

## Guidance for Learning at Home

### How to Provide Feedback

- Feedback might be provided in two possible ways:
  - **Telephone Conferences:** Teachers can provide feedback via telephone conferences with students using [Teacher Talk Moves](#) and guiding questions to help students refine answers.
  - **Written Feedback:** When telephone conferences are not an option, teachers should collect Distance Learning Guidebook Companions and provide feedback in the form of additional guiding questions and/or [organizational frames](#).
- Student look-fors for each lesson will be available in the Feedback Guide for teachers and/or parents to measure student progress.
- Feedback cycles should occur as often as possible for students (minimally once a week).

### About this Unit

By the end of this unit, students will have read literary and informational texts to analyze the effect of the Europeans on the Native American way of life.

The main text students will read in this unit is *The Birchbark House* by Louise Erdrich. This is the story of a year in the life of a young Ojibwa girl who, over the cycle of four full seasons, comes to a deeper understanding of life, herself, and the relationship between the two. Throughout the unit, students will build an understanding of Christopher Columbus and his voyages so that they can explain how his actions affected the lives of the Native Americans. Students will explore how characters respond to challenges and how characters' decisions impact the lives of others. At the end of this unit, students will be asked to write a literary analysis of the main events of each season of Omakayas' life and how Omakayas grows throughout the novel.

### Text Access

In order to complete this unit at home, students will need access to the following texts:

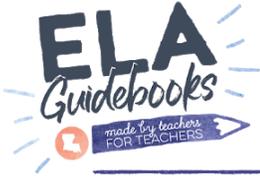
- Texts schools need to provide:
  - *The Birchbark House* by Louise Erdrich
  - *The First Americans: Prehistory–1600 (A History of US, Book 1)*
  - *The Birchbark House* ELA Guidebook Unit Reader

### Possible Supports

#### Support for Background Knowledge

Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Ojibwe, the Columbian Exchange, and choices from the past can be found here: <https://learnzillion.com/wikis/159504-the-birchbark-house-let-s-set-the-context-videos/>.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.



### Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - prosper, prosperous, prospering
  - ferocious, ferocity
  - voyage, voyages, voyagers, voyaging
  - discover, discovered, discovering
  - inhabit, inhabited, inhabiting

### Support for Reading

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

### Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist<sup>1</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>2</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>3</sup> to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories<sup>4</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If students struggle to write, you should

- consider using tools such as [transitions, grades 3-5](#), [evidence sentence starters, grades 3-5](#), and [ELA Guidebook Grammar Guide](#) and the [WriteAlongframes](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

<sup>1</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>2</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>3</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>4</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

**Week 1 Lesson 1**

**Understand**

1. What did you learn about Christopher Columbus from what you read?

**Christopher Columbus was an explorer who came to the New World.**

2. What continent did the Europeans come from?

**Europeans are people from Europe.**

3. What are some theories or ideas of how Native Americans arrived in the New World?

**One theory is that people may have traveled by connected land during the Ice Age.**

4. What did the text say covered the land during the Ice Age?

**Glaciers covered the land during the Ice Age.**

5. What is another name for America?

**Another name for America is the New World.**

6. Who were the first people to come to the New World?

**The Native Americans were the first people to come to the New World.**

7. Where did people come from who traveled to the New World?

**Early people traveled from Africa, Asia, and Europe.**

8. How did the first Americans get to the New World?

**Early Americans traveled by walking from one country to the next where the countries connected.**

9. Based on this information, what is the **main idea** of the text?

**Native Americans were the first people in the New World.**

**Express Understanding**

You are going to follow the steps below to write a summary. You have already read the text and identified the main idea. Now you will turn your ideas into sentences and use details from responses to write a summary.

**Christopher Columbus and Europeans like him traveled to the New World. When they arrived and realized that they were not in Asia, they began to wonder who the Native Americans were and where they came from. Scientists studied the Native Americans. Some thought the Native Americans came**

from Noah's Ark. Then, evidence and research showed that the Native Americans might have walked here from the Old World when the continents were connected.

**Week 1 Lesson 2**

**Understand**

1. What does the author mean in the quote above?

The people are not actually taking big steps. The author says the people are taking big steps because they are arriving in a new world, even though they don't know it.

2. Analyze the map on page 15. Think about the journey the people took to get to the new continent. Answer the questions in the chart on the next page.

Where did the people come from?	What was the name of the continent they crossed into?	Where do scientists believe the land bridge was that connected Asia to the Americas?	What was the land bridge called?	Why might animals have moved across the land bridge?
The people were from Asia.	They crossed into the Americas.	The land bridge linked Alaska to Siberia.	It is known as Beringia.	The animals might have moved across the land bridge looking for warmer weather or food.

3. Consider the challenges people faced as they moved from Asia to Africa. Answer the questions in the chart below.

What was the climate like as the people moved?	What types of weapons did they have?	What animals were a threat to the people?	What happened as more and more people came to the new world?	As the people traveled, what two things did they need to survive?
The climate was mild with grasslands and frozen lakes.	There were only man-made spears. People did not even have bows and arrows yet.	Meat eating animals, such as saber-toothed cats, the maned lion, and huge bears roamed the earth.	As more and more people came to the new world, overcrowding became a problem.	People traveled from place to place looking for food and having to build shelter.

4. Think about the evidence Joy Hakim provides to support the idea that “the American continents were a good place to live.” Answer the questions in the chart below.

What was the land and space like in America?	What was the food supply like in America?	What was the climate like in America?	How did this affect the people who moved to the Americas?
The American continents were a good place to live because there was plenty of space and land.	There was an abundance of animals to hunt for food.	The climate was changing and it was beginning to warm up.	It would be more difficult for people to come to the Americas without the landbridge because they would have to cross Oceans.

### Express Understanding

Why did people travel to the New World?

Write a 1–2 sentence response.

People traveled to the new world from the North because it was cold during the Ice Age. People traveled to the new world because they followed animals for clothes and food.

### Week 1 Lesson 3

#### Understand

- How did the Native Americans hunt?

They were good hunters. The text states, “They knew how to make animals stampede into deep ditches or watery bogs, where they could be easily speared.” (19)

- How did they provide food for their tribe?

They became gatherers and farmers. On page 20, the author says “There was so much food on the land that people could make choices: to catch fish or dig for clams and oysters or gather nuts and berries and roots.” (20) “They took wild plants and bred them, and they developed corn, potatoes, sweet potatoes, and squash.” (20)

- What types of things did Native Americans build for survival?

They were good creators and builders of new things. The author wrote, “They invented a dart thrower: a wooden handle with a hooked tip that worked like a missile launcher (atlatl).” (20)

4. What did Native Americans create as past-times?

**They wove baskets. According to the text, "Indian basket weavers wove baskets so tight that they could hold liquids ..." (20)**

**They sculptured pottery, made jewelry, invented the hammock, the canoe, snowshoes, and the game of lacrosse.**

5. What happened to many of the animals?

**Animals became extinct.**

6. How did the changing climate play a part in the animal population?

**The text states that the warmer climate may not have been suitable for larger animals like woolly mammoths.**

7. How did Native Americans play a part in the disappearance of species?

**On page 20, the text says, "Perhaps they were infected by germs carried by humans." Another possibility is that hunters killed too many animals of the same species.**

8. How does Erdrich describe the men who came to pick up the furs?

**The men were tired. They were there to pick up furs, maybe to keep warm.**

9. How does the first sentence of this section help you to understand the situation?

**The people stood uneasily. That means they were nervous about something.**

10. What actions of the voyageurs does Erdrich use to explain how they responded to the little girl?

**The voyageurs watched from a distance. They did not want to get close to the little girl.**

11. How do you imagine the little girl?

**The author describes the baby as whimpering and pitiful. She was probably hungry. Sometimes babies that are sick or tired whimper.**

12. How does Erdrich describe the infant's surroundings?

**Erdrich describes the infant's surroundings as a "silent horror."**

13. What happened to the infant's family?

**The infant's family probably died of the smallpox disease.**

14. The men get back into their canoes. What does this mean for the little girl?

The girl is left alone on the island to die.

### Express Understanding

Based on what you have learned about the lives of Native Americans so far, what is one possible reason that the men did not rescue the little girl?

- In *Before Columbus*, we learned that the Native Americans walked across a land bridge to the New World. The men may have thought the infant was too weak to migrate.
- In “Ice Age,” we saw saber-toothed cats go after a mother and her infant. The men may have feared for their safety if predators were around.
- The infant’s family was killed by the smallpox disease. The text says, “Surely, they muttered, the baby had the sickness, too.” They may have been afraid to catch the disease.

### Week 1 Lesson 4

#### Understand

1. Where did the Plains Indians live? Describe the land that they lived on.

The Plains Indians lived in the center of North America in open grasslands. They stayed near water for drinking and fishing.

2. Describe the homes of the Plains Indians.

The Plains Indians lived in teepees. The teepees were easy to move. The women would move the teepees when it was time to move to a different location.

3. What did the Plains Indians hunt and eat?

The Plains Indians mostly hunted buffalo. They also fished and ate berries.

4. What natural resources did the Plains Indians use?

The Plains Indians used animal bones and rocks for bows and arrows. They used wood and animal skin to build their teepees. They make rope with wool. They use skins for clothes and dung for firewood. (43)

5. What does it mean to adapt to your surroundings?

When you adapt, you change. If you adapt to your surroundings, you change how you behave or the way you live because of what is around you.

6. What is the main idea about their lifestyle?

The Plains Indians were resourceful.

### Express Understanding

Use the main idea statements and your responses above to write a summary of chapter nine. Your summary should include:

- An introduction sentence,
- One or more main idea statements,
- 3–4 details and evidence from the text, and
- a closing sentence.

Use the following questions to organize your thoughts.

- What is the most important idea that you learned about the way that the Plains Indians lived?
- What details support that idea?
- What is the most important idea that you learned about how the Plains Indians survived?
- What details support that idea?

The Plains Indians were resourceful. They used the land and natural resources around them to survive. According to the text, the Plains Indians lived in the center of North America in open grasslands. They stayed near water for drinking and fishing. The Plains Indians lived in teepees. The teepees were easy to move. The women would move the teepees when it was time to move to a different location. The Plains Indians mostly hunted buffalo. They also fished and ate berries. On page 43, the author says that the Plains Indians used animal bones and rocks for bows and arrows. They used wood and animal skin to build their teepees. They make rope with wool. They use skins for clothes and dung for firewood.

### Week 1 Lesson 5

#### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

### Week 2 Lesson 1

#### Understand

1. How did the Native Americans use fire to hunt?

The Native Americans used fire to make circles, trapping livestock in the middle to kill.

2. How would using fire to hunt change the landscape?

Because fire was used to hunt, the vegetation changed. Plant-eating animals had fresh vegetation after the fire, leading to more predators. More predators meant more animals and more meat.

3. What was the landscape like before the Native Americans arrived? What did it look like after the Native Americans had spent some time doing controlled burning?

Before the Native Americans arrived, the New World was most likely overgrown, thick forest. When the Native Americans began controlled burning, they turned much of the thick forest into farmland, fields of vegetation, and grasslands.

4. Why do you think that the Native Americans “burned and chopped thousands of acres, mainly in river valleys”?

The Native Americans burned and chopped thousands of acres for maize. They probably burned and chopped mainly in river valleys so that they would be close to water.

5. What is maize? Why would this be an important crop to harvest?

Maize is a crop like corn. This is important because it is food that the Native Americans were becoming successful at farming. (Remind students that the Native Americans struggled to farm in the Plains lands.)

6. How were the Indians changing the forest?

The Native Americans were burning the undergrowth of the forest to create more growth for deer and elk.

7. The author states, “The Native Americans had created a new balance of nature.” What does this mean?

The Native Americans transformed their landscape by burning and chopping thousands of acres for maize, burning forest for undergrowth, and creating a mixture of farmlands and orchards with less area to hunt.

### Express Understanding

How did the Native Americans change the landscape of the new world? Be sure to include evidence to support the points that you make.

The Native Americans began to change the way that they used the land as they became more familiar with the New World. The Native Americans burned the land for hunting and farming. The Native Americans burned the thick forests of the New World to uncover grassy plains and areas for harvesting new crops.

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### Week 2 Lesson 2

#### Understand

1. How old is Omakayas? How do you know?

Instead of saying that Omakayas is seven years old, the author says she is of seven winters. I wonder if this was the way that Native Americans knew how old they were. I wonder if they counted how many winters had passed to know their age. The text says she was missing her front teeth, so 7 years old would be a possibility.

2. What does Nokomis' and Omakayas' family use the birchbark tree for?

The birchbark tree is used for shelter. Omakayas and her family tear the sheet of birch bark to build their home.

3. Where was Omakayas?

Omakayas was in the swamp.

4. What is Erdrich describing?

Erdrich is describing the swamp; she used this language so that the reader could visualize the scene.

5. What does the bold sentence mean? **"The lagoon water moved in sparkling crescents."**

The light reflection might have made that water look like it was sparkling. The water was not taking the exact shape of crescents, but was following a wavy pattern.

6. How did Angeline probably talk to Omakayas?

Angeline probably spoke to Omakayas in a strict, mean way.

7. Review chapter one. Find at least two more examples of **figurative language**. List them below.

- "Her smile was generous, enigmatic, crooked, and kind." (9)
- "The moon went down to a fingernail's sliver and the corn popped from the ground." (12)
- "The fire was down to red winking eyes when Omakayas woke with an uneasy feeling." (12)
- "There was a lonely innocence to the sound of the wind, and then everything went still." (13)
- "The storm punished the ground and then passed over, dying off in softer mumbles." (14)
- "The awful smell would get into her skin." (15)

**Express Understanding**

Complete the Seasons Graphic Organizer for chapter one, "The Birchbark House." Use evidence from the text to support your responses.

Neebin (Summer)	
"The Birchbark House"	
Explain Omakayas'	Angeline -

interactions with other characters.	Omakayas' sister "Angeline was so perfect that Omakayas despaired." Omakayas is jealous of her sister's beauty.
	Pinch - Omakayas thinks her brother, Pinch, is greedy.
Summarize what you know about Omakayas.	We are introduced to the main character and her family. Omakayas is 7 years old. She is playful and is a Native American.

### Week 2 Lesson 3

#### Understand

1. Who is Old Tallow?

Old Tallow is Omakayas' aunt.

2. What kind of personality does Old Tallow have? Find a sentence from the text to support your answer.

Students should understand that Old Tallow was strange. "Old Tallow was so isolated by the force and strangeness of her personality that she could have been surrounded by a huge dark forest."

3. Who are Old Tallow's closest friends?

Students should understand that Old Tallow was closest to the dogs that protected her.

4. What evidence supports the idea that Old Tallow liked Omakayas more than other children on the island?

Students should understand that Old Tallow didn't scream at Omakayas or set her dogs on Omakayas.

5. What does Old Tallow say to her dog that lets us know that she must like Omakayas?

Students should understand that even though Old Tallow has a great bond with her dogs, she threatens to kill one of them if they hurt Omakayas.

6. How does the illustration of Old Tallow in chapter two support the image that you have of her character?

The illustration shows Old Tallow sitting. She has a stern face with crossed arms and legs, guarded and closed off.

7. When else did we hear the name "Tallow"?

We can make a connection between the last paragraph of "The Girl from Spirit Island" when Tallow was referenced as the wife of one of the men in the canoe. We know that he thought to himself that he

would tell his wife of the baby, but we do not know what happened as a result of that.

8. Why was Omakayas angry with her sister, Angeline?

Omakayas is upset with Angeline for stepping on her back.

9. How does Omakayas want Angeline to feel toward her? What evidence from the text supports your response?

Omakayas wants Angeline to envy her, as Omakayas envies Angeline. The text states, "If only there was some way to impress Angeline, cause her envy, make her say, 'Can I have some of those berries, please, please, please?'"

10. How does Omakayas communicate with the bear cubs?

Omakayas hands the bear cubs berries, and they accept them. She also communicated with them when she said "Ahneen, little brothers" and they came toward her.

11. What does Omakayas do that shows her respect for the mother bear?

Omakayas shows respect for the mother bear by asking for forgiveness for playing with the cubs.

12. What other animals does Omakayas speak to in this chapter that seem to understand her?

On page 23 Omakayas imagines Old Tallow's yellow dog saying "I'll get you next time! Wait until there's just the two of us. You'll see!"

13. What do we learn about Omakayas through her interaction with the bears?

Answers may vary. The students demonstrate their understanding of Omakayas by pointing out the positive traits she displays with her interaction with the bears.

14. What does Erdrich teach us about Native American respect for nature, specifically animals, in this chapter?

All living things are respected and honored. Native American culture only killed animals for food and clothing, for survival. Native Americans did not kill animals for enjoyment.

15. What reference is made to European explorers in this section of the text?

"They were astonished the same way Omakayas had been the first time she saw the trader unfold a seeing glass, something he called a telescope, a long, shiny tube that grew in his hands."

### Express Understanding

On the next page, complete the Seasons Graphic Organizer for chapter two, "Old Tallow." Use evidence from the text to support your responses.

Neebin (Summer)	
"Old Tallow"	
Identify the challenges that Omakayas faces.	<p>Old Tallow's dog threatens Omakayas.</p> <p>Omakayas meets bear cubs in the forest on the way back from Old Tallow's home.</p>
Explain how Omakayas responds to challenges that she faces.	<p>Omakayas looks at the dog and imagines that the dog speaks to her.</p> <p>She speaks to the bear cubs and the mother. Omakayas tells the mother bear that she would never hurt her cubs.</p>
Explain Omakayas' interactions with other characters.	<p>Old Tallow - older, powerful woman, not afraid of anything "She didn't scream at her, or heap disdain on her, order her away from her cabin or set her dogs on her." Omakayas wonders why Old Tallow treats her differently and offers that it may be because Old Tallow respects her mama and grandma.</p>
Summarize chapter two.	<p>Omakayas goes to Old Tallow's house to get scissors. On the way back, she takes her time to avoid chores and to avoid seeing her sister, Angeline.</p>

## Week 2 Lesson 4

### Understand

1. Why did Omakayas' mother look at her "in some surprise"?

Omakayas's mother looked at her in surprise because Omakayas came home and immediately began working on her chore. This was unusual and a very grown-up thing to.

2. How did Omakayas respond to her sister Angeline when returning from her walk? How is this response different from what you expected?

Omakayas told her sister, Angeline, to go for a swim and that she would take care of the chore. This was a different reaction than we expected since in the last chapter Omakayas expressed thoughts of anger and envy toward her sister.

3. Explain how Nokomis' advice might have saved Omakayas' life.

Nokomis told Omakayas that a bear should be respected because it has human qualities. The respect

that Omakayas showed the bear may have saved her life.

4. Describe the connection that Omakayas feels with the bear.

**Omakayas felt as though the bear followed her back to her home to guide/protect/watch over her.**

5. What does Omakayas’ grandmother think is happening to her? What evidence from previous chapters supports this idea?

**Omakayas’ grandmother thinks she is special to the spirits. Evidence to support this is her interaction with Old Tallow’s dogs and the bears.**

6. Provide evidence from the text that supports the idea that Omakayas is growing up and her mother trusts her.

**Omakayas’ mother left the baby with her alone. This shows that Omakayas’ mother trusts her and believes that she is maturing.**

7. How does Omakayas respond to the challenge of watching baby Neewo alone?

**Omakayas disobeys her mother’s order to leave the baby and to not “do anything.” She takes baby Neewo out of the carrier to soothe him when he cries. She comforts him and then places him back in the carrier before her mother returns.**

8. Describe Pinch’s behavior. How does Omakayas feel about Pinch?

**Pinch is a little boy who behaves selfishly and greedily. Omakayas wishes that he would go away or someone would take him.**

9. Why hasn’t Omakayas told anyone of her experience with the bears? Use evidence from the text to support your response.

**Omakayas hasn’t told anyone of her experience with the bears because she is afraid that she may be fussed or laughed at for playing with bear cubs or making up stories. If she does tell her grandma, she might put charcoal on her face and make her sit in the woods alone to wait for a vision. (39)**

**Express Understanding**

On the next page, complete the Seasons Graphic Organizer for chapter three, “The Return.” Use evidence from the text to support your responses.

Neebin (Summer)	
“The Return”	
Identify the challenges that	Omakayas is left with the responsibility of watching her youngest brother, Neewo.

Omakayas faces.	
Explain how Omakayas responds to challenges that she faces.	<b>Omakayas lets Neewo out of the carrier, against her mother’s direction. She soothes the baby and puts him back in the carrier before her mother returns.</b>
Explain Omakayas’ interactions with other characters.	Nokomis - <b>Omakayas’ grandmother has the gift of speaking to animals and spirits.</b>
	Deydey - <b>Omakayas’s father comes home.</b>
	Neewo - <b>He is her baby brother. The author writes, “She felt, in her heart, streams of love for the baby pouring through and she begged her mother to let her take Neewo out and cart him to the lake on her hip. Omakayas was fond of Neewo.</b>
Summarize chapter three.	<b>Omakayas realizes that what happened with the bear was special and that she did actually communicate with the mother bear.</b>
In what ways does Omakayas grow and gain strength in this chapter?	<b>Omakayas takes responsibility for the first time in the text after her encounter with the bears. She completes her chores and watches her baby brother.</b>

**Week 2 Lesson 5**

**Vocabulary Journal**

Your student’s teacher will monitor weekly progress on optional vocabulary journals.

**Week 3 Lesson 1**

**Understand**

1. What challenge do Omakayas and Angeline face as they watch the corn field?

Omakayas and Angeline need to find a way to shoo away the crows.

2. How do they respond to the challenge that they face?

**They decide to use a fishing net to catch the crows.**

3. What role did Omakayas play in growing the corn? Find evidence from the text to support the idea that Omakayas was proud of the corn field.

**"She helped harvest each seed saved in Mama's seed bag. She had watered those seeds with water hauled from the lake, maluk after maluk of water, until they sprouted and grew. Then she had loosened the earth and weeded with Mama's big moose antler hoe and her own smaller hoe carved from a crooked tree branch. She had guided these corn plants and worked hard and she was not, now, going to give up the winter's dried corn soup to a flock of birds..." (56-57)**

4. How does Omakayas respond to Angeline breaking the necks of the birds? What phrase or sentence reminds you of another scene from this book?

**Angeline killed the birds to save the corn harvest and to provide food for the family. Omakayas turned away as Angeline killed the birds because she did not like to see the animals killed.**

5. What is the lesson in Deydey's story?

**Deydey's advice when telling the ghost story is "Never let fear take your mind away. Always think." (65) This advice is important to Omakayas because she is keeping her gift a secret from everyone because she is afraid of how they will respond.**

6. How does Omakayas react to her gift?

**Omakayas was upset with her gift from Deydey because it was a gift that reflected her ability to do a chore. Angeline's gift was a feminine gift for a grown-up girl. Omakayas seemed jealous of that.**

7. What do you notice about the structure of the novel so far? How are the chapters organized? What do you notice about the scenes of the story within a chapter? What is different about the font when a character is telling a story like Deydey did in this chapter?

**The chapters are organized by seasons. Each season is different for the family. In each season, we will learn more about Omakayas. Within the chapter, there are markers to break apart the scenes of the story. The author moves from one scene to another, taking the reader through different settings and different experiences without introduction or notice.**

### Express Understanding

Complete the Seasons Graphic Organizer for chapter four, "Andeg." Use evidence from the text to support your responses.

Neebin (Summer)	
"Andeg"	
Identify the challenges that Omakayas faces.	Omakayas and her sister are tasked with the chore of keeping the crows off the crops.
Explain how Omakayas responds to challenges that she faces.	Omakayas and her sister use a net to trap the crows. Omakayas saves Andeg, a black crow, who becomes a part of the family.
Summarize chapter four.	Omakayas and her sister keep the harvest safe. Omakayas rescues a bird and it becomes her pet.
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas is upset that Deydey's gift to her was not a feminine gift like Angeline's ribbon. Omakayas got a hide flesher. This shows that Omakayas wants to get grown up gifts, but she is still being treated like a young girl. Her parents see her differently than they see Angeline.

**Week 3 Lesson 2**

**Understand**

1. How did Columbus' childhood city impact his decision to become a sailor?

Genoa was known for its sea trade and many boys who grew up there wanted to be sailors.

2. How did reading help Columbus become more knowledgeable about the world?

Because Columbus could read, he knew the world was round, when many others who could not read still thought it was flat. Columbus was smart. He understood what latitude and longitude were and how to use them to find the direction of things on a map.

3. What misconception did Columbus have about the world?

Columbus thought the world was much smaller than it really was, so his travel calculations were not accurate.

4. Who were King Ferdinand and Queen Isabella?

**They were the king and queen of Spain.**

5. How did King Ferdinand and Queen Isabella contribute to Columbus' first voyage?

**The king and queen agreed to help Columbus. They gave him three small ships and some sailors and sent him in search of China and Japan.**

6. What challenges did Columbus face as he was planning to sail?

- The Portuguese measured the world to be much bigger than Columbus thought. They did not want to take the chance of helping Columbus sail around the world.
- Columbus needed money and resources in order to sail.
- He was having trouble gaining resources to sail because people were unsure about the world at that time. No one wanted to give Columbus money because it was such a risk.

7. Reread the last two paragraphs on page 74. Why did Ferdinand and Isabella help Columbus? How would this benefit the king and queen?

**The king and queen may have hoped for new land. They might have decided to take a chance in hopes of becoming more powerful with another country to rule.**

### Express Understanding

These three words all describe Columbus: **smart, brave, persistent**. But what word BEST describes him?

Write a paragraph responding to the following question: What word best describes Columbus? Support your response using evidence from the text.

- The word that best describes Columbus is smart. According to the text, Columbus could read when many people could not. He knew the world was round. Columbus could also measure using latitude and longitude to figure out locations on the world.
- The word that best describes Columbus is brave. At a time when people were afraid to travel due to the unknown, Columbus wanted to travel. The text says Columbus did not worry. He was not afraid of monsters in the sea. He just wanted to sail and discover another route to the other side of the world.
- The word that best describes Columbus is persistent. No one wanted to give Columbus funds for his voyages. When Columbus first asked the king and queen of Spain to give him money and boats, they told him "perhaps." Then, he asked again and they told him "no." His persistence paid off because the king and queen finally decided to fund his voyage.

### Week 3 Lesson 3

#### Understand

1. Look carefully at the chapter title: A New Land is "Discovered." What do the quotation marks mean in this title?

Students should understand that the quotations indicate an alternative definition to the word discovered.

- Identify Columbus’ navigation instruments. Explain how they supported his journey.

Columbus used a compass and an astrolabe. The astrolabe told Columbus “how high the North star is above the horizon.” The compass told him the direction.

- Identify a problem that Columbus and his sailors faced. How did they respond to the challenge?

Possible problems and responses:

- The rollings of the ship make the astrolabe readings uneven. Columbus keeps a record of the winds, the speed of the ship, and the compass direction to calculate his position.
- The crew comes to the Sargasso Sea, a thick area of seaweed. They sail through it, even though they are afraid they will get stuck.

- Based on these words: discouraged, fearful, endless, and pleads; what do you think the mood of the ship is? Explain why you believe that Christopher Columbus does or does not trust his crew.

The crew is scared and angry. Columbus is so confident that he promises that his crew can kill him if they don’t find land soon.

Students might say that Christopher Columbus trusts his crew because he makes a promise that they can cut off his head.

- What land did Columbus intend to find?

Columbus intended to find the Indies.

- Where did Columbus actually end up?

Columbus ended up in the New World that was occupied by the Native Americans.

- How does Hakim address this in the title of the chapter?

Columbus discovered land, but it was not in his plan. He happened upon this “discovered” land by accident.

- Complete the Cause and Effect: Graphic Organizer based on the information covered in this chapter. The first answer is completed for you.

Columbus’ Action	Effect on Native Americans
Columbus lands in the New World. He believes it is the Indies.	He calls the people who live there Indians.

Europeans brought weapons to the New World.	Weapons made hunting easier, but caused some animals to become nearly extinct.
Europeans brought horses to the New World.	Horses made hunting easier.

### Express Understanding

Consider what you have read in chapter 16 from *The First Americans: Prehistory -1600* by Joy Hakim. Then agree or disagree with this statement:

**Columbus’ “never give up” attitude is the reason that he and his crew made it to the New World.**

Write two pieces of evidence from chapter 16 to support your stance, your opinion about this statement.

- I agree that Columbus’ “never give up” attitude is the reason that he and his crew made it to the New World. He kept a record of the winds, the speed of the ship, and the compass direction. He also made the crew give him three more days to get to land and promised that they could kill him if they did not make it.
- I disagree that Columbus’ “never give up” attitude is the reason that he and his crew made it to the New World. The text says that the seamen were skilled enough to get them through the seaweed. The text also says that Columbus did not even end up where he was supposed to.

### Week 3 Lesson 4

#### Understand

1. What do you notice about the illustration?

I notice the uneasy water, a crown on Ferdinand’s head, naked Native Americans, empty ships, and that all Europeans are looking away except for the king and Columbus.

2. Why would the Taino be fleeing from Columbus?

The Taino are fleeing from Columbus because they might be afraid.

3. How does Columbus describe the Native Americans in the third paragraph?

Possible words and phrases that students list might include are:

- Inhabited by numberless people; and I have taken possession
- Are well-made men of commanding stature
- Extraordinarily timid
- They are afraid to use these
- As soon as they saw our men arrive, fled without a moment’s delay
- Generous with what they possess
- I took by force some of the natives
- They believe I come from heaven

4. Identify words that show that Columbus might respect the Native Americans.

**Columbus feels curious about the Native Americans.**

- He says he has sent men down to converse with them.
- They are generous and no one would believe it unless they saw it.

5. What words show that Columbus might not respect the Native Americans?

**Columbus feels like he owns the Native Americans.**

- He says he has taken possession of land that belonged to the Native Americans.
- "I took by force some of the Natives."

6. Complete the Cause and Effect: Graphic Organizer on the next page based on the information covered in this chapter. The first answer is completed for you.

Columbus' Action	Effect on Native Americans
Columbus proclaims that the land he has found is for the king and queen of Spain.	<b>He claims the land that the Native Americans live on.</b>
The excerpt from the letter says that he "took by force some of the Natives."	<b>He has made some of the Native Americans his slaves.</b>

### Express Understanding

What is Columbus' point of view in his letter to the Treasurer of Spain?

Consider the following support questions while organizing your response.

- What words show Columbus' feelings towards the Native Americans?
- What words show Columbus' feelings about the New World and what he has found there?
- How does Columbus feel about his discoveries?
- What feelings do you have when reading the letter? Why?
- Why is he writing this letter?

Columbus is writing to inform the Treasurer of the good things that Columbus has found using the king and queen's money. Columbus may be interested in having another voyage funded, so this letter may be written to offer information to make a case for a second voyage.

### Week 3 Lesson 5

#### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

**Week 4 Lesson 1**

**Understand**

1. What are the men discussing?

The men are discussing the white men coming to take their land.

2. What does the text say that the white men were doing in Ojibwe land?

“The white people, who were traveling in larger numbers than ever to Ojibwa land and settling down their cabins, forts, barns, gardens, pastures, fences, fur-trading posts, churches, and mission schools.” (76)

3. What problem are the Ojibwa facing?

The white men are trying to force the Ojibwa off their land.

4. What sentences and phrases do you notice that are examples of **figurative language**?

- Albert was round as a kettle (75)
- Hawk-thin face (75)
- Opened their ears to catch the lower tones of the men’s voices (76)
- We’ll end up in the land of the spirits (79)
- They are infinitely hungry. (80)

5. What is the meaning of the bold phrase?

**Since west is where the dead walks, the Native Americans mean that if the Europeans keep pushing them west, they will end up dead.**

Use the chart on the next page to analyze the **figurative language** phrases in the first column. The first row is completed for you as an example.

Example of figurative language in the text	What is the literal meaning of the word phrase?	What does the author want you to know?	How does this language make you feel? Why?
Omakayas thought with a sinking stomach	Omakayas felt uneasy.	Omakayas is not happy about working on skins.	Negative, worried because she has a stomach ache and doesn’t like working on skins
To him, it was a	His pipe was so important	Native Americans respect	Importance of respect

living thing	that he treated it with the same respect with which he would treat a person.	their belongings and treat things with special meaning.	
Opened their ears	The girls are listening very carefully to what the men are saying.	The girls are eavesdropping.	Nervous because you shouldn't eavesdrop, suspense because they may find out something important
In a growling tone	A growling tone means that the men are speaking in an angry tone.	The Native Americans are angry.	Negative, angry because Fishtail is using an angry voice
When the waves of white people lapped his feet	Many white people came to the same place.	There are many white people coming to the village.	Suspense, something may happen when a lot of white people come to the village
They are like greedy children	They want more and more.	The white men want the land.	Negative- the men are greedy
Add an example of figurative language you found	Answers may vary.	Answers may vary.	Answers may vary.

### Express Understanding

Complete the Seasons Graphic Organizer on the next page for chapter five, "Fishtail's Pipe." Use evidence from the text to support your responses.

Dagwaging (Fall)	
"Fishtail's Pipe"	
Explain Omakayas' interactions with other characters.	Omakayas and Angeline hide in the grass listening to Fishtail, LaPointe, and LaPautre discuss the white man wanting the Ojibwa people to leave the island and move west – again.
Summarize chapter five.	"They are like greedy children. Nothing will ever please them for long." The men of the village are clearly upset at the white man's intrusion on land. Omakayas quietly listens to the conversation and learns much of the impact that the white man has had on her people.

## Week 4 Lesson 2

### Understand

1. What is the author telling you about Omakayas's relationship with Pinch?

**Omakayas is still not fond of her little brother. This sentence tells us that Omakayas and Pinch still do not get along. We can predict that Omakayas might argue with her brother in this chapter.**

2. Explain why the family was preparing for a move.

**The family is preparing and storing food for the winter.**

3. Why were the berries so important to Omakayas' mother?

**Because the family is trying to save food for the winter, Omakayas' mother probably overreacted more than she would have in the spring when berries are more plentiful.**

4. Big Pinch ate all of the berries and blamed the berries being gone on Andeg. What does this tell you about his character?

**Big Pinch is a selfish little boy. Like other boys his age, he ate all the berries and blamed Andeg.**

5. What does Omakayas' mother witness?

**Omakayas' mother sees her interact and speak with the bears for the first time. Someone finally knows Omakayas' secret.**

6. What kind of relationship does Omakayas have with her sister, Angeline? Cite evidence from the text to support your response.

**Angeline gets to hold and play with the baby. Omakayas is jealous of her sister. "Omakayas envied her big sister."**

7. What kind of girl is Two Strike Girl? Cite evidence from the text to support your description.

**Two Strike Girl acts like "one of the boys." She hunts and fights. She wants to dance in the rice like the boys do. Two Strike Girl convinces Omakayas to also dance in the rice.**

### Express Understanding

1. Mama says to Pinch, "There is no medicine but enduring the consequences of your greed." Explain what this means. Support your explanation with evidence from the text.

This means that Pinch is suffering the consequences of his greed by having a belly ache. His mother is saying that she will not give him medicine or that medicine will not help him because he needs to suffer for the consequences of his actions.

2. In this chapter, Omakayas speaks to the bear in front of her mother. What does this tell us about Omakayas?

Omakayas is beginning to accept her gift. She is more open to speaking to animals and more comfortable with her gift.

3. What happened to Two-Strike Girl and Omakayas after working together? Support your response with evidence from the text.

The text says that after Two Strike Girl and Omakayas worked together in the rice, they formed a bond and remained close. “Although the family did not return with as much rice as they needed, Omakayas and Two Strike Girl became such good friends that, ever after, they called each other sister.”

4. Complete the Seasons Graphic Organizer for chapter six, “Pinch.” Use evidence from the text to support your responses.

Dagwaging (Fall)	
“Pinch”	
Identify the challenges that Omakayas faces.	Omakayas goes into the forest with her mother to look for Andeg.
Explain how Omakayas responds to the challenges that she faces.	Omakayas acts mature about her lost bird and goes with her mother to look for the bird. While in the forest, she sees the bears and speaks to them in front of her frightened mother.
Explain Omakayas’ interactions with other characters.	Omakayas allows her mother to see her interact with the bears. Up until this point, no one had seen her interact or speak to animals. Omakayas is still envious of her sister. (92)  Omakayas forms a bond with Two Strike Girl as they dance in the rice together.
Summarize chapter six.	Pinch eats the berries, blames Andeg, and Mama’s yelling causes the bird to run away. Omakayas and her mother are in the forest and Omakayas once again sees the bear cubs. She talks to them in front of her mother.

<p>In what ways does Omakayas grow and gain strength in this chapter?</p>	<p>“Pinch got in trouble and Omakayas was glad.” Omakayas still does not like her brother, Pinch. Although she has shown maturity in some ways, this is not one of them. This shows that she is still young.</p> <p>Omakayas helps her mother find Andeg, talks to the animals, and helps Two Strike Girl with chores.</p>
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**Week 4 Lesson 3**

**Understand**

1. What was the family spending most of their time doing?

The family spends most of their time in this chapter preparing and preserving foods, as well as packaging medicines.

2. What does Omakayas’ grandmother pray for?

Omakayas’ grandmother prays to be protected from the winter.

3. What is the setting of this chapter? Identify language in this chapter that describes the setting.

Winter is coming. The characters are cold. The characters are preparing for winter by packing food and medicine. Omakayas woke, freezing. As she fell asleep it seemed to her that there was something odd in the ferocity of the cold that continued to deepen as the night went on.

4. How are the characters feeling as they prepare for winter? Identify language in this chapter that describes how the characters feel.

- The characters feel determined, scared. These, Omakayas knew, were for the hardest times in winter, when they would need sweetness to survive in spirit, as well as food to keep them strong.
- The characters feel worried. Nokomis bent over and looked very carefully at the cache to make certain that it was properly packed.
- The characters are cold. For the cold had crept in, dark air stabbed at them, etc.

5. Why might Omakayas’ grandmother want her to “listen” to the animals and plants?

Omakayas’ grandmother has the gift of listening to nature and now she realizes that her granddaughter has the gift. Listening to the animals and plants is important to the Native American culture because they respect nature.

6. How might listening help Omakayas and her family during the winter months?

Nokomis believes that nature will protect the family, so listening is important. During the winter

months, listening to nature might lead the family to food or protection.

**Express Understanding**

Dagwaging (Fall)	
“The Move”	
Identify the challenges that Omakayas faces.	Omakayas and her family are preparing to move for the winter.
Explain how Omakayas responds to the challenges that she faces.	Omakayas helps her family pack.
Summarize chapter seven.	Deydey leaves again. Omakayas’s family is preparing for winter.

Write 3–5 sentences to explain how Omakayas has changed from the beginning of the novel. What experiences led to the changes? What actions support the changes?

Omakayas is less playful now. She is interested in doing chores and helping her family. In the beginning of the text, Omakayas tried often to get out of doing chores. Now, she is volunteering to do chores, such as weaving baskets, dancing on rice, and carrying the medicine packages in this chapter for her grandmother.

**Week 4 Lesson 4**

**Understand**

- How might things have been different if the Native Americans could have understood Columbus?

Students should understand that it is important for the Native Americans to learn the language of the white man for communication, agreements, the ability to trade, the ability to converse without being taken advantage of by the white man.

- Who is “their” and “them”?

“Their” and “them” are the Europeans.

3. Why is the grandmother telling Angeline this?

**The Europeans were forcing their beliefs and culture onto the Native Americans.**

4. What is Angeline’s grandmother worried about?

**Although the Native Americans learned a lot about weapons and lifestyle from the Europeans, many gave up their own way of life to adapt to the new culture.**

5. What is taught at a mission school? What is the purpose of a mission school?

**“I went to the priest’s school.” The mission school taught English to the Native Americans. The purpose was to change the culture of the Native Americans.**

6. Why is it important for the Native Americans to learn to read the chimookoman’s tracks?

**“That way they can’t cheat us with treaties.” (112)**

7. Consider the information the author provides you about Old Tallow and Omakayas. What did Omakayas notice about the way Old Tallow looked at her? Explain what this means about Old Tallow and Omakayas’ relationship.

**Old Tallow looked at Omakayas the same way that she looked at her dogs. Old Tallow liked her dogs more than anyone else, so the idea that she looked at Omakayas the same way made her feel safe, happy, and protected.**

**Express Understanding**

Complete the Seasons Graphic Organizer on the next page for chapter eight , “First Snow.” Use evidence from the text to support your responses.

Dagwaging (Fall)	
“The First Snow”	
Explain Omakayas’ interactions with other characters.	<p><b>On page 112, Omakayas and Angeline “catch” Fishtail walking out of the white man’s school house. He tells the girls that he was there to learn the white man’s language so that the Ojibwa can not be cheated on treaties. This reveals to the reader that there is no trust between the two groups.</b></p> <p><b>On page 115, we notice the way that Old Tallow feels for Omakayas. “Old Tallow was looking at her the same way she looked at her dogs!” because Old Tallow feels close to her.</b></p>
Summarize chapter eight.	<b>Omakayas and her sister learn that the Native American men want to learn the white man’s language.</b>

Find 2 pieces of evidence from *First Americans* to support why it is important for the Native Americans to learn the writing of the Europeans.

- Columbus' intention to steal the Native American's land
- To convert them to Christianity
- Columbus taking the Native Americans by force

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#### Week 4 Lesson 5

#### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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#### Week 5 Lesson 1

#### Understand

1. Provide evidence from the text to support the idea that this is a very cold winter.

**Deydey was trying to seal up the shelter. Old Tallow was wearing her coat.**

2. Who is Erdrich referring to in this sentence? What evidence from the text supports your response?

**The people stopping by are probably Europeans. We aren't sure at this point, but can assume that because Erdrich isn't referring to them by a name, she isn't referring to characters that we have been specifically introduced to.**

3. How does Erdrich use figurative language to describe how Omakayas feels?

**"Omakayas turned away. Her heart shrunk cold in her chest, tiny but heavy as a lake rock."  
Omakayas felt angry. Her chest did not actually shrink in her chest. Her chest probably got tight when she became angry, like getting a lump in your throat when you are upset.**

4. Explain the contrast between Angeline's attitude toward Omakayas in this chapter and her attitude toward Omakayas in previous chapters.

**Angeline is kinder to Omakayas. When Omakayas gets frustrated, Angeline encourages her bead work and tells her "Don't give up."**

5. Summarize Nokomis' story.

**Nokomis was fishing. A woman came out of the water holding the fishing line. It was her grandmother. When Nokomis' grandfather saw her, he came to life, and began to get young again. He walked over to the other side to be with his wife. This story is about crossing over to death.**

6. Complete the Seasons Graphic Organizer for chapter nine, “The Blue Ferns.” Use evidence from the text to support your responses.

Biboon (Winter)	
“The Blue Ferns”	
Identify the challenges that Omakayas faces.	Omakayas hears her father and other men talk about the white man pushing them farther west.
Explain how Omakayas responds to the challenges that she faces.	Omakayas does not become involved in the conversations that she overhears.
Explain Omakayas’ interactions with other characters.	Omakayas becomes upset because she can not bead like Angeline and Ten Snow. “Her heart shrunk cold in her chest...” Ten Snow gives Omakayas a gift and Angeline encourages Omakayas to bead. This is the first form of encouragement that we see between these two.
Summarize chapter nine.	Omakayas beads with her sister, who responds kindly to her.

### Express Understanding

There are several recurring topics throughout the text. Some of those topics are: growth, learning, survival, respect. Find evidence from *The Birchbark House* to support your understanding of the topic. The first one has been done for you.

Recurring Theme	Text Evidence
Growth	the way she communicates or interacts with the members of her family or the way that she responds to responsibility now
Learning	the learning of the Native Americans, including learning the white man’s language, as well as how the Native Americans continuously change their way of life and behaviors due to environment
Survival	Native Americans plant and hunt to survive

Respect	the respect of the younger generation toward the older generation is an Ojibwa tradition, such as Omakayas' respect for her grandmother
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**Week 5 Lesson 2**

**Understand**

1. What problem is presented in this section? Why is Angeline worried?

Smallpox is a disease that causes rash and blisters. It was brought to the New World by Europeans. On page 142, a European man showed up at the lodge. He was sick. The next day he died of smallpox. Angeline was worried about getting sick too.

2. What is happening to Omakayas' family?

Angeline caught the sickness, then mother and then Pinch. Nokomis took care of them all.

3. Why is chapter 10 titled "The Visitor"?

Chapter 10 is titled "The Visitor" because a sick visitor came to the village. It may also be titled the visitor referring to sickness or death.

4. How is Omakayas' behavior now different than it would have been at the beginning of the text?

Omakayas is less self-centered now. She wants to care for her family and does so without hesitating or thinking about the negative effects this decision could have on her.

5. What does Omakayas do to help take care of her family?

Omakayas chooses to go to the home where her family is ill to help take care of them, rather than just staying in the birchbark house alone and safe from illness.

6. How do Omakayas' actions support the idea that she has grown more mature through the seasons?

Answers may vary. Students understand that Omakayas' actions show that she is thinking of others rather than herself.

**Express Understanding**

1. How do the villagers respond to the sickness?

The villagers throw everything away that the visitor touched. They even burned buildings to the ground to keep the sickness away.

2. What happens to people in the village as a result of this visitor's sickness?

Villagers become sick with smallpox as a result of this visitor.

- Complete the Cause and Effect: Graphic Organizer based on the information covered in this chapter.

**Cause and Effect: Graphic Organizer**

Columbus' Action	Effect on Native Americans
Europeans brought smallpox to the New World.	Native Americans burned buildings because they wanted to keep the disease from spreading.

**Week 5 Lesson 3**

**Understand**

- How do you think Omakayas felt when she saw her sister? What evidence supports your response?

**Omakayas might have felt sad, scared, or horrified, by the marked up look of her beautiful sister's face.**

- How does Omakayas feel when she is holding Neewo?

**Omakayas might feel hopeful at first because she loves her brother, but his death fills her with sadness.**

- Who was the visitor?

**The visitor was an explorer.**

- What did the visitor bring to the village?

**He brought smallpox from his home to the new world.**

- Why does Omakayas have such a vivid image of this visitor?

**Omakayas remembers the visitor because he brought a disease which affected most of her family and killed her brother.**

- How does Erdrich use the word "visitor" to refer to several things? Find evidence supporting Erdrich's use of the term "visitor" for different meanings.

**"A visitor entered. He and his voyageur crew had just dragged their sled of furs across from the mainland..."**

**"Had the visitor left another, more horrible visitor behind? Sickness? Death?"**

7. How do Nokomis and Omakayas share a bond?

Nokomis and Omakayas have a bond because they both speak and can listen to plants and animals. Omakayas works alongside Nokomis in this chapter to care for the rest of her family.

8. Why was Omakayas envious of Angeline? What changes in this chapter?

Omakayas was always envious of Angeline for her girlish behavior and beautiful appearance. In this section, we learn that the disease has left marks all over Angeline's beautiful face. We do not know yet how Omakayas feels about this.

### Express Understanding

There are many words that describe Omakayas's response to the challenge that she faces in this section of the text. Some of these words are: **hopeful, determined, brave, heartbroken.**

What word best describes Omakayas's response to the challenge that she faces in this section of the text? Support your word with 2–3 pieces of evidence from the text.

Answers may vary.

The word that best describes Omakayas is determined. Omakayas is determined to bring her family back to health. Even though she is removed from her mom and is heartbroken, she is determined to stay healthy so that she can care for her family.

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## Week 5 Lesson 4

### Understand

1. How was Omakayas sick?

Omakayas is not sick with smallpox. She is sick with weakness and grief.

2. If Omakayas did not get sick with smallpox, what does that mean about her?

It is odd that the rest of her siblings would catch the disease, but she wouldn't. The author is telling us that she is strong, or maybe providing us with clues to something that we don't know yet.

3. Who else did not get sick?

Omakayas' grandmother and Old Tallow did not get sick.

4. What does the word **arrest** mean in this context?

Answers may vary. Students should use context clues to understand that she would have wanted to stop the disease.

5. How is Omakayas feeling as she lay in the loft?

**Omakayas is depressed. She keeps wondering what she could have done differently to save her brother. She feels guilty for not saving him.**

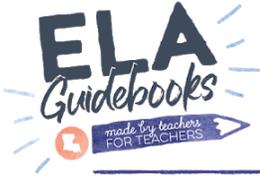
6. We weren't sure how Omakayas would feel toward her sister. What does this quote tell us?

**Even though Omakayas was always jealous of her sister's looks, she is now pained that her sister is scarred from the disease.**

**Express Understanding**

Complete the Seasons Graphic Organizer on the next page for chapter 10, "The Visitor." Use evidence from the text to support your responses.

Biboon (Winter)	
"The Visitor"	
Identify the challenges that Omakayas faces.	Omakayas cares for her family and feels tremendous loss as she loses her baby brother to the disease. She is also faced with a challenge as her father almost succumbs to the disease by attempting to go outside in the cold.
Explain how Omakayas responds to the challenges that she faces.	To keep him from going outside, Omakayas hits him on the head and knocks him out. She awakes the next morning terrified that she might have killed her father, but in fact, she has used her quick wit and bravery to save him from the cold, which ultimately saves his life.
Explain Omakayas' interactions with other characters.	Omakayas holds her brother Neewo as he takes his last breath.  Omakayas is also forced to knock out her father before he walks out into the freezing cold due to the illness.
Summarize chapter ten.	The entire family, except for Nokomis and Omakayas, become sick with smallpox disease. Omakayas is forced to care for the family. Her baby brother dies in her arms.
In what ways does Omakayas grow and gain strength in this chapter?	The visitor causes Omakayas to grow up and take care of her family.



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**Week 5 Lesson 5**

**Vocabulary Journal**

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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**Week 6 Lesson 1**

**Understand**

1. Who is telling us the story in *The Birchbark House*?

**There is an outside narrator telling the story.**

2. From which point of view is *The Birchbark House* told?

***The Birchbark House* is told using the 3rd person narrative point of view.**

3. What information does the narrator tell us about Deydey's thoughts or feelings?

**The reader only knows what Deydey is doing, not what he is thinking or feeling. That is because the 3rd person narrator is not sharing his thoughts with us.**

4. What information is missing? What are you still wondering?

**The narrator hints at Deydey's emotions, but doesn't tell us directly how he is feeling or what he is thinking. For instance, we understand he is sick because he tries to stagger outside. The author says that he was "determined."**

5. How might the scene change if it was told from Deydey's point of view?

**The reader gains certain information from the point of view from which the story is told. An author is thoughtful in selecting the point of view from which to tell the story so that the story will be portrayed in a certain light. If told from Deydey's point of view, we might understand what he was thinking or feeling as he tried to stagger outside.**

6. Why is it important to consider the point of view from which a story is told?

**It is important to consider the point of view of a story because there are always at least 2 sides to every story. Considering the point of view makes the reader more thoughtful and allows the reader to consider the thoughts, feelings, and actions of other characters that the author has not disclosed.**

**Express Understanding**

You will rewrite the beginning of the scene from Deydey's point of view.

If Deydey were telling us the story, we would read: *Omakayas woke up in the middle of the night as I was trying to rise to*

my feet.

Then we may get a hint into how Deydey is feeling. For example, the next line might say this: *I was so hot and miserable that I needed to get some relief. I knew the snow would cool me down.*

That line isn't in the current story because Deydey is not the narrator. But when we think of Deydey as the new narrator, we need to consider what is inside his head.

Now rewrite the scene from Deydey's point of view.

In your narrative, describe Deydey's thoughts and feelings as he tries to go outside.

Understand that dialogue would stay the same. Omakayas' thoughts and feelings, on the other hand, would not be included, because Deydey can't possibly know about her thoughts and feelings.

#### Example:

- Omakayas woke up in the middle of the night as I was trying to rise to my feet. I was so hot and miserable that I needed to get some relief. I threw off my blankets and began to walk outside. I heard Omakayas say, "Please, Deydey, do not go outside." But I didn't care. I was so hot that I needed to feel the cold snow against my body.
- I fell to my knees and kept crawling to the door. I was trying to tell Omakayas not to worry about me, but all I could do was groan. The fever was too much to bear. The door seemed so far away, but I finally made it. I reached, but fell, then reached again.
- I heard Omakayas say, "Gaween onjidah. I'm sorry." "What is she sorry for?" I thought to myself. But, then, I knew.
- I felt something hard and large come down on my head. That's the last thing I remembered from last night.
- This morning, I woke up with a headache and a bump. But I knew that Omakayas, my daughter, had saved my life.

## Week 6 Lesson 2

### Understand

1. What is the meaning of the word **burn** that you are most familiar with?

Students should understand the word **burn** means to destroy.

2. What word could you replace **burn** with in this sentence?

The word **burn** means to destroy, as in "the kind that can pass from one person to another and destroy a whole region".

3. Why weren't Native Americans exposed to the diseases before the Europeans arrived?

The Native Americans crossed the land bridge and were cut off from exposure to disease and animals

with disease when the land bridge disappeared.

4. Explain why the Native Americans caught diseases so quickly.

The Native Americans had never been exposed to the diseases, they didn't have the immune systems to fight off the diseases.

5. What happens when a new disease comes to a country?

Disease changed the world because we lost entire villages of Native Americans because of disease.

6. How might our country be different if disease had not killed dozens of Native American societies?

Answers may vary. Students should understand that cultures and entire groups of people disappeared. We may never know how many Native Americans existed and how many died following the arrival of Columbus.

7. What are we missing from this country because of disease?

Answers may vary. Students should understand that we are missing various Native American societies.

**Express Understanding**

How did smallpox affect the Native Americans? Complete the Cause and Effect chart using information from the lessons.

Columbus' Action	Effect on Native Americans
Europeans brought smallpox to the New World.	<ul style="list-style-type: none"> <li>● Many Native Americans caught the disease. It was contagious.</li> <li>● Many Native American villages lost inhabitants to death because of the disease.</li> <li>● Many Native Americans were scarred from the blisters of smallpox.</li> </ul>
Native Americans died.	Animals that were becoming extinct were able to repopulate.

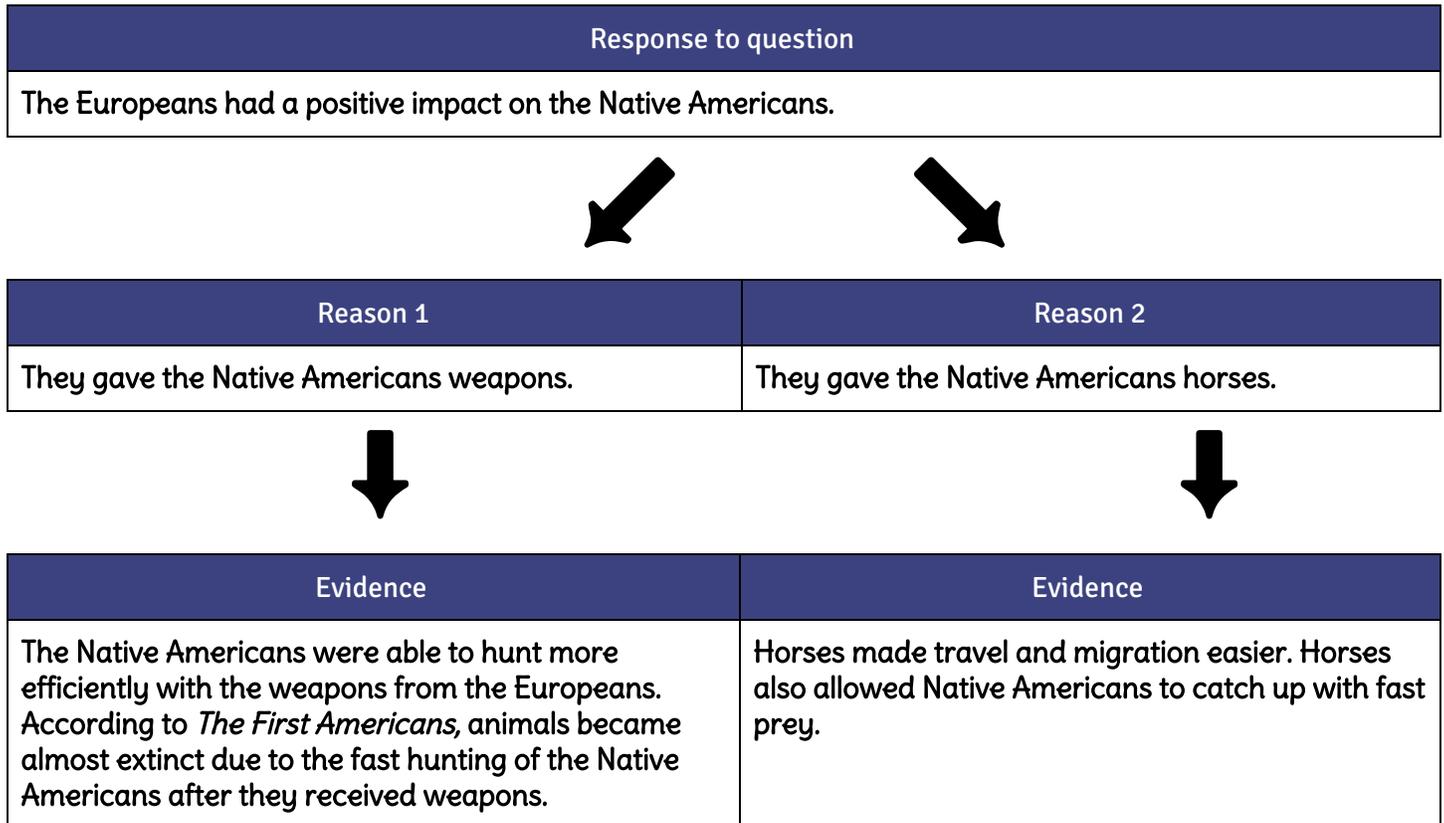
**Week 6 Lesson 3**

**Understand**

Did European exploration have a positive or a negative impact on the Native Americans who lived in the new world? You will need to decide whether the Europeans positively or negatively impacted the Native American way of life.

Develop a response and two reasons. For each reason, locate supporting text evidence.

Answers may vary. An example response:



### Express Understanding

Review your graphic organizer. Write an argumentative paragraph to answer the following question:

Did European exploration have a positive or a negative impact on the Native Americans who lived in the new world? Use the evidence you cited to defend your answer.

Answers may vary. Students are using information from the chart above to draft their response in paragraph form.

### Week 6 Lesson 4

### Vocabulary Journal

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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**Week 6 Lesson 5**

**Vocabulary Journal**

Your student's teacher will monitor weekly progress on optional vocabulary journals.

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**Week 7 Lesson 1**

**Understand**

1. What challenge is Omakayas facing?

**Omakayas is hungry. No matter how much she eats, she doesn't get rid of the feeling of hunger. There is no meat left to eat from the stored food.**

2. Deydey faces a challenge in this chapter. What solution does Deydey come up with to solve the problem that he faces?

**Deydey does not have strength to hunt. He is trading furs for food. He decides that he will try to beat the trader at a game of chess.**

3. Summarize Deydey's chess game with the trader.

**Deydey walked in like he did not know the game and was unsure of himself. He finished the game in 6 clever moves.**

4. Describe Old Tallow's feeling toward the chimookoman. Cite evidence from the text to support your response.

**Old Tallow blames the white man for a disease-ridden rabbit that she cut open. She blamed the white man for the scarcity of food and poor hunting.**

5. Summarize Omakayas' dream.

**Nokomis puts charcoal on Omakayas' face. Omakayas dreams of a spirit woman who says that she lives with her great-grandma and grandpa. When Omakayas wakes up, she tells Nokomis of the dream. Nokomis tells Omakayas that the spirit woman is here to help her get through her sadness.**

6. What challenges do Omakayas and her family face?

**Omakayas and her family are hungry. They have not recovered from the disease and the loss of food from winter.**

7. How does Omakayas feel at the beginning of the chapter?

Omakayas is hungry, but she still helps her sad mother bring in firewood.

8. How does Deydey support his family when they do not have any food?

Deydey decides to challenge the trader to a game of chess and wins food for the family.

9. What is Old Tallow’s response to the lack of healthy food and animals?

Old Tallow is angry that the white man has ruined the animals and the land.

10. How does Old Tallow show her love for Omakayas?

Old Tallow killed one of her dogs because it hurt Omakayas. Even though Old Tallow loves her dogs, she shows that she would defend Omakayas against anyone by killing her dog.

11. What happens that makes the entire family laugh?

Pinch’s butt catches on fire. The entire family finally laughs.

**Express Understanding**

Complete the Seasons Graphic Organizer on the next page for chapter 11, “Hunger.” Use evidence from the text to support your responses.

Biboon (Winter)	
“Hunger”	
Identify the challenges that Omakayas faces.	Omakayas goes out to find food for her family. On her journey to find food, she is attacked by one of Old Tallow’s dogs. Old Tallow comes to her aid and kills the dog because it injured Omakayas.
Explain Omakayas’ interactions with other characters.	It is clear that Old Tallow cares deeply for Omakayas.
Summarize chapter 11.	The family has not yet recovered from the loss of Neewo and Ten Snow. It is winter. Food is scarce. The family is depressed.
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas has grown from a child who was taken care of by those around her to her being the caretaker.

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**Week 7 Lesson 2**

**Understand**

1. Find evidence in chapter 12 to support the idea that this winter was a hard winter for the family.

**This was a hard winter for the family. Deydey had already made a trip to the end of the island and raided the cache. To keep from starving, they had already eaten their store during the full moon.**

2. What details in the text help us to understand how Omakayas still feels about Neewo?
  - **Sadness overwhelmed her when she tasted the sweetness. She instantly recalled the special day she spent with Neewo on the shore of the lake... When it came time for her to put him back, she'd sweetened his confinement by placing her last bit of sugar on his tongue.**
  - **She missed him terribly, so much so that her heart seemed to drop right through her stomach with a thud.**
  - **She ran away with an angry heart.**
3. Where does Omakayas find comfort when she is upset about Neewo?

**Omakayas finds comfort from the bears when she is upset or angry. She runs into the woods and the bears greet her there.**

4. How did Omakayas' experience in the woods lead her to her discussion with Nokomis?

**When Omakayas was in the woods, she asked the bears for their medicine and warned them about traps and Old Tallow. She heard voices whispering to her while she was in the woods and could sense the animal spirits.**

5. Explain how Pinch got hurt.

**Pinch was fibbing about getting his first kill. He was not paying attention and he ran into Deydey as he was pouring boiling sugar.**

6. How does Omakayas respond to Pinch being burned?

**Omakayas finds Nokomis' medicine bag. She tunes out Pinch's cries to think.**

7. Find evidence to support the idea that Omakayas cares for Pinch.

**Omakayas cares for Pinch by bringing him lots of maple-flavored water, stroking his forehead carefully and soothingly.**

8. What does this scene tell us about the relationship between Omakayas and Pinch?

**The relationship between Omakayas and Pinch is changing. She healed him. He trusted her to do so**

and thanked her.

**Express Understanding**

Complete the Seasons Graphic Organizer on the next page for chapter 12, “Maple Sugar Time.” Use evidence from the text to support your responses.

Zeegwun (Spring)	
“Maple Sugar Time”	
Identify the challenges that Omakayas faces.	Pinch gets a bad burn.
Explain how Omakayas responds to the challenges that she faces.	She heals her brother Pinch from a bad burn with a remedy that she puts together.
Explain Omakayas’ interactions with other characters.	Nokomis and Omakayas finally speak about Omakayas’ gift. Omakayas tells Nokomis that she can speak to animals.
Summarize chapter 12.	Omakayas has learned how to become comfortable with herself when she was faced with the challenges of caring for her family. In this chapter, we see her finally becoming happy again.
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas finally talks to her grandmother about her gift. She is also proud of healing her brother.

**Week 7 Lesson 3**

**Understand**

1. What do we learn in this chapter that tells us the family is rebounding from the hard times of winter?

**There was enough maple syrup to pay off winter’s debt and still have funds leftover to purchase a gift for each member of the family.**

2. What does Andeg do to show independence? How is that different from the way he has behaved in the past?

**Andeg flies off to join a group of birds. Omakayas is upset but understands that it is best for Andeg to be with his kind.**

3. What emotions does Omakayas feel? Explain.

**Omakayas is aware of herself and the emotions that she has. “Like Andeg, she couldn’t help being just who she was. Omakayas, in this skin, in this place, in this time. Nobody else. No matter what, she wouldn’t ever be another person or really know the thoughts of anyone but her own self.” Omakayas is finally comfortable in her own skin and okay just being her. She is not jealous of her sister or upset with her brother. She does not want what anyone else has.**

**Express Understanding**

Complete the Seasons Graphic Organizer on the next page for chapter 13, “One Horn’s Protection.” Use evidence from the text to support your responses.

Zeegwun (Spring)	
“One Horn’s Protection”	
Identify the challenges that Omakayas faces.	<b>Andeg leaves.</b>
Explain how Omakayas responds to the challenges that she faces.	<b>Omakayas is upset. She cries over the loss of her bird.</b>
Summarize chapter 13.	<b>Andeg leaves.</b>
In what ways does Omakayas	<b>The author writes, “Like Andeg, she couldn’t help being just who she was, Omakayas, in this skin, in this place, in this time. Nobody else.</b>

grow and gain strength in this chapter?	We learn that Omakayas is finally happy being in her own skin and being who she is.”
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**Week 7 Lesson 4**

**Understand**

1. How are Omakayas’ actions and feelings the same as in chapter one?  
**Omakayas and her family are once again building a birchbark house.**
2. How are Omakayas’ actions and feelings different from chapter one?  
**The loss of Ten Snow, Neewo, and Andeg have changed Omakayas and made her sad.**
3. How does the title of this chapter support the idea that this is the same season as when the book began?  
**The title of this chapter is “Full Circle” because the seasons have come full circle and the book is ending where it began—at the start of Summer.**
4. Why is Omakayas happy to hear Fishtail’s story?  
**Fishtail says that a black bird spoke to him at Old Tallow’s house as he was trying to steal a trap. Omakayas believes that it was Andeg.**
5. How did Omakayas feel as she was planting?  
**Omakayas felt sad as she was planting because she missed Neewo.**
6. What happened as Omakayas was leaving the field?  
**Andeg returned and hopped onto Pinch’s head.**
7. What does Omakayas do when she sees Andeg?  
**Omakayas was excited that Andeg returned.**
8. Where did Andeg land?  
**Andeg landed on Pinch, who was standing still. Pinch moved closer to Omakayas and Andeg hopped onto her.**
9. How do Pinch’s actions show that he has matured?

Pinch showed maturity by staying still to let Andeg move from him to Omakayas. He knows that Andeg has been in the wild and may be fearful of humans, so he stays still to gain the bird's trust.

10. Explain how Pinch's actions change his relationship with his sister.

Omakayas is patient and is grateful to see the bird again. Students might understand that Andeg is coming back to show gratitude toward Omakayas.

11. Why didn't Omakayas get smallpox when the rest of her family did?

Since Omakayas got small pox when she was a baby, she hasn't gotten it this time and has been able to care for her family. Old Tallow has been protective of Omakayas throughout the text because she rescued her and saved her life. Old Tallow says that Omakayas was meant to be with her family - to care for them as the disease ravaged their village.

12. What happened to the rest of Omakayas' family and village on Spirit Island?

The rest of Omakayas' family and village died on Spirit Island. She was the only survivor.

**Express Understanding**

Complete the Seasons Graphic Organizer on the next page for chapter 14, "Full Circle." Use evidence from the text to support your responses.

Zeegwun (Spring)	
"Full Circle"	
Explain Omakayas' interactions with other characters.	Old Tallow tells Omakayas that the events of her life happened so that she could save her family and others in her village and says "Now the circle that began when I found you is complete."
Summarize chapter 14.	We learn that Old Tallow's husband had rescued Omakayas from Spirit Island and that Old Tallow had cared for her and brought her to the family that she called her own.

**Week 7 Lesson 5**

**Vocabulary Journal**

Your student's teacher will monitor weekly progress on optional vocabulary journals.

## Week 8 Lesson 1

### Culminating Writing Task: Brainstorming

Review the Culminating Writing Task Directions.

#### Culminating Writing Task Directions

How do the main events of each season of *The Birchbark House* help Omakayas to develop and gain strength, preparing her to understand and accept her past?

To answer this question:

- Identify the main events of each season in *The Birchbark House*.
- Describe how the main characters interact and respond to each identified event.
- Compare and contrast the different attitudes and interactions surrounding each event.
- Evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas.
- Locate evidence to support the claims that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past.

Write a literary analysis in response to the question that demonstrates an understanding of the text. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases, including words that signal relationships (e.g., *however*, *although*, *moreover*, *in addition*, etc.). Draw on specific details and use direct quotations from the text to support the analysis.

### Express Understanding

Review the completed Seasons Graphic Organizer to gather important information to help develop your writing. To help organize your thoughts, do the following:

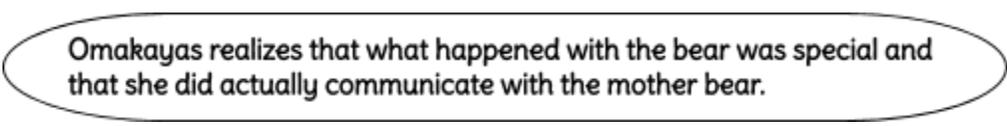
- **Circle** the main events in each season. **See charts below.**
- **Underline** the challenges that Omakayas faces in each season. **See charts below.**
- **On a post-it note** or a separate sheet of paper, explain how each event causes a change within Omakayas. **Answers will vary.**

- **Highlight evidence** to support the points that you make about how events in each season help Omakayas to develop and gain strength to understand and accept her past. **See charts below.**

Neebin (Summer)	
“The Birchbark House”	
Explain Omakayas’s interactions with other characters.	<p>Angeline  <b>“Angeline was so perfect that Omakayas despaired.”</b>  <span style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">Omakayas is jealous of her sister’s beauty.</span></p> <p>Pinch            Omakayas thinks her brother, Pinch, is greedy.</p>
Summarize what you know about Omakayas.	<b>We are introduced to the main character and her family. Omakayas is 7 years old. She is playful and is a Native American.</b>

“Old Tallow”	
Identify the challenges that Omakayas faces.	<p><u>Old Tallow’s dog threatens Omakayas.</u></p> <p><u>Omakayas meets bear cubs in the forest on the way back from Old Tallow’s home.</u></p>
Explain how Omakayas responds to challenges that she faces.	<p>Omakayas looks at the dog and imagines that the dog speaks to her.</p> <p><span style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;">She speaks to the bear cubs and the mother. Omakayas tells the mother bear that she would never hurt her cubs.</span></p>
Explain Omakayas’ interactions with other characters.	<p>Old Tallow            Old Tallow- older, powerful woman, not afraid of anything  <b>“She didn’t scream at her, or heap disdain on her, order her away from her cabin or set her dogs on her.” Omakayas wonders why Old Tallow treats her differently and offers that it may be because Old Tallow respects her mama and grandma.</b></p>
Summarize chapter two.	<b>Omakayas goes to Old Tallow’s house to get scissors. On the way back, she takes her time to avoid chores and to avoid seeing her sister, Angeline.</b>

Neebin (Summer)
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"The Return"	
Identify the challenges that Omakayas faces.	<u>Omakayas is left with the responsibility of watching her youngest brother, Neewo.</u>
Explain how Omakayas responds to challenges that she faces.	Omakayas lets Neewo out of the carrier, against her mother's direction. She soothes the baby and puts him back in the carrier before her mother returns.
Explain Omakayas' interactions with other characters.	Nokomis Nokomis, Omakayas' grandmother, has the gift of speaking to animals and spirits.
	Deydey Deydey, Omakayas' father, comes home.
	Neewo Omakayas holds Neewo, her baby brother. The author writes, "She felt, in her heart, streams of love for the baby pouring through and she begged her mother to let her take Neewo out and cart him to the lake on her hip." Omakayas was fond of Neewo.
Summarize chapter three.	
In what ways does Omakayas grow and gain strength in this chapter?	<u>Omakayas takes responsibility for the first time in the text after her encounter with the bears. She completes her chores and watches her baby brother.</u>

"Andeg"	
Identify the challenges that Omakayas faces.	<u>Omakayas and her sister are tasked with the chore of keeping the crows off the crops.</u>
Explain how Omakayas responds to challenges that she faces.	Omakayas and her sister use a net to trap the crows.  Omakayas saves Andeg, a black crow, who becomes a part of the family.

Summarize chapter four.	Omakayas and her sister keep the harvest safe. Omakayas rescues a bird and it becomes her pet.
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas is upset that Deydey’s gift to her was not a feminine gift like Angeline’s ribbon. Omakayas got a hide flesher. This shows that Omakayas wants to get grown up gifts, but she is still being treated like a young girl. Her parents see her differently than they see Angeline.

“Fishtail’s Pipe”	
Explain Omakayas’ interactions with other characters.	Omakayas and Angeline hide in the grass listening to Fishtail, LaPointe, and LaPautre discuss the white man wanting the Ojibwa people to leave the island and move west – again.
Summarize chapter five.	“They are like greedy children. Nothing will ever please them for long.” The men of the village are clearly upset at the white man’s intrusion on land. Omakayas quietly listens to the conversation and learns much of the impact that the white man has had on her people.

Dagwaging (Fall)	
“Pinch”	
Identify the challenges that Omakayas faces.	<u>Omakayas goes into the forest with her mother to look for Andeg.</u>
Explain how Omakayas responds to the challenges that she faces.	Omakayas acts mature about her lost bird and goes with her mother to look for the bird. While in the forest, she sees the bears and speaks to them in front of her frightened mother.
Explain Omakayas’ interactions with other characters.	Omakayas allows her mother to see her interact with the bears. Up until this point, no one had seen her interact or speak to animals. Omakayas is still envious of her sister.  Omakayas forms a bond with Two Strike Girl as they dance in the rice together.

Summarize chapter six.	Pinch eats the berries and blames Andeg, and Mama’s yelling causes the bird to run away. Omakayas and her mother are in the forest and Omakayas once again sees the bear cubs. She talks to them in front of her mother.
In what ways does Omakayas grow and gain strength in this chapter?	“Pinch got in trouble and Omakayas was glad.” Omakayas still does not like her brother, Pinch. Although she has shown maturity in some ways, this is not one of them. This shows that she is still young. Omakayas helps her mother find Andeg, talks to the animals, and helps Two Strike Girl with chores.

Dagwaging (Fall)	
“The Move”	
Identify the challenges that Omakayas faces.	<u>Omakayas and her family are preparing to move for the winter.</u>
Explain how Omakayas responds to the challenges that she faces.	<div style="border: 1px solid black; border-radius: 20px; padding: 10px; display: inline-block;">             Omakayas helps her family pack.           </div>
Summarize chapter seven.	<b>Deydey leaves again. Omakayas’s family is preparing for winter.</b>

Dagwaging (Fall)	
“The First Snow”	
Explain Omakayas’ interactions with other characters.	<p>Omakayas and Angeline “catch” Fishtail walking out of the white man’s schoolhouse. He tells the girls that he was there to learn the white man’s language so that the Ojibwa can not be cheated on treaties. This reveals to the reader that there is no trust between the two groups.</p> <p>We notice the way that Old Tallow feels for Omakayas. “Old Tallow was looking at her the same way she looked at her dogs!” Because Old Tallow was closely connected to her dogs, the reader can infer that Old Tallow feels a connection to Omakayas.</p>

Summarize chapter eight.	Omakayas and her sister learn that the Native American men want to learn the white man's language.
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"The Blue Ferns"	
Identify the challenges that Omakayas faces.	Omakayas hears her father and other men talk about the white man pushing them farther west.
Explain how Omakayas responds to the challenges that she faces.	Omakayas does not become involved in the conversations that she overhears.
Explain Omakayas' interactions with other characters.	Omakayas becomes upset because she can not bead like Angeline and Ten Snow. "Her heart shrunk cold in her chest..." Ten Snow gives Omakayas a gift and Angeline encourages Omakayas to bead. This is the first form of encouragement that we see between these two.
Summarize chapter nine.	Omakayas beads with her sister, who responds kindly to her.

Biboon (Winter)	
"The Visitor"	
Identify the challenges that Omakayas faces.	<u>Omakayas cares for her family and feels tremendous loss as she loses her baby brother to the disease. She is also faced with a challenge as her father almost succumbs to the disease by attempting to go outside in the cold.</u>
Explain how Omakayas responds to the challenges that she faces.	To keep him from going outside, Omakayas hits him on the head and knocks him out. She awakes the next morning terrified that she might have killed her father, but in fact, she has used her quick wit and bravery to save him from the cold, which ultimately saves his life.

Explain Omakayas' interactions with other characters.	<p>Omakayas holds her brother Neewo as he takes his last breath.</p> <p>Omakayas is also forced to knock out her father before he walks out into the freezing cold due to the illness.</p>
Summarize chapter ten.	The entire family, except for Nokomis and Omakayas become sick with the smallpox disease. Omakayas is forced to care for the family. Her baby brother dies in her arms.
In what ways does Omakayas grow and gain strength in this chapter?	The visitor causes Omakayas to grow up and take care of her family.

<b>"Hunger"</b>	
Identify the challenges that Omakayas faces.	Omakayas goes out to find food for her family. <u>On her journey to find food, she is attacked by one of Old Tallow's dogs.</u> Old Tallow comes to her aid and kills the dog because it injured Omakayas.
Explain Omakayas' interactions with other characters.	It is clear that Old Tallow cares deeply for Omakayas.
Summarize chapter 11.	<p>The family has not yet recovered from the loss of Neewo and Ten Snow. It is winter. Food is scarce. The family is depressed.</p>
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas has grown from a child who was taken care of by those around her to her being the caretaker.

<b>Zeegwun (Spring)</b>	
<b>"Maple Sugar Time"</b>	
Identify the challenges that Omakayas faces.	<u>Pinch gets a bad burn.</u>

Explain how Omakayas responds to the challenges that she faces.	She heals her brother Pinch from a bad burn with a remedy that she puts together.
Explain Omakayas' interactions with other characters.	Nokomis and Omakayas finally speak about Omakayas' gift. Omakayas tells Nokomis that she can speak to animals.
Summarize chapter 12.	Omakayas has learned how to become comfortable with herself when she was faced with the challenges of caring for her family. In this chapter, we see her finally becoming happy again.
In what ways does Omakayas grow and gain strength in this chapter?	Omakayas finally talks to her grandmother about her gift. She is also proud of healing her brother.

"One Horns Protection"	
Identify the challenges that Omakayas faces.	<u>Andeg leaves.</u>
Explain how Omakayas responds to the challenges that she faces.	Omakayas is upset. She cries over the loss of her bird.
Summarize chapter 13.	Andeg leaves.
In what ways does Omakayas grow and gain strength in this chapter?	The author writes, "Like Andeg, she couldn't help being just who she was, Omakayas, in this skin, in this place, in this time. Nobody else. We learn that Omakayas is finally happy being in her own skin and being who she is."

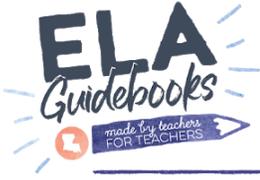
Zeegwun (Spring)
"Full Circle"

<p>Explain Omakayas' interactions with other characters.</p>	<p>Old Tallow tells Omakayas that the events of her life happened so that she could save her family and others in her village and says "Now the circle that began when I found you is complete."</p>
<p>Summarize chapter 14.</p>	<p>We learn that Old Tallow's husband had rescued Omakayas from Spirit Island and that Old Tallow had cared for her and brought her to the family that she called her own.</p>

**Week 8 Lesson 2**

**Express Understanding: Draft Your Response**

Paragraph	Rough Draft
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Give a brief summary of the book.</li> <li>• Write a focus sentence to respond to the prompt.</li> </ul>	<p>Answers will vary.</p>
<p><b>Body Paragraph:</b></p> <ul style="list-style-type: none"> <li>• Identify the main events of Summer.</li> <li>• Describe the character interactions and attitudes of each event.</li> <li>• Explain how these events prepared Omakayas for the changes she faces.</li> </ul>	<p>Answers will vary.</p>



<ul style="list-style-type: none"><li>• Add a transition word in the gray box to begin your paragraph.</li></ul>	
<p><b>Body Paragraph:</b></p> <ul style="list-style-type: none"><li>• Identify the main events of Fall.</li><li>• Describe the character interactions and attitudes of each event.</li><li>• Explain how these events prepared Omakayas for the changes she faces.</li><li>• Add a transition word in the gray box to begin your paragraph.</li></ul>	<p>Answers will vary.</p>
<p><b>Body Paragraph:</b></p> <ul style="list-style-type: none"><li>• Identify the main events of Winter.</li><li>• Describe the character interactions and attitudes of each event.</li><li>• Explain how these events prepared Omakayas for the changes she faces.</li><li>• Add a transition</li></ul>	<p>Answers will vary.</p>

word in the gray box to begin your paragraph.	
<b>Body Paragraph:</b> <ul style="list-style-type: none"> <li>● Identify the main events of Spring.</li> <li>● Describe the character interactions and attitudes of each event.</li> <li>● Explain how these events prepared Omakayas for the changes she faces.</li> <li>● Add a transition word in the gray box to begin your paragraph.</li> </ul>	Answers will vary.
<b>Conclusion:</b> <ul style="list-style-type: none"> <li>● Restate your introduction.</li> <li>● Summarize your main points.</li> </ul>	Answers will vary.

**Week 8 Lesson 3**

**Understand**

Read your rough draft out loud. As you read, listen for any places where information may be unclear or incorrect. Check off the parts that you know are in your essay.

- Introduction Paragraph:**
  - Identify the main idea by underlining it with a green marker.

- Determine if your main idea paragraph includes a strong introduction sentence and identifies the four events that will be discussed.
- Body Paragraph 1:**
  - Determine if you have answered all parts of the writing prompt:
    - Did you identify the main events of summer in *The Birchbark House*?
    - Did you describe how the main characters interact and respond to each identified event?
    - Did you compare and contrast the different attitudes and interactions surrounding each event?
    - Did you evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas?
- Body Paragraph 2:**
  - Determine if you have answered all parts of the writing prompt:
    - Did you identify the main events of fall in *The Birchbark House*?
    - Did you describe how the main characters interact and respond to each identified event?
    - Did you compare and contrast the different attitudes and interactions surrounding each event?
    - Did you evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas?
- Body Paragraph 3:**
  - Determine if you have answered all parts of the writing prompt:
    - Did you identify the main events of winter in *The Birchbark House*?
    - Did you describe how the main characters interact and respond to each identified event?
    - Did you compare and contrast the different attitudes and interactions surrounding each event?
    - Did you evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas?
- Body Paragraph 4:**
  - Determine if you have answered all parts of the writing prompt:
    - Did you identify the main events of spring in *The Birchbark House*?
    - Did you describe how the main characters interact and respond to each identified event?
    - Did you compare and contrast the different attitudes and interactions surrounding each event?
    - Did you evaluate the differences and the outcomes of each event to determine how they impact and prepare Omakayas?
- Conclusion Paragraph:**
  - Identify the conclusion sentence and circle it with a green marker.
  - Determine if your conclusion sentence makes a strong ending and restates your main idea.

### Express Understanding

Make at least two revisions to your writing draft to improve your writing.

Answers will vary, but students should focus on making revisions to their draft in lesson two.

**Week 8 Lesson 4**

**Culminating Writing Task: Edit**

**Express Understanding**

Use the Editing Marks chart below to indicate edits that you make to your draft. Use your pen to make the edits.

Editing Marks	
Capital Letter	≡
New Paragraph	¶
Remove	~
Add	^
Check Spelling	sp ○

Answers will vary, but should include the use of some of the Editing Marks in the chart above.

**Week 8 Lesson 5**

**Culminating Writing Task: Final Draft**

Use the next five pages to publish your writing. Be sure to include all improvements made during the revision and editing process. Review the writing rubric at the end of this packet to ensure that you are communicating your thoughts and ideas clearly and effectively.

Answers will vary. The essay should demonstrate that the student has an understanding of the main events of each season of *The Birchbark House* and prepare Omakayas to gain strength and understand and accept her past.

The essay should demonstrate proper grammar, conventions, and spelling, and develop a topic with facts and details from the text.

Reference the rubric included in the lesson packet to identify any other areas that could be strengthened.

### Culminating Writing Task Exemplar Student Response

Throughout the book, the author, Louise Erdrich, takes the reader on a journey through Omakayas' life. The reader learns of Omakayas being orphaned by smallpox, how she learns to speak with animal spirits, her struggle to understand the white man, and the challenge she faces as her family and village face smallpox. Through these events, the reader is taken on a journey of life lessons as Omakayas' character develops and she gains strength to accept her past.

During the first season of the book, Neebin (summer), the reader is introduced to Old Tallow, an elder of the village who treats Omakayas differently than she treats other children in the village. "She didn't scream at her, or heap disdain on her, order her away from her cabin or set her dogs on her." Omakayas wonders why Old Tallow treats her differently and offers that it may be because Old Tallow respects her mama and grandma. The reader does not learn why Old Tallow treats her differently until the very end of the novel.

Neebin is also when the reader learns about Omakayas' family. Her grandma, Nokomis, is able to talk to animal spirits and plant spirits. In this season, the reader learns that Omakayas, too, is connected to animals, nature, and spirits. On page 27, Omakayas meets two baby bears. When the mother shows up, Omakayas is able to speak to the mother to let her know that she does not want to harm the cubs. Later, in chapter four, Omakayas saves Andeg, a black crow, who becomes a part of the family.

Throughout this season, Omakayas is unsure of herself and what she is capable of. She is young and is still learning how to relate to members of the village, how to help her family, and she is discovering her own talents. She helps her sister capture crows for a meal. She talks to animals. Omakayas does not know the events of her past and is unaware of the challenges that she had faced as an infant.

One of the first events in Dawaging (fall) is Omakayas and Angeline hiding in the grass listening to Fishtail, LaPointe, and LaPautre discuss the white man wanting the Ojibwa people to leave the island and move west – again. "They are like greedy children. Nothing will ever please them for long." The men of the village are clearly upset at the white man's intrusion on land. Omakayas quietly listens to the conversation and learns much of the impact that the white man has had on her people. Again, this scene prepares the reader for what will come next and what the plot will reveal about Omakayas' past. On page 112, Omakayas and Angeline "catch" Fishtail walking out of the white man's schoolhouse. He tells the girls that he was there to learn the white man's language so that the Ojibwa can not be cheated on treaties. This reveals to the reader that there is no trust between the two groups.

On page 89, Omakayas has another encounter with the bear cubs, who have now grown. She speaks to them and offers them berries. Although her mother seems afraid for her safety, Omakayas is not afraid and continues her interaction with the cubs. The reader can see her character growing from the first season to the second season. She is more comfortable with her gift of talking to animal spirits and is braver than she was in summer.

On page 115, Erdrich once again offers reference to the sentiment that Old Tallow feels for Omakayas by stating "Old Tallow was looking at her the same way she looked at her dogs!" Because Old Tallow was closely connected to her dogs, the reader can infer that Old Tallow feels a connection to Omakayas.

In Biboon, or winter, the village is stricken with smallpox. Omakayas cares for her family and feels tremendous loss as she loses her baby brother to the disease. She is also faced with a challenge as her father almost succumbs to the disease by attempting to go outside in the cold. To keep him from going outside, Omakayas hits him on the head and knocks him out. She awakes the next morning terrified that she might have killed her father, but in fact, she has used her quick wit and bravery to save him from the cold, which ultimately saves his life. Throughout this season, Omakayas (and the reader) wonder why she has not become infected with smallpox. Inferences can be made that she has already had the disease and that Omakayas was possibly the infant on Spirit Island. This leads the reader to the question, “If everyone on Spirit Island had died, except for Omakayas, how did she end up with her current family?”

One of the final events of this season occurs as Omakayas goes out to find food for her family. Her character has grown from a child who was taken care of by those around her to her being the caretaker. On her journey to find food, she is attacked by one of Old Tallow’s dogs. Old Tallow comes to her aid and kills the dog because it injured Omakayas. It is clear that Old Tallow cares deeply for Omakayas, although the connection has not yet been made for the reader.

In Neebin, Omakayas wondered why she wasn’t as pretty as Angeline, or why Pinch bothered her. She was unsure of herself and floundered as she tried to find her role in her family and the village. By the season of Biboon, Omakayas is forced into a role that will change her life and help her to gain meaning.

By the time that Zeegwun, spring, comes around, the family has healed physically from smallpox, although the loss of family and members of the village still leaves scars on Omakayas. In spring, the reader finds that Omakayas’ gift of speaking to animal spirits and plant spirits has allowed her to learn how to heal, like her grandma. She heals her brother Pinch from a bad burn with a remedy that she puts together. This event greatly impacts Omakayas. Erdrich writes, “Through the years, she would think back to that moment proudly, for her treatment worked.” Finally, at the end of the novel, the reader learns that Old Tallow’s husband had rescued Omakayas from Spirit Island and that Old Tallow had cared for her and brought her to the family that she called her own. Old Tallow tells Omakayas that the events of her life happened so that she could save her family and others in her village and says “Now the circle that began when I found you is complete.”

All of these events throughout the seasons guide Omakayas to a greater understanding of her past. If Omakayas would have learned about her village and true family without going through the events in the novel, she would have reacted quite differently. Her interactions with Old Tallow, speaking to animal spirits, saving her family from small pox and being unsure of why she did not get the disease – all of these events make her stronger, more understanding, and well-rounded. So that when she finally learns of her past, she is already comfortable with who she has grown to be.

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**Grades 4–5 Literary Analysis Task (LAT) and Research Simulation Task (RST) Scoring Rubric**

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension and Written Expression	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>full comprehension</b> of ideas stated explicitly and/or inferentially by providing an <b>accurate</b> analysis;</li> <li>addresses the prompt and provides <b>effective</b> development of the topic that is <b>consistently appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is <b>effectively</b> organized with <b>clear and coherent</b> writing;</li> <li>uses language <b>effectively</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>mostly accurate</b> analysis;</li> <li>addresses the prompt and provides <b>mostly effective</b> development of the topic that is <b>appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>mostly clear</b> reasoning supported by <b>relevant</b> text-based evidence in the development of the topic;</li> <li>is organized with <b>mostly clear and coherent</b> writing;</li> <li>uses language that is <b>mostly effective</b> to clarify ideas.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>basic comprehension</b> of ideas stated explicitly and/or inferentially by providing a <b>generally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>some</b> development of the topic that is <b>somewhat appropriate</b> to the task, purpose, and audience;</li> <li>uses <b>some</b> reasoning and text-based evidence in the development of the topic;</li> <li>demonstrates <b>some</b> organization with <b>somewhat coherent</b> writing;</li> <li>uses language to express ideas with <b>some</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>limited comprehension</b> of ideas by providing a <b>minimally accurate</b> analysis;</li> <li>addresses the prompt and provides <b>minimal</b> development of the topic that is <b>limited in its appropriateness</b> to the task, purpose, and audience;</li> <li>uses <b>limited</b> reasoning and text-based evidence;</li> <li>demonstrates <b>limited</b> organization and coherence;</li> <li>uses language to express ideas with <b>limited</b> clarity.</li> </ul>	<p>The student response</p> <ul style="list-style-type: none"> <li>demonstrates <b>no comprehension</b> of ideas by providing an <b>inaccurate or no</b> analysis;</li> <li>is <b>undeveloped and/or inappropriate</b> to the task, purpose, and audience;</li> <li>includes <b>little to no</b> text-based evidence;</li> <li><b>lacks</b> organization and coherence;</li> <li><b>does not</b> use language to express ideas with clarity.</li> </ul>
Knowledge of Language and Conventions		<p>The student response demonstrates <b>full command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be a <b>few minor errors</b> in mechanics, grammar, and usage, but <b>meaning is clear</b>.</p>	<p>The student response demonstrates <b>some command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>occasionally impede understanding</b>, but the meaning is generally clear.</p>	<p>The student response demonstrates <b>limited command</b> of the conventions of standard English at an appropriate level of complexity. There <b>may</b> be errors in mechanics, grammar, and usage that <b>often impede understanding</b>.</p>	<p>The student response <b>does not demonstrate command</b> of the conventions of standard English at the appropriate level of complexity. <b>Frequent and varied errors</b> in mechanics, grammar, and usage <b>impede understanding</b>.</p>