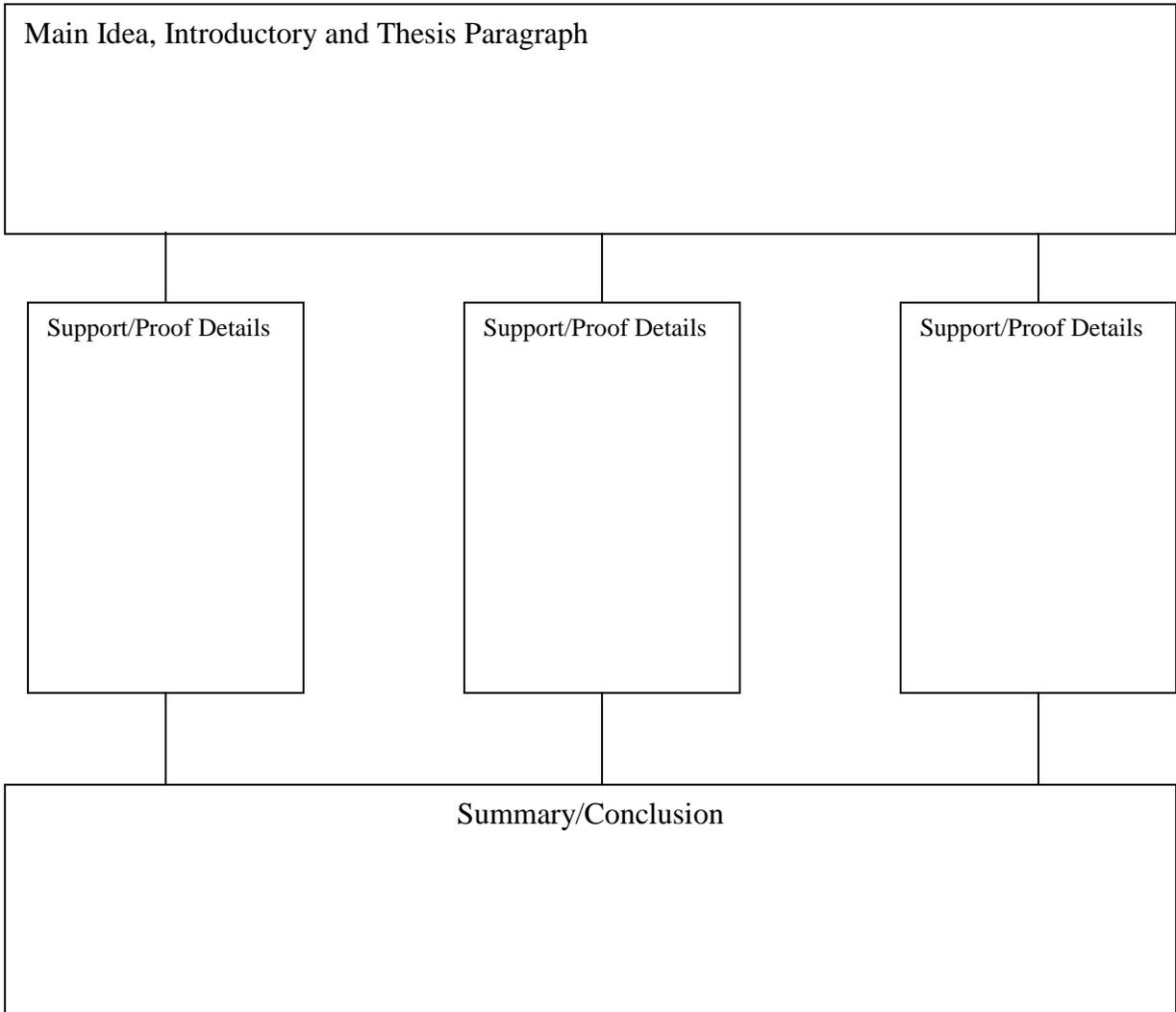
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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Paragraph Essay Organizer



Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Essay Writing Evaluation**

	<b>Developing</b>	<b>Approaching Level</b>	<b>At Level</b>	<b>About Level</b>
<b>Purpose &amp; Form</b>	<ul style="list-style-type: none"> <li>The main idea is sketchy and weakly developed.</li> <li>No clear thesis in introduction to indicate purpose.</li> <li>No topic sentence in body paragraphs.</li> <li>Insufficient writing in each paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Thesis is evident but supporting details in body paragraphs are only minimally supportive.</li> <li>Details in the body paragraphs weakly support topic sentences of paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Clear main thesis that indicates purpose of essay.</li> <li>Each body paragraph sufficiently and relevantly supports thesis.</li> <li>Each body paragraph is developed with topic sentence and supporting details.</li> </ul>	<ul style="list-style-type: none"> <li>Essay demonstrates a strong focus and clear purpose in thesis statement. (to inform, summarize, compare etc.)</li> <li>The main idea is complex, sustained and fully developed in each body paragraph.</li> <li>Each body paragraph is very well developed with a strong topic sentence and creative and distinguished supporting details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Essay is not 3 to 5 paragraphs</li> <li>Paragraphs have no clear beginning, middle or ending.</li> <li>No use of transitions.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is 3 to 5 paragraphs</li> <li>Attempts to give a beginning, middle and end with use of transitions in each paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Essay is 3 to 5 paragraphs.</li> <li>Body paragraphs demonstrate a strong beginning, middle and ending.</li> <li>Clear use of transitions between paragraphs and within them.</li> </ul>	<ul style="list-style-type: none"> <li>Organization of essay is logical &amp; creative.</li> <li>Paragraphs that have a well linked beginning, middle and end.</li> <li>Excellent use of transitions within paragraphs and linking paragraphs.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>No distinguishable voice.</li> <li>Vocabulary is simple but sufficient to convey basic ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Voice is recognizable, but weak and not consistent.</li> <li>Attempting to use creative appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Voice is evident and consistent.</li> <li>Vocabulary is appropriate to the purpose of the writing.</li> <li>Effective use of some sentence variety.</li> </ul>	<ul style="list-style-type: none"> <li>Voice is clear, coherent and sustained.</li> <li>Vocabulary is more varied and appropriate for intended audience.</li> <li>Sentence variety is varied.</li> </ul>
<b>Mechanics &amp; Spelling</b>	<ul style="list-style-type: none"> <li>No editing apparent.</li> <li>Many spelling &amp; mechanical errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors in spelling and Mechanics that distract the reader,</li> </ul>	<ul style="list-style-type: none"> <li>Writing has been well edited. Occasional spelling &amp; mechanical errors do not distract the reader</li> </ul>	<ul style="list-style-type: none"> <li>Writing is free of all conventional Spelling and mechanical errors.</li> </ul>

## APPENDIX A

# Researching

The process of making and testing hypothesis begins with students finding appropriate information to answer a research questions, carefully focused and phrased by the teacher. As cognitive skills develop, students can assume more responsibility for the design of the focused research question. As student skills develop, research can be more complex and open ended.

Plan sufficient class time to address both the information acquired through research and the research process or investigation plan. It is important for teacher planning to demonstrate that effective research requires both plan and purpose. The following list summarizes the more important elements of the research process. This list also serves as a set of assessment criteria which should be known to the students before they begin any research activity.

### **Important Elements of the Research Process**

#### **1. The Research Question**

- Is the search for information focused on one question?
- Is the main question clear?

#### **2. The Research Plan**

- Does the student have an appropriate strategy to find useful information?
- Does the student work from the plan?
- Does the student improve the plan as the research process provides new information?

#### **3. Variety of Source**

- Was information obtained from more than one source to help confirm its accuracy?

#### **4. Organization of Found Information**

- Was the Information gathered put together in a meaningful or useful way?
- Was the information gathered summarized or just copied?

#### **5. Selection of Appropriate Information**

- Was the information gathered studied/analyzed carefully?
- Was some material identified as *most* and *least* important?
- Was correct and accurate information used to answer the research question?
- Was sufficient information used to answer the question thoroughly/completely?

#### **6. Time on Task**

- Was the research process completed in time?
- Was the research time spent well?

#### **7. Application**

- Was the information put to effective use?

**APPENDIX B**

**Unit 3: The Great Tree of Peace Teachings**

**Learning Skills Tracking Sheet**

Use a check mark in each box to indicate when students have completed each lesson activity. You may prefer to enter a level or grade for each, this is up to the teacher. For the shaded columns, enter a level according to the following four point criteria:

- 4- always
- 3- usually
- 2- sometimes
- 1- rarely

<b>Student</b>	<b>Lesson 1 Activity</b>	<b>Lesson 2 Activity</b>	<b>Lesson 3 Activity</b>	<b>Lesson 4 Activity</b>	<b>Contributed To group?</b>	<b>Did Fair Share?</b>	<b>Demonstrated Skills and Concepts?</b>	<b>Level</b>
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
17.								
18.								
19.								
20.								

**APPENDIX C**

**Group Work Self-Assessment**

Name: \_\_\_\_\_

Assignment: \_\_\_\_\_

**Fixed Scale:**

1 Seldom            2 Sometimes            3 Usually            4 Always

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. Co-operation</b> I worked cooperatively with other members of my group, and was willing to help with any task				
<b>2. Respect</b> I listened to others' ideas, considered their points of view, and offered constructive suggestion.				
<b>3. Effort</b> I contributed as much as I could to group discussions and to the work required.				
<b>4. Responsibility</b> I worked responsibly and to the best of my ability on my contributions to the task.				
<b>5. Task Commitment</b> I was able to focus on what we needed to do throughout the process of our task and kept working even when I found something challenging.				
<b>6. Problem Solving</b> I tried to think of and use good problem solving strategies throughout the process of completing the task.				
<b>7. Additional Criteria</b>				
<b>Comments or Suggestions for Improvements</b>				

## APPENDIX D

### **Teaching the Activities in this Unit**

The teaching units contained in this resource guide are suggestions only as to how instructors might use and organize the information to present a coherent view of Aboriginal knowledge, traditional teachings and culture to meet particular curriculum expectations (Basic Level Teachings). They are not all inclusive, and are directed at developing culturally relevant literacy and basic skills.

The units and activities can be modified to meet the needs and levels of your students and curriculum expectations. The units and activities may be used in part or as a whole. Modification of the units can take many forms, such as in the amount of instructor support that is given in the presentation of the information, in the process of completing the activities and the level of expectation of the units. Many of the activities could be adjusted from large group, to small group or to individual activities. Modify any of the lessons in this unit with any of the teaching and learning strategies listed in the Glossary - be creative! Remember the text may be printed for classroom use.

Any literacy group is bound to be multi-leveled. Throughout the units there are activities that lend themselves to cooperative learning; in these activities more advanced students can teach others while still improving their own skills. Not all students will be able to read, write, and express themselves on all topics. But all students need to "have a stab" at everything. Writing a few "key" words, instead of a whole paragraph, may be a useful start for some students. Some may need to read with help from another student or from you, the instructor. Exposing these students to more and more reading, writing, and speaking is an important part of improving their literacy skills.

Don't let yourself get bogged down by thinking that your students' level is not high enough for a particular task. Assume that your students are competent, and you will find ways to make the activities work for everybody, as each student will approach the activity from his or her own level.

### **Glossary of Teaching and Learning Strategies**

A number of teaching and learning strategies are referred to throughout the various activities. They are listed below in alphabetical order with a brief description so that you can refer to as you work through the unit lessons and/or

**Acting out a story:** Having the students act out a part of a story. Using physical movement to demonstrate and improve comprehension of the story. Could also be used on a smaller scale with puppets, etc. but includes physical movement of some sort.

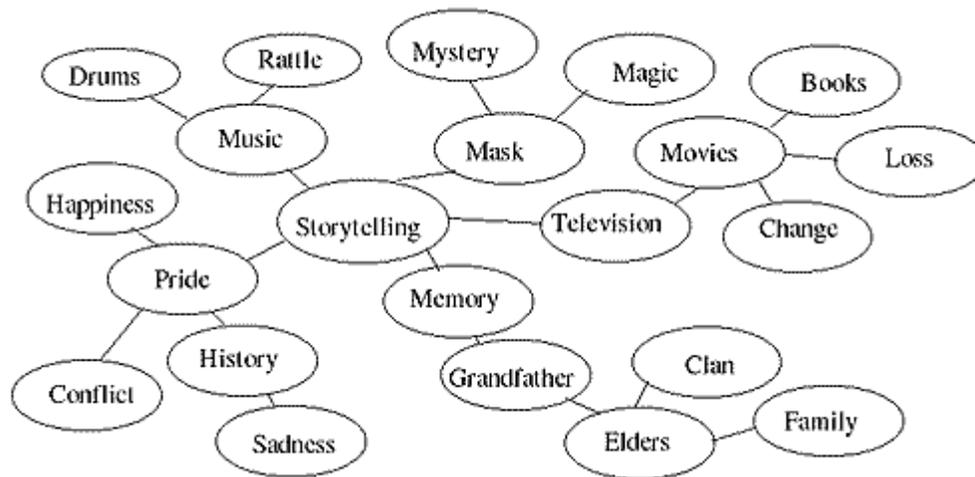
**Audiotapes:** Audiotapes can be an efficient medium for recording interviews, stories and cultural events. Nevertheless, transcribing recorded material into print form can be a long and boring task. A good way to handle this task is to assign a number of students to transcribe five minutes of tape each. The work is often easier when students work in pairs: one operates the tape

recorder as they listen to the tape together and agree on the exact words spoken, while the other does the actual transcription.

**Brainstorming:** Brainstorming sessions are activities in which students are encouraged to come up with any and all ideas about a given topic. The ideas do not need to be complete sentences; they can be words or phrases. What is important is that all ideas are valid. Do not stop the flow of ideas by allowing the group to critique, analyze or justify the ideas put forth. The purpose is to get students thinking about the subject in a lively and entertaining way and to make them aware of the various aspects of the topic. During a brain-storming session, the instructor can take on the role of the recorder and write a list or make a web of ideas, as they are expressed.

**Chunking and questioning aloud:** The process of reading a story aloud to a group of students and stopping after certain blocks of text to ask the students specific questions about their comprehension of the story and some key features of the text.

**Clustering, concept-mapping, or webbing:** This is a technique designed to give a visual form to thoughts. Usually, a central idea/issue is written down in the middle and circled. As related ideas begin to emerge in the discussion or conversation, key words are written around the central issue, circled and connected with lines between each other and/or with the central issue.



**Collecting anonymous student generated questions:** During, or at the end of a lesson, have students write any questions that they might have on a card. Collect the cards and answer the questions without identifying the student. Students might be more willing to ask questions they have anonymously, instead of in front of their peers.

**Cooperative learning:** a range of team based learning approaches where students work together to complete a task.

**Daily re-looping of previously learned material:** A process of always bringing in previously learned material to build on each day so that students have a base knowledge to start with and so that learned structures are constantly reinforced.

**Double-entry journal:** This kind of journal combines facts and commentary. Factual notes are written on the left hand side of the page; comments, questions, key words, concerns and any other observations are written on the right hand side.

**Fish Bowl Strategy:** To highlight the "roles" people play in groups (large and small); to reflect on roles we, as individuals, usually play in groups.

1. Select a relevant topic for discussion.
2. Distribute roles on cards or strips of paper. Keep the role confidential. Some examples of roles could be "the skeptic", "the tired, old person", "the keener", "the self-centered one", "the leader", "the negative, anti-everything one", "peacekeeper", "organizer", "joker", "encourager", "the idea person", "the boss", etc.
3. Situate the people with the roles in a face-to-face setting (i.e. around a table or in a circle). Keep role card up-side down or hidden.
4. The remaining people, who have not been given roles, form a circle around the role-playing group. Provide an observation sheet for record keeping and observation for this group.
5. Those people in the inner circle should start their discussion. Each participant "plays" their role within the discussion.
6. Outer circle observes and guesses who is playing what role (see Observation Sheet)

#### Observation Sheet

On the observation sheet, people can observe:

- Who is playing which roles?
- What are the positive aspects of each role?
- What are the negative aspects of each role?
- What role do I play in meetings and discussions?
  - What are the easiest roles to "play"?
  - What are the most difficult roles to "play"?

**Four Corners:** If you are making a decision or trying to gauge students' opinions on an issue, you can use the activity "Four Corners". Pose the issue and give students four options; one option for each corner of the room. Students then are encouraged to stand in the corner of the room that best meets his or her opinion on the issue posed.

One could use this with a controversial topic with the four corners being strongly agree, agree, disagree, or strongly disagree. If one uses the activity in this way, one can have the corners of strongly disagree and strongly agree meet and discuss the issue. Agree and disagree could do also meet. It is interesting to see who changes their minds and what discussions ensue.

One can also use this if the class is problem solving, with the four corners being four different options for a solution to the problem posed.

**Gallery Tour:** Encourage students to be able to explain their thoughts, ideas, and answers to others.

1. Divide students into small groups.
2. Assign each group a question (each could do different or the same questions).
3. Have students discuss the question and answer it on chart paper.
4. One student out of the group stands by the chart paper completed by his or her group which is hung on the wall. This student explains the answer to a small group of students

who visit each piece of chart paper. About 2/3 of the class are touring while 1/3 is explaining.

5. The explainers rotate until everyone has had the chance to explain and to see all of the chart papers.

**Graffiti:** Allows students the opportunity to brainstorm and to move about the classroom.

1. Several large pieces of paper with a topic written in the centre are distributed around the room.
2. Each student is given a marker.
3. Students are divided into fairly large groups (4 or 5?).
4. Each group sits around a large sheet of paper. They are given 30 seconds to look at the topic and think about their answer, and then 60-90 seconds to brainstorm and simultaneously record their ideas onto the paper.
5. They then move to another sheet and begin the same process.
6. The papers will look like graffiti, and students should have a wealth of ideas on each topic by the end of the activity.

**Graphic organizers:** visual displays to organize information into things like trees, flow charts, webs, etc. They help students to consolidate information into meaningful wholes and they are used to improve comprehension of stories, organization of writing, and understanding of difficult concepts in word problems. Various examples can be found using an internet search of the term "graphic organizers".

**Guided discussion:** This is a discussion directed by the instructor, usually by posing a number of questions designed to focus attention on specific issues.

**Hands-on, active participation:** Designing activities so that students are actively involved in the project or experiment. Hands-on participation is as important as verbal participation in the activity.

**Individual conferencing:** Listening to a student read, talking about a book, reading every other paragraph, one-on-one during independent reading time. Time to bond with a student. Opportunity to record informal assessments about a student's progress in reading.

**Inside-Outside Circles:** To encourage students to share their ideas and information with each other; to provide the students with the opportunity to get up and moving about the room; to provide students with an interesting way to brainstorm or problem solve.

1. Write a question on the chalk board.
2. Place your students in two circles – one within the other – with the students facing each other.
3. Students have 30 seconds each to share their answer to the question which you have written on the board.
4. After 1 minute, signal that the outer circle should rotate. Repeat step 3 until everyone has spoken to everyone in the opposite circle.

**Jigsaw Strategy:** This strategy allows instructors to present new materials without using a tradition lecture-style presentation. Students are encouraged to take on a position of student as instructor.

1. Divide the text which you want students to study into sections.

2. Divide the class into small groups (4 or 5). These groups are their "home" groups.
3. Have the home groups number themselves one to four or one to five (depending on the number of sections you have divided your materials into).
4. Have students form new groups according to their numbers. Assign a different section of the information you want taught to each new group. These groups are your "expert" groups.
5. Ask students to read the information as a group and identify key points which they can teach to the others in the class.
6. Have the students return to their original home groups.
7. Students take turns teaching their home groups about the materials that they learned about in their expert groups.
8. Have the other students in the group take notes on the information provided by each student. By the end of the activity every student should know about all information.

**K-W-L:** know, want to know, learned, routine. A form of self-monitoring where students are taught to list what they know already about a subject, what they want to know, and later what they learned.

**Literature circles/book club/small group guided discussion:** Students discuss portions of books in a small group. Sometimes roles are assigned for group interaction. Students at varying levels are able to share different points about the book.

**Mnemonics:** Association techniques used to help students remember some aspect of reading. Ex: Associating a list of irregular verbs with each of the letters in a familiar name.

**Note-taking:** This is the process of writing down important bits of information while a talk, discussion, or activity is going on. After the activity is over, the notes serve as a reminder of what was said or discussed and help the note-taker to learn and understand key concepts. There is no right or wrong way to take notes. Some people jot down key words or phrases; others write complete sentences. Many people use abbreviations and symbols. Generally, notes are meant to be understood only by the person who took them.

**Open-ended discussion:** This is a discussion in which participants are free to offer ideas and opinions without the pressures of being "right" or "wrong." The purpose of an open-ended discussion is not to arrive at a consensus or agreement, but rather to create a safe environment where everybody can feel comfortable enough to express his or her views.

**Partner reading:** Having students work together in pairs to read a text to each other and discover the main ideas of the story.

**Peer editing:** This is a process in which other students provide feedback about the content and form of a student's writing. This feedback is a measure of the clarity and effectiveness of the writing. It tells the writer whether the intended message has been understood or not. When a group of students use the peer editing process, it is important to establish some firm rules before they start.

- Comments must be framed positively; putdowns are hurtful and unhelpful.
- Comments on content must come before comments on spelling, punctuation, etc.
- The writer must be consulted before any marks are made on her or his paper, and marks in red are not allowed.

- Written commentaries must be clearly written and must not cover up what is already written.

These rules could also apply to an instructor's comments on the student's work.

**Peer tutoring:** Having students working pairs with one student tutoring the other student on a particular concept.

**Picture word:** Replacing key vocabulary words of a text with pictures and then adding the words back in, and also bringing in visuals of key vocabulary words in a text.

**Pictures to demonstrate steps:** Using a series of pictures to demonstrate the steps in a project or experiment so that students get a visual image of what they need to do.

**Place Mat:** A hands-on approach to having students discover commonalities.

1. Students are divided into groups of four and given a fairly large (11.5x16?) piece of paper.
2. Students sit at the four corners of the piece of paper. Each student has a different topic. They write the characteristics of their own topic on the four corners of the placemat.
3. When students have finished their individual work, they each explain their corner of the placemat.
4. When all students have presented their information, the commonalities between the four topics are written in the centre of the placemat.

Note: This activity can work well for such topics as "different world countries" in geography or "characters in a novel". It also works well as a ice breaker, if the students write characteristics which describe themselves in the corners, and things they have in common in the centre.

**Prediction:** Having students predict what is going to happen in a story based on a title, headline, illustration, or initial sentence/paragraph.

**Pre-reading strategies:** Giving overview of unit, previewing main ideas, connecting subject to the background knowledge of the students, etc.

**Pre-teach vocabulary:** teaching key vocabulary words prior to working with the lesson or unit.

**Pre-teaching the organization of the text/unit organizers:** Pointing out and getting students to discover the different parts of the text that can be used in learning: captions, headings, etc. Also, familiarizing the students with the layout of the text, glossary, etc. beforehand.

**Problem solving instruction:** explicit instruction in the steps to solving a mathematical or science problem including understanding the question, identifying relevant and irrelevant information, choosing a plan to solve the problem, solving it, and checking answers.

**Put Yourself On the Line:** This activity is great when you are studying a controversial topic. Have an imaginary line in your classroom. At one end of the line is "strongly agree" and at the other end of the line is "strongly disagree". The middle of the line is "no opinion". Have students physically place himself or herself on the line in relation to his or her opinion about a

controversial statement. Students may then be requested to explain their stances. Instructors may wish to not allow anyone in the class to stand in the "no opinion" zone.

**Quick-writing:** In this activity, students are asked to write down whatever comes to mind as they think about a topic, issue, or object to be discussed. The writing may consist of sentences and paragraphs or it could be single words and phrases. The idea is for students to just write – without worrying about form, punctuation, or spelling. There will be time (if deemed necessary) for those later; the main issue is to "bring out everything" at the time of the quick-writing.

**Relate reading to student's experiences:** Having students talk about connections in the reading to their own experiences. Sharing in a large group or small group setting. Using group experiences to better understand reading.

**Repeated readings:** the method of having students read passages orally three times in a row and each time try to achieve a faster speed and fewer non-fluencies. If comprehension is being targeted, students answer some different comprehension questions after each reading or retell the story.

**Response cards:** having students write brief answers to instructor questions on cards. Instructor asks a question and all students hold up cards. Instructor can scan answers of all students for understanding. Sometimes cards just have "yes" or "no" on them and can also be prepared by the instructor.

**Response journal:** Students record in a journal what they learned that day or strategies they learned or questions they have. Students can share their ideas in the class, with partners, and with the Instructor.

**Retelling:** students verbally rehearse important story information by retelling a story to a partner, using an outline. The outline guides them to pick out important ideas and back them up with supporting information.

**"Soft" Ball Review:** Materials - soft "Nerf" type ball. To review information before a test or exam, play "soft" ball. Have students throw the ball around the classroom to other students. As they throw the ball, they must ask a question. If the student catching the ball answers the question correctly, he or she gets to toss the ball, ask a question, and stay in the game.

**Student developed glossary:** Students keep track of key content and concept words and define them in a log or series of worksheets that they keep with their text to refer to.

**Summary writing:** A summary is a short statement describing the main points of an article, presentation, video, etc. It expresses the main points or ideas without any details. It may be written in full sentences or in point form.

**Teaching main idea:** Teaching students how to pick out the main idea of a paragraph or reading and explain why it is the main idea. Done as a class or in small groups to build consensus of what the main idea is.

**Team Game Tournament (TGT):** To review and reinforce information learned.

1. Divide students into home team groups of three. These students should meet and review the information learned.
2. Then break the class into tournament groups of three with three students from three different groups playing against each other. Ask questions, and reward points to the students with the correct answers. (You could have question cards with the answers on back and have several games going at once.)
3. After all games have been played, students return to their home teams and add up the points earned.

The team with the most points wins the tournament. (A prize of candy or another award is great incentive to have students try their best.)

**Think-alouds:** using explicit explanations of the steps of problem solving through instructor modeling metacognitive thought. Ex: Reading a story aloud and stopping at points to think aloud about reading strategies/processes or, in math, demonstrating the thought process used in problem solving.

**Use of diagrams to teach cause and effect:** Using diagrams (ex: fishbone diagrams) to demonstrate the relationship of cause and effect.

**Use short segments to teach vocabulary:** Teaching specific science vocabulary for a short period before a lesson through listening, seeing, reading, and writing.

**Using visuals:** Bringing two or three dimensional visuals into the classroom to enhance Instructor instruction in the content area.

**Visualization:** Having the students draw a scene of a story, the plot, etc. to demonstrate student comprehension of the story or to have students organize ideas. May encourage students who have strong artistic talent, but emerging reading skills.

**Venn Diagram:** Use of a Venn diagram (interconnected circles) to demonstrate how different subjects or topics overlap and how they are unique.

**Vocabulary sorts:** This involves making a list of words taken from a text to be studied and then having students group the words and/or define the words that are related. It is an activity designed to get students actively involved with the vocabulary of a text. It engages the students in group activity that requires them to utilize prior knowledge, dictionary skills and predictions. It can also be used as an independent study tool.

**Word association:** The instructor makes up a worksheet which has, on the left side, a list of words taken from a text to be studied. Next to each word on this list, on the right side of the sheet, are several other words. From these words, students select (by circling or underlining) the ones that are connected to the list word next to them.

<i>List Words From Text</i> <i>(eg. The Sacred Tree of Life)</i>	<i>Meaning/Definition</i> <i>(Circle the word that best describes the list word)</i>
healing	listen   believe   restore   throw
power	control   begin   observe   work
wisdom	loss   skill   radio   understanding
security	stability   attack   choice   vain

**Word Walls:** A word wall is an organized collection of words prominently displayed in a classroom. This display is used as an interactive tool for teaching reading and spelling. There are many different types of word walls including high frequency words, word families, names, alphabet and "doozers". Word walls have many benefits. They teach students to recognize and spell high frequency words, see patterns and relationship in words build phonemic awareness skills and apply phonics rules. Word walls also provide reference support for students during reading and writing activities. Students learn to be independent as they use the word walls in daily activities.