



Grade Level: 6
Subject: ELA

Read All About It – Main Idea

ESSENTIAL UNDERSTANDINGS

- History
- Tribal Government
- Identity
- Language

LEARNING OUTCOMES

- Students will be able to read content from an article and identify the main idea.
- Students will be able to write their own headline for an article based on the main idea.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Proximity
- Higher level thinking: creating
- Preserving and honoring cultural history

ASSESSMENT

Use the “Read All About It” recording sheet as a way to assess understanding.

Overview

EXTRA! EXTRA! READ ALL ABOUT IT!

In this lesson, students will read two articles from the Grand Ronde newspaper, Smoke Signals, then identify the main idea, and create headlines for the stories.

MATERIALS

- [Articles from the Grand Ronde Smoke Signals newspaper](#)
- [“Read All About It” recording sheet](#)
- **Optional:** Use other forms of media provided by Smoke Signals, such as the youtube channel, podcast or social media pages.

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

45-60 minutes

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

6.RI.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

6.RI.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

6.RI.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Oregon Social Science Academic Standards

Civics 6.4 Identify and analyze historical and contemporary means that societies onal have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

Historical Knowledge 6.20 Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.

Historical Thinking 6.23 Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere.

** Oregon Social Science Academic Standards may vary depending on the topics of selected articles*

Background for Teachers

The Smoke Signals is the official newspaper for The Confederated Tribes of Grand Ronde. Anyone can subscribe to the newspaper by calling the Tribe directly to be added to the subscriber list. You can also access the Smoke Signals online at www.smokesignals.org or subscribe electronically by emailing esubscription@grandronde.org to receive the paper in PDF format. Smoke Signals also offers podcasts and has their own youtube channel and social media pages.

[Smoke Signals](#)

[Smoke Signals newspaper - YouTube](#)

[Smoke Signals podcasts](#)

Teachers will need to preview articles before hand, picking out articles they would like the students to read. They will also need to prepare articles for students by cutting off the headlines so students can write their own headlines for the stories.

Opening

Introduce students to the Grand Ronde Smoke Signals newspaper. Allow for students to look through the newspaper to see what types of issues the tribe writes about or what current events are going on. This can be done using a print newspaper, PDF version of the newspaper, or by watching a Smoke Signals synopsis on the Smoke Signals YouTube channel.

Suggested Links:

- August 2022 PDF: <https://www.smokesignals.org/media/2572/08-01-2022-web.pdf>
- Smoke Signals synopsis - Aug. 1, 2022: https://youtu.be/n2CeUE8m_3M

Discuss with students:

- What is a newspaper?
- Why are newspapers important?
- Why would it be important for the Tribe to have a newspaper of their own?
- What is included in a newspaper?

Activity

1. Read an article from Smoke Signals that you have chosen beforehand.
 - a. Ask students what the main idea of that article is.
 - b. Ask students to supply you with supporting details to support their answer.
2. Next, ask students to come up with a headline for the article. Remind them that headlines should be catchy - you want people to WANT to read the story, but also informative.
 - a. Call on students to share the headline they have come up with.
3. Next, have students get into pairs. Hand students two articles that the teacher has previewed beforehand.
 - a. **Before giving the articles to the students, cut off the headlines.**
4. Have the pairs read the two articles, write down the main idea with supporting details
5. and also write a headline for the articles.
 - a. The teacher may choose to use the same two articles for each pair of students, or give each pair different articles.
6. After the students have read the articles, identify the main idea, supporting details and
7. written a headline for them, have the students share.
 - a. Allow for students to ask questions regarding the main idea and supporting details. The tribal news articles may spark interest or questions from students if they are topics they've never been exposed to before.

Closure

At the end of the lesson discuss with the students why writers use headlines, such as to catch the reader's attention.

Extension

- Students may explore newspapers for other Oregon Tribes. How are they similar? How are they different? Do the newspapers cover many of the same or different stories?
 - Confederated Tribes of Coos, Lower Umpqua and Siuslaw – [Voice of CTCLUSI](#)
 - Confederated Tribes of Warm Springs – [Spilyay Tymoo/Coyote News](#)
 - Confederated Tribes of Siletz Indians – [Siletz News](#)
 - Confederated Tribes of the Umatilla Indian Reservation – [Confederated Umatilla Journal](#)
 - Klamath Tribes (Klamath, Modoc, and Yahooskin) – [Klamath News](#)

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)

Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Articles from the Grand Ronde Smoke Signals newspaper:
<https://drive.google.com/drive/folders/1TWbAMq-b8XV7ax7Stlbu-bofY8YKqtZN?usp=sharing>
- “Read All About It” recording sheet:
https://drive.google.com/file/d/12tB0hDXkBFEEV1ywpS_HaGMRrGPmonMh/view?usp=share_link