

Name: _____ Date: _____

Teacher Note: Pace the following steps as you see fit.

Prompt:

Step 1: Watch a short video about the Iroquois Indian tribe.

Step 2: Then, record three questions you could research.

Step 3: Watch the video again and record facts you learned on your research fact page.

Step 4: Then, read articles about the Iroquois tribe. Highlight information you think is important in answering your questions.

Step 5: Use what you have learned to write your report on a graphic organizer. Remember to tell facts in your own words. Do not plagiarize.

Be sure to:

- Include a strong introduction which tells your main idea and gives a definition of your topic.
- Include at least 3 subtopic paragraphs to support your main idea.
- End your report with a strong conclusion.
- Use facts, definitions, and content words to tell about the topic.
- Write your research questions as topic sentences for each of your subtopic paragraphs.
- Include lots of juicy details.
- Use strong word choices.
- Make your sentences different lengths.
- Use linking/transition words.
- End with a concluding statement.
- Begin each sentence with a capital letter.
- End each sentence with punctuation.
- Spell words correctly.



Step 6: After you write your report on the graphic organizer, use the Revision and Editing Checklists to revise and edit your work.

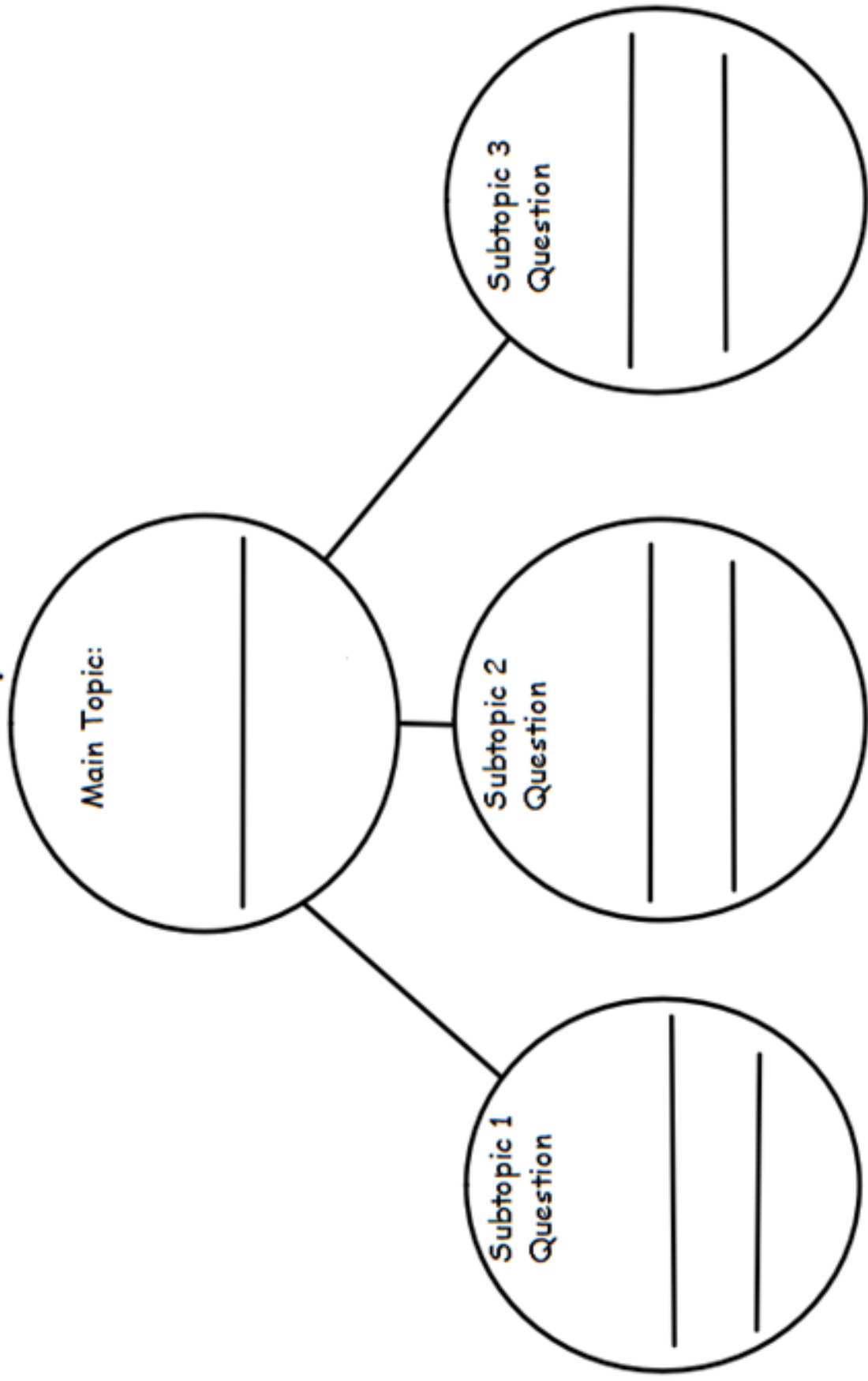
Step 7: Recopy your report in your best handwriting with all your edits and revisions included.

Name: _____

Date: _____

Directions: Look over your research materials to see what information is available. You must have enough information to write at least 3 facts for each subtopic question in order for me to approve your subtopic.

Research Report Planner



Iroquois Indian Tribe – My Video Research Notes

Directions: Watch a video on Iroquois Indians. Your teacher will pause the video so you can write down some facts you think are important to include in your report. You will have to decide how to use some of these facts when you write your report.

Facts for question about _____

- _____
- _____
- _____
- _____

Facts for question about _____

- _____
- _____
- _____
- _____

Facts for question about _____

- _____
- _____
- _____
- _____

Research Article #1

The Iroquois

The Iroquois are a tribe of Native Americans who originally lived in the northeastern woodlands area, in what is now called New York.

Iroquois Children



Iroquois dolls

In the past, Iroquois children had many chores and less time to play. But Iroquois kids did have cornhusk dolls, toys, and games, such as one game where kids tried to throw a dart through a moving hoop.

Jobs of Iroquois Men and Women

Iroquois men were in charge of hunting and trading. Iroquois women were in charge of growing food, taking care of the home, and family. Both men and women took part in Iroquois storytelling, artwork and music.

Iroquois Homes



Iroquois longhouse

The Iroquois people lived in villages of **longhouses**. A longhouse was a large wood frame building covered with sheets of bark. Iroquois longhouses were up to a hundred feet long, and each one housed an entire family. Some longhouses held as many as 60 people.

Iroquois Clothing



Iroquois clothing

Iroquois men wore long shirts with long leggings. Iroquois women wore skirts with shorter leggings. Iroquois people also wore moccasins on their feet and heavy robes in winter.

Iroquois warriors often shaved their heads except for one strip of hair down the center of their head. This style is known as a "Mohawk."



Iroquois moccasins

Iroquois Food



The Iroquois were farming people. Women did most of the farming. They planted crops of corn, beans, and squash and harvested wild berries. Iroquois men did most of the hunting. They shot deer and elk and fished in the rivers.

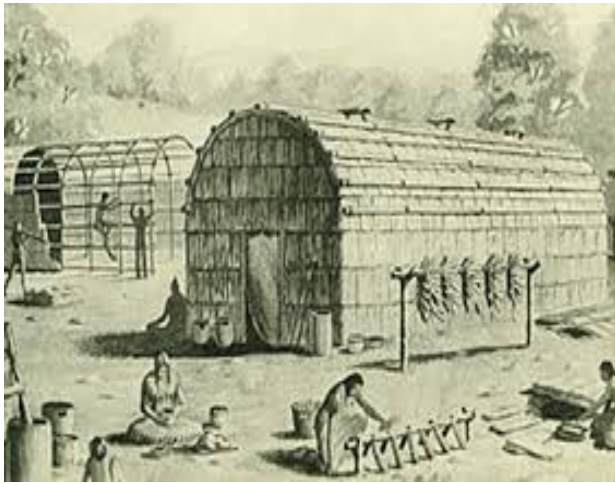
Source: www.bigorin.org/iroquois_kids.htm

Research Article #2 The Iroquois People

The Iroquois believed in cooperation. This belief affected the way they grew food, the way they governed themselves, and the way they lived.

The Iroquois lived in villages

Longhouses were built and repaired as needed by the men.



Longhouses were not measured by feet. They were measured by camp fires. Although each family had its own assigned place in the longhouse, fire pits ran down the middle of the longhouse for heat and for everyone to share to use for cooking.

A longhouse might be referred to as 10 fires long, or perhaps as 12 fires long. It doesn't sound like much when you count by fires. But longhouses were really long - they could be over 200 feet long, 25 feet wide, and 25 feet high. That's huge! To get an idea of how big they were, measure the distance from floor to ceiling in your own house.

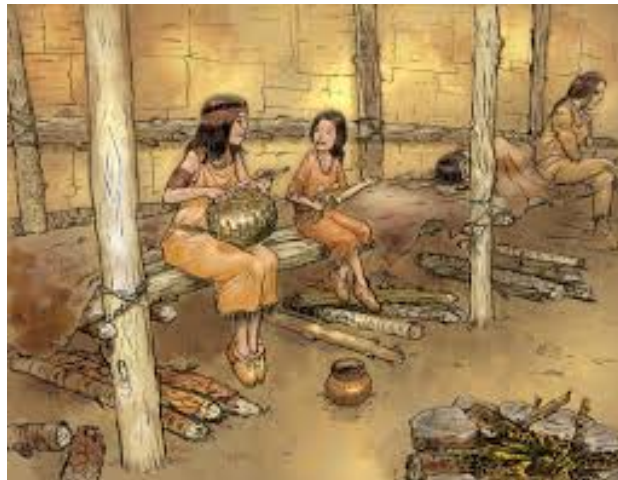
You can imagine something that big took a lot of work to build. And it did. It took work and teamwork.

Longhouses were so important to the Iroquois way of life that, even today, the Iroquois call themselves "the People of the Longhouse", although today, the Iroquois people live in modern homes.

Many families lived together in one longhouse. Each family was assigned its own section in the longhouse.

Women controlled life in the longhouse. Out of all the women, the older women were the ones in charge.

The women tended the gardens and harvested the crops. Women raised the kids, made clothes, cooked food, and prepared food for storage. They were the gatherers, gathering wild fruits and vegetables. Women were usually the potters. They made the beautiful clay pots used for storage and cooking.



Children learned from their parents, uncles, and aunts. Girls helped their mothers. Boys helped their fathers. Both played games to strengthen their bodies and skills.

The men cleared the fields, and built and repaired the longhouses. Other than that, their time was spent in trading and hunting, and in war and preparing for war.

The Iroquois believed in cooperation. No one in the village went hungry. Everyone would share their food even in the hardest times.

According to Iroquois legend, the Great Spirit had told them that the animals and the things of the forest were their helpers. They knew they needed trees and plants and animals to live. But they were still sorry when they had to take a life.

They were very careful to take only what they absolutely needed. To the Iroquois and other Woodland Indians, it would have been an insult to kill something and then waste it.

A tree was living, and therefore sacred. If you were going to chop down a tree, every part of it had to be helpful. They used everything over and over, even the smallest scraps, to avoid killing needlessly.




The Iroquois Indians made clothes from soft deerskin. The women and men wore leggings, shirts, and moccasins.

The women wore a skirt or a dress that covered most of their leggings.


In the winter, the men added a smock that went down to their knees for warmth. They decorated their clothes with dyed porcupine quills.

The women wore their hair long. Warriors wore their hair in a "mohawk" - a wide stripe of hair left down the middle of their head. Both men and women decorated their bodies with tattoos.

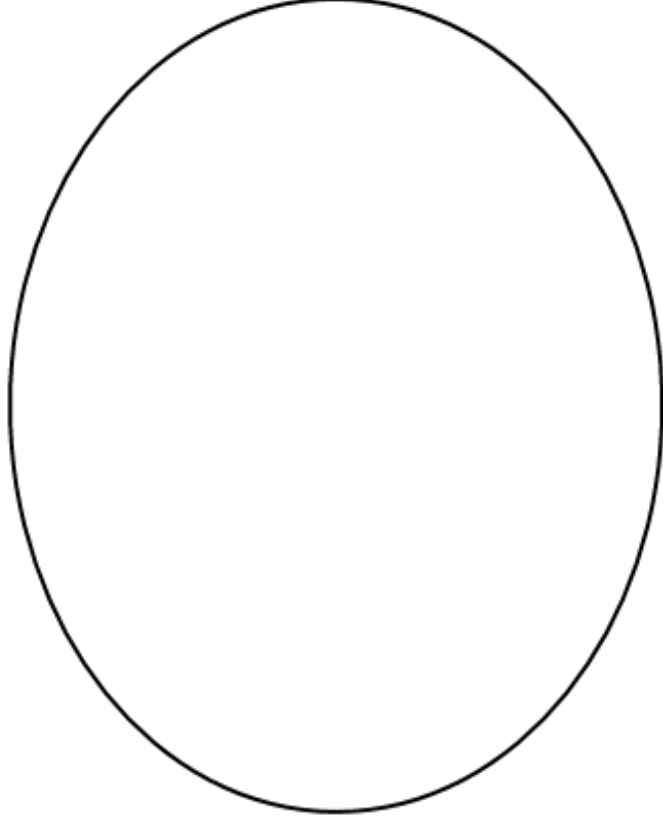
The Iroquois Indians honored the needs of other people, just as they honored the land and animals.



My Research Report BOOK



Title:



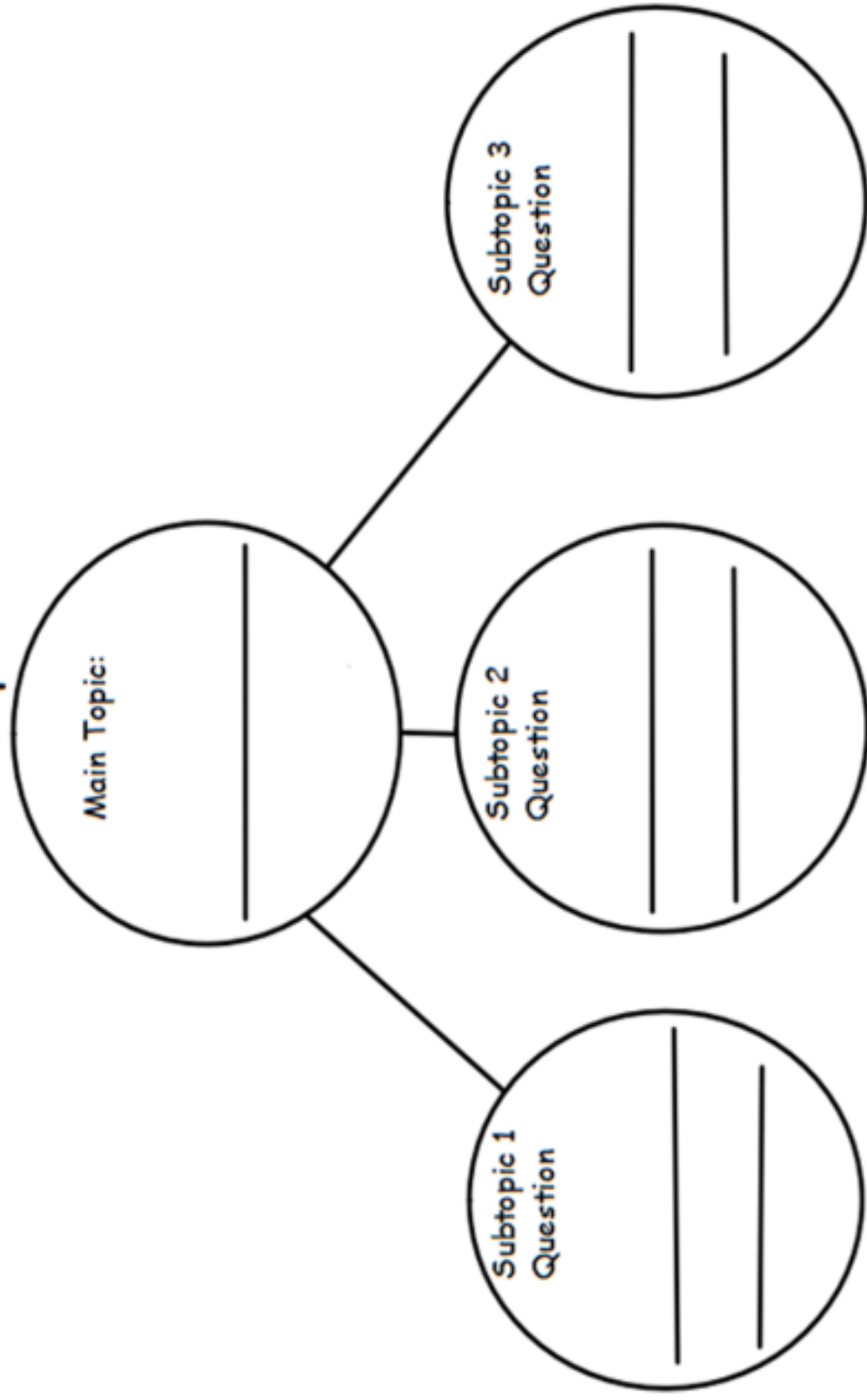
By:

Name: _____

Date: _____

Directions: Look over your research materials to see what information is available. You must have enough information to write at least 3 facts for each subtopic question

Research Report Planner



Introduction – 3 or 4 sentences.

- 1.** Tell your reader what the big topic (main idea) is using a sentence that draws the reader in & makes them want to keep reading.
- 2.** Next write a definition of the topic for your reader:
- 3.** Last, write a sentence that invites the reader to find out more.

Introduction:

Handwriting practice lines for the introduction section, consisting of 12 sets of three horizontal lines (top solid, middle dashed, bottom solid).

Subtopic Paragraph #1

Subtopic Paragraph –
4-5 sentences.

- 1. Topic Sentence:**
 - Introduce your reader to what they'll learn about in this subtopic paragraph. You can write this as a question or a statement.
- 2. Write 3+ Facts in 3-4 Sentences.**
 - On topic with the subtopic!
- Use Specific Words with Definitions.**
- Use Linking/Transition Words**
 - In the first place...
 - Also, ...
 - Another...
 - In addition, ...
 - One of the...
 - Not only...

Handwriting practice lines for the subtopic paragraph. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 sets of these lines provided for writing.

Subtopic Paragraph #2

Subtopic Paragraph –
4-5 sentences.

- 1. Topic Sentence:**
 - Introduce your reader to what they'll learn about in this subtopic paragraph. You can write this as a question or a statement.
- 2. Write 3+ Facts in 3-4 Sentences.**
 - On topic with the subtopic!
- Use Specific Words with Definitions.**
- Use Linking/Transition Words**
 - In the first place...
 - Also, ...
 - Another...
 - In addition, ...
 - One of the...
 - Not only...

Handwriting practice lines for the subtopic paragraph. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 such sets of lines provided for writing.

Subtopic Paragraph #3

Subtopic Paragraph –
4-5 sentences.

- 1. Topic Sentence:**
 - Introduce your reader to what they'll learn about in this subtopic paragraph. You can write this as a question or a statement.
- 2. Write 3+ Facts in 3-4 Sentences.**
 - On topic with the subtopic!
- Use Specific Words with Definitions.**
- Use Linking/Transition Words**
 - In the first place...
 - Also, ...
 - Another...
 - In addition, ...
 - One of the...
 - Not only...

Handwriting practice lines for the subtopic paragraph. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 10 sets of these lines provided for writing.

Closing:








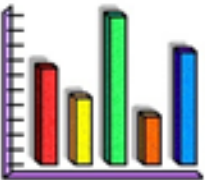

Closing – 2-3 Sentences

- 1. Reread your introduction to remind yourself about your main/big idea.**
- 2. Remind your reader about the big important ideas you want them to remember from your report.**

Handwriting practice lines for the closing section. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. There are 12 such sets of lines provided for writing practice.

Name: _____

My Report Checklist

Check	Icon	Story Check	Examples
		Introduction has a definition of the topic	Volcanoes <u>are</u> openings in the Earth's crust which lava and gases erupt from.
		3 subtopic paragraphs	at first, after that, a little while later, then, next, at last
		Each paragraph has Main idea sentence	
		Each paragraph has details	 slimy slithering
		Sentences in each paragraph are on topic	
		Used content vocabulary and definitions	<u>Lava</u> is melted rock which <u>erupts</u> from a volcano.
		Sentences start differently and are different lengths	
		Conclusion wraps it up tight	As you can see.... In conclusion...


Name: _____




My Basic Skills Writer's Checklist



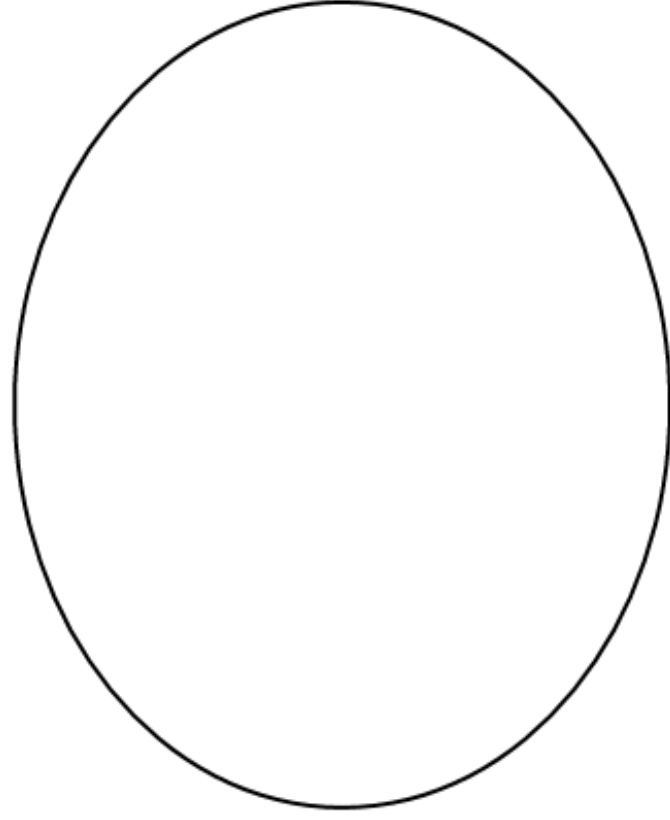
Check	Icon	Edit Marks
	<p align="center">Makes sense!</p> <p>ate I the pizza.</p> <p>We can go with mom.</p>	
	<p align="center">I see the dog.</p>	
	<p align="center">→ The dog is big.</p>	<p align="center">the dog</p>
	<p>^ _____ . ^ _____ !</p> <p align="center">^ _____ ?</p>	
		<p align="center">the</p> <p align="center">teh</p>



My Research Report BOOK



Title:



By: _____

Introduction:

A series of 12 vertical lines for handwriting practice. Each line consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend from the top to the bottom of the page.

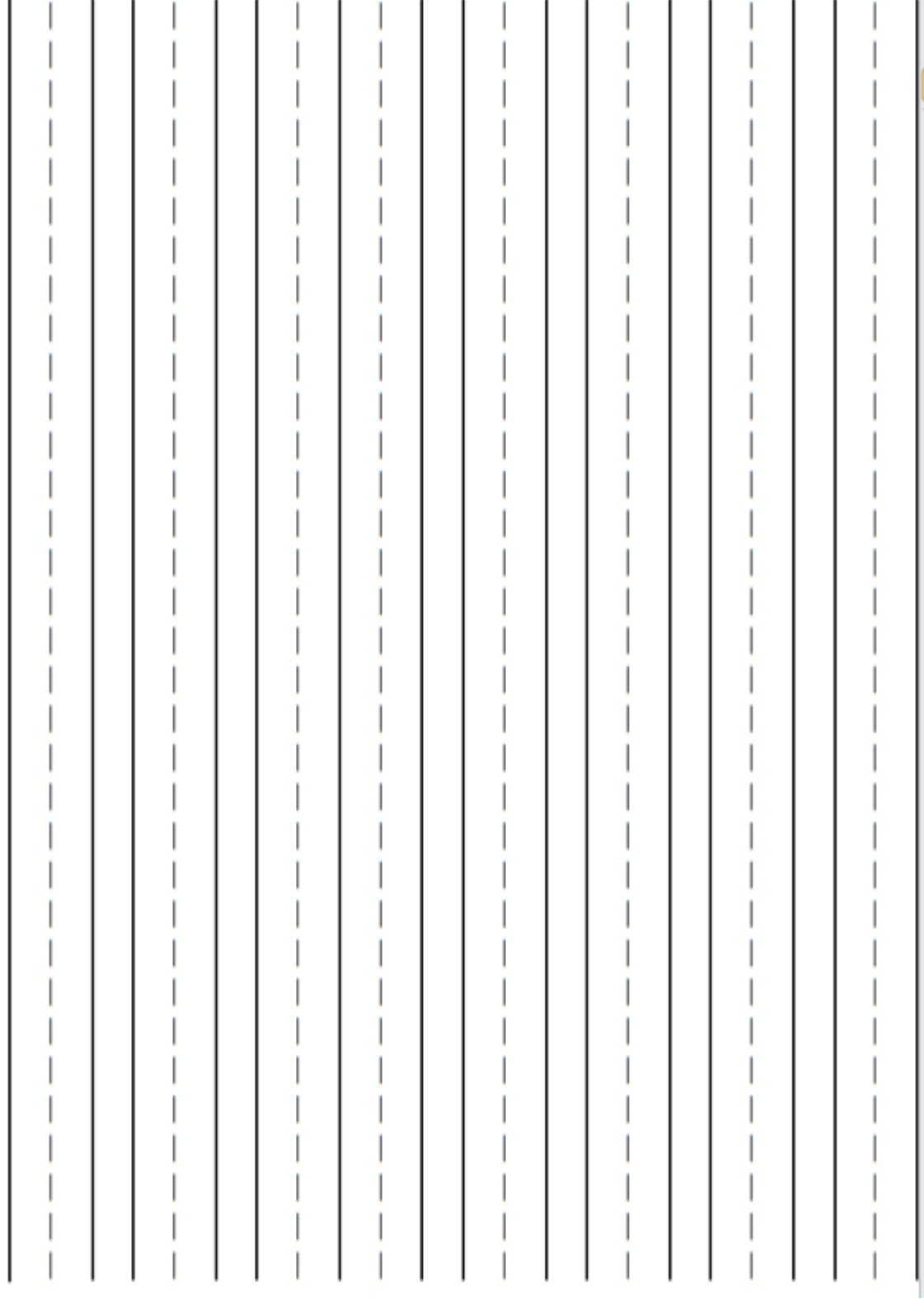
Subtopic Paragraph #1

A series of 15 horizontal lines for writing, alternating between solid top and bottom lines with a dashed midline. The lines are arranged in a vertical column, providing a template for a paragraph.

Subtopic Paragraph #3

A series of 15 horizontal lines for writing a paragraph. Each line consists of a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.

Closing:



A series of 15 horizontal lines for handwriting practice. Each line set consists of a solid top line, a dashed middle line, and a solid bottom line. The lines are evenly spaced and extend across the width of the page.

Informative Writing Rubric - Grade 2 - Oak Grove Primary

Directions: For Organization/Focus & Development/Support circle the 4,3,2,1 box that best describes the child's piece. Not all descriptors/bullets in the shaded areas must be evident – circle the best match.

		Writing Craft <input type="checkbox"/> Secure = 6-8 points <input type="checkbox"/> Developing = 4-5 points <input type="checkbox"/> Beginning = 2-3 points							
Organization/Focus	4	Piece has an <u>effective complete structure</u> , is <u>fully sustained and focused</u> . Below are the descriptors: <input type="checkbox"/> Effective introduction of the topic using complete sentences. <input type="checkbox"/> Effective grouping of information into paragraphs with one clear main idea per paragraph. No off topic info in any paragraphs.	3	Piece has a structure, may contain minor flaws, but piece is <u>coherent</u> , and is <u>generally focused</u> . Below are the descriptors: <input type="checkbox"/> Adequate introduction of the topic using complete sentences. <input type="checkbox"/> Adequate grouping of information into paragraphs with one idea per paragraph. One paragraph may contain off-topic information.	2	Piece has inconsistent structure, with some flaws. May have some <u>loosely connected ideas and minor drifts in focus</u> . Below are the descriptors: <input type="checkbox"/> Minimal introduction of the topic. <input type="checkbox"/> Attempted grouping of information into paragraphs, but two or more paragraphs may contain off topic information.	1	Piece has little or no organizational structure. May be related to the <u>topic but has little or no focus</u> . Below are the descriptors: <input type="checkbox"/> Unclear or missing introduction of the topic. <input type="checkbox"/> Disorganized grouping of information into paragraphs, or a lack of grouping info into paragraphs.	
	SCORING NOTE: Topic sentences in paragraphs are not required grade level expectations until grade 4. Do not count off if a student is missing topic sentences.								
	Development/Support	4	The piece provides <u>thorough, effective elaboration of the topic and effectively develops ideas</u> , using <u>precise language</u> . Below are the descriptors: <input type="checkbox"/> Effective use of facts and definitions to develop points when generating paragraphs. All or almost all information is stated in student's own words. <input type="checkbox"/> Effectively uses specific words that are related to the topic and audience.	3	The piece provides <u>adequate elaboration of the topic and adequately develops ideas with a mix of precise and more general language</u> . Below are the descriptors: <input type="checkbox"/> Adequate use of facts and definitions to develop points when generating paragraphs. Most information is stated in the student's own words. <input type="checkbox"/> Adequate use of specific words that are related to the topic & audience.	2	The informative piece provides <u>uneven or brief elaboration of the topic, & develops ideas unevenly, using simplistic language</u> . Below are the descriptors: <input type="checkbox"/> Minimal use of facts and definitions to develop points &/or little information is stated in the student's own words. <input type="checkbox"/> Weak or minimal use of specific words that are related to the topic & audience.	1	The informative piece provides <u>minimal elaboration of the topic, is vague, lacks clarity, or is confusing</u> . Below are the descriptors: <input type="checkbox"/> Few or no use of facts and definitions to develop points &/or the student copied almost all information directly from the text. <input type="checkbox"/> Little or no use of specific words that are related to the topic and audience.
		SCORING NOTE: Topic sentences in paragraphs are not required grade level expectations until grade 4. Do not count off if a student is missing topic sentences.							
Organization/Focus		4	Piece provides a strong sense of closure. <input type="checkbox"/> Piece provides a strong sense of closure. <input type="checkbox"/> Effective use of linking/transition words to signal order or link ideas.	3	Piece provides a sense of closure. <input type="checkbox"/> Piece provides a sense of closure. <input type="checkbox"/> Adequate use of linking/transition words to signal order or link ideas.	2	Piece has a weak closure. <input type="checkbox"/> Piece has a weak closure. <input type="checkbox"/> Uneven [long stretches without] use or little variety of linking/transition words to signal order or link ideas.	1	Missing a sense of closure. <input type="checkbox"/> Missing a sense of closure. <input type="checkbox"/> Few or no appropriate uses of linking/transition words to signal order or link ideas.
		SCORING NOTE: Topic sentences in paragraphs are not required grade level expectations until grade 4. Do not count off if a student is missing topic sentences.							

Conventions/Skills

<input type="checkbox"/> Secure	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning
4	2	1
Effective command of conventions.	Partial command of conventions.	Poor command of conventions.
Uses correct conventions 90-100% of the time.	Uses correct conventions 60-79% of the time.	Uses correct conventions 0-59% of the time.

K-2nd Grade GLE Convention Expectations:

- Writing is legible.
- Spacing within & between words is correct.
- Sentences are complete & make sense.
- Correct capitalization of: the word I, beginnings of sentences, names of people, days of the week, months of the year, holidays, & abbreviated titles of people (Mr. Mrs. Dr.).
- Correct punctuation at the ends of sentences.
- Correct spelling of high-frequency words taught to this point ("Word Wall" Words + 2nd Grade High-Frequency words).
- Mix of phonetic (sounds recorded in order) and transitional (vowel in every syllable & helper vowels to make long vowels long) spelling on unknown words.
- Correct use of quotation marks when dialogue is present. (Note: commas in dialogue may be incorrect.)
- Correct use of subject/verb agreement. (She has some dogs. We have one dog.)
- Correct use of commas to separate words in a list.
- Correct use of apostrophes in basic contractions (if present).
- Correct use of nouns, pronouns.
- Correct use of -s or -es plural endings & irregular plurals (man/men).
- Correct use of past, present, and future tense verbs.