


# THE IROQUOIS

## READING PASSAGE AND ACTIVITIES



### AN IROQUOIS WORD SEARCH

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

**Wampum:** Confederacy, clan, Haudenosaunee, legend

**Longhouse:** palisade, corn, Mohawk, Seneca

**Coyote:**

H J Y C A R E D E F N O C  
A L L A C O N F E D T Y U  
U M E Y G E I R O Q U O I  
D Y G U L O N G W R T O P  
E P E G S E N E C A P A S  
N A C O N F E D E M U M  
O N  
S U  
A N  
U E  
N B  
E S  
E T  
Y R  
C A  
A L

### The Iroquois

When people talk about the Iroquois Native Americans, most people think of one large tribe. Actually, the Iroquois Confederacy was originally a group of five separate tribes. It included the Cayuga, Onondaga, Mohawk, Seneca, and Oneida tribes. Later, in 1722, the Tuscarora tribe joined them as well. The Iroquois first called themselves the Haudenosaunee, meaning "People of the Longhouse." It was the French who gave this group of Native Americans the name "Iroquois".

The Iroquois nation was established in the northeastern region of America, and the six tribes that made up the Iroquois Nation lived in different parts of what is now of New York state and nearby areas. Their location had a large impact on the type of houses they built, the kinds of food they ate, and how they lived.

Iroquois houses were called longhouses. They were called that because many of the dwellings were very long, some being over 100 feet in length! The buildings were made out of wood and then covered in bark. These long houses didn't have any windows, just one door at each end and holes in the roof to let smoke out. Many families, sometimes up to 50 people, would live in one longhouse and each family had a separate section inside.

Each or animal skins to make the interior of the longhouse with a fireplace and just outside the palisade is a large area to let a long time, but it was better hunting and fresh land depended on hunting and good land. They also deer, rabbit, turkey, for other meat was dried so they could carry long and cold. The corn and beans were stored in the winter or used for food. They depended on the animals they hunted and the berries for food. The men used for clothing. The men made a sort of skirt, and the women wore a dress that were made from deer skin or animal skin.

Legend of a Mohawk hairstyle, this is a story about how the Mohawk hairstyle came to be. The Mohawk hairstyle is a symbol of pride and honor. They had religious ceremonies, and to give thanks. The Mohawk believed if they lived a good life or if they died a good death, they would be able to live with the Great Spirit.

### Task 2 - VOCABULARY

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

Read the Iroquois passage a second time. Find four words which are unfamiliar to you and complete the vocabulary diagram below.

DEFINITION	SYNONYM	DEFINITION	SYNONYM

### Task 3 - Reread & Dig Deeper

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

Reread the passage The Iroquois. Use evidence from the passage to answer the following questions:

Questions:

1. What is the main idea of the passage?

2. What is the main idea of the passage?

3. What is the main idea of the passage?

4. What is the main idea of the passage?

5. What is the main idea of the passage?

6. What is the main idea of the passage?

7. What is the main idea of the passage?

8. What is the main idea of the passage?

9. What is the main idea of the passage?

10. What is the main idea of the passage?

### Wampum Fact Sheet

Wampum are oblong shell beads used by the Iroquois for recording special events, making treaties, storytelling, and special gift giving.

**FACT 1:** The beads were made from shells found in the coastal waters of the northeastern United States. They were normally purple or white, depending on the kind of shell.

**FACT 2:** Wampum beads are normally tubular in shape, and are about an inch long. Women traditionally made them from the shells and pierced a tiny hole in them before stringing them.


**FACT 3:** The unfinished beads were strung together and rolled along a grinding stone with sand and water until they were shiny and smooth.

**FACT 4:** Wampum was made into jewelry, which represented status and wealth. The more strings a person wore, the more important to the tribe they were.

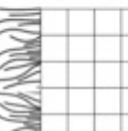
**FACT 5:** Warriors were buried with wampum.

**FACT 6:** The chiefs wore impressive wampum belts over their shoulders or around their waists during important meetings or ceremonies.

**FACT 7:** Wampum were used to communicate other tribes, war, record historical events, a marriage.



### Design your own Wampum Belt

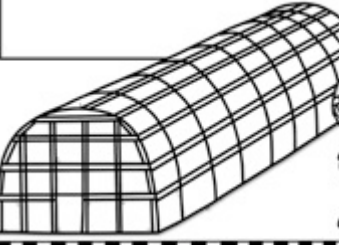


### Design a Longhouse

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




You have been given the task of designing and creating a new longhouse. Decide on the height, and other details. Fill in the information and then draw your longhouse design on the illustration page.


Longhouse Name:	Height:
Length:	Number of Doors:
Number of Smoke Holes in Roof:	Number of Families Sharing the Longhouse:
Number of Total People Living in the Longhouse:	Length of Time Needed to Build It:
Materials Need to Build the Longhouse:	
Steps to Build the Longhouse:	



### Interactive Notebook Foldables

TRADITION	FOOD	SHELTER
glue here	glue here	glue here
BELIEF	LOCATION	CLOTHING
glue here	glue here	glue here



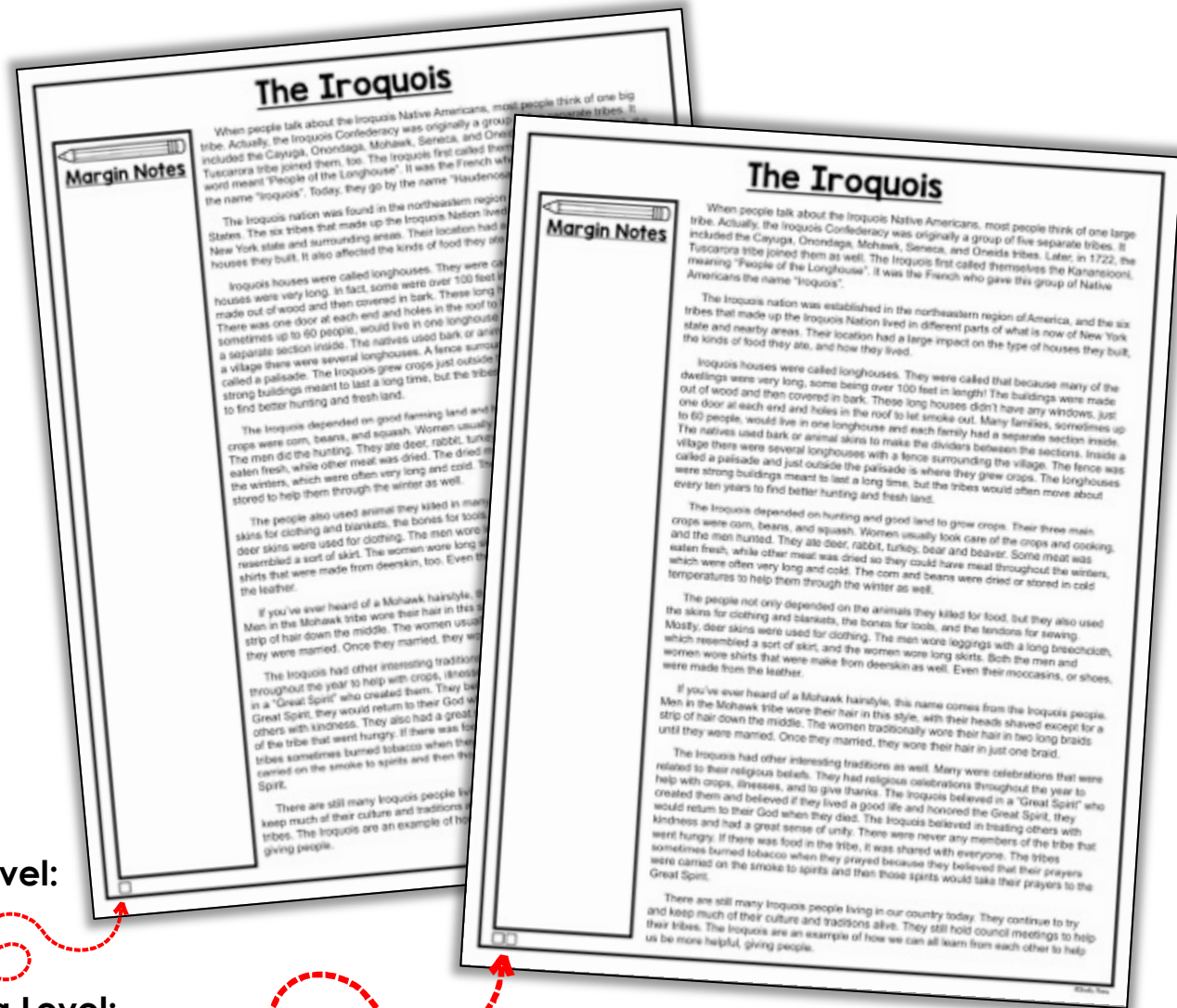


# Informational Passage At 2 Differentiated Levels

Reading  
Level is  
given for  
each  
passage.

☐ Grades 3 & 4 Reading Level:  
700 Lexile Level

☐ ☐ Grades 5 & 6 Reading Level:  
900 Lexile Level





# Reference Chart, Annotating Guide, Close Reading Directions

## CLOSE READ STEPS

The following steps are a suggested sequence in which to approach the contents of this packet. This approach will require 3 separate readings of each passage, requiring students to dig deeper with each reading. Each task of the packet is designed to be completed in one day/lesson. With 5 total tasks per passage, each passage should take one week to complete.






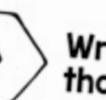
**1st Reading:** Student reads the passage alone. As they read, they use their annotation marks to identify unfamiliar words, questions they have, and parts of the passage that they connect with. Complete **Task 1: Read & Annotate**, which also includes some basic recall questions.

**2nd Reading:** Teacher (or partner) reads the passage a second time while students listen and follow along. Have students complete **Task 2: Vocabulary**. This allows students to gain a better understanding of unfamiliar words from the passage leading to a deeper connection with the text.

**3rd Reading:** Students reread the passage alone, then responds in writing, citing text. Have students complete **Task 3: Reread & Dig Deeper**. This page of questions asks students to use and cite text evidence when answering questions. Additionally, students will complete **Task 4: Reread Respond** and **Task 5: Summarize**. These tasks will help students to use the text evidence to write a well-constructed and supported summary.

## Annotating Marks

As you read through the passage, make the following marks on your page.

-  **Circle** powerful words or phrases.
-  **Underline** words or phrases you do not understand.
-  **Place a question mark** near something that makes you think of a question.
-  **Write an exclamation mark** near something that surprises you.
-  **Draw an arrow** where you make a personal connection to certain words or ideas.
-  **Write your important thoughts** in the margins.

*Wow! The character showed a lot of courage here...*

# 5 Days of Close Reading Activities

**Task 3 - Reread & Dig Deeper**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Reread the passage The Iroquois.  
Use evidence from the passage to answer the following questions:

**Text Evidence Questions:**

1. What is the main idea of the passage?  
\_\_\_\_\_
2. List three details that support the main idea:  
a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_
3. Give 3 details about the Iroquois form of shelter.  
a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_
4. Cite 2 pieces of evidence from the text that describe Iroquois hairstyles.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
5. Explain where the Iroquois Nation lived.  
\_\_\_\_\_
6. Describe 2 Iroquois traditions.  
a) \_\_\_\_\_  
b) \_\_\_\_\_
7. Name 3 ways the Iroquois used the animal skins.  
a) \_\_\_\_\_  
b) \_\_\_\_\_  
c) \_\_\_\_\_

**Task 4 - Reread & Respond**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Reread the passage The Iroquois. Complete the chart below, listing four details supporting the statement.

Detail 1	Detail 2

**Task 5 - Summarize**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Using the organizer from Task 4, write a summary of the passage. The summary should be stated in your first sentence. Then use the four lines to write four supporting sentences. Close your summary by restating the main idea.

**A SUMMARY OF THE IROQUOIS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Task 1 - Read & Annotate**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
As you read through The Iroquois for the first time, use your annotating marks and write important notes in the margin. Then, answer these questions:

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think of a question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

**First Reading Questions:**

1. What is this passage mostly about?  
\_\_\_\_\_
2. Which five tribes first made up the Iroquois Confederacy?  
\_\_\_\_\_
3. What does the word "Kanansiooni" mean?  
\_\_\_\_\_
4. What was the name of the fence that surrounded the villages?  
\_\_\_\_\_
5. What were the three main crops of the Iroquois?  
\_\_\_\_\_
6. What did the Iroquois mostly use the deer skins for?  
\_\_\_\_\_

**Task 2 - VOCABULARY**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_  
Read The Iroquois a second time. Find four words which are unfamiliar to you and complete the vocabulary diagram below.

DEFINITION	SYNONYM
WORD	WORD
EXAMPLE SENTENCE	EXAMPLE SENTENCE
DEFINITION <th>SYNONYM</th>	SYNONYM
WORD	WORD
EXAMPLE SENTENCE	EXAMPLE SENTENCE



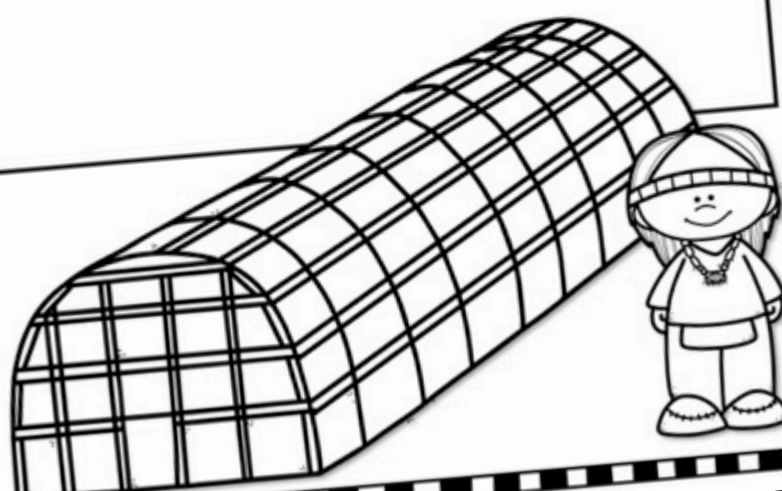
# Draw & Design a Longhouse

**DESIGN A LONGHOUSE**

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

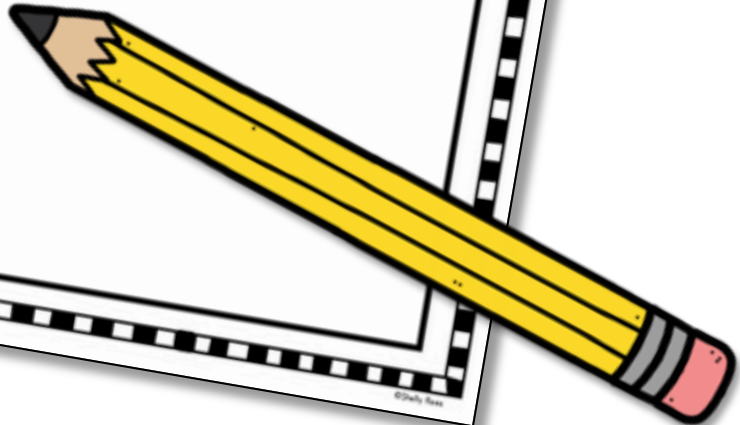
You have been given the task of designing and creating a new longhouse. Decide on the length, height, and other details. Fill in the information and then draw your longhouse design on the illustration page.

Longhouse Name:	Height:
Length:	Number of Doors:
Number of Smoke Holes in Roof:	Number of Families Sharing the Longhouse:
Number of Total People Living in the Longhouse:	Length of Time Needed to Build It:
Materials Need to Build the Longhouse:	
Steps to Build the Longhouse:	



A line drawing of a longhouse, a traditional Native American dwelling, with a person standing next to it. The person is wearing a traditional Native American headdress and clothing. The longhouse has a curved roof and a grid-like pattern on its side.

**MY LONGHOUSE**



A large yellow pencil with a pink eraser and a sharpened lead tip, positioned diagonally across the bottom right corner of the page.

# Wampum Belt Facts and Activity

## Wampum Fact Sheet

Wampum are oblong shell beads used by the Iroquois for recording special events, making trades, storytelling, and special gift giving.

**FACT 1:** The beads were made from shells found in the coastal waters of the northeastern United States. They were normally purple or white, depending on the kind of shell.

**FACT 2:** Wampum beads are normally tubular in shape, and are about an inch long. Women traditionally made them from the shells and pierced a tiny hole in them before stringing them.

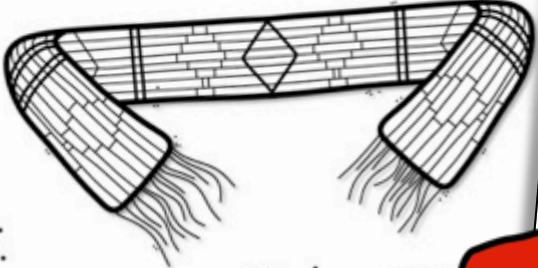
**FACT 3:** Unfinished wampum beads were strung together along with finished beads and used as a form of currency.

**FACT 4:** Wampum was made into jewelry, which represented status and wealth. The more strings a person wore, the more important to the tribe they were.

**FACT 5:** Warriors were buried with strings of wampum.



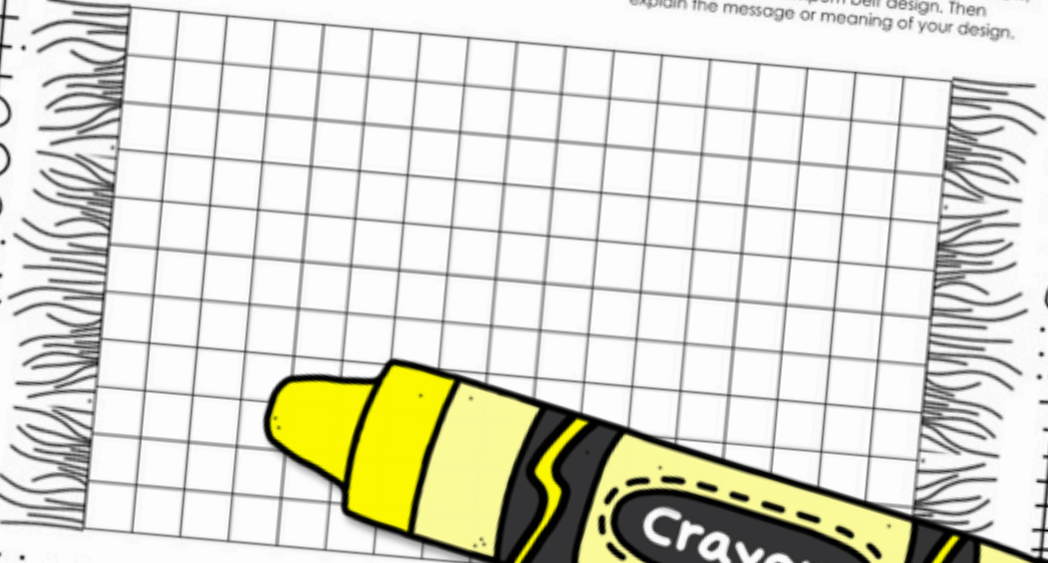
**FACT 6:** The chiefs wore impressive wampum belts over their shoulders or around their waists during important meetings or ceremonies.

**FACT 7:** Wampum belts were used to communicate with other tribes, declare war, record important historical events, or for a marriage proposal.



## Design your own Wampum Belt

Iroquois created wampum beads from shells they collected from the coastal shores. The beads were normally purple and white. They strung the beads together to make wampum belts. The beautiful designs and patterns they made with the beads told stories and held meaning. On the grid below, create your own wampum belt design. Then explain the message or meaning of your design.







# Word Search and Answer Keys

**AN IROQUOIS WORD SEARCH**

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

wampum	longhouse	Cayuga
Confederacy	palisade	Onondaga
clan	corn	Oneida
Haudenosaunee	Mohawk	tradition
legend	Seneca	Iroquois



H J Y C A R E D E F N O C L N O  
A L L A C O N F E D T Y U G A C  
U M E Y G E I R O Q U O I S I R  
D Y G U L O N G W R T O P K R N  
E P E G S E N E C A P A S W O O  
N A N A C O N F O E M W M A Q I  
O N O N D A G A S N T P R H U T  
S U D H M K A V Q E S U O W I  
A N R K P C A S O I T M A D  
U E O P A L I S W D S M A  
N B C G S A D M N P A P R  
E S O E T N M C O N F T S T  
E T P N E A Y L E W N M O  
Y R T G R W P T R A R S A L D  
C A E D H L O N G H O U S E E T  
A L R A K M S T R O C O N E W K

**AN IROQUOIS WORD SEARCH**  
**ANSWER KEY**

wampum	longhouse	Cayuga
Confederacy	palisade	Onondaga
clan	corn	Oneida
Haudenosaunee	Mohawk	tradition
legend	Seneca	Iroquois

**Task 3 - Reread & Dig Deeper**  
**ANSWER KEY**

Reread the passage *The Iroquois*. Use evidence from the passage to answer the following questions:

**Text Evidence Questions:** *Some answers may vary.*

- What is the main idea of the passage?  
*The Iroquois was a group of Native Americans who lived in what is now northern New York State, which influenced their way of life.*
- List the five tribes that made up the Iroquois Confederacy.  
*a) Cayuga, b) Onondaga, c) Oneida, d) Mohawk, e) Seneca*
- What was the name of the fence that surrounded the villages?  
*a) Palisade*
- What were the three main crops of the Iroquois?  
*a) Corn, b) Beans, c) Squash*
- What did the Iroquois mostly use the deer skins for?  
*a) Clothing*

**Task 1 - Read & Annotate**  
**ANSWER KEY**

As you read through *The Iroquois* for the first time, use your annotating marks and write important notes in the margin. Then, answer these questions:

- Circle powerful words or phrases.
- Underline words or phrases you do not understand.
- Place a question mark near something that makes you think of a question.
- Write an exclamation mark near something that surprises you.
- Draw an arrow where you make a personal connection to certain words or ideas.
- Write your important thoughts in the margins.

**First Reading Questions:** *Some answers may vary.*

- What is this passage mostly about?  
*This passage is mainly about the Iroquois and their way of life and their culture.*
- Which five tribes first made up the Iroquois Confederacy?  
*It included the Cayuga, Onondaga, Mohawk, Seneca, and Oneida tribes.*
- What does the word "Kanansioini" mean?  
*It means "People of the Longhouse".*
- What was the name of the fence that surrounded the villages?  
*The fence surrounding the village was called a palisade.*
- What were the three main crops of the Iroquois?  
*The three main crops of the Iroquois were corn, beans, and squash.*
- What did the Iroquois mostly use the deer skins for?  
*They mainly used deer skins for clothing.*