

GREAT MINDS ENGLISH

# Grade 5 Module 1: Cultures in Conflict

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*Instructional Plans*

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## FOCUSING QUESTION: LESSONS 11–14; 17–22

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# Cultures in Conflict

## Module 1 Overview

### Module Summary

“The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases.”

“Whenever the white man treats the Indian as they treat each other then we shall have no more wars. We shall be all alike—brothers of one father and mother, with one sky above us and one country around us and one government for all.”

—Chief Joseph, Speech at Lincoln Hall in Washington, D.C., 1879

This module introduces students to a heartbreaking and tumultuous period of American history as it explores the impact of United States’ territorial growth through the eyes of one Native American tribe, the Nez Perce. The module examines the cultural conflict between Native American and European American societies by asking students to consider how the beliefs and values of a culture, specifically the Nez Perce tribe, guide the actions of its people—and how cultural differences can lead to or exacerbate conflict. Students will undertake a close study of literary and informational texts, including a historical fiction novel, speech, biographical essay, and portrait painting as well as several myths, maps, and articles as they consider the module’s essential question. The module centers on two anchor texts: an exquisitely researched historical fiction novel, *Thunder Rolling in the Mountains* by Scott O’Dell and Elizabeth Hall, and Chief Joseph’s iconic 1879 speech at Lincoln Hall in Washington, D.C., during which he addressed members of Congress after his people lost their ancestral lands in the Wallowa Valley.

*Thunder Rolling in the Mountains* tells the story of the Nez Perce’s flight from their homeland and their tragic defeat by the U.S. Army through the eyes of Sound of Running Feet, the daughter of acclaimed Nez Perce leader, Chief Joseph. The novel uses this perspective to illustrate facets of the everyday Nez Perce culture, and to show how young people respond to pivotal historical moments. Perhaps most important, the novel’s unique perspective allows readers to understand Chief Joseph as a respected father, a man of deep values, and a leader who faced impossible decisions about his tribe’s fate.

Through a close study of Chief Joseph’s *Lincoln Hall Speech*, students hone their understanding of the strained relations between the U.S. government and Native American tribes. The speech not only builds on awareness of cultural differences, but also points to common elements of their humanity.

As the culmination of this work in the End-of-Module (EOM) Assessment, students write an expository essay to explain how the Nez Perce's cultural beliefs and values are reflected in Chief Joseph's *Lincoln Hall Speech*, and how the speaker, Chief Joseph, feels about these values.

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# Module at a Glance

## ESSENTIAL QUESTION

How do the beliefs and values of a culture, such as the Nez Perce, guide the actions of its people?

## SUGGESTED STUDENT UNDERSTANDINGS

- Cultures define themselves in many ways, including by their beliefs and values. A culture's beliefs and values help determine the actions and behaviors of its people.
- Cultural conflicts often occur as a result of differing beliefs and values.
- We can learn about an individual's or culture's most important values by observing their words and actions.

## LEARNING GOALS

Content knowledge that students develop and deepen, as well as skills that they learn, practice, and master over the course of the module

### Knowledge Goals

- Examine the causes and consequences of a cultural conflict between the U.S. government and Native Americans, specifically the Nez Perce tribe.
- Analyze and explain how an individual's or culture's actions reflect cultural beliefs and values.
- Examine the relationship between the Nez Perce and early explorers such as Lewis and Clark, as well as the U.S. government and army, at different points throughout history.
- Describe different aspects of Nez Perce culture and how the tribe was influenced by their homeland.
- Identify and explain the important roles that Chief Joseph held as a leader of his people.

### Literacy Goals

- Identify an author's main ideas and key supporting details, and explain how they relate.
- Compare and contrast characters and settings, specifically the mood or atmosphere of scenes, drawing on specific details in the text to support ideas.



- Examine how an author constructs a message or argument and uses reasons and evidence to support it.
- Write informational/explanatory paragraphs and essays that have a clear focus, and develop that focus using relevant textual evidence.

## Language Goals

- Paraphrase dense text.
- Place words on a continuum to show shades of meaning; categorize words to get a sense for positive and negative tone in context.
- Use the Frayer model and Outside-In strategy to analyze words.
- Use a Morpheme Matrix to note various forms of words: vengier, venge, and ven; iustus.
- Use Latin affixes and roots, including vengier, trecherie, and the prefix *mis-*, to determine a word's meaning.
- Correctly format titles of works.
- Revisit the function of prepositions within sentences; review from Grade 4.
- Explore a variety of introductory elements, their purposes, and the appropriate punctuation.

## MODULE TEXTS

A variety of texts, including informational articles, maps, a biography, and a painted portrait, introduce students to an important and tragic aspect of United States history through the eyes of one Native American tribe, the Nez Perce. The module's anchor text, the historical fiction novel *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall, offers students a unique perspective on the conflict between the Nez Perce and the U.S. government: the story is told from the perspective of Sound of Running Feet, the daughter of the remarkable Nez Perce leader, Chief Joseph. Finally, students undertake a close study of Chief Joseph's iconic 1879 speech at Lincoln Hall in Washington, D.C., in which he appealed to Congress for justice for his people.

Explanation of Text Uses:

**Shared:** Text that is closely read as a class.

**Activity:** Text or image used as part of a group or partner content and/or skill-building activity, such as a jigsaw, image study.

**Assessment:** Text used as an assessment such as New Read, declamation, or fluency.

Text Title	Author	Publication/Cite
<i>Thunder Rolling in the Mountains</i>	Scott O'Dell and Elizabeth Hall	New York: Houghton Mifflin Harcourt, 1992
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Fiction	Shared; Assessment (New Read)	10–23
Text Title	Author	Publication/Cite
<i>Lincoln Hall Speech</i> , Washington, D.C., 1879 (excerpted)	Chief Joseph	<i>North American Review</i> , Vol. 128, Issue 269, pages. 412–434
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Speech	Shared; Assessment (New Read)	23–30
Text Title	Author	Publication/Cite
“Teaching With Documents: The Lewis and Clark Expedition” (National Archives) ( <a href="http://tinyurl.com/47ncy4p">http://tinyurl.com/47ncy4p</a> )	Douglas Perry	<a href="http://tinyurl.com/47ncy4p">http://tinyurl.com/47ncy4p</a>
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Article	Shared	1–2
Text Title	Author	Publication/Cite
Map of territorial expansion of the United States	N/A	<a href="http://tinyurl.com/pvmdx6w">http://tinyurl.com/pvmdx6w</a>
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Map	Activity	1
Text Title	Author	Publication/Cite
National atlas. Indian tribes, cultures & languages.	N/A	<a href="http://tinyurl.com/njs9x3f">http://tinyurl.com/njs9x3f</a>
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Map	Activity	1
Text Title	Author	Publication/Cite
“Nez Perce Indians” ( <i>National Geographic</i> )	N/A	<a href="http://tinyurl.com/cyuyqs">http://tinyurl.com/cyuyqs</a>
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Article	Shared	3–4

Text Title	Author	Publication/Cite
Map of the Lewis & Clark Expedition	N/A	<a href="http://tinyurl.com/22lwp4q">http://tinyurl.com/22lwp4q</a>
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Map	Shared; Activity	2-4
Text Title	Author	Publication/Cite
Map of Oregon	N/A	<a href="http://tinyurl.com/pnqaw76">http://tinyurl.com/pnqaw76</a>
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Map	Activity	4, 6
Text Title	Author	Publication/Cite
“Life Skills & Traditions”; “Toys”; “Food and Drink”; “Clothing”; “Getting Around”; “Decoration”; “The Tipi”	N/A	U.S. Department of Agriculture, Forest Service, “Nez Perce National Historic Trail”
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Article	Shared; Activity	5-6
Text Title	Author	Publication/Cite
“Chief Joseph” (PBS <i>New Perspectives on the West</i> )	N/A	<a href="http://tinyurl.com/2lzzk">http://tinyurl.com/2lzzk</a>
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Biography	Shared	7-8
Text Title	Author	Publication/Cite
Chief Joseph, Nez Perce chief, head-and-shoulders portrait, facing front (1899)	E. A. Burbank	<a href="http://tinyurl.com/pfm6mv8">http://tinyurl.com/pfm6mv8</a>
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Image	Activity (Image Study)	7
Text Title	Author	Publication/Cite
<i>Shi-shi-etko</i>	Nicola I. Campbell	Toronto: Groundwood Books, House of Anansi Press, 2005
<b>Genre</b>	<b>Use</b>	<b>Lessons</b>
Fiction	Shared	9-10

Text Title	Author	Publication/Cite
“How Beaver Stole Fire from the Pines”	N/A	<i>The Journal of American Folk-Lore</i> , Vol. III, Houghton Mifflin & Co., 1890.
Genre	Use	Lessons
Fiction (myth)	Shared	15–16

## Instructional Strands

### READING

This module opens with students reading several short, informational texts from the National Archives and *National Geographic* websites to build their knowledge and understanding of the U.S. Westward Expansion and early encounters between Lewis and Clark and the Nez Perce. Students then read informational texts about Nez Perce culture and analyze the influence of the tribe’s homeland on its people’s culture and way of life. With this historical and cultural context in mind, students read a short biography of the great Nez Perce leader, Chief Joseph, which introduces the conflict between the U.S. government and the Nez Perce. Students trace the events leading up to and resulting from this conflict, close-read Chief Joseph’s famous surrender speech following the Nez Perce’s tragic defeat, and examine Chief Joseph’s roles as a leader of his people.

Students then read Scott O’Dell and Elizabeth Hall’s historical fiction novel, *Thunder Rolling in the Mountains*. O’Dell and Hall tell the story of the fall of the Wallowa branch of the Nez Perce tribe through the eyes of a young woman who possesses knowledge that most would not have: Sound of Running Feet, the daughter of the tribe’s acclaimed leader, Chief Joseph. Students begin the novel study by looking closely at the authors’ research and by examining a map depicting the flight of the Nez Perce from their homeland and their battles with the U.S. Army. Students explore key aspects of character, setting, conflict, and plot and engage in close reading of significant passages to analyze and extract their rich meaning. Students analyze characters by comparing and contrasting their traits, perspectives, and core beliefs and values. Students also closely examine how the authors use details to convey mood and foreshadow pivotal events. Throughout their reading, students gather evidence for the novel’s focusing question, “What important beliefs and values guide Chief Joseph in his life?” and consider which core values Chief Joseph and his daughter share—and those that they do not share.

The module culminates with a study of Chief Joseph’s iconic 1879 speech at Lincoln Hall in Washington, D.C. Students analyze how Chief Joseph constructs his argument—his plea for equality—and examine the impact of his word choice and figurative language on the speech’s tone and meaning. Finally, students examine important Nez Perce cultural values and beliefs that are reflected in Chief Joseph’s speech. Using the evidence they gather as they read, students respond to the module’s essential question for their End-of-Module Assessment.

## WRITING

Throughout the module, students write routinely in response to literary and informational texts. Instruction progresses from teacher-provided scaffolding to independent writing.

The primary writing focus for the module is informational/explanatory writing. Direct writing instruction initially focuses on the structure and organization of informational/explanatory paragraphs, using models, collaborative writing, and other teacher scaffolding. Students practice this structure throughout the module, gradually gaining independence in their writing and transitioning into writing full-length essays. Short writing exercises both exercises—completed in class and independently as homework—emphasize incorporating textual evidence to support ideas, providing context for evidence, paraphrasing, and elaborating on evidence.

Prior to each writing task, instruction focuses on helping students develop deep, content knowledge by gathering, recording, and synthesizing evidence for each focusing question. Students learn how to cite and paraphrase relevant quotations from the text and elaborate on their ideas before they begin drafting.

The module introduces students to the “Painted Essay,” a flexible essay structure developed by the Vermont Writing Collaborative, to help students understand the relationship between the focus, organization, and evidence for a piece of writing. This graphic structure serves as a visual cue for writing both informational/explanatory and opinion essays throughout the year. Students employ this structure in writing two informational/explanatory essays in the module, including the End-of-Module Task. This culminating writing task asks students to compose a four-paragraph informational/explanatory essay to demonstrate an understanding of the essential skills and ideas they have developed over the course of the module. Focusing Question Tasks provide scaffolding for the End-of-Module Assessment, giving students an opportunity to build confidence as they practice constructing strong informational/explanatory paragraphs and one longer, guided essay in response to the module’s focusing questions.

## SPEAKING AND LISTENING

Students will have frequent opportunities to develop their listening and speaking skills individually, in pairs, and in small groups. During ongoing collaborative discussions with peers, students must support ideas with textual evidence and respond to classmates thoughtfully and respectfully.

## LANGUAGE

As an integral part of each instructional strand, language study is woven throughout the module. Grammar complements and supports writing while vocabulary reinforces and deepens reading. Together, they provide a vehicle for analyzing and articulating a writer’s craft and increasing the sophistication of one’s own writing and speaking.

Vocabulary and Grammar instruction is grounded in rich, text-centered experiences and authentic applications. In both the central lessons and the Deep Dives, students learn strategies to define unknown words and examine how writers employ the rules and patterns of language to communicate with readers. They then apply their derived understandings to their own reading and writing.

# Standards

## FOCUS STANDARDS

These are the standards given the most prominence in the module. Each focus standard is addressed at least three to four times in daily lessons. All focus standards are assessed through focusing questions, New-Read Assessments, and/or the End-of-Module Assessment. (See the Assessment Overview section below for more details.)

Reading Literature	
<b>RL.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RL.5.3</b>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Reading Informational Text	
<b>RI.5.1</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>RI.5.2</b>	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>RI.5.3</b>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Writing	
<b>W.5.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<b>W.5.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
<b>W.5.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.

## SUPPORTING STANDARDS

These additional standards are addressed in individual lessons but are not formally assessed.

Reading Literature	
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Reading Informational Text	
RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Writing	
W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Speaking and Listening	
SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.
Language	
L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function within sentences.
L.5.2d	Use underlining, quotation marks, or italics to indicate title of works.
L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.


# Assessment Overview

Assessment is constant, often formative in nature, and frequently “invisible” in that it is embedded in daily learning. Assessment tasks reflect the meaningful work students do every day: grappling with complex texts, finding evidence and making inferences, and synthesizing understanding across texts through written or oral expression.

Major types of assessment:

## CHECKS FOR UNDERSTANDING

These daily formative assessments are designed to help teachers monitor whether students reach the lesson’s learning goals. They also help move students towards developing necessary competencies for later formal assessments. Checks for Understanding can be formal, as in a writing prompt, or informal, as in an evaluation of whole-class progress during discussion.

Within each lesson, they are marked with a  symbol.

## FOCUSING QUESTION TASKS

A Focusing Question Task provides students with an opportunity to reflect on and consolidate comprehension and content knowledge from lesson texts. The tasks appear at the end of a stretch of instruction that has been organized around the focusing question. These formative assessments monitor student progress towards essential understandings and focus standards to be assessed through the EOM Assessment.

There are four Focusing Question Tasks in this module:

	Focusing Question Task	Standards Assessed	Lesson
1	Identify one cultural value that the Nez Perce demonstrate through their actions toward Lewis and Clark, and write an informational/explanatory paragraph explaining how their actions reflect this cultural value.	RI.5.1 and RI.5.3	4
		W.5.2 and W.5.9	



Write an informational/explanatory paragraph (the second paragraph of a two-paragraph mini-essay) explaining how the Nez Perce's homeland influenced one aspect of the tribe's lifestyle and culture.	RI.5.1 and RI.5.3	6
	W.5.2, W.5.7, and W.5.9	
Identify one of Chief Joseph's most important roles as a leader of his people, and write a paragraph explaining how Chief Joseph demonstrated this role through his words and actions.	RI.5.1 and RI.5.3	8
	W.5.2 and W.5.9	
As a class, collaboratively write an informational/explanatory essay identifying two of Chief Joseph's most important beliefs and values and explaining how they guide his actions in the novel <i>Thunder Rolling in the Mountains</i> . (Students will independently write a body, or "proof" paragraph, for this essay.)	RL.5.1	22
	W.5.2 and W.5.9	
	L.5.1, L.5.2, and L.5.3	

## NEW-READ ASSESSMENTS

New Reads assess students' ability to transfer and apply literacy skills without support from their teacher or peers. Students respond to a task or prompt based on unfamiliar texts but related to module content, in which they demonstrate reading comprehension and/or skill application.

There are two New-Read Assessments in this module:

	New-Read Assessment	Standards Assessed	Lesson
1	Read Chapter 12 of <i>Thunder Rolling in the Mountains</i> ; demonstrate comprehension of key story elements by summarizing characters, setting, conflict, events, and outcome on a Story Map; and respond to short-answer questions, comparing and contrasting setting (specifically mood) and events at different points in the chapter, using textual evidence to support ideas.	RL.5.1 and RL.5.3	18
		W.5.9	
	Read an excerpt from Chief Joseph's <i>Lincoln Hall Speech</i> ; demonstrate understanding of the text's main and supporting points by creating "Boxes and Bullets"; respond to short-answer questions to explain Chief Joseph's main points and how he supports these with reasons and evidence.	RI.5.1, RI.5.2, and RI.5.8	25
		W.5.9	

## END-OF-MODULE ASSESSMENT

This summative assessment measures students' ability to synthesize what they have learned from the module. As a culminating task, students respond to the Essential Question in which they incorporate the literacy skills and content knowledge developed throughout the module.


This module includes a rubric for scoring the EOM Assessment and other major writing assessments (explained in Appendix C) as well as checklists for students to evaluate their own writing progress.

End-of-Module Assessment	Standards Assessed	Lesson
For an audience who has read and studied these texts the way you have, write an essay in which you explain how Chief Joseph's <i>Lincoln Hall Speech</i> reflects important beliefs and values of the Nez Perce people, and how Chief Joseph feels about these beliefs and values. Develop your essay with evidence from different parts of Chief Joseph's speech.	R.5.1, RI.5.2, and RI.5.3	29–30
	W.5.2, W.5.4, W.5.5, W.5.9	
	L.5.1, L.5.2, and L.5.3	


# Lesson Summary

The table below provides a brief overview of each lesson along with milestones such as formal assessments. The lessons are organized into thirty, 75-minute instructional lessons. Use this pacing plan flexibly by extending or shortening lessons and inserting Pause Points to meet students' needs.

**Learning Goals** encompass the content knowledge that students develop and deepen, and the skills that they learn, practice, and master over the course of the module.

 indicates a pause point

Every classroom will create its own path through the content. Therefore, each module includes up to five pause points that represent flexible days for teachers to plan instruction that responds to student performance or school schedule. Teachers should use pause points as they see fit, using student work and data to inform and reform the next steps of instruction.

 indicates a formal assessment: FQ tasks, New Reads, Socratic Seminars, and EOMs.

How did encounters between Native Americans and European Americans reflect differences in their cultures?		
#	CENTRAL TEXT(S)	LEARNING GOALS
1	<ul style="list-style-type: none"> <li>“Teaching With Documents: The Lewis and Clark Expedition” (National Archives)</li> </ul>	<ul style="list-style-type: none"> <li>Define the word <i>culture</i>, including characteristics, examples, and non-examples.</li> <li>Generate questions before, during, and after reading to foster understanding.</li> </ul>
2	<ul style="list-style-type: none"> <li>“Teaching With Documents: The Lewis and Clark Expedition” (National Archives)</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and supporting details from the article about the Lewis and Clark Expedition, and explain how the details support the main ideas.</li> <li>Define cultural values, including characteristics, examples, and non-examples.</li> </ul>

What do the Nez Perce’s actions toward Lewis and Clark show us about the Nez Perce and their cultural values?		
#	CENTRAL TEXT(S)	LEARNING GOALS
3	<ul style="list-style-type: none"> <li>“Nez Perce Indians” (<i>National Geographic</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Identify main ideas and supporting details from the “Nez Perce Indians” article, and explain how the details support the main ideas.</li> <li>Use evidence from the text to infer Nez Perce cultural values based on their actions; explain how actions reflect values.</li> </ul>

What do the Nez Perce's actions toward Lewis and Clark show us about the Nez Perce and their cultural values?		
4 ✓	<ul style="list-style-type: none"> <li>▪ "Nez Perce Indians" (<i>National Geographic</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the elements of an informational paragraph, and write a paragraph applying this structure.</li> <li>▪ Explain how the Nez Perce demonstrate their cultural values in their actions toward Lewis and Clark.</li> <li>▪ Draw connections between ideas within the same text, between ideas in different texts, and from the text to larger ideas outside the text.</li> </ul>

How did the Nez Perce's homeland influence their lifestyle and culture?		
#	CENTRAL TEXT(S)	LEARNING GOALS
5	<ul style="list-style-type: none"> <li>▪ "Life Skills &amp; Traditions" and other texts (USDA Forest Service)</li> </ul>	
6 ✓ ⏸	<ul style="list-style-type: none"> <li>▪ "Life Skills &amp; Traditions" and other texts (USDA Forest Service)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Explain how the Nez Perce's homeland influenced one aspect of the tribe's lifestyle or culture by independently writing paragraph two of a "mini-essay."</li> </ul>

As a leader of his people, what did Chief Joseph consider to be his most important roles?		
#	CENTRAL TEXT(S)	LEARNING GOALS
7	<ul style="list-style-type: none"> <li>▪ "Chief Joseph" (PBS)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use word parts and context clues to generate possible definitions of unknown or unfamiliar words.</li> <li>▪ Identify main ideas, including significant events that marked Chief Joseph's life, and key supporting details in a biography.</li> </ul>
8 ✓ ⏸	<ul style="list-style-type: none"> <li>▪ "Chief Joseph" (PBS)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe Chief Joseph's roles as a leader of his people, identifying specific evidence from the text that supports these roles.</li> <li>▪ Plan and independently write a paragraph explaining one of Chief Joseph's important roles as a leader.</li> </ul>

What important cultural values guide Shi-shi-etko and her family?		
#	CENTRAL TEXT(S)	LEARNING GOALS
9	<ul style="list-style-type: none"> <li>▪ <i>Shi-shi-etko</i>, Nicola I. Campbell</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the parts of an essay and analyze their purposes.</li> <li>▪ Identify examples from the text of cultural values that guide Shi-shi-etko and her family, and explain how these values guide them.</li> </ul>
10	<ul style="list-style-type: none"> <li>▪ <i>Shi-shi-etko</i>, Nicola I. Campbell</li> <li>▪ <i>Thunder Rolling in the Mountains</i>, Scott O. Dell and Elizabeth Hall, Foreword</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the parts of an essay and analyze their purposes.</li> <li>▪ Describe the process the authors used to prepare to write <i>Thunder Rolling in the Mountains</i>, and evaluate the importance of this process for the novel.</li> </ul>

What important beliefs and values guide Chief Joseph in his life?		
#	CENTRAL TEXT(S)	LEARNING GOALS
11	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapter 1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use details from the text to establish contexts for the novel's characters, narration, setting, and conflict.</li> <li>▪ Revise and develop a paragraph based on insights gained from a map study and dialogue with a partner.</li> </ul>
12	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapters 2–3</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summarize key story elements, including character, setting, conflict, events, and outcome, for two chapters of the novel.</li> <li>▪ Infer Chief Joseph's character traits as evidenced by his words and actions and observations of other characters.</li> </ul>
13	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapters 4–6</li> </ul>	<ul style="list-style-type: none"> <li>▪ Contrast characters' arguments, identifying reasons different characters use to support their arguments.</li> <li>▪ Identify beliefs and values that guide Chief Joseph, and record textual evidence that demonstrates these beliefs or values.</li> </ul>
14	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapters 7–9</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe a character's traits, motivations, struggles, or beliefs, citing textual evidence to support analysis.</li> <li>▪ Compare and contrast Chief Joseph and Sound of Running Feet, identifying similarities and differences between them.</li> <li>▪ Identify evidence from the text that shows Chief Joseph's beliefs and values, and explain how they guide him.</li> </ul>

What roles do the Nez Perce myth “How Beaver Stole Fire from the Pines” and the Coyote myths play in Nez Perce culture, and how do they reflect important Nez Perce beliefs and values?		
#	CENTRAL TEXT(S)	LEARNING GOALS
15	<ul style="list-style-type: none"> <li>▪ “How Beaver Stole Fire from the Pines” and <i>Thunder Rolling in the Mountains</i>, pages 49–51</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify theme and central messages of the myth “How Beaver Stole Fire from the Pines.”</li> <li>▪ Compare the Coyote myths from the novel and “How Beaver Stole Fire from the Pines,” identifying similarities between characters, setting, events, and theme.</li> </ul>
16 ✓ ⏸	<ul style="list-style-type: none"> <li>▪ “How Beaver Stole Fire from the Pines” and <i>Thunder Rolling in the Mountains</i>, pages 49–51</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in a Socratic Seminar about the roles of the myths and the cultural values they reflect, drawing on text evidence, posing questions, responding to others, and synthesizing new information.</li> <li>▪ Revise focusing question response from previous day’s homework, using evidence and ideas gathered from the seminar.</li> </ul>

What important beliefs and values guide Chief Joseph in his life?		
#	CENTRAL TEXT(S)	LEARNING GOALS
17	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapter 10</li> </ul>	<ul style="list-style-type: none"> <li>▪ Orally summarize key story elements, including characters, setting, conflict, key events, and outcome.</li> <li>▪ Explain how an author uses foreshadowing to set up a pivotal event in the text.</li> <li>▪ Compare and contrast the setting and mood at different points in a chapter, and identify details in the text that convey mood.</li> </ul>
18 ✓	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapters 11–12</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a story map identifying and summarizing key story elements, including characters, setting, conflict, key events, and outcome.</li> <li>▪ Compare and contrast mood and events at different points in the story, and identify details in the text that help convey mood.</li> </ul>
19 ⏸	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapters 13–16</li> </ul>	<ul style="list-style-type: none"> <li>▪ Record evidence of Chief Joseph’s beliefs and values, and explain how they guide him.</li> <li>▪ Identify how an author uses foreshadowing to set up a pivotal event in the text.</li> </ul>
20	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapters 17–19</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compare and contrast Sound of Running Feet’s and Chief Joseph’s motivations, beliefs, and values.</li> <li>▪ Record evidence of Chief Joseph’s beliefs and values, and explain how they guide him.</li> </ul>

What important beliefs and values guide Chief Joseph in his life?		
21	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Chapters 20–23 and Afterword</li> </ul>	<ul style="list-style-type: none"> <li>▪ Analyze similarities and differences between Chief Joseph's and Sound of Running Feet's beliefs and values.</li> <li>▪ Compose a thesis statement that identifies and explains two beliefs or values that guide Chief Joseph.</li> </ul>
22	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Compose body or "proof" paragraphs with five key pieces and a conclusion for an essay explaining Chief Joseph's beliefs and values.</li> </ul>

What important beliefs and values of the Nez Perce are reflected in Chief Joseph's <i>Lincoln Hall Speech</i> , and how does Chief Joseph feel about these values?		
#	CENTRAL TEXT(S)	LEARNING GOALS
23	<ul style="list-style-type: none"> <li>▪ <i>Thunder Rolling in the Mountains</i>, Afterword; Chief Joseph's <i>Lincoln Hall Speech</i>, Part I</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the main points Chief Joseph makes in Part I of his speech and how he supports these points with reasons and evidence.</li> <li>▪ Analyze Chief Joseph's speech to determine how it reflects important beliefs and values of the Nez Perce.</li> </ul>
24	<ul style="list-style-type: none"> <li>▪ Chief Joseph's <i>Lincoln Hall Speech</i>, Parts I and II</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the main points Chief Joseph makes in Part II of his speech and how he supports these points with reasons and evidence.</li> <li>▪ Analyze Chief Joseph's speech to determine how it reflects important beliefs and values of the Nez Perce.</li> </ul>
25	<ul style="list-style-type: none"> <li>▪ Chief Joseph's <i>Lincoln Hall Speech</i>, Part III</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the main points Chief Joseph makes in Part III of his speech and how he supports them with reasons and evidence.</li> <li>▪ Analyze an excerpt of Chief Joseph's speech to understand one of its purposes and how he communicates the main points.</li> <li>▪ Use word parts and context clues to generate possible definitions of unknown words in a text.</li> </ul>
26	<ul style="list-style-type: none"> <li>▪ Chief Joseph's <i>Lincoln Hall Speech</i>, Part III</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify the main points Chief Joseph makes in Part III of his speech and how he supports them with reasons and evidence.</li> <li>▪ Explain, in a well-structured paragraph, what requests Chief Joseph made of the U.S. government, and what support he offered to convince listeners of his need(s).</li> </ul>

What important beliefs and values of the Nez Perce are reflected in Chief Joseph's <i>Lincoln Hall Speech</i> , and how does Chief Joseph feel about these values?		
27 ⏸	▪ Chief Joseph's <i>Lincoln Hall Speech</i> , Part III	<ul style="list-style-type: none"> <li>▪ Analyze Chief Joseph's speech to determine how it reflects important beliefs and values of the Nez Perce.</li> <li>▪ Write a thesis statement for an essay that responds to the focusing question and includes two supporting points.</li> </ul>
28 ✓	▪ Chief Joseph's <i>Lincoln Hall Speech</i> , Parts I, II, and III	<ul style="list-style-type: none"> <li>▪ Participate in a Socratic Seminar about how Nez Perce beliefs and values are reflected in Chief Joseph's speech, drawing on text evidence, posing questions, responding to others, and synthesizing new information.</li> <li>▪ Develop outline for EOM essay based on ideas and evidence gained from participation in Socratic Seminar.</li> </ul>
29 ✓	▪ Chief Joseph's <i>Lincoln Hall Speech</i> , Parts I, II, and III	<ul style="list-style-type: none"> <li>▪ Synthesize evidence about Nez Perce beliefs and values from Chief Joseph's speech to prepare for writing the End-of-Module essay.</li> <li>▪ Plan, write, and revise an essay to explain how Nez Perce beliefs and values are reflected in Chief Joseph's speech and how he feels about these beliefs and values.</li> </ul>
30 ✓	▪ Chief Joseph's <i>Lincoln Hall Speech</i> , Parts I, II, and III	<ul style="list-style-type: none"> <li>▪ Synthesize evidence about Nez Perce beliefs and values from Chief Joseph's speech to prepare for writing the End-of-Module essay.</li> <li>▪ Plan, write, and revise an essay to explain how Nez Perce beliefs and values are reflected in Chief Joseph's speech and how he feels about these beliefs and values.</li> </ul>



## ■ FOCUSING QUESTION: LESSONS 1-2

How did encounters between Native Americans and European Americans reflect differences in their cultures?



# Lesson 1

## TEXTS

- “Teaching With Documents: The Lewis and Clark Expedition” (National Archives) (<http://tinyurl.com/47nczy4p>)
- Map of territorial expansion of the United States (<http://tinyurl.com/pvmdx6w>)
- Map of Native American tribes (See Student Resource Document.)

# Lesson 1 At A Glance

## AGENDA

### Launch the Lesson (5 min)

### Engage in the Lesson (65 min)

*Prepare to Encounter Text (20 min)*

- Defining *culture* using a Frayer model
- Building background on *conflict* and *cultural conflict*

*Encounter and Explore Text (10 min)*

- Map study: Native American tribes and the Louisiana Purchase

*Encounter Text (30 min)*

- Introduction to annotating questions routine
- Read-aloud of “Teaching With Documents: The Lewis and Clark Expedition”; annotation of questions

*Encounter Text (5 min)*

- Map studies of the Louisiana Purchase and Native American cultures

### Wrap Up the Lesson (5 min)

### Deep Dive: Vocabulary (15 min)

- Word study: *reservation*

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.


### Reading

- RI.5.1, RI.5.7

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4a, L.5.4

## MATERIALS

- Copies of Lesson 1 Handouts A-C
- Map of territorial expansion of the United States (<http://tinyurl.com/pvmdx6w>)
- Copies of “Teaching With Documents: The Lewis and Clark Expedition” (National Archives) (<http://tinyurl.com/47ncy4p>)
- Images 1, 2, and 3 [found in Appendix C]
- Small paper cutout figures (~10–15)
- Sticky notes

## BACKGROUND INFORMATION

This first lesson introduces students to the concepts of culture and cultural conflict—two foundations on which students build knowledge throughout the module. Following background about the cultural conflict between the U.S. government and the Nez Perce, the lesson segues into reading about U.S. Westward Expansion. Direct instruction and practice help students learn how to annotate texts as they read, a routine that research suggests helps students become more active, engaged, and independent readers.

## Learning Goals

Define the word *culture* through characteristics, examples, and non-examples (L.5.4).

- ✓ Complete Frayer model for the word *culture*.

Monitor understanding of a text by generating questions before, during, and after reading.

- ✓ Record questions on sticky notes during and after read-aloud.

### Vocabulary Deep Dive

Use strategies such as paraphrasing to make sense of challenging text (L.5.4a).

- ✓ Complete a Exit Ticket paraphrasing the text, illustrating with pencil the Native Americans’ life “before” and “after,” and writing a one-sentence reflection about what happened to the tribe.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- Display Image 1. (See Appendix C.) Ask:

*What does this photograph show us about the people depicted?*

- Students consider the picture silently and jot down responses using the sentence stems “This makes me think that...” or “This makes me wonder...”
- Display Images 2 (See Appendix C.) and 3 (<https://www.flickr.com/photos/jcapaldi/7502941524/>) \t “\_blank “Fourth of July”). Students consider each photograph and then jot down what it shows about the people depicted. Students use the sentence stems “This makes me think that...” or “This makes me wonder...”
- Afterward, three or four students share ideas for each photograph.
- Introduce the learning goals.

# Engage in the Lesson

## PREPARE TO ENCOUNTER TEXT

### Defining *Culture* 20 MINS

- Explain that throughout this module students will work with a concept called “culture.”
- Display the blank Frayer model (Handout 1A); distribute this handout to students.
- Write the word *culture* in the center of the Frayer model.
- Introduce *culture* with a few concrete examples connected to the photographs, recording these in the bottom left box under “Examples.” (See a completed sample in Appendix C: Answer Keys.)
- In the top left box, record the definition of *culture* (i.e., the way a group of people lives and understands the world, including its...). Students list examples under the definition. Add additional examples as needed (e.g., ideas, beliefs, values, customs, traditions, religion, language, food, clothing, art, music, etc.).

In the upper right box, elaborate on the characteristics of a *culture*. (See sample Frayer model for *culture* in Appendix C for examples.)

**TEACHER  
NOTE**

It will be difficult for students to come up with nuances and characteristics of *culture* for the upper right box. Prompt them with questions such as

*Is it safe to say that all people belong to a culture? Do you think people can belong to several different cultures?*

- Complete the lower right box together with “non-examples” of culture.
- ✓ Give students a few minutes to draw a picture or graphic that represents the word *culture*.
- Next, invite students to come up with examples, past and present, of cultures living together peacefully. Encourage students to think of co-existing cultural practices in their own communities (e.g., different holiday and cultural celebrations or different sports). Discuss several examples.
- Generate examples of cultures, past and present, that have not existed peacefully together. Introduce and define the word *conflict*. Share that these are examples of cultural conflicts, or conflicts that occur between people from different cultures with different beliefs and ideas about the world.
- Share some background about what students will study in the module. For example
  - Students will learn about a major cultural conflict in U.S. history, as a still very young United States expanded westward during the late 1700s and early 1800s and encountered Native American cultures, who had been living in these lands for hundreds of years.
  - This conflict was not new—it began centuries before, as European explorers began arriving in the Caribbean and the Americas and began claiming land in their countries’ names.
  - Students will learn about how U.S. Westward Expansion impacted one particular Native American tribe, the Nez Perce.
  - They will think about the beliefs and ideas that the Nez Perce held and how those differed from ideas and priorities of the U.S. government.
  - They will consider how a culture’s beliefs and ideas about the world determine the behavior of its people.

**TEACHER  
NOTE**

You might show students some photographs of the Nez Perce and their homeland, found here (<http://www.fs.usda.gov/npnht/>), here (<http://www.pbs.org/lewisandclark/native/nez.html>), and here ([http://www.nationalgeographic.com/lewisandclark/record\\_tribes\\_013\\_12\\_17.html](http://www.nationalgeographic.com/lewisandclark/record_tribes_013_12_17.html)).

## ENCOUNTER AND EXPLORE TEXT: MAP OF TERRITORIAL EXPANSION OF THE U.S.

### Map Study: Pairs 10 MINS

- Explain that students will read maps and texts to build knowledge about how the United States was growing and changing during the late 1700s and early 1800s.
- Display the map of territorial expansion of the U.S. (<http://tinyurl.com/pvmdx6w>).
- 👤👤 In pairs, students study the map and discuss the following prompts:
- Based on the map, what area made up the United States in the early 1800s, before the Louisiana Purchase?
- In what year did the United States purchase the Louisiana Territory? From whom did the U.S. buy this territory?
- What land was included as part of the Louisiana Purchase? (Challenge: How many present-day states make up what was the Louisiana Territory?) What do you know about this land during the early 1800s? What did it look like? Who lived there?
- Why do you think the United States wanted to acquire the Louisiana Territory?
- Based on the map, how did the Louisiana Purchase change the United States? What does the map not tell you about the impact of the Louisiana Purchase?

#### TEACHER NOTE

For easy reference, copy the map for each student, or display an enlarged copy on the wall.

- Discuss students' responses as a class. Share additional background, such as
  - In 1803, France sold nearly 827,000 square miles of land west of the Mississippi River to the U.S. for \$15 million to help pay for its war with Great Britain.
  - France controlled the Louisiana Territory from 1699 until 1762, when it gave the land to Spain. When Napoleon Bonaparte took power in France in 1799, France again took control of the Louisiana Territory.
  - President Thomas Jefferson originally wanted to buy only the port city of New Orleans because of its location at the mouth of the Mississippi River on the Gulf of Mexico. At the time, the Mississippi River was the primary route for trade and transportation of goods, especially for American farmers. In 1803, France agreed to sell New Orleans as well as the entire Louisiana Territory.

#### **Extension:**

Show students a map of the original thirteen colonies along the U.S. eastern coast. Show students how the U.S. began to expand westward up to the 1803 Louisiana Purchase.

## ENCOUNTER TEXT: “TEACHING WITH DOCUMENTS: THE LEWIS AND CLARK EXPEDITION” ARTICLE



### Read-Aloud and Annotating Questions: Whole Group 30 MINS

- Share that students will read an informational text to learn about how the Louisiana Purchase impacted the United States.
- Display the text title: “Teaching With Documents: The Lewis and Clark Expedition.”
- Pre-teach key words from the article, including *expedition*, *diplomacy*, *territory*, *exploration*, *route*, *penetrated*, *destiny*, *displacing*, *reservations*.
- Introduce the instructional routine of asking questions. You might say

**“We are going to practice a reading routine today that we will use throughout the year. We will ask questions before, during, and after we read to help us check and clarify our understanding.”**

- Read aloud the title: “Teaching With Documents: The Lewis and Clark Expedition.”
- **Think Aloud:** Model questions you might ask about the title

**“I know that an expedition is a type of journey. I wonder, what exactly was the purpose of the Lewis and Clark Expedition? Those names are familiar, I always hear them together. Who are Lewis and Clark? How did they come to lead this expedition?”**

- Record your question(s) on an anchor chart.
- Invite one or two students to share their questions and record them on the chart.
- Distribute a copy of the text to each student. Read the article to students without interruption; students follow along with their copies.
- Reread the article aloud, one paragraph at a time, as students follow along. Pause after each paragraph, and model another question that the reading inspires, recording this on the chart.
- Briefly explain that you can ask questions when you are wondering about something the text says, when you are confused, or when you come across unfamiliar words. Asking questions while reading helps you monitor understanding. Explain that even if students can’t answer their questions right away, often they will be able to answer them as they read further or when they go back and reread.
- Invite one or two students to share questions before reading the next paragraph aloud; continue the process for paragraphs 2–6, pausing to ask and record questions.
- Pass out a few sticky notes to each student, and tell them to jot down any questions they have as you read paragraphs 7–8.
-  Read aloud paragraphs 7–8. Students write down questions during and after reading, one per sticky note.
-  Students share questions with a partner, write their name on the top of each sticky note, and post them on the anchor chart.
- Revisit the anchor chart, asking students whether any questions were answered as they read.

For example, you might show students that the questions you asked about the title—*What was the purpose behind the Lewis and Clark Expedition? Who are Lewis and Clark? and How did they come to lead this expedition?*—were answered in the first few paragraphs.

- Students share answers to other questions on the chart.
- Remind students that they will not be able to answer all of their questions now. Some will require them to reread, consult other sources, and/or require much deeper thinking and discussion to arrive at an answer. Students will read this article again in the next lesson.

## ENCOUNTER TEXT: MAPS OF NATIVE AMERICAN TRIBES

### Map Study: Whole Group 5 MINS

- Display the Map of Territorial Expansion of the United States (<http://tinyurl.com/pvmdx6w>) again, showing how the map shows lands added by the Louisiana Purchase and pointing out how the land appears to be a big empty area—yet it was far from empty.
- Distribute Handout 1B: Map of Native American Tribes. Display this map, highlighting or circling the area encompassed by the Louisiana Purchase.
- After giving students a minute or so to study this map, ask

*Who lived in this area—and had lived there for generations—before it officially became part of the United States?*

- Invite students to call out the names of tribes they notice.
- As students share, place small cutout figures marked with the tribes' names on the map to represent these groups of people. This will help clarify the connection between the cultures that existed at that time and the expansion that occurred because of the Louisiana Purchase and the Lewis and Clark Expedition.

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# Wrap Up the Lesson

## MONITOR PROGRESS

- ✓ See Check(s) for Understanding above. To wrap up, ask students to consider the two maps and what they show about the relationship between U.S. Westward Expansion and the people who already lived in these areas of the West.

## DISTRIBUTE HOMEWORK

- Students complete Handout 1C: Family and Culture Web, as homework.

## LOOK AHEAD

- Students reread “Teaching With Documents: The Lewis and Clark Expedition” and think about the ideas and beliefs that were important to U.S. leaders, Lewis and Clark, and settlers who would eventually follow Lewis and Clark’s pathway West—and how these ideas and beliefs differed from those of the Native American cultures they encountered.



## ↓ LESSON 1 DEEP DIVE: VOCABULARY

# New word: *Reservation*

- **Time:** 15 minutes
- **Text:** The National Archives: “Teaching With Documents: The Lewis and Clark Expedition” (<http://tinyurl.com/pvmdx6w>)
- **Vocabulary Learning Goal:** Use strategies such as paraphrasing to make sense of challenging text. (L.5.4a)

Students will use three-ring binders to create Personal Dictionaries during this module. Each should have two sections: Morphology/Etymology, and New Words. Organize entries into these categories during each lesson.

Read this excerpt from the text aloud:

“This wave of development would significantly transform virgin forests and grasslands into a landscape of cities, farms, and harvested forests, displacing fauna such as the buffalo and squeezing the Indians who survived onto reservations.”

The National Archives: “Teaching With Documents: The Lewis and Clark Expedition”

### What must *fauna* mean?

- *Since it is referring to buffalo, it must have something to do with animals.*

**What about the word *displaced*? What hint do we have as to its meaning? *Dis-* means the “reversal or negation” of something or some action. How can that help us figure out the meaning of *displace*.**

- *It means the absence or negation of staying in one place, in other words, to move away from.*

### What can you infer about the word *reservation*?

- *It is the place the Native Americans were told to live.*

**The U.S. government created reservations in 1851 in order for Native Americans to have their own designated properties that are not under American rule. There are 310 reservations in the United States, representing 2.3 percent of U.S. land. The conflict had much to do with different philosophies about land ownership. The Native Americans did not believe one could own land and settlers valued land ownership. So this was a difficult issue to resolve.**

Students Partner-Read this quote using the quick definitions to help them access the text in the graphic organizer.

Students share with the class what they believe the quote is saying.

Give students the Online Etymology Dictionary entry for *reservation*: “tract of public land set aside

for some special use' is recorded from 1789, originally in reference to the Six Nations in New York State.”

**If the United States set aside land for the Six Nations in New York State, what do you think that is saying?**

- *The United States kept land for the Native Americans.*

**If Native Americans were “squeezed...onto a reservation,” what does that imply about what happened to them?**

- *Native Americans are being confined to a much smaller parcel of land than they are accustomed to living on—from a place without boundaries, to a place with very definite boundaries.*

Discuss how Native Americans lived before and after being “squeezed” onto reservations.

✓ Complete the Exit Ticket paraphrasing the text, illustrating with pencil the Native Americans’ life “before” and “after” and writing a one-sentence reflection about what transpired.

- *Paraphrase: When we would have to move, our land would look completely different. Our farms would be changed to cities, and forests would be cut down, which would move all the animals off the land so the Indians would be forced to live on reservations.*
- *Reflection: It bothers me that the Native Americans were forced from their land. It seems like there could have been another solution to the conflict, instead of having the Army and new settlers force Native Americans to move away from their homelands.*

## ■ FOCUSING QUESTION: LESSONS 1-2

How did encounters between Native Americans and European Americans reflect differences in their cultures?



## Lesson 2

### TEXTS

- “Teaching With Documents: The Lewis and Clark Expedition: Background,” (<http://tinyurl.com/47ncy4p>)
- Map of the Lewis & Clark Expedition, (<http://tinyurl.com/22lwp4q>)

# Lesson 2 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Explore Text (25 mins.)

- Second reading of “Teaching With Documents: The Lewis and Clark Expedition”
- Introduction to Boxes and Bullets routine

#### Analyze Text (25 mins.)

- Text-dependent questions about Lewis and Clark Expedition article

#### Prepare to Encounter Text (15 mins.)

- Define *cultural values* using a Frayer model

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Punctuate titles

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

## BACKGROUND INFORMATION

In this lesson, students reread the “Teaching With Documents: The Lewis and Clark Expedition” article to discover its main ideas and supporting details. Students learn a routine called “Boxes and Bullets,” which will help them identify and organize main ideas and details. Students will analyze the text to understand the impact of the Louisiana Purchase on Native American cultures in the West and, in the process, define cultural values.

## Reading

- RI.5.1, RI.5.4


## Writing

- W.5.2

## Speaking and Listening

- SL.5.1, SL.5.6

## Language

-  L.5.2d, L.5.4a, L.5.4c, L.5.4

## MATERIALS

- Copies of “Teaching With Documents: The Lewis and Clark Expedition: Background” (National Archives), (<http://tinyurl.com/47ncy4p>)
- Copies of Map of the Lewis & Clark Expedition, (<http://tinyurl.com/22lwp4q>)
- Copies of Handout 2A: Boxes and Bullets Graphic Organizer
- Document camera
- Copies of Handout 2B: Grammar Deep Dive #1: Punctuating Titles

## Learning Goals

Identify main ideas and supporting details from the article about the Lewis and Clark Expedition, and explain how the details support the main ideas (RI.5.2).

- ✓ With a partner, find and paraphrase supporting details for a main idea in the text.

Define *cultural values* through characteristics, examples, and non-examples (L.5.4).

- ✓ Complete Frayer model for *cultural values*.

### Grammar Deep Dive

With support, communicate clearly by punctuating titles correctly (L.5.2d).

- ✓ In partners, use punctuation rules to complete chart and reflect on importance of formatting titles.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 In pairs, students take turns interviewing their partner about his/her family and culture, choosing three to four of the categories from the web (i.e., beliefs and values; holidays; customs and traditions; food; language; religion; music, art, song, dance; and other), the corresponding questions for each category. Encourage students to ask follow-up questions such as, “Can you tell me more about...?”
- Introduce the Learning Goals.

# Engage in the Lesson

## EXPLORE TEXT: “TEACHING WITH DOCUMENTS: THE LEWIS AND CLARK EXPEDITION” ARTICLE

### Boxes and Bullets: Whole Group 25 MINS

- Explain that students will use a routine called “Boxes and Bullets” to record the main ideas and supporting details in informational texts. As they reread, encourage them to consider the big ideas they learn about the Lewis and Clark Expedition.
- Students independently read “Teaching With Documents: The Lewis and Clark Expedition: Background,” (<http://tinyurl.com/47ncy4p>) and circle any unfamiliar words they come across as they read.
- Afterward, students share unfamiliar words and questions they have after their second read. Record students’ additional questions on the anchor chart from the previous lesson. Provide quick definitions for unfamiliar words.
- 👤👤 Next, students share about the following prompt:

*What are the “big” ideas you learn about the Lewis and Clark Expedition from reading this text?*

- Record students’ ideas as they share.

### TEACHER NOTE

When using Boxes and Bullets with a text that has no subheadings or obvious sectional divisions, “chunk” the text into main ideas and supporting details.

- Explain that texts often have headings and subheadings that offer clues to the main ideas. Since this text does not, readers have to determine the big ideas on their own. (Hint: this text seems

to have one overarching main idea and several subtopics.)

- Use a Think-Aloud to model how you came up with the main ideas. For example

**“In this text we learn the purpose of the Lewis and Clark Expedition, its leaders, and its goals. We also learn about the route they took and what they discovered. Finally, we learn how the expedition impacted the future of the United States. It seems like in this text there is one overarching main idea—we learn what the Lewis and Clark Expedition was all about—and three subtopics.”**



- Share the following subtopics, or feel free to adapt them:
  - Thomas Jefferson asked Lewis and Clark to lead an expedition to explore the Louisiana Territory and to search for a water route connecting the eastern United States and the Pacific Ocean.
  - On their two-year journey, Lewis and Clark met Native Americans, drew maps, and recorded information about western lands, plants, and animals.
  - The expedition allowed the United States to expand and settle the West.
- Display a blank Boxes and Bullets organizer. Distribute Handout 2A to each student.
- Fill in three main ideas, explaining that each box houses a big idea for the text. Students copy these main ideas on their own organizers.
- Next, students come up with supporting “bullets,” writing them in their own words. Ask:

*What are some details the author provides to help support the first subtopic or main idea?*

- Enlist students’ help to come up with supporting details. Emphasize the importance of not just copying details—students should paraphrase, or write them in their own words, to ensure that they understand what they read. (A completed sample Boxes and Bullets organizer can be found in Appendix C.)
- Repeat this process for the second main idea. Continue modeling how to paraphrase.

#### TEACHER NOTE

It will be helpful for students to see Lewis and Clark’s route on a map, especially when discussing the second main idea and supporting details. You might display this Map of the Lewis & Clark Expedition (<http://tinyurl.com/22lwp4q>) while discussing the expedition route. Ask students what they notice about the outward and homeward. (Lewis and Clark returned home via a somewhat different route than their outbound route. Lewis and Clark each also took somewhat different routes on their return trek.)

-   For the third subtopic, have students work in pairs to record two supporting details. Remind them to go back to the text to find and paraphrase details.
- Have students share the details they find; record two supporting details.
- In the right-hand column, model how you would respond to the question “How do the key details support the main ideas?” (See completed Boxes and Bullets organizer in Appendix C for sample responses.)

## ANALYZE TEXT

### Text-Dependent Questions: Individuals/Whole Group 25 MINS

- Launch a whole-group discussion about the text using the following text-dependent questions (a mix of basic comprehension and inferential questions) to help students better understand the impact of the Louisiana Purchase and the Lewis and Clark Expedition on the U.S. and on Native American cultures in the West.
- Pose questions one at a time; have students discuss and jot down answers with a partner before discussing as a group.

#### 1 Using the dictionary, define *diplomatic*. Why do you think Jefferson wanted Lewis and Clark to set up diplomatic relations with Native Americans they encountered?

- *Diplomatic means using skill and sensitivity when dealing with other people.*
- *Jefferson may have thought it important to establish good relationships with the Native American people in order to keep peace and allow for trade.*
- *Jefferson may have realized that westward expansion would be much easier if the United States could keep Native Americans as allies and avoid conflicts.*

#### **Extension**

If you have additional time, consider leading students in a close-reading activity of this short **excerpt** from a letter written by Thomas Jefferson to Meriwether Lewis on June 20, 1803 (from *The Lewis and Clark Expedition: Documenting the Uncharted Northwest*, <http://tinyurl.com/47ncy4p>). Have students paraphrase the excerpt and discuss Jefferson's probable motivations behind his instructions to Lewis on how to treat Native Americans they encountered on their expedition.

#### 2 What qualities and skills do you think Lewis and Clark needed in order to establish good relations with the Native Americans they met?

- *the ability to communicate, despite speaking different languages; politeness and respect for different ways of life; interest in their cultures*

#### 3 Reread the second-to-last paragraph: "The Expedition of the Corps of Discovery shaped a crude route to the waters of the Pacific and marked an initial pathway for the new nation to spread westward from ocean to ocean, fulfilling what would become to many Americans an obvious destiny." What do the words "obvious destiny" show about many Americans' attitude toward westward expansion?

- *The words "obvious destiny" show that many Americans believed that it was their right to expand coast to coast and that it was bound to happen eventually.*

#### 4 How did the Louisiana Purchase and the Lewis and Clark Expedition impact or change the United States? How did they impact Native American cultures living in the West?

- *The Louisiana Purchase doubled the nation's size. Both the Louisiana Purchase and the Lewis and Clark Expedition paved the way for pioneers to begin settling the West.*

**TEACHER  
NOTE**

You might explain that because American citizens did the exploring and discovering, it gave them a stronger sense of entitlement to the land, since their taxes helped pay for the expedition.

- *As a result of this expansion, Native American cultures in the West lost their land and were forced to move onto reservations. Many died in the process.*

**5 Think about the purchase of the Louisiana Territory and the goals of the Lewis and Clark Expedition. What do these show us about what the United States valued, or felt to be important? (Generate a list of values; students record them in their learning logs.)**

- *Responses may include increasing its land area, progress, trade, wealth/money, geographic and scientific exploration, and adventure.*


**ENCOUNTER TEXT****Defining Cultural Values: Whole Group** 15 MINS

- Review the definition of *culture* and the ways cultures define themselves, including by their beliefs and values.
- Display the blank Frayer model; write “cultural values” in the center. Students copy this model into their learning logs with the appropriate labels for each section.
- Begin by recording one example of a cultural value in the bottom left “Examples” box. For examples, see completed Frayer model found in Appendix C.
- Next, define cultural values (i.e., the core ideas that a culture has about what is important and about how to live in a way that is good or right). Students share additional examples based on this definition, adding these to the bottom left box.
- Elaborate on characteristics of *cultural values*, such as those included in the sample in Appendix C. Prompt students with questions such as

**How do cultural values help guide people?**

**What cultural values might be considered positive?**

**What cultural values might be considered negative?**

- Finally, complete the lower-right box together with “non-examples.”
-  Students draw a picture or graphic to represent “cultural values.” Afterwards, students Turn and Talk with a partner to explain how their picture or graphic represents “cultural values.”



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# Wrap Up the Lesson

## MONITOR PROGRESS

See Check(s) for Understanding above. To wrap up, invite students to complete the following prompt: *One important value in my family/culture is...* If needed, you might first brainstorm with students a list of possible ideas. If there is time, conduct a Whip-Around, having each student share one important value in his/her family or culture.

## DISTRIBUTE HOMEWORK

Students write a paragraph that begins with the following topic sentence:

*One important value in my family/culture is \_\_\_\_\_.*

In the body of their paragraphs, students should explain (a) why this value is important in their family or culture and (b) how their family or culture expresses or acts according to this value. Encourage students to bring in a photograph, drawing, or other illustration that captures the value they wrote about.

## LOOK AHEAD

In the next lesson students learn about one of the Native American tribes that Lewis and Clark met on their journey west, the Nez Perce, and think about some of the cultural values that the Nez Perce showed in their actions toward Lewis and Clark.

## ↓ LESSON 2 DEEP DIVE: GRAMMAR

# Punctuating titles

- **Time:** 15 minutes
- **Grammar Learning Goal:** With support, communicate clearly by punctuating and capitalizing titles correctly (L.5.2d). Use strategies such as paraphrasing to make sense of challenging text (L.5.4a).

### Formatting Titles Within Sentences Refresher

We format titles to allow readers to distinguish between the work being referenced and the other language of the sentence, thus avoiding misreading. For example, “I love to kill a mockingbird” is a very different sentence than “I love *To Kill a Mockingbird*.”

We format titles of short works (e.g., short stories, poems) and sections of longer works (e.g., chapters, articles) by placing them in quotation marks, while we format longer works (e.g., novels, plays, films) and collections of shorter works (e.g., anthologies, magazines) by italicizing (or underlining if italic is unavailable, such as when handwriting a piece). Note: it is not correct to underline and italicize a title.

As we teach formatting titles, we have an opportunity to reinforce capitalization conventions associated with titles of works. Specifically, we can stress that prepositions (*around, in, on*), articles (*a, an, the*), and coordinating conjunctions (*and, but, for, nor, or, so, yet*) are not capitalized in titles unless they are the first word in a title. Caution students against believing that “all short words” are to be lowercase.

Write the following titles on the board:

- Thunder Rolling in the Mountains (book)

### TEACHER NOTE

Be explicit about the fact that you are underlining because you are handwriting the title; if you were keyboarding, you would italicize the title.

- “Life Skills & Traditions” (article)

Tell students these are two texts of the many texts they will read and write about in this module. When we write about texts, we have to punctuate them clearly so readers can distinguish between the title of the work we are referencing and our words.

- 👤👤 Give each pair of students Handout 2B: Grammar Deep Dive #1: Punctuating Titles.

Using the sample texts on the board, partners brainstorm rules to enter into the Venn diagram. Circulate and support efforts to capitalize and format.

Bring the class together; ask each pair to share one observation. Reinforce the following:

- Both long and short works
  - First word is capitalized.
  - Articles, prepositions, and coordinating conjunctions are not capitalized.
- Long works only
  - underlined or italicized
- Short works only
  - in quotation marks

✓ 👤 Partners use the punctuation rules to complete the rest of the chart. Then they answer the reflection question at the bottom of the paper: “Why is it important to correctly format titles?”



## ■ FOCUSING QUESTION: LESSONS 3-4

What do the Nez Perce's actions toward Lewis and Clark show us about the Nez Perce and their cultural values?



## Lesson 3

### TEXTS

- “Nez Perce Indians,” (<http://tinyurl.com/cyuyqs>) from *National Geographic’s Lewis & Clark Interactive Journey Log*
- Map of the Lewis & Clark Expedition, (<http://tinyurl.com/22lwp4q>)

# Lesson 3 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Encounter Text (15 mins.)

- First reading of “Nez Perce Indians” article; practicing annotations

#### Encounter and Explore Text (10 mins.)

- Map study activity using “Nez Perce Indians” text

#### Explore Text (20 mins.)

- Second reading of “Nez Perce Indians”
- Boxes and Bullets routine

#### Express Understanding (20 mins.)

- Recording evidence of Nez Perce’s cultural values

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- In partners, identify purpose of prepositional phrases.

## BACKGROUND INFORMATION

Students continue building content knowledge by reading a National Geographic article about Lewis and Clark’s first encounter with the Nez Perce Indians. Students practice annotation strategies to monitor their understanding, and identify the article’s main ideas and key details. Students record evidence of the Nez Perce’s cultural values, drawing on evidence of their actions toward Lewis and Clark. In the next lesson, students will use this evidence to write a response to the focusing question.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1 , RI.5.2, RI.5.3


### Writing

- W.5.2 , W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.1a, L.5.5c

## MATERIALS

- Copies of Map of the Lewis & Clark Expedition (<http://tinyurl.com/pvmdx6w>)
- Anchor chart with annotation symbols
- Blank Boxes and Bullets organizer
- Copies of Handout 3A: Evidence Guide for Nez Perce Cultural Values
- Copies of Handout 3B: Grammar Deep Dive #2: Identifying and Sorting Prepositional Phrases

## Learning Goals

Identify main ideas and supporting details from the “Nez Perce Indians” article, & explain how the details support the main ideas (RI.5.2).

- ✓ Turn and Talk about main ideas; in pairs, write two “bullets” for each main idea.

Use evidence from the text to infer Nez Perce cultural values based on their actions, and explain how these actions reflect those cultural values (RI.5.1, RI.5.3).

- ✓ In small groups, record evidence of the Nez Perce’s actions and explain how they reflect cultural values; complete Exit Slip.

### Grammar Deep Dive


With a partner, identify the purpose of prepositional phrases (L.5.1a).

- ✓ Explain in writing how prepositional phrases impact or change sentences.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS


-  In groups of three, students take turns reading aloud their paragraphs about a family or cultural value and share any illustrations or photographs they included. Encourage students to ask each other questions after each read-aloud.
- Introduce the learning goals.

# Engage in the Lesson

## ENCOUNTER TEXT: “NEZ PERCE INDIANS,” *NATIONAL GEOGRAPHIC* ARTICLE

### First Read: Individuals 15 MINS

- Remind students that Lewis and Clark encountered many Native American tribes on their expedition west; one of the tribes they met was the Nez Perce tribe. In this lesson they read an article about the meeting between Lewis and Clark and the Nez Perce.
- Remind students that jotting down questions and circling unknown words as they read helps them monitor their understanding and recognize when they become confused. Annotating, or making notes in the text, helps students understand what they read.
- Share that jotting down questions is one way of annotating, or making notes in the text; annotating helps readers understand what they read by responding to the text.
- Tell students that as they read today, they will practice other annotations.
- Share the chart shown below with students. (Create this anchor chart ahead of class, and continue to add annotation symbols as students learn them.)

Response	What This Means	Annotation Symbol
Unknown words	When you come across an unknown or unfamiliar word, draw a circle around it.	
Questions	If any questions occur to you while reading or if something confuses you, draw a question mark next to that part of the text.	?
Observations	If something surprises you or really captures your attention while reading, draw an exclamation point in the text.	!

- Tell students they are going to practice annotating as they read, circling unknown words and marking questions and observations in the margins of the text.
- Distribute the article “Nez Perce Indians,” (<http://tinyurl.com/cyuyqs>). Students independently read and annotate.
- 👤👤 Students share their annotations with a partner.
- Students share any words that they would like to discuss before moving on. Provide quick definitions for priority words such: *tribe, plateau, impression, eased, trade alliances, proposals, compete, bred, inadequate, territory, confined, defeated, and reservation.*

## ENCOUNTER TEXT: MAP OF THE LEWIS & CLARK EXPEDITION

### Map Study: Pairs 10 MINS

- Distribute copies of the Map of the Lewis & Clark Expedition, <http://tinyurl.com/22lwp4q>.
- 👤👤 Display the following questions. In pairs, students use the map and the text to answer the questions in their learning logs.

#### 1 What do you think the lighter colored areas represent? What do you think the darker colored areas represent? What makes you think so?

- *The lighter colored areas probably represent flat land, as in the Great Plains shown. The darker areas probably represent mountainous areas, since these are in areas marked Rocky Mountains, Bitterroot Range, and Cascade Range.*

#### 2 According to the text, in which three present-day U.S. states did the Nez Perce live at the time of the Lewis and Clark Expedition? Locate the general area of these three states on the map. (Students may need to look at a U.S. map.)

- *The Nez Perce lived in central Idaho, southeastern Washington State, and northeastern Oregon.*

#### 3 Where did Lewis and Clark first meet the Nez Perce? Locate on the map.

- *The Nez Perce met Lewis and Clark just after they had crossed the Bitterroot Mountains.*
- Review students’ responses as a whole class.

## EXPLORE TEXT: “NEZ PERCE INDIANS” NATIONAL GEOGRAPHIC ARTICLE

### Second Read with Boxes and Bullets: Whole Group/Pairs 20 MINS

- Review the Boxes and Bullets routine. Ask students to consider the main ideas of the text as you reread it aloud.
- Reread the text aloud as students follow along silently.
- Point out that this article does not have headings that provide clues to the main ideas. Ask






students to Turn and Talk about the following prompts:

**What is the overarching main idea? What are the subtopics or main ideas? What key details support each main idea?**

- If needed, ask

**If someone asked you what the text was about, what would you tell him or her? What “big” ideas do you learn as you read?**

- Students share the main ideas they found. Use additional prompting, as needed, to help students recall what they learned about who the Nez Perce are, what Lewis and Clark’s encounter with them was like, and what happened to the Nez Perce after the expedition.
- Display the Boxes and Bullets organizer; students copy it in their learning logs.
- Together with students, generate main idea statements, such as those below, prompt students with questions, as needed, to elicit thoroughness.
  - The Nez Perce were plateau Indians that Lewis and Clark met when they crossed the mountains into Idaho.
  - The Nez Perce helped Lewis and Clark, agreeing to trade and keep peace in return for guns.
  - In the mid-1800s, the U.S. government took over the Nez Perce lands and forced the tribe onto reservations.
-   In pairs, students identify at least two bullets. Encourage them to ask themselves, “How does the author support each main idea with details?” Remind them to find the bullets in the text and paraphrase, or write them in their own words.
- Provide support to struggling students as they work.
- Volunteers share aloud the supporting details. Record key supporting details on the class Boxes and Bullets organizer. (See a completed sample Boxes and Bullets in Appendix C.)
-  With their partner, students complete the “Explanation” column. Check in all pairs.

### **Extension**

**National Geographic’s Lewis & Clark Interactive Journey Log** is an interactive online tool that allows students to trace the expedition route and the explorers’ findings through maps, drawings, photos, and journal entry excerpts. Depending on time and the availability of computers or tablets with Internet access, students may work independently or in pairs to research the journey.

## **EXPRESS UNDERSTANDING: “NEZ PERCE INDIANS” NATIONAL GEOGRAPHIC ARTICLE**

### **Record Evidence: Whole Group** 20 MINS

- Remind students of the focusing question, “Based on this article, what do the Nez Perce’s actions toward Lewis and Clark show us about their cultural values?” Students gather evidence from the text to answer this question, and, in the next lesson, use their evidence to write an informational paragraph in response to it.

- Explain that Lewis and Clark learned about Nez Perce culture through close observation. They learned what values the Nez Perce held by observing their actions. Tell students they will also think about Lewis and Clark's actions toward the Nez Perce and what cultural values they think they show.
- Divide students into groups of three, and assign each group paragraph 3, 5, or 6 of the text. Give students a few minutes to read and discuss the interaction between Lewis and Clark and the Nez Perce described in the paragraph.
- Ask:

***What do the Nez Perce's actions show us about their cultural values, the ideas they believed in and felt to be important?***

- Distribute Handout 3A to each student; display a blank evidence guide.
- Invite groups that read paragraph 3 to describe the interaction between Lewis and Clark and the Nez Perce; record a description in the evidence column. (See completed sample evidence guide in Appendix C.) Model for students how you fill in the context and source columns.
- Next, invite them to share what they think the Nez Perce's actions show about their cultural values. If students need additional prompting, ask:

**What do their actions show you about what they believe to be important?**

- Record ideas in the elaboration column as students copy the information in their own evidence guides.
- Follow the same procedure for students who read paragraphs 5 and 6.
- Use this opportunity to expand students' vocabulary. Students will likely describe the Nez Perce as "nice," "kind," and "helpful." Help students generate synonyms that more accurately describe the Nez Perce's actions by asking questions such as

**In what way were they nice? Is there a synonym for *nice* that might describe their actions more specifically?**

- Be prepared with synonyms (e.g., *gracious, hospitable, welcoming, trustworthy, generous*).

## Wrap Up the Lesson

### MONITOR PROGRESS

Students complete a 3-2-1 exit ticket in which they write down

- 3 facts they learned about the Nez Perce tribe;
- 2 ways that the Nez Perce helped Lewis and Clark; and
- 1 example of a cultural value that the Nez Perce demonstrated

## DISTRIBUTE HOMEWORK

Students reread the last two paragraphs of the “Nez Perce Indians” text and generate a list of four or five questions sparked by what they read.

## LOOK AHEAD

In the next lesson, students will use their evidence to write an informational paragraph for the focusing question: “How do the Nez Perce’s actions toward Lewis and Clark reflect their cultural values?”

## ↓ LESSON 3 DEEP DIVE: GRAMMAR

# Prepositional phrases

- **Time:** 15 minutes
- **Text: The National Archives:** “Teaching With Documents: The Lewis and Clark Expedition,” (<http://tinyurl.com/47ncy4p>)
- **Grammar Learning Goal:** With a partner, identify the purpose of prepositional phrases (5.1a).

## Prepositional Phrase Refresher

Writers use prepositional phrases to add detail, create clarity, and expand sentences.

Prepositional phrases express a relationship between a noun or a pronoun (the object of the preposition) and another part of the sentence by giving information about place, time, and specificity. For example, *The table in the kitchen is always covered with school papers.*

Teaching prepositions provides a word analysis opportunity: *pre-*, meaning “before”; *position*, meaning “placement” (*pose, expose, impose*). A preposition is placed before a noun or pronoun to show the relationship between that noun or pronoun and another word in the sentence (e.g., a bird [*in the nest*]).

A preposition may have more than one noun or pronoun object (compound object). Compound objects are usually joined by *and* (e.g., went home [*after dinner and a movie*]).

Prepositional phrases typically answer the questions *where, when, and which one*. The word *of*, the most common preposition, should be taught explicitly. (Note: The preposition *of* usually acts as an adjective, answering the question *which one*)

The question *How* has been included in the chart below. While prepositional phrases may not typically answer this question, this column allows for flexibility, especially for examples drawn from more figurative writing.

**TEACHER  
NOTE**

- This lesson uses the Grammar Safari activity \* to build on students' previous experience (L.4.1e) with prepositional phrases, assuming they are already able to identify and use prepositions and prepositional phrases. (\*See Wheatley English Vocabulary Guidance Document.)
- If students require additional support, consider briefly reviewing this concept using *Where's Waldo?* or *I Spy* books. Ask students to describe the location of objects, making note that prepositions describe "anywhere a mouse can go" or "anytime a mouse can eat cheese." After a list is generated, underline the prepositions and reinforce the concept of prepositional phrases.

Activate students' prior knowledge on prepositional phrases by reminding them that these phrases

- include a preposition and noun or pronoun;
- add detail to sentences by answering the questions *where*, *when*, *what kind*, *which one*, and *how*.

Conduct a three-minute graffiti wall. (See Instructional Strategies document) where students jot down as many prepositions as they can remember. Check for accuracy, consulting **outside resources** as needed. (Note: Keep the preposition graffiti wall in a visible location for students' ongoing reference throughout this module.)

- 👤👤 Give each pair of students Handout 3B: Grammar Deep Dive #2: Identifying and Sorting Prepositional Phrases. Partners work together to complete the chart. Circulate and support as needed.

**Sample Answers**

Sentence from today's text	Where?	When?	What kind?	Which one?	How?
1. The Nez Perce were the largest tribe Lewis and Clark met <u>between the Missouri River and the Pacific Coast</u> .	between the Missouri River and the Pacific Coast				
2. In <u>the 1830s</u> there were an estimated 6,000 Nez Perce. "Nez Perce," (French for " <u>pierced nose</u> ") referred <u>to the nose pendants</u> which some <u>of the Indians</u> wore.		In the 1830s	for "pierced nose"	to the nose pendants  of the Indians	

<p>3. The Nez Perce, watching the sickness-weakened explorers try to create canoes <u>from inadequate tools</u>, showed them how to burn out a log to make a canoe.</p>					<p>from inadequate tools</p>
<p>Puzzlers</p> <p><i>to create</i></p> <p><i>to burn</i></p> <p><i>to make</i></p>					

**TEACHER NOTE**

Students may be puzzled by these phrases because the word *to* is often a preposition. However, in this case, *to* is a part of an infinitive (or a verbal phrase comprised of the word *to* plus a verb in its simplest form). Restate the parts of a prepositional phrase (preposition and noun/pronoun), and support students in recognizing that *create*, *burn*, and *make* are verbs.

✓ At the bottom of their charts, students answer the question “How do prepositional phrases impact (or change) sentences?”

Collect charts and assess students’ abilities to

- identify prepositional phrases,
- sort prepositional phrases by the questions they answer, and
- reflect on the role of prepositional phrases within sentences.

Use the data to plan reviews as needed before proceeding with Grammar Deep Dive 4.

## ■ FOCUSING QUESTION: LESSONS 3-4

What do the Nez Perce's actions toward Lewis and Clark show us about the Nez Perce and their cultural values?



## Lesson 4

### TEXTS

- “Nez Perce Indians,” from *National Geographic’s Lewis & Clark Interactive Journey Log*, (<http://tinyurl.com/cyuyqs>)
- “Life Skills & Traditions” (introduction only) from the U.S. Department of Agriculture Forest Service Unit “Nez Perce National Historic Trail” (See Student Resource Document, Handout 4.)
- Map of Oregon, (<http://tinyurl.com/pnqaw76>)

# Lesson 4 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

*Learn to Express Understanding*  
(25 mins.)

- Introduce “Steps for Writing a (Strong!) Informational Paragraph”
- Model-write informational paragraph using class evidence guide

### Express Understanding (25 mins.)

- Response to Focusing Question Task 1

### Deep Dive: Vocabulary (15 mins.)

- Create a continuum to distinguish shades of meaning

*Encounter Text* (5 mins.)

- Introducing and modeling annotating connections

*Encounter Text* (10 mins.)

- First-read of “Life Skills & Traditions”

### Wrap Up the Lesson

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.3

### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.5c

## MATERIALS

- Chart paper labeled “Recipe for Writing an Informational Paragraph”
- Anchor chart labeled “Steps for Writing a (Strong!) Informational Paragraph”
- Class evidence guide for Nez Perce cultural values from previous lesson
- Copies of “Nez Perce Indians” from *National Geographic’s* Lewis & Clark Interactive Journey Log from previous lesson
- Anchor chart from previous lesson
- Copies of Handout 4

## BACKGROUND INFORMATION

This lesson introduces students to the basic structure of an informational/explanatory paragraph. After observing and analyzing a model, students independently write a paragraph explaining how the Nez Perce demonstrate their cultural values in their actions toward Lewis and Clark.

## Learning Goals

Identify the elements of an informational paragraph and apply this structure in writing (W.5.2, W.5.9).


- ✓ Independently write an informational paragraph; complete an exit ticket.

Explain how the Nez Perce demonstrate their cultural values in their actions toward Lewis and Clark (RI.5.1, RI.5.3).

- ✓ Collect Focusing Question Task 1.

Draw connections between ideas in texts.

- ✓ Write down two connections during independent first read of a text.

-  **Vocabulary Deep Dive**  
Understand shades of meaning of related words (L.5.5c).

- ✓ Checks for Understanding



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# Launch the Lesson

## ENTRANCE TASK 5 MINS

- Create a “recipe card” labeled “Recipe for Writing an Informational Paragraph” on the board or on a piece of chart paper. Underneath, write “List of Ingredients.”
- Hand out markers; invite students to silently write an “ingredient” for a strong paragraph. In other words, what goes into or makes up an informational paragraph?
- Model an example, such as “topic sentence.” Tell students that they can add an ingredient or elaborate on someone else’s ingredient. For example, after “topic sentence” they might write “that clearly introduces what you will be writing about.”
- Once they have written something, students should hand the marker off to a student who has not yet had a turn.
- Remind students that this is a silent activity.
- Introduce the learning goals.

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# Engage in the Lesson 65 MINS

## LEARN TO EXPRESS UNDERSTANDING

### Introducing Informational Paragraph Structure 10 MINS

- Display “Steps for Writing a (Strong!) Informational Paragraph.” Tell students you are going to pull from the ingredient list to write instructions for drafting a strong informational paragraph.
- Create a set of steps for writing an informational paragraph, drawing on students’ ideas from the recipe card and prompting students to expand on their ideas. They should copy these steps into their learning logs. Below is a sample set of steps to use or adapt; be sure to include and explain the following terms and explain the function of each within the paragraph: topic sentence, evidence, elaboration, and ending.

### Steps for Writing a (Strong!) Informational Paragraph

Write a topic sentence that clearly introduces your topic. (Readers should be able to tell from this sentence where you are going with the topic.)

Provide evidence to support your topic. This may include examples and quotations from the text that support your topic.

Elaborate on the evidence. Explain how the evidence supports and connects to your point.

Wrap up your paragraph with an ending, or a concluding sentence. (Rephrase your topic sentence and “sum up” the main idea of your paragraph.)

Remember: TEEE!

- Underline the words topic sentence, evidence, elaboration, and ending. Introduce students to the mnemonic “TEEE.” Explain how it reminds them of the key parts and functions of an informational paragraph.

#### TEACHER NOTE

Students should memorize “TEEE” if they are going to use it, especially in on-demand writing situations. Feel free to create games, chants, or songs to help them remember. You might call the mnemonic “T-triple-E,” and create a chant that explains each letter (or have students do so).

## EXPRESS UNDERSTANDING: “NEZ PERCE INDIANS” ARTICLE

### Work with Exemplar Text: Whole Group 15 MINS

- On an anchor chart or using a document camera, create a model informational paragraph that responds to the focusing question, identifying and explaining one cultural value that the Nez Perce demonstrate in their actions toward Lewis and Clark. Use the ideas from the previous day’s evidence guide, which can be found in Appendix C.
- Conduct a Think-Aloud, showing students how you follow each step of the instructions “TEEE.” Have the evidence guide visible; students should also have their evidence guides out.
- Begin by thinking aloud about the focusing question and how you create a topic sentence that clearly answers that question.
- Emphasize that though the class noted several cultural values, you will focus on writing about just one or two cultural values in a single paragraph. For example, you might say:

**“I notice in our evidence guide that the first and last values we noted are pretty similar. Let’s focus then on writing about the Nez Perce being kind, or hospitable, and helpful. We will have plenty of evidence to support these values! Let’s start off with a topic sentence that says *The Nez Percé’s actions toward Lewis and Clark show that some of the values they believed in were being hospitable and helpful.* Does this sentence clearly introduce our topic?”**

- Continue writing the paragraph and thinking aloud, reflecting back on each step of the paragraph writing instructions and referring to the evidence guide. Below is a sample model paragraph you might use.
- *The Nez Perce’s actions toward Lewis and Clark show that some of the values they believed in were being hospitable and helpful. When the Nez Perce first met the members of the Lewis and Clark expedition, the explorers were starving. The Nez Perce offered them dried buffalo, fish, and bread even though they were strangers. This shows that the Nez Perce were kind, hospitable people. Later, the Nez Perce saw that Lewis and Clark were having difficulty building canoes. The Nez Perce taught Lewis and Clark how to burn out logs to make canoes, which shows they valued helping others. During the period of time that Lewis and Clark spent with the Nez Perce, the explorers learned that the Nez Perce were hospitable, helpful people.*
- After finishing the paragraph, ask students to help make sure that you followed each step of the instructions and included each part of “TEEE.”
- Volunteers read each step of the instructions aloud and point out where and how you followed this step (and whether anything else should be added or changed).
- Highlight the parts of the paragraph to help students understand the relationship between the different parts of the paragraph and their functions.

#### TEACHER NOTE

Even though you have not yet introduced the “Painted Essay” (Lesson 9), you might introduce how the colors green, yellow, and blue represent the different parts of an informational paragraph. A sample “painted” paragraph is shown below.

- **(Topic Sentence)** *The Nez Perce’s actions toward Lewis and Clark show that some of the values they believed in were **(Point 1)** being hospitable **(Point 2)** and helpful. **(Point 1)** When the Nez Perce first met the members of the Lewis and Clark expedition, the explorers were starving. The Nez Perce offered them dried buffalo, fish, and bread even though they were strangers. This shows that the Nez Perce were kind, hospitable people. **(Point 2)** Later, the Nez Perce saw that Lewis and Clark were having difficulty building canoes. The Nez Perce taught Lewis and Clark how to burn out logs to make canoes, which shows how they valued helping others. **(Concluding Sentence)** During the period of time that Lewis and Clark spent with the Nez Perce, the explorers learned that the Nez Perce were hospitable, helpful people.*

## EXPRESS UNDERSTANDING

### Focusing Question Task: Individuals 25 MINS

- Introduce Focusing Question Task 1: Identify another cultural value that the Nez Perce demonstrate through their actions toward Lewis and Clark, and write a short informational/explanatory paragraph explaining how their actions reflect this value.
- Review the following success criteria with students:
  - model their writing after the exemplar paragraph, organizing their ideas according to “TEEE” and the steps they wrote down;

- include a strong topic sentence that clearly states the cultural value the Nez Perce demonstrate through their actions;
- develop their ideas using evidence from the text “Nez Perce Indians” and their evidence guide to explain how the Nez Perce’s actions reflect the value they identified;
- provide a concluding sentence that connects back to the topic and wraps up the ideas.

**Scaffold:**

Provide a paragraph frame such as the one below for students who need additional structure and support.

**Topic sentence:** The Nez Perce’s actions toward Lewis and Clark show that they believed in  (name value)

**Evidence:** *(Describe the Nez Perce’s actions that show this value.)*

**Elaboration:** *(Explain how their actions show the value.)*

**Concluding sentence:** During the period of time that Lewis and Clark spent with the Nez Perce, the explorers learned that the Nez Perce  (restate value) .

- ✓ Collect and review paragraphs as a formative assessment. See Appendix C for an exemplar student response and success criteria.
- Remind students they will practice writing informational paragraphs frequently; just like training for a long race, practicing writing will strengthen their “writing muscles” so that they are ready to tackle longer informational essays later on!

↓ **DEEP DIVE OPPORTUNITY: VOCABULARY**

This is an opportune time in the lesson to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## ENCOUNTER TEXT: “LIFE SKILLS & TRADITIONS” ARTICLE INTRODUCTION




### Annotating Connections: Whole Group 5 MINS

- Share that students will spend the next few days learning more about Nez Perce culture.
- Display the Map of the Lewis & Clark Expedition, (<http://tinyurl.com/22lwp4q>) and, remind students that the Nez Perce lived in what is now central Idaho, southeastern Washington State, and northeastern Oregon. (Point out this region on the map.)
- Explain that the Nez Perce lived in the Wallowa region, in the Blue Mountains of eastern Washington and Oregon.
- Remind students that annotating a text can help them keep track of what they understand and when they become confused.
- Briefly review how to annotate unknown words, questions, and observations.

- Introduce a new type of annotation: connections. You might say

**“Sometimes when we read, something in the text reminds us of another idea within the text, in another text we have read, or a larger idea outside the text. This is called making connections, because we connect what we read to other ideas.”**

Share three types of connections students can make as they read and the symbols they would use to mark these; add these different types of connections to the annotation chart as shown below.

Response	What This Means	Annotation Symbol
Connections	If something in the text reminds you of another idea in the same text, draw a double-sided arrow.	
	If something in the text reminds you of another text you have read, draw an arrow and the letter “T.”	
	If something in the text reminds you of a larger idea in the world—something you have learned through your own experience of the world—draw an arrow and the letter “W.”	

- Read aloud the first few lines of the text, and model one example of a connection you make and how you would annotate this in the text.
- As they read the introduction “Life Skills & Traditions,” students circle unknown words and mark questions and observations. They also make at least two connections and jot these down in the margins of the text.

## ENCOUNTER TEXT

### First Read: Individuals 10 MINS

- Distribute Handout 4: “Life Skills & Traditions.” Students independently read and annotate and then share their annotations with a partner and then as a group.
- Encourage students to share any unknown words that interfered with their understanding of the text. Provide quick definitions for priority words, including *homeland*, *traditional*, *climate*, *glaciation/glaciers*, *erosion*, *resources*, *economies*, *foraging*.

Explain that for this short article introduction, there is one “big” idea. Students Turn and Talk about what they consider the main idea.

# Wrap Up the Lesson

5 MINS

## MONITOR PROGRESS

See Checks for Understanding above. Students complete the following cloze sentence to check their understanding of the main idea of the “Life Skills & Traditions” article introduction: The Nez Perce who lived in \_\_\_\_\_ relied on their homeland for \_\_\_\_\_ , \_\_\_\_\_ and \_\_\_\_\_ .

Students will use this completed sentence as their main idea statement, or their “Box,” filling in the “Bullets” for homework.

## DISTRIBUTE HOMEWORK

Distribute a **Map of Oregon** to each student. Students reread the introduction to “Life Skills & Traditions” (Handout 4) and, using the map and the text, answer the following questions:

- Where is the Nez Perce’s homeland?
- What does the region look like (i.e., geography)?
- For what purposes and activities did the Nez Perce use the land?

### TEACHER NOTE

Students will use their homework responses for an activity in Lesson 6. After checking students’ homework, collect or ask students to hold on to their responses for Lesson 6.

## LOOK AHEAD

In the next lesson, students will research different aspects of Nez Perce lifestyle and culture and think about how their homeland affected their ways of life. They will gather and record evidence for the focusing question.

## ↓ LESSON 4 DEEP DIVE: VOCABULARY

# New words: *proposals, proposed*

- **Time:** 15 minutes
- **Vocabulary Learning Goal:** Understand shades of meanings of related words (L.5.5c).

Engage students in a read-aloud of this excerpt from the text:

“After Lewis joined them a few days later, the expedition discussed the trade alliances and peace proposals that they proposed to every tribe they encountered. The Nez Perce were clear on what they wanted—guns, so they could compete with the Blackfeet and Atsina for buffalo and defend their villages.”

Explain to students that authors select specific words to express nuances of meaning. The more precise the words, the better the reader’s understanding of what the author is communicating.

Prepare words for continuum prior to class. Write these words on large index cards: *discourage, frown upon, be neutral, propose, forbid, demand, be forced, mandate*. Display them in no particular order, perhaps in a pocket chart, but where all are visible.

Draw a six-foot horizontal line about eight inches above and parallel with the ledge of your white board to represent a continuum, with eight, six-inch vertical lines scattered throughout.

Discuss what the words have in common in order to figure out the polar opposites. Have two students pick the two extreme words (*forbid* and *forced*) and place them on either end of the continuum. Have one of these students select another student to place a word group on the continuum where that person thinks it should go. Continue until all words are placed.

When students have finished placing them, discuss the nuances of meanings among these words. (Students should see how the range goes from “not allowing something to happen” to “forcing something to happen.” Ask, “Where does this word fit? Does it have a meaning intending to not have something happen or have something happen—and how strong is the word implying that? How is *propose* compared to *forced*? Is it a suggestion?”)

The end result should be close to the continuum below, although you should allow for some variations. Decisions on where words are placed could generate rich discussions about the nuances of meaning.

*forbid discourage frown upon be neutral propose demand mandate be forced*

Reread the text excerpt. Ask students: “If to *propose* is to suggest something, what do you think the word *proposal* means?”

- *It is the thing proposed. It may be written or spoken.*

**How does this continuum help you understand how Lewis and Clark related to the Nez Perce through the use of the words *propose/proposal* in the text?**

- *It makes me realize that Lewis and Clark were more peaceful, offering proposals. They wanted to negotiate.*
  
- ✓ **Exit Slip:** Later the text states “The U.S. government took control of large portions of their territory during the mid-1800s. In 1863 the Nez Perce were mostly confined to a portion of northwest Idaho.” Does the arrangement the U.S. government made sound *discouraged, proposed, demanded, mandated, or forced*? (Refer to continuum.)
  
- *It sounds mandated or forced because it says the United States “took control.” It says the Nez Perce were confined. That sounds like something they did not agree to.*



## ■ FOCUSING QUESTION: LESSONS 5-6

## How did the Nez Perce's homeland influence their lifestyle and culture?



# Lesson 5

### TEXTS

- “Life Skills & Traditions” (introduction only), from the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail” (see Student Resource Document, Handout 4).

The following texts from the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail” can also be found in the Student Resource Document:

- “Toys” (Handout 5A)
- “Food and Drink” (Handout 5C)
- “Clothing” (Handout 5D)
- “Getting Around” (Handout 5E)
- “Decoration” (Handout 5F)
- “The Tipi” (Handout 5G)

# Lesson 5 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### *Encounter Text (5 mins.)*

- First read of “Toys” article

#### *Explore Text (5 mins.)*

- Oral “Boxes and Bullets” using sentence frames

#### *Express Understanding (10 mins.)*

- Model recording evidence

#### *Encounter and Explore Text (20 mins.)*

- Jigsaw activity: read and summarize text

#### *Express Understanding (20 mins.)*

- Jigsaw activity: record evidence using Nez Perce Lifestyle and Culture chart
- Jigsaw activity: reconvene in original groups and share findings

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Expand sentences with prepositional phrases

## BACKGROUND INFORMATION

In the next two lessons, students explore different aspects of Nez Perce culture as they read selected texts borrowed from the U.S. Department of Agriculture Forest Service, “Nez Perce National Historic Trail” site and unit. Students participate in a jigsaw activity in which they will read about and become an “expert” on one aspect of Nez Perce lifestyle or culture. Before class, consider text assignments and jigsaw groupings.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.2, RI.5.3



### Writing

- W.5.2, W.5.7, W.5.8, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.2, SL.5.4, SL.5.6

### Language

-  L.5.1a,  L.5.3a

## MATERIALS

- Landscape photographs of the Wallowa Valley, Wallowa Lake, Blue Mountains, and Bitterroot Mountains
- Handout 4 from previous day’s lesson
- Handouts 5A-5G, one copy per student
- Handout 5H: Grammar Deep Dive #4: Expanding Sentences with Prepositional Phrases

## Learning Goals

Identify main ideas and supporting details in two articles about Nez Perce culture, and explain how they relate to each other (RI.5.2).

- ✓ In partners and small groups, orally summarize main ideas and key details of articles.

Explain how the Nez Perce homeland influenced aspects of the tribe’s lifestyle and culture, supporting ideas with evidence from the text (RI.5.3).

- ✓ Independently complete a prompt that explains how the Nez Perce homeland influenced one aspect of their culture.

### Grammar Deep Dive

With a partner, add detail to sentences using prepositional phrases (L.5.1a, L.5.3a).

- ✓ Expand a sentence by adding a prepositional phrase.

- ✓ Checks for Understanding

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# Introduce the Lesson

## LAUNCH THE LESSON 5 MINS

- Present a brief slideshow of photographs of the Nez Perce homeland.
- 👤 Students study the photographs and then respond to the following prompts:
  - Describe the landscape you see in these photographs. What are some features that stand out to you?
  - Based on what you see in these photographs, what natural resources do you think the Nez Perce homeland offered in terms of:
    - food and drink?
    - housing and shelter?
    - clothing?
    - transportation (i.e., getting from place to place)?
- Introduce the learning goals.

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# Engage in the Lesson

## ENCOUNTER TEXT: “TOYS” ARTICLE


### First Read: Individuals 5 MINS

- Distribute Handout 5A: “Toys” (see Student Resource Document) to each student.
- Students independently read the article.
- After reading, students share the lines they most enjoyed and help each other determine possible meanings for words or lines they didn’t understand.

## EXPLORE TEXT

### Oral Boxes and Bullets: Pairs 5 MINS

- In pairs, students discuss what main idea(s) they would “box” and what supporting details they would “bullet” for the short passage “Toys.” Provide the following sentence stems to help facilitate students’ conversations:
  - The “big idea” that I would box for this passage is...

- I agree with that “big idea,” and I would add...
- I disagree with that “big idea,” and, instead, I would box...
- One supporting detail I would bullet is...
- Another supporting detail I would bullet is...
-  Circulate to make sure students have grasped the main ideas and supporting details; follow up during the jigsaw activity.

## EXPRESS UNDERSTANDING


### Recording Evidence: Whole Group 10 MINS

- Display Handout 5B: Nez Perce Lifestyle and Culture chart; give each student a copy.
- Model how you fill in each section of the chart for the passage on “Toys.” See Appendix C for a sample of how the chart might be completed for the article on “Toys.” Students should fill out their own charts as you model.
- Conduct a Think-Aloud, showing students how you move back and forth between the text and chart as you gather evidence.
- For the Evidence and Elaboration columns, Think Aloud to show students how you use inferential thinking to answer and provide evidence for the question, “How did the land influence this aspect of Nez Perce lifestyle or culture?” For example, you might say:

**“The text doesn’t exactly tell how the homeland influenced toys, but the second sentence says that ‘parents and grandparents made small baskets, pots, bows and arrows, horses, and even tipis for children to play with.’ (Highlight this line.) In the third paragraph, it says ‘Sometimes they would make a small travois by lashing lightweight poles or branches together.’ (Highlight this line.) I can read between the lines to understand that they used what was available on the land—like tree branches—to make toys.”**

## EXPLORE TEXT: NEZ PERCE LIFESTYLE AND CULTURE

### Jigsaw Activity: Small Groups 20 MINS

- Explain that students will work in small groups, with each person researching a different aspect of Nez Perce lifestyle or culture. Students with the same task meet and become “experts” on their aspect. Then, students reconvene in their original groups where each “expert” reports its findings.
-  Divide students into groups of five. Assign one of the following aspects of lifestyle or culture to each student, and distribute the corresponding handout to each student:
  - “Food and Drink” (Handout 5C)
  - “Clothing” (Handout 5D)
  - “Getting Around” (Handout 5E)

- “Decoration” (Handout 5F)
- “The Tipi” (Handout 5G)
- Assign students into groups based on lifestyle or cultural aspect. Together, students:
  - 1 Read aloud their article, taking turns or having one or two students read.
  - 2 Share any questions and unknown words they came across and discuss possible definitions of unknown words.
  - 3 Discuss the main idea(s) they would “box” and what supporting details they would “bullet” for the passage. Remind students to use the following sentence stems you have posted for this discussion.
    - *The “big idea” that I would box for this passage is...*
    - *I agree with that “big idea,” and I would add...*
    - *I disagree with that “big idea,” and, instead, I would box...*
    - *One supporting detail I would bullet is...*
    - *Another supporting detail I would bullet is...*

## EXPRESS UNDERSTANDING

### Jigsaw Activity: Small Groups 20 MINS

- Next, students complete the Nez Perce Lifestyle and Culture chart for their article.
- Then, students reconvene in their original groups and take turns reporting on the aspect of lifestyle or culture they researched. As other group members listen, students fill in their chart for the aspect of lifestyle or culture being presented.
- After each presentation, students ask each other clarifying questions. If time allows, students share what they learned about different aspects of Nez Perce lifestyle and culture, and how they were influenced by the Nez Perce homeland.

# Wrap Up the Lesson

## MONITOR PROGRESS 5 MINS

✓ Students choose one aspect of lifestyle or culture to write about and complete the following prompt in their learning logs:

*The Nez Perce homeland in \_\_\_\_\_ influenced many different aspects of the tribe’s lifestyle and culture, including \_(name one aspect of lifestyle or culture)\_.*

Then have students write one sentence to follow this prompt. Explain that these sentences will become the focus sentences for a “mini-essay” they will write tomorrow.

## DISTRIBUTE HOMEWORK

Students reread the article about their chosen aspect of Nez Perce lifestyle or culture and review their Lifestyle and Culture charts to ensure they have enough evidence and elaboration; they should develop the chart as needed before writing.

## LOOK AHEAD

Students collaboratively write the introductory paragraph of a “mini-essay.” They then use the evidence they gathered today to complete Focusing Question Task 2 by independently writing the second paragraph of their essay.

## ↓ LESSON 5 DEEP DIVE: GRAMMAR

# Expanding sentences with prepositional phrases

- **Time:** 15 minutes
- **Grammar Learning Goal:** With a partner, add detail to sentences using prepositional phrases (5.1a, 5.3a).

Write the **sentence frame** students used to complete their CFU on the board:

*The Nez Perce homeland in \_\_\_\_\_ influenced many different aspects of the tribe's lifestyle and culture, including (name one aspect of lifestyle or culture)*

Remind students that prepositional phrases provide additional information about nouns or pronouns. Therefore, one place writers can insert prepositional phrases is directly after any noun or pronoun.

Students Pair-Share for one minute to determine where the nouns (or pronouns) are in the above sentence.

Read each word from the frame aloud. Students participate with the following nonverbal signals:

- If the word is a noun or pronoun, they will give a thumbs-up.
- If a word is not a noun or pronoun, they will give a thumbs-down.
- If they are uncertain, they will give a thumbs-sideways.

Underline each noun. Then, have volunteers come up and circle the prepositions. Direct students' attention toward how the prepositions (the starter of prepositional phrases) can follow the nouns, including nouns that are part of prepositional phrases.

Explain that, therefore, one way to add detail and expand sentences is to insert prepositional phrases after nouns or pronouns.

✓ 👤 Give each student Handout 5H: Grammar Deep Dive #4: Expanding Sentences with Prepositional Phrases.

With a partner, students revisit the second sentence they wrote as part of their CFU and expand it by adding at least one prepositional phrase.





## ■ FOCUSING QUESTION: LESSONS 5-6

## How did the Nez Perce's homeland influence their lifestyle and culture?



# Lesson 6

### TEXTS

- “Life Skills & Traditions” (introduction only), from the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail” (see Student Resource Document, Handout 4).

The following texts from the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail” can also be found in the Student Resource Document:

- “Toys” (Handout 5A)
- “Food and Drink” (Handout 5C)
- “Clothing” (Handout 5D)
- “Getting Around” (Handout 5E)
- “Decoration” (Handout 5F)
- “The Tipi” (Handout 5G)

# Lesson 6 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Work with Text (65 mins.)

#### Express Understanding (25 mins.)

- Collaboratively write introductory paragraph for mini-essay.

#### Express Understanding (40 mins.)

- Analyze exemplar paragraph response to focusing question.
- Independently complete Focusing Question Task 2, the second paragraph of the mini-essay.
- Self-assess writing and revise.

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Vocabulary (15 mins.)

- Create a Frayer model for *traditional*.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1 , RI.5.2, RI.5.3

## BACKGROUND INFORMATION

In today's lesson, students collaboratively write an introductory paragraph of a mini-essay, describing the Nez Perce homeland. Then, using the knowledge and evidence gained from the jigsaw activity in the previous lesson, students complete Focusing Question Task 2 by independently developing the second paragraph. Students will learn how transitions can help them connect their ideas.

### Writing

- W.5.2 , W.5.7, W.5.8, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4a

## MATERIALS

- Anchor chart “Steps for Writing a (Strong!) Informational Paragraph”
- Chart paper
- Students' homework responses from Lesson 4
- Class set of small dry erase boards and dry erase markers
- Copies handouts from previous lesson (Handouts 4, 5A, 5C–5G)
- Students' completed Nez Perce Lifestyle and Culture charts (Handout 5B)
- Copies of Handout 6: Checklist for Nez Perce Lifestyle/Culture paragraph
- “Map of Oregon”

## Learning Goals

Explain how the Nez Perce's homeland influenced one aspect of the tribe's lifestyle or culture, by independently writing paragraph two of “mini-essay” (RI.5.1, RI.5.3, W.5.2, W.5.4, W.5.9).

- ✓ Respond to self-assessment questions and revise paragraphs accordingly; collect and review Focusing Question Task 2.

### Vocabulary Deep Dive


Thoroughly examine the word *traditional* to gain a more comprehensive understanding of the text (L.5.W4a).

- ✓ Create a Frayer model for *traditional*.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

-  In small groups, students share their responses to the homework assignment from Lesson 4. Students should discuss each of the following prompts, using their **Map of Oregon** (<http://tinyurl.com/pnqaw76>) and “Life Skills & Traditions” article as needed:
  - Where is the Nez Perce homeland?
  - What does the region look like? (i.e., geography)?
  - For what purposes and activities did the Nez Perce use the land?
- Introduce the learning goals.

# Work with Text

## EXPRESS UNDERSTANDING: “LIFE STYLE & TRADITIONS” AND OTHER USDA FOREST SERVICE TEXTS

### Collaborative Write: Whole Group 25 MINS

- Post the focusing question on the board: How did the Nez Perce’s homeland influence their lifestyle and culture?
- Remind students they have already gathered the evidence they need to write their paragraphs independently. But first, the class writes a paragraph together. Explain:

**“Let’s write an introductory paragraph about what the Nez Perce’s homeland was like. That way, we can give our readers some context, or a sense of where the Nez Perce’s homeland was and what it was like, before we explain how the land influenced aspects of Nez Perce lifestyle and culture.”**

- Remind students that they can refer to the homework assignment they completed following Lesson 4, using the Map of Oregon and “Life Skills & Traditions” article introduction, as evidence for the question, “Where was the Nez Perce’s homeland and what was it like?” Display the anchor chart “Steps for Writing a (Strong!) Informational Paragraph.” (Students should also have their learning logs open to this page.)
- Set expectations for the collaborative write, including that all students will contribute and record ideas.
- Students can use dry erase boards or scratch paper to record ideas.
- Remind students that the purpose of this paragraph is to give context for the mini-essay: Who are the Nez Perce? Where is their homeland? What was it like?

- Explain that the topic, or focus, sentences should answer the focusing requirement: Describe the Nez Perce's homeland and its important physical features.

Students take a minute to jot down a topic sentence. If possible, draw on their ideas to write the first sentence(s) of the paragraph on chart paper. (See exemplar introduction paragraph below for a sample topic sentence.)

- Remind students that the next sentences should provide evidence and elaboration, adding details about physical and geographical features of the Nez Perce's homeland to support the topic sentence. Students take a minute to write supporting sentences.
- Then, follow the same procedure as above: share observations about students' sentences and draw on their ideas to write three or four evidence and elaboration sentences. (See exemplar introduction paragraph below for sample sentences.)
- Remind students that the concluding sentence should wrap up the paragraph's ideas. Students take a minute to write a concluding sentence.
- Share observations about students' sentences, and write a concluding sentence for the paragraph, drawing on students' ideas if possible. (See exemplar introduction paragraph below for sample sentences.)
- Chorally read the introductory paragraph as it is written. Ask students:

**“Have we provided enough evidence and elaborated on our evidence? What more can we add?”**

- Revise the paragraph together as needed.
- Remind students that they are writing a two-paragraph “mini-essay.” In the next paragraph, they will each write about how the land influenced one aspect of Nez Perce lifestyle or culture.
- Introduce the term *transition*. Explain that transitions are words, phrases, or sentences that writers use to move from one big point in a piece of writing to the next. A transition acts as a bridge between two points and helps readers understand how ideas are connected.
- Begin a new paragraph on the chart using the following sentence: *The Nez Perce homeland in \_\_\_\_\_ influenced many different aspects of the tribe's lifestyle and culture, including \_\_\_\_\_.*
- Show students how this sentence is a transition between the introductory paragraph describing the Nez Perce's homeland and the paragraph they will write.
- After naming the aspect of lifestyle or culture they have chosen to write about, students will write a topic, or “focus,” sentence that answers the focusing question: “How did the Nez Perce's homeland influence their lifestyle and culture?” In other words, their topic or focus sentence will explain how that aspect of lifestyle or culture was influenced by the Nez Perce homeland. Remind students that they wrote this sentence at the end of the previous lesson.
- Students should reference their Nez Perce Lifestyle and Culture charts and learning logs, where they wrote their sentences during the previous lesson. Explain that these sentences will serve as the focus sentences for the whole mini-essay.

## EXPRESS UNDERSTANDING

### Analyze Exemplar Paragraph: Whole Group 10 MINS

- Display a model (see below) of a paragraph you have written about toys using the evidence you gathered in the Nez Perce Lifestyle and Culture Chart.
- Read the paragraph aloud and then discuss how you supported your topic or focus sentence with evidence and elaboration from the chart and provided a concluding sentence to wrap up the mini-essay.

#### TEACHER NOTE

Consider color-coding the exemplar paragraphs according to the colors used in the Lesson 4 exemplar, to give students a visual image of the paragraph structure. See Lesson 4 for details.

#### (Introduction Paragraph)

- *Many members of the Nez Perce tribe made their home in what is today eastern Washington and eastern Oregon. At the center of the Nez Perce homeland was Wallowa Lake, which was created by glaciers. The Nez Perce hunted and gathered food in the Wallowa and Blue Mountains and fished the rivers. They lived in villages along the rivers. The Nez Perce way of life depended on the mountains and rivers of their homeland.*

#### (Paragraph 2)

- *The Nez Perce homeland in the Wallowa region influenced many different aspects of the tribe's lifestyle and culture, including children's play. For example, Nez Perce children played with homemade toys such as baskets, bows and arrows, tipis, and travois. The Nez Perce used materials available on the land to make toys. Children made small travois by tying branches together. Nez Perce children played "house" in pretend tipi villages and "hunted" with toy bows and arrows. These toys helped children understand how adults in their culture relied on the land for food and materials to make tools and homes. The resources available on the Nez Perce homeland greatly influenced how children played in Nez Perce culture.*

## EXPRESS UNDERSTANDING

### Focusing Question Task: Individuals 30 MINS

- Introduce Focusing Question Task 2: Choose another aspect of Nez Perce lifestyle or culture and independently compose the second paragraph of the mini-essay, explaining how the Nez Perce's homeland influenced this aspect of the tribe's lifestyle and culture.
- Review the following success criteria with students:
  - model their writing after the exemplar paragraph, organizing their ideas using "TEEE";
  - include a transition that connects the ideas in the class's introduction paragraph with the topic of their second paragraph;

- include a strong topic sentence that clearly states the aspect of Nez Perce lifestyle or culture they are writing about;
  - develop their ideas using evidence from the texts and from their Nez Perce Lifestyle and Culture charts to explain how the Nez Perce’s homeland influenced their culture or lifestyle;
  - provide a concluding sentence that connects back to the focus and wraps up the ideas in the mini-essay.
- ● Students complete Focusing Question Task 2 independently, using the transition sentence above (or one of their own) and topic sentence they wrote in the previous lesson and elaborating with evidence from their Nez Perce Lifestyle and Culture charts.
  - Check in with the most struggling writers one-on-one and provide support as needed.
  - Students complete a self-assessment of their writing using Handout 6: Checklist for Nez Perce Lifestyle/Culture Paragraph and revise their paragraphs accordingly; check in with students as they work on revisions.
  - ✓ Collect and review students’ writing. See Appendix C for an exemplar student response and success criteria.

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## Wrap Up the Lesson 5 MINS

### MONITOR PROGRESS

- ✓ Students Quick-Write:

*Based on your experience of paragraph writing today and your self-assessment, what is one thing you think you did well? What was most challenging for you about writing your paragraph? How did you work to overcome this challenge?*

### DISTRIBUTE HOMEWORK

Students write a final draft of their mini-essay, including both the collaboratively written introductory paragraph and their individual second paragraphs. Students create one or two illustrations or graphics with captions about the aspect of Nez Perce lifestyle or culture that they wrote about to accompany their paragraphs.

### LOOK AHEAD

The focus of the next few lessons will be the well-known Nez Perce leader, Chief Joseph. Students learned a little about him at the end of the “Nez Perce Indians” article about Lewis and Clark’s encounter with the Nez Perce. Students will be reading a short biography of Chief Joseph, which contains the text of his famous surrender speech.

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**PAUSE POINT**

You may find it useful to pause after this lesson to review or provide students with work time before moving on to the next lesson.

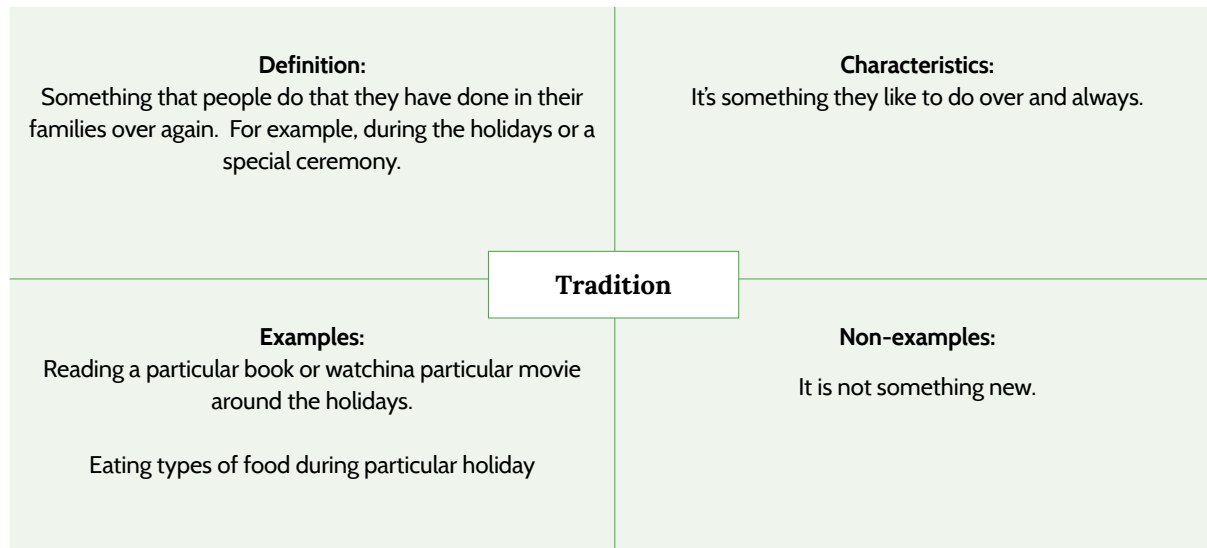
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## ↓ LESSON 6 DEEP DIVE: VOCABULARY

# New word: *traditional*

- **Time:** 15 minutes
  - **Text:**
  - **Vocabulary Learning Goal:** Thoroughly examine the word *traditional* to gain a more comprehensive understanding of the text (L.5.4a).
- 
- Distribute Frayer model handouts.
  - Engage students in a read-aloud of this excerpt from “Life Skills & Traditions”:
    - “For the Nez Perce in the Blue Mountains region of what is now eastern Washington and eastern Oregon, hunting and fishing and gathering were important **traditional** activities.”
  - Direct students to write the word *tradition*, which is the base word of *traditional*. The word *tradition* is a noun and *traditional* is an adjective.
  - Students share out what they think *tradition* means. (Tradition is something that people routinely do or a pattern of behavior.)
  - Generate a discussion with examples of traditions:
    - What do Americans do traditionally on Thanksgiving? (On Thanksgiving, Americans eat a traditional meal of turkey, potatoes, sweet potatoes, apple pie, etc.)
    - Does your family have any holiday traditions? (Allow for a few responses.)
  - Students begin to complete the Frayer model starting with a student-friendly definition. Then, they move to “Characteristics,” “Examples,” and “Non-Examples.”
  - Point out that the text states the Nez Perce hunted, fished, and gathered—which were important traditional activities. Discuss these activities with students in order to give them a deeper appreciation for how important the Native Americans’ traditions were to them.





- ✓ Check students' understanding and clarify misconceptions.



## ■ FOCUSING QUESTION: LESSONS 7-8

As a leader of his people, what did Chief Joseph consider to be his most important roles?



## Lesson 7

### TEXTS

- Image: *Chief Joseph, Nez Perce chief, head-and-shoulders portrait, facing front* by, E. A. Burbank (<http://tinyurl.com/pfm6mv8>)
- “Chief Joseph,” (<http://tinyurl.com/2lzzk>) PBS New Perspectives on the West

# Lesson 7 At A Glance

## AGENDA

### Launch the Lesson

### Engage in the Lesson

*Encounter and Explore Text (10 mins.)*

- Study of Chief Joseph portrait, by E. A. Burbank

*Encounter Text (10 mins.)*

- Read-aloud of “Chief Joseph” biography
- Second read of “Chief Joseph” biography; students annotate

### Encounter Text (15 mins.)

- Student-generated definitions routine for unknown words in the biography

*Explore Text (20 mins.)*

- Third read of biography; students mark significant life events
- Create Boxes and Bullets as a whole class

*Analyze Text (10 mins.)*

- Text-dependent questions about “Chief Joseph” biography

## BACKGROUND INFORMATION

In this lesson, students learn more about Chief Joseph by analyzing a portrait by Elbridge Ayer Burbank and by reading a short biographical essay. Students learn and practice the Wheatley core vocabulary routine “student-generated definitions,” and use knowledge of key words to understand the conflict between the Nez Perce and the U.S. government. Students will continue practicing annotating.

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Add detail to sentences using prepositional phrases

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.



### Reading

- RI.5.1, RI.5.2, RI.5.3, RI.5.4

### Speaking and Listening

- SL.5.1, SL.5.6

### Language


-  L.5.1a,  L.5.3a, L.5.4a, L.5.5b

## MATERIALS


- Image: Chief Joseph by E.A. Burbank
- Copies of “Chief Joseph” biography, (<http://tinyurl.com/2lzzk>) one per student
- Anchor chart with annotation symbols
- Copies of Handout 7A-B

## Learning Goals

Use word parts and context clues to generate possible definitions of unknown words in a text (RI.5.4, L.5.4).


-  In teams, define and clarify word meanings.


Identify main ideas, including significant events in Chief Joseph’s life and key supporting details in a biography (RI.5.2).

-  Annotate significant events that marked Chief Joseph’s life; quick-write important ideas about Chief Joseph and his life as an exit ticket.

### Grammar Deep Dive

Add detail to sentences using prepositional phrases (L.5.1a, L.5.3a).

-  Using “Expanding Sentences with Prepositional Phrases” handout, expand two sentences from previous day’s paragraph writing.

-  Checks for Understanding

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# Introduce the Lesson

## LAUNCH THE LESSON 5 MINS

- Display *Chief Joseph, Nez Perce chief, head-and-shoulders portrait, facing front* by Elbridge Ayer Burbank (Lesson Materials and Resources). Tell students to take a minute to study the painting in silence, then jot notes about the figure in the painting and what details their eyes are most drawn to.
- Introduce the learning goals.


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# Engage in the Lesson

## READING 65 MINS

### ENCOUNTER TEXT: PORTRAIT OF CHIEF JOSEPH

#### Image Study: Small Groups/Whole Group 10 MINS

-  Divide students into groups of three, and invite them to discuss the following questions:

**Describe what you notice about the person being depicted.**

**Given what you notice, what kind of person would you say the subject is? Do you think the artist and subject knew each other? Why or why not?**

- Initiate a whole-class discussion about the painting, inviting volunteers to share responses with the group.
- Confirm that this is a painting of Chief Joseph, a well known leader of the Nez Perce. Tell students that the artist, Elbridge Ayer Burbank, wrote in his book **Burbank Among the Indians** (by Burbank, as told to Ernest Royce) that Chief Joseph was “the greatest Indian I have ever known.” Burbank described Chief Joseph as “an imposing Indian, gentle, dignified, serious.” Tell students that he completed the portrait in 1899, five years before Chief Joseph’s death in 1904.

**TEACHER  
NOTE**

You may share this passage from Burbank’s book: “Among the Nez Percés it was the custom to paint little red dots on their faces. Chief Joseph accomplished this by dipping a small round stick in the paint and applying it to his forehead and cheeks. I also carried in my kit several eagle feathers in case the model had none to dress his hair. Joseph painted the white part of the feathers yellow as was the Nez Perce custom” (Burbank).

- Remind students that they learned a little about Chief Joseph and what happened to the Nez Perce in the years following the tribe’s first encounter with Lewis and Clark. Ask:

**What do you recall about Chief Joseph and the Nez Perce from this article?**

- Explain that today students will read a short biography of Chief Joseph, who is also an important character in the novel *Thunder Rolling in the Mountains*, which they will read in the next few weeks.

**ENCOUNTER TEXT: “CHIEF JOSEPH” (PBS) BIOGRAPHY****First and Second Reads: Whole Group** 10 MINS

- Distribute copies of the Chief Joseph biography, (<http://tinyurl.com/2lzzk>).
- Read aloud the biography without interruption as students follow along.


**TEACHER  
NOTE**

The text may be challenging for many students, given its content and vocabulary. Reading the text aloud and engaging students in vocabulary work following this first read will help them get the most meaning out of this text.

- If needed, briefly review the annotation symbols students have learned. Then, students reread independently and annotate unknown words, questions, and observations, and connections.

**ENCOUNTER TEXT****Student-Generated Definitions: Small Groups** 15 MINS


- Introduce the student-generated definitions routine. (A full description of this routine can be found in the Wheatley Vocabulary and Language Guidance document.)
- Students share aloud unknown words they encountered while reading; record these on the board. (To avoid spending time on too many low-priority words, ask how many students circled the same word. If only two or three students raise hands for a particular word, set it aside for the time being.)

- For words not on the priority list recommended below, ask if any students who know the word can supply the meaning. If not, provide a brief definition. Priority words recommended for students to define in small groups include:
  - betrayed
  - denounced
  - treaty
  - inherited
  - volatile
  - resisted/resistance
  - futile
  - raid
  - pursue
  - retreat
  - skirmishes
  - surrendered
  - injustice
  - conscience
-  Break the class into small groups and assign each group one or two words from the priority list. Distribute a copy of Handout 7A to each group. Students follow the instructions on their handout to define their assigned words.
- Bring the whole group back together. Each group shares its definitions with the whole class.

Students record definitions in their personal dictionaries.

## EXPLORE TEXT: “CHIEF JOSEPH” (PBS) BIOGRAPHY

### Third Read and Boxes and Bullets: Pairs and Whole Group 20 MINS

- Remind students that the article they read about Chief Joseph is a short biography—in other words, an account, or true story, of Chief Joseph’s life. Ask students what they notice about how the text is constructed or organized. (For example, the text relates the events of Chief Joseph’s life in chronological order.)
- Tell students that with that in mind, for the third read, you’d like for them to think about the most significant, or important, events in Chief Joseph’s life—the events that really impacted him—and annotate these events with a star to discuss later.
-  Have students read the text aloud with a partner, pausing briefly after each paragraph to “star” what they consider to be the most significant events in Chief Joseph’s life.
- Students Think-Jot-Pair-Share what they consider the main overall idea of the text, or what main point the author was trying to get across in this biography. Students take two minutes to reflect and jot down their ideas, then briefly discuss ideas with a partner.

**Scaffold**

If students struggle, you might ask questions such as:

*Who was Chief Joseph, according to the writer? What are some interesting things he did? How does looking at his accomplishments tell us about the kind of person he was?*

- As a whole class, generate an overarching main idea statement for the text that answers the question, *Who was Chief Joseph, according to the text?* If needed, provide a cloze sentence, such as the following, to help students focus their ideas: *Chief Joseph was \_\_\_\_\_ who \_\_\_\_\_ and \_\_\_\_\_.*
- Record the class’s main idea statement on an anchor chart with a box around it, leaving space underneath to record “bullets” or key supporting details. Students should create their “Boxes and Bullets” organizer in their learning logs and record the main idea in the box at the top.
- Next, students Think-Pair-Share about the following prompts:

*What kind of leader was Chief Joseph?*

*How did he respond to threats to his homeland?*

*According to the writer, what is Chief Joseph remembered for?*

- Students share responses to these prompts with the whole class. As students share, jot down “bullets.” Students record “bullets” in their learning logs.
- Independently or in pairs, they will generate bullets and then create the right-hand column of the organizer and explain how the details support the main ideas.
- Check to see how well students discern the main ideas from the supporting details.

## ANALYZE TEXT: “CHIEF JOSEPH” (PBS) BIOGRAPHY

### Text-Dependent Questions: Small Groups 10 MINS

Following the Boxes and Bullets routine, students work in small groups to address the following text-dependent questions. Most questions will help students analyze key vocabulary words and how these words help them understand the central conflict between the U.S. government and the Nez Perce. (This demonstrates that authors choose words for a reason!) You can assign each group one question to answer and share with the whole group.

#### **1 Why did the government take back nearly six million acres of the land it had set aside for the Nez Perce? How did this action impact the Nez Perce, particularly Chief Joseph’s father, Joseph the Elder?**

- *In 1863, gold was discovered on Nez Perce territory, causing many white Americans to rush to this area.*
- *The word “betrayed” shows us that Joseph the Elder felt the United States had gone back on its promise to the Nez Perce.*



- The word “denounced” shows us that Joseph felt strongly enough that he publicly accused the United States of betraying his people.
- The fact that he “destroyed his American flag” reinforces the anger and betrayal he felt toward the United States.

**2 Why did Chief Joseph eventually agree to lead his people from their home in the Wallowa Valley to the Idaho reservation? How did Chief Joseph feel about this decision to relocate?**

- In 1877, Chief Joseph finally agreed to move his people to the reservation after General Howard threatened to attack his people and force them from their land.
- “Futile” means pointless. This shows readers that Chief Joseph didn’t believe his people could defeat the U.S. Army, which left them no choice but to move.
- “Reluctantly” means not willing, which helps us understand that Chief Joseph did not want to move his people to the reservation.

**3 Reread the last line of paragraph 4: “Although he opposed war, Joseph cast his lot with the war leaders.” What does “cast his lot” mean and why do you think Chief Joseph decided to do this?**

- Joseph sided with the Nez Perce war leaders, even though he was against war.
- Chief Joseph may have felt that leaders do not abandon their people even when the people choose a difficult course.

**4 According to the Chief Joseph biography, what was the conflict or struggle between the Nez Perce and the U.S. government over?**

- The conflict was over the Nez Perce’s homeland in the Wallowa Valley.
- The U.S. government wanted the land for white settlers, especially since gold had been discovered. The government wanted to move the Nez Perce people to a small reservation in Idaho. The Nez Perce wanted to remain in their homeland in the Wallowa Valley and live peacefully.
- Students’ responses may vary; one core issue was the difference in cultural values, especially the significance of the land and what it meant to each side.

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## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ Now that they have a grasp of the main ideas and supporting details of the article, students will be prepared to dig deeper into the text in the next lesson. To review, have students write responses to the following questions as an exit ticket:

**What did you learn about Chief Joseph from reading this biography? What are three things that struck you most about him or about his life?**

## DISTRIBUTE HOMEWORK

Students respond to the following questions for homework, rereading the “Chief Joseph” biography as needed to help them answer the questions:

- Based on what you’ve learned so far, why was the land in the West important to the U.S. government and to white European settlers?
- What do the government’s actions toward the Nez Perce and other Native Americans over land show us about the government’s *cultural values* at the time? Would you consider these positive or negative values? Why?
- Based on what you’ve learned so far, why was the land so important to the Nez Perce and other Native American cultures?

In addition, students reread Chief Joseph’s surrender speech toward the end of the “Chief Joseph” biography and practice reading it aloud with fluency and expression.

## LOOK AHEAD

In the next lesson students examine root causes of the cultural conflict, or struggle, between the Nez Perce and the U.S. government. Students will also close-read Chief Joseph’s famous surrender speech and consider what it reveals about him and the values and beliefs he held.

## ↓ LESSON 7 DEEP DIVE: GRAMMAR

# Expanding sentences with prepositional phrases

- **Time:** 15 minutes
- **Grammar Learning Goal:** Add detail to sentences using prepositional phrases (5.1a, 5.3a).

**TEACHER  
NOTE**

- This lesson is a focused assessment of the above learning goal.
- If students require additional support on this skill, plan targeted, small-group review before moving forward with grammar deep dives.

Students Think-Pair-Share on this prompt: *Why is it always a good idea to expand our sentences with prepositional phrases?*

Circulate as students discuss and identify two groups to share their ideas with the entire class. Choose pairs that recognize that not all phrases add important information and discuss as a class.

Tell students there are two important questions to consider when expanding sentences:

- Does this phrase add new information to the sentence?
- If yes, is the information something the reader needs to know?

✓ Using the second paragraph of their final drafts from the previous day's writing ("How did the Nez Perce's homeland influence their lifestyle and culture?"), students choose two sentences to take through the sentence expansion process using the "Expanding Sentences with Prepositional Phrases" handout.

As you assess students' paragraphs, also make note of their abilities to:

- Generate prepositional phrases to expand sentences.
- Insert prepositional phrases that add meaning and detail to sentences.



## ■ FOCUSING QUESTION: LESSONS 7-8

As a leader of his people, what did Chief Joseph consider to be his most important roles?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

## Lesson 8

### TEXTS

- “Chief Joseph,” (<http://tinyurl.com/2lzzk>) PBS *New Perspectives on the West*

# Lesson 8 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Analyze Text (10 mins.)

- Small-group discussions with text-dependent questions

#### Analyze Text and Integrate Understanding (15 mins.)

- Fluency practice with Chief Joseph's surrender speech
- Close-read Chief Joseph's surrender speech; text-dependent questions

#### Express Understanding (40 mins.)

- Record evidence of Chief Joseph's roles as a leader
- Respond to Focusing Question Task 3

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Identify and classify introductory elements

## BACKGROUND INFORMATION

After gathering evidence from the biography and speech about Chief Joseph's most important roles, students begin planning and writing a response to Focusing Questions Task 3. A "pause point" is suggested following this lesson.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.


### Reading

- RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.8

### Writing

- W.5.2, W.5.5, W.5.9

### Language

-  L.5.2b, L.5.5c

## MATERIALS

- Document camera
- Copies of "Chief Joseph" biography, (<http://tinyurl.com/2lzzk>) from previous lesson
- Blank class evidence guide for Chief Joseph (see Appendix C for completed sample)
- Copies Handout 8: of Checklist for Chief Joseph Paragraph

## Learning Goals

Describe Chief Joseph's various roles as a leader of his people by identifying specific evidence from the text that supports these roles (RI.5.1, RI.5.2, RI.5.3).

- ✓ In pairs, complete evidence and elaboration columns for two of Chief Joseph's roles.

Plan and independently write a paragraph explaining one of Chief Joseph's important roles as a leader (W.5.2, W.5.5, W.5.9).

- ✓ Collect and review students' paragraphs (next day).

### Grammar Deep Dive

With support, identify and classify introductory elements (L.5.2b).

- ✓ Pair-share to identify the introductory element and determine its question and connection.

# Introduce the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 In pairs or small groups, students share and discuss their responses to the homework prompts:
  - Based on what you've learned so far, why was the land in the West important to the U.S. government and to white European settlers?
  - What do the government's actions toward the Nez Perce and other Native Americans over land show us about the government's *cultural values* at the time? Would you consider these positive or negative values? Why?
  - Based on what you've learned so far, why was the land so important to the Nez Perce and other Native American cultures?
- Briefly discuss student responses as a whole class.
- Introduce the learning goals.

# Engage in the Lesson

## ANALYZE TEXT: "CHIEF JOSEPH" (PBS) BIOGRAPHY

### Text-Dependent Questions: Small Groups 10 MINS

- Students reread, independently or with a partner, the second half of the Chief Joseph biography, from paragraph 6 to the end.
- 👤👤 Pose the following text-dependent questions to help frame discussion before close-reading Chief Joseph's surrender speech. Students work in small groups to discuss the questions and record responses in their learning logs.

#### 1 What does Chief Joseph think about fighting against the U.S. Army? What do you think motivated, or caused, these feelings?

- *Chief Joseph opposed war. He did not want to move his people to the Idaho reservation, but when the U.S. Army threatened to attack his people, he did not want to fight a war over it.*
- *He probably did not believe his people would be able to win against the powerful U.S. Army.*

#### 2 According to the author, what does the legend of Chief Joseph suggest about his role in the Nez Perce war with the U.S. Army? What evidence does the author use to support the point that Chief Joseph did not play as important a role as previously thought in the Nez Perce war with the U.S. army? Given that he was not one of the war leaders, why do you think Chief Joseph surrendered to the U.S. Army?

- Legend suggests that Chief Joseph was considered a great military leader, referred to as “the Red Napoleon.”
- The author tells us that Chief Joseph was never considered a war chief by his people and that he was responsible for guarding the camp while his brother, Olikut, and other chiefs, led the warriors.
- The author also explains that Chief Joseph opposed the decision to flee into Montana and ask the Crow people for help, as the Nez Perce did.
- At the time that Chief Joseph surrendered, Looking Glass, Toohoolhoolzote, his brother Olikut, and other chiefs and war leaders had been killed. While he was not a war leader, he was still a leader—perhaps one of the only ones left.

## ANALYZE TEXT AND INTEGRATE UNDERSTANDING

### Fluency and Close Reading: Whole Group 15 MINS

- Project Chief Joseph’s surrender speech. Choral-read the speech with students, modeling good pacing, phrasing, and expression.
- Students share aloud some of the words and lines that most struck them in the speech and why.
- Initiate a whole-class close reading of the speech with text-dependent questions and any others that will deepen students’ understanding of Chief Joseph’s words and what they reveal about him as a leader of his people.

#### 3 Who do you think Chief Joseph is addressing, or speaking to, in his speech? Where might this speech have taken place?

- Chief Joseph probably would have been speaking to the U.S. Army and the leaders that fought the Nez Perce.
- Students might suggest that the speech took place on a battlefield, or in either the Nez Perce’s or U.S. Army’s camps. (From the text, students can infer that the speech took place in Montana.)

#### 4 According to his speech, what reasons does Chief Joseph give for surrendering? (Give students a minute to highlight these reasons.) What do his main concerns tell us about him as a leader?

- In his speech, Chief Joseph explains that his people are in no position to continue fighting. Many of his people, including the older leaders, are dead; his people are freezing to death; they have no blankets; and many have run away and have no food. He is tired of fighting and wants it to end.
- His main concern is finding and taking care of his people—making sure they are found, that they are safe, fed, and warm. This shows us that he cares deeply for his people and their welfare.

#### 5 What do you notice about the length of the sentences in this speech? How do these sentences help you understand how Chief Joseph feels toward his audience and about surrendering?

- There are many short, simple sentences that give facts: “I am tired of fighting. Our chiefs are killed. Looking Glass is dead.”



- *The short, simple, factual sentences show that Chief Joseph is being direct and honest. He doesn't want to argue—he wants to go find and care for his people.*

### TEACHER NOTE

The second part of question 6 will challenge students. You might provide additional scaffolding to help them address it. For instance, ask leading questions such as: “Does he seem angry toward his opponent? Honest? Hateful?” Follow up by asking students to point out evidence to support their thinking. You might introduce the word *tone* here. Students probably know that tone has to do with sound. Explain that the tone of a piece of writing is about how it sounds—in other words, the speaker’s attitude toward his/her subject and audience.

### 6 Reread this line: “I want to have time to look for my children, and see how many of them I can find.” Who is Chief Joseph referring to when he says “my children”? How does this help you understand how he views himself?

- *Chief Joseph is calling all of his people “my children”—not just the young ones.*
- *This helps us understand that he views himself as the guardian or caregiver for his people. He feels responsible for them.*

### 7 What do Chief Joseph’s words make you feel as a reader?

- *He states, “I am tired. My heart is sick and sad.” We also sense his deep sadness and pain about his people who are lost, cold, starving, and possibly dead.*
- *Students may empathize with Chief Joseph and understand his grief.*

### 8 What does Chief Joseph mean when he says, “From where the sun now stands I will fight no more forever”?

- *He means that from this moment forward (“From where the sun now stands”) he is finished fighting—forever. He wants peace and safety for his people.*
- *Students might remark on the uniqueness and beauty of the phrase “from where the sun now stands.” The word “forever” at the end of “I will fight no more” stresses his decision to fight no more.*

## EXPRESS UNDERSTANDING: “CHIEF JOSEPH” (PBS) BIOGRAPHY

### Recording Evidence: Whole Group/Small Groups 20 MINS

- Introduce the focusing question and blank evidence guide; students copy the evidence guide into their learning logs.
- Tell students that Chief Joseph was certainly a leader of his people, but as they learn in this biography, not in the way some people have thought. For instance, he was not a war leader like some of the other chiefs.
- Students Think-Pair-Share

**As a leader of his people, what did Chief Joseph consider to be his most important roles?**

- Conduct a Think-Aloud to model how you think about one of Chief Joseph’s roles. For example, you might say:

**“I was thinking about how we learned in paragraph 3 that Chief Joseph refused to move his people to the reservation until General Howard threatened to attack. Even though he didn’t want to leave his homeland, he didn’t believe his people would be able to win against the U.S. Army. This shows us that he was practical and that he used reason to guide his decisions. We might call him a ‘voice of reason’ for his people.” Write down “voice of reason” as one role in the evidence guide.**


- Ask:

**What other roles did Chief Joseph consider his most important as a leader of his people?**

- Students share ideas about other roles that Chief Joseph held, supporting their ideas with text evidence.
- As students share ideas, facilitate by providing terms to capture roles that students describe in less precise terms. Record these roles in the class evidence guide, explaining what each word means as you do so. Examples include:
  - Voice of reason
  - Guardian or caretaker
  - Speaker for justice

**Scaffold:**

To arrive at some of these terms, you may need to point students to specific parts of the text and prompt with questions such as: “What does this part tell us about a role Chief Joseph considered one of his most important as a leader of his people?” Remind students that the author does not directly state Chief Joseph’s roles. As readers, they must infer, or figure out, these roles based on clues in the text.

- After recording roles as a class, model how you would fill in the context, source, evidence, and elaboration columns for the “voice of reason” role. (See completed sample evidence guide in Appendix C.) Explicitly model how you record and paraphrase a quotation from the text.
- Then, students work in partners or small groups to complete the rest of the evidence guide for the other roles.
-  Circulate and provide support as needed to help students find and paraphrase quotations and elaborate on evidence.
- Bring the group together after about ten minutes to share what evidence they found for each role.

## EXPRESS UNDERSTANDING: “CHIEF JOSEPH” (PBS) BIOGRAPHY

### Focusing Question Task: Individuals 20 MINS

- Introduce Focusing Question Task 3: Identify a role Chief Joseph considered to be one of his most important as a leader of his people, and write an informational/explanatory paragraph explaining how Chief Joseph demonstrated this role through his words and actions.
- Review the following success criteria with students:
  - organize ideas using “TEEE”;
  - include a strong topic sentence that clearly identifies one of Chief Joseph’s roles;
  - develop ideas using evidence from the text and evidence guide to explain how Chief Joseph demonstrated this role through his words and actions;
  - provide a concluding sentence that connects back to the focus and wraps up the ideas.
- 👤👤 Students conference with a partner to discuss their plan for writing (i.e., which role they will choose to write about, how they plan to introduce, develop, and conclude their topic) and what evidence they will use to show Chief Joseph’s role.

#### **Scaffold:**

You might work with a small group of struggling writers for whom language is especially challenging to discuss their plans for writing and their evidence, followed by oral rehearsals. Provide feedback on students’ plans, evidence, and oral rehearsals before they begin writing.

- 👤 After conferencing with a partner, students begin Focusing Question Task 3. Check in with students one-on-one, especially struggling writers.
- Encourage students to refer to the “Steps for Writing a (Strong!) Informational Paragraph” on the anchor chart or in their learning logs.

#### **TEACHER NOTE**

Most students will probably need additional time and can complete their paragraphs for homework. A pause point is suggested following this lesson, for students to revise their drafts in class and for teachers to conference individually with students and provide feedback.

- ✓ Collect and review students’ writing. See Appendix C for an exemplar student response and success criteria.

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# Wrap Up the Lesson

## MONITOR PROGRESS

✓ See Check(s) for Understanding above. Distribute Handout 8: Checklist for Chief Joseph Paragraph. Explain the purpose of the checklist: to help students self-assess during and after writing. Students pause their writing and respond in writing to one of the questions on the checklist.

## DISTRIBUTE HOMEWORK

If needed, students complete Focusing Question Task 3 for homework. Students self-assess by completing Handout 8: Checklist for Chief Joseph Paragraph.

## LOOK AHEAD

In the next lesson, students will be introduced to the “Painted Essay,” an essay structure they will use for informational/explanatory and argument writing in this module and for the rest of the Grade 5 modules.

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## PAUSE POINT

You may find it useful to pause after this lesson to review or provide students with work time before moving on to the next lesson.

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## ↓ LESSON 8 DEEP DIVE: GRAMMAR

# Introductory elements

- **Time:** 15 minutes
- **Grammar Learning Goal:** With support, identify and classify introductory elements (L.5.2b).

### Introductory Element Refresher

Writers use introductory elements to provide background information readers will want to keep in mind as they read the remainder of the sentence.

The category of introductory elements encompasses a variety of clauses, phrases, and individual words (e.g., conjunctions, adverbs, etc.).

When considering how introductory elements enhance sentences, it is helpful to categorize them by the questions they answer: *Where? How? When? Why?*

Specific elements, such as prepositional phrases, may not readily fit into these categories. Therefore, it is helpful to allow for flexibility by including a “wild card” category.

Commas are typically inserted after the introductory element to set it off from the main clause (the subject and predicate). While there are some exceptions to this rule (such as for brief, two- or three-word phrases), commas after any type of introductory clause are generally accepted as grammatically correct.

Write these sentences from today’s text on the board:

- “In 1855 he even helped Washington’s territorial governor set up a Nez Perce reservation that stretched from Oregon into Idaho.”
- “Feeling himself betrayed, Joseph the Elder denounced the United States, destroyed his American flag and his Bible, and refused to move his band from the Wallowa Valley or sign the treaty that would make the new reservation boundaries official.”
- “When his father died in 1871, Joseph was elected to succeed him.”
- “Believing military resistance futile, Joseph reluctantly led his people toward Idaho.”

In a Pair-Share students discuss: How is the structure of these sentences similar?

Circulate and note partners who are discussing the introductory phrases and comma usage.

Bring the class together for a discussion that emphasizes the following:

- All of the sentences have background information before the subject of the sentence.
- All of the sentences have groups of words and then a comma.

Tell students today they will continue their study of groups of words, like prepositional phrases, that

add detail and clarity to sentences. Explain that when these words are added before the subject of the sentence, they are called “introductory elements.” Introductory elements provide background information for the reader to keep in mind while reading the remainder of the sentence.

Return to the examples on the board; underline each introductory phrase once and each subject twice:

- “In 1855 he even helped Washington’s territorial governor set up a Nez Perce reservation that stretched from Oregon into Idaho.”
- “Feeling himself betrayed, Joseph the Elder denounced the United States, destroyed his American flag and his Bible, and refused to move his band from the Wallowa Valley or sign the treaty that would make the new reservation boundaries official.”
- “When his father died in 1871, Joseph was elected to succeed him.”
- “Believing military resistance futile, Joseph reluctantly led his people toward Idaho.”

Explain that prepositional phrases can be introductory elements. Therefore, like prepositional phrases, introductory elements also answer a number of questions.

Display the following chart for students:

Introductory element	<b>Question</b> <i>(What is this introductory element providing background information on?)</i>	<b>Connection</b> <i>(What in the sentence is this background information telling us about? [Question word] + what)</i>
	<ul style="list-style-type: none"> <li>▪ where</li> <li>▪ how</li> <li>▪ when</li> <li>▪ why</li> <li>▪ _____</li> </ul>	

Using a Think-Aloud show students how to use the chart to determine the type of background information the introductory element provides.

**If my introductory element is “In 1855,” I look back at the sentence and ask myself, “What question is this information answering?”**

**“In 1855” is answering the question “when.” Then, I put the question together with the word what: “When what? When Joseph helped.” So, now I know that “in 1855” tells me when Joseph helped. This is important to understanding the order of events.**

Continue thinking aloud for the remainder of the chart while eliciting responses from students.

## Sample completed chart:

Introductory element	<b>Question</b> <i>(What question is this information answering?)</i>	<b>Connection</b> <i>(What in the sentence is this background information telling us about? [Question word] + what</i>
In 1855	<ul style="list-style-type: none"> <li>▪ where</li> <li>▪ how</li> <li>▪ when</li> <li>▪ why</li> <li>▪ _____</li> </ul>	when Joseph helped
Feeling himself betrayed	<ul style="list-style-type: none"> <li>▪ where</li> <li>▪ how</li> <li>▪ when</li> <li>▪ why</li> <li>▪ _____</li> </ul>	how Joseph felt
When his father died in 1871	<ul style="list-style-type: none"> <li>▪ where</li> <li>▪ how</li> <li>▪ when</li> <li>▪ why</li> <li>▪ _____</li> </ul>	when Chief Joseph was elected
Believing military resistance futile	<ul style="list-style-type: none"> <li>▪ where</li> <li>▪ how</li> <li>▪ when</li> <li>▪ why</li> <li>▪ _____</li> </ul>	why Chief Joseph led his people toward Idaho

✓ Write this sentence on the board: In his last years, Joseph spoke eloquently against the injustice of United States policy toward his people and held out the hope that America's promise of freedom and equality might one day be fulfilled for Native Americans as well.

Students pair-share to:

- identify the introductory element
- determine its question and connection

Circulate and make note of any students who are struggling with this skill.

- *The introductory element is “In his last years.”*
- *This answers the question “when” and tells us “when Joseph spoke.”*



## ■ FOCUSING QUESTION: LESSONS 9-10

## What important cultural values guide Shi-shi-etko and her family?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

# Lesson 9

### TEXTS

- *Shi-shi-etko*, Nicola I. Campbell

# Lesson 9 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### *Express Understanding (25 mins.)*

- Learn “Painted Essay” parts and paint a blank “Painted Essay” template

#### *Encounter Text (15 mins.)*

- Read-aloud of *Shi-shi-etko*, Nicola I. Campbell

#### *Explore Text (5 mins.)*

- Text-dependent questions in small groups

#### *Express Understanding (20 mins.)*

- Record evidence of Shi-shi-etko and her family’s cultural values

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Identify and classify introductory elements

## BACKGROUND INFORMATION

This lesson introduces students to the “Painted Essay” using only the colors on a blank template. This will serve as a foundational visual cue. Following a read-aloud of *Shi-shi-etko*, students create an evidence guide. It will be important for students see how evidence gathering translates into a well structured essay. In the following lesson, students will analyze a model of a “Painted Essay” for the focusing question.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1

### Writing

- W.5.2

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.2b

## MATERIALS

- A copy of a poem
- Watercolors (blue, yellow, red) and paintbrushes
- Copies of Handout 9A: Painted Essay Template, copied on white art paper
- Blank evidence guide for Shi-shi-etko
- Copies of Handout 9B: Grammar Deep Dive #6: Identifying and Classifying Introductory Elements

## Learning Goals

Identify the parts of an essay and analyze their purposes (W.5.2).

- ✓ Jot-Pair-Share the different parts of the “Painted Essay” and the purpose of each part.

Identify examples from the text of cultural values that guide Shi-shi-etko and her family, and explain how these values guide them (RL.5.1).

- ✓ Record evidence of cultural values on evidence guide.

### Grammar Deep Dive

With a partner, identify and classify introductory elements (L.5.2b).

- ✓ Find and classify four examples of introductory elements and explain how they help readers.

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# Launch the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 Display a poem. Students Think-Pair-Share about the following prompts: *What type of writing is this? How do you know?*
- Briefly discuss students' responses as a whole class.
- Introduce the learning goals.

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# Engage in the Lesson

## EXPRESS UNDERSTANDING

### Introduction to the Painted Essay: Whole Group 25 MINS

Give each student a copy of Handout 9A: Painted Essay template.

Each student should have a brush and easy access to paints and water.

Display the Painted Essay template and have red, blue, yellow, and green markers ready.

Lead a discussion such as:

Some kinds of writing, like poems, can have special shapes or forms. Today we are going to learn about the form of a basic essay. Look at the Painted Essay sheet on your desk. How many paragraphs are there? Each of the four paragraphs has a name and a special job or function. We will give each paragraph its own color to help us remember its name and job in the essay.

Have the students color code the essay template as you explain the name and function of each paragraph. Follow the directions below to introduce each paragraph.

#### **Introduction and Focus:**

Point to the first paragraph.

Your first paragraph is called the INTRODUCTION. The job of the introduction is to give some background information, or context, so that the reader can understand the piece. The introduction must also to catch your readers' attention, so that they will want to read more! Red is a "catchy" color, so let's paint this paragraph red. Watch how I color this paragraph, stopping at the line over the word \*focus.\* Be careful—do not color the focus yet.

Use the red overhead marker to model this process. When most have finished, instruct students to put their brushes down (Follow this same general procedure for each paragraph.) Show diagram here.

Continue your explanation by pointing to the focus statement at the end of the introduction.

At the end of this paragraph is a very important sentence called the FOCUS. Another name for this is "THESIS." Your FOCUS, or THESIS, tells the main idea of your piece, just as the topic sentence tells the main idea of a single paragraph. The focus/thesis is the most important sentence in the piece; it steers the piece the way a steering wheel steers a car. Paint the stem of your focus green.

Use the green overhead marker to model this process, then continue.

In this essay, the focus has two points. Paint "point one" yellow and paint "point two" blue. [END

Use the blue and yellow overhead markers to model this process. (Show cumulative diagram here.)

#### **Proof Paragraph One:**

Briefly check all student work before moving on to the next step.

The next paragraph is called **PROOF PARAGRAPH ONE**. Its job is to give evidence and reasons to prove the first part of your focus/thesis. What color is point one of your focus? Paint proof paragraph one yellow, like point one of your focus.

Use the yellow overhead marker to model this process. (Show cumulative diagram here.)

#### **Proof Paragraph Two and Transition:**

Skip the line labeled “transition” and point to proof paragraph 2 on the overhead.

**The next paragraph is called PROOF PARAGRAPH TWO. Its job is to give evidence and reasons to prove the second part of your focus. Skip the sentence labeled transition for now. Place your brush right beneath it and paint a blue line.**

Model this with the blue overhead marker.

**Now, continue to paint proof paragraph two blue, like point two of your thesis.**

Again, model this with an overhead marker. (Show cumulative diagram here.)

Now point to the transition.

**This line is called a TRANSITION. Remember, we learned that a transition is a sentence that moves you from one big point in your piece to the next. It is like a bridge between your two points. Why do you think it is yellow and blue? Paint your transition any pattern of yellow and blue you'd like (stripes, dots, etc.), but please don't mix the two colors.**

Use the blue and yellow overhead markers to model this process. (Show cumulative diagram here.)

#### **Conclusion:**

Point to the last paragraph.

**The final paragraph is called a CONCLUSION. Just like the concluding sentence of a paragraph, the conclusion of an essay's job is to wrap up the piece. An essay conclusion has two parts: a \*WHAT\* and a \*SO WHAT.\* In your conclusion, you need to repeat your focus/thesis (what), but you also need to add some of your own thinking and tell us why what you wrote is important (so what?). To write your conclusion, you use the ideas in proof paragraph one (yellow) and the ideas in proof paragraph two (blue) to figure out something new. Please mix your yellow ideas and your blue ideas and see what you get.**

Have students mix the blue and yellow paints in the watercolor tray or on a plastic plate. (If students are using colored pencils or crayons, they will just use green rather than mixing blue and yellow.)

**What happened? When you mix blue and yellow you get a new color— green! The green shows that after you have considered all your facts, you arrive back at your green focus. But, you'll notice that the color you mixed is a different shade of green than your original focus/thesis—in fact, it's unique! Everyone has a slightly different shade of green. Take a minute to look around at all the different shades of green you've created.**

The CONCLUSION is green because when you run the ideas in the yellow paragraph and the ideas in the blue

**paragraph through your own mind they come together to make something new—your own thinking on the topic! Now, paint your conclusion with your own special shade of green. (Show cumulative diagram here.)**

✓ *Jot-Pair-Share: What are the parts of an essay? What is the purpose of each part?*

Finish by reviewing all the colors and reasons for them. After essays dry, students put them in a folder or notebook for reference. (Laminate them if possible.)

A sample Painted Essay template (painted according to the appropriate colors) is included in Appendix D: Lesson Materials and Resources.

**Teacher Note: Refer to this model frequently throughout the year. Let the colors become part of your classroom language about writing. This first lesson will help students to acquire some basic vocabulary and develop a visual template that will lay the groundwork for a deeper understanding of writing concepts. The activities and games that follow, and practice in writing simple essays, will help students to move from knowledge to understanding.**

*Diana Leddy, Vermont Writing Collaborative*

## ENCOUNTER TEXT: *SHI-SHI-ETKO*, NICOLA I. CAMPBELL

### Read-Aloud: Whole Group 15 MINS

- Briefly review what students have learned about the U.S. Westward Expansion and the cultural conflicts between the white European Americans and Native Americans. Activate students' knowledge with prompts such as:
  - What impact did the Louisiana Purchase and the Lewis and Clark Expedition have on the growing United States and on the Native Americans who lived in the West?
  - How did the values and ways of life of Native Americans in the West differ from those of settlers and the U.S. government?
  - What events led to the conflict between the U.S. Army and the Nez Perce? What consequences did the Nez Perce suffer as a result of their loss?
- Share with students that you are going to read aloud a story called *Shi-shi-etko*, which is about another loss that native people suffered as a result of a conflict between very different cultures.

- Begin reading aloud *Shi-shi-etko* by Nicola I. Campbell. Pause after the introduction and invite students to share questions, connections, and observations. Clarify the meanings of words that are unknown or unfamiliar to students.
- Continue reading to the end of the book, pausing briefly after each page to allow students to study and appreciate the rich illustrations.

## EXPLORE TEXT: *SHI-SHI-ETKO*

### Text-Dependent Questions: Whole Group 5 MINS

Following the reading, engage students in a group discussion using the following questions to check basic comprehension of the story. You might have students Turn and Talk or Jot-Pair-Share responses to these questions before discussing them as a whole group. As students share responses, model how you go back to the text to find evidence to support responses.

#### TEACHER NOTE

Keep in mind that the purpose of this lesson is to model the process of gathering and recording evidence for the focusing question for a Painted Essay, which students will analyze and “paint” in the next lesson. It is important that students have a basic understanding of the characters, setting, and plot of the story before they begin gathering evidence.

#### 1 How does Shi-shi-etko spend the last few days at home before she has to leave for the Indian residential school?

- *Shi-shi-etko spends time with individual members of her family and with her whole extended family, too. She bathes with her mother in the creek, canoes on the lake with her father, and walks in the woods with her Yayah (grandmother).*

#### 2 What do Shi-shi-etko’s mother, father, and Yayah share with her during her last days at home?

- *Shi-shi-etko’s mother, father, and Yayah all share important things they want Shi-shi-etko to remember: the ways and traditions of their people, the land, and the memories of the people and place Shi-shi-etko comes from.*

#### 3 What does Shi-shi-etko do with her memory bag at the end of the story? What details can you recall from the story that help you understand her actions?

- *Instead of taking her memory bag with her to school, Shi-shi-etko buries it beneath her favorite fir tree. As she does so, she addresses the tree: “Dear Grandfather Tree, Please keep my memories and my family safe. I will be home in the spring.” As she rides away from her home in the truck, she looks around and tries to memorize everything she can about her home. These details help us understand that Shi-shi-etko will carry her memories inside of her.*

## WRITING 20 MINS

### EXPRESS UNDERSTANDING: SHI-SHI-ETKO

#### Recording Evidence: Whole Group 20 MINS

- Introduce the focusing question, “What important cultural values guide Shi-shi-etko and her family?” Conduct a Think-Aloud about some of Shi-shi-etko and her family’s cultural values that you noticed as you read. (Be sure to remind students what cultural values are as you think aloud.) For example, you might say:

**“As I was reading about Shi-shi-etko’s last few days with her family, I could tell that they care deeply about certain things. They share the same cultural values, or ideas about what is really important in life. Did you notice some of these values? Let’s go back and read through some of the pages to find evidence of these values.”**

- Display an evidence guide modeled after the one included in Appendix C or create one on an anchor chart; students should copy this guide into their learning logs.
- Continue your Think-Aloud by modeling an example of a cultural value you noted, turning to the page(s) in the book where you made this observation. For example, you might say:

**“Remember the scene where Shi-shi-etko and her mother are bathing in the creek? (Turn to these pages in the book and read aloud the lines beginning “I want you to remember the ways of our people....”) This made me think about how important is to Shi-shi-etko’s mother that she remember her people and the place she came from, no matter how far away she is. I think this is an important cultural value for Shi-shi-etko’s family. I thought about this value again when Shi-shi-etko’s grandmother wakes her and gives her the memory bag. I realized how important memories are to Shi-shi-etko and her family and how they believe in carrying their memories with them wherever life takes them.”**

- Model how you fill in the evidence guide. Explicitly model how to cite a quotation and paraphrase it underneath. Students copy the information into their own evidence guides.
- Ask students:

**What else did you observe about Shi-shi-etko and her family’s cultural values? In other words, what do they care deeply about and consider to be important?**

- As students share ideas, prompt them to support their ideas with evidence from the text. Since they will have heard the text only once, reread excerpts aloud.
- Complete the evidence guide together, prompting students to give context and elaboration for the values they note. See Appendix C for a sample completed evidence guide for *Shi-shi-etko*.

#### **Scaffold:**

If students struggle to come up with additional values, read aloud passages cited in the sample evidence guide and ask what these passages show about what is important to Shi-shi-etko and her family.



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# Wrap Up the Lesson

## MONITOR PROGRESS 5 MINS

✓ Students quick-write:

*Explain what cultural values are and give two examples of cultural values that guide Shi-shi-etko and her family.*

## DISTRIBUTE HOMEWORK

Students write a letter from Shi-shi-etko to her family, explaining why she chose each item to put in her memory bag.

## LOOK AHEAD

In the next lesson, students will read a “Painted Essay” that you wrote in response to the focusing question, “What important cultural values guide Shi-shi-etko and her family?” Afterward, they will paint the essay to see how all of the different parts work together as a whole. Finally, they will read the foreword to the novel *Thunder Rolling in the Mountains*, which they will continue to read over the next several weeks.

## ↓ LESSON 9 DEEP DIVE: GRAMMAR

# Introductory elements

- **Time:** 15 minutes
- **Text:**
- **Grammar Learning Goal:** With a partner, identify and classify introductory elements (L.5.2b)

### TEACHER NOTE

- This lesson uses the Grammar Safari activity (See Language Document)
- If there are limited copies available, use this deep dive as a station activity, allowing students to take turns completing the activity. Alternatively, read each page aloud to the whole class and then pause to allow partners to complete their charts.

Tell students they will work in pairs to locate and classify introductory elements from *Shi-shi-etko*.

👤👤 Give each pair of students a copy of Handout 9B: Grammar Deep Dive #6: Identifying and Classifying Introductory Elements.

Before letting students loose to conduct a Grammar Safari remind them:

- Some introductory elements may not answer one of the questions listed. If this is the case, use the final checkbox to write the question the phrase does answer.
  - Not all introductory elements include commas. Be on the lookout for groups of words that appear before the subject and provide background information.
- ✓ Partners find and classify four examples of introductory elements. At the bottom of the chart, partners answer: “How do introductory elements help readers?”
- *They provide important background information.*
  - *They answer key questions.*

## ■ FOCUSING QUESTION: LESSONS 9-10

## What important cultural values guide Shi-shi-etko and her family?



# Lesson 10

### TEXTS

- *Shi-shi-etko*, Nicola I. Campbell
- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, Foreword

# Lesson 10 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

*Express Understanding (25 mins.)*

- Read aloud and analyze model of Painted Essay for *Shi-shi-etko*

### Deep Dive: Grammar (15 mins.)

- Expand sentences by adding introductory elements

*Encounter Text (15 mins.)*

- Read aloud Foreword of *Thunder Rolling in the Mountains*
- Independent second read with annotations

*Explore and Analyze Text (15 mins.)*

- Independent third read for author's purpose
- Group discussion and text dependent questions.

*Integrate Understanding (10 mins.)*

- Small-group discussions about authors' writing preparation process

### Wrap Up the Lesson (5 mins.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.2, RI.5.3, RI.5.4

### Writing

- W.5.2

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.2b,  L.5.3a, L.5.4a, L.5.4b, L.5.4c

## MATERIALS

- Colored pencils or crayons
- Copies of Handout 10: Model “Painted Essay” for *Shi-shi-etko*
- One copy of the colored model “Painted Essay”
- Sticky notes
- Chart paper

## BACKGROUND INFORMATION

In today's lesson, students see how a carefully constructed evidence guide shapes the “Painted Essay” and what an essay using some important evidence can look like. A model “Painted Essay” for the focusing question has been provided.

## Learning Goals

Identify the parts of an essay and analyze their purposes (W.5.2).

- ✓ Independently read second, third, and fourth model essay paragraphs.

Describe the process the authors used to prepare to write, and evaluate the importance of this process for this novel (RI.5.2, RI.5.3).

- ✓ Quick write to describe authors' preparation for writing.

### Grammar Deep Dive

With support, expand sentences by adding correctly punctuated introductory elements (L.5.2, L.5.3a).

- ✓ Review a sentence, jot down one or two “I wonders” and “Answers”; each pair shares one “Answer” in a whip-around.

# Introduce the Lesson

## LAUNCH THE LESSON 5 MINS

- 👤👤 In pairs, students study the evidence guide from the previous lesson and the Painted Essay template and then discuss how they might take the evidence gathered for the focus question—*What important cultural values guide Shi-shi-etko and her family?*—and turn it into a “Painted Essay.” Remind students that the focus of a “Painted Essay” has two supporting points, which are then developed into two proof paragraphs. To help students initiate discussion, consider posing questions such as:

**What two cultural values would you choose to write about? How might you write a focus statement including both of these values or points?**

**How would you use the evidence to write proof paragraphs?**

- Introduce the learning goals.

# Engage in the Lesson

## EXPRESS UNDERSTANDING: *SHI-SHI-ETKO*, NICOLA I. CAMPBELL

### Work with Exemplar Text: Whole Group 25 MINS

- Distribute Handout 10: Model “Painted Essay” for *Shi-shi-etko*. Display the essay.
- Read the essay aloud as students follow along silently.
- Before reading the essay aloud a second time, ask students to listen for all of the parts of the essay that they learned in the previous lesson. Have students look at the essays they painted to help them think about what they are seeing and hearing.
- Slowly re-read the first paragraph aloud. Pause after each sentence to have students jot the name of that part of the essay, and then discuss:

*What is this sentence's job? How did the words in this essay about Shi-shi-etko and her family do that job?*

- Students color each sentence the corresponding color. Remind students to color lightly, so they can easily read the words.
- ✓ Students read the second, third, and fourth paragraphs independently, note essay part's name in the margin, and color each section.
- After labeling and coloring the essay, students discuss with partners and then as a whole group:

**What is each section's job? How did the words in the essay do that job?**

- Display the colored essay shown below one paragraph at a time and reveal the colored parts after discussing each section.
- In both body paragraphs, point out how you included quotations from the text as evidence to support the topic of each paragraph. Show students how you wove them into the evidence portion of the paragraph and cited page numbers from the text.

**Scaffold**

If students need more support in naming the parts of the essay, stop and discuss after each paragraph rather than waiting until the end.

**Introduction:** Imagine that you have just a few more days before you leave your home and family behind for a long time. What would you want to remember about the people and the place you come from? In the story *Shi-shi-etko*, written by Nicola Campbell, a young Native Canadian girl named Shi-shi-etko wants to enjoy her last few days at home with her family before she is forced to go to the faraway Indian Residential School. As they bathe in the creek, canoe on the lake, and walk in the outdoors, (**Focus/Thesis**) Shi-shi-etko's mother, father, and yayah (grandmother) share important beliefs they want Shi-shi-etko to remember. These beliefs or values, (**Point 1**) including the importance of family and (**Point 2**) remembering the people and place you come from, guide the everyday lives of Shi-shi-etko's family and her people.

**Proof Paragraph 1:** One of the values that Shi-shi-etko and her family hold most dear is the importance of family. In the introduction to the book, we learn that Native children “were loved so much that the whole community raised them together—parents, grandparents, aunts, uncles, cousins, and elders” (Introduction). In her final days before she leaves for school, Shi-shi-etko spends almost every waking moment with her family members. She bathes in the creek with her mother, takes the canoe out on the lake with her father, and walks through the woods with her yayah. Shi-shi-etko's entire family gathers to share a meal together, including cousins, aunts, and uncles (p. 7). In these scenes, the author shows us how important family is to Shi-shi-etko and her family.

**Transition/Proof Paragraph 2:** In addition to valuing family, Shi-shi-etko's family and her people strongly believe in remembering the people and place they come from. Her family believes it is especially important for Shi-shi-etko to remember her people and the land since she will soon leave them behind. Shi-shi-etko's mother tells her, “I want you to remember the ways of our people. I want you to remember our songs and our dances, our laughter and our joy” (p. 4). Her father points to the trees, mountains, and water around them and tells her, “My girl, these are the things you must always remember” (p. 12). Shi-shi-etko makes it a point to try to memorize everything she can: the sights, sounds, tastes, smells, and feelings around her. It is important to both Shi-shi-etko and her family that these memories of her home and her people stay with her when she leaves them.

**Conclusion:** Throughout the story, we learn how important remembering one's family and one's people are to Shi-shi-etko's family as they share important teachings with her. On the day that Shi-shi-etko leaves, she places her memory bag, given to her by her grandmother, inside the roots of her favorite tree and asks the tree to keep her memories and her family safe (p. 27). Knowing how the values of family and memory guide Shi-shi-etko's family in their daily lives, readers know that Shi-shi-etko will carry these values with her in her heart when she leaves for school.

### DEEP DIVE OPPORTUNITY: GRAMMAR

This is an opportune time in the lesson to teach the Grammar Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## ENCOUNTER TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, COVER AND FOREWORD

### First and Second Reads: Whole Group 15 MINS

- Distribute copies of *Thunder Rolling in the Mountains* by Scott O’Dell and Elizabeth Hall.
- Students study the cover, including the title, authors, and illustration.
- Consider providing the following sentence stems:
  - *I think Thunder Rolling in the Mountains will be about \_\_\_\_\_ because...*
  - *I think this book is (fiction/nonfiction) because...*
- Ask one or two pairs to share their predictions about the book.
- Share brief background on the novel and its authors, Scott O’Dell and Elizabeth Hall:
  - *Thunder Rolling in the Mountains* is historical fiction. It tells of the Nez Perce’s 1,400-mile march from their homeland in the Wallowa Valley, Oregon into Montana as they fled from the U.S. Army.
  - Scott O’Dell died in 1989, before he had finished writing *Thunder Rolling in the Mountains*. His wife, Elizabeth Hall, who had been very involved in the research and development of the story’s characters and events, completed the book as he had asked her to do.
- Tell students that the class will read the Foreword to *Thunder Rolling in the Mountains*, which was written by Scott O’Dell’s wife and co-author Elizabeth.
- Explain that a foreword is a short piece of writing found at the beginning of a book. The writer of the foreword typically introduces the book and remarks on it in some way. Prompt students to think about what Elizabeth Hall wants readers to understand about *Thunder Rolling in the Mountains* as they read the foreword.
- Read aloud the foreword while students follow along.
- Students reread the foreword independently, using sticky notes with symbols to mark annotations (i.e., questions, observations, connections, and unknown words).
- Ask students to share unfamiliar words they encounter during the first read, jotting these down as students share. The following words are important to help students grasp the main ideas of the foreword: *immersed, ignorance, valiant, bleak, recollections, musings, eyewitness*.
- 👤👤 Pair students and assign each pair one of the priority words noted above. With their partner, students generate a working definition using word parts and context. Each pair then shares these with the class. Clarify word meanings as needed.

## EXPLORE AND ANALYZE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, FOREWORD

### Close-Read and Text-Dependent Questions: Whole Group 15 MINS

- Students reread the foreword independently, thinking about the author’s purpose.
- After reading, ask:

**What does Elizabeth Hall want readers to understand about *Thunder Rolling in the Mountains* before they begin reading it? What in the text makes you think that? What information does she share with us in the Foreword?**

- Generate a class list, jotting down as many student-generated ideas as possible, including evidence they cite.
  - Lead students in a whole-group close reading of the foreword using the text-dependent questions to help students understand the authors’ purpose and how the authors prepared to write the book.
  - Pose the questions one at a time. Have students record responses in their learning logs before discussing as a whole group.
- 1 What does Hall mean by the word *immersed* in the first paragraph? How did she show that O’Dell was *immersed*?**
    - *Hall meant that the author, Scott O’Dell, was completely absorbed “in the story of Chief Joseph and his people.”*
    - *Hall shows this by telling how O’Dell worked continuously on the manuscript in the hospital even as he lay dying.*
  - 2 According to the first paragraph, what qualities of Chief Joseph’s people most impressed the authors and why?**
    - *The courage and determination of Chief Joseph’s people impressed the authors most.*
    - *The people remained courageous and determined, even though they were treated cruelly and betrayed by the U.S. government.*
  - 3 According to the second and third paragraphs, how did the authors gather the historical information for this novel?**
    - *O’Dell and Hall followed the same 1877 trail of Chief Joseph from Wallowa Valley in Oregon to Bear Paw, Montana.*
    - *The authors read the recorded memories of Nez Perce and people from the U.S. Army and informational accounts by historians. They also used two eyewitness accounts.*
  - 4 Using what you know about word parts, what is an “eyewitness”? Given what you know about Chief Joseph and the Nez Perce retreat, why do you think eyewitness accounts were important in helping the authors write this novel?**




- An eyewitness sees something happen with his or her own eyes and is able to describe it.
- These eyewitness accounts helped the authors recreate the events in the story, since these people actually experienced the events they are writing about.

## INTEGRATE UNDERSTANDING: THUNDER ROLLING IN THE MOUNTAINS, FOREWORD

### Discussion: Small Groups 10 MINS

- Explain that, in the Foreword, readers learn that one way the authors gathered information was by traveling the same trail that Chief Joseph and his people followed from the Wallowa Valley into the Bear Paw Mountains in Montana.
- Read aloud the following sentence from the Foreword:

**“A few years earlier we had followed the trail taken in 1877 by Chief Joseph and his valiant band, from the beautiful Wallowa Valley in Oregon to the bleak battlefield at Bear Paws in Montana.”**

- Note students’ possible definitions of *valiant* and *bleak* from earlier. Students use the dictionary to clarify definitions of these words.
-  Divide students into groups of three or four to discuss the prompt: Why might it have been important for the writers of this novel actually to travel the trail the Nez Perce took? Each group should generate a list of reasons.

#### TEACHER NOTE

Encourage students to think about how the words *bleak* and *valiant* provide clues about the importance of traveling the Nez Perce trail.

- After several minutes, each group shares one or two reasons. Record reasons on an anchor chart, while students record in their learning logs.

## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

- ✓ Students quick write:

*Describe the process the authors used to prepare to write the novel. Why do you think this process was important for this particular novel?*

## DISTRIBUTE HOMEWORK

Students write a paragraph in response to the prompt:

*Why might it have been important for the writers of this novel to travel the trail taken by the Nez Perce?*

Encourage students to use notes from today’s discussion to help them write. Remind students that the paragraph should have an introductory statement, followed by two or three supporting reasons and a conclusion.

### **Scaffold**

Provide students with a sentence stem such as “In my opinion, it was important for the authors to travel the trail so that...” to complete as their introductory sentence.

### **TEACHER NOTE**

Since the focusing question is evaluative, students will not necessarily be supplying evidence from the text as they have been doing up to now. However, students still follow the paragraph structure, substituting reasons for “evidence.”

## LOOK AHEAD

Students begin reading the novel *Thunder Rolling in the Mountains* in the next lesson. As students read the novel, they collect evidence for the focusing question, “What important values guide Chief Joseph in his life?”

## ↓ LESSON 10 DEEP DIVE: GRAMMAR

# Expanding sentences with introductory elements

- **Time:** 15 minutes
- **Text:** *Shi-shi-etko*, Nicola I. Campbell
- **Grammar Learning Goal:** With support, expand sentences by adding correctly punctuated introductory elements (L.5.2b, 5.3a).

Display this modified paragraph from today's essay.

**TEACHER  
NOTE**

We learn how important remembering one's family and one's people are to Shi-shi-etko's family as they share important teachings with her. She places her memory bag, given to her by her grandmother, inside the roots of her favorite tree and asks the tree to keep her memories and her family safe (p. 27). Readers know that Shi-shi-etko will carry these values in her heart when she leaves for school.

Remind students that introductory elements provide important background information for the reader. Therefore, without this information, readers can become confused about how ideas fit together.

Tell students they will all work on making writing clearer by expanding sentences with introductory elements.

To determine where to place introductory elements, look at each sentence and conduct an "I wonder" test.

Create (or display) the following chart:

Sentence #	I wonder	Answer
	where... how... when... why... _____...	

Use a Think-Aloud to model how to use this chart for sentence expansion.

**My first sentence is, “We learn how important remembering one’s family and one’s people are to Shi-shi-etko’s family as they share important teachings with her.”**

**So, let’s see what I wonder about sentence 1. The sentence tells what we learn but not from where. I wonder where this information comes from.**

**To answer this question, I could insert a phrase like “in the story” or “throughout the story.”**

**Let’s try the next one together.**

Continue thinking aloud for the second row of the chart while eliciting responses from students.

Sample response chart:

Sentence #	I wonder	Answer
1	where... we learn? how... when... why... _____...	throughout the story
2	where... how... when...she places her memory bag? why... _____...	On the day that Shi-shi-etko leaves

✓ 👤👤 Students review the third sentence and jot down one or two "I wonders" and "Answers."

Have each pair share one "Answer" in a whip-around.



■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 11

## TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, map "Route of the Nez Perce" and Chapter 1

# Lesson 11 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### *Express Understanding (15 mins.)*

- Revise a paragraph following map study and partner dialogue

#### *Encounter Text*

- First read of Chapter 1
- Think-Aloud observations about story elements

#### *Explore Text*

- Second read of Chapter 1 with story element annotations
- In small groups, record evidence for narrator, setting, and conflict
- Introduce and model Story Map

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Vocabulary (15 mins.)

- Create K-W-L chart for the word *tribe*

## BACKGROUND INFORMATION

As students read the novel *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, they learn to identify and summarize key story elements such as character, motivation, setting, conflict, events, and resolution. In Grade 5, students use a Story Map to capture these story elements as they read. This lesson introduces and models use of the Story Map as students begin reading Chapter 1 of the novel. Over the course of the module, students become responsible for independently completing Story Maps for the chapters they read.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.2


### Writing

- W.5.2, W.5.5

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4a, L.5.4c

## MATERIALS

- Class set of *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall
- Copies of Handout 11A: Graphic Organizer for Story Elements
- Copies of Handout 11B: Story Map
- Document camera

## Learning Goals

Use details from the text to establish contexts for the novel's characters, narration, setting, and conflict (RL.5.1).

- ✓ Record details about character, setting, and conflict on a graphic organizer; explain how the details help readers understand these story elements; complete an Exit Slip identifying the novel's narrator, setting, and conflict.

Revise and develop a paragraph based on insights gained from a map study and dialogue with a partner (W.5.2, W.5.5).

- ✓ Add explanation/elaboration to a previously written paragraph.

### Grammar Deep Dive

Develop a deeper understanding of the word *tribe* and increase content knowledge of Native American cultures (L.5.4c).

- ✓ Complete the "L" column of a K-W-L chart.

- ✓ Checks for Understanding



# Introduce the Lesson

## LAUNCH THE LESSON 5 MINS

- 👤👤 Partners study the map “Route of the Nez Perce” on the pages following the Foreword and answer questions:

**Trace your fingers along the trail from beginning to end. What do you notice about the route they followed?**

**What can you infer from the dated battles shown on the map?**

**How much total time did the Nez Perce spend on this trail, according to the map?**

- Introduce the learning goals.

# Engage in the Lesson

## EXPRESS UNDERSTANDING: *THUNDER ROLLING IN THE MOUNTAINS*, FOREWORD AND “ROUTE OF THE NEZ PERCE” MAP

### Revise Draft: Pairs 15 MINS

- 👤👤 Based on the map activity, ask students to think about why it was important for the authors to travel the same route as Chief Joseph and his “valiant band.”
- Partners share aloud the paragraphs they wrote for homework in response to the prompt:

*“Why might it have been important for the writers of this novel to travel the trail taken by the Nez Perce?”*

- Students discuss additional ideas they might add to their paragraphs, based on their map-reading and partner discussions.
- ✓ Afterwards, students independently revise their paragraphs to include any additional ideas.

## ENCOUNTER TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 1

### Read-Aloud: Whole Group 15 MINS

- Tell students that they will read the first chapter of the novel *Thunder Rolling in the Mountains*. Explain that since they are beginning the novel, you are going to read aloud, but normally students read in partners or independently.

- Encourage students to consider who is telling the story, where and when it takes place, and what problem they learn about.
- Read aloud Chapter 1, pages 1–5; students read along silently in their books.
- Distribute Handout 11A. Give students a few minutes to jot down any questions and observations about the narrator, the setting, and conflict they learn about.
- Students share questions and observations with partners.

### TEACHER NOTE

Students may have questions about the narrator’s language (e.g., “I had not ridden the trail for many moons” or “we would be gone three suns” or “those who had sold their land to the Big Father”). Discuss some of these language choices. Clarify what the narrator means, and explain that this way of speaking reflects the culture’s way of marking the passage of time

- Conduct a Think-aloud to model what you noticed about the narrator, setting, and conflict during the first read.
- As you think aloud, record the names of the story elements in the first column of your graphic organizer and questions and observations about narrator, setting, and conflict in the second column. Students copy elements into their own organizers.
- Be sure to review the terms *narrator*, *setting*, and *conflict* as you think aloud, as students may be unfamiliar with these terms.
- An example of a Think-aloud you might use for conflict might be:

**“Did you notice how Sound of Running Feet and the other girls grow nervous as soon as they spot the cabin and cut-down trees? This was the first clue about a conflict in the story. Remember, a conflict is a problem or struggle that characters in a story face. The conflict in this story seems to be between the Nez Perce and white settlers. We learn that a white family has built a cabin on land belonging to the Nez Perce. One question I have is about something Sound of Running Feet says: ‘They had not set foot upon our land, only on the land that belonged to part of our tribe, those who called themselves Christians, those who had sold their land to the Big Father, who lived in a faraway place called Washington.’ I wonder, is there a conflict within the Nez Perce tribe, too, because some of them sold their land to the Big Father? Does she mean the President or the U.S. government?”**


## EXPLORE TEXT: THUNDER ROLLING IN THE MOUNTAINS, CHAPTER 1

### Second Read with Story Element Annotations: Pairs 5 MINS

- Explain that students will now reread Chapter 1; as they do, they should pay close attention to details about the narrator, setting, and conflict and consider how the author helps them understand these elements in Chapter 1.
- ●● Students reread Chapter 1 in pairs, taking turns reading aloud.
- As they read, students use sticky notes to mark places in the text that provide clues that help them understand aspects of Sound of Running Feet, setting, and conflict.

## EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 1


### Working with Story Elements: Small Groups 15 MINS

-  Students Pair-Square to form groups of four. Assign each group either narrator, setting, or conflict. Students revisit Chapter 1, rereading as necessary, to answer the following prompts for their assigned story element:

**NARRATOR:** What can we learn about Sound of Running Feet as a character from this first chapter? What details in the text show us what she is like?

**SETTING:** What details in the text help us understand more about the physical setting of the area and the time when the story takes place?

**CONFLICT:** What details in the story help us understand more about the story's conflict?

- Model an example of a detail (including page number) you found about the narrator, setting, or conflict, and how it helps you understand more about the story element.
-  Students record responses to their prompts in the third and fourth columns of their graphic organizers and prepare to share with the class. Provide support to students as they cite details from the text and elaborate on them.

After about ten minutes, bring the whole group back together and post three pieces of chart paper (labeled NARRATOR – Sound of Running Feet; SETTING; and CONFLICT, with the question prompts above).

- Groups take turns sharing details and explaining how these details helped them understand more about the story elements.
- Record responses on the anchor charts, prompting students to go back to the text for evidence or to elaborate on inferences about the narrator, setting, or conflict.

#### **Scaffold:**

If students do not recognize Sound of Running Feet's character traits (i.e., her boldness, as evidenced in the way she confronts and speaks to the white man; her determination, in the way she taught herself to shoot a rifle), call attention to details in the text that show these traits. Question students about what these details show about her character.

## EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 1

### Story Map: Whole Group 15 MINS

- Introduce the Story Map and project Handout 11B.
- Students use Story Maps to help them keep track of the characters, setting, conflict, and events as they unfold. Tell students you will be modeling a Story Map today, but soon they will begin creating Story Maps on their own.

- Point out the Story Map sections and symbols. For each section, explain what information belongs there, and model how you fill it in for Chapter 1 (see completed sample Story Map in Appendix C). Students fill in their Story Maps as you model.
- When explaining each element of the Story Map, you might say:

**Character:** Here we record the main character(s) in the section of text we read, as well as other characters. We may jot down brief notes about the characters, especially if we are meeting them for the first time. We also record the main character’s motivations, or what drives the character to behave as he or she does. Think of character motivations as what a character wants (or does not want).

**Setting:** Record the time, place, and circumstances in which the story’s action takes place. If the setting changes, note the different settings.

**Conflict:** Record the central conflict of the novel, which will likely stay the same throughout the novel. Also record the problems that characters face in the chapters we read.

**Event Timeline:** Record the main events in the order that they happened. Try to note between three to eight events—closer to eight when reading multiple chapters. This will help ensure we include only the most important events. Number the events and write one sentence per event. It might help to start each sentence with a sequence word. For instance, *First, ...Next, ...Then, ...After that, ...Finally, ...* or *In the beginning, ...In the middle, ...At the end, ...*

**Outcome (or Resolution):** Here we record how the action in this part of the text comes to an end. Sometimes, but not always, it will include a solution to the conflict, or problem.

## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ Using the map, Foreword, and Chapter 1 of *Thunder Rolling in the Mountains*, students complete an Exit Slip with the following information:

The narrator of the novel *Thunder Rolling in the Mountains* is \_\_\_\_\_.  
The time in history is \_\_\_\_\_.

The place where the story is set is \_\_\_\_\_.

The main conflict is between \_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ over \_\_\_\_\_  
\_\_\_\_\_.

## DISTRIBUTE HOMEWORK

For homework, students generate questions about Chapter 1 of *Thunder Rolling in the Mountains*. Encourage students to ask questions that require deep thinking—not questions that could be answered “Yes” or “No.”

## LOOK AHEAD

Students meet and analyze the character of Chief Joseph in Chapter 2 of *Thunder Rolling in the Mountains*.

## ↓ LESSON 11 DEEP DIVE: VOCABULARY

# New word: *tribe*

- **Time:** 15 minutes
- **Text:** *Thunder Rolling in the Mountains*, Scott O’Dell and Elizabeth Hall
- **Vocabulary Learning Goal:** Develop a deeper understanding of the word *tribe* and increase content knowledge of Native American cultures for this module (L.5.4a, L.5.4c).

Read aloud this excerpt from *Thunder Rolling in the Mountains*:

“Many times when our chieftains talked I heard them speak of the white people. They had not set foot upon our land, only on the land that belonged to a part of our *tribe*, those who called themselves Christians, those who had sold their land to the Big Father, who lived in a faraway place called Washington” (pp. 2–3).

K-W-L chart: Model for students how to record the “K” section of the K-W-L chart, which is “What I think I know.” Students record the K-W-L chart in their Personal Dictionaries and will come back to this K-W-L chart at the end of the module.

Ask students what they *think* they know about the word *tribe* and write responses under the “K” section of the chart, emphasizing that sometimes we have to clear up misconceptions about words as we learn more about them.)

Think-Pair-Share Partners discuss what they would like to learn more about. Then, students share and record their ideas in the middle section of the K-W-L chart.

Optional extension: The links below are online lists of all the Native North American People Tribal Names: <http://tinyurl.com/ybm6d52> or <http://tinyurl.com/2q2bnt>.

Students may find it interesting to research these names, their meaning, cultural information, and origins.

Ask students what they think the word *tribe* means.

Share the *Merriam-Webster* definition “a group of people that includes many families and relatives who have the same language, customs, and beliefs.”

**As we read about tribes of Native Americans, you can add to your K-W-L chart because each tribe has unique customs and traditions. This will expand your understanding of tribes, their beliefs, and their histories.**

✓ Students write what they learn about *tribes* in the “L” column of their K-W-L chart as they continue reading *Thunder Rolling in the Mountains*.

■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 12

### TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, Chapters 2-3

# Lesson 12 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Encounter Text (10 mins.)

- Read aloud Chapter 2 of *Thunder Rolling in the Mountains*

#### Explore Text (10 mins.)

- Text-Dependent Questions; create Story Map

#### Encounter Text (10 mins.)

- Partner-read Chapter 3; develop Story Map

#### Explore Text (10 mins.)

- Whole-group discussion of Story Map

#### Analyze Text (25 mins.)

- Close-read Chapter 2 scene to analyze Chief Joseph's character

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Expand sentences by adding introductory elements

## BACKGROUND INFORMATION

In today's lesson, students will read Chapters 2 and 3 of the novel, *Thunder Rolling in the Mountains*, as a read-aloud and partner-read and, with support, create a Story Map for these two chapters. Following this lesson, students will become largely responsible for reading the novel and creating Story Maps independently. In the next lesson, students will begin collecting formal evidence for the novel's focusing question.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.2, RL.5.3



### Writing

- W.5.2

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.2b,  L.5.3a

## Learning Goals

Summarize key story elements, including character, setting, conflict, events, and outcome, for two chapters of the novel (RL.5.1, RL.5.2).

- ✓ Complete Story Map for Chapters 2–3 as a whole class; independently jot down outcome/resolution.

Infer Chief Joseph's character traits as evidenced by his words and actions and observations of other characters (RL.5.1, RL.5.3).

- ✓ Record character traits for Chief Joseph in learning log; complete a prompt identifying two character traits for Chief Joseph in Chapters 2–3.

### Grammar Deep Dive

With a partner, expand sentences by adding correctly punctuated introductory elements (L.5.2b, L.5.3a).

- ✓ Share one expanded sentence during a whip-around.

- ✓ Checks for Understanding



# Introduce the Lesson

## LAUNCH THE LESSON 5 MINS

- Pairs share the questions generated after reading Chapter 1 of **Thunder Rolling in the Mountains** and make predictions about what will happen in Chapter 2.
- Introduce the learning goals.

# Engage in the Lesson

## ENCOUNTER TEXT: *THUNDER ROLLING IN THE MOUNTAINS, CHAPTER 2*

### Read-Aloud: Whole Group 10 MINS

- Read aloud Chapter 2, pages 7–12. As students follow along, they should pay close attention to new characters; changes in setting, and the development of conflict.

#### TEACHER NOTE

Chapter 2 is the first time that students meet Chief Joseph. A read-aloud of this chapter will especially help struggling readers to get a sense of who he is and what he is like as a character. On subsequent days, the majority of reading will be done in pairs or independently.

## EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS, CHAPTER 2*

### Text-Dependent Questions and Story Map: Whole Group 10 MINS

- Distribute Handout 12A: Story Map. Explain that students will create a Story Map for Chapters 2 and 3 together. Before students read Chapter 3 with a partner, students respond to the following text-dependent questions to demonstrate comprehension of Chapter 2.
- Pose questions one at a time; students discuss with a partner and find evidence in the text before discussing as a whole class.
- Project a blank Story Map and record information about characters and setting as students share responses.

#### 1 Where does this part of the story take place?

- *Chapter 2 begins in Sound of Running Feet's village, in an area called Wallowa.*

## 2 Who are some new characters we meet in Chapter 2?

- We meet Chief Joseph, a chieftain of the Nez Perce and Sound of Running Feet's father; Swan Necklace, a young Nez Perce man who Sound of Running Feet has strong feelings for; and General Howard, the leader of a group of white soldiers. We also meet Too-hul-hul-sote, another Nez Perce leader, and Nez Perce warriors, Wah-lit-its and Red Moccasin Tops.

## 3 In the first chapter, we are introduced to the conflict between the Nez Perce and the white settlers who have settled on land that certain Nez Perce members sold to the U.S. government. How does the author develop this conflict in Chapter 2? Why do General Howard and the soldiers come to the village?

- In Chapter 2, we learn that General Howard has ordered Chief Joseph to move his people from their home to a place called Lapwai, where other Indians are already living. General Howard and his soldiers have to come to make sure Chief Joseph obeys this order.

## ENCOUNTER TEXT: THUNDER ROLLING IN THE MOUNTAINS, CHAPTER 3

### Partner-Read and Story Map: Pairs 10 MINS


- Partners read Chapter 3, taking turns or having one student read the whole chapter.
- Afterwards, students revisit character and setting on their Story Maps, and consider whether to note any new characters, character motivations, or setting changes.

#### TEACHER NOTE

No new characters are introduced in Chapter 3, and the location remains the same as for Chapter 2. Consider asking students to add what they learn about main characters (i.e., Chief Joseph, Sound of Running Feet, General Howard) and their motivations. You might also have students describe weather conditions during the meeting between Chief Joseph and General Howard and consider the author's choices in describing the weather.

## EXPLORE TEXT: THUNDER ROLLING IN THE MOUNTAINS, CHAPTERS 2–3

### Story Map: Whole Group 10 MINS

- As a class, discuss and record additional information about conflict for these chapters. Generate an event timeline, recording five to eight key events for Chapters 2–3 on the timeline.
- Remind students to record key events in the order in which they happen. Prompt students' recollection of the sequence of events from these chapters with questions such as, "What happened first in Chapter 2?" and "What happened next?"
-  Students independently jot down the outcome for Chapters 2–3 on their Story Maps. Remind students that the outcome is how the action concludes in this part of the story; it does not always mean that the conflict is resolved.
- Volunteers share aloud the outcome they recorded.

## ANALYZE TEXT: THUNDER ROLLING IN THE MOUNTAINS, CHAPTERS 2–3

### Close-Read and Character Analysis: Whole Group 25 MINS

- Tell students that today they meet a very important character in the novel: Sound of Running Feet’s father, Chief Joseph. Students will spend time looking closely at two scenes in Chapters 2 and 3—one with Chief Joseph and his daughter, the narrator, and the scene in Chapter 3 with Chief Joseph and General Howard—to get a sense of Chief Joseph’s character, including his personal traits and beliefs.
  - Introduce the words *compare* and *contrast*. Invite students to Pair-Share what they know about these terms before defining them for students. Tell students that as they close-read a passage between Chief Joseph and his daughter, they should consider how Chief Joseph is similar to and different from other characters, especially his daughter.
  - Students independently reread the top half of page 7, ending with the line “He was not a warrior” before working with the following text-dependent questions.
  - Launch a whole-group discussion about the scene between Chief Joseph and his daughter using the following text-dependent questions.
  - Pose questions one at a time, and have students jot answers in their learning logs before discussing as a whole class. Record important character traits for Chief Joseph on an anchor chart; students record Chief Joseph’s characters traits in their learning logs.
- 4 Reread the paragraph on page 7 that begins “Joseph, my father, son of Old Joseph, was an honored chieftain of the Ne-mee-poo...” What does Sound of Running Feet mean when she says that Chief Joseph is a *chieftain* but not a *warrior*? (Students can use a dictionary to define these words and clarify the difference between them.)**
- *Chief Joseph is a leader for his people, as denoted by the word “chieftain.” He is not a “warrior,” meaning he is peaceful and not looking for opportunities to fight.*
  - *Sound of Running Feet tells us he is “a kind, gentle man, for me too kind with the whites.” (Record traits “kind,” “gentle,” and “peaceful” on the anchor chart.)*
- 5 According to the text, Chief Joseph was chosen as the people’s chieftain “because he could see far away into the land of the suns and moons that had not yet risen. At the snowflakes before they fell. The small green worm deep in the ruddy apple. The thought before it is spoken.” What do these images show about Chief Joseph’s character?**
- *The images show that Chief Joseph has a reputation for wise thinking. He is able to “see” logical outcomes of events before they happen because he knows the world and people. (Record character traits such as “wise” on the anchor chart.)*
- 6 Compare and contrast the narrator’s and her father’s points of view about war.**
- *Sound of Running Feet believes that her father is too kind to the whites. She feels that her people should “stand and fight” the white settlers and soldiers, but Chief Joseph insists that “If we fight, they will devour us all the quicker.”*

Questions 7–10 relate to Chapter 3. Students should reread portions of Chapter 3 as needed.

**7 What is the difference between speaking “with two tongues” and speaking “with one tongue only”? Knowing this, what does General Howard ask Chief Joseph, and how does Chief Joseph respond?**

- *Speaking with “two tongues” means lying. Speaking “with one tongue only” is telling the truth.*
- *General Howard asks whether Chief Joseph thought he was lying when he told the Nez Perce to move to Lapwai. Chief Joseph says he knows Howard was telling the truth. He tells the truth when he says his people do not want to move to Lapwai.*

**8 On pages 14 and 15, Chief Joseph shares with General Howard the story of how he received his sacred name, Thunder Rolling in the Mountains. How did he receive this name? What point is Chief Joseph trying to make in sharing this story with General Howard?**

- *Chief Joseph climbed the mountain nearby. With no food or water, he lay on the mountain for five days, waiting for his guardian spirit to speak his name. Finally, he heard his guardian spirit speak his name, Thunder Rolling in the Mountains.*
- *He tries to explain why Wallowa is his people’s home by showing how the land is linked to who he is and to others who have had similar experiences.*

**9 Compare and contrast Too-hul-hul-sote’s and Chief Joseph’s responses to General Howard’s orders to leave Wallowa. What does this show us about Chief Joseph?**

- *Too-hul-hul-sote and Chief Joseph both defend their right to stay in Wallowa. However, Too-hul-hul-sote responds to the General with angry words, while Chief Joseph remains calm, stepping between them to keep the peace.*
- *This shows us that Chief Joseph is calm and helps keep the peace. (Record character traits such as “calm” on the anchor chart.)*

**10 What can readers understand about Chief Joseph’s reasons for agreeing to obey General Howard’s orders? What does this show us about him as a character? According to the narrator, how will Chief Joseph be regarded by the Red Coats?**

- *Chief Joseph agrees after the General threatens to send soldiers to drive the people out. He says, “There must be no blood.” His actions and words suggest that he does not want violence and wants to protect his people at all costs. (Record traits such as “non-violent” and “protective” on the anchor chart.)*
- *Even though they love him, the narrator thinks the Red Coats will regard Chief Joseph as weak and unable to stand up to the General.*

# Wrap Up the Lesson

## MONITOR PROGRESS 5 MINS

✓ Invite students to look over the list of Chief Joseph’s character traits and choose two that they think stand out about his character. (Students can come up with their own character traits, based on evidence from these chapters.) Then have students complete this prompt:

**Based on scenes in Chapters 2–3, I would describe Chief Joseph as someone who is \_\_\_\_\_ and \_\_\_\_\_.**

Conduct a whip-around, having each student share one trait he/she thinks stands out the most about Chief Joseph’s character in Chapters 2–3.

## DISTRIBUTE HOMEWORK

Students use their prompt as an introductory sentence for a paragraph about Chief Joseph’s character. Students should develop the paragraph with supporting details and evidence from the text and provide a concluding sentence that reflects on Chief Joseph’s character.

Students read Chapters 4 and 5 and jot down on sticky notes any questions, observations, connections, and unknown words they encounter.

## LOOK AHEAD

In the next lesson, students look closely at the conflict among the Nez Perce over whether to obey the U.S. government’s orders, as well as different characters’ arguments for and against. Students begin gathering evidence for the focusing question, “What important beliefs and values guide Chief Joseph in his life?”

↓ LESSON 12 DEEP DIVE: GRAMMAR

# Expanding sentences with introductory elements

- **Time:** 15 minutes
- **Grammar Learning Goal:** With a partner, expand sentences by adding correctly punctuated introductory elements (L.5.2b, 5.3a).

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👤👤 Give each pair of students a copy of Handout 12: Grammar Deep Dive #8: Expanding Sentences with Introductory Elements.

Students use the adjectives they brainstormed at the end of the lesson to write and expand sentences describing Chief Joseph.

- ✓ Have each pair share one expanded sentence during a whip-around.

■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 13

## TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, Chapters 4-6

# Lesson 13 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### *Express Understanding (10 mins.)*

- Revise paragraphs following self-assessment

#### *Encounter Text (5 mins.)*

- Read-aloud of Chapter 6 in small groups

#### *Explore Text (10 mins.)*

- Create Story Map for Chapters 4–6
- Analyze Text (15 mins.)
- Analyze conflict and contrast characters' arguments in small groups

#### *Express Understanding (25 mins.)*

- Introduce evidence guide for the novel and begin recording evidence of Chief Joseph's beliefs and values

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Expand sentences by adding introductory elements

## BACKGROUND INFORMATION

In this lesson, students begin recording evidence for the focusing question, "What important beliefs and values guide Chief Joseph in his life?"

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.3



### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.2b,  L.5.3a

## MATERIALS

- Class set of *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall
- Colored pencils
- Copies of Handouts 13A–B
- Class evidence guide for *Thunder Rolling in the Mountains*
- Sticky notes (homework)

## Learning Goals

Contrast characters' arguments, identifying reasons different characters use to support their arguments (RL.5.1, RL.5.3).

- ✓ Chart Nez Perce characters' reasons for and against obeying the U.S. government's orders.

Identify beliefs and values that guide Chief Joseph and record textual evidence that demonstrates these beliefs or values (RL.5.1, W.5.2, W.5.9).

- ✓ Independently record evidence of one of Chief Joseph's beliefs or values in evidence guide.

### Grammar Deep Dive

Expand sentences by adding correctly punctuated introductory elements (L.5.2b, 5.3a).

- ✓ Expand two sentences with introductory elements.



# Introduce the Lesson

## LAUNCH THE LESSON 5 MINS

- Students silently reread their Chief Joseph paragraphs and underline the traits they wrote about using blue and yellow colored pencils. Then, students check to make sure they provided supporting evidence and elaboration for each trait, underlining the corresponding evidence in the same color. Students should self-assess their writing by answering the following questions themselves:
  - Do I give enough evidence to support each trait? If not, what more can I include?
  - Do I elaborate on the evidence by explaining how it shows the traits? If not, what more should I add?
- Introduce the learning goals.

# Engage in the Lesson

## EXPRESS UNDERSTANDING: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTERS 1-3

### Revise Drafts: Individuals 10 MINS

- 👤 Students revise their paragraphs about Chief Joseph's character traits, according to their self-assessments. Check in with students and provide support as needed. Students read their partners' Chief Joseph paragraph and provide feedback on each other's use of evidence and elaboration.

#### **Extension:**

Students conference with a partner, exchanging their revised paragraphs and providing feedback using the self-assessment questions from the Entrance Task. Students may revise their writing again following peer conferences.


## ENCOUNTER TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 6

### First-Read: Small Groups 5 MINS

- 👥 Divide students into groups of three or four; students read Chapter 6, taking turns or having one or two students read the whole chapter.

## EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTERS 4–6

### Story Maps: Small Groups 10 MINS


- Students work together to create a Story Map in their learning logs for Chapters 4–6, reviewing Chapters 4 and 5 that they read for homework.
-  Provide support as students work on Story Maps. Check in with each group to check for understanding of key story elements.

## ANALYZE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 6

### Contrasting Characters' Arguments: Small Groups 15 MINS

- Remind students that in Chapters 4–6 they learn about the conflict among the Nez Perce about whether to obey General Howard or to stay and fight for their land, and of Chief Joseph's difficult decision to leave their Wallowa homeland.
- Explain to students that today they will take a closer look at each side's argument and reasons as to whether the Nez Perce should leave or stay and fight.
- Students create a two-column chart in their learning logs, labeling each side as shown:

Chief Joseph's argument	The Red Coats' argument
Reasons in favor of obeying General Howard's orders and leaving Wallowa	Reasons in favor of remaining in Wallowa and fighting the soldiers

- Within their small groups, students reread pages 18–19 and generate a list of reasons for each argument.
-  Each group shares one argument from both Chief Joseph and from the Red Coats. Engage students in a brief whole-group discussion comparing the costs and benefits associated with each side's argument.
- To wrap up, students independently quick-write responses to the following questions in their learning logs:

**In today's reading, the Nez Perce begin the march from Wallowa to Lapwai, but Chapter 6 ends with the threat of war between the Nez Perce and the soldiers. What sequence of events causes this threat of war? What do you predict will happen next, given how Chapter 6 ends?**

## EXPRESS UNDERSTANDING: THUNDER ROLLING IN THE MOUNTAINS

### Recording Evidence: Whole Group 25 MINS

- Discuss the process students will use to collect and record evidence for the focusing question. For example, you might say:

**“As we read *Thunder Rolling in the Mountains*, we will think about an important question very much related to the Essential Question of our module. We have seen from our Story Maps that the central conflict in the novel is between two groups who want different things and who have different ways of life. Just as groups of people define themselves by what they want and care about, so do individuals.”**

- Refer back to the Frayer models for *culture* and *cultural values*.
- Volunteers share examples from their lives of how values affect people’s behavior. For example, you might ask students what actions such as donating to food banks or sticking up for others who are being bullied might reveal about a person’s values.
- Remind students of the focusing question, “What important beliefs and values guide Chief Joseph in his life?” Explain that at the end of the novel, students write an essay, with support, to answer this question. Throughout the novel, they gather evidence about the important beliefs and values that guide Chief Joseph. When they begin writing, their thinking will be clearly organized in one evidence guide.
- Distribute and display a copy of Handout 13A to each student.
- Tell students that based on their reading thus far and thinking about Chief Joseph, they probably have some good ideas about beliefs and values that guide Chief Joseph in his life. Ask:

**Based on what we’ve read, what are some of the important beliefs and values that guide Chief Joseph’s decisions and actions?**

- As a class, generate a list of two to three beliefs and values; record each in a separate row under “Value or Belief” in the first column on the evidence guide. Leave plenty of space in each row for evidence, elaboration, and context for each example, as there will be multiple examples of how each belief or value is reflected. Examples of beliefs or values may include:
  - Love for his homeland
  - Peaceful; hates fighting
  - Practical and realistic
- A completed sample evidence guide is included in Appendix C.
- Next, take one of these beliefs or values and use a Think-aloud to model for students how you find and record evidence for it, including a quotation from the text and paraphrasing. You might say:

**“One value we recognize early on is Chief Joseph’s love for his homeland. Remember how he told General Howard the story of how, at age ten, he lay on the mountaintop for five days without food and water until his guardian spirit spoke to him, giving him the name Thunder Rolling in the Mountains? On page 15, he tells General Howard: ‘I have many names, but Thunder Rolling in the Mountains is the name that binds me**

forever to this Land of the Wandering Waters.’ Chief Joseph feels deeply connected to his home. His love for and deep connection to his homeland make him unwilling to leave it. He feels bound to it forever.”

- As you think aloud, model recording information in each evidence guide column.
- ✓ Students choose one belief or value listed and find at least one piece of evidence for it from Chapters 1–6. Several volunteers share evidence.
- As volunteers share, update the class evidence guide and encourage students to do the same.
- Model how to write a quotation from the text and paraphrase the evidence. Prompt students to provide context and source for their evidence and elaborate on why the belief or value is important to Chief Joseph.

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## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ See Check(s) for Understanding above. Tell students they continue to develop their evidence guides as they read the novel. In the next lesson, they look for more evidence of Chief Joseph’s beliefs and values in Chapters 1–6.

### DISTRIBUTE HOMEWORK

Students read Chapters 7–9 for homework, annotating and checking to see whether their predictions came true. Afterwards, students create a Story Map for Chapters 7–9.

### LOOK AHEAD

In the next lesson, students analyze the narrator’s important beliefs and values, and compare and contrast her beliefs and values with Chief Joseph’s. Students focus on gathering and recording evidence for the focusing question.

## ↓ LESSON 13 DEEP DIVE: GRAMMAR

# Expanding sentences by adding introductory elements

- **Time:** 15 minutes
  - **Text:**
  - **Grammar Learning Goal:** Expand sentences by adding correctly punctuated introductory elements (L.5.2b, 5.3a).
- 

Students Pair-Share about: What questions can introductory elements answer?

Write the expectation on the board:

- Add detail using introductory elements.
- ✓ After responding in their notebooks to the TDQ on the sequence of events that created a threat of war, students will choose two sentences to expand with introductory elements.

For support, students may use Handout 13B: Grammar Deep Dive #9: Expanding Sentences with Introductory Elements.

Review students' responses and assess their abilities to:

- Generate introductory elements.
- Expand their sentences with introductory elements.
- Punctuate introductory elements.



■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 14

## TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, Chapters 7-9

# Lesson 14 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Explore Text (5 mins.)

- Share and develop Story Maps for Chapters 7–9

#### Integrate Understanding (15 mins.)

- Structured small-group dialogues and character analysis

#### Analyze Text (20 mins.)

- Close-read of pages 47–48 to compare and contrast Sound of Running Feet and Chief Joseph

#### Integrate and Express Understanding (25 mins.)

- Record evidence of Chief Joseph's beliefs and values with close reading passage and in Chapters 1–8.

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Vocabulary (15 mins.)

- Complete Frayer model for *truce*.

## BACKGROUND INFORMATION

Students will participate in a structured dialogue with several of their peers to analyze different aspects of Sound of Running Feet's character.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.3, RL.5.6


### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4b, L.5.1a, L.5.5a

## MATERIALS

- Students' evidence guides
- Class evidence guide
- A class set of “character statement” notecards.

## Learning Goals

Cite textual evidence to support analysis of a character (RL.5.1, RL.5.6).

Complete a character statement with evidence.

Compare and contrast Chief Joseph and Sound of Running Feet (RL.5.3).

✓ Independently respond to a text-dependent question about the characters' similarities and differences.

Identify evidence that shows Chief Joseph's beliefs and values and explain how they guide him (RL.5.1, W.5.2, W.5.9).

✓ In small groups, record, elaborate, and present on evidence that shows Chief Joseph's beliefs and values in the evidence guide.

✓ Checks for Understanding



# Introduce the Lesson

## LAUNCH THE LESSON 5 MINS

- 👤👤 Partners share their Story Maps for Chapters 7–9 and compare events they summarized on their Event Timelines, revising as needed to include the most important events. Then students turn to the Route of the Nez Perce map at the beginning of the novel and pinpoint the locations of Chapters 7–9.
- Introduce the learning goals.

# Engage in the Lesson

## EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS, CHAPTERS 7–9*

### Sharing Story Maps: Whole Group 5 MINS

- Check for student understanding of Chapters 7–9 by having students share their Story Maps. Students also share any questions they had about the setting changes and battle details in these chapters.

## INTEGRATE UNDERSTANDING: *THUNDER ROLLING IN THE MOUNTAINS, CHAPTERS 1–9*

### Structured Dialogue and Character Analysis: Small Groups 15 MINS

- Before close reading a scene in Chapter 9 between Chief Joseph and the narrator, students consider what they have learned about Sound of Running Feet’s character.
- Review what students have learned about the narrator, especially her traits and motivations. Students should offer evidence that shows these traits and motivations.
- Remind students that they learn about characters in stories by paying attention to their words, thoughts, actions and behaviors, and interactions with other characters. Remind students that because Sound of Running Feet is telling the story, readers see her thoughts, feelings, and opinions—in other words, her point of view of the world, including events and other characters. Pose the question:

**What else have we learned about Sound of Running Feet’s character?**

- ✓ Distribute one character statement card (I think the narrator is \_\_\_\_\_ because the text says..., I think the narrator wishes or longs for \_\_\_\_\_ because the text

says..., I think the narrator struggles with \_\_\_\_\_ because the text says..., I think the narrator believes strongly in \_\_\_\_\_ because the text says...) to each student. Give students about five minutes to complete their character statement, based on what they learn about *Sound of Running Feet* in Chapters 7–9, and provide evidence from Chapters 7–9 to support their statement. Remind students that they must reread to find specific evidence.

- Afterwards, students form groups of four by finding three other students with different card numbers. For example, if a student has a “1” card, he/she must find a student with “2,” “3,” and “4” cards.
- Within their groups, students take turns sharing their character statements and evidence. After each student shares, students discuss the statement using sentence stems such as:
  - I agree with your statement because... or I disagree with your statement because...
  - I would also add that...
  - Can you give us another example from the text?
  - Where did you find that evidence?
- Bring the group back together and follow up by asking several volunteers to share one thing they discovered or realized about *Sound of Running Feet* from their group’s discussion.

## ANALYZE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, PAGES 47–48

### Close-Reading and Discussion: Whole Group 20 MINS

- Briefly review the terms *compare* and *contrast*. Encourage students, as they close-read the passage on pages 47 and 48, to consider similarities and differences among the characters in this scene, paying particular attention to Chief Joseph and the narrator, *Sound of Running Feet*.
- Read aloud pages 47 and 48, to the line ending “The Blue Coats do not bother the Crow.”
- Then, launch a class discussion about these pages using the following text-dependent questions about Chief Joseph’ values and motivations and how they differ from the narrator’s.
- Pose questions one at a time and have students jot responses independently before discussing in small groups or as a whole class.

#### 1 How are the white settlers in this passage different from the white soldiers?

- *The settlers have just traded with the Nez Perce for basic needs of food and shelter. Now they are being friendly by waving and wishing them well.*

#### 2 The author begins the second paragraph on page 47 with the word *Yet*. What part of speech is the word *Yet* and what does this word signal to readers?

- *The author might want to show how Chief Joseph stands out from his people in this scene. While everyone else rides through Bitterroot Valley “without fear,” trading with friendly white settlers, Chief Joseph rides with a heavy heart.*

- The word *Yet* is a conjunction. It signals a contrast, showing us something surprising after what has just been mentioned.

### 3 How does the author describe Chief Joseph in this chapter?

- The author describes the heaviness of the chief's heart by comparing it to each step of his horse's hoof.
- The author describes the chief's longing gaze, or painful stare, as he looks ahead toward the horizon.
- Chief Joseph expresses a fear of dying in a place far away from his parents' graves.

### 4 Sound of Running Feet tells her father, "We can still fight...The blood of our people has been shed, and the young men are ready to die in battle." How do these words show the difference between her and her father?

- She does not agree with her father's desire for peace. She still thinks the land is worth fighting for. Her generation wants to fight, no matter the cost.

### 5 What does Chief Joseph mean when he tells his daughter, "The white settlers are like the sands of the river"? According to Chief Joseph, what is his most important responsibility?

- Chief Joseph is trying to get Sound of Running Feet to understand that the white settlers far outnumber the Nez Perce. "No matter how many we kill, more come," he tells her.
- Chief Joseph makes this point to show that there are far fewer Nez Perce than the white settlers. If their warriors die fighting, he says, "who would care for our women and children?" Protecting them is his most important responsibility.

✓ Following discussion of questions 1–5, students independently respond to question 6 as a five-minute quick-write. Collect students' responses to check students' understanding of how Chief Joseph and the narrator are similar and different.

### 6 What traits or beliefs about the world do Sound of Running Feet and her father, Chief Joseph, have in common? In what ways do these characters differ?

- Students may discuss similar traits such as bravery, passion, leadership, and/or love for their land. Students may note differences in the characters' beliefs about fighting the soldiers. Sound of Running Feet wants to continue fighting. If she could, she would join the warriors, but her father hates fighting and wants peace.

## WRITING 25 MINS

## INTEGRATE AND EXPRESS UNDERSTANDING: THUNDER ROLLING IN THE MOUNTAINS

### Recording Evidence: Whole Group 25 MINS

## Record Evidence

- Display the class evidence guide begun in the previous lesson. Explain that the class will continue gathering evidence for the focusing question.
- Give students a minute to reread the scene on pages 47 and 48 with Chief Joseph and the narrator. Ask:

### What beliefs and values are reflected in Chief's Joseph words and actions in this scene?

- Remind students that they may find evidence in this scene for beliefs and values that we recorded yesterday, such as Chief Joseph's love for his homeland; or, they may recognize new beliefs or values. Ask:


### What evidence in this scene shows Chief Joseph's love for his homeland, his desire for peace and hatred of fighting, or that he is practical and realistic?

- As a whole group, record evidence. (Completed sample evidence guide can be found in Appendix C.)
- Looking at the paragraph on page 48 that begins, "My words made him look at me. 'Do not talk like that,' he said," ask:

### What do Chief Joseph's words in this paragraph show us about another important value?

- (If needed: Point out the last three sentences, where Chief Joseph talks about his duty to protect the women and children.)
- In the "Value or Belief" column, record a new value: "places his people, especially women and children, above himself" or "duty to protect and care for his people." Ask:

### Can you think of any other examples in the chapters we've read that illustrate this value?

- Record evidence from page 48 as well as any additional examples under the "Evidence" column; think aloud for students as you jot a quotation, paraphrase the evidence, cite the page number, and elaborate on how this value guides Chief Joseph.
- Divide students into groups of three and assign each group a chapter, 1–8. Groups revisit their assigned chapter and look for evidence that shows an important belief or value of Chief Joseph. Students can look for evidence for values that have been recorded, or they can identify new beliefs or values.
-  Afterwards, have each group present to the class:
  - one piece of evidence they found, the page and the context;
  - what important belief or value of Chief Joseph this evidence reflects; and
  - how the belief or value guides Chief Joseph or why it is important.
- Record each group's example on the class evidence guide, prompting students for more information to complete each column. Students copy information down on their own evidence guides.

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# Wrap Up the Lesson

## MONITOR PROGRESS 5 MINS

✓ See Checks for Understanding above.

## DISTRIBUTE HOMEWORK

Students reread pages 49–51 in *Thunder Rolling in the Mountains* and create a Story Map for one of the Coyote “trickster” stories that Sound of Running Feet tells to the children. Assign half of the class the Coyote and the monster story and the other half the Coyote and Bear story. At the bottom of the Story Map, students write three or four sentences in response to this prompt: What do you think is the purpose or message behind this Coyote myth? In other words, what does the story explain, and why do you think this story is important to the Nez Perce?

## LOOK AHEAD

In the next lesson, students read a Nez Perce myth “How Beaver Stole Fire from the Pines” and consider how it, and the Coyote myths, reflect important Nez Perce beliefs and values.

## ↓ LESSON 14 DEEP DIVE: VOCABULARY

# New word: *truce*

- **Time:** 15 minutes
- **Vocabulary Learning Goal:** Understand the nuances of the word *truce* (L.5.4b).

Students examine the nuances of the word *truce* through completing a Frayer model.

Engage students in a read-aloud of the following excerpt from this text:

“The chiefs sent out a **truce** party. Five warriors rode to meet the soldiers. One of them carried a white flag to say that we did not wish war. The other young men waited on their horses, hidden behind the buttes” (p. 37).

Outside-In-Strategy Students read the context and look for clues as to what the word *truce* means. Students suggest possible definitions for the word *truce* based on textual evidence.

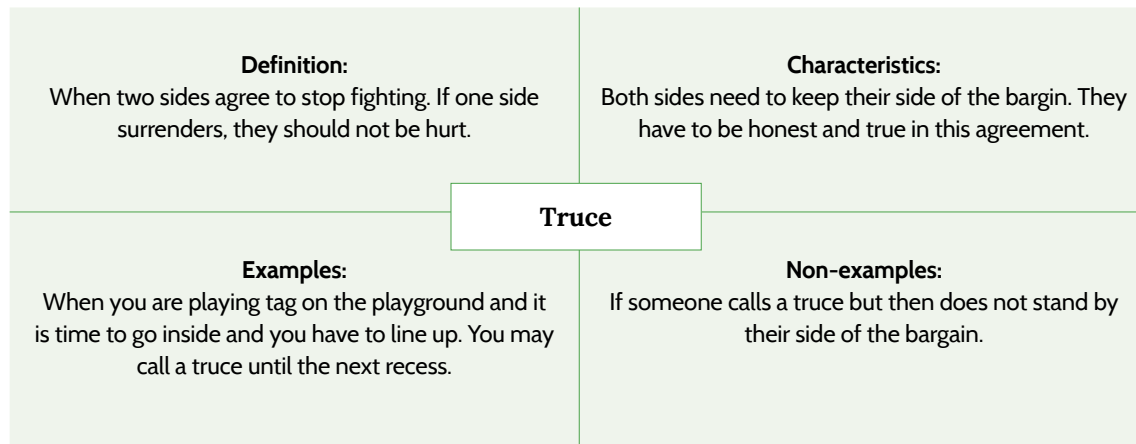
- *suspension of fighting*
- *This is based on the contextual evidence that states they carried a white flag, they did not want to fight, and some young men were hidden.*

Write the Latin root on the board: *tregua* means “faithful.” Explain to students that the word *true* comes from the same root word.

**When I know *true* also came from the root *tregua*, I know that when there is a *truce* there is an expectation that both sides will have integrity, or act fairly in the agreement to not fight.**

Think-Pair-Share Students think about what fairness or truthfulness has to do with a *truce*. Then, students work together in pairs to complete their Frayer models for the word *truce*.

Students share out the boxes on the Frayer model to generate a group discussion about the word *truce*. Listen for possible misconceptions and provide clarification.



✓ Exit slip: Based on your deeper understanding of the word *truce*, how would you expect the soldiers to behave or respond toward the Native Americans in this situation?





## ■ FOCUSING QUESTION: LESSONS 15-16

What roles do the Nez Perce myths “How Beaver Stole Fire from the Pines” and the Coyote myths play in Nez Perce culture, and how do they reflect important Nez Perce beliefs and values?



## Lesson 15

### TEXTS

- “How Beaver Stole Fire from the Pines” (see Student Resource Document)
- *Thunder Rolling in the Mountains*, Scott O’Dell and Elizabeth Hall, Chapter 9, pages. 49–51

# Lesson 15 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Encounter Text (10 mins.)

- Recap Coyote myths from the novel.
- Define myth and provide background on Coyote myths in Nez Perce culture.

#### Encounter Text (5 mins.)

- Dramatic read-aloud of “How Beaver Stole Fire from the Pines”

#### Explore Text (15 mins.)

- Create tableaux to represent story elements

#### Analyze Text (20 mins.)

- Text-dependent questions in small groups (jigsaw routine optional)

#### Integrate Understanding (15 mins.)

- Whole-group discussion on themes and role of myths in Nez Perce culture

### Wrap Up the Lesson (5 mins.)

## BACKGROUND INFORMATION

Following a scene at the end of Chapter 9 of *Thunder Rolling in the Mountains*, in which the narrator shares several Coyote trickster tales, students will read another Nez Perce myth, “How Beaver Stole Fire from the Pines.” They will compare the myths and consider what roles they play in Nez Perce culture and how they reflect important Nez Perce beliefs and values. In Lesson 16, students will discuss these ideas in their first Socratic Seminar for the module.

### Deep Dive: Vocabulary (15 mins.)

- Complete Frayer model for *ferocious*

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.2, RL.5.4, RL.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

- L.5.4a, L.5.4a

## MATERIALS

- Class set of *Thunder Rolling in the Mountains*, Scott O’Dell and Elizabeth Hall
- Handout 15: “How Beaver Stole Fire from the Pines”

## Learning Goals

Identify and analyze theme and central messages of the myth, “How Beaver Stole Fire from the Pines” (RL.5.2).

- ✓ Prewrite about theme and central message at beginning of class; answer text-dependent question 14 after close reading; collect and review responses.

Compare the Coyote myths from the novel and “How Beaver Stole Fire from the Pines,” identifying similarities between characters, setting, events, and theme (RL.5.9).

- ✓ Answer text-dependent question 10; collect and review students’ responses.

### 📌 Vocabulary Deep Dive

Define and develop vocabulary knowledge of the word *ferocious* from the context of the text (L.5.4a).

- ✓ Complete Frayer model for *ferocious*.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 Pair students based on the Story Maps they created for homework. Students who created a Story Map for the Coyote and monster story should pair up with students who created a Story Map for the Coyote and Bear story and explain each story element and their response to this prompt:

*What do you think is the purpose or message behind this Coyote story? In other words, what does the story explain, and why do you think this story might be important to the Nez Perce?*

- Introduce the learning goals.

# Engage in the Lesson

## ENCOUNTER TEXT: “HOW BEAVER STOLE FIRE FROM THE PINES” MYTH

### Establish Context: Whole Group 10 MINS

- Briefly review Coyote stories; ask a volunteer to share a plot summary of each story.
- Explain that these stories are called “myths,” or made-up stories that attempt to explain some aspect of the world and often express its culture’s beliefs and values. Students share other examples of myths they have read or heard.
- Students record the definition of *myth* in their personal dictionaries.
- Share some background on the Coyote myths and the oral tradition, such as the following:

**Like all Native American myths, the Coyote myths come from the oral tradition, which means they have been passed down orally from generation to generation.**

**Sound of Running Feet describes Coyote as “the trickster with magic powers.” Trickster tales are told in cultures all over the world. Like the Coyote in these stories, a trickster is often a clever animal who plays tricks on or outsmarts another character.**

**In some Nez Perce Coyote myths, Coyote is also portrayed as a hero or a teacher.**

- Take a quick poll:

**Which roles did Coyote play in Sound of Running Feet’s stories? Explain.**

- Prepare students to listen to the Nez Perce myth “How Beaver Stole Fire from the Pines,” which was recorded and translated, so they will hear it as it was once told.

## ENCOUNTER TEXT: “HOW BEAVER STOLE FIRE FROM THE PINES”

### Read-aloud: Whole Group 5 MINS

- Distribute Handout 15: “How Beaver Stole Fire from the Pines.”
- Perform a dramatic read-aloud of “How Beaver Stole Fire from the Pines” as students listen and follow along.



#### TEACHER NOTE

A good dramatic reading should be slow and leisurely, emphasizing key details and character actions.

- After reading, take a moment to clarify any questions and to provide brief definitions of unknown and unfamiliar words.

## EXPLORE TEXT: “HOW BEAVER STOLE FIRE FROM THE PINES”


### Tableau Story Elements: Small Groups 15 MINS

-  Divide students into groups of three or four and assign each group one of the following map elements: characters, including motivations or “wants”; setting; conflict; key event(s) for paragraphs 1–2; key event(s) for paragraphs 3–4; key event(s) for paragraphs 5–6; outcome/resolution.
- Instead of creating a written Story Map today, students will create a visual Story Map as a class. Each group will be in charge of representing their assigned story element as a tableau. Together, each group should create a scene that represents its story element using their bodies and facial expressions. Tableaux can move or be still, depending on the story element being represented. One student in each group should narrate or describe what is happening. (Smaller groups may need the narrator to participate.)
- Give students several minutes to discuss how they will represent their story element in tableau; groups then take turns presenting their tableau. Each group’s tableau should take no more than thirty seconds.
- Afterward, launch a brief discussion about how the tableaux helped them to understand the myth.
-  Ask students to write brief responses to the following questions before discussing as a class:

*What is this myth about?*

## ANALYZE TEXT: “HOW BEAVER STOLE FIRE FROM THE PINES”

### Text-Dependent Questions: Small Groups 20 MINS

- Begin a close reading of “How Beaver Stole Fire from the Pines” using some or all of the following text-dependent questions to help students examine craft in service of the myth’s larger meaning and role in Nez Perce culture.
-  Students may continue to work in their small groups to answer questions; given the number of questions, you may want to do a Jigsaw assigning each breakout group a set of questions to answer before students reconvene in original groups to share their responses.
- Circulate among groups as they work, providing support as needed.

**1 Personification is when authors give a human quality to a nonhuman thing. What examples of personification do you find in the first paragraph?**

- *All of the animals and plants are personified, as shown in the line “the different animals and trees lived and moved about and talked together just like human beings.”*

**2 What do the pine trees do that is humanlike but which animals cannot do? In other words, what is the trees’ secret?**

- *The pine trees warm themselves using fire. The trees must know how to start a fire and keep it burning.*

**3 What word describes the way in which the trees guard their secret? Why might pine trees want to guard their secret?**

- *The trees guard their secret “jealously.” If you guard something jealously, you don’t want other people to know about it, or you want to keep it for yourself. You are very aware and cautious.*
- *The fire is valuable, and the pine trees want to keep it for themselves. Or, maybe the pine trees do not trust the animals to use the fire. The pine trees might be afraid the animals will burn them all.*

**4 What does it mean to “hold council”? What might this suggest about how the Nez Perce approach problem solving? Can you think of an example from *Thunder Rolling in the Mountains* where the people hold council? Explain.**

- *To “hold council” means to gather for a large meeting. When people hold council, they work together to make important decisions and solve problems.*
- *This suggests that the Nez Perce worked together in order to solve problems.*
- *In Chapter 4, the tribe holds council to discuss whether they should move to the Lapwai reservation or remain on their land and fight the soldiers.*

**5 How does the text describe Beaver’s movement as he escapes with the fire? Why is this an important detail?**

- *It says he “darted from side to side,” which explains why the Grande Ronde River is shaped the way it is.*

**6 In paragraph 3, it says that the river “is tortuous in some parts of its course and straight in others.” What do you think *tortuous* means? What clues in the text can help you understand this word?**

- Tortuous means “curvy” or “twisty.”
- If it is straight in some parts, then by contrast, tortuous must be the opposite of straight.

### TEACHER NOTE

It is easy to mistake the word tortuous for the word torturous. Both words share the Latin root tortus, meaning “twisted,” but they have very distinct meanings in English.

#### 7 What happens after the pines chase Beaver for a long time? Based on this paragraph, what can you infer about the pine forest along the Grande Ronde River?

- *The pine trees get tired and take root wherever they stop. Most of them stopped in the same area, but some kept going and became scattered all along the river.*
- *There is a large area where the forest is very “dense,” as well as areas of thinner growth where the trees are “scattered at intervals along the banks of the river.”*

#### 8 To which trees does Beaver give fire? Why might this detail be important to a young Nez Perce hearing this story for the first time?

- *Beaver gives fire to willow and birch (and other unnamed trees).*
- *This detail might tell young Nez Perce which barks to use in order to start a fire.*
- *“Since then, all who have wanted fire have got it from these particular trees because they have fire in them and give it up readily when their wood is rubbed together in the ancient way.”*

#### 9 Why does Cedar stand alone? What do you know about Cedar, based on the text?

- *Cedar is the only tree that continues the chase. He is alone because he went to the top of the hill to observe Beaver.*
- *We know that Cedar “is very old, so old that his top is dead.”*
- *Perhaps this is a real tree that exists and is known to the tribe. See note below.*

### TEACHER NOTE

Share that the cedar in this story probably was real. A cedar tree is different from a pine tree. In Idaho and other parts out West, cedars live from 800 to 2000 years and grow up to 150 feet tall. It is not hard to imagine that when this story was first told, a massive ancient cedar might have stood at the junction where Grande Ronde and Big Snake rivers meet. This shows the highly localized nature of the stories.

## INTEGRATE UNDERSTANDING: “HOW BEAVER STOLE FIRE FROM THE PINES” AND COYOTE MYTHS

### Text-Dependent Questions: Whole Group 15 MINS

- Focus on the scene in *Thunder Rolling in the Mountains* (pp. 49–51) where Sound of Running Feet tells Coyote myths to the children as they ride through Bitterroot Valley.
- Using the following questions, engage students in a whole-group discussion about connections between the myths, their themes, and roles in Nez Perce culture.
- Pose questions one at a time and have students independently jot responses in their learning logs before discussing as a group. Collect logs after the discussion and review their responses to questions 10 and 14.

#### 10 ✓ What do the Coyote myths and “How Beaver Stole Fire from the Pines” have in common?

- *All of the stories involve animals, personification, and explanations of things in nature—including native people’s origins and physical features of the Nez Perce homeland.*

#### 11 Based on “How Beaver Stole Fire from the Pines,” what do you know about the Nez Perce homeland? What important features of the Nez Perce homeland are explained by the Coyote myths? Sketch out some of these features. (Give students a minute or two to sketch features.)

- *The Nez Perce homeland has rivers that flow together, including the icy Ronde Grande, which is curvy in places. The land is hilly, and there are dense forests of pine and ancient cedar, as well as willow, birch, and other trees.*
- *The Coyote and monster story explains the existence of two huge stone mounds in the center of the Nez Perce homeland. The Coyote and Bear story explains why the land on either side of the Clearwater River resembles a net and a bear, respectively.*

#### 12 Both “How Beaver Stole Fire from the Pines” and the Coyote myths use personification. What might the use of personification tell us about the Nez Perce’s belief system or understanding of the world?

- *Responses may vary. The Nez Perce have a close connection with nature and believe they are directly connected to animals and other living things.*

#### 13 What aspects of the world do “How Beaver Stole Fire from the Pines” and the Coyote myths try to explain?

- *“How Beaver Stole Fire from the Pines” explains the landscape of the Nez Perce’s homeland, including the locations of certain trees on their homeland. It also explains how the Nez Perce acquired fire and teaches valuable lessons about what types of wood to use to kindle a fire.*
- *The first Coyote myth explains the origins of the Nez Perce and other tribes and the natural world. Both Coyote myths explain the existence of certain landforms.*

**TEACHER  
NOTE**

Before posing question 14, introduce the word theme. Explain that theme is a “big idea” statement, or central underlying message that emerges from a story but that is bigger than the text itself. Note that theme is not a key literary term for this module. Students will focus on the concept of theme in the next module.

**14** ✓ What themes or “big ideas” emerge from these stories? (This question will be challenging for students; you may need to prompt them with questions such as: What messages can listeners take away from these stories? Have students respond independently in their learning logs before opening it up for class discussion. Generate a list of possible themes on the board; students should record them in their learning logs.)

- Responses may vary. Themes might include, “The world today and the ways people live can be explained through stories of events that happened long ago” or “A culture’s myths and stories can teach its people about their history and culture, including their beliefs and values.”

## Wrap Up the Lesson

- Remind students that, in addition to explaining aspects of the world, myths often express a culture’s beliefs and values.
- Introduce tomorrow’s Socratic Seminar, during which they will discuss questions that aim to get at the deeper meanings of these myths, such as: Based on your understanding of the Nez Perce from all the texts we have read, what roles do these myths play in Nez Perce culture, and how do they reflect important beliefs and values?
- Ask students to prepare for the seminar by pre-writing responses as homework. After the seminar discussion, they will have an opportunity to revise their responses.

### MONITOR PROGRESS 5 MINS

- ✓ See Checks for Understanding above.

### DISTRIBUTE HOMEWORK

Students pre-write responses to the focusing questions in preparation for the Socratic Seminar: Based on your understanding of the Nez Perce from all the texts we have read, what roles do “How Beaver Stole Fire from the Pines,” and the Coyote myths play in Nez Perce culture, and how do they reflect important Nez Perce beliefs and values?

### LOOK AHEAD

In the next lesson, students participate in their first Socratic Seminar for the module. After



establishing routines and expectations, students will discuss the focusing questions, “Based on your understanding of the Nez Perce from all the texts we have read, what roles do ‘How Beaver Stole Fire from the Pines,’ and the Coyote myths play in Nez Perce culture, and how do they reflect important Nez Perce beliefs and values?”

## ↓ LESSON 15 DEEP DIVE: VOCABULARY

# New word: *ferocious*

- **Time:** 15 minutes
- **Vocabulary Learning Goal:** Define and develop vocabulary knowledge of the word *ferocious* from the context of the text (L.5.4a).

Students will complete a Frayer model with the word *ferocious*.

Engage students in a read-aloud from the following excerpt of the text (p. 50):

“Another time Coyote and Black Bear got into a **ferocious** argument. Coyote was busy fishing when the argument started. He became so angry that he marched out of the river and threw his fishnet way up the hill. Then he grabbed Black Bear by the scruff of the neck and shook him hard, saying he’d teach the bear not to bother him while he was fishing. He picked up Black Bear and threw him against the hill on the other side of the river, using his magic powers to turn the bear into stone.”

**Based on this paragraph from the text, what do you think ferocious means?**

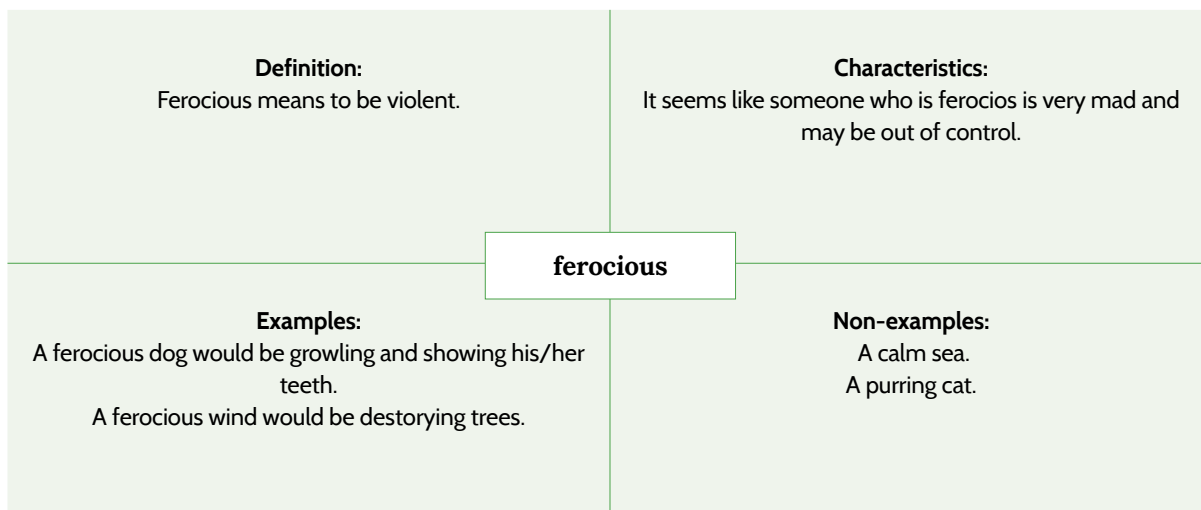
- *It means violent.*

**What words in this excerpt show what ferocious looks like?**

- *argument, angry, grabbed, shook, marched, threw*

*(In the text, it looks like someone having a fit of anger.)*

Students complete the Frayer model to demonstrate their understanding of the word *ferocious*.



- ✓ Circulate the classroom to check for misconceptions of the word *ferocious*.

## ■ FOCUSING QUESTION: LESSONS 15-16

What roles do the Nez Perce myths “How Beaver Stole Fire from the Pines” and the Coyote myths play in Nez Perce culture, and how do they reflect important Nez Perce beliefs and values?



## Lesson 16

### TEXTS

- “How Beaver Stole Fire from the Pines” (see Student Resource Document)
- *Thunder Rolling in the Mountains*, Scott O’Dell and Elizabeth Hall, Chapter 9, pages. 49–51

# Lesson 16 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

*Integrate Understanding (50 mins.)*

- Introduce and discuss participation guidelines
- Mini-lesson on tracking the speaker
- Class and individual goal setting
- Socratic Seminar about Nez Perce myths

*Express Understanding (15 mins.)*

- Revise focusing question responses post-seminar.

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Rearrange introductory elements in sentences.

## BACKGROUND INFORMATION

In this lesson, students will engage in their first Socratic Seminar for the module. Students will consider the roles of these myths in Nez Perce culture and what cultural values they reflect. Set up seating before class. Students must be able to see each other. For information and guidance on setting up seating, see the Wheatley Socratic Seminar Guidance document.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.2, RL.5.9

### Writing

- W.5.2, W.5.5, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.1a,  L.5.2b,  L.5.3a

## MATERIALS

- Copies of Handout 15 from previous lesson
- Copies of Handout 16A-B
- Anchor chart with Participation Guidelines for Socratic Seminar
- Anchor chart for class goals
- Student tracking chart (see Appendix D)

## Learning Goals

Participate in a Socratic Seminar about the roles of the myths and the cultural values they reflect, drawing on text evidence, posing questions, responding to others, and synthesizing new information (SL.5.1, RL.5.1).

- ✓ Observe and tally students' participation in the Socratic Seminar.

Revise focusing question responses from previous day's homework, using evidence and ideas gathered from the seminar (W.5.2, W.5.5, W.5.9).

- ✓ Collect and review students' responses.

### Grammar Deep Dive

With support, rearrange introductory elements within sentences (L.5.1a, L.5.2d, L.5.3a).

- ✓ With a partner, rewrite sentences, rearranging introductory elements.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- Distribute Handout 16A: Participation Guidelines for Socratic Seminar to each student. After reading through the guidelines independently, students Turn and Talk with a partner to discuss any unfamiliar words, questions, and what some of the guidelines would look like in action.
- Introduce the learning goals.

# Engage in the Lesson

## PREPARE TO EXPRESS UNDERSTANDING

### Establishing Participation Guidelines and Goal-Setting: Whole Group 15 MINS

- Display the Participation Guidelines for Socratic Seminar on an anchor chart; as you review, students share any questions.
- Clarify questions and discuss what some of the guidelines look like in action. For instance, you might ask:

**What do “listening carefully to others” and “working together respectfully” look like?**

**What does it mean to “stay relevant”? What does that look like in action?**

**How could you show that you disagree with another person’s idea, as opposed to the person?**

**Why it is important that you talk to each other, not to the teacher?**

- Direct students’ attention to Guideline #5: Listen actively by tracking the speaker, explaining that it means watching or following the speaker with your eyes. It lets the speaker know that he or she has everyone’s attention.
- Move around the room, as you speak, alternating speed and movement while students practice following you with their eyes.

#### **Extension:**

Have several volunteers go to the front of the class and take turns speaking (give them an easy conversation topic), while other students track the speaker.

- Challenge students to set one or two class goals for the seminar (might include all students

speaking at least once, listening actively by tracking the speaker, or asking clarifying questions) and record them on an anchor chart with today's date.

- Next, students write an individual goal for the seminar in their learning logs.
- Distribute Handout 16B, “Ways to Participate in a Socratic Seminar.” Students spend a few minutes reading them; remind students to refer to them as needed during the seminar.

## INTEGRATE UNDERSTANDING: “HOW BEAVER STOLE FIRE FROM THE PINES” AND COYOTE MYTHS FROM *THUNDER ROLLING IN THE MOUNTAINS*

### Socratic Seminar: Whole Group 35 MINS

- Students should have *Thunder Rolling in the Mountains* (with pages 49–51 bookmarked) and “How Beaver Stole Fire from the Pines” out, along with their Participation Guidelines and Ways to Participate handouts.
- Pose the following questions:

*Based on your understanding of the texts we have read about the Nez Perce, what roles do the Nez Perce myths “How Beaver Stole Fire from the Pines” and the Coyote myths play in Nez Perce culture, and how do they reflect important Nez Perce beliefs and values?*

- Students Turn and Talk about these questions (about two minutes), then pose the questions to the group as a whole. Suggest that students begin with the first question: “What roles do the Nez Perce myths ‘How Beaver Stole Fire from the Pines’ and the Coyote myths play in Nez Perce culture?”
- Ask follow-up questions as needed:

**What is the purpose behind each of these myths?**

**How might these myths have been shared in Nez Perce culture? Who might have told these stories? Who might have listened to them?**

**What are the themes or central messages of each myth?**

#### TEACHER NOTE


As a facilitator, it is important to listen actively and follow up with questions that help students reach for deeper meaning and a clearer understanding of the texts. Consider participating only by asking questions. During the seminar, pose follow-up questions using your own genuine curiosity. (For examples, refer to the Wheatley Socratic Seminar Guidance document.)

- Continue the discussion by asking:

**How do these myths reflect important Nez Perce beliefs and values?**

- Ask follow-up questions as needed:

**What do these myths teach us about Nez Perce history and culture? What do these myths teach us about important Nez Perce beliefs and values, including the value of stories?**

- As a facilitator, you should also:
  - Ask procedural comments or questions such as, “How can we build on what she is saying?”
  - Insist that dialogue stays anchored in the text; ask students to cite evidence from the texts to support their ideas.
  - Give students “think time” after a question is posed; wait at least three seconds for students to reply.
  - Encourage students to build on responses and encourage conversation about differences; remind students to agree or disagree with ideas, not people.
  - Invite additional viewpoints or opinions.
  - Rephrase students’ ideas as needed for the sake of clarity. Model this by asking questions such as, “Who can paraphrase what (name) said?”
  - Model how to ask clarifying questions.
-  Keep a dialogue map or tally marks for types of participation and individual contributions.
- After about twenty to twenty-five minutes of discussion, ask one or two closing questions to help students think about how the texts relate to the present day and their own lives:

**What roles do myths and stories play in your own culture and in American culture as a whole?**

**What are some stories that reflect some of the beliefs and values that are important in your family and culture?**

- After the seminar, debrief with the following questions:

**What did we do well in the seminar today? How did we meet our goals?**

**What are some things we could improve on for future seminars?**

- Then, students take two or three minutes to reread their individual seminar goal(s) and quick-write how they met their goal(s), what they did well individually, and how they would like to improve.

## EXPRESS UNDERSTANDING

### Revise Focusing Question Responses: Individuals 15 MINS

- Students spend several minutes taking notes about the seminar in their learning logs.
- Students read the responses to the focusing questions that they wrote for homework. Using the ideas they gained from today’s seminar, they rewrite or revise their response to the focusing questions to demonstrate what they learned.
- If needed, allow students to complete their written responses for homework.

**TEACHER  
NOTE**

Written responses to the focusing questions—pre- and post-Socratic Seminar—will not be considered formal Focusing Question Task assessments for this module, though they will assess their understanding of the role of these myths and how they reflect Nez Perce beliefs and values, as well as their ability to construct paragraph or “mini-essay” responses. Identify areas where students would benefit from additional instruction and utilize a “pause point” day (suggested following Lesson 19) to reteach or provide extra support.

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## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ Students complete an Exit Ticket with the following questions:

*Who expressed an idea that helped you learn more about the role of the myths in Nez Perce culture and/or how the myths reflect important Nez Perce beliefs and values? Explain how this student's ideas expanded your understanding of the myths.*

### DISTRIBUTE HOMEWORK

Students complete their written responses to the focusing questions.

### LOOK AHEAD

As students read Chapter 10 of *Thunder Rolling in the Mountains*, they consider how authors use words and details to help them “set the scene” for the events in a chapter. The lesson introduces students to the concepts of foreshadowing and how authors use language to create mood.

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### PAUSE POINT

You may find it useful to pause after this lesson to review or provide students with work time before moving on to the next lesson.

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## ↓ LESSON 16 DEEP DIVE: GRAMMAR

# Rearranging introductory elements

- **Time:** 15 minutes
- **Grammar Learning Goal:** With support, rearrange introductory elements within sentences to create sentence variety (L.5.1a, L.5.2b, L.5.3a).

Display the following sentences from today's text:

- "Once, before there were any people in the world, the different animals and trees lived and moved about and talked together just like human beings."
- "At a certain place on the Grande Ronde River in Idaho, the pines were about to hold a great council."
- "After running for a long time, the pines grew tired."

Using a Think-aloud show students how you can rearrange the first sentence by moving around the introductory elements.

**Introductory elements provide important background information by answering specific questions. To rearrange sentences, I can move introductory elements closer to what they connect to in the sentence.**

**Looking at the first sentence: Once, before there were any people in the world, the different animals and trees lived and moved about and talked together just like human beings. I see two introductory elements: "once" and "before there were any people in the world."**

**"Once" answers "when different animals and trees lived and moved and talked." I can try to put phrases before the information or after. So, I could move "once" between "trees" and "lived": "Before there were any people in the world, the different animals and trees once lived and moved about and talked together just like human beings."**

**What if I wanted to move the other phrase? "Before there were any people in the world" also tells me when different animals lived and moved and talked. Let's see how it sounds all the way at the end: "The different animals and trees once lived and moved about and talked together just like human beings before there were any people in the world."**

**Notice how I removed the comma because the element no longer comes before the main clause of the sentence.**

**So which sentence is clearest or sounds the best when I read it aloud?**

- **The original:** Once, before there were any people in the world, the different animals and trees lived and moved about and talked together just like human beings.
- **One element moved:** Before there were any people in the world, the different animals and trees once lived and moved about and talked together just like human beings.
- **Both elements moved:** The different animals and trees once lived and moved about and talked together just like human beings before there were any people in the world.

Students vote on the sentence that is clearest. Have volunteers underline the remaining introductory elements in the other sentences.

✓ 👤 With a partner, students choose one of the remaining sentences to rewrite and practice rearranging the introductory element. Three pairs share their rewrites with the whole class.

■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 17

### TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, Chapter 10

# Lesson 17 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Encounter Text (10 mins.)

- First read of Chapter 10

#### Explore Text (10 mins.)

- Oral Story Maps with a partner

#### Analyze Text (35 mins.)

- Introduce and chart examples of foreshadowing
- Introduce mood and close-read passages for details that convey mood

### Deep Dive: Vocabulary (15 mins.)

- Complete Frayer model for *valiantly*

#### Express Understanding (10 mins.)

- Record evidence of Chief Joseph's beliefs and values

### Wrap Up the Lesson (5 mins.)

## BACKGROUND INFORMATION

Chapter 10 of *Thunder Rolling in the Mountains* deals with a brutal attack on the Nez Perce camp, which led to the deaths of many women and children. After reading, give students time to express their reactions and feelings about the events described.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.3


### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4a, L.5.4a

## MATERIALS

- Class set of *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall
- Students' evidence guides for *Thunder Rolling in the Mountains*
- Class evidence guide for *Thunder Rolling in the Mountains*
- Chart paper
- Sticky notes

## Learning Goals

Orally summarize key story elements, including characters, setting, conflict, key events, and outcome.

- ✓ Students summarize with a partner.

Explain how an author uses foreshadowing to set up a pivotal event (RL.5.1).

- ✓ Use a hand signal to note foreshadowing.

Compare and contrast the setting and mood as different points; identify text details that convey mood. (RL.5.1, RL.5.3).

- ✓ Independently respond to TDQs 2 and 3.

### Vocabulary Deep Dive

Explain what it means to fight valiantly (L.5.4a).

- ✓ Correctly use valiantly in a response to a question.

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 In pairs, students review their Story Maps for Chapters 7–9. Using details from their Story Maps and from Chapters 7–9, students study the “Route of the Nez Perce” map at the front of the novel, discuss where they think Sound of Running Feet and her people are at the end of Chapter 9, and make predictions about the next chapter.

### TEACHER NOTE

Teacher Note: Encourage students to read the first few lines of Chapters 7, 8, and 9, as well as the last line of Chapter 9, for clues as to where the Nez Perce are on the map.

- Introduce the learning goals.

# Engage in the Lesson

## ENCOUNTER TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 10

### First Read: Pairs 10 MINS





- 👤👤 Students take turns reading Chapter 10 aloud with a partner.
- Encourage students to “annotate orally,” i.e., pause after every page or so and discuss words they don’t know, as well as any questions, observations, and connections they have.
- Give students an opportunity to express their reactions to the reading as a whole group before moving into the next stages of the lesson.

## EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 10

### Oral Story Maps: Pairs 5 MINS

- Explain that students will do an oral Story Map for this chapter with a partner.
- Display a Story Map template; inside each box, write sentence frames such as those shown in the Story Map below to help students orally summarize that element.
- One student “retells” characters, character motivation, and setting, while the other student “retells” conflict and outcome/resolution. Students can alternate retelling key events in order.

- ✓ As you circulate and listen, note areas where individual students or the whole class need additional support.

<b>Title: Thunder Rolling in the Mountains</b>		
<b>Chapter(s): 10</b>		
  <b>Main characters:</b> <i>The main characters in this chapter include...</i>  <b>Character motivations:</b> <i>_(name)_ wants...</i> <i>_(name)_ wants...</i>  <b>Other characters:</b> <i>Other important characters in this chapter include...</i>	  <b>Setting</b> <i>The events in this chapter take place...</i>  <i>(include where, when, and the circumstances or context)</i>	
  <b>Conflict in Chapter(s) 10</b>  <i>The main conflict in this chapter is between _____ and _____ over...</i>	<b>Event Timeline</b>  <i>At the beginning of the chapter...</i>  <i>Next, ...</i>  <i>Then, ...</i>  <i>After that, ...</i>  <i>Finally, ...</i>	  <b>Outcome (or Resolution)</b>  <i>The outcome (or resolution) of the chapter is that...</i>

- Following retells, pose the following questions and have students Jot-Pair-Share responses:

Were you taken by surprise by the turn of events in Chapter 10?

If *yes*:

Why do you think you were so surprised by the events in the middle of the chapter? Looking back at Chapter 10, do you notice any clues as to what would happen that you didn't notice before?

If *no*:

Why do you think you were not surprised by the events in the middle of the chapter? What details in the text prepared you for what was going to happen? [END PROMPT STYLE]

## ANALYZE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 10


### Close-Read for Mood and Foreshadowing: Whole Group 35 MINS

- Initiate a discussion about the tragic events for the Nez Perce in Chapter 10 by having students share their responses to the questions above.
- Explain that by looking back at the beginning of Chapter 10, students can find clues about the events that unfolded later.
- Introduce the term *foreshadowing* as the use of words and phrases that hint at something that is going to happen later in the story. Students record this definition in their personal dictionaries.
- Read aloud from the top of page 53 to the first line on top of page 55 as students follow along and listen for clues the author gives about the attack. When they hear something that they think is a clue, students signal by raising their hand and putting it down. As you read, scan the room to see what students recognize as clues.
- Create a two-column anchor chart modeled after the one below; students should create their own foreshadowing charts in their learning logs. (A sample of a completed foreshadowing chart can be found in Appendix C.)


Examples of foreshadowing in Chapter 10	How these words or phrases foreshadow events later in the chapter


- Model and record one example of foreshadowing you noticed on page 53 using a Think-aloud. For example, you might say:

**“At the top of page 53, did you notice how the author tells us that no one is thinking about the white soldiers except for a warrior named Lone Bird? Now that I reread this passage, his words of warning to his people strike me as foreshadowing. He tells the people, ‘I do not trust the Blue Coats...Maybe they are close behind us. Keep going. Move fast. Death may be following on our trail.’”**

- Students share other foreshadowing examples they noticed, specifying why they think the words and phrases they identified are clues. Record examples of foreshadowing on the chart.
- Explain that students will now look closely at the story’s setting in Chapter 10.
- Students read pages 52 and 53 again, this time noting details that show how most of the people in the camp—other than Lone Bird and Wah-lit-its—are feeling as Chapter 10 opens. Students can mark these details with sticky notes.
-  After students read, they work in small groups to respond to the following text-dependent questions.

**1 How would you describe the main feeling in the Nez Perce camp as Chapter 10 opens? Jot down details from the text that show you the general feeling in the camp.**

- *The general feeling in the camp, other than Lone Bird and Wah-lit-its, seems to be relaxed and happy.*
- *Details might include: “No one thought of the white soldiers we had left behind in Montana”; Looking Glass’s words, “This is a peaceful place, and here we are safe”; “When the hunters came back, it was a happy night. For supper we ate speckled trout...”*
- Students share their responses to question 1.
- Afterward, explain that authors choose words and details in a passage very carefully, depending on the “feeling” they want to create for a scene and its setting. (Remind students that setting includes more than just where and when a story takes place. Setting also includes circumstances and the feeling of a place and its surroundings.)
- Introduce the word *mood* as the main “feeling” or atmosphere of a passage. Students record this definition in their personal dictionaries.
- Students call out words that describe their own moods (e.g., happy, sad, anxious, serious, hopeful, excited, scared). Explain that people communicate their moods through facial expressions, body language, words, and actions.
- Explain that just as people can “read” others to determine their mood, they can look at how authors use language in a passage of text to create a certain feeling or atmosphere.
-  Students reread from the paragraph beginning “The sky was cold and gray...” at the bottom of page 54 to the end of the paragraph on top of page 57 ending, “Of the Red Coats, only Swan Necklace lived.” As they read, they should pay attention to details the author uses to show how the mood/feeling/atmosphere in the camp changes.
- Afterward, students spend several minutes jotting answers to the following text-dependent questions independently.

**2  Compare and contrast the setting and mood of Chapter 10 from the beginning to the middle/end of the chapter. At what point in the story does the mood change? What words in the story indicate a change?**

- *The physical location of the setting is the same through the chapter. However, the mood, or feeling, changes dramatically from beginning to middle/end, when the soldiers attack the camp.*
- *At first, the mood is relaxed and happy. When the camp is attacked, the mood becomes panicked.*
- *The mood changes at the bottom of page 54 when Sound of Running Feet awakens. The text says,*



*“The sky was cold and gray when I woke from a troubled sleep.” Before this, the mood in the camp was relaxed and happy. The “cold” and “gray” and “troubled sleep” signal that the mood is changing.*

- Students may describe the feeling of the passage on pages 55 and 56 as terrified, frightened, panicked, sad, and so on. Students may cite any number of details describing the battle and its aftermath.
- Volunteers share their responses with the whole class.
- To wrap up the reading, remind students that, as they can see in Chapter 10, the setting of a story can change dramatically even while the actual physical location of a story’s events remains the same.

### Extension

Discuss author’s purpose—what feelings the author wanted to evoke in readers during this chapter, why, and the extent to which the author succeeded.

### DEEP DIVE OPPORTUNITY: VOCABULARY

This is an opportune time in the lesson to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## EXPRESS UNDERSTANDING

### Recording Evidence: Whole Group 5 MINS

- Display the class evidence guide; students get out their own evidence guides.
- Explain that while Chief Joseph was not a main player in today’s reading, one passage stood out as revealing something about his beliefs and values.
- Students briefly review Chapter 10, noting any passages that show Chief Joseph’s beliefs or values. Students may point out some of Chief Joseph’s actions (i.e., ordering the women and children to go hide on the hillside, counting the dead and wounded Nez Perce, mostly old men, women, and children) and the quotation at the bottom of page 57.
- Direct students’ attention to this quotation at the bottom of page 57; record Chief Joseph’s words in the class evidence column, along with the context and source (see sample evidence guide in Appendix C). Students copy the quotation, context, and source in their own guides as you do so. Students read the quotation again and paraphrase it underneath.
- 👤👤 In pairs, students discuss what they think the quotation reveals about Chief Joseph’s values or beliefs.
- Students share aloud with the whole group how they think Chief Joseph’s words reflect one or more of his values or beliefs.
- Poll the class on the best “name” (or names) for the value or belief, record it in the value or belief column, and complete the elaboration column as a class.

**TEACHER  
NOTE**

Point out that the quotation on page 57 is an example of evidence that shows more than one value; students may cite the same evidence for more than one belief or value. In addition, point out that students may find evidence for values and beliefs they already have recorded (e.g., “peaceful, hates fighting” as a value for Chief Joseph, noted in Lesson 13). If there is sufficient space, students may record the evidence from page 57 in the same row; or students may create a new row, in which case students can lightly color rows with the same value the same color.

## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ See Check for Understandings above. As an Exit Ticket, students quick-write their reactions to the events in Chapter 10. Students can free-write or respond to these prompts: *Did the turn of events in Chapter 10 surprise you? Why or why not? Given what you learned reading the “Chief Joseph” biography, what do you predict will happen in Chapter 11? Explain.*

### DISTRIBUTE HOMEWORK

Students read Chapter 11 for homework and create a Story Map with characters, character motivation, setting, conflict, an event timeline, and outcome/resolution.

### LOOK AHEAD

In the next lesson, after reviewing Chapter 11 and discussing the mood of the chapter, students will complete their first New-Read Assessment Task.

## ↓ LESSON 17 DEEP DIVE: VOCABULARY

# New word: *valiantly*

- **Time:** 15 minutes
- **Text:** *Thunder Rolling in the Mountains*, by Scott O’Dell and Elizabeth Hall
- **Vocabulary Learning Goal:** Describe what it means to fight *valiantly* (L.5.4a).

Read the following excerpt from *Thunder Rolling on the Mountains*, page 57:

“Lean Elk, who had joined us only a few suns before, fought valiantly. He led a group that seized the soldiers’ cannon, broke it and pushed it into the swamp. They captured enough bullets to fight many battles.”

Discuss how the author uses the adverb *valiantly* to describe how Lean Elk fought and then elaborate on the definition.

Students Turn and Talk with a partner to read the descriptions (the second and third sentences) to try to figure out what the author was trying to describe and then share responses with the class.

- *bravely, courageously*

**The text states that Lean Elk fought in a way in which he led a group that “seized (took control of) the soldiers’ cannon, broke it and pushed it into the swamp,” and “captured enough bullets to fight many battles.” So, how did he fight? What do you think the word *valiantly* means?**

- *He fought courageously and boldly.*
- ✓ Exit slip: The paragraph implies that Lean Elk did not survive this battle. Why would Sound of Running Feet state that he fought *valiantly* at this point in the text?
- *Sound of Running Feet wanted to pay tribute to Lean Elk for fighting and giving his life on their behalf. She did this to honor him.*



■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 18

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, chapters 11-12

# Lesson 18 At A Glance

## AGENDA

### Introduce the Lesson (5 mins.)

### Work with Text (65 mins.)

#### Explore Text (25 min)

- Review Story Maps for Chapter 11; discuss key story elements
- As a whole group, generate words to describe mood of Chapter 11
- In small groups, find text evidence that conveys mood

#### Analyze Text (40 min)

- Read Chapter 12 independently
- Complete Parts A, B, and C of New-Read Assessment #1

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar (15 mins.)

- Create sentence variety by rearranging introductory elements

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

## BACKGROUND INFORMATION

The first New-Read Assessment requires students to independently read Chapter 12, demonstrate comprehension of key story elements by completing a Story Map, and analyze mood at different points in the chapter through short answer and multiple choice questions. To help you evaluate student work, sample student responses and a scoring guide are included in Appendix C.

## Reading

- RL.5.1, RL.5.2, RL.5.3

## Language

-  L.5.1a,  L.5.2d,  L.5.3a

## MATERIALS


- Class set of *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall
- Chart paper
- Markers
- Copies of New-Read Assessment #1, Part A (see Student Resource Document Handout 18A)
- Copies of New-Read Assessment #1, Part B (see Student Resource Document Handout 18B)
- Copies of New-Read Assessment #1, Part C (see Student Resource Document Handout 18C)

## Learning Goals

Create a story map identifying and summarizing key story elements, including character (including motivations), setting, conflict, key events, and outcome/resolution (RL.5.1, RL.5.2)


-  Complete a Story Map as part of the New-Read Assessment

Compare and contrast the mood at different points in the story and identify details in the text that help convey mood (RL.5.1, RL.5.3)

-  Work in groups to find and write down Chapter 11 details that help convey mood; complete multiple-choice and short-answer questions as part of the New-Read Assessment

### Grammar Deep Dive

With a partner, rearrange introductory elements within sentences to create sentence variety. (L.5.1a, L.5.2d, L.5.3a)

-  Complete the "Rearranging Introductory Elements" handout with a partner

-  Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- Students Jot-Pair-Share their responses to the following questions:

*How does Sound of Running Feet currently feel about the war? What evidence from the last two chapters supports your response?*

- As a whole group, briefly review by having students share their ideas and evidence aloud.
- Introduce the learning goals.

# Engage in the Lesson

## EXPLORE TEXT: THUNDER ROLLING IN THE MOUNTAINS, CHAPTER 11

### Review Chapter 11: Whole Group 5 MINS

- 👤👤 In pairs, students compare the Story Maps they created after reading Chapter 11, looking for overlaps and differences.
- Briefly review characters, character motivation, setting, conflict, key events, and outcome as a group to make sure all students have a solid grasp of key ideas and details for Chapter 11.

## ANALYZE TEXT: THUNDER ROLLING IN THE MOUNTAINS, CHAPTER 11

### Recording Evidence of Mood: Small Groups 20 MINS

- Explain that students will consider the setting and mood of Chapter 11 and how the author uses details to create the feeling of certain passages.
- 👤👤 Students Turn and Talk with a partner about the following questions:

**What happens in Chapter 11? What is the setting of this chapter (i.e., time and physical location)? How does it change from the beginning to end of the chapter?**

**How do the main characters in this chapter feel, and why?**



**What feelings does the chapter stir, or bring up, in you, as a reader?**

- Pose this question to the whole class:

### *How would you describe the general mood of this chapter as a whole?*

- As a whole group, generate a list of “mood” words for Chapter 11 on the board. (Students may come up with words such as “sad” or “serious”; use a thesaurus to help them generate synonyms that more accurately capture the mood (i.e., sorrowful, mournful, somber).
- Now, ask:

### *What details and words from the chapter help create this mood?*

-  Divide students into groups of four, each with chart paper and a set of markers (at least one per student).
- Students revisit Chapter 11 to look for language and details in Chapter 11—about character, setting, or events—that help them understand the feeling or mood. They jot lines down with the page number.
- Set the expectation that all students look for evidence of mood and write down lines from the text. They can talk quietly and discuss evidence they find.
- Check in and provide support as they work. After seven or eight minutes, students read and discuss the lines their group members recorded.
-  Each group shares several lines they recorded.

## ENCOUNTER, EXPLORE, AND ANALYZE TEXT: THUNDER ROLLING IN THE MOUNTAINS, CHAPTER 12

### New-Read Assessment #1: Individuals 40 MINS

- Explain that students will now read Chapter 12, annotating on sticky notes to help them monitor their understanding. After reading Chapter 12, students receive New-Read Assessment #1, Parts A and B.
- One purpose of this assessment is to evaluate students’ ability to independently comprehend literary texts; students should not use dictionaries or other reference sources.
- Distribute Handout 18 after students have finished reading. Distribute Handout 18B after students have completed their Story Maps. Sample student responses to New-Read Assessment #1 can be found in Appendix C.

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# Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

- ✓ See New-Read Assessment above. Once students finish the New-Read Assessment early, they can begin independently reading Chapters 13–15.



## DISTRIBUTE HOMEWORK

Students read Chapters 13–15. Assign one-third of the class to complete a Story Map for Chapter 13; one-third for Chapter 14; and one-third for Chapter 15. Students should come ready to share their Story Maps in the following lesson.

## LOOK AHEAD

In the next lesson, students review key events in Chapters 13–15 and then record evidence for the focusing question about Chief Joseph’s beliefs and values. Afterward, students read Chapter 16, note examples of possible foreshadowing, and make predictions for Chapter 17.

## ↓ LESSON 18 DEEP DIVE: GRAMMAR

# Rearranging introductory elements

- **Time:** 15 minutes
- **Text:**
- **Grammar Learning Goal:** With a partner, rearrange introductory elements within sentences to create sentence variety (L.5.1a, L.5.2b, L.5.3a).

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Direct students' attention back to the graffiti wall they created in small groups.

Give each pair of students the “Rearranging Introductory Elements” handout.

✓ 👤👤 Using the information from the graffiti wall, partners will complete three sentence frames with introductory elements and then rearrange them. Finally, they will reflect on which sentence was clearer and support their answer.

■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 19

## TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, Chapters 13-16

# Lesson 19 At A Glance

## Launch the Lesson (10 mins.)

### Engage in the Lesson (60 mins.)

*Explore and Analyze Text (20 mins.)*

- Whole-group discussion of Chapters 13–16 events
- Text-dependent questions

### Deep Dive: Vocabulary (15 mins.)

- Create a Morpheme Matrix for *revenge*.

*Express Understanding (25 mins.)*

- Record evidence of Chief Joseph's beliefs and values.

*Encounter and Explore Text (10 mins.)*

- Partner-read Chapter 16, annotating for foreshadowing examples.
- Make predictions for Chapter 17 based on foreshadowing.

*Analyze Text (5 mins.)*

- Write predictions for Chapter 17 based on foreshadowing and compare with a partner.

## Wrap Up the Lesson (5 mins.)

## BACKGROUND INFORMATION

In the next two lessons, students continue gathering evidence of important beliefs and values that guide Chief Joseph, as they read about the events leading up to the final battle and the Nez Perce's surrender at the Battle of Bear Paw in Montana.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1

### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4b

## MATERIALS

- Class set of *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall
- Students' evidence guides for *Thunder Rolling in the Mountains*
- Class evidence guide for *Thunder Rolling in the Mountains*
- Sticky notes
- Handout 19: Vocabulary Deep Dive #8: Morpheme Matrix

## Learning Goals

Record evidence of Chief Joseph's beliefs and values and explain how they guide him (RL.5.1, W.5.9).

- ✓ Independently complete evidence and elaboration columns of evidence guide.

Identify and analyze how an author uses foreshadowing to set up a pivotal event in the text (RL.5.1).

- ✓ Make predictions based on foreshadowing examples

### Vocabulary Deep Dive

Define and develop vocabulary knowledge of the word *revenge* and related words (L.5.4b).


- ✓ Complete exit slip explaining what *revenge* means in context and how it relates to the concept of punishment.

# Launch the Lesson

10 MINS

## ENTRANCE TASK

5 MINS

-  Students form groups of three, based on the Story Maps they created for homework (one student per chapter). Students take turns sharing their Story Maps in chapter order. Encourage students to ask clarifying questions about Story Map elements and to discuss any questions, surprises, and connections they had as they read.
- Introduce the learning goals.

# Engage in the Lesson

## EXPLORE AND ANALYZE TEXT: *ROLLING THUNDER IN THE MOUNTAINS*, CHAPTERS 13–15

### Discussion with Text-Dependent Questions: Whole Group

20 MINS

- Briefly review the key events of Chapters 13–15 by asking students:

*What do you consider the most significant, or important, events in each of these chapters, and why?*

- Given the amount of reading students completed for homework, spend time today making sure students grasp key ideas and details in the text before moving on.
  - Launch discussion of Chapters 13–15 using the following text-dependent questions, which combine literal comprehension questions with deeper analysis and synthesis questions. Consider having students jot their responses before discussing them.
- 1 How does Sound of Running Feet defend her actions in Chapter 12 to Lean Elk at the beginning of Chapter 13? What does this scene reveal about Sound of Running Feet’s personal beliefs and values?**
    - *Sound of Running Feet tells Lean Elk that she only went to watch, not to fight; however, if the Blue Coats come again, she says she will fight bravely.*
    - *This scene shows us that Sound of Running Feet stands up for what she believes in. Even though it is against cultural tradition for Nez Perce women to fight, she believes that she could fight bravely.*
  - 2 Reread this scene from the end of Chapter 13: “That night the settlers slept in front of the fire, next to our shelter. I gave them buffalo robes against the cold. Dirty Face pulled her robe around her and began to cry. Yellow Hair spoke softly to her. She put her arm about the girl’s shoulders and comforted her, as a mother would comfort a hurt child. It puzzled me to see that white women acted no different from women of the Ne-mee-poo.” Why is Sound of Running Feet puzzled? How does this scene challenge her?**

- *Sound of Running Feet is puzzled by the girl's display of love and care for her younger sister because it reminds her of how Ne-mee-poo women act.*
- *Observing the similarities between the white women and Ne-mee-poo women challenges Sound of Running Feet's idea that white people are nothing like her own people. Despite their differences, this scene shows her that they share the same human emotions of love and compassion.*

**3 Why does the Crows' refusal to help the Nez Perce put them in even greater danger than before? Find evidence in the text to support your answer.**

- *The Crows were their last hope for allies. Chief Joseph tells the other chieftains, "Now all the tribes are enemies. Every white man in these mountains is already our enemy."*

**4 What does Chief Joseph mean when he says "the click-clack has told soldiers at every fort to look for us"? Why is this significant? ?**

- *Chief Joseph is referring to the telegraph, which produced a "click-clack" sound when the electric current passed through. The Nez Perce are in even greater danger because General Howard's soldiers are using the telegraph to communicate with soldiers at other forts about their whereabouts.*

**5 On page 79, after describing a massacre of Native Americans by white soldiers thirteen years earlier, Chief Joseph says, "That night the tribes learned to hate the settlers. And now..." Lean Elk finishes his statement, "We hate ourselves." What do these words mean?**

- *It used to be that the tribes fought as one against the white soldiers and the U.S. government. Now, the tribes fight against one another.*
- *The Crows' decision is especially upsetting because they were once allies. Not only did they refuse to help the Nez Perce, they joined the white soldiers to fight against them.*

**TEACHER  
NOTE**


You might tell students that in his speech to the chieftains, Chief Joseph refers to the Battle of Sand Creek or Sand Creek Massacre. In 1864, a group of 700 soldiers in the Colorado Territory militia attacked a village of Cheyenne and Arapaho people in present-day southeastern Colorado. They killed about 150 Native Americans, mostly women and children, and destroyed the village.

**DEEP DIVE OPPORTUNITY: VOCABULARY**

This is an opportune time in the lesson to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

**EXPRESS UNDERSTANDING: THUNDER ROLLING IN THE MOUNTAINS, CHAPTERS 13-16**

**Recording Evidence: Whole Group** 25 MINS


- Display the class evidence guide. Explain that students will revisit passages in today’s reading involving Chief Joseph and record evidence of his beliefs and values.
- Assign each student one of the chapters that they read for today. (Consider assigning Chapter 11 as well, since it contains key evidence of Chief Joseph’s values and students have not yet gathered evidence for this chapter.)
- Students skim their assigned chapter, reread passages featuring Chief Joseph, and highlight any passages that tell them something about his beliefs and values.
-  Then, divide students into small groups based on their chapter assignments. (Students work with students assigned to the same chapter.) In their groups, students discuss evidence they find of Chief Joseph’s beliefs or values.

### TEACHER NOTE

While Chief Joseph’s values or beliefs can be inferred from most of the passages, some pieces of “evidence” are stronger than others. Provide support as needed to help students identify strong evidence. Much of the evidence from today’s reading supports the same belief or value. (See the completed sample evidence guide in Appendix C for examples.)

- Initiate a whole-group discussion about Chief Joseph’s values and beliefs. Students share ideas about what values or beliefs are reflected in the evidence they found. (Note that much of the evidence supports the same belief or value: Chief Joseph’s belief in his duty to protect and care for the elderly, women, and children of his tribe.)
- Record evidence (plus source and context) on the class evidence guide; students should record the information on their own evidence guides. Then, students reread the evidence on their own and paraphrase it underneath.
- As a group, discuss how you might “name” the value or belief. If students struggle, use prompts such as:

**What do Chief Joseph’s words and actions here tell us about what he believes and values?**

-  After recording each value or belief, students Think-Pair-Share ideas for the elaboration column and write down their ideas independently.

## ENCOUNTER AND EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 16

### Partner-Read for Evidence of Foreshadowing: Pairs 10 MINS

- Remind students that authors often use foreshadowing to give readers clues about what is going to happen later without revealing the story or spoiling the suspense.
- Students read Chapter 16 with a partner. As they read, they mark the text with sticky notes in places they think indicate foreshadowing.

## ANALYZE TEXT

### Predictions Based on Foreshadowing: Individuals 5 MINS

- ✓ After students read, they independently quick-write to the following prompt:

*Based on the possible foreshadowing examples you found in Chapter 16, what do you predict is going to happen in Chapter 17?*

- After writing their predictions, students share the possible foreshadowing examples they found and their predictions for the next chapter.
- If there is time, students may begin reading Chapter 17 with their partner and compare the predictions they made to what actually happens.

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# Wrap Up the Lesson

## MONITOR PROGRESS 5 MINS

- ✓ See Checks for Understanding above.

## DISTRIBUTE HOMEWORK

Students read Chapters 17–19 for homework. As they read, they should use sticky notes to annotate unknown words, questions, observations, and connections, and compare the predictions they made to what actually happens in Chapter 17.

## LOOK AHEAD

In the next lesson, students close-read passages surrounding Chief Joseph's surrender. Students analyze these key passages to understand his motivations and how his decision reflects his most important beliefs and values. Students will complete their evidence guides for the focusing question in this lesson.

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### PAUSE POINT

You may find it useful to pause after this lesson to review or provide students with work time before moving on to the next lesson.

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## ↓ LESSON 19 DEEP DIVE: VOCABULARY

# Etymology of the word *revenge*

- Time: 15 minutes
- Vocabulary Learning Goal: Define and develop vocabulary knowledge of the word *revenge* and related words (L.5.4b).

### TEACHER NOTE

Morpheme Matrices can be three-hole punched and added to the New Word section of Personal Dictionaries *Text*.

Read the following excerpt from the text:

“They [the braves] gave us bullets. But in the end, fearing the revenge that the White Soldiers might put on them [the braves], they refused to help us” (p. 78).

Students respond to this question: How does “fearing” something that the White Soldiers might “put on them (the other Native Americans helping)” shed light on the meaning of the word *revenge*?

(See what students come up with on their own. Do not give them the answer to this until they have a chance to dig into the root first.)

- *The other Native Americans were afraid to help the Nez Perce because they were afraid of what the White Soldiers would do to them.*

Launch the strategy Morpheme Matrix

Distribute Handout 19: Vocabulary Deep Dive #8: Morpheme Matrix to students.

Model adding the root: *vengier*, *venge*, *ven-* “to lay claim to, avenge, punish” in the center of the matrix. Model adding the affixes to the Matrix as well, as indicated in the sample.

Ask students if they can see any words they can assemble from the Matrix with these word parts.

Generate a list of words with these roots in them and record under Morpheme Matrix next to “Related Words.” (See sample below.)

Pair-Share Read aloud each sentence twice and give student partners ten seconds to come up with a quick definition for the word in italics.

- *avenge, avenger, vengeful, revenge, vengeance*

Have a few partner groups share their responses until the class generates a correct understanding.

Reread the sentence below to present the word in context before proceeding to the next sentence.

Words: *avenge, avenger, vengeful, revenge, vengeance*

Gus was determined to *avenge* the goal scored while he was goalie. (get even)

The older woman who had her purse snatched at the bus station became an *avenger* and hit the thief over the head with her umbrella. (one who gets even)

Her *vengeful* act made her feel empowered as a senior citizen. (full of revenge)

Last fall when our football team lost 30–0 against the Tigers, they became determined to get *revenge* at the homecoming game this year. (to even the score)

re		Root:  <b>vengier,</b>  <b>venge, ven</b>  “to lay claim to, avenge, punish”	er	
a			ful	
			ance	

*Vengeance* can sometimes cause a person to go overboard. (the act of getting even)

Related Words: *avenge, avenger, vengeful, revenge, vengeance*

✔ Exit slip How does the concept of a punishment help you to understand the word *revenge* in this sentence from the text?

“They gave us bullets. But in the end, fearing the *revenge* that the White Soldiers might put on them, they refused to help us.”

- *The braves from other tribes were afraid of what the White Soldiers would do to punish them if they decided to fight with the Nez Perce.*

■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 20

### TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall, Chapters 17-19

# Lesson 20 At A Glance

## Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### *Explore Text (5 mins.)*

- Create timeline of events leading up to Chief Joseph's surrender

#### *Analyze Text (20 mins.)*

- Discussion of events leading up to surrender with text-dependent questions

#### *Integrate Understanding (10 mins.)*

- Close-read and discussion of surrender speech

#### *Express Understanding (20 mins.)*

- Record evidence of Chief Joseph's beliefs and values

#### *Integrate Understanding (10 mins.)*

- Close-read and response to Chapter 19 ending

### Deep Dive: Vocabulary (15 mins.)

- Complete Frayer model for *surrender*

### Wrap Up the Lesson (5 mins.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.3


### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4a, L.5.4a

## MATERIALS

- Class set of *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall
- Students' evidence guides for *Thunder Rolling in the Mountains*
- Class evidence guide for *Thunder Rolling in the Mountains*

## Learning Goals

Compare and contrast Sound of Running Feet's and Chief Joseph's motivations, beliefs, and values (RL.5.3).

- ✓ Quick-write responses to text-dependent questions 7 and 8, ahead of class discussion.

Record evidence of Chief Joseph's beliefs and values and explain how they guide him (RL.5.1, W.5.9).

- ✓ Independently complete evidence and elaboration columns of evidence guide.

### Grammar Deep Dive

Develop vocabulary knowledge of the word *surrender* to understand how Native Americans surrendered their lifestyle to accommodate American settlers (L.5.4a).

- ✓ Complete Frayer model for *surrender*.

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 Assign pairs of students a chapter (17, 18, or 19). Have students create a timeline of significant events leading up to Chief Joseph's surrender at the end of Chapter 19.
- Introduce the learning goals.

# Engage in the Lesson

## EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTERS 17–19

### Create an Event Timeline: Whole Group 5 MINS

- Review the events in Chapters 17–19 and create a class timeline of the series of events that led up to Chief Joseph's decision to surrender.
- Ask students to consider the significance and impact of each event, such as the deaths of Ollokot, Too-hul-hul-sote, and Lean Elk, and the arrival of General Howard's soldiers.

## ANALYZE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTERS 17–19

### Discussion with Text-Dependent Questions: Whole Group 20 MINS

- Use the following text-dependent questions to generate discussion about significant events in Chapters 17–19 and how they build toward a pivotal moment in the novel: Chief Joseph's surrender.
- Students may respond in writing to these questions independently or in small groups before discussing them as a whole group. Emphasize the importance of supporting responses with specific evidence and page numbers from the text.

#### 1 What details does the author use in Chapter 17 to help readers understand the experience in the Nez Perce camp as the Blue Coats descended upon them?

- *Students may identify a number of different details, including: "All the Blue Coats in the world must have been on the other side of the rise"; "Hoof beats and gunfire made it hard to hear"; "Through the line of Blue Coats stampeded our horses, their eyes wild, their manes streaming"; "Caught in a rain of bullets, horses screamed and died."*

**2 What value(s) does Sound of Running Feet share with her father, given her actions in Chapters 17–19? What specific actions reflect this value(s)?**

- *Like Chief Joseph, Sound of Running Feet puts the safety of the women and children in the camp ahead of herself.*
- *Some of her actions in these chapters include giving Young Joseph and a pregnant woman her horse to escape with; giving her food to the children first, and then the warriors; seeking out Deer Woman and her baby sister, Bending Willow, to see that they are safe; pulling a boy out of the shelled pit and trying to rescue other women and children.*

**3 Why do the Blue Coats call a truce on the afternoon of the second day? Why do you think Colonel Miles specifically asks to speak with Chief Joseph?**

- *Students' responses may vary. Perhaps Colonel Miles knows that Chief Joseph is one of the only chieftains left among his people; perhaps they know his reputation as a wise leader and spokesperson for his people—he was the one with whom General Howard spoke at the beginning of the novel; perhaps they know he did not wish to fight a war from the beginning and think he will readily surrender; perhaps it is their intention from the beginning to take him hostage in order to force his warriors to surrender; perhaps several or all of these reasons.*

**4 How does Sound of Running Feet describe the morning of the third day?**

- *On the morning of the third day, the soldiers turn their cannon fire on the shelter pits, which is filled mostly with women and children.*
- *Sound of Running Feet calls this “another act of shame” because once again the soldiers have deliberately targeted women and children. She knows that the soldier Jerome must have reported that the shelter pit contained only women and children.*

**5 What arguments do some of the warriors, including Looking Glass and White Bird, make against surrendering? What arguments does Chief Joseph make for surrendering? What event finally causes Chief Joseph to decide to surrender?**

- *Some of the warriors believe that the Blue Coats are weak fighters and if they charge, they could defeat them, even if it means sacrificing some of themselves. Looking Glass and White Bird believe that the white generals will not uphold their promises if the Nez Perce surrender. They would rather try to escape and ride for Sitting Bull's camp in Canada, even if they die trying.*
- *Chief Joseph believes they cannot win against the soldiers and their cannons. He believes that if they continue to fight all of the warriors will die and there will be no one left to protect the women and children. He believes that the best option is to surrender and return to the Lapwai reservation.*
- *Looking Glass is shot, leaving only Chief Joseph, who is not a warrior, and White Bird, who is very old.*

**6 What feelings does the final scene in Chapter 19 bring up for you? What words and images contribute to this mood or feeling? What details show you how Sound of Running Feet feels as she witnesses this scene?**

- *Students' responses may vary; students may describe the scene as tragic, sad, heartbreaking, depressing, somber.*
- *Students may note the following lines: “Wounded warriors crawled from the pits. Some of them*

leaned on the women and old men. Some of them crawled on their hands and knees. Slowly, the long lines of people moved across the ground and up the hill.”

- As *Sound of Running Feet* witnesses the scene, her “heart is filled with sadness.”

### ↓ DEEP DIVE OPPORTUNITY: VOCABULARY

This is an opportune time in the lesson to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## INTEGRATE UNDERSTANDING: CHIEF JOSEPH’S SURRENDER SPEECH, THUNDER ROLLING IN THE MOUNTAINS, PAGES 104–107

### Close-Reading: Whole Group 10 MINS

- Remind students that in Chapter 19, they encounter Chief Joseph’s surrender speech for the second time.
- Before close reading the passages on pages 104–107, pose the following question, first as a Think-Pair-Share and then for whole-group discussion:

*“To what extent did your response differ as you read Chief Joseph’s speech within the context of the novel, as opposed to in his biography? Why do you think that is?”*

## EXPRESS UNDERSTANDING

### Recording Evidence: Whole Group 20 MINS


- Following discussion, students get out their evidence guide; display the class evidence guide.
- Students reread from the bottom of page 104 to the end of page 107 independently or with a partner, looking for evidence of Chief Joseph’s beliefs and values (including evidence that supports beliefs and values already recorded).
- Initiate a whole-group discussion about Chief Joseph’s values and beliefs. Students share evidence they found. Complete the evidence guide together as a class as students fill in their own guides.


#### TEACHER NOTE

If there is not enough room to record additional evidence for previously recorded beliefs and values, students should create a new row. You may want students to lightly color in rows that represent the same value or belief, to help them keep track of all of their evidence. See the sample evidence guide below for this part of the story.

## INTEGRATE UNDERSTANDING: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTER 19 ENDING

### Text-Dependent Questions: Whole Group 10 MINS

- After completing the evidence guide, students reread the last paragraph of Chapter 19, beginning with the line, “My heart was filled with sadness.”
-  Students write responses to the text-dependent questions below.

**7**  **7. Reread the final paragraph of Chapter 19. Based on this paragraph, what decision do you think Sound of Running Feet has made by the end of this chapter and why? Support your answer with evidence from the story.**


- *Sound of Running Feet decides she cannot join her father and the others in surrendering.*
- *It seems that Sound of Running Feet cannot bear to surrender to the Blue Coats. From the beginning of the book, she has disagreed with her father. She wanted her people to fight the soldiers for their land. Even though her father has surrendered, she does not want to give up.*

**8**  **How do both Chief Joseph’s and Sound of Running Feet’s decisions at the end of Chapter 19 reflect some of their most important beliefs and values?**

- *Chief Joseph’s decision to surrender shows how strongly he believes in peace and hates fighting. It also shows how much he values his people and puts their best interest ahead of his own.*
- *Sound of Running Feet’s decision not to join her father in surrendering shows how strongly she believes in her people’s cause. Like Looking Glass and White Bird, she would rather risk her life than surrender.*

## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

 Students Pair-Share their responses to questions 7–8 with a partner. To wrap up, invite volunteers to share aloud with the class. Collect and review students’ responses to check for understanding

### DISTRIBUTE HOMEWORK

Students read the final chapters of the novel, Chapters 20–23, as well as the Afterword. Then, they write a letter to Chief Joseph, pretending to be Sound of Running Feet. Students should consider:

**What would Sound of Running Feet want to say to her father at the end of the novel?**

**How would she explain to him the choices she makes in these last chapters?**



**Extension**

For an additional challenge, have students write a letter from Chief Joseph to his daughter, Sound of Running Feet, responding to her letter.

**LOOK AHEAD**

In the next lesson, students engage in structured group discussions to compare and contrast Chief Joseph and his daughter Sound of Running Feet. They also begin the essay for the focusing question by collaboratively writing the introduction paragraph.

## ↓ LESSON 20 DEEP DIVE: VOCABULARY

# New word: *surrender*

- **Time:** 15 minutes
- **Vocabulary Learning Goal:** Develop vocabulary knowledge of the word *surrender* to understand how Native Americans surrendered their lifestyle to accommodate American settlers (L.5.4a).

Engage students in a read-aloud of the following excerpt:

“Looking Glass said he would never surrender. He looked at my father. ‘I am older than you,’ he said. ‘I know the white generals are men with two faces and two tongues. If you surrender, you will be sorry. It is better to be dead’” (p. 105).

Generate a discussion around this word within the text:

If Looking Glass doesn’t trust the white generals and says he will be sorry if he surrenders and that it is better to be dead than surrender, what do you think surrender means? (Let students arrive at “to give up,” “turn yourself in,” and “quit.”)

Generate a collaborative discussion about “what surrender is” and “what surrender isn’t” so students understand it is not a place where both parties are on equal ground. The implication is that one side is giving up what they want because they are willing to accept negative consequences or because it’s their only option if they want to live.

Students partner to complete the Frayer model to look at the word *surrender* from different angles. Then, students share what they wrote.

- ✓ Travel the classroom to look for misconceptions of the word *surrender* in the Frayer model.

## ■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 21

### TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall , chapters 20-23 and Afterword

# Lesson 21 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Explore Text (10 mins.)

- Complete Story Maps in small groups and share as a class.

#### Analyze Text (10 mins.)

- End-of-novel discussion with text-dependent questions

### Deep Dive: Vocabulary (15 mins.)

- Use etymology and context to understand *treachery*.

#### Integrate Understanding (25 mins.)

- Structured small-group discussions comparing/contrasting characters' values

#### Express Understanding (20 mins.)

- Collaboratively write introduction paragraph of essay.

### Wrap Up the Lesson (5 mins.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1, RL.5.3

### Writing

- W.5.2, W.5.4, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4b

## MATERIALS

- Model "Painted Essay" for *Shi-shi-etko*
- Chart paper
- Class set of small dry erase boards and dry erase markers
- Red, green, yellow, and blue marker (one of each)
- Students' evidence guides
- Class evidence guide

## BACKGROUND INFORMATION

In this lesson, students conclude their reading of *Thunder Rolling in the Mountains* with whole- and small-group discussions that reflect on the novel's ending. This lesson also introduces students to Focusing Question Task 4, which begins with a collaboratively written introduction in this lesson and ends in Lesson 22.

## Learning Goals

Analyze Chief Joseph's and Sound of Running Feet's beliefs and values (RL.5.3, SL.5.1).

- ✓ Compare and contrast characters' beliefs and values; offer feedback on others' ideas.

Compose a thesis statement that identifies and explains two beliefs and values that guide Chief Joseph (W.5.2, W.5.9).

- ✓ Record a thesis statement draft that addresses two of Chief Joseph's beliefs or values..

### Vocabulary Deep Dive

Draw connections between the word *treachery* and other related words with the same root in order to develop better vocabulary knowledge of the word in context (L.5.4b).

- ✓ Complete exit slip explaining how the etymology of *treachery* adds meaning to a sentence with this word.

# Launch the Lesson

## Entrance Task 5 MINS

- In pairs, students take turns reading part or all of the letters they wrote from Sound of Running Feet to Chief Joseph, then discuss this prompt:


*In the Afterword, we learn that Sound of Running Feet reached Sitting Bull and, though she returned to Lapwai later, she never saw her father again. What might the two of them have spoken about, if they had seen each other before Chief Joseph's death in 1904?*

- Introduce the learning goals.

# Engage in the Lesson

## EXPLORE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTERS 20–23 AND AFTERWORD

### Create and Share Story Maps: Small Groups 10 MINS

-  Divide students into small groups; assign each group one of the chapters (20–23) and one group the Afterword.
- In groups, students review their chapter and create a Story Map; the group with the Afterword should create a timeline of events that resulted from the defeat of the Nez Perce at the Battle of Bear Paw.
- One group for each section shares its Story Map or event timeline with the whole group.
- After groups share, invite other groups with the same reading assignment to add onto (or revise) any story elements or events shared.

## ANALYZE TEXT: *THUNDER ROLLING IN THE MOUNTAINS*, CHAPTERS 20–23

### End-of-Novel Discussion: Pairs and Whole Group 10 MINS

- Remind students that at the end of the previous lesson, you asked them what decision Sound of Running Feet seems to have made at the end of Chapter 19 and what they think motivates her decision. Invite them to read their responses and then Turn and Talk with a partner to discuss these questions again:

*“What decision does Sound of Running Feet make at the beginning of Chapter 20 and why? How does her decision reflect her most important beliefs and values?”*

- Then, initiate a brief whole-class discussion about the events in Chapters 20–23 using the following text-dependent questions.

**1 What details in Chapter 20 show us why Sound of Running Feet does not trust Red Elk upon first meeting him?**

- *“The Assiniboins were a fierce tribe and made many wars. They had never been our friends. Were they helping the Blue Coats as the Cheyennes and the Crows and the Flatheads had done?”*
- *“His words were good but I did not trust him. When Red Elk saw our fine rifles that had once belonged to white soldiers, his eyes gleamed. His eyes followed them as we put them across our saddles. His eyes stayed on them all the way to the Assiniboin village.”*

**2 Were you surprised by Sound of Running Feet’s actions at the end of Chapter 22? If yes, why did her actions surprise you? If no, what clues in the text helped you predict or understand her actions?**

- *Students’ responses will vary; they should provide evidence from the text to support their explanations of why they were or were not surprised.*

**3 Reread the final passage of Chapter 23, beginning on page 125 with the line “At last Charging Hawk returned.” What does Sound of Running Feet let go of and why? Why is this significant?**

- *After hearing her father’s words in her head and seeing images of her people’s suffering, she lets go of her hatred for Charging Hawk and the white soldiers.*
- *Releasing the trigger and dropping the rifle signifies the end of her hatred and the violence. “Some time the killing had to stop. I had no hate left,” the narrator says as Charging Hawk rides away.*

**DEEP DIVE OPPORTUNITY: VOCABULARY**

This is an opportune time in the lesson to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## INTEGRATE UNDERSTANDING: THUNDER ROLLING IN THE MOUNTAINS

### Structured Discussion: Small Groups 25 MINS

- Post the following questions:

*By the end of the novel, how and why have Sound of Running Feet’s values changed?*

*What important values and beliefs do Chief Joseph and his daughter Sound of Running Feet share?*

*How do their values and beliefs differ?*

- Students take a few minutes to write responses to these questions in preparation for small-group discussions.
- Assign each student one of the questions. Students spend another minute writing a response to their assigned question using the frames:

- One important belief/value they share is...
  - I see evidence of this belief/value for Chief Joseph/Sound of Running Feet when...
  - Another important belief/value they share is...
  - I see evidence of this belief/value for Chief Joseph/Sound of Running Feet when...
- One belief/value they do not share is...
  - I know Chief Joseph and Sound of Running Feet do not share this value because in the novel...
- By the end of the novel, I believe that Sound of Running Feet’s values have/have not changed because...
- Explain that each group will have a few minutes to discuss their question; students who are listening should take notes, jotting down ideas and examples shared, as other groups discuss. Review expectations for group discussions.
- Post sentence frames that students can use during their group’s discussion to respond to their peers. These might include:
  - I agree with \_\_\_\_\_, and I would also add...
  - I disagree with \_\_\_\_\_ because...
  - Can you give me an example of...?
  - Can you explain what you mean by...?
  - Where did you find your evidence for...?
- Invite a volunteer from each group to initiate the discussion. Allow a few minutes for each group’s discussion.
- ✓ Take notes during each group’s discussion, recording how many times each student shares an idea and whether the student’s idea shows an understanding of the characters’ shared/different/changed/unchanged values.
- Wrap up discussion, inviting students to share interesting ideas they heard during different groups’ discussions.

## EXPRESS UNDERSTANDING: THUNDER ROLLING IN THE MOUNTAINS

### Collaborative Write: Whole Group 20 MINS

- Explain that the class will begin writing the essay for the focusing question using the evidence they have collected; students spend several minutes studying all of the evidence they have recorded.
- Explain that students will collaboratively write the introduction for their essay about Chief Joseph today, then write their proof paragraphs and conclusion independently.
- Display the model “Painted Essay” for the book *Shi-shi-etko*. Review the different parts of the introduction paragraph, pointing each part out in the model.

- Students begin work on their introductory paragraphs.
- Remind them that the main job of the introduction paragraph is to give some background, or context, so that readers can understand the piece, and also grab readers' attention so they will want to read more. Ask students:

**“What background information or context do you think we should give readers before we state our focus? How can we hook our readers?”**

- ✓ Students jot background sentences.
- Share aloud observations about what students have written; if possible, draw on students' ideas to write the beginning sentences for the collaborative introduction.
- Write beginning sentences on chart paper, then bracket or underline them in red to correspond with the “Painted Essay.”

*Sample sentences: The historical fiction story Thunder Rolling in the Mountains by Scott O'Dell and Elizabeth Hall follows the Nez Perce people as they flee the U.S. Army on a 1,400-mile retreat from their homeland into Montana. Their leader is Chief Joseph, whose Nez Perce name means Thunder Rolling in the Mountains.*

- Next, explain that the thesis sentence(s) should answer the focusing question: What important beliefs and values guide Chief Joseph? Explain that the focus/thesis has two points; therefore, they should choose two of Chief Joseph's values to write about.
- Students study the value or belief column of their evidence guides and put a star next to two values they would like to write about for their essay.
- ✓ Students jot thesis sentences that include their two points.
- Share aloud observations about what students have written; if possible, draw on students' ideas to write the thesis sentences.
- Write sentences on the chart, underlining all but the two points in green; underline the two points in yellow and blue.

*Sample sentences: In this heartbreaking story, it is clear that Chief Joseph is a man of deep values. These values, including his love for his homeland and his desire for peace, guide Chief Joseph's actions throughout the novel.*

- Explain that students may write about different values than those highlighted in the class's introduction paragraph. Reread the focus/thesis sentences aloud, inserting other values.
- Students should copy the entire introduction into their learning logs.



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# Wrap Up the Lesson

## MONITOR PROGRESS 5 MINS

✓ See Check for Understanding(s) above.

## DISTRIBUTE HOMEWORK

Students rewrite the collaboratively written introduction paragraph; in two or more places, they should reword the sentences or add details to improve them. Students can use colored pencils or crayons to code the paragraph in “Painted Essay” colors.

## LOOK AHEAD

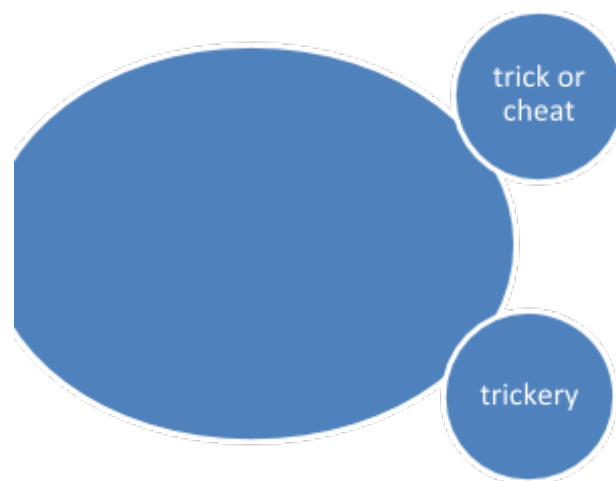
In the next lesson, students will complete their essay for Focusing Question Task 4. They will orally rehearse one of their body paragraphs with a partner before writing body paragraphs independently. Conclusion paragraphs will be written collaboratively, with students writing their own reflections in response to prompting questions.

## ↓ LESSON 21 DEEP DIVE: VOCABULARY

# Etymology of *treachery*

- **Time:** 15 minutes
- **Text:**
- **Vocabulary Learning Goal:** Draw the connections between the word *treachery* and other related words with the same root in order to develop better vocabulary knowledge of the word in context (L.5.4b).

Students will copy the following graphic organizer and participate in a discussion about words related to *treachery* in order to see the meaning of its root and the relationship between these words. Mention that these words relate to some type of trickery.



*treachery*

*All of these words are related to a root (trecherie) that means "deceit, cheating, trickery, lies"*

*Text:* Engage students in a read-aloud of the following excerpt:

**Excerpt:** "All day I looked at them and all day I thought of the *treachery* that had led to the death of Swan Necklace" (p. 117).

Read the following excerpts from the text to redirect students back to the death of Swan Necklace. (Students turn to page 115 to read along.)

“We had walked only a short way from the village when I heard a footstep behind us. That was all. There was one more step, then a knife flashed and Swan Necklace lay on the ground with a deep gash in his neck.

I turned quickly and saw Charging Hawk wiping the blood from his knife. My rifle was not loaded. Before I could pull the knife from my belt, I felt a noose slip around my neck. It drew tight and the world went black...”

Then, her reaction to his death...

“Alighting Dove led me to the place where Swan Necklace lay dead. She signed that I might bury him. I wrapped my love in our wedding blanket. On his chest I placed his war whistle, which had protected him in battle but did not save him from death. I laid him in a shallow grave and chanted a song of mourning. The death of Swan Necklace had taken my heart away. In my breast where my heart once beat was a piece of cold stone.”

**(If you can read without getting choked up!) After reading these, what do you think treachery means?**

- *Treachery means being tricked by someone or breaking someone’s trust.*

✓ Exit Slip Students respond to the prompt: Now that you know the word *treachery* involves trickery, how does that add more meaning to the sentence we read earlier?

“All day I looked at them and all day I thought of the *treachery* that had led to the death of Swan Necklace.”

- *The students should see that Swan Lake and Sound of Running Feet were tricked by the Assiniboin tribe and especially Charging Hawk who wanted a wife and killed Swan Necklace in order to have Sound of Running Feet for himself.*



## ■ FOCUSING QUESTION: LESSONS 11-14; 17-22

## What important beliefs and values guide Chief Joseph in his life?



# Lesson 22

### TEXTS

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall

# Lesson 22 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Express Understanding (65 mins.)

- Collaboratively write exemplar proof paragraph
- Orally rehearse proof paragraph with a partner
- Independently write proof paragraphs
- Collaboratively write conclusion with independently written reflections

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Grammar 15 mins.)

- Rearrange introductory elements to create sentence variety

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RL.5.1

## BACKGROUND INFORMATION

This lesson marks the culmination of Focusing Question Task 4. If students do not need a scaffold beyond that received in Lesson 21, have them focus on oral rehearsal and independent writing instead. Struggling writers will benefit from a collaborative write. A “pause point” is suggested after this lesson to allow for formative assessments of writing.

### Writing

- W.5.2 , W.5.4, W.5.5, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.4, SL.5.6

### Language

- ↓ L.5.1a, ↓ L.5.2b, ↓ L.5.3a

## MATERIALS

- Model “Painted Essay” for *Shi-shi-etko*
- Class set of *Thunder Rolling in the Mountains*, Scott O’Dell and Elizabeth Hall
- Students’ evidence guides for *Thunder Rolling in the Mountains*
- Class evidence guide for *Thunder Rolling in the Mountains*
- Copies of Handout 22A: Essay Revision Checklist
- Chart paper
- Markers
- Copies of Handout 22B: Grammar Deep Dive #12: Rearranging Introductory Elements

## Learning Goals

Compose body, or “proof,” paragraphs with five key pieces and a conclusion for an essay explaining Chief Joseph’s beliefs and values [W.5.2, W.5.4, W.5.9].

- ✓ Independently write evidence paragraphs and reflection sentences for the concluding paragraph.

### ↓ Grammar Deep Dive

Rearrange introductory elements within sentences to create sentence variety (L.5.1a, L.5.2d, L.5.3a).

- ✓ Rearrange introductory elements and rewrite expanded sentences.

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 In pairs, students take turns rereading their introduction paragraphs for their Chief Joseph essay and discussing the revisions they made for homework to improve the introduction.
- Introduce the learning goals.

# Engage in the Lesson

## EXPRESS UNDERSTANDING: *THUNDER ROLLING IN THE MOUNTAINS*

### Collaborative Write: Whole Group 20 MINS

#### TEACHER NOTE

As students' first full-length essay for the module, the writing process for Focusing Question Task 4 is very guided. The introduction and initial portion of the conclusion paragraph are written collaboratively. In this lesson, you will model-write one body paragraph. Students will independently write body paragraphs modeled after this exemplar, and complete the conclusion paragraph with their own reflections.

- In the previous lesson students wrote the introduction for their essay about Chief Joseph. They wrote thesis sentences to answer the focusing question, "What important beliefs and values guide Chief Joseph in his life?"
- Display the collaboratively written introduction on chart paper. Ask:

#### What should the next two paragraphs of our essay look like?

- Students Turn and Talk with a partner about what paragraphs come next in a "Painted Essay" and the job of those paragraphs.
- Explain that today students will write their two body, or proof, paragraphs independently, based on two of Chief Joseph's most important beliefs or values. Students will collaboratively write a proof paragraph before writing independently.
- Students Turn and Talk about the parts of the paragraph that they learned. Briefly review each part: topic sentence; the evidence "chunk" that a) explains the context, b) tells the evidence in your own words, and c) elaborates on your thinking; and the conclusion.
- Display the class evidence guide for the focusing question. Students reference their own evidence guides. Point out the value "love for his homeland" on the evidence guide; tell

students they will collaboratively write a proof paragraph for this value. (Students will have to choose two other beliefs or values to write about for their own essays.)

- Remind students that the topic sentence for the first proof paragraph should frame the main idea of the paragraph. Ask: **How could we write the topic sentence?**
- Students Turn and Talk. Write a topic sentence on the chart paper. (See exemplar paragraph below for a sample.)
- Explain that the next three pieces of the proof paragraph correspond to the three columns of the evidence guide: context, evidence, and elaboration. Highlight a few strong pieces of evidence on the class evidence guide; students vote for one to use in the proof paragraph.
- Reread the context and evidence columns for the chosen piece of evidence. Ask: **How could we write the context and evidence?**
- Students Turn and Talk then write several sentences with the context and evidence on the chart paper. (See exemplar paragraph below for sample.)

#### TEACHER NOTE

Explain that while we can use direct quotations to support our evidence, it is also important to paraphrase, or put the evidence in our own words, to show understanding. Point out how you paraphrased most of the evidence and used a quote to help capture the importance of the land. Show students how you included the source, or page number, for this quote.

- Students reread the elaboration column of the evidence guide for the chosen piece of evidence. Ask: **How could we elaborate on the evidence?**
- Give students a minute to Turn and Talk then write one or more sentences of elaboration on the chart paper. (See exemplar paragraph below for a sample.)
- Explain that the concluding sentence should revisit the main idea of the proof paragraph. Ask: **How could we write the concluding sentence?**
- Students Turn and Talk then write a concluding sentence on the chart paper. (See exemplar paragraph below for a sample.)
- Sample exemplar paragraph:

One very important value that Chief Joseph holds is a love for his homeland. Near the beginning of the book, General Howard comes to tell Joseph that his people must leave their homeland and go to the Lapwai reservation. Joseph tells the general how precious the mountaintop is to him. When he was ten years old, he stayed on the mountain for days waiting for his guardian spirit to speak to him. When it finally did, it gave him his name, Thunder Rolling in the Mountains. Because of this, he cannot possibly leave Wallowa Valley for, as he explains to General Howard, “Thunder Rolling in the Mountains is the name that binds me forever to this Land of Wandering Waters” (p. 15). This story shows readers how much the land means to him and why it is impossible for him to think of leaving it. For Joseph, his homeland is much more than just the place where he lives.



## EXPRESS UNDERSTANDING: THUNDER ROLLING IN THE MOUNTAINS

### Focusing Question Task 4: Pairs and Individuals 45 MINS

- Review the five pieces of the proof paragraph.
- Remind students that they have all the information they need in their evidence guides.

#### **Scaffold**


Consider having struggling writers use the collaborative paragraph as one of their proof paragraphs and have them write one paragraph independently.

- Distribute Handout 22A: Essay Revision Checklist for students to reference as they compose, orally and in writing. Briefly review this checklist with students, as well as the success criteria found in Appendix C.
- Students first practice composing one proof paragraph orally with a partner. (If students chose “love for his homeland” as one of Chief Joseph’s values, they should choose a different one from their evidence guide. They will need to change their focus sentence[s] accordingly!)
- Students should use the checklist to make sure their partner includes all of the proof paragraph parts and provide feedback to their partner.
- Circulate as students orally rehearse their proof paragraphs and provide support as needed.
- ✓ After orally rehearsing one paragraph, students begin writing independently. Check in and provide support as needed.

## EXPRESS UNDERSTANDING: THUNDER ROLLING IN THE MOUNTAINS

### Collaborative Write: Whole Group 10 MINS


- Bring the group back together to collaboratively write the conclusion.
- Remind students that there are two questions they should try to answer in the concluding paragraph: “What?” and “So what?” They need to revisit their focus/thesis—the “what”—and add their own thinking and tell why what they said is important—the “so what” part.
- Have students point out the focus/thesis sentences in their introduction paragraph. Explain that these sentences should be revisited in the concluding paragraph.
- Students Turn and Talk about how they might rewrite these sentences.
- Write the “what” sentence on the chart paper for the concluding paragraph. (See exemplar paragraph below for a sample.)
- Students record these sentences for their concluding paragraph, naming the values they wrote about. Underline the two values in yellow and blue and the rest of the sentence in green. (Students can lightly color their sentences accordingly with colored pencils or crayons to match their proof paragraphs.)

- Next, ask: “These values guided Chief Joseph’s life...but so what? Why is this important? What difference did these values make in how we remember Chief Joseph?”
-  Students independently write their own reflections to the concluding paragraph. Provide support as needed. Students will finish their reflections for homework. Sample concluding paragraph:

Chief Joseph’s love for his homeland and his desire for peace and loathing of violence drive his actions in this story of his life. Overall, Chief Joseph is a man we cannot help but admire. We finish reading this very sad chapter in American history with a deep respect for one of its greatest heroes.

## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

-  See Check for Understanding(s) above.

### DISTRIBUTE HOMEWORK

Students finish the concluding paragraph of their Chief Joseph essay with their own reflections (the “So what?”), complete their Essay Revision Checklist, and then revise their essay based on their self-assessment.

### LOOK AHEAD

In this final part of the module, students will read the speech that Chief Joseph delivered at Lincoln Hall in Washington, D.C. in 1879. Students will read the first part of this speech in the next lesson and begin gathering evidence for the focusing question for their End-of-Module Assessment.

### PAUSE POINT

You may find it useful to pause after this lesson to provide feedback on students’ writing and give them an opportunity to revise their essays based on this feedback, peer conferences, and self-assessments. Consider formatively assessing students’ essays and reteaching based on students’ needs, having students create and share final drafts, or doing an extension activity based on the end of the novel.

## ↓ LESSON 22 DEEP DIVE: GRAMMAR

# Rearranging introductory elements

- **Time:** 15 minutes
- **Grammar Learning Goal:** Rearrange introductory elements within sentences to create sentence variety (L.5.1a, L.5.2b, L.5.3a).

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Remind students that introductory elements answer the questions:

- Where?
- How?
- When?
- Why?

Have students number off 1–4, with each number corresponding to the above questions. Give students one minute to think about an introductory element that answers their assigned question. Then, conduct a pair-share .

Bring the class together. Have students share at least two introductory elements per question.

Write the expectation on the board:

- Create sentence variety by rearranging introductory elements

Tell students this is their goal for today but also something they will be expected to include in their writing from this point forward.

✓ Students reread their proof paragraphs and star any sentences already containing introductory elements.

If they have at least two sentences with introductory elements, they should rearrange the introductory element and rewrite the sentence in the margin of their paper.

If students do not have at least two sentences with introductory elements, they can use the “Expanding Sentences with Introductory Elements” handout from Grammar Deep Dive 9 (Lesson 13). Then, they can rearrange and rewrite the expanded sentence in the margin of their paper.



## ■ FOCUSING QUESTION: LESSONS 23–30

What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

## Lesson 23

### TEXTS

- *Thunder Rolling in the Mountains*, Scott O’Dell and Elizabeth Hall, Afterword
- Chief Joseph’s *Lincoln Hall Speech*, Washington, D.C., 1879, Part I (see Student Resource Document)

# Lesson 23 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Encounter Text (15 mins.)

- Read aloud Part I of speech
- Second read of Part I to annotate figurative language
- Interpret and clarify meanings of figurative language

#### Explore Text (20 mins.)

- Third read of Part I to annotate main idea
- Create Boxes and Bullets

#### Analyze Text (20 mins.)

- Whole group discussion with text-dependent questions

#### Express Understanding (10 mins.)

- Introduce evidence guide and record one Nez Perce value or belief.

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Vocabulary (15 mins.)

- Sort and classify words in an informational text.

## BACKGROUND INFORMATION

In the next set of lessons students Chief Joseph's *Lincoln Hall Speech*. (Some historians suggest that the speech may have been delivered over the course of several days that Chief Joseph spent in Washington, D.C. in 1879.) The speech was originally published in the *North American Review*, Vol. 128, Issue 269, pages 412–434. Students will read and analyze Chief Joseph's speech to determine its purpose, central messages, and how he builds his argument for his listeners.

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.2, RI.5.3, RI.5.8


### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.5c, L.5.4a, L.5.5a

## MATERIALS

- Copies of Handout 23: Chief Joseph's *Lincoln Hall Speech*, Part I, one per student
- Document camera
- Class evidence guide for Chief Joseph's *Lincoln Hall Speech* (see Appendix C for a sample to use as a model)
- Handout 24: Chief Joseph's *Lincoln Hall Speech* Part II, one per student

## Learning Goals

Identify the main points Chief Joseph makes in Part I of his speech and how he supports them with reasons and evidence (RI.5.2, RI.5.8).

- ✓ Complete Boxes and Bullets for Part I of Chief Joseph's speech with a partner.

Analyze Chief Joseph's speech to determine how it reflects important beliefs or values of the Nez Perce (RI.5.1, RI.5.3, RI.5.8).

- ✓ In pairs, record one belief or value of the Nez Perce along with supporting evidence and elaboration.

### Grammar Deep Dive

Identify how words can be related to each other in the context of informational text (L.5.5c).

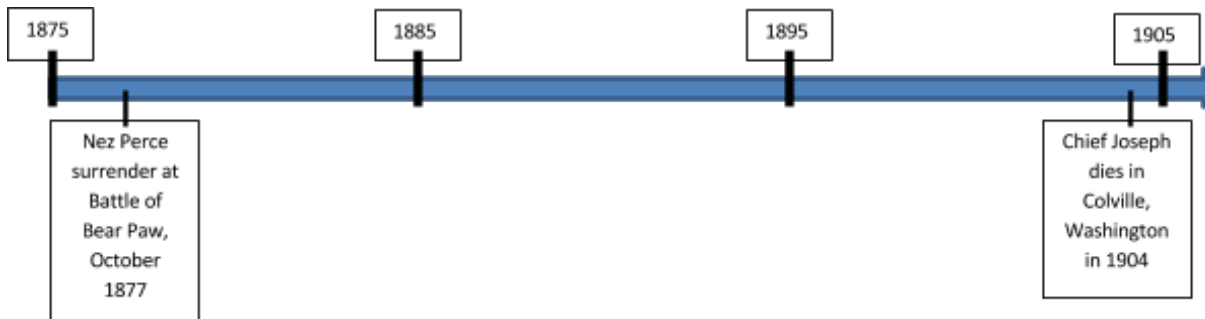
- ✓ Quick-write response about emotions Chief Joseph conveys through his word choices.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- Provide students with the timeline below.
- 👤👤 In pairs, students use the Afterword to *Thunder Rolling in the Mountains* to fill in significant events in Chief Joseph's life between 1877, the year the Nez Perce surrendered at the Battle of Bear Paw, and 1904, the year Chief Joseph died in Colville, Washington. Encourage students to reread the Afterword as needed to complete this task.
- Introduce the learning goals.



# Engage in the Lesson

## ENCOUNTER TEXT: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PART I

### First and Second Reads: Whole Group 15 MINS

- Remind students that in the years following his surrender, Chief Joseph spoke out against the government's unfair treatment of his people.

#### TEACHER NOTE

Explain that in January 1879, Chief Joseph traveled to Washington, D.C. to meet with President Rutherford B. Hayes and make his case for his people to return to their homeland in the Wallowa Valley.

- Students record Chief Joseph's speech in Washington, D.C. on their timeline.
- Tell students that as they read Chief Joseph's speech, they will think about its central messages and consider how he builds his argument for his listeners.
- Distribute Handout 23, then read Part I aloud as students follow along.
- Point out the very first line of the speech and the phrase "show you my heart." Ask:

**What do you think Chief Joseph means when he tells his listeners, “I have been asked to show you my heart”?**

- One or two volunteers share ideas; clarify the meaning of the phrase as “to speak sincerely and honestly.”
- ●● Students reread the speech with a partner and underline other figurative language. Examples may include:
  - “Some of you think the Indian is like a wild animal” (paragraph 1).
  - “I will speak with a straight tongue” (paragraph 1).
  - “There was no stain on his hands of the blood of a white man” (paragraph 2).
  - “(Chief Joseph’s father) left a good name on the earth” (paragraph 2).
  - “Thereafter (the Great Spirit Chief) will give every man a spirit-home according to his just deserts” (paragraph 3).

#### TEACHER NOTE

“Just deserts” is an expression for getting what one deserves, as in a reward or a punishment. In the expression, *deserts* is the plural for *desert*, which means “what one deserves” although the word is rarely used in this context anymore.

- “These French trappers said a great many things to our father, which have been planted in our hearts” (paragraph 4).
- “(An Indian) loves a straight tongue, but he hates a forked tongue” (paragraph 4).
- “(Chief Joseph’s father) had sharper eyes than the rest of our people” (paragraph 5).
- Invite volunteers to share examples of interesting or figurative language they found and share predictions for what they think Chief Joseph means.
- As a class, briefly discuss and decide upon the meaning of each line.

## EXPLORE TEXT: CHIEF JOSEPH’S LINCOLN HALL SPEECH, PART I

### Annotating Main Idea and Boxes and Bullets: Pairs 20 MINS

- Students Think-Pair-Share about the questions:

**What do Boxes and Bullets show? Why is this strategy important?**

- Briefly review the Boxes and Bullets strategy for identifying main ideas and key details.
- ●● Students reread Part I of the speech with a partner, one paragraph at a time, annotating in the margins the big idea or main point of each paragraph. With their partner, students create Boxes (main ideas) for Part I of the speech, and Bullets (key details that support each main idea) in their learning logs.
- ✓ Check in with each pair to see if they successfully identified the big idea for each paragraph; provide support as needed.



- After completing Boxes and Bullets, students briefly explain (in the right-hand column of their chart) how the key details support the main idea or point. Provide sentence frames such as, “The key details show...” or “The key details help us understand...” to help students fill in their explanations.

## ANALYZE TEXT

### Discussion with Text-Dependent Questions: Whole Group 20 MINS

- Launch a whole-group discussion using the following text-dependent questions to help students analyze Chief Joseph’s purpose and how he communicates his main points to listeners.
- Pose questions one at a time, and have students note their responses before discussing as a group.
- Encourage students to go back and close-read the text to find support for their answers.
- Display the text and model how you mark it up to help you answer questions and take notes directly in the margins; encourage students to do the same.

#### 1 Why might Chief Joseph have felt it was necessary to give this speech, based on the part we read? Use evidence from the text to support your response.

- *He wanted the opportunity to speak openly and honestly. The text says, “I have been asked to show you my heart.”*
- *He wanted non-Native Americans to understand his people as human beings. The text says, “I want the white people to understand my people...I will tell you about our people, and then you can judge whether an Indian is a man or not.”*
- *He wanted non-Native Americans to understand his people’s beliefs and values and their perspective on the conflict between the Nez Perce and the U.S. government. The text says, “This I believe, and all my people believe the same” and “I will tell you in my way how the Indian sees things.”*

#### 2 In paragraph 1, Chief Joseph says, “The white man has more words to tell you how (things) look to him, but it does not require many words to speak the truth.” What point does he make in this statement?

- *Chief Joseph argues that the truth should be spoken plainly and simply.*
- *He might be suggesting that, in his experience, white people use many and often fancy words but do not always speak the truth.*

#### 3 What does Chief Joseph want listeners to understand about his father’s traits and qualities? Use information from the speech to support your answer.

- *He wants his listeners to understand that his father was peaceful (“There was no stain on his hands of the blood of a white man”); a good and honest man (“He left a good name on the earth”); a wise leader (“He advised me well for my people”); and very aware of and observant of others (“My father was the first to see through the schemes of the white men...He had sharper eyes than the rest of our people”).*

**4 In paragraph 3, Chief Joseph tells of the laws “our fathers” gave his people. Who does he mean by “our fathers”? What laws did they pass down? Would you consider these “laws”? If not, what would you call them?**

- By “our fathers,” Chief Joseph means all his ancestors.
- The “laws” include: to treat all people equally, or the way those people treated them; to never break a promise (or a bargain) first; to tell the truth as it is shameful to lie; and not to take someone’s property (or their wife!) without paying for it.
- Students might consider these to be values or morals to live by.

**5 Compare and contrast the Nez Perce’s relationships with the first white people they encountered, the French trappers, and Lewis and Clark.**

- Both the French trappers and Lewis and Clark brought things the Nez Perce had never seen: the French trappers brought tobacco and guns; Lewis and Clark brought “many things that our people had never seen” and they also gave tobacco and guns.
- Chief Joseph explains that many of his people thought the French trappers were dishonest and a bad influence, but considered Lewis and Clark to be kind, friendly, and honest.

**6 What quality of both Lewis and Clark does Chief Joseph seem to admire most? What makes you think so?**

- He seems to admire their honesty. He says, “They talked straight.” He says his people love “a straight tongue” and hate “a forked tongue” and how “the French trappers told us some truths and some lies.”

**7 What point does Chief Joseph make about his own people, the Nez Perce, in sharing the story of Lewis and Clark? What evidence does he offer to support this point?**

- He says the Nez Perce have always been honest and true to their word.
- He points out that the Nez Perce promised Lewis and Clark that they would never make war on white men, and that they have never broken that promise.

## EXPRESS UNDERSTANDING: CHIEF JOSEPH’S LINCOLN HALL SPEECH, PART I

### Recording Evidence: Pairs 10 MINS

- Remind students that they got a strong sense of Chief Joseph’s values in *Thunder Rolling in the Mountains*. As they read Chief Joseph’s speech, they will think about how his words reflect the values held by the Nez Perce as a culture.
- Introduce the focusing question: What are some important beliefs and values of the Nez Perce, and how are they reflected in the words of Chief Joseph’s *Lincoln Hall Speech*? How does Chief Joseph feel about these values?
- Explain that students will be collecting evidence as they read Chief Joseph’s speech. While they will focus on the speech to answer the question, their writing will also be informed by all that they have learned about Nez Perce history and culture.

- Display a blank evidence guide modeled after the sample in Appendix; students create this guide in their learning logs.
- Students review Part I of the speech and their notes and consider:

*What do Chief Joseph's words tell you about what is most important or valued in Nez Perce culture? What important beliefs and values of the Nez Perce are reflected in this part of the speech? How does Chief Joseph feel about these values?*

- 👤👤 In pairs, students jot down one belief or value in their evidence guide and then find at least one piece of evidence from the speech to support it. (See Appendix C for completed sample evidence guide for the focusing question.) In the next lesson students find more evidence of these beliefs and values.

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## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ Conduct a whip-around, having each pair share the belief or value (e.g., honesty, keeping one's promises) it recorded and one quotation or piece of evidence to support it.

### DISTRIBUTE HOMEWORK

Distribute Handout 24: Part II of Chief Joseph's *Lincoln Hall Speech*. Students read and annotate unknown words, questions, observations, and connections for Part II, and note in the margins what they consider to be the main idea of each paragraph.

### LOOK AHEAD

In the next lesson, students will close-read Part II of Chief Joseph's speech and begin recording evidence for the focusing question for Parts I and II of the speech.

## ↓ LESSON 23 DEEP DIVE: VOCABULARY

# Categorization

- Time: 15 minutes
- Vocabulary Learning Goal: Identify how words can be related to each other in the context of informational text (L.5.5c).

Categorization Make several sets of the words below written on index cards (one set per four students). If needed, give a quick definition for each word. Students can write them in on their cards.

disgrace (shame)

respects (holds in high regard)

despises (hates)

straight tongue (being honest)

forked tongue (lying)

schemes (evil plans)

greedy (wanting to keep for yourself)

disputed (argued)

feeble (weak)

schemes (evil plans)

authority (power)

Students must group their words into three classifications: words that have to do with feeling angry or bad; words that are related to good feelings; and words that don't do either. For example, "bossy" would make someone feel angry, but "in charge" has a positive connotation. "Disagreed" may create a bad feeling but "shared her thoughts" has a positive connotation.

In groups, students will give a "thumbs up" for a positive word, a "thumbs down" for a negative word, and a "sideways thumb" if the word is neither. They can keep a tally chart with smiley faces, sad faces, and straight faces to track results.

✓ Students will quick-write a response to the following prompt and then discuss their responses in small groups:

*Given his choice of words, what emotions does Chief Joseph convey in this part of the speech? Explain your answer, using text evidence to support it.*

## ■ FOCUSING QUESTION: LESSONS 23–30

What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

## Lesson 24

### TEXTS

- Chief Joseph’s *Lincoln Hall Speech*, Washington, D.C., 1879, Parts I and II (see Student Resource Document)

# Lesson 24 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Explore Text (15 mins.)

- Create Boxes and Bullets with a partner

#### Analyze Text (15 mins.)

- Whole-group discussion with text-dependent questions

### Deep Dive: Vocabulary (15 mins.)

- Use context clues to understand concept of *treaty*

#### Express Understanding (35 mins.)

- Record evidence of how speech reflects Nez Perce beliefs and values

### Wrap Up the Lesson (5 mins.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.2, RI.5.3, RI.5.8

### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4a

## MATERIALS

- Copies of Handout 24: Chief Joseph's *Lincoln Hall Speech*, Part II
- Copies of Chief Joseph's *Lincoln Hall Speech*, Part I from previous lesson (Handout 23)
- Document camera
- Class evidence guide for Chief Joseph's *Lincoln Hall Speech*
- Students' evidence guides for Chief Joseph's *Lincoln Hall Speech*

## Learning Goals

Identify the main points Chief Joseph makes in Part II of his speech and how he supports them with reasons and evidence (RI.5.2, RI.5.8).

- ✓ With a partner, complete Boxes and Bullets for Part II of speech.

Analyze Chief Joseph's speech to determine how it reflects important beliefs or values of the Nez Perce (RI.5.1, RI.5.3, W.5.9).

- ✓ Independently record beliefs and/or values of the Nez Perce (and evidence to support them) in evidence guide.

### Vocabulary Deep Dive

Define *treaty* as a formal agreement between favorable parties and explain how important it is for both/all parties to follow the conditions in order for a treaty to work (L.5.4a).

- ✓ Complete an exit slip explaining what *treaty* means and why Chief Joseph's father did not want to sign a treaty.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 In pairs, students reread Part II of Chief Joseph’s speech, and compare the main ideas they noted in the margins for each paragraph.
- Introduce the learning goals.

# Engage in the Lesson

## EXPLORE TEXT: CHIEF JOSEPH’S *LINCOLN HALL SPEECH*, PART II

### Boxes and Bullets: Pairs 15 MINS

- Address any of students’ questions and provide quick definitions of unknown words students encountered.
- 👤👤 Students work with a partner to create Boxes and Bullets for Part II of Chief Joseph’s speech in their learning logs. Remind students that the “boxes” are the main points that Chief Joseph makes and the “bullets” are how he supports them.
- ✓ Check in as students begin work on Boxes and Bullets to see if they were successful in finding the main idea or point of each paragraph; provide support as needed.
- After completing Boxes and Bullets, students briefly explain in the right-hand column of their charts how the key details support the main idea. Provide sentence frames such as, “*The key details show...*” or “*The key details help us understand...*” to help students fill in their explanations.

#### ↓ DEEP DIVE OPPORTUNITY: VOCABULARY

This is an opportune time to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## ANALYZE TEXT: CHIEF JOSEPH’S *LINCOLN HALL SPEECH*, PART II

### Discussion with Text-Dependent Questions: Whole Group 15 MINS

- Launch a discussion of the text using the following text-dependent questions to help students understand how Chief Joseph continues to build and support his argument.
- Pose the questions one at a time, and have students jot their responses before discussing as a group.

- Encourage students to close-read the text to find support for their answers.
- Display the text and model marking it up to ask or answer questions. Demonstrate taking notes directly in the margins and encouraging students to do the same.

**1 Summarize the argument between Chief Joseph’s father and Governor Stevens that Chief Joseph describes in this part of the speech.**

- *Governor Stevens wanted Chief Joseph’s father to sign a treaty giving a portion of their land to the government and separating the Nez Perce from the white settlers.*
- *Chief Joseph’s father refused to sign the treaty, arguing that he would not give up his people’s land and that he was a free man who could go wherever he wants.*

**2 Why do you think Chief Joseph chose to share this story with listeners?**

- *Chief Joseph may have wanted to show that his father was resolved against selling Nez Perce land from the beginning.*
- *He was also giving listeners background on the first attempts by the government to take away Nez Perce land.*

**3 Why did Chief Joseph’s father warn his people against accepting gifts from the government?**

- *He said that the government would eventually claim that the Nez Perce had accepted “pay” (meaning the gifts) for their land. This would give the government legal claim to Nez Perce land.*

**4 What words help listeners understand the importance of the Nez Perce’s homeland to the people and especially to Chief Joseph’s father?**

- Students may identify a number of lines including:
- *Chief Joseph’s father tells Governor Stevens, “I have no home other than this. I will not give it up to any man. My people would have no home.”*
- *Chief Joseph’s father tells his people, “Inside (these boundaries) is the home of my people—the white man may take the land outside. Inside this boundary all our people were born. It circles the graves of our fathers, and we will never give up these graves to any man.”*
- *Chief Joseph tells a government agent, “[This land] has always belonged to my people. It came unclouded to them from our fathers, and we will defend this land as long as a drop of Indian blood warms the hearts of our men,” and “Our fathers were born here. Here they lived, here they died, here are their graves. We will never leave them.”*
- *Their homeland connects them physically and spiritually to their ancestors. To them, it is more than just land that can be bought and sold—it is their home.*

**5 According to Chief Joseph, why was the 1863 treaty council significant?**

- *As a result of the 1863 treaty, the Nez Perce land outside of the Lapwai Reservation was sold to the U.S. government.*
- *Chief Joseph points out that his father did not attend the treaty council. He emphasizes that the*



lawyer who acted on behalf of the Nez Perce and signed the treaty did so without authority from the tribe. The Nez Perce never agreed to give up their land to the government.

## 6 Why was Chief Joseph unable to keep the promise he made to his father as he was dying? What does this tell you about him as a person?

- Chief Joseph promises that he will protect his father’s grave with his life, meaning he will do all he can to protect the land where his father will be buried.
- Knowing this helps readers understand the difficulty of the decisions Chief Joseph makes, first to move his people off their land and later to surrender. Chief Joseph probably felt as if he had no choice.
- Even though he promised to protect his father’s grave “with his life,” ultimately he decided he could not risk any more of his people’s lives.



## EXPRESS UNDERSTANDING: CHIEF JOSEPH’S LINCOLN HALL SPEECH, PARTS I AND II

### Recording Evidence: Whole Group 35 MINS

- Explain that students will examine both Parts I and II of Chief Joseph’s speech for evidence of the Nez Perce’s beliefs and values. Students reference Parts I and II of the speech and their learning logs with their evidence guides.
- Volunteers share the beliefs or values they recorded at the end of the previous lesson and what evidence they found for each.
- As students share, record their ideas on the class evidence guide, namely the values of honesty and keeping promises. (Other beliefs or values might include: the belief that the Great Spirit Chief gives every man a spirit home as he deserves and treating others as they treat you; see the completed sample evidence guide in Appendix C.)

#### TEACHER NOTE

Use judgment about recording other values; honesty and keeping promises are the most important values they should recognize.

-  Students work in small groups to fill in the rest of the columns for each value: context, source, evidence (quotation and paraphrasing), and elaboration (how the belief or value is reflected in his speech and how Chief Joseph feels about it). Students record as much evidence as they can for each value. (For example, there are multiple places in Part I where the honesty is reflected, as shown in the sample evidence guide below.)
- Once students have completed their evidence guides for Part I, they begin collecting evidence for Nez Perce beliefs and values reflected Part II.
-  Students independently note beliefs or values of the Nez Perce reflected in Part II and underline or highlight supporting evidence.
- Bring the group back together. Volunteers share the beliefs or values they recorded for Part II and where they found evidence of each in the speech.

- As students share, record their ideas on the class evidence guide, namely the importance of the Nez Perce's homeland to their culture.
- After recording beliefs and values for Part II, students work in small groups to fill in the rest of the columns for each value: context, source, evidence (quotation and paraphrasing), and elaboration (about how the belief or value is reflected in his speech and how Chief Joseph feels about it). Remind students that they may go back and find evidence in Part I of the speech for beliefs and values recorded for Part II, and vice-versa.
- Circulate and provide support as needed throughout the lesson.

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## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ See Check(s) for Understanding above. Students complete a 3-2-1 Exit Ticket in which they record:

- three points Chief Joseph wanted to get across to his listeners in Part I or II of his speech;
- two reasons why the Nez Perce's homeland was so important to them.
- one sentence or line from Part I or II of Chief Joseph's speech that they find most powerful or memorable.

### DISTRIBUTE HOMEWORK

Students continue collecting evidence for Nez Perce beliefs and values in Part II (and Part I if they did not complete this in class) of the speech.

### LOOK AHEAD

In the next lesson, students complete their second New-Read Assessment, which involves independently reading a new excerpt from Chief Joseph's *Lincoln Hall Speech*. Afterward, and in subsequent lessons, students will analyze Part III of the speech (which includes the New-Read excerpt) as a class and gather evidence for the focusing question.

## ↓ LESSON 24 DEEP DIVE: VOCABULARY

# New word: *treaty*

- **Time:** 15 minutes
- **Vocabulary Learning Goal:** Define *treaty* as a form of agreement between favorable parties and explain how important it is for both parties to follow the conditions in order for a treaty to work (L.5.4a).

### TEACHER NOTE

Point out that we have discussed treachery, truce, and now treaty. Do a quick review so as not to confuse these three words:

**The beginning of the words *treachery* and *treaty* are similar; however they come from a different root and will have different meanings.**

**truce: a suspension of fighting by agreement**

**treachery: a violation of trust—from “trickery”**

**treaty: agreement (add the quick definition after studying the word first)**

Students look at cause-and-effect relationships within the text to determine meaning of the word *treaty*.

Text: Read the following excerpt aloud with students:

“Come and sign the *treaty*.’ My father pushed him away, and said: ‘Why do you ask me to sign away my country? It is your business to talk to us about spirit matters, and not to talk to us about parting with our land.’”

Point out that when the father pushed him away and asked, “Why do you ask me to sign away my country?” there is a direct relationship between signing the treaty and giving away “his country,” which gives clues to the reader what the word *treaty* means.

Find a cause-and-effect relationship in this text. Then, ask how that helped to understand the word *treaty*. Display for students:

Cause

Effect

father asked to sign treaty

“father pushed him away”

- *When asked to sign a treaty, father pushed him away, which is a cause-and-effect relationship. When one thing happened, it caused a response (father pushing him). So, that shows that treaty is a powerful word. This also gives clues as to the meaning.*

Students discuss what they think the word *treaty* means.

- *The reader can infer that when people sign a treaty they are making an agreement that has a profound impact (giving land away, ending a war, etc.).*
- ✓ Exit slip: Students write an explanation of what *treaty* means and why Chief Joseph's father did not want to sign it.
- *His father had beliefs that disagreed with the agreement in the treaty. He did not agree that their land could be sold because he did not want to give up his people's land.*

## ■ FOCUSING QUESTION: LESSONS 23–30

What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?



## Lesson 25

### TEXTS

- Chief Joseph’s *Lincoln Hall Speech*, Washington, D.C., 1879, Part III (see Student Resource Document)

# Lesson 25 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Analyze Text (40 mins.)

- Complete New-Read Assessment #2

#### Encounter Text (25 mins)

- First-read of Part III of Chief Joseph's speech with annotations
- Student-generated definitions routine

### Wrap Up the Lesson (5 mins.)

### Deep Dive: Vocabulary (15 mins.)

- Define words that begin with the prefix *mis-*

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.2, RI.5.8

## BACKGROUND INFORMATION

The module's second New-Read Assessment requires students to demonstrate comprehension of the main points Chief Joseph makes in an excerpt of his Lincoln Hall Speech. Sample Boxes and Bullets and model responses to the short-answer questions are included in Appendix C.


## Writing

- W.5.9

## Speaking and Listening

- SL.5.1, SL.5.6

## Language

-  L.5.4b, L.5.4a, b, c, L.5.5a

## MATERIALS

- Copies of Handout 25A: New-Read Assessment #2, Excerpt from Part III of Chief Joseph's *Lincoln Hall Speech*
- Copies of Handout 25B: New-Read Assessment #2, Part A: Boxes and Bullets
- Copies of Handout 25C: New-Read Assessment #2, Part B: Short Response Questions
- Copies of Chief Joseph's *Lincoln Hall Speech*, Part III
- Copies of Handout 25E: Student-Generated Definitions Routine
- Document camera

## Learning Goals

Identify the main points Chief Joseph makes in Part III of his speech and how he supports them with reasons and evidence (RI.5.1, RI.5.2, RI.5.8).

- ✓ As part of New-Read Assessment, complete Boxes and Bullets for excerpt of Chief Joseph's Lincoln Hall Speech.

Analyze an excerpt of Chief Joseph's speech to understand one of its purposes and how he communicates main points (RI.5.8).

Use word parts and context clues to generate possible definitions of unknown words in a text (RI.5.4, L.5.4).

- ✓ In teams, define and clarify word meanings.

### Vocabulary Deep Dive

Identify affixes to help ascertain the meaning of unknown words (L.5.4b).

- ✓ Complete an exit slip response about using the prefix *mis-* to figure out the meaning of unknown words.

- ✓ Checks for Understanding

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# Launch the Lesson

## ENTRANCE TASK 5 MINS

### Fluency

- 👤👤 In pairs, students choose the paragraph from Part I or Part II of Chief Joseph's *Lincoln Hall Speech* that strikes them most, reread it, then practice a fluent read of their paragraph. Students should read their paragraphs aloud at least twice, slowly and with expression.
- After each reading, partners provide feedback and coaching: offer one thing their partner did well and one suggestion for improving the dramatic reading.
- Introduce the learning goals.

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# Engage in the Lesson

## ANALYZE TEXT: EXCERPT FROM PART III OF CHIEF JOSEPH'S *LINCOLN HALL SPEECH*

### New-Read Assessment #2: Individuals 40 MINS

- As you distribute Handout 25A, explain that students will first read the excerpt from Chief Joseph's *Lincoln Hall Speech* and encourage them to annotate the text with questions, observations, and connections.
- Once they have finished reading and annotating, they can pick up Handouts 25B and 25C. Part A of the New-Read Assessment has space where students will create Boxes and Bullets with the main points and key details of the passage. Part B of the assessment asks students to respond to several short-answer questions.
- One purpose of this assessment is to evaluate students' ability to comprehend informational texts; as such, they should not use dictionaries or reference sources.
- See Appendix C for sample student responses for New-Read Assessment #2.

## ENCOUNTER TEXT: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PART III


### First-Read: Individuals and Pairs 10 MINS

- Distribute copies of Handout 25D: Chief Joseph's *Lincoln Hall Speech*, Part III.
- Students independently read Part III; circle unknown or unfamiliar words; and annotate questions, observations, and connections.

- Afterward, students pair up, share their annotations, and discuss possible answers to their questions.

## ENCOUNTER TEXT: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PART III

### Student-Generated Definitions: Small Groups 15 MINS

- Students will use the student-generated definitions routine to define unknown words. Students share aloud unknown words they encountered in the text; record these on the board.
- For words not on the priority list recommended below, ask if any students who know the word can supply the meaning. If not, provide a brief definition. Priority words and figurative language recommended for students to define in small groups include:
  - misinterpretations
  - liberty
  - compel
  - contented
  - prosper
  - authority
  - outlaws
  - submit
  - penalty
  - “Good words do not last long unless they amount to something”
  - “You might as well expect all rivers to run backwards”
-  Break the class into small groups and assign each group one or two words or a line from the priority list. Distribute a copy of Handout 25E to each group. Students follow the instructions on their handout to define their assigned word or line.
- Bring the whole group back together. Each group shares its definitions with the whole class.
- Students record definitions in their personal dictionaries.

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## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

- ✓ See New-Read Assessment above. As an Exit Ticket, students write two or three sentences to complete the prompt:

*In this part of his speech, Chief Joseph asks the U.S. government...*



In their response, students should use at least two of the words they learned as part of the student-generated definitions routine.

## DISTRIBUTE HOMEWORK

Students create Boxes and Bullets for Part III of Chief Joseph's *Lincoln Hall Speech*. Remind students that the "boxes" are the main points that Chief Joseph makes and the "bullets" are how he supports them.

## LOOK AHEAD

In the next lesson, students close-read Part III of Chief Joseph's speech to understand its central messages, the requests he makes of the government, and how he builds his argument.

## ↓ LESSON 25 DEEP DIVE: VOCABULARY

# Morphology: the prefix *mis-*

- **Time:** 15 minutes
- **Vocabulary Learning Goal:** Identify affixes to help them ascertain the meaning of unknown words (L.5.4b).

*Text:* Engage students in a read-aloud of the following text from *Thunder Rolling in the Mountains*:

“Too many *misinterpretations* have been made; too many *misunderstandings* have come up between the white men and the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them the same laws. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it.”

**What is Chief Joseph talking about? What *misinterpretations* is he referring to? What does that mean?**

- *Chief Joseph is saying the American government did not interpret correctly what the Native Americans agreed to. The Native Americans do not want to give up the lands they are living on because they want their freedom.*

Discuss the root *mis-*, which means “bad, or wrongly,” and how it applies to the following words:

*misinterpret* means to “interpret wrongly”

The word *interpret* means “explain, expound, understand,” so *misinterpret* means to “understand wrongly.”

*Misunderstandings* refers to “things that have been understood wrongly.”

**Pair-Share** What other words can you think of that are examples of *mis-* words? What do they mean?

- *miscalculate* refers to “calculating wrongly” (Mrs. Lopez miscalculated the time constraints.)
- *misbehavior* refers to “bad behavior” (John’s misbehavior resulted in consequences.)
- *miscount* refers to “counting wrongly” (I miscounted the jellybeans.)
- *misfeed* refers to “feeding wrongly” (Don’t misfeed the paper into the printer.)
- *mismatch* refers to “matching wrongly” (Jennifer intended to mismatch her socks.)
- *misinform* refers to being “informed wrongly” (Please do not misinform him about the location of the meeting.)

**What is Chief Joseph talking about? What *misinterpretations* is he referring to? What does that mean?**

There are *misinterpretations* about what the understanding between the settlers and the Native Americans involves.

✓ Exit slip: How can you use the prefix mis- to figure out the meaning of unknown words you encounter in text?

- *When you come across a word that has mis- as a prefix, remember the prefix means “wrongly or badly” and in your mind say it with the base word in order to figure it out.*



## ■ FOCUSING QUESTION: LESSONS 23–30

What important beliefs and values of the Nez Perce are reflected in Chief Joseph's *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

## Lesson 26

### TEXT

- Chief Joseph's *Lincoln Hall Speech*, Washington, D.C., 1879, Part III (see Student Resource Document)

# Lesson 26 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### Explore Text (5 mins.)

- Share Boxes and Bullets

#### Analyze Text (25 mins.)

- Text-dependent questions: analyzing Chief Joseph's argument

#### Integrate Understanding (15 mins.)

- Chalk Talk discussion: Chief Joseph's requests to the U.S. government

### Deep Dive: Vocabulary (15 mins.)

- Study the root of the word *justice*; transfer root knowledge to other words.

#### Express Understanding (20 mins.)

- Write paragraph response to discussion question.

### Wrap Up the Lesson (5 mins.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.2, RI.5.3, RI.5.8


### Writing

- W.5.2, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.4a, L.5.4b, L.5.4a

## MATERIALS

- Copies of Chief Joseph's *Lincoln Hall Speech*, Part III from previous lesson (see Student Resource Document Handout 25D)
- Dry erase board and markers or large piece of butcher paper and markers

## BACKGROUND INFORMATION

Today's lesson engages students in a close reading of the entire Part III of Chief Joseph's *Lincoln Hall Speech*. Questions from the previous day's New-Read Assessment have been included in the text-dependent questions. Students who struggled with these questions will benefit from small- or whole-group discussion about them. Following the close-reading discussion, you may reassess these students by having them revise their responses from Part B of the New-Read Assessment.

## Learning Goals

Identify the main points Chief Joseph makes in his speech and how he supports them (RI.5.1, RI.5.2, RI.5.8).

- ✓ Participate in Chalk Talk; write a response.

Explain the requests that Chief Joseph made to the U.S. Govt. (RI.5.1, RI.5.3, RI.5.8, W.5.2, W.5.9).

- ✓ Write a paragraph explaining what request(s) Chief Joseph makes in Part III and how he supports his request(s) with evidence.

### Vocabulary Deep Dive

Develop vocabulary knowledge of the root of the word *justice* in order to transfer meaning to other related words (L.5.4b).

- ✓ Jot down responses and participate in a class discussion regarding the idea of justice.

- ✓ Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- 👤👤 Students choose a paragraph from the speech and read it silently, marking words they need help pronouncing and noting how punctuation is used.
- Then, students pair up and take turns reading their paragraphs aloud, giving each other feedback on tone, expression, phrasing, accuracy, and pace.
- Remind students that in addition to fluency, accuracy, and good pacing, a dramatic reading involves reading with expression—in this case, reading in a tone that shows Chief Joseph's emotion and seriousness.

### Extension

Assign paragraphs to student volunteers and have them perform a dramatic reading of the entire Part III of Chief Joseph's speech.

- Introduce the learning goals.

# Engage in the Lesson

## EXPLORE TEXT: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PART III

### Share Boxes and Bullets: Pairs 5 MINS

- Review the main points of Part III of Chief Joseph's speech by having volunteers share the Boxes and Bullets they created for homework.

#### ↓ DEEP DIVE OPPORTUNITY: VOCABULARY

This is an opportune time in the lesson to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## ANALYZE TEXT: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PART III

### Text-Dependent Questions: Whole Group or Small Groups 25 MINS

- After reviewing Boxes and Bullets, engage students in a close-reading discussion using the following text-dependent questions to help students understand Chief Joseph's central messages and how he builds his argument.

- Students can work in small groups or you can facilitate a class discussion. Pose questions one at a time, and have students jot responses before discussing them.
- Encourage students to go back and close-read and annotate the text to find support for their answers.

**1 According to paragraph 1, what is one reason why Chief Joseph may have felt it necessary to give this speech? What are some other reasons why he might have wanted to give this speech, according to evidence in Part III? (Use evidence from the text to support your responses.)**

- *He wanted answers from the U.S. government. The text says, “...there are some things I want to know which no one seems able to explain.”*
- *He is confused and frustrated by all the talk and no action. The text says, “But while all their mouths talk right I do not understand why nothing is done for my people.”*
- *He wants to be treated equally. The text says, “I only ask of the government to be treated as all other men are treated.”*
- *He wants freedom for him and his people. The text says, “Let me be a free man...”*

**TEACHER  
NOTE**

Have students recall, from Part I of the speech, other reasons Chief Joseph may have felt it necessary to give this speech. If needed, direct students' attention to Part I, paragraph 1.

**2 In paragraph 1, Chief Joseph says, “At last I was granted permission to come to Washington...” What does this reveal about the relationship between the U.S. government and the Nez Perce during this time? How does this connect with what we learn in the Afterword of *Thunder Rolling in the Mountains*?**

- *It says that Chief Joseph was not able to travel freely.*
- *In the Afterword of *Thunder Rolling in the Mountains* we learn that the Nez Perce band that surrendered with Chief Joseph was forced to live on reservations in Oklahoma, under terrible conditions.*

**3 Chief Joseph mentions the word *promise* many times in the first few paragraphs. (The word *promise* implies a pledge or a vow.) At the bottom of paragraph 3, he says, “It makes my heart sick when I remember all the good words and broken promises.” What insight into these broken promises is provided in the speech? What does this line from paragraph 3 show about Chief Joseph's values?**

- *In paragraph 2, Chief Joseph says, “...and they all say they are my friends, and that I shall have justice.” He may feel that the U.S. government broke its promise of friendship and equal treatment under the law. From the text, it is clear that Chief Joseph does not believe these promises were upheld.*
- *In paragraph 3, Chief Joseph says, “Good words will not give my people a home where they can live in peace and take care of themselves.” He may feel that the U.S. government has not honored its promise of a safe, permanent, and peaceful home for the Nez Perce.*
- *This shows that he values honesty and keeping promises.*



**TEACHER  
NOTE**

Have students turn to page 106 of *Thunder Rolling in the Mountains*, and recall the promise that General Miles makes to Chief Joseph upon surrendering: “He promised that he would take our people to a nearby camp for the winter. Then we could all go back to our homes.”

**4 What does Chief Joseph mean in paragraph 3 when he says, “Good words do not last long unless they amount to something”? How does he support this point? What does this show about Chief Joseph’s values?**

- He is saying that promises mean nothing unless there is action to back them up.
- He supports this point using repetition of sentence structure by saying:
  - “Words do not pay for my dead people.”
  - “(Words) do not pay for my country overrun by white men.”
  - “(Words) do not protect my father’s grave.”
  - “(Words) do not pay for my horses and cattle.”
  - “Good words do not give me back my children.”
  - “Good words will not make good the promise of your war chief, General Miles.”
  - “Good words will not give my people a home where they can live in peace and take care of themselves.”
- It shows that he values keeping promises by following through with actions.

**5 Remind students that, as they learned earlier in the module, the “tone” of a text has to do with how the speaker sounds and his attitude toward his subject and audience. Knowing this, how would you describe the tone of paragraph 3, and what words support this? How does the repetition in this paragraph impact the tone?**

- Students might describe the tone as frustrated and hopeless.
- The repetition of sentence structure (i.e., “[Words] do not...” and “Good words do/will not...”) makes Chief Joseph sound frustrated and hopeless.
- Other words that contribute to the hopeless tone include: “dead people,” “my father’s grave,” “tired,” “my heart sick,” and “broken promises.”

**Extension**

Have students take turns practicing reading aloud paragraph 3 to try and capture the tone.

**6 What solutions for peace does Chief Joseph offer in his speech? What do these solutions show about Chief Joseph’s values?**

- In paragraph 4, he suggests that we “Treat all men alike” and “Give them the same laws.” These suggestions are repeated in paragraphs 6, 8, and 9.
- In paragraph 10, he says, “Whenever the white man treats the Indian as they treat each other, then we shall have no more wars.”

- *He leads by example. He has tried to avoid war with the United States. He has demonstrated how to solve conflicts without fighting, but he has learned that can only work when both sides live up to their word.*
- *These solutions show that Chief Joseph values peace and believes in equality for all men.*

**7 In paragraph 5, Chief Joseph says, “If you pen an Indian up on a small spot of earth and compel him to stay there, he will not be contented nor will he grow and prosper.” What is he saying here about reservations and the impact of his people?**

- *The reservations will make Native Americans unhappy and will not allow them to grow and regain independence.*
- *He says his people are dying where they are.*

**TEACHER  
NOTE**

Have students recall what they learn about the conditions on the Oklahoma reservations in the Afterword of *Thunder Rolling in the Mountains*.

**8 What is Chief Joseph’s central message in paragraph 6? How does this connect to the main idea of paragraph 5? What does Chief Joseph’s message show us about his own values and the values of his people?**

- *He asks for his people to be treated equally and to be able to live somewhere they will be happy, like their homeland.*
- *His request builds on his point in paragraph 5 by offering a solution that will stop his people’s containment on reservations.*
- *It shows that Chief Joseph and his people feel a deep love and connection to their homeland.*

**9 What freedoms does Chief Joseph ask for in paragraph 9? What does he mean by “I will obey every law or submit to the penalty” in this paragraph?**

- *He asks for freedom to travel, to stop, to work, to trade where he chooses, to choose his teachers, to practice his religion, to talk, think, and act for himself.*
- *He wants to make it clear that he is not asking for more rights than what other American citizens have. He wants to be treated equally in consequences as well as rights.*

## INTEGRATE UNDERSTANDING: CHIEF JOSEPH’S LINCOLN HALL SPEECH, PART III

### Chalk Talk: Whole Group 15 MINS

- Write the following prompt in large print: *In Part III of his speech, what is Chief Joseph asking of the United States government?*
- Explain to students that they are going to respond to this prompt through an activity called Chalk Talk which is a silent conversation in writing.

- Students will take turns writing their responses to the prompt on the board (or paper): single words, phrases, or a sentence; a quotation from the speech; or draw a picture or symbol that represents Chief Joseph's request(s).
- They can respond to or reflect on ideas other students have already written.
- Each student should spend no more than one minute at the board and then pass the marker off to a student who has not yet participated. Once all students have participated at least once, they can go again.
- Chalk Talk is a silent activity! Students who are not writing should be reading other students' written responses.
- Hand out markers to different students and invite them to begin the Chalk Talk; wrap up after about six to eight minutes.
- Invite students to take a moment and read all of the different responses to the prompt. Then, as a whole class, summarize the requests that Chief Joseph makes.
- Encourage students to make notes as you discuss the prompt.
- After summarizing the requests that Chief Joseph makes, students Turn and Talk with a partner about the following question:

#### What support does he offer to convince listeners?

- Students go back to the speech and highlight places in the speech where Chief Joseph offers support for each of his requests.

#### DEEP DIVE OPPORTUNITY: VOCABULARY

This is an opportune time in the lesson to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## EXPRESS UNDERSTANDING: CHIEF JOSEPH'S LINCOLN HALL SPEECH, PART III

### Compose a Response: Individuals 20 MINS

- ✓ Students write a paragraph explaining what Chief Joseph was asking of the U.S. government, and what support he offered to convince listeners of his need(s).
- Encourage students to use the Chalk Talk discussion and their notes from the follow-up discussions to help them write.
- Remind students that their paragraphs should include:
  - A topic sentence that states the focus (Chief Joseph's requests);
  - Two or more supporting reasons Chief Joseph uses to convince his listeners;
  - Elaboration on how they are used to convince listeners; and
  - A concluding sentence that connects back to the focus of the paragraph.
- Check in with students, especially struggling writers; provide support as needed.

**TEACHER  
NOTE**

Students begin their paragraphs in class and complete them as homework.

**Scaffold**

Provide sentence frames, including topic sentence, supporting sentences, and concluding sentence. Ask students to focus their paragraphs on only one of the central ideas included. Sentence frames might include:

- In Part III of his speech, Chief Joseph asks the U.S. government....
- He supports this request by...
- In conclusion...

**Extension**

Ask students to evaluate their supporting reasons and choose the two that most strongly support the central ideas:

## Wrap Up the Lesson

### MONITOR PROGRESS

✓ See Check for Understanding above. Even if students have not completed their paragraphs, they should pause and self-assess their writing with the following questions:

- Does my writing make sense? If not, where do I need to add or clarify ideas?
- Do I have a topic sentence that clearly states Chief Joseph's requests?
- Do I give two or more supporting reasons Chief Joseph uses to convince his listeners? If not, what more should I include?
- Do I elaborate on how these reasons convince listeners? How can I further elaborate?
- Do I have a concluding sentence that connects back to my topic?

### DISTRIBUTE HOMEWORK

Students complete the paragraphs about Chief Joseph's requests of the U.S. government.

### LOOK AHEAD

In Lesson 27, students focus on collecting and recording evidence for the focusing question from Part III of Chief Joseph's speech. They also select a passage from Part III and practice a dramatic reading.

## ↓ LESSON 26 DEEP DIVE: VOCABULARY

# Etymology of *justice*

- **Time:** 15 minutes
- **Vocabulary Learning Goal:** Develop vocabulary knowledge of the root of the word *justice* in order to transfer that meaning to other related words (L.5.4b).

Engage students in a read-aloud of the following excerpt:

“I have seen the Great Father Chief; the Next Great Chief; the Commissioner Chief; the Law Chief; and many other law chiefs and they all say they are my friends, and that I shall have **justice**. But while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done” (paragraph 2).

Students discuss what they think the word *justice* means in this context. What do they think Chief Joseph wants to happen?

- *Chief Joseph wants the lawmakers to deal with them in an honest way. He senses that the Native Americans are not being treated in a fair way.*

Direct students to reflect on other places they have seen the word *justice*:

“I pledge allegiance to the flag of the United States of American and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

The scales of justice are often used to represent justice, which means things are fair for both sides of a conflict.



Judges are also sometimes called justices because they are expected to maintain impartial judgment when hearing cases.

The essence of justice is that all evidence is presented and will be judged as fairly as possible.

What examples of justice have you experienced or heard about that were demonstrated?

What examples of injustice have you experienced or heard about that were demonstrated?

Distribute Morpheme Matrices to students. Direct them to write in the root and affixes for this study. There are several options, so not every affix will be used necessarily.

(Use the root word chart as a form of reference to generate the Morpheme Matrix set of words. Discuss several possibilities, allowing students to come up with the words and explicitly discuss the shades of meaning. If they are having difficulty generating the words, then give them some words.)

**TEACHER  
NOTE**

The word *justice* is spelled with an “i,” which may throw students off. Just assure them that it should be “i.” In the earlier languages it was not translated as a “j” but rather an “i.”

<b>justice</b>	
<b>Latin root: iustus, meaning “upright, equitable”</b>	
<b>ius, meaning “right, legal right law”</b>	
just	“righteous in the eyes of God; upright, equitable, impartial; justifiable, reasonable”; from the Latin law word <i>lex</i>
justice	“the exercise of authority in vindication of right by assigning reward or punishment” “quality of being fair and just” from <i>iustus</i> ; a person who judges
justify	to prove or show to be just
injustice	“wrongful, oppressive” in- “not” or not just
unjust	“sinful; perpetrating injustice” un- meaning “not”
justification	“administration of justice” Latin <i>iustificationem</i>
judge	“to form an opinion upon” <i>dicer</i> “to say” “to regard or consider” related to justice; a person who judges
judicial	“of or belonging to a court of justice”

## Morpheme Matrix

re de		<i>justice</i>  Root: <i>iustus</i> “upright, equitable” <i>ius</i>	s ed ing tion or ance
in im mis	de	“right, legal right, law”	ive ize able
in		from <i>lex</i> “law”	y al es ed ing ly

Related Words: Generate a list of as many words as you can create from this root:

- *justice, justify, injustice, unjust, justification, jury, jurisdiction, judge, judicial*

Focus on the following three:

judge – The county *judge* had to listen to cases and make decisions based on both sides of the arguments.

justify – The teacher could not *justify* giving the student another chance to take the test because it didn’t seem fair when other students had only one chance.

unjust – It seemed unjust to punish the entire class when only two students were talking.

✓ Students note a response to the following questions and then participate in a class discussion:

**According to Part III of Chief Joseph’s speech, what *justice* do you think Chief Joseph wants for his people? Did the Nez Perce (and other Native American tribes) achieve justice? Explain why or why not.**





## ■ FOCUSING QUESTION: LESSONS 23–30

What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

## Lesson 27

### TEXTS

- Chief Joseph’s *Lincoln Hall Speech*, Washington, D.C., 1879, Part III (see Student Resource Document)

# Lesson 27 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

*Express Understanding (40 mins.)*

- Record evidence of Nez Perce beliefs and values reflected in the *Lincoln Hall Speech*.

*Integrate and Express Understanding (25 mins.)*

- Begin creating outline for End-of-Module essay.

### Wrap Up the Lesson

### Deep Dive: Grammar (15 mins.)

- Expand sentences

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.3

### Writing

- W.5.2, W.5.9

## BACKGROUND INFORMATION

The bulk of this lesson is devoted to gathering and recording evidence from Chief Joseph's *Lincoln Hall Speech*. This process is critical for setting students up to successfully complete the End-of-Module Assessment Task, an informational/explanatory essay response to the focusing question. Students also begin creating an outline, including drafting a thesis statement, to help them plan their essay and prepare for a Socratic Seminar.

## Speaking and Listening

- SL.5.1, SL.5.6

## Language

- L.5.1a, L.5.2b, L.5.3a

## MATERIALS

- Copies of all parts of Chief Joseph's Lincoln Hall Speech
- Copies of Handout 27A: End-of-Module Essay Outline, one per student
- Class evidence guide and Student evidence guide for Chief Joseph's Lincoln Hall Speech
- Copies of Handout 27B: Grammar Deep Dive #13: Expanding Sentences with Prepositional Phrases and Introductory Elements
- Class set of Thunder Rolling in the Mountains

## Learning Goals

Analyze Chief Joseph's speech to determine how it reflects important beliefs or values of the Nez Perce (RI.5.1).

- Independently record beliefs and/or values of the Nez Perce and evidence to support them in evidence guide.

Write a thesis statement for an essay that responds to the focusing question and includes two points; begin creating an essay outline (W.5.2, W.5.9).

- Draft and self-assess a thesis statement for the EOM Assessment.

### Grammar Deep Dive

With support, expand sentences using prepositional phrases and introductory elements (L.5.1a, L.5.2b, L.5.3a).

- Complete "Expanding Sentences with Prepositional Phrases and Introductory Elements" handout.

- Checks for Understanding

# Launch the Lesson

## ENTRANCE TASK 5 MINS

- Students Think-Pair-Share:

**Think about the requests that Chief Joseph makes of the U.S. government in Part III of his speech. Based on what you learned in the Afterword of *Thunder Rolling in the Mountains*, how did the government respond to Chief Joseph's requests?**

- Encourage students to go back and reread the final paragraph of the Afterword on page 128 of *Thunder Rolling in the Mountains*.
- Briefly discuss prompts as a whole class.
- Introduce the learning goals.

# Engage in the Lesson

## EXPRESS UNDERSTANDING: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PART III

### Recording Evidence: Whole Group 40 MINS

- Students examine Part III of Chief Joseph's speech for evidence of Nez Perce beliefs and values. Students should have out their evidence guides in their learning logs.
- Review important beliefs and values students recorded for Parts I and II as a group. These should include (but are not limited to):
  - Honesty; speaking from one's heart;
  - Keeping promises;
  - Importance of their homeland.
- Ask students: **"Where do you see evidence of these values in Part III of Chief Joseph's speech?"**
- Students read back through Part III and underline or star lines that reflect recorded values and beliefs. Invite volunteers to share evidence they found.
- Ask students: **"What other Nez Perce beliefs or values are reflected in this part of the speech?"**
- Students reread Part III; then invite volunteers to share additional beliefs or values.
- Display the class evidence guide and record any additional beliefs or values, such as:
  - all people are brothers, made by the same Great Spirit Chief, and the earth is the mother of all people.

- Students should record belief(s) or value(s) on their own evidence guides.
- ✓ Students independently find and record evidence from Part III that reflects the Nez Perce belief that all people are brothers, made by the same Great Spirit Chief, and that the earth is the mother of all people (and/or other beliefs or values).
- Provide support as students work on their evidence guides for Part III (independently or in partners).
- Students reread their evidence guide, focusing on the elaboration column, since this is where they will explain their ideas.
- Remind students that they will use their evidence guides to write their final essays for the module; the more thoroughly their evidence guides are filled out, the easier it will be to write their essays!

## INTEGRATE AND EXPRESS UNDERSTANDING: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PARTS I, II, AND III

### Create an Essay Outline: Individuals 25 MINS

- Distribute Handout 27A: End-of-Module Essay Outline.
- Explain that in the next lesson students participate in their second Socratic Seminar, which helps them gather and refine ideas and evidence for the End-of-Module Assessment Task. To prepare for and get the most out of the discussion, students create an outline for their final essay.
- Share the End-of-Module essay task: to write an informational/explanatory essay responding to the focusing question, “What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?” Explain that students choose two Nez Perce beliefs or values to write about, just as they did for their Chief Joseph essays.
- Review the End-of-Module Essay Outline, discussing each paragraph, its purpose in the essay, and expectations for completing the outline.
- Students ask questions they have about the outline, essay structure, and or EOM Assessment.
- For the remainder of class, students:
  - Review their completed evidence guides;
  - Choose the two Nez Perce beliefs or values they intend to write about; and
  - ✓ Draft a thesis statement including the two points (or values) they have chosen to write about.
  - If time allows, students can begin developing the “proof paragraph” portion of their outline.
- Provide support to help students narrow the choice of which Nez Perce beliefs and values they wish to write about. Students may need a frame or sentence starter to draft their thesis statement.

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# Wrap Up the Lesson

## MONITOR PROGRESS 5 MINS

✓ Students reread their thesis statement and self-assess using the following questions:

- Does my thesis statement answer the focusing question? If not, how can I revise it to do so?
- Does my thesis statement state the two Nez Perce beliefs or values I will develop in my essay? (Highlight one in blue and one in yellow.)
- What is one piece of evidence from the speech I can use to support my first point? My second point?

## DISTRIBUTE HOMEWORK

Students finish creating an outline of their introduction and body paragraphs. (Students can complete their outline of their conclusion paragraph following the Socratic Seminar.)

## LOOK AHEAD

In Lesson 28, students participate in a Socratic Seminar to discuss the focusing question, “What are some important beliefs and values of the Nez Perce, and how are they reflected in the words of Chief Joseph’s *Lincoln Hall Speech*?” and, afterward, further develop their outlines for the End-of-Module Assessment Task.

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## PAUSE POINT

You may find it useful to pause after this lesson to review or provide students with work time before moving on to the next lesson.

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## ↓ LESSON 27 DEEP DIVE: GRAMMAR

# Expanding sentences with prepositional phrases and introductory elements

- Time: 15 minutes
- Grammar Learning Goal: With support, expand sentences using prepositional phrases and introductory elements (L.5.1a, L.5.2b, L.5.3a).

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Student Think-Pair-Share What information do prepositional phrases and introductory elements add to sentences?

- *They add detail.*
- *They provide background information.*
- *They answer key questions.*

Bring the class together and reinforce the key points above.

Tell students today they will work with a partner to identify where they can expand their sentences.

✔ 👤👤 Students take out the paragraphs they began in Lesson 26 and completed for homework. Give each student a copy of Handout 27B: Grammar Deep Dive #13: Expanding Sentences with Prepositional Phrases and Introductory Elements.

Read the steps aloud as they follow along on their handouts. Circulate and support students or pairs as needed.

## ■ FOCUSING QUESTION: LESSONS 23–30

What important beliefs and values of the Nez Perce are reflected in Chief Joseph's *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

## Lesson 28

### TEXTS

- Chief Joseph's *Lincoln Hall Speech*, Washington, D.C., 1879, Parts I, II, and III (see Student Resource Document)

# Lesson 28 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Deep Dive: Vocabulary (15 mins.)

- Complete Frayer model for *liberty*

### Engage in the Lesson (65 mins.)

#### *Integrate and Express Understanding* (40 mins.)

- Review Socratic Seminar Participation Guidelines and set class and individual goals
- Review “Ways to Participate” and “Sentence Frames”
- Participate in a Socratic Seminar about Nez Perce beliefs and values reflected in Chief Joseph’s *Lincoln Hall Speech*

#### *Express Understanding* (25 mins.)

- Revise outlines based on seminar takeaways

### Wrap Up the Lesson (5 mins.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

## BACKGROUND INFORMATION

In this lesson, students will participate in a Socratic Seminar to respond to the focusing question for Chief Joseph’s *Lincoln Hall Speech*, which students will address for their End-of-Module Assessment. Students will bring an outline of their ideas for their essay to the seminar. Following the seminar, students will have an opportunity to develop and revise these outlines and conference with a partner about their plan for writing.

## Reading

- RI.5.1, RI.5.3

## Writing

- W.5.2, W.5.9

## Speaking and Listening

- SL.5.1, SL.5.6

## Language

-  L.5.4a

## MATERIALS

- Copies of Handouts 28A-C
- Anchor chart with Participation Guidelines for Socratic Seminar (from Lesson 16)
- Anchor chart for class goals (can add onto chart from Lesson 16)
- Copies of all parts of Chief Joseph’s *Lincoln Hall Speech*
- Student tracking chart
- Students’ End-of-Module Essay Outlines (began in previous lesson)
- Students’ evidence guides for Chief Joseph’s *Lincoln Hall Speech*

## Learning Goals

Participate in a Socratic Seminar about how Nez Perce beliefs and values are reflected in Chief Joseph’s speech, drawing on text evidence, posing questions, responding to others, and synthesizing new information (SL.5.1, RI.5.1).

- ✓ Observe and tally students’ participation in the Socratic Seminar.

Organize information for EOM essay based on ideas and evidence gained from participation in Socratic Seminar (W.5.2, W.5.9).

- ✓ Add evidence and elaboration to essay outline following Socratic Seminar; complete outline.

### Vocabulary Deep Dive

Define the word *liberty* based on its context (L.5.4a).

- ✓ Complete Frayer model for *liberty*.

- ✓ Checks for Understanding



# Launch the Lesson

## DEEP DIVE OPPORTUNITY: VOCABULARY

This is an opportune time in the lesson to teach the Vocabulary Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## ENTRANCE TASK 5 MINS

- Using their outlines for their final EOM essay, students write two to three specific questions they might ask during Socratic Seminar to help them develop their outlines and plan for writing their essays. Afterward, students share questions with a partner.
- Introduce the learning goals.

# Engage in the Lesson

## INTEGRATE AND EXPRESS UNDERSTANDING: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PARTS I, II, AND III

### Socratic Seminar: Whole Group 40 MINS

- Distribute Handout 27A: Participation Guidelines for Socratic Seminar. (Students may also use this handout from Lesson 16.)
- Briefly review the Participation Guidelines for Socratic Seminar, emphasizing the importance of #5 (Listen actively by tracking the speaker) and #7 (Speak to each other, not to the teacher).

#### **Extension**

You might give students a few minutes to practice tracking the speaker. Begin moving around the room as you speak, telling students to follow your movement with their eyes.

- Remind students of the goals the class set for their first Socratic Seminar in Lesson 16 and what they wanted to improve after that seminar.
- Challenge students to set one or two class goals for today's seminar and record them on an anchor chart with today's date.
- Briefly review the individual goals and post-seminar reflections they wrote in their learning logs in Lesson 16; have them jot down a new individual goal.
- Using Handouts 16B and 16C, briefly review ways to participate in a seminar.

- Advise students to use the sentence frames on Handout 16C for ideas, including for statements and questions, clarification and paraphrasing, building on other’s ideas, offering different viewpoints, problem solving, and summarizing.
- During the seminar, students should incorporate words from the assessment word list in the module overview. Set the expectation that each student should use at least two of these words during the class. Students should be given credit only if words are used properly and strategically to develop or enhance their ability to communicate clearly about the content.
- Pose the following questions to students:

*What are some important beliefs and values of the Nez Perce, and how are they reflected in the words of Chief Joseph’s speech?*

- Before opening up the seminar discussion to the whole group, have students Turn and Talk about these questions for a few minutes.
- Ask follow-up questions as needed:


**Why is each belief or value so important to the Nez Perce?**

**To what extent were these beliefs or values important to the U.S. government? How do you know?**

**What evidence of these beliefs and/or values is reflected in the other module texts we read, particularly *Thunder Rolling in the Mountains*? Cite evidence from other texts to support your response.**

#### TEACHER NOTE

As a facilitator, it is important to listen actively and then follow up with questions that help students reach for deeper meaning and a clearer understanding of the texts. Consider participating only by asking questions. During the seminar, pose follow-up questions using your own genuine curiosity.

- In addition to asking follow-up questions, facilitators should:
  - Ask procedural comments or questions such as, “How can we build on what she is saying?”
  - Insist that dialogue stays anchored in the text; ask students to cite evidence from the texts to support their ideas.
  - Give students plenty of “think time” after a question is posed; wait at least three seconds for students to reply.
  - Encourage students to build on responses even if they disagree; remind them to agree or disagree with ideas, not people.
  - Invite additional viewpoints or opinions.
  - Rephrase students’ ideas as needed for the sake of clarity. Model this for students by asking questions such as, “Who can paraphrase what (name) said?”
  - Model how to ask clarifying questions.
-  Keep a dialogue map or tally marks for types of participation and individual contributions.

- After about a half hour of discussion, ask a closing question to help students think about how the texts relate to the present day and their own lives, such as:

**Think about your own family and cultural beliefs and values. What beliefs and values does your family and culture share with the Nez Perce? How do your own family and cultural beliefs and values differ from those of the Nez Perce?**

- Close the Socratic Seminar with a ten-minute self-reflection using the Socratic Seminar: Self-assessment handout in the Student-facing Documents section. The expectations in this handout are based on Speaking and Listening standard 1; feel free to adjust based on your instruction in this module.
- Students reflect on their participation in the second column using the following scale:
  - A (I always did that.)
  - S (I sometimes did that.)
  - N (I'll do that next time.)
- Circulate as students complete the self-evaluation and provide clarification as needed. Pause after students complete each row so they may pair-share on the following question: Which letter did I give myself, and why?
- Students then explain their rating choice with evidence from the seminar. For example:
  - *I gave myself an S for following our rules because I wasn't always listening.*
  - *I gave myself an N for asking questions because I didn't ask any.*
- In a whip-around, students share one goal for the next Socratic Seminar.
- Then, have students take a few minutes to reread their individual seminar goal(s) and quick-write how they met their goal(s), what they did well individually, and how they would like to improve for future seminars.
- Collect students' self-assessments and quick-writes and retain them to reference prior to the next Socratic Seminar. Use students' N ratings to guide class and individual goal setting.

## EXPRESS UNDERSTANDING: CHIEF JOSEPH'S LINCOLN HALL SPEECH, PARTS I, II, AND III

### Revise Essay Outlines: Individuals and Pairs 25 MINS

- Give students several minutes to take notes about the seminar in their learning logs.
- Students develop or revise their End-of-Module Essay Outlines using the ideas they gained from today's seminar.
- 👤👤 Students conference with a peer about their outlines. With their partner, students should:
  - Share their writing plan, including their focus/thesis and two points.
  - Discuss the evidence they have gathered to support each point.
  - Ask questions about how to improve or strengthen their outline.

- Provide feedback to help their partner strengthen their outline and writing plan.
- Circulate, providing support as needed, especially to struggling writers.

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# Wrap Up the Lesson

## MONITOR PROGRESS 5 MINS

✓ Students complete an Exit Ticket with the following questions:

**Who expressed an idea that helped you learn more about what important beliefs and values of the Nez Perce are reflected in Chief Joseph's *Lincoln Hall Speech*, and how Chief Joseph feels about these values?**

## DISTRIBUTE HOMEWORK

Students complete their End-of-Module Essay Outlines, adding evidence and ideas gained from the Socratic Seminar and completing the outline for their conclusion paragraph.

## LOOK AHEAD

In the final two lessons of the module, students begin writing their End-of-Module essay in response to the focusing question, “What are some important beliefs and values of the Nez Perce, and how are they reflected in the words of Chief Joseph’s *Lincoln Hall Speech*?” During the next lesson, students will discuss their ideas with peers, draft their introductory and first body paragraphs, and revise their drafts following self-assessment.

## ↓ LESSON 28 DEEP DIVE: VOCABULARY

# New word: *liberty*

- **Time:** 15 minutes
- **Text:**
- **Vocabulary Learning Goal:** Define the word *liberty* based on its context.

Engage students in a read-aloud of the following excerpt of the text:

“You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases.”

**When you read the phrase “you might as well,” it indicates that the person talking is frustrated about something and is using exaggeration or sarcasm to make a point. So, be alert!**

**In this case, what is the point of exaggeration/sarcasm?**

- It is to “*expect all rivers to run backward.*”

**What is the main point?**

- *Any man who was born a free man should not be contented (happy) penned up (confined or restricted) and denied (not given) liberty to go where he pleases.*

**What is Chief Joseph saying when he talks about liberty?**

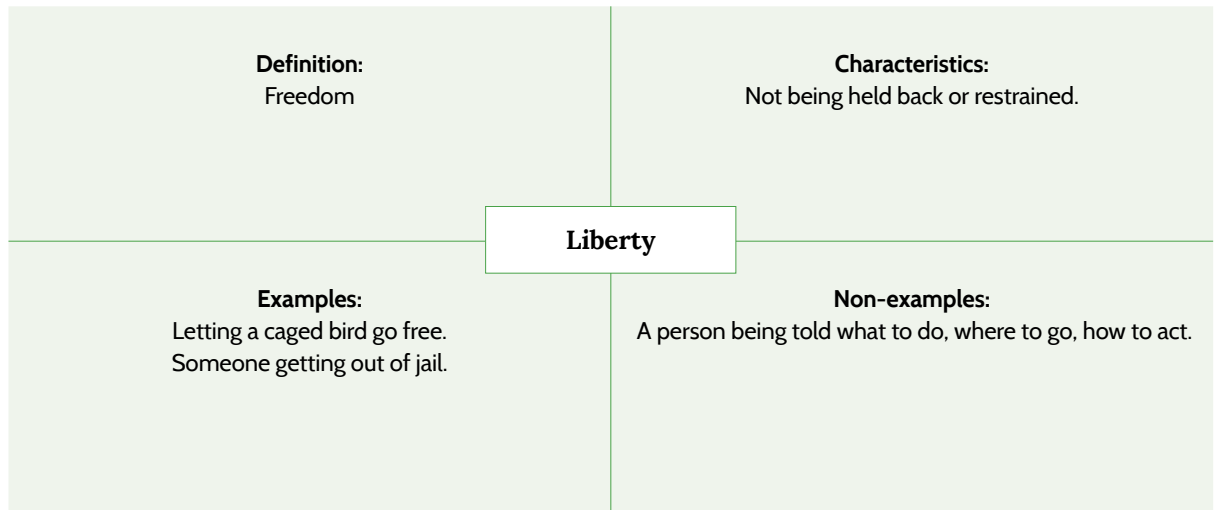
- *Chief Joseph is talking about freedom to go where you please.*

**How did Chief Joseph make his point?**

- *He said the rivers will run backwards before you can expect men to want to be restrained and confined and not allowed to go where they want to go.*

Distribute Frayer models for the word *liberty*. Students complete the model to think about the word *liberty* from various angles.

Encourage students to infer why *liberty* (freedom) is such an important value.

**Sample Frayer Model**

- ✓ Circulate around the room, checking students' Frayer models for understanding of the word.

## ■ FOCUSING QUESTION: LESSONS 23–30

What important beliefs and values of the Nez Perce are reflected in Chief Joseph's *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

## Lesson 29

### TEXTS

- Chief Joseph's *Lincoln Hall Speech*, Washington, D.C., 1879, Parts I, II, and III (see Student Resource Document)

# Lesson 29 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

#### *Express Understanding* (65 mins.)

- Compose introduction and first body paragraphs for EOM Assessment
- Self-assess writing with Essay Revision Checklist
- Peer conferences and revisions

### Deep Dive: Grammar (15 mins.)

- Expand sentences

### Wrap Up the Lesson (5 mins.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.2, RI.5.3, RI.5.9

### Writing

## BACKGROUND INFORMATION

Students begin composing their End-of-Module essays in response to the focusing question, What important beliefs and values of the Nez Perce are reflected in Chief Joseph's Lincoln Hall Speech, and how does Chief Joseph feel about these values? Students will draft their introductory paragraph and one body paragraph, and revise their drafts following self-assessment and a peer conference. Students complete their essays in the next lesson. If students need more time, provide another day for drafting, teacher and peer conferences, and revising.

- W.5.2, W.5.4, W.5.5, W.5.9

### Speaking and Listening

- SL.5.1, SL.5.6

### Language

-  L.5.1a,  L.5.2b,  L.5.3a

## MATERIALS

- Students' completed evidence guides for Chief Joseph's *Lincoln Hall Speech*
- Copies of Chief Joseph's *Lincoln Hall Speech*, Parts I, II, and III from previous lessons (see Student Resource Document Handouts 23A, 24A, and 25D)
- Copies of Handout 29A: End-of-Module Assessment Task
- Copies of Handout 29B: Essay Revision Checklist
- Copies of Handout 29C: Grammar Deep Dive #14: EOM Revising: Expanding Sentences with Prepositional Phrases and Introductory Elements

## Learning Goals

Synthesize evidence about Nez Perce beliefs and values from Chief Joseph's speech to prepare for writing the End-of-Module essay (RI.5.1, W.5.9).

Plan, write, and revise an essay to explain how Nez Perce beliefs and values are reflected in Chief Joseph's speech and how he feels about these values (W.5.2, W.5.4, W.5.5).

### Vocabulary Deep Dive

Expand sentences using prepositional phrases and introductory elements (L.5.1a, L.5.2b, L.5.3a).

- ✓ Complete "EOM Revising: Expanding Sentences with Prepositional Phrases and Introductory Elements" handout



---

# Introduce the Lesson

## LAUNCH THE LESSON

- Distribute Handout 29A: End-of-Module Assessment Task.
- ●● After students read the assessment task, they discuss any questions they have with a partner.
- Introduce the learning goals.

---

# Engage in the Lesson

## ASSESSMENT 65 MINS

### End-of-Module Assessment

- Review the End-of-Module Assessment Task with students: Write an informational/explanatory essay in response to the prompt, “What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?”
- Review success criteria such as the following with students:
  - include an introduction paragraph that clearly introduces the topic, gives background and context, and provides a strong thesis statement naming two beliefs or values of the Nez Perce;
  - develop two body paragraphs, each with a clear focus on a different Nez Perce belief or value and supported with context, evidence, and elaboration sentences;
  - correctly cite evidence, including quotations and page numbers, from the text to support ideas;
  - logically connect ideas using transition words and phrases;
  - provide a conclusion paragraph that paraphrases and reflects on the thesis and wraps up ideas.
- Students should have their evidence guides for Chief Joseph’s *Lincoln Hall Speech* out, as well as their End-of-Module Essay Outlines and the entire speech text. They refer to these documents as they write.
- Students will focus on writing their introduction paragraphs and at least one of their body, or proof, paragraphs; briefly review and discuss the important components of each.
- Students spend the majority of class time composing the first drafts of their introduction and first body paragraphs.

- Circulate, providing support as needed. Try to check in with each student and offer brief, specific advice for improvement. Once students have completed drafts, distribute Handout 29B: Essay Revision Checklist so they can self-assess and revise their writing.
- Give students an opportunity to get feedback from you and peers.
- If time allows, students work on revising introduction and body paragraph drafts and incorporating feedback.

#### DEEP DIVE OPPORTUNITY: VOCABULARY

This is an opportune time in the lesson to teach the Grammar Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ Students complete an Exit Ticket responding to these questions:

**What is one thing you think you have done well in your writing today? What is one thing you are struggling with in your writing?**

Use students' Exit Tickets to get a read on the "state-of-the-class" and to inform student conferences in the next lesson.

### DISTRIBUTE HOMEWORK

Students review their outline for their second body paragraph and their conclusion and prepare to complete their essay in class the following day.

### LOOK AHEAD

Students will finish writing and revising their End-of-Module essay in the next lesson.

↓ LESSON 29 DEEP DIVE: GRAMMAR

# EOM revising and editing: Expanding sentences

- **Time:** 15 minutes
- **Grammar Learning Goal:** Expand sentences using prepositional phrases and introductory elements (L.5.1a, L.5.2b, L.5.3a).

---

Write the expectation on the board:

- Add detail and background information by expanding sentences using prepositional phrases and introductory elements.
- ✓ Give each student a copy of Handout 29C: Grammar Deep Dive #14: EOM Revising: Expanding Sentences with Prepositional Phrases and Introductory Elements.

Read the steps aloud as students follow along. Circulate as students review and revise their writing.



## ■ FOCUSING QUESTION: LESSONS 23–30

What important beliefs and values of the Nez Perce are reflected in Chief Joseph's *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

## Lesson 30

### TEXTS

- Chief Joseph's *Lincoln Hall Speech*, Washington, D.C., 1879, Parts I, II, and III (see Student Resource Document)

# Lesson 30 At A Glance

## AGENDA

### Launch the Lesson (5 mins.)

### Engage in the Lesson (65 mins.)

*Express Understanding (65 mins.)*

- Complete End-of-Module Assessment
- Self-assess writing with Essay Revision Checklist
- Peer conferences and revisions

*Deep Dive: Grammar (15 mins.)*

- Rearrange sentences

### Wrap Up the Lesson (5 mins.)

## STANDARDS ADDRESSED

The full text of ELA Standards can be found in the Module Overview.

### Reading

- RI.5.1, RI.5.3, RI.5.9

### Writing

- W.5.2, W.5.4, W.5.5, W.5.9

## BACKGROUND INFORMATION

Students complete their End-of-Module essays during class. Students may opt to finalize their essay drafts as homework and turn them in the following day. If they need more time, you can provide an additional day for drafting, teacher and peer conferences, revising, publishing, and presentations.

## Speaking and Listening

- SL.5.1, SL.5.6

## Language


-  L.5.1a,  L.5.2b,  L.5.3a

## MATERIALS


- Students' completed evidence guides for Chief Joseph's *Lincoln Hall Speech*
- Copies of Chief Joseph's *Lincoln Hall Speech*, Parts I, II, and III from previous lessons (see Student Resource Document Handouts 23A, 24A, and 25D)
- Copies of Handout 29A: End-of-Module Assessment Task
- Copies of Handout 29B: Essay Revision Checklist
- Copies of Handout 30: Grammar Deep Dive #15: EOM Revising: Rearranging Prepositional Phrases and Introductory Elements within Sentences

## Learning Goals

Synthesize evidence about Nez Perce beliefs and values from Chief Joseph's speech to prepare for writing the End-of-Module essay (RI.5.1, W.5.9).


-  Collect and assess students' essays.

Plan, write, and revise an essay to explain how Nez Perce beliefs and values are reflected in Chief Joseph's speech and how he feels about these beliefs and values (W.5.2, W.5.4, W.5.5).

-  Collect and assess students' essays.

### Grammar Deep Dive

Rearrange sentences using prepositional phrases and introductory elements (L.5.1a, L.5.2b, L.5.3a).

-  Complete "EOM Revising: Rearranging Prepositional Phrases and Introductory Elements within Sentences" handout.

-  Checks for Understanding

# Introduce the Lesson

## LAUNCH THE LESSON 5 MINS

- Teach a brief mini-lesson on a targeted writing skill based on formative assessment of student writing. Use Think-alouds and exemplars, including in-process exemplars from students. Suggested ideas for mini-lessons include:
  - Review function of transitions and how they can be used to link ideas within or between paragraphs.
  - Review components of a strong conclusion paragraph and suggest prompts for students' reflections ("So what?").
  - Review how to include and/or paraphrase quotations from the text in writing, including citing page numbers in parentheses, punctuating quotations, and providing context for the evidence.
- Introduce the learning goals.

# Engage in the Lesson

## EXPRESS UNDERSTANDING: CHIEF JOSEPH'S *LINCOLN HALL SPEECH*, PARTS I, II, AND III

### End-of-Module Assessment: Individuals 65 MINS

- Briefly review the End-of-Module Assessment Task with students: Write an informational/explanatory essay in response to the prompt, "What important beliefs and values of the Nez Perce are reflected in Chief Joseph's *Lincoln Hall Speech*, and how does Chief Joseph feel about these values?"
- Review success criteria such as the following with students:
  - include an introduction paragraph that clearly introduces the topic, gives background and context, and provides a strong thesis statement naming two beliefs or values of the Nez Perce;
  - develop two body paragraphs, each with a clear focus on a different Nez Perce belief or value and supported with context, evidence, and elaboration sentences;
  - correctly cite evidence, including quotations and page numbers, from the text to support ideas;
  - logically connect ideas using transition words and phrases;
  - provide a conclusion paragraph that paraphrases and reflects on the thesis and wraps up ideas.

- In their EOM Assessment, students should incorporate words from the assessment word list in the module overview. Set the expectation that students use at least five of these words. Students earn credit only if words are used properly and strategically to develop or enhance their ability to communicate clearly about the content.
- Students need to have their evidence guides for the *Lincoln Hall Speech*, as well as their End-of-Module Essay Outlines and all three parts of the speech. They should refer to these documents as necessary.
- Briefly review and discuss the important components of body and conclusion paragraphs for an informational/explanatory essay.
- Students focus on writing their second body paragraph and their conclusion paragraph.
- Students spend the majority of class time composing first drafts of their second body and conclusion paragraphs.
- Circulate, providing support as needed. Try to check in with each student, providing brief, specific advice for improvement. (Use students' exit tickets from the previous lesson to help inform conferences.) Once students have completed drafts, they use their Essay Revision Checklist to self-assess and revise their paragraphs.
- Give students an opportunity to get feedback on their essay draft as a whole from you and peers. See Appendix D for “Teacher Guide: Peer Conferencing Activities for EOM Task.”
- If time allows, they should revise (particularly their second body paragraphs and conclusion paragraphs) and incorporate feedback into a final draft.

#### DEEP DIVE OPPORTUNITY: GRAMMAR

This is an opportune time in the lesson to teach the Grammar Deep Dive. Instruction for this Deep Dive can be found at the end of the lesson.

## Wrap Up the Lesson

### MONITOR PROGRESS 5 MINS

✓ Collect students' essays and score them using the informational/explanatory writing rubric found in Appendix C. The rubric is aligned to the year-end expectations of the relevant Writing and Language standards and therefore may include skills students will learn in later modules. Teachers can use these rubrics to measure student progress against a consistent measure across the school year. Use the Essay Revision Checklist for Grade 5, Module 1 (see Student Resource Document) and the sample student response in Appendix C for a more focused evaluation of specific learning goals from this module.



## DISTRIBUTE HOMEWORK

Students may write or type a final draft of their essay as homework.

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### PAUSE POINT

If students need additional time, you can provide an additional day for drafting, teacher and peer conferences, revising, and publishing. You might choose to have students present their finished work to the class.

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## ↓ LESSON 30 DEEP DIVE: GRAMMAR

# EOM revising and editing: Rearranging

- **Time:** 15 minutes
- **Grammar Learning Goal:** Rearrange sentences using prepositional phrases and introductory elements to create sentence variety (L.5.1a, L.5.2b, L.5.3a).

---

Write the expectation on the board:

- Create sentence variety by rearranging prepositional phrases and introductory elements.
- ✓ Give each student a copy of Handout 30: Grammar Deep Dive #15: EOM Revising: Rearranging Prepositional Phrases and Introductory Elements within Sentences.

Read the steps aloud as students follow along. Circulate as students review and revise.

## CREDITS

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- Handout 1B: National atlas. Indian tribes, cultures & languages: [United States] Library of Congress, Geography and Map Division
- Handouts 4, 5A, 5C-G: Courtesy of the U.S. Department of Agriculture
- Handouts 23, 24, 25A, and 25D: Speech at Lincoln Hall in Washington D.C., 1879 by Young Joseph, Chief of the Nez Perces. Published in North American Review, Vol. 128, Issue 269, pp. 412-434. Courtesy of Cornell University's Making of America.

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# Appendix A: Text Complexity

**Methodology:** Texts in this unit are selected based on their content as well as their complexity. Module texts, especially the anchor or central texts, must be appropriately challenging in order to help all students achieve Anchor Standard for Reading 10 by the end of the year. Text complexity is evaluated using quantitative and qualitative factors as outlined in The Supplement to Appendix A of the CCSS for ELA ([http://www.corestandards.org/assets/E0813\\_Appendix\\_A\\_New\\_Research\\_on\\_Text\\_Complexity.pdf](http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf)). Below you can find further text complexity justification for the main texts in the module.

<b>Title and author</b>	<i>Thunder Rolling in the Mountains</i> by Scott O'Dell and Elizabeth Hall	
<b>Why is this text appropriately complex?</b>	O'Dell and Hall tell the story of the fall of the Wallowa branch of the Nez Perce tribe through the eyes of a young woman who has access to information that most would not have: Sound of Running Feet, the daughter of the tribe's acclaimed leader, Chief Joseph. The novel uses this perspective not only to illustrate facets of the everyday culture of the Nez Perce, but also to show how young people respond to pivotal historical moments.	
<b>Complexity ratings</b>	Quantitative:  680L	Qualitative: <i>Thunder Rolling in the Mountains</i> uses extensive research as it depicts the plight of the Nez Perce tribe. Part of the pleasure—and the difficulty—of reading the novel involves getting students to see the world through the eyes of a character whose life is significantly different from life in the 21st century, which encourages a close reading of voice, tone, and characterization. O'Dell and Hall use Nez Perce idioms and folk tales to make their characters authentic, which adds another layer of interest and complexity to the work.

<b>Title and author</b>	<i>Lincoln Hall Speech</i> , Washington, D.C., 1879, by Chief Joseph	
<b>Citation</b>	<i>North American Review</i> , Vol. 128, Issue 269, pp. 412-434. Courtesy of Cornell University's Making of America.	
<b>Why is this text appropriately complex?</b>	Chief Joseph of the Nez Perce tribe addressed members of Congress after his people lost their ancestral lands in the Wallowa Valley. This text employs sophisticated figures of speech, and its diction will challenge fifth graders without overwhelming them.	
<b>Complexity ratings</b>	Quantitative:  Lexile: 950L	Qualitative:  Through a close study of this speech, readers hone their understanding of the strained relations between the United States government and Native American tribes. The speech not only builds on awareness of cultural differences, but also points to common elements of their humanity. Students will understand how Chief Joseph carefully constructs his message and builds his plea for equality. Chief Joseph's words are precise and hard-hitting; they create a complex tone that is enhanced by his use of repetition and metaphors. Chief Joseph appeals to his listeners' sense of justice—"treat all men alike" and "[g]ive them the same laws." It also shows how using figures of speech—"you may as well expect rivers to run backward"—can help sway an audience.

# Appendix B: Language and Vocabulary

As an integral part of each instructional strand, language study is woven throughout the module. Grammar complements and supports writing while vocabulary reinforces and deepens reading comprehension. Together, they provide vehicles for analyzing and articulating a writer's craft and increasing the sophistication of one's own writing and speaking.

## GRAMMAR

Grammar instruction is grounded in rich, text-centered experiences and authentic applications. In both the central lesson and the grammar “deep dives,” students first examine how writers use the rules and patterns of language to communicate with readers and then apply their derived understandings to their own writing. The teaching of conventions is driven by their impact on writing and communication; therefore, grammar standards are thoughtfully grouped to maximize application opportunities. As a result of this contextualized and purposeful approach to grammar instruction, students are empowered with the skills they need to effectively communicate their ideas about text.

## VOCABULARY

As a text-based curriculum, Wheatley focuses on teaching and learning words from texts. Students develop word consciousness: an awareness of how words are constructed, how they function within sentences, and how word choice affects meaning and conveys an author's purpose.

In addition, students deepen their understanding of certain words during the vocabulary “deep dives,” focusing on aspects such as abstract or multiple meanings, connotation, relationships among words, and morphology. In Module 1, students begin exploring morphology—the study of the units of meaning from which a word is built. In subsequent modules students will formally study grade-appropriate morphemes, such as roots and affixes.

For more information on grammar and vocabulary study in Wheatley, see the [\*\*Wheatley English Vocabulary and Grammar Guidance document\*\*](#).

### Literary/academic terminology:

Throughout this module, students also learn the several key literary and academic terms. Students encounter and use these terms in various tasks and through speaking, listening, and writing:

- thesis
- conflict

- compare
- contrast
- foreshadowing
- mood
- myth

Module word list for assessment:

- The following is not a complete list of all words taught in the module; rather, it is a list of the words students should be held accountable for knowing at the end of the module *for assessment purposes*. Assessment words are selected because of their importance to the module’s content as well as their relevance and transferability to other texts and subject areas. Teachers should make this list available to students; it can also be broken down into smaller word banks for ease of use..
- In this module, vocabulary learning is assessed indirectly through application. Students are expected to use and incorporate words from the below list into their academic discourse, through speaking and listening (during Socratic Seminars) and writing (during formal writing tasks, such as the EOM). In Module 2 and beyond, vocabulary assessment will ramp up as students’ word knowledge will also be evaluated directly through definition assessments.
- Included in this list are the words *culture* and *value*, “words around text”: words not explicitly found in module texts but that are essential to understanding the module’s context. Such words are marked with an asterisk.

Word	Source Text	Page
culture*	N/A	N/A
reservation	“Teaching With Documents: The Lewis and Clark Expedition” (National Archives)	N/A
value*	N/A	N/A
diplomatic/diplomacy	“Teaching With Documents: The Lewis and Clark Expedition” (National Archives)	N/A
	“Teaching With Documents: The Lewis and Clark Expedition” (National Archives)	N/A
hospitable	exemplar paragraph – Lesson 4	N/A
proposals/proposed	“Nez Perce Indians” ( <i>National Geographic</i> )	N/A
traditional	“Life Skills & Traditions” (USDA Forest Service)	N/A
betrayed	“Chief Joseph” ( <i>PBS New Perspectives on the West</i> )	N/A
resisted	“Chief Joseph” ( <i>PBS New Perspectives on the West</i> )	N/A
retreat	“Chief Joseph” ( <i>PBS New Perspectives on the West</i> )	N/A

reluctantly	“Chief Joseph” ( <i>PBS New Perspectives on the West</i> )	N/A
immersed	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	ix
bleak	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	ix
eyewitness	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	x
tribe	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	3
truce	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	37
ferocious	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	50
council	“How Beaver Stole Fire from the Pines”	N/A
intervals	“How Beaver Stole Fire from the Pines”	N/A
valiant; valiantly	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	ix; 57
puzzled	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	75
revenge	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	78
surrender	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	101; 105
shame	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	104
treachery	<i>Thunder Rolling in the Mountains</i> by Scott O’Dell and Elizabeth Hall	117
treaty	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part II
liberty	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III
justice	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III
misinterpretation	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III
compel	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III
contented	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III
prosper	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III
authority	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III
submit	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III
penalty	Chief Joseph’s <i>Lincoln Hall Speech</i> , Washington, D.C. 1879	Part III



# Appendix C: Answer Keys

## G5 M1 LESSON 01



## Sample of a completed Frayer model for culture

<p style="text-align: center;"><b><u>Definition</u></b></p> <p><i>Culture is the way a group of people lives and understands the world, including its:</i></p> <ul style="list-style-type: none"> <li>▪ Ideas, beliefs, and values</li> <li>▪ Customs and traditions</li> <li>▪ Religion</li> <li>▪ Language</li> <li>▪ Food</li> <li>▪ Clothing</li> <li>▪ Art, music, dance, sports, and other ways of life</li> </ul>	<p style="text-align: center;"><b><u>Characteristics/Explaining</u></b></p> <ul style="list-style-type: none"> <li>▪ All people belong to a culture. People may belong to several different cultures.</li> <li>▪ Our world is made up of many different cultures.</li> <li>▪ Many cultures may exist within a single community.</li> <li>▪ People's behavior is often shaped by their cultural beliefs.</li> </ul>
<p style="text-align: center;"><b><u>Examples</u></b></p> <ul style="list-style-type: none"> <li>▪ <i>The U.S. is made up of people from many different cultures.</i></li> <li>▪ <i>Fourth of July is an important celebration in American culture.</i></li> <li>▪ <i>Soccer, or "football," is important in many cultures around the world.</i></li> </ul>	<p style="text-align: center;"><b><u>Non-Examples</u></b></p> <ul style="list-style-type: none"> <li>▪ Land features</li> <li>▪ Climate</li> <li>▪ Eye color</li> <li>▪ Hair color</li> </ul>

## G5 M1 LESSON 02

Sample of a completed Boxes and Bullets organizer for article “Teaching With Documents: The Lewis and Clark Expedition: Background”

<b>Text: “Teaching With Documents: The Lewis and Clark Expedition: Background”</b>	
<p>Main Idea #1: In 1803, Jefferson asked Lewis and Clark to lead an expedition to explore the Louisiana Territory and to search for a water route connecting the eastern U.S. and the Pacific Ocean.</p>	<p>Explanation</p> <p>How do the key details support the main ideas?</p> <p>These details help us understand how the Lewis and Clark expedition came about, how Lewis and Clark were chosen to lead the expedition, and what the goals of the expedition were.</p> <p>These details help us understand the timeline and route of the expedition. They also help us understand more about the encounters Lewis and Clark had with Native Americans and what type of records they kept.</p> <p>These details help us understand why the expedition was important and what impact it had, both for the United States and the American Indians in the West.</p>
<p>Key detail: U.S. bought the Louisiana territory from France</p>	
<p>Key detail: Jefferson chose secretary Meriwether Lewis to lead; Lewis chose frontiersman William Clark</p>	
<p>Key detail: Jefferson wanted Lewis and Clark to find a water route connecting the West to Gulf of Mexico</p>	
<p>Main Idea #2: On their two-year journey west, Lewis and Clark met Native Americans, drew maps, and recorded information about the western lands, plants, and animals.</p>	
<p>Key detail: Expedition began summer 1804 from St. Louis, traveled northwest to Oregon and Pacific, ended September 1806.</p>	
<p>Key detail: Lewis and Clark met and traded with Native Americans.</p>	
<p>Key detail: Lewis and Clark recorded plants and animals and detailed landscape that helped later explorers.</p>	
<p>Main Idea #3: The Lewis and Clark Expedition made it possible for the U.S. to expand and settle the West.</p>	
<p>Key detail: In years after expedition, Americans moved West, built farms and cities.</p>	
<p>Key detail: Native Americans in the west forced onto reservations</p>	

**Cultural Values**

## G5 M1 LESSON 02

Sample of a completed Frayer model for cultural values

<p style="text-align: center;"><b><u>Definition</u></b></p> <p>Cultural values are the core ideas or beliefs that a culture has about what is important and about how to live in a way that is good or right.</p>	<p style="text-align: center;"><b><u>Characteristics/Explaining</u></b></p> <ul style="list-style-type: none"> <li>▪ Cultural values help guide and define people’s actions, behaviors, and ways of living.</li> <li>▪ Cultural values can be positive or negative.</li> </ul>
<p style="text-align: center;"><b><u>Examples</u></b></p> <ul style="list-style-type: none"> <li>▪ For the Fourth of July, many Americans go to parades and watch fireworks to celebrate American independence, showing that the cultural values of freedom and independence are important to Americans.</li> <li>▪ The Special Olympics show that people value sports for everyone, not just top athletes.</li> </ul>	<p style="text-align: center;"><b><u>Non-Examples</u></b></p> <ul style="list-style-type: none"> <li>▪ Preferring chocolate over vanilla ice cream (This is personal opinion—not really a value. Values go deeper than that!)</li> </ul>

## G5 M1 LESSON 03

Sample of a completed Boxes and Bullets organizer for article “Nez Perce Indians” (National Geographic)

Text: “Nez Perce Indians” (National Geographic)	
Main Idea #1: The Nez Perce were plateau Indians who Lewis and Clark met when they crossed the mountains into Idaho.	<p>Explanation</p> <p>How do the key details support the main ideas?</p> <p>These details help us understand more about who the Nez Perce were and how they lived.</p> <p>These details help us understand how the Nez Perce helped Lewis and Clark and why they wanted to trade for guns.</p> <p>These details help us understand what happened to the Nez Perce in the years following their encounter with Lewis and Clark.</p>
Key detail: Nez Perce were a large tribe (almost 6,000).	
Key detail: They fished the rivers and harvested roots.	
Main Idea #2: The Nez Perce helped Lewis and Clark and agreed to trade and keep peace in return for guns.	
Key detail: The Nez Perce gave Lewis and Clark food, helped build canoes, and kept horses while they continued west.	
Key detail: Nez Perce wanted guns to defend villages and compete for buffalo.	
Main Idea #3: In the mid-1800s, the U.S. government took over the Nez Perce’s lands and forced them onto reservations.	
Key detail: Group of Nez Perce tried to fight to keep their land; not successful	
Key detail: Today, many Nez Perce live on reservations in Washington and Idaho.	

## G5 M1 LESSON 03

Sample of a completed evidence guide for focusing question, What do the Nez Perce's actions toward Lewis and Clark show us about the Nez Perce and their cultural values?

Focusing Question: What do the Nez Perce's actions toward Lewis and Clark show us about the Nez Perce and their cultural values, or the ideas they believed in and felt to be important?			
Context  (What was happening in the text at the time?)	Source	Evidence  (Nez Perce's actions)	Elaboration  (How do the Nez Perce's actions reflect their cultural values?)
Expedition members first meet Lewis and Clark	Paragraph 3	Greeted expedition members with dried buffalo, camas root bread, and fish when they were starving and exhausted.	Shows us that they are gracious, hospitable, welcoming
Lewis and Clark discuss trade and peace	Paragraph 5	Asked for guns in exchange for setting up trade relations and keeping peace "so they could compete with the Blackfeet and Atsina for buffalo and defend their villages."	Shows us the importance of protecting and providing for their people
Lewis and Clark continue journey west	Paragraph 6	Cared for Lewis and Clark's horses while they continued west in canoes. They collected their horses when they came back and stayed with the Nez Perce for a few months.	Shows us that they are trustworthy and honest; know how to care for horses
Lewis and Clark prepare to leave	Paragraph 6	Showed Lewis and Clark how to burn out logs to make canoes when they saw them struggling to build canoes.	Shows us that they are helpful, generous

## G5 M1 LESSON 04

### Exemplar Focusing Question Task 1

For Focusing Question Task 1, students are asked to write a short informational/explanatory paragraph identifying one cultural value that the Nez Perce demonstrate through their actions toward Lewis and Clark, and explaining how their actions reflect this value. Students are asked to model their paragraph after an exemplar paragraph (see Lesson 4) written by the teacher in class and analyzed by students. Students will draw evidence and ideas for their paragraph from their evidence guides for Nez Perce cultural values (see completed sample on previous page), which they developed collaboratively in class.

Students' paragraphs should include:

- A strong topic sentence that clearly states one cultural value the Nez Perce show through their actions;
- Relevant evidence of the Nez Perce's actions from the text "Nez Perce Indians" (National Geographic) to support the cultural value identified;
- Elaboration of evidence, explaining how the evidence reflects Nez Perce cultural values;
- A concluding sentence that connects back to the topic and wraps up the ideas;
- Conventions of standard written English.

Exemplar student response, with standards-based annotations:

<p>The Nez Perce's actions toward Lewis and Clark show that they believed in being trustworthy. After staying for a time with the Nez Perce, Lewis and Clark continued their journey west by canoe. They left their horses with the Nez Perce, who cared for them until Lewis and Clark returned in the spring. This shows that the Nez Perce valued honesty and had earned Lewis and Clark's trust. Lewis and Clark stayed with the Nez Perce for a few months when they returned for their horses. They found the Nez Perce to be very honest, trustworthy people.</p>	<p>W.5.2.A: The topic is introduced clearly and provides a focus for the paragraph.</p> <p>W.5.2.B: The topic is developed with relevant evidence and examples from the text. Elaboration explains how the evidence connects to and supports the topic.</p> <p>RI.5.3: The paragraph examines and explains the relationship between Lewis and Clark and the Nez Perce.</p> <p>W.5.2.E: The paragraph concludes by reframing the topic and focus.</p>
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## G5 M1 LESSON 05

Sample of a completed Nez Perce Culture and Lifestyle Chart for “Toys”

Aspect of Nez Perce Lifestyle or Culture	Picture(s)	What did you learn about this aspect of Nez Perce lifestyle or culture?	Focusing Question: How did the Nez Perce’s homeland influence their lifestyle and culture?		
			Evidence	Source	Elaboration  (How does the land influence this aspect of Nez Perce lifestyle or culture?)
Toys		Nez Perce children played with homemade toys such as baskets, bows and arrows, tipis, and travois. These toys helped them learn how to be grown-ups and do adult tasks like hunting, moving camp, and taking care of children and the home.	<p>“parents and grandparents made small baskets, pots, bows and arrows, horses, and even tipis for children to play with”</p> <p>Kids made small travois by tying poles or branches together and used it to drag things around.</p> <p>Girls playing “house”; boys pretended to hunt; kids pretended to play in tipi villages and move camp.</p>	<p>“Toys,” Paragraph 1</p> <p>“Toys,” Paragraph 3</p> <p>“Toys,” Paragraph 4</p>	<p>Used materials available on land around them (i.e., tree branches) to make toys</p> <p>These toys helped children understand how Nez Perce adults relied on the land for food and materials to make tools and homes.</p>



## G5 M1 LESSON 06

### Exemplar Focusing Question Task 2

For Focusing Question Task 2, students write an informational/explanatory paragraph explaining how the Nez Perce’s homeland influenced one aspect of their lifestyle and culture. Students independently write this paragraph following a collaboratively written introduction paragraph describing the Nez Perce’s homeland, to create a two-paragraph “mini-essay.” Students use the evidence they have recorded in their Nez Perce Lifestyle and Culture charts to support their ideas.

During class, the teacher provides a model for students’ Focusing Question Task responses; students use these models as guides for their own responses. This model is provided below as an exemplar student response. Note that the collaboratively written introduction paragraph is included in the response to show transition between ideas in each paragraph; students should be assessed only on the second paragraph, which they write independently.

Students’ paragraphs should include:

- A transition that connects the ideas in the introduction paragraph with the focus of their second paragraph;
- A strong topic sentence that clearly states the aspect of Nez Perce lifestyle or culture they are writing about;
- Relevant evidence of the influence of Nez Perce’s homeland on the chosen aspect of lifestyle or culture;
- Elaboration of evidence, explaining how the evidence shows the influence of the Nez Perce’s homeland;
- A concluding sentence that connects back to the focus and wraps up the ideas in the mini-essay;
- Conventions of standard written English.

Exemplar student response, with standards-based annotations:

<p>(Collaboratively Written Introduction Paragraph) Many members of the Nez Perce tribe made their home in what is today eastern Washington and eastern Oregon. At the center of the Nez Perce's homeland was Wallowa Lake, which was created by glaciers. The Nez Perce hunted and gathered food in the Wallowa and Blue Mountains and fished the rivers. They lived in villages along the rivers. The Nez Perce's way of life depended on the mountains and rivers of their homeland.</p> <p>(Paragraph 2)</p> <p>The Nez Perce's homeland in the Wallowa region influenced many different aspects of the tribe's lifestyle and culture, including children's play. For example, Nez Perce children played with homemade toys such as baskets, bows and arrows, tipis, and travois. The Nez Perce use materials available on the land to make toys. For instance, kids made small travois by tying branches together. Nez Perce children played "house" in pretend tipi villages and pretended to hunt with toy bows and arrows. These toys helped children understand how adults in their culture relied on the land for food and materials to make tools and homes. The resources available on the Nez Perce's homeland greatly influenced how children played in Nez Perce culture.</p>	<p>W.5.2.C: The initial sentence in the body paragraph links to ideas in the introductory paragraph and uses a linking phrase.</p> <p>W.5.2.A: The topic is introduced clearly and provides a focus for the paragraph.</p> <p>W.5.2.B: The topic is developed with relevant evidence and examples from the text. Elaboration explains how the evidence connects to and supports the topic.</p> <p>RI.5.3: The paragraph examines and explains the relationship between ideas of Nez Perce lifestyle, culture, and homeland.</p> <p>W.5.2.E: The concluding sentence relates to the topic and information and restates the topic and focus.</p>
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Sample of a completed evidence guide for focusing question, As a leader of his people, what did Chief Joseph consider to be his most important roles?

<b>Focusing Question: As a leader of his people, what did Chief Joseph consider to be his most important roles?</b>				
<b>Role</b>	<b>Context</b>  (What was happening at the time of the words/ actions?)	<b>Source</b>  (paragraph)	<b>Evidence</b>  (Quotation & Paraphrase: What words, actions, or details in the text show how Chief Joseph demonstrates this role?)	<b>Elaboration</b>  (How does this show Chief Joseph's role as ____?)
voice of reason	1877; U.S. government trying to force Nez Perce onto a reservation	Paragraph 3	<p>"Believing military resistance futile, Joseph reluctantly led his people toward Idaho" (P3)</p> <p>Joseph refused to move his people until the army threatened to attack. Didn't believe his people could win against the U.S. army.</p> <p>"I am tired of fighting. Our chiefs are killed....It is cold, and we have no blankets" (speech)</p> <p>He knows his people have lost and that continuing the fight would only mean more death.</p>	Shows that he is practical; he uses reason to guide his decisions, not emotion

guardian, caretaker of his people	1877 retreat and surrender	Paragraphs 6 & 7 and surrender speech	<p>“He was never considered a war chief by his people” (P6)</p> <p>“Joseph was responsible for guarding the camp”</p> <p>Joseph took care of the camp and the people. He was not a warrior. (P6)</p> <p>“I want to have time to look for my children” (speech)</p> <p>Chief Joseph was concerned first and foremost about looking after his people. He considered all of his people “my children.”</p>	Shows that Chief Joseph was important as a guardian of his people; he cared about them and for them, above all else.
speaker for justice	Surrender; 1879 in D.C.; in the last years of his life	Paragraphs 6–9	<p>“In his last years, Joseph spoke eloquently against the injustice of U.S. policy toward his people” (P9)</p> <p>“An indomitable voice of conscience for the West” (P9)</p> <p>Joseph used his skills as powerful speaker to fight for justice for his people. This is how he is remembered. His surrender speech has become famous.</p>	Shows that Chief Joseph fought for justice for his people using his words and skills as a speaker.

## G5 M1 LESSON 08

### Exemplar Focusing Question Task 3

For Focusing Question Task 3, students are asked to identify one role Chief Joseph considered to be one of his most important as a leader of his people, and write an informational/explanatory paragraph explaining how Chief Joseph demonstrated this role through his words and actions. Students will draw on evidence from the “Chief Joseph” biography and their evidence guides (see completed sample on previous page) to write their paragraphs.

Students’ paragraphs should include:

- A strong topic sentence(s) that answers the focusing question, naming one of Chief Joseph’s roles;
- Relevant evidence from the text “Chief Joseph” (PBS New Perspectives on the West) of how Chief Joseph demonstrated this role through his words and actions;
- Logical organization of ideas;
- Elaboration of evidence, explaining how the evidence shows Chief Joseph’s role;
- A concluding sentence that connects back to the topic and wraps up the ideas;
- Conventions of standard written English.

Exemplar student response, with standards-based annotations:

<p>As a leader of the Nez Perce people, Chief Joseph considered his role as a guardian of his people to be one of his most important roles. Unlike other Nez Perce chiefs, Chief Joseph was not a warrior. During the war between the Nez Perce and the U.S. Army, Chief Joseph guarded the camp and took care of the people, whom he considered “his children.” In his famous surrender speech, he announced, “I want to have time to look for my children, and see how many of them I can find.” Chief Joseph cared deeply about his people. He put their safety above everything. Chief Joseph held many important roles as a leader of his people. He considered his role as a caretaker or guardian of his people to be one of his most important jobs.</p>	<p>W.5.2.A: The topic is introduced clearly and provides a focus for the paragraph.</p> <p>W.5.2.B: The topic is developed with multiple examples and evidence from the text. Elaboration explains how all of the evidence connects to and supports the topic.</p> <p>RI.5.1: Cites the text with a quotation to support and explain a point.</p> <p>RI.5.3: The paragraph examines and explains the relationship between Chief Joseph, a leader, and his people.</p> <p>W.5.2.E: The paragraph concludes by reframing the topic and focus.</p>
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## G5 M1 LESSON 09

Sample of a completed evidence guide for focusing question, *What important cultural values guide Shi-shi-etko and her family?*





Focusing Question: What important cultural values guide Shi-shi-etko and her family?				
Value	Context  (What was happening when you saw evidence of this value?)	Source  (page #)	Evidence  (Quotation & Paraphrase: What words, actions, or details in the text show the family's cultural values?)	Elaboration  (Why value is important, how it guides Shi-shi-etko and her family)
importance of remembering their people and their ways of life, their land	<p>Shi-shi-etko and her mother are bathing in the creek.</p> <p>Yayah wakes Shi-shi-etko on the morning before she leaves</p>	<p>p. 4</p> <p>p. 20</p>	<p>“I want you to remember the ways of our people”</p> <p>Mother tells Shi-shi-etko to remember her people's ways—their songs, dances, laughter, and land.</p> <p>“This, my girl, is a bag for you to keep all your memories”</p> <p>Yayah gives her a bag to keep her memories in; tells Shi-shi-etko to keep her memories safe no matter what; Shi-shi-etko collects tree sprigs, leaves, and berries to put in her memory bag, to help her remember her land and her people.</p>	<p>Shows that Shi-shi-etko's mother does not want her to forget who her people are and where she comes from once she is separated from her family.</p> <p>Shows that Shi-shi-etko's grandmother believes in the importance of memories and of carrying them with you, no matter where life takes you.</p>

<p>love/ importance of family— including grandparents, cousins, aunts, and uncles</p>	<p>(introduction by the author)</p> <p>Shi-shi-etko comes home to find her whole family waiting for her.</p>	<p>Intro</p> <p>p. 7</p>	<p>“Native children were loved so much that the whole community raised them together.”</p> <p>Native children were cared for by the whole community— including parents, grandparents, aunts, uncles, cousins, and elders.</p> <p>‘Mother! Father! They’re here!’ Shi-shi-etko ran to greet her family.”</p> <p>Shi-shi-etko’s aunts, uncles, cousins, and grandparents gather for a barbeque before she leaves for school. Shi-shi- etko greets them all excitedly.</p>	<p>We can see how close Shi-shi- etko is to her entire extended family; this shows in the way they all come together to say goodbye before she leaves.</p>
<p>deep connection to the land</p>	<p>Shi-shi-etko and her father are canoeing on the lake.</p> <p>Shi-shi-etko and her mother are bathing in the river.</p> <p>Shi-shi-etko is walking in the woods with Yayah.</p>	<p>p. 11</p> <p>p. 4</p> <p>p. 26</p>	<p>“My girl, these are the things you must always remember.”</p> <p>Her father wants her to remember the trees, mountains, and water around her in her family’s homeland.</p> <p>“I want you to remember our land”</p> <p>Shi-shi-etko’s mother tells her this as they bathe in the creek and sing.</p> <p>“Shi-shi-etko promised herself, ‘I will remember everything.’ Each plant they came to, she listened carefully to its name.”</p> <p>As she and Yayah walk, Shi- shi-etko collects roots, leaves, berries, and flowers and puts them in her memory bag; she tries to memorize all she can about the place she comes from.</p>	<p>These details show that land is an important part of Shi-shi- etko and her family’s everyday life—bathing in creek, canoeing on lake, walking outdoors. These details also show that Shi-shi-etko’s parents want their daughter to remember the land where she comes from.</p> <p>It is clear that the land (her home) is also important to Shi-shi-etko as she tries to memorize all she can about it.</p>

belief that land will care for family and keep memories alive	The morning Shi-shi-etko leaves, outside by her favorite tree	p. 26	<p>“Dear Grandfather Tree, Please keep my memories and my family safe. I will be home in the spring.”</p> <p>Shi-shi-etko buries her memory bag under the tree and talks to the tree, asking it to keep her family and memories safe in her absence.</p>	Shows that Shi-shi-etko respects the land and trusts that her memories and family will be safe.
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## G5 M1 LESSON 09

Sample of a completed Story Map for Chapter 1 of *Thunder Rolling in the Mountains*

<p><b>Title:</b> <i>Thunder Rolling in the Mountains</i></p>		
<p><b>Chapter(s):</b> 1</p>		
		
<p><b>Main character(s):</b></p> <ul style="list-style-type: none"> <li>- Sound of Running Feet, a bold 14-year-old Nez Perce girl</li> </ul> <p><b>Character motivations:</b></p> <p>Sound of Running Feet is angry; she does not want the white settlers on her people's land.</p> <p><b>Other characters:</b></p> <ul style="list-style-type: none"> <li>- Several young Nez Perce girls</li> <li>- A family of white settlers (Jason Upright, wife, children)</li> <li>- Storm Cloud, young Nez Perce boy who works for Upright</li> </ul>	<p><b>Setting</b></p> <p>1877, during a conflict between the Nez Perce and white settlers; on land formerly owned by the Nez Perce.</p> <p>Sound of Running Feet and the other girls are coming down from the mountains and passing through a meadow when they spot the cabin.</p>	
	<p><b>Event Timeline</b></p>	
<p><b>Conflict (for Novel)</b></p> <p>Between Nez Perce and white settlers over the land</p> <p><b>Conflict(s) in Chapter(s) 1</b></p> <p>Sound of Running Feet confronts white family who has built a cabin on land that part of her tribe had sold to the government.</p>	<p>At the beginning, Sound of Running Feet and the other Nez Perce girls are returning from the mountains where they have been collecting roots.</p> <p>Next, they spot a cabin built by white settlers on land formerly owned by their tribe, the Nez Perce.</p> <p>Then, Sound of Running Feet asks the man why he has built on land he does not own.</p> <p>After that, the man warns the girls not to send their warriors or there will be trouble.</p> <p>Finally, after they ride away, Sound of Running Feet turns and shoots the gold pan out of Jason's wife's hands.</p>	<p><b>Outcome (or Resolution)</b></p> <p>Sound of Running Feet is angry; she and the other girls ride home, but the conflict over the cabin and the land is not resolved.</p>



## G5 M1 LESSONS 13–22

Sample of a completed evidence guide for focusing question, What important beliefs and values guide Chief Joseph in his life?

Note: The beliefs/values and evidence included below are not exhaustive. Students may note additional values and beliefs, as well as additional evidence.

Focusing Question: What important beliefs and values guide Chief Joseph in his life?				
Belief or Value	Context  (What was happening when you saw evidence of this value?)	Source  (page #)	Evidence  (Quotation & Paraphrase: What words, actions, or details in the text show Chief Joseph's beliefs or values?)	Elaboration  (Why is this belief or value important? How does it guide Chief Joseph?)
Love for his homeland	<p>Chief Joseph tells General Howard the story of how he got his name.</p> <p>Chief Joseph rides with Sound of Running Feet into Bitterroot Valley.</p>	<p>pp. 14–15</p> <p>p. 48</p>	<p>“I have many names, but Thunder Rolling in the Mountains is the name that binds me forever to this Land of Wandering Waters.”</p> <p>Joseph is explaining to General Howard how he got his name from his guardian spirit; he wants to show him his connection to his homeland.</p> <p>“We will never see our home again. My heart is sick, and I fear to die in a strange land, far from the bones of my mother and father.”</p> <p>He is deeply saddened at leaving his homeland, where his parents are buried.</p>	<p>This love for and deep connection to his homeland make him unwilling to leave it. He feels connected to it forever.</p> <p>His deep love of his homeland causes him to feel great pain as they leave it behind. He cannot bear the thought of leaving the place where his parents lived, died, and are buried.</p>
Believes that all people are alike, brothers	<p>Sound of Running Feet's mother dies following the battle in Chapter 10.</p>	<p>p. 57</p>	<p>When his wife dies, Chief Joseph says, “Will this hatred ever end? It sickens my heart. All men were made by the same Great Spirit Chief. Yet we shoot one another down like animals.”</p> <p>He believes that all people are alike because they were all made by same Great Spirit Chief. In his eyes, they are brothers.</p>	<p>The hatred and violence make Chief Joseph feel sick.</p>

Peaceful; hates fighting	Sound of Running Feet observes her father.	p. 7	“He was not a warrior.”	Fighting is not in his nature. He is a peaceful, gentle person.
		p. 16	Sound of Running Feet says that her father is kind and gentle, not a fighter.	
	Speaking with General Howard	pp. 37		Shows that he values peace and non-violence above even his homeland, which is incredibly dear to him. He would rather leave his homeland than go to war.
		pp. 57	“In thirty suns we will be gone. There must be no blood.”	
	The warriors want to fight immediately after the soldiers fire on their white flag.	p. 107	Despite how much he loves his homeland, he would rather leave it than engage in war.	Chief Joseph tried to persuade his people not to fight the soldiers in the first place. Rather than fighting, he looks after the people, especially the women and children, and tries to protect them from the violence.
	Sound of Running Feet’s mother dies following the battle in Chapter 10.		“We should hide until night and then slip away. There are too many soldiers. They will kill half our family.”	
			Wants to avoid fighting if at all possible.	He believes that all men were made by same Great Spirit Chief and does not understand how they can kill each other.
	Chief Joseph surrenders to Colonel Miles.		When his wife dies, Chief Joseph says, “Will this hatred ever end? It sickens my heart. All men were made by the same Great Spirit Chief. Yet we shoot one another down like animals.”	His desire for peace and hatred of violence motivate his decision to surrender. He does not want to see his people suffer any more, even if it means surrender.
			Chief Joseph cannot stand the fighting and the violence. It makes him sick because he believes they are all men, and no different from one another.	
			“I am tired. My heart is sick and sad. From where the sun now stands, I will fight no more forever.”	
		After everything his people have suffered, he decides he will never fight another day.		

<p>Thinks first and foremost of his people, above himself</p>	<p>On the third day of battle, right after cannon kills many women and children</p> <p>Chief Joseph surrenders to Colonel Miles.</p>	<p>p. 105</p> <p>p. 107</p>	<p>“My father said no...All our warriors would die, and the women and children and old men would be at the mercy of the Blue Coats.”</p> <p>Chief Joseph does not believe any good will come of continuing the fight.</p> <p>“The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are, perhaps freezing to death. I want time to look for my children and see how many of them I can find!”</p> <p>Chief Joseph surrenders, stating that his people are freezing and hungry. He wants only to find them and save them.</p>	<p>His decision to surrender is based on wanting to protect his people, especially the women and children. He doesn't think about his pride or taking the chance that they could beat the Blue Coats.</p> <p>He considers all of his people “his children” and himself a father figure determined to protect them. He doesn't want anything but to be able to look for them and save as many of his people as he can.</p>
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<p>Practical, realistic</p>	<p>Chiefs talking in the council lodge; night before they cross the river; after Red Coats kill white settler; riding through Bitterroot Valley with his daughter</p> <p>On the third day of battle, right after cannon kills many women and children</p> <p>Chief Joseph surrenders to Colonel Miles.</p>	<p>pp. 18, 24, 34, 48</p> <p>p. 105</p> <p>p. 107</p>	<p>“to escape the whites would be dodging a hailstorm,” “kill one and ten will take his place.” “a war we cannot win,” “The white settlers are like the sands of the river. No matter how many we kill, more come”</p> <p>He knows that fighting the whites will not work; they are too many.</p> <p>“My father said no...We could not fight the cannon, and there were too many soldiers...It was better to return to Lapwai and live on the reservation.”</p> <p>He doesn't believe they could have a chance against the cannon—it is too powerful. Even though he does not want to go to the reservation, he believes that it is the best option they have.</p> <p>“Our chiefs are killed. Looking Glass is dead...It is cold and we have no blankets. The little children are freezing to death.”</p>	<p>Chief Joseph knows that they cannot win—if they do not surrender, they will all die.</p> <p>He faces the reality of his people's situation: there are few left to fight and his people won't survive if they don't surrender.</p>
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<p>Care for elderly, women and children; believes they should be protected</p>	<p>After the Battle of White Bird Canyon; riding through Bitterroot Valley with his daughter</p> <p>After the Battle Big Hole</p> <p>The night Ollokot's wife, Fair Land, dies</p> <p>Scouts capture white settlers, let them go, recapture them after they are found spying.</p>	<p>pp. 40, 48</p> <p>pp. 58-59</p> <p>p. 60</p> <p>pp. 72, 73, 77</p>	<p>"This is your fight, not mine...I will look after the women and children and old men"; "We must protect our women and children, even if it means we are strangers in the land."</p> <p>He believes that above all else, the women and children need to be protected. He makes this his own duty.</p> <p>"My father was in charge of our escape. He rounded up the horses and we got ready to go... Chief Joseph led the women, children, old men, and the rest of our warriors away from Big Hole."</p> <p>Chief Joseph leads escape of elderly, women, and children after Battle of Big Hole.</p> <p>"We never make war on women and children," he said. "But the Blue Coats kill our women and children first. That is a shameful way to fight."</p> <p>Chief Joseph expresses his anger over the soldiers' attack on the camp's women and children.</p> <p>"Do not be afraid. The soldiers killed many of our women and children at Big Hole. But we do not kill women."</p> <p>Chief Joseph wants to reassure the female settlers that his people do not believe in killing women and children, unlike the soldiers.</p>	<p>Chief Joseph makes it his duty to see that the elderly, women, and children are led to safety.</p> <p>Chief Joseph considers the soldiers' actions "shameful" Would not include killing of women and children as a fair fight.</p> <p>He wants to free the female settlers and is angry when they are recaptured by his warriors. He releases them the following day.</p>
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## G5 M1 LESSON 17

Sample of a completed foreshadowing anchor chart for Chapter 10 of *Thunder Rolling in the Mountains*



Examples of foreshadowing in Chapter 10	How these words or phrases foreshadow events later in the chapter
<p>Lone Bird warns the Nez Perce people, “I do not trust the Blue Coats. Maybe they are close behind us. Keep going. Move fast. Death may be following on our trail.”</p> <p>Wah-lit-its dreamed that he had been killed. He warns, “My brothers, my sisters, I am telling you, we are all going to die.”</p> <p>Sound of Running Feet sleeps poorly. When she awakens, the sky is cold and gray.</p>	<p>The soldiers are closer than the people think; they will attack the following morning and many will die.</p> <p>Wah-lit-its is shot and killed the following morning, just as he had dreamed. Many Nez Perce are killed during the battle.</p> <p>Her restless, troubled sleep and the cold gray morning are clues to readers that something bad is going to happen.</p>



## G5 M1 LESSON 18

### Teacher Guide and Scoring Key for New-Read Assessment #1, Parts A & B

#### Part A: Story Map for Chapter 12

**Note:** Below is a completed sample Story Map for Part A of New-Read Assessment #1. You can decide how to best score the Story Map depending on how much emphasis you want to give to each concept.

	
<p><b>Main characters:</b></p> <p>The main characters in this chapter include Sound of Running Feet and the Nez Perce warriors, including Too-hul-hul-sote and Swan Necklace.</p> <p><b>Character motivations:</b></p> <p>The Nez Perce warriors want to free the soldiers' horses so that they cannot follow them.</p> <p>Sound of Running Feet wants to join the warriors' raid on the soldiers' camp.</p> <p><b>Other characters:</b></p> <p>Other important characters in this chapter include other Nez Perce leaders and warriors, including Ollokot, Looking Glass, Two Moons, and Lean Elk, as well as the rest of the Nez Perce band.</p>	<p><b>Setting</b></p> <p>The events in this chapter take place in the days following the Battle of Big Hole. The Nez Perce are traveling over the mountains and away from the soldiers. Most of the chapter takes place at the Nez Perce's camp in Camas Meadows. During the night, the warriors and Sound of Running Feet go to the soldiers' camp nearby.</p>

 <p>Conflict in Chapter 12</p> <p>The main conflict in this chapter is between the Nez Perce and the soldiers over the Nez Perce's recent loss in the Battle of Big Hole.</p> <p>(Alternatively, students might note the conflict as between the Nez Perce and white settlers, as they realize they cannot trust any whites.)</p>	<p>Event Timeline</p> <p>At the beginning of the chapter, the Nez Perce people travel long days as they cross the mountains; some of those wounded in battle die.</p> <p>Next, the chiefs and warriors decide to raid the soldiers' camp and free their horses; Sound of Running Feet secretly follows them.</p> <p>Then, the soldiers realize the warriors are there; a shot rings out; the horses stampede; the warriors set the soldiers' wagons on fire and ride away.</p> <p>After that, Too-hul-hul-sote catches Sound of Running Feet; they return to camp.</p> <p>Finally, the Nez Perce celebrate their revenge on the soldiers.</p>	 <p>Outcome (or Resolution)</p> <p>The outcome (or resolution) of the chapter is that the Nez Perce celebrate a small victory over the soldiers.</p>
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**Note:** The following provides suggested guidance for scoring New-Read Assessment #1, Part B. You can change point totals depending on how much emphasis you want to give to each concept. Constructed response answers requiring writing can be scored in a number of ways.



**Part B**

Read the following questions and then write your answers in the space below each question. Be sure to provide evidence to support your response. Go back and reread parts of *Thunder Rolling in the Mountains* as needed to help you answer these questions.

Briefly describe the setting and events at the beginning of Chapter 12. Where are the Nez Perce? What is happening?

Describe the mood or feeling in the Nez Perce camp at the beginning of Chapter 12. Cite one line or piece of evidence that illustrates, or shows, this mood.

How are the events and mood connected? In other words, what events (in Chapters 10 and 11) have caused this mood or feeling in the Nez Perce camp?

Describe the mood in the Nez Perce camp at the end of Chapter 12. Cite one line or piece of evidence that illustrates, or shows, the mood in camp at the end of Chapter 12.

Compare and contrast the mood or feeling in the Nez Perce camp from the beginning to the end of Chapter 12. How has the mood in camp changed from the beginning to the end of the chapter?

What events in Chapter 12 caused this change in the mood in the Nez Perce camp? How do these events compare to the events in Chapters 10 and 11?

Item #: 1a	Standards alignment: RL.5.1, RL.5.3
<p>Sample exemplar response (2 points):</p> <p>At the beginning of Chapter 12, the Nez Perce are traveling over the mountains and away from the soldiers. More people who were wounded during the Battle of Big Hole die.</p>	<p>Point total: 2</p> <p>Scoring notes: Each part of the response is worth one point. Students must accurately identify the setting and describe events happening at the beginning of Chapter 12</p>

Item #: 1b	Standards alignment: RL.5.1, RL.5.3
<p>Sample exemplar response (2 points):</p> <p>At the beginning of Chapter 12, the mood in the Nez Perce camp is sad and angry. One line that shows this is on pages 63–64: “Anger ran deep through the camp.”</p>	<p>Point total: 2</p> <p>Scoring notes: Each part of the response is worth one point. Students must accurately describe the mood at the beginning of the chapter. Students must cite at least one piece of evidence from the beginning of the chapter that conveys the mood they identified. Students cannot get credit for citing evidence if they do not accurately describe the mood.</p>

<b>Item #: 1c</b>	<b>Standards alignment: RL.5.1, RL.5.3</b>
<p>Sample exemplar response (2 points):</p> <p>The Nez Perce's tragic loss at the Battle of Big Hole and the death of many of their people, including women and children, cause the mood in the camp to be sad and angry. People are particularly angry because some of the white settlers who had been friendly to them fought against them in the battle.</p>	<p>Point total: 2</p> <p>Scoring notes: Students must correctly identify the events in the previous chapters that result in the sad, angry mood among the people. Students cannot get credit for the response if they have not correctly identified the mood in item 1b.</p>
<b>Item #: 2a</b>	<b>Standards alignment: RL.5.1, RL.5.3</b>
<p>Sample exemplar response (2 points):</p> <p>By the end of Chapter 12, the mood in the Nez Perce camp is happy and positive. One line that illustrates this mood is on page 67: "A new spirit ran through the camp, some of the same spirit we had before the white general came."</p>	<p>Point total: 2</p> <p>Scoring notes: Each part of the response is worth one point. Students must accurately describe the mood at the end of the chapter. Students must cite at least one piece of evidence from the end of the chapter that conveys the mood they identified. Students cannot get credit for citing evidence if they do not accurately describe the mood.</p>
<b>Item #: 2b</b>	<b>Standards alignment: RL.5.1, RL.5.3</b>
<p>Sample exemplar response (2 points):</p> <p>Whereas the mood in the Nez Perce camp at the beginning of Chapter 12 was sad and angry, by the end of Chapter 12 the mood has become happy and positive.</p>	<p>Point total: 2</p> <p>Scoring notes: Each part of the response is worth one point. Students must explain how the mood differs from beginning to end of the chapter. Students cannot get credit for their response if they do not accurately identify the mood at both the beginning and end of the chapter.</p>
<b>Item #: 2c</b>	<b>Standards alignment: RL.5.1, RL.5.3</b>
<p>Sample exemplar response (4 points):</p> <p>The mood of the camp changes because the Nez Perce take revenge on the soldiers by releasing their horses and setting their wagons on fire so that they cannot follow them. In Chapters 10 and 11, the Nez Perce suffered great losses at the Battle of Big Hole. Compared to those tragic events, the Nez Perce consider their revenge a victory over the soldiers. It renews their spirits.</p>	<p>Point total: 4</p> <p>Scoring notes: Each part of the response is worth two points. Students must first accurately identify the events that cause a change in mood from beginning to end of the chapter. Next, students must explain how the nature of the events in Chapter 12 differs from the nature of events in Chapters 10 and 11.</p>

## G5 M1 LESSON 22

### Exemplar Focusing Question Task 4

For Focusing Question Task 4, students are asked to write their first informational/explanatory essay in response to the focusing question for the novel *Thunder Rolling in the Mountains*, “What important beliefs and values guide Chief Joseph in his life?” In this essay, students identify two of Chief Joseph’s most important beliefs and values and explain how they guide his actions in the novel. As students’ first full-length essay, the writing process for this essay is very guided, with teacher and students collaborating to write an introduction paragraph and the initial portion of the conclusion paragraph. After a teacher-modeled body paragraph, students independently write two body paragraphs and complete the class-initiated conclusion paragraph with their own reflections. Students will draw on the evidence they recorded throughout their reading of the novel (see completed sample evidence guide, “G5 M1 Lessons 13–22”) to explain how Chief Joseph’s beliefs and values guide his actions in the novel.

Students’ essays should include:

- A introduction paragraph that clearly introduces the topic and gives background or context and includes a strong focus/thesis statement with two points (i.e., names two of Chief Joseph’s guiding beliefs or values);
- Two proof paragraphs each with a clear focus, topic sentence, context for evidence, evidence referring to specific details and quotations from the text, elaboration of evidence, and a concluding sentence;
- A conclusion paragraph that paraphrases and reflects on the focus and wraps up ideas;
- Incorporation of relevant quotations from the text with page numbers cited;
- Logical organization of ideas and transitions between ideas in different paragraphs;
- Conventions of standard written English.

Exemplar informational/explanatory essay, with standards-based annotations:

The historical fiction story *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall follows the Nez Perce people as they flee the U.S. Army on a 1,400-mile retreat from their homeland into Montana. Their leader is Chief Joseph, whose Nez Perce name means Thunder Rolling in the Mountains. In this heartbreaking story, it is clear that Chief Joseph is a man of deep values. These values, including his love for his homeland and his desire for peace, guide Chief Joseph's actions throughout the novel.

One very important value that Chief Joseph holds is a love for his homeland. Near the beginning of the book, General Howard comes to tell Joseph that his people must leave their homeland and go to the Lapwai reservation. Joseph tells the general how precious the mountaintop is to him. When he was ten years old, he stayed on the mountain for days waiting for his guardian spirit to speak to him. When it finally did, it gave him his name, Thunder Rolling in the Mountains. Because of this, he cannot possibly leave Wallowa Valley for, as he explains to General Howard, "Thunder Rolling in the Mountains is the name that binds me forever to this Land of Wandering Waters" (p. 15). This story shows readers how much the land means to him and why it is impossible for him to think of leaving it. For Joseph, his homeland is much more than just the place where he lives.

Another important value that guides Chief Joseph is his desire for peace. He cannot stand the fighting and killing. At the very beginning of the story, his daughter Sound of Running Feet says that her father "was not a warrior" (p. 7). As the story goes on, Joseph's peacekeeping values show up again and again. When the white general threatens to attack if the Nez Perce do not move away from Wallowa, Joseph finally agrees. He tells General Howard, "In thirty suns we will be gone. There must be no blood" (p. 16). Because of his extreme aversion to violence, he leads his tribe away from their beloved homeland, even though it pains him deeply to do so. Finally, at the end of the story, he has been unable to avoid the bloodshed and violence. After the final battle between his people and the white soldiers, Joseph leads them in surrender. He tells his opponent how sickened and saddened he is, and declares, "From where the sun now stands, I will fight no more forever." His deep values about the need to avoid fighting and to seek peace cause him to surrender with a broken heart.

Chief Joseph's love for his homeland and his desire for peace drive his actions in this story of his life. Overall, Chief Joseph is a man we cannot help but admire. We finish reading this very sad chapter in American history with a deep respect for one of its greatest heroes.

W.5.2.A: The introduction provides background and context for the topic. The thesis introduces two points and previews the organizational structure of the essay's body.

W.5.2.B: Each body paragraph develops a different point made in the thesis with concrete examples, details, and quotations from the text. Elaboration explains how the beliefs and values guide Chief Joseph's actions and decisions in the novel.

RI.5.1: Cites the text with a quotation to support and explain a point.

W.5.2.C: Transition word connects ideas in the two body paragraphs, helping readers move fluidly between ideas.

RI.5.1: Cites the text with a quotation to support and explain a point.

W.5.2.E: The conclusion paragraph connects back to the essay's thesis/focus and provides reflection on the difference these values made in how Chief Joseph is remembered.

## G5 M1 LESSON 22

Grades 4–5 – Informative/Explanatory Writing				
	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<p>Explanation demonstrates insight into text(s)</p> <p>Responds thoroughly to all elements of prompt</p> <p>Provides a focus for topic and maintains focus throughout piece</p>	<p>Explanation demonstrates comprehension of text(s)</p> <p>Responds to all elements of prompt</p> <p>Provides a focus for topic and maintains focus throughout piece with occasional departures</p>	<p>Explanation demonstrates partial comprehension of text(s)</p> <p>Responds to some elements of prompt</p> <p>Often departs from focus on topic</p>	<p>Explanation does not demonstrate comprehension of text(s)</p> <p>Does not respond to prompt; off-topic</p> <p>Piece lacks focus on topic</p>
Organization	<p>Introduces topic clearly and thoroughly</p> <p>Organizes related information logically and effectively into paragraphs and sections</p> <p>Provides a strong conclusion that relates to and expands on the explanation</p> <p>Skillfully uses transitions to link ideas within and across categories</p>	<p>Introduces topic clearly</p> <p>Organizes related information into paragraphs and sections</p> <p>Provides a conclusion that relates to the explanation</p> <p>Uses transitions to link ideas within categories</p>	<p>Introduces topic in an incomplete or unclear way</p> <p>Ideas are somewhat organized but may be unrelated or lumped together</p> <p>Provides a conclusion that is incomplete or may not relate to the explanation</p> <p>Inconsistently or inappropriately uses transitions to link ideas</p>	<p>Does not introduce topic</p> <p>Ideas are unrelated and disorganized</p> <p>Does not provide a conclusion</p> <p>Does not use transitions to link ideas</p>
Development & Support	<p>Develops topic with a variety of evidence from text(s) that is closely related to the topic</p> <p>Elaborates upon evidence thoroughly with accurate analysis</p>	<p>Develops topic with evidence from text(s) that is related to the topic</p> <p>Elaborates upon evidence with explanation or analysis</p>	<p>Develops topic with evidence from texts(s)</p> <p>Elaborates upon evidence vaguely or superficially</p>	<p>Does not use evidence from text(s)</p> <p>Does not elaborate upon evidence</p>

Style	<p>Varies sentence patterns for clarity, interest, style</p> <p>Uses precise language and domain-specific vocabulary</p> <p>Writing shows exceptional awareness and skill in addressing audience's needs</p>	<p>Varies sentence patterns</p> <p>Uses domain-specific vocabulary</p> <p>Writing is appropriate to audience</p>	<p>Varies sentence patterns occasionally</p> <p>Uses general vocabulary with a few domain-specific words</p> <p>Writing is appropriate to audience</p>	<p>Sentence patterns are basic and repetitive</p> <p>Uses limited vocabulary inappropriate to the content</p> <p>Writing is inappropriate to audience</p>
Conventions	<p>Shows strong command of grammar, mechanics, spelling, and usage; errors are few</p>	<p>Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning</p>	<p>Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning</p>	<p>Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow</p>

## G5 M1 LESSONS 23–28

Sample of a completed evidence guide for focusing question, “What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s Lincoln Hall Speech, and how does Chief Joseph feel about these values?”

Note: The beliefs/values and evidence included below are not exhaustive. Students may note additional values and beliefs, as well as additional evidence.

<b>Focusing Question: What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s Lincoln Hall Speech, and how does Chief Joseph feel about these values?</b>				
<b>Belief or Value</b>	<b>Context</b>	<b>Source</b>	<b>Evidence</b>	<b>Elaboration</b>
	(What was happening when you saw evidence of this value?)	(Part I, II, or III and paragraph)	(Quotation & Paraphrase: What words, actions, or details in the text show this Nez Perce value?)	(Why is this belief or value important to the Nez Perce? How is it reflected in the speech? How does Chief Joseph feel about this value?)

<p>Honesty, speaking from one's heart</p>	<p>Chief Joseph opens his speech at Lincoln Hall.</p> <p>Chief Joseph is sharing the laws passed down from his ancestors.</p> <p>Sharing the Nez Perce's first encounter with the French trappers and Lewis and Clark</p>	<p>Part ,paragraph 1</p> <p>Part I, paragraph 3</p> <p>Part 1, paragraph</p>	<p>"I believe much trouble and blood would be saved if we opened our hearts more"</p> <p>"it does not require many words to speak the truth"</p> <p>"What I have to say will come from my heart and I will speak with a straight tongue"</p> <p>Chief Joseph</p> <p>Chief Joseph explains that speaking plainly, directly, and honestly could prevent conflict, but this is not always how white people speak. He assures his audience that he is speaking honestly and values honesty above all else.</p> <p>"(Our fathers) told us...that it was a disgrace to tell a lie; that we should speak only the truth"</p> <p>Nez Perce elders taught and passed down the value of truthfulness.</p> <p>"He loves a straight tongue, but he hates a forked tongue. The French trappers told us some truths and some lies"</p> <p>"(Lewis and Clark) talked straight"</p> <p>Chief Joseph shares that Native American people value honesty and do not like lying; the French trappers lied to his people. Lewis and Clark did not lie.</p>	<p>Chief Joseph is clearly proud of his own and his people's value of honesty. He believes it is one of the most important values and if more people spoke honestly it could prevent conflict between people.</p> <p>Honesty has always been important in Nez Perce culture. It is passed down from Nez Perce ancestors as a "law" or a moral to live by. Chief Joseph tries to show listeners how deeply his people believe in honesty and where the value comes from.</p> <p>The Nez Perce appreciated Lewis and Clark's honesty; they did not trust the French because they told lies. The Nez Perce clearly value honesty in their relationships with others.</p>
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<p>Keeping promises</p>	<p>Chief Joseph is sharing the laws passed down from his ancestors.</p> <p>Tells about the Nez Perce's encounter and relationship with Lewis and Clark</p> <p>Tells audience what he does not understand about the government</p>	<p>Part I, paragraph 3</p> <p>Part I, paragraph 5</p> <p>Part III, paragraph 2</p> <p>Part III, paragraph 3</p>	<p>“(Our fathers) told us...that we should never be the first to break a bargain.”</p> <p>Chief Joseph explains that their ancestors taught them to never break promises.</p> <p>“All the Nez Perce ... agreed ... never to make war on white men. This promise the Nez Perce have never broken. No white man can accuse them of bad faith, and speak with a straight tongue”</p> <p>Chief Joseph reminds listeners that the Nez Perce keep their promises.</p> <p>“Such a government has something wrong about it”</p> <p>“I cannot understand why so many chiefs are allowed to talk so many different ways and promise so many different things...But while all their mouths talk right I do not understand why nothing is done for my people”</p> <p>He does not understand how the government can make false promises to his people.</p> <p>“Good words do not last long unless they amount to something...I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises.”</p> <p>He is saying that promises mean nothing unless there is action to back them up.</p>	<p>Honesty and keeping promises have been passed down from Nez Perce ancestors as a “law” or a moral to live by. Chief Joseph tries to show listeners how deeply his people believe in honesty and where the value comes from.</p> <p>He points out that the Nez Perce promised to never make war on white men, and that they kept that promise. This shows how much the Nez Perce as a people value honesty and keeping promises. Chief Joseph is proud of this fact.</p> <p>Chief Joseph believes that the fact that the government does not keep its promises reveals something very wrong with it. He wants the government to take action on some of their promises to his people.</p> <p>The Nez Perce's value of keeping promises is so strong that he feels sickened by all of the false promises made by the government. As he emphasized earlier, the Nez Perce believe in keeping promises, such as the one they made to Lewis and Clark.</p>
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<p>Importance of their homeland</p>	<p>Chief Joseph is telling his audience about the laws passed down from their ancestors.</p> <p>Chief Joseph's father refuses to sign Governor Stevens's treaty</p> <p>Chief Joseph's father tried to show his people how much land they owned by planting poles around it.</p> <p>Chief Joseph takes his father's place as chief and speaks to the council.</p> <p>The agent tells Chief Joseph the President has ordered his people to move to the Lapwai reservation.</p> <p>Chief Joseph's father is dying and sends for Chief Joseph.</p>	<p>Part I, paragraph 3</p> <p>Part II, paragraph 1</p> <p>Part II, paragraph 3</p> <p>Part II, paragraph 4</p> <p>Part II, paragraph 5</p>	<p>"We were taught to believe that the Great Spirit...will give every man a spirit home according to his just deserts: if he has been a good man, he will have a good home...this I believe, and all my people believe the same"</p> <p>Chief Joseph explains that the Great Spirit gives people their homes based on how they live.</p> <p>"I have no home other than this. I will not give it up to any man. My people would have no home."</p> <p>For Chief Joseph's father, this is his people's only home and he will never agree to sign it away.</p> <p>"(Wallowa) had always belonged to my father's own people"</p> <p>"Inside this boundary all our people were born. It circles around the graves of our fathers, and we will never give up these graves to any man."</p> <p>Chief Joseph's father explains that the land contains their ancestors' graves. Because of this, they will never agree to give up the land.</p> <p>"(This land) has always belonged to my people. It came unclouded to them from our fathers, and we will defend this land as long as any drop of Indian blood warms the hearts of our men."</p> <p>"Our fathers were born here. Here they lived, here they died, here are their graves.</p>	<p>The Nez Perce believe that their land was given to them by the Great Spirit. Their connection to the land is spiritual.</p> <p>To Joseph and the Nez Perce, the land is like their family. It connects them to all the people who have come before them. It is more than just land that can be bought and sold—it is their home. To leave this land, or to sell it away, is unthinkable.</p> <p>To Joseph and the Nez Perce, the land is like their family. It connects them to all the people who have come before them. It is more than just land that can be bought and sold—it is their home. To leave this land, or to sell it away, is unthinkable.</p> <p>The Nez Perce believe it would be shameful to leave the land of their ancestors. The land connects them, physically and spiritually, to their ancestors. Chief Joseph shares this belief.</p>
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all people should be free	Requests that the government give them freedom and treat them equally; wrapping up his speech.	Part III, paragraph 5  Part III, paragraph 9	<p>“You might as well expect all rivers to run backward as that any man who was born a free man should be contented penned up and denied liberty to go where he pleases.”</p> <p>“Let me be a free man, free to travel, free to work...”</p>	Chief Joseph explains that for the Nez Perce to grow and be happy depends upon their freedom. Being confined to a reservation not only makes his people unhappy—many have died.
All people were made equally by the same creator, the Great Spirit Chief, and should be treated equally.	Requests that the government give them freedom and treat them equally; wrapping up his speech.	Part III, paragraph 4  Part III, paragraph 6  Part III, paragraph 8  Part III, paragraph 10	<p>“Treat all men alike.”</p> <p>“All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it.”</p> <p>“I only ask of the government to be treated as all other men are treated.”</p> <p>“We ask to be recognized as men. We ask that the same law shall work alike on all men.”</p> <p>“Whenever the white man treats the Indian as they treat each other, then we shall have no more wars. We shall be alike—brothers of one father and mother, with one sky above us and one country around us and one government for all.”</p>	Chief Joseph’s words show the Nez Perce belief that all people were created by the same “Great Spirit Chief.” The Nez Perce believe that all men are like brothers and sisters because they share the same mother Earth. Therefore, the Nez Perce wish to be recognized and treated as equals.

## G5 M1 LESSON 25

### Teacher Guide and Scoring Key for 18A: New-Read Assessment #2, Parts A & B

#### Part A: Boxes and Bullets

Note: Below is a completed sample of Boxes and Bullets for Part A of New-Read Assessment #2. You can decide how to best score the Boxes and Bullets depending on how much emphasis you want to give to each concept.

After reading the excerpt from Part III of Chief Joseph's Lincoln Hall Speech, complete Boxes and Bullets for this part of the speech:

Identify and write down at least two main ideas, or main points that Chief Joseph is making, in this part of the speech.

For each main idea or main point, write down two or more key details/reasons that Chief Joseph uses to support it. (You can add key details if needed.)

In the right-hand column, explain how the key details support each of the main ideas or main points.

<p>Main Idea/Point #1:</p> <p>Chief Joseph accuses the government of making promises and then breaking its word.</p>	<p>Explanation</p> <p>How do the key details/reasons support the main ideas/points?</p>
<p>Key detail/reason: He says that a government that makes and breaks promises is not a good government.</p> <p>Key detail/reason: He tells how the President, Congressmen, and other government officials have promised many different things, including justice, but have done nothing.</p>	<p>These details/reasons help me understand Chief Joseph's frustration and lack of understanding of a government that does not keep its promises.</p>
<p>Main Idea/Point #2:</p> <p>Chief Joseph argues that promises mean nothing if there is no action to back them up.</p>	<p>These details/reasons help me understand how much the Nez Perce have suffered, how much they have been promised, and how frustrated Chief Joseph is with the government's broken promises.</p>
<p>Key detail/reason: He cites many instances where his people have suffered or lost—their lives, their homeland, their horses and cattle—despite promises made.</p> <p>Key detail/reason: He says that he is tired of hearing promises that he cannot trust.</p>	

## Part B: Short Response Questions

Read the following questions and then write your answers, in complete sentences, in the space below each question. Be sure to provide evidence from the speech to support your responses. Go back and reread the speech excerpt as needed to help you answer these questions.

According to paragraph 1, what is one reason why Chief Joseph may have felt it necessary to give this speech? Use evidence from the speech to support your answer.

In paragraph 2, Chief Joseph describes what he does not understand. What does he accuse the U.S. government of in this paragraph, and what evidence does he use to support his accusation? Support your answer with evidence from the text.

In paragraph 3, Chief Joseph argues, “Good words do not last long unless they amount to something.” What do you think he means by this statement? What reasons does Chief Joseph use to support this point?

<b>Item #: 1</b>	<b>Standards alignment: RI.2, RI.3, RI.8</b>
<p>Sample student responses:</p> <p>He wanted answers from the U.S. government. The text says, “...there are some things I want to know which no one seems able to explain.”</p>	<p>Point total: 2</p> <p>Scoring notes: Students should cite at least one piece of evidence from paragraph 1 of the speech to support their response.</p>
<b>Item #: 2</b>	<b>Standards alignment: RL.5.1, RL.5.2, RI.5.8</b>
<p>Sample student responses:</p> <p>Chief Joseph accuses government officials of making promises to his people and then breaking their word. He supports this accusation by saying that different government officials have all said they are his friends and that his people will have justice. Yet, he says, “...while their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done.”</p>	<p>Point total: 3</p> <p>Scoring notes: Students should explain at least <b>one</b> accusation Chief Joseph makes of the government, and note evidence he uses to support this accusation. Students should cite evidence from the text to support their response.</p>
<b>Item #: 3</b>	<b>Standards alignment: RI.5.1, RI.5.4, RI.5.8</b>
<p>Sample student responses:</p> <p>Chief Joseph is saying that promises mean nothing unless there is action to back them up. He supports his point by citing instances where, despite promises made, his people have still suffered and lost. Examples include the loss of their homeland to whites and the death of many of his people. He says that he is tired of hearing promises that he cannot trust.</p>	<p>Point total: 3</p> <p>Scoring notes: Students should explain the meaning of Chief Joseph’s words and provide at least two reasons Chief Joseph uses to support his point.</p>

## G5 M1 LESSON 30

### Exemplar End-of-Module Assessment

For the End-of-Module Assessment, students are asked to write an informational/explanatory essay in response to the focusing question, “What important beliefs and values of the Nez Perce are reflected in Chief Joseph’s Lincoln Hall Speech, and how does Chief Joseph feel about these values?” Students will draw on the evidence they recorded throughout their reading of the speech (see completed sample evidence guide; “G5 M1 Lessons 23–28”) to explain how the Nez Perce’s beliefs and values are reflected in the speech and how Chief Joseph feels about them.

Students’ essays should include:

- An introduction paragraph that clearly introduces the topic, gives background or context, and provides a strong focus/thesis statement with two points (i.e., names two beliefs or values of the Nez Perce);
- Two proof paragraphs each with a clear focus, topic sentence, context for evidence, evidence referring to specific details and quotations from the text, elaboration of evidence (including how Chief Joseph feels about the values), and a concluding sentence;
- A conclusion paragraph that paraphrases and reflects on the focus and wraps up ideas;
- Incorporation of relevant quotations from the text with page numbers cited;
- Logical organization of ideas and transitions between ideas in different paragraphs;
- Conventions of standard written English.

Exemplar informational/explanatory essay, with standards-based annotations:

In 1879, after the Nez Perce tribe had lost its homeland in the Wallowa Valley and been defeated by the U.S. Army, their chief, Chief Joseph, traveled to Washington, D.C. to speak about the need for the Nez Perce to get their land back and to be treated fairly by the United States government. Today, this famous speech is known as the Lincoln Hall Speech. In it, Joseph describes the history of the Nez Perce's relationship with the white men who came onto their land. In reading the speech, we can see some strong values that the Nez Perce people hold as a culture. Two values that stand out are the importance of honesty and the importance of their homeland.

First, Joseph talks about the importance of honesty in Nez Perce culture. He says that he will speak with a "straight tongue" (Part I), which means he will tell the truth. He tells his listeners that his Nez Perce ancestors have taught them that "it is a disgrace to tell a lie" (Part I) and that they should always "speak only the truth" (Part I). As he describes the tribe's early meetings the French trappers, he reminds his listeners that the Indian "loves a straight tongue." As the speech continues, Joseph talks about the explorers Lewis and Clark. He points out that the Nez Perce promised to never make war on white men, and that they kept that promise. Joseph is clearly proud of this value of honesty. He believes it has been the right value to have, and has helped the Nez Perce people live in a good way for a long time.

Besides honesty, Joseph talks in this Lincoln Hall Speech about the great importance of the Nez Perce homeland to its people. Staying on their own land is a deeply held value for Joseph's people. In Joseph's eyes, the land that the Nez Perce live on is not just land that can be bought and sold, it is their home. He reminds the people listening to this speech how hard his father tried to keep the land. He put up poles in a circle and said that "inside this boundary, all our people were born. It circles around the graves of our fathers, and we will never give up these graves to any man" (Part II). To Joseph and the Nez Perce, the land is like their family. It connects them to all the people who have come before them. To leave this land, or to sell it away, is unthinkable.

Overall, Chief Joseph's Lincoln Hall Speech is a strong reminder about the values of honesty and keeping their ancestral land that are so important to the culture of the Nez Perce. In reading this speech, it seems very sad that so many of the settlers did not share these values—and that Joseph and his people lost so much.

W.5.2.A: The introduction provides background and context for the topic. The thesis introduces two points and previews the organizational structure of the essay's body.

W.5.2.B: Each body paragraph develops a different point made in the thesis with concrete examples, details, and quotations from the text. Elaboration explains how the beliefs and values are reflected in the speech and how Chief Joseph feels about the values.

RI.5.1: Cites the text with quotations to support and explain a point.

W.5.2.C: Transition word connects ideas in the two body paragraphs, helping readers move fluidly between ideas.

RI.5.1: Cites the text with a quotation to support and explain a point.

W.5.2.C: Transition word connects ideas in the two body paragraphs, helping readers move fluidly between ideas.

W.5.2.E: The conclusion paragraph connects back to the essay's thesis/focus and provides reflection on the difference these values made in how Chief Joseph is remembered.

## G5 M1 LESSON 30

Grades 4–5 – Informative/Explanatory Writing				
	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<p>Explanation demonstrates insight into text(s)</p> <p>Responds thoroughly to all elements of prompt</p> <p>Provides a focus for topic and maintains focus throughout piece</p>	<p>Explanation demonstrates comprehension of text(s)</p> <p>Responds to all elements of prompt</p> <p>Provides a focus for topic and maintains focus throughout piece with occasional departures</p>	<p>Explanation demonstrates partial comprehension of text(s)</p> <p>Responds to some elements of prompt</p> <p>Often departs from focus on topic</p>	<p>Explanation does not demonstrate comprehension of text(s)</p> <p>Does not respond to prompt; off-topic</p> <p>Piece lacks focus on topic</p>
Organization	<p>Introduces topic clearly and thoroughly</p> <p>Organizes related information logically and effectively into paragraphs and sections</p> <p>Provides a strong conclusion that relates to and expands on the explanation</p> <p>Skillfully uses transitions to link ideas within and across categories</p>	<p>Introduces topic clearly</p> <p>Organizes related information into paragraphs and sections</p> <p>Provides a conclusion that relates to the explanation</p> <p>Uses transitions to link ideas within categories</p>	<p>Introduces topic in an incomplete or unclear way</p> <p>Ideas are somewhat organized but may be unrelated or lumped together</p> <p>Provides a conclusion that is incomplete or may not relate to the explanation</p> <p>Inconsistently or inappropriately uses transitions to link ideas</p>	<p>Does not introduce topic</p> <p>Ideas are unrelated and disorganized</p> <p>Does not provide a conclusion</p> <p>Does not use transitions to link ideas</p>
Development & Support	<p>Develops topic with a variety of evidence from text(s) that is closely related to the topic</p> <p>Elaborates upon evidence thoroughly with accurate analysis</p>	<p>Develops topic with evidence from text(s) that is related to the topic</p> <p>Elaborates upon evidence with explanation or analysis</p>	<p>Develops topic with evidence from text(s)</p> <p>Elaborates upon evidence vaguely or superficially</p>	<p>Does not use evidence from text(s)</p> <p>Does not elaborate upon evidence</p>



Style	<p>Varies sentence patterns for clarity, interest, style</p> <p>Uses precise language and domain-specific vocabulary</p> <p>Writing shows exceptional awareness and skill in addressing audience's needs</p>	<p>Varies sentence patterns</p> <p>Uses domain-specific vocabulary</p> <p>Writing is appropriate to audience</p>	<p>Varies sentence patterns occasionally</p> <p>Uses general vocabulary with a few domain-specific words</p> <p>Writing is appropriate to audience</p>	<p>Sentence patterns are basic and repetitive</p> <p>Uses limited vocabulary inappropriate to the content</p> <p>Writing is inappropriate to audience</p>
Conventions	<p>Shows strong command of grammar, mechanics, spelling, and usage; errors are few</p>	<p>Shows consistent command of grammar, mechanics, spelling, and usage; occasional errors do not significantly interfere with meaning</p>	<p>Shows inconsistent command of grammar, mechanics, spelling, and usage; some errors interfere with meaning</p>	<p>Does not show command of grammar, mechanics, spelling, and usage; errors significantly interfere with overall meaning and writing is difficult to follow</p>

# Appendix D: Independent/ Choice/Small Group Reading Titles

Students can select and read texts for independent reading that are related to the content of this module. Lexile levels are provided if available.

- *American Indian Stories* by Zitkala-Sa
- *As Long as the Rivers Flow: The Stories of Nine Native Americans* (Scholastic Biography) by Paula Gunn Alan and Patricia Clark Smith (1160L)
- *The Birchbark House* by Louise Erdrich (970L)
- *Buffalo Hunt* by Russell Freedman (1000L)
- *Cheyenne Again* by Eve Bunting (560L)
- *Cloudwalkers: Contemporary Native American Stories* by Joel Monture (880L)
- *Dakota Dugout* by Ann Turner (1040L)
- *Dandelions* by Eve Bunting (580L)
- *Geronimo* by Joseph Bruchac (900L)
- *A History of the US: The New Nation* by Joy Hakim (850L)
- *The Incredible Journey* by Sheila Burnford (1320L)
- *An Indian in Cowboy Country: Stories from an Immigrant's Life* by Pradeep Anand
- *Island of the Blue Dolphins* by Scott O'Dell (1000L)
- *The Journals of Lewis and Clark* by Darlene R. Stille (870L)
- *Julie of the Wolves* by Jean Craighead George (860L)
- *The Land* by Mildred Taylor (760L)
- *The Last of the Mohicans* by James Fenimore Cooper (930L)
- *The Ledgerbook of Thomas Blue Eagle* by Jewel H. Grutman (790L)
- *Only the Names Remain, The Cherokees and the Trail of Tears* by Alex W. Bealer (1050L)
- *Prairie School* by Avi (410L)
- *Sacagewea* by Lise Erdrich (840L)
- *Sacajawea* by Joseph Bruchac (840L)
- *Sacajawea: Her True Story* by Joyce Milton (460L)
- *Seaman's Journal: On the Trail with Lewis and Clark* by Patricia Eubank (690L)

- *Sing Down the Moon* by Scott O'Dell (820L)
- *The Trail of Tears* by Joseph Bruchac (610L)
- *Zia* by Scott O'Dell (790L)

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# Student Resource Document

## GRADE 5 MODULE 1

### Lesson Handouts and Student Glossary

## LESSON HANDOUTS

**Lesson 1:** Handout 1A: Frayer Model; Handout 1B: Map of Native American Tribes; Handout 1C: Family and Culture Web

**Lesson 2:** Handout 2A: Boxes and Bullets; Handout 2B: Grammar Deep Dive #1: Punctuating Titles

**Lesson 3:** Handout 3A: Evidence Guide for Nez Perce Cultural Values; Handout 3B: Grammar Deep Dive #2: Identifying and Sorting Prepositional Phrases

**Lesson 4:** Handout 4: Life Skills and Traditions

**Lesson 5:** Handout 5A: Toys; Handout 5B: Nez Pierce Lifestyle and Culture Chart; Handout 5C: Food and Drink; Handout 5D: Clothing; Handout 5E: Getting Around; Handout 5F: Decoration; Handout 5G: Tipi; Handout 5H: Grammar Deep Dive #4: Expanding Sentences with Prepositional Phrases

**Lesson 6:** Handout 6: Checklist for Nez Pierce Lifestyle/Culture Paragraph

**Lesson 7:** Handout 7A: Vocabulary Chart for “Chief Joseph” Biography; Handout 7B: Grammar Deep Dive #4: Expanding Sentences with Prepositional Phrases

**Lesson 8:** Handout 8: Checklist for Chief Joseph Paragraph

**Lesson 9:** Handout 9A: Painted Essay Template; Handout 9B: Grammar Deep Dive #6: Identifying and Classifying Introductory Elements

**Lesson 10:** Handout 10: Model “Painted Essay” for Shi-shi-etko

**Lesson 11:** Handout 11A: Graphic Organizer for Story Elements; Handout 11B: Story Map

**Lesson 12:** Handout 12: Grammar Deep Dive #8: Expanding Sentences with Introductory Elements

**Lesson 13:** Handout 13A: Evidence Guide for Thunder Rolling in the Mountains; Handout 13B: Grammar Deep Dive #9: Expanding Sentences with Introductory Elements

**Lesson 15:** Handout 15: “How Beaver Stole Fire from the Pines”

**Lesson 16:** Handout 16A: Participation Guidelines for Socratic Seminar; Handout 16B: Ways to Participate in a Socratic Seminar;

**Lesson 18:** Handout 18A: New-Read Assessment #1, Part A; Handout 18B: New-Read Assessment #1, Part B; Handout 18B: New-Read Assessment #1, Part C

**Lesson 22:** Handout 22A: Vocabulary Deep Dive #8: Morpheme Matrix; Handout 22B: Essay Revision Checklist; Handout 22C: Grammar Deep Dive #12: Rearranging Introductory Elements;

**Lesson 23:** Handout 23: Chief Joseph’s Lincoln Hall Speech, Part I

**Lesson 24:** Handout 24: Chief Joseph’s Lincoln Hall Speech, Part II

**Lesson 25:** Handout 25A: New-Read Assessment #2, Excerpt from Chief Joseph’s *Lincoln Hall Speech*; Handout 25B: New-Read Assessment #2, Part A: Boxes and Bullets; Handout 25C: New-Read Assessment #2, Part B: Short Response Questions; Handout 25D: Chief Joseph’s *Lincoln Hall Speech*, Part III; Handout 25E: Vocabulary Deep Dive #14: Morpheme Matrix

**Lesson 27:** Handout 27A: End-of-Module Essay Outline; Handout 27B: Grammar Deep Dive #13: Expanding Sentences with Prepositional Phrases and Introductory Elements

**Lesson 28:** Handout 28A: Participation Guidelines for Socratic Seminar; Handout 28B: Ways to Participate in a Socratic Seminar; Handout 28C: Sentence Frames for Socratic Seminar; Handout 28D: Socratic Seminar-Self Assessment

**Lesson 29:** Handout 29A: End-of-Module Assessment Task; Handout 29B: Essay Revision Checklist; Handout 29C: Grammar Deep Dive #14: EOM Revising: Expanding Sentences with Prepositional Phrases and Introductory Elements; Handout 29C: Grammar Deep Dive #15: EOM Revising: Rearranging Prepositional Phrases and Introductory Elements within Sentences

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# G5 M1 Lesson 1

## Handout 1A: Frayer Model

Definition	Characteristics/Explaining
Examples	Non-Examples

A central rectangular box is positioned at the intersection of the four quadrants of the Frayer Model grid.



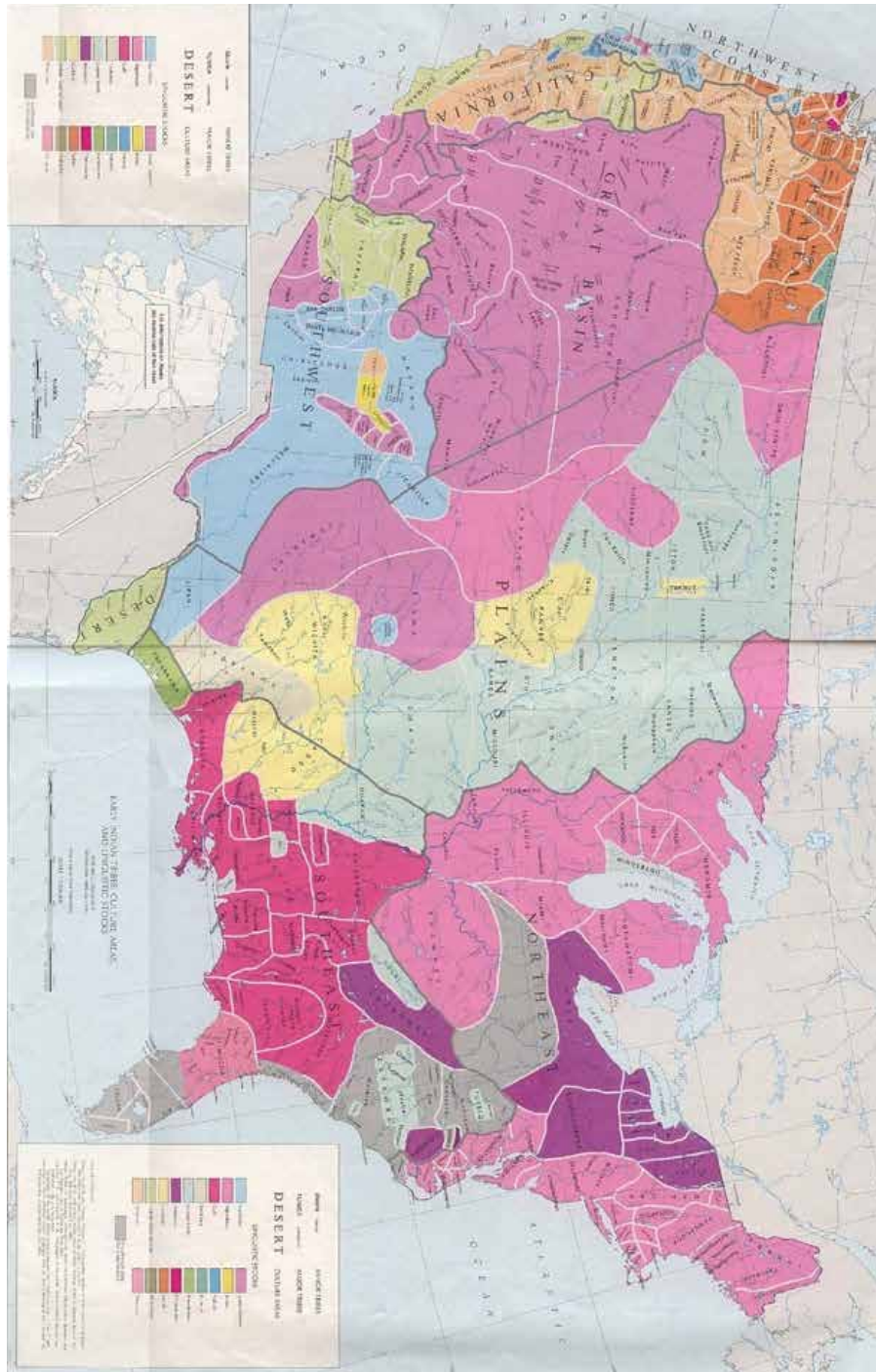
Name \_\_\_\_\_

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# G5 M1 Lesson 1

## Handout 1B: Map of Native American Tribes



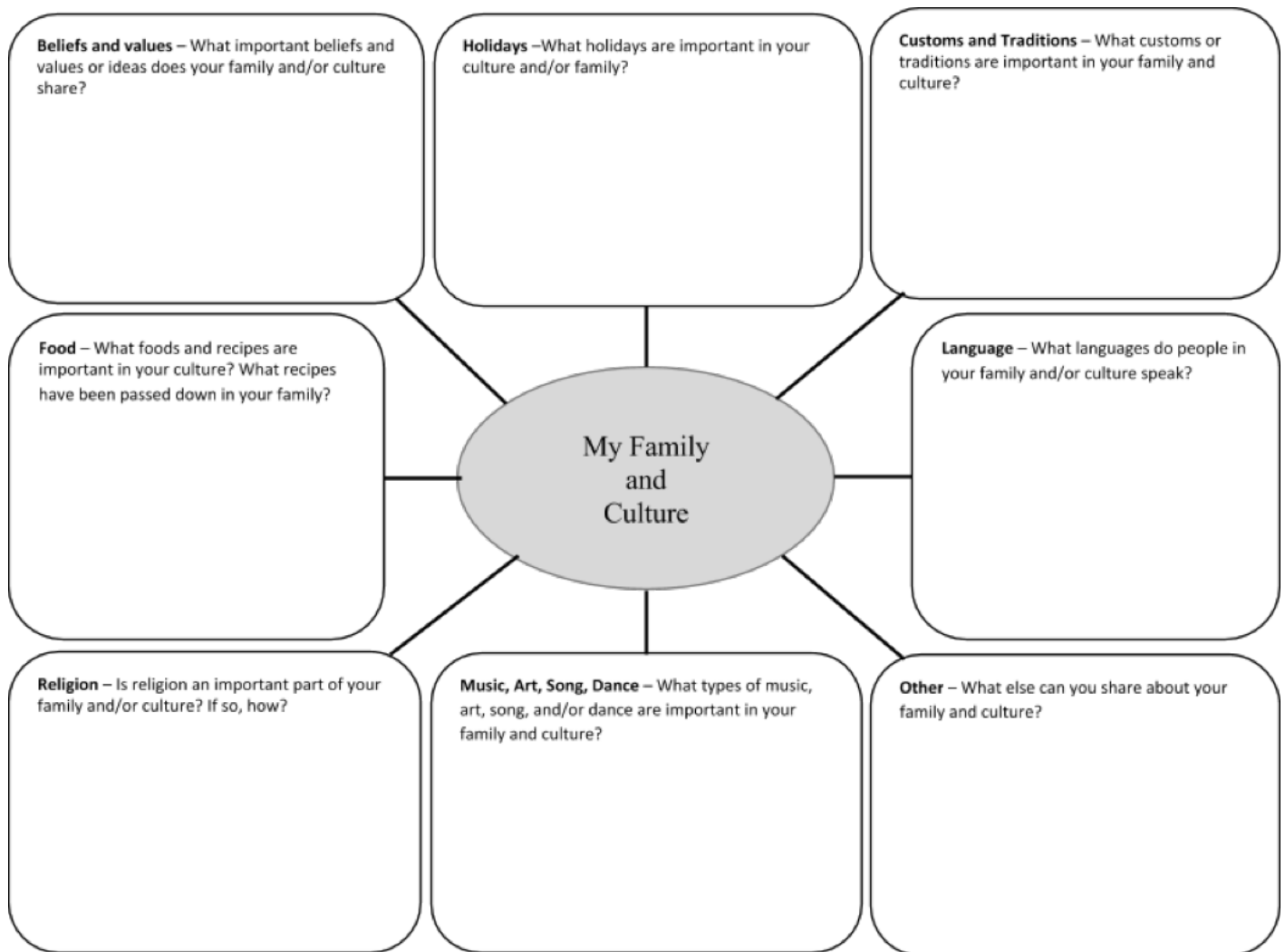
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# G5 M1 Lesson 1

## Handout 1C: Family and Culture Web



Name \_\_\_\_\_

Date \_\_\_\_\_

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## G5 M1 Lesson 2

### Handout 2A: Boxes and Bullets

Text	
Main Idea #1:	Explanation  How do the key details support the main ideas?  These details help us understand...
Key detail:	
Key detail:	
Key detail:	
Main Idea #2:	These details help us understand...
Key Detail:	
Key Detail:	
Key Detail:	

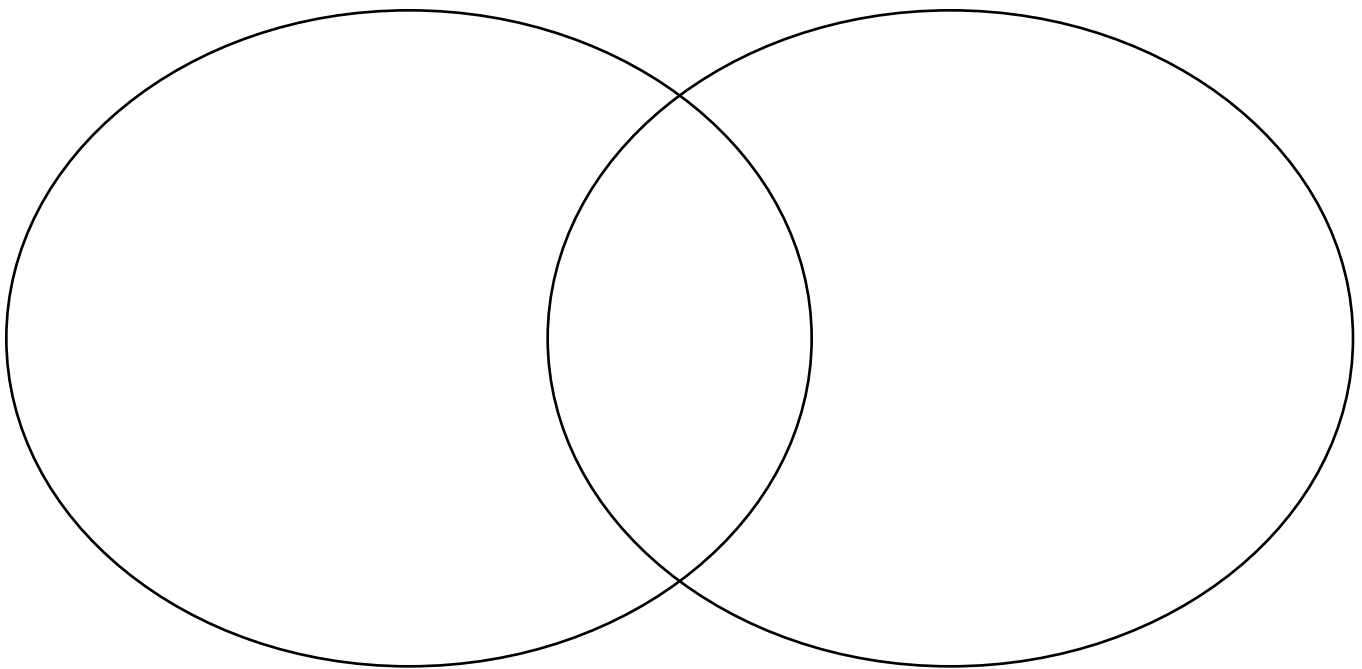
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## G5 M1 Lesson 2

### Handout 2B: Grammar Deep Dive #1: Punctuating Titles



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Title without corrections	Type of Text	Title with corrections
thunder rolling in the mountains	book	<i>Thunder Rolling in the Mountains</i>  Remember: If you're handwriting a book title and cannot italicize, you should underline.
life skills and traditions	article	"Life Skills and Traditions"
nez perce indians	article	
shi-shi-etko	book	
how beaver stole fire from the pines	article	

Reflection questions: Why is it important to correctly format titles?

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## G5 M1 Lesson 3

### Handout 3A: Evidence guide for Nez Perce cultural values

Focusing Question: What do the Nez Perce's actions toward Lewis and Clark show us about the Nez Perce and their cultural values, or the ideas they believed in and felt to be important?			
Context  (What was happening in the text at the time?)	Evidence  (Nez Perce's actions)	Source  (Paragraph #)	Elaboration  (How do the Nez Perce's actions reflect their cultural values?)

Name \_\_\_\_\_

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## G5 M1 Lesson 3

### Handout 3B: Grammar Deep Dive #2: Identifying and Sorting Prepositional Phrases

Directions:

1. Review today's text from National Geographic's *Lewis & Clark Interactive Journey Log*.
2. Select three sentences from the text. (Be sure each sentence you select has at least one prepositional phrase.)
3. Write each sentence in the left-hand column and underline each prepositional phrase. Then, sort each phrase according to which question it answers. (Remember: Some prepositional phrases may answer more than one question. Choose the best fit.)
4. Write any phrases you are unsure about in the puzzlers row.

Sentence from today's text	Where?	When?	What?	Which One?	How
1.					
2.					
3.					
Puzzlers					

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## G5 M1 Lesson 4

### Handout 4: “Life Skills & Traditions”

From the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail”

#### Life Skills & Traditions

Long ago, Indian families had everyday lives much like we do today. Homes had to be built and kept neat. Treasures, tools, and toys had to be carefully stored. Food had to be prepared for storage and cooked. Clothes had to be made and repaired. People found different ways to do these things, depending on what their homeland(s) offered.

For the Nez Perce in the Blue Mountains region of what is now eastern Washington and eastern Oregon, hunting and fishing and gathering were important traditional activities.

Some 3,500 years ago, the climate in this region was more moist and cool than at perhaps any other time since the Ice Age. Wallowa Lake, in the heart of the Nez Perce homeland, was created by glaciation; the Wallowa Mountains were carved by nine major glaciers during the last two million years.

Flooding and erosion over the years changed the availability of river resources in the lower lands, and much of the hunting and food gathering activity of the Nez Perce and other tribes moved to the upland country. Because of this, more Indians than at any other time lived in the Blue Mountains. This period ranged from 4,200 to 2,500 years ago.

Later in time, approximately 2,500 years ago, environmental conditions and the regional climate shifted and became more like those of today. Salmon once again became a focal point of local resources and economies.

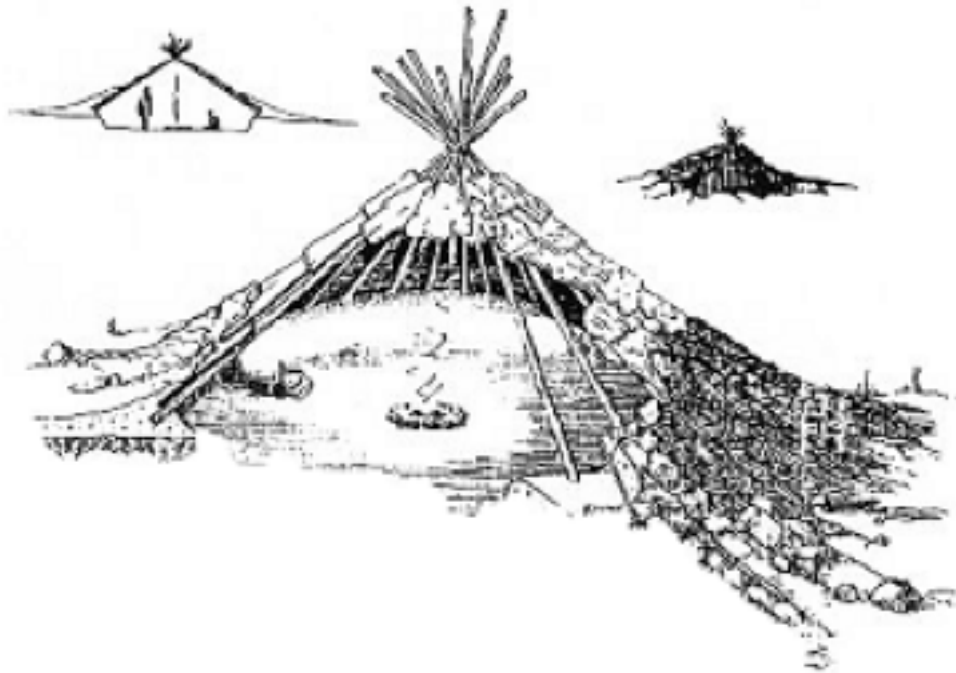


Name \_\_\_\_\_

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Villages of numerous pithouses grew up along the rivers, and small family groups made seasonal foraging trips throughout the Blue Mountains and the Wallowas. They hunted game and gathered a variety of different foods, including huckleberries and camas roots.



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## G5 M1 Lesson 5

### Handout 5A: “Toys”

From the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail”

#### Toys

Nez Perce girls and boys played with toys that helped them learn how to be grown-ups. Their parents and grandparents made small baskets, pots, bows and arrows, horses, and even tipis for the children to play with. The girls often played “house” while the boys pretended to hunt.

Little girls sometimes put real puppies in toy cradleboards and carried them around pretending they were babies.

Sometimes they would make a small travois by lashing lightweight poles or branches together and strapping them to a dog. The children piled their toys on the travois and pretended they were moving camp with their horse.

Plains children enjoyed little villages of small tipis made by their parents. The girls worked around the pretend camp while the boys hunted. If the boys caught a prairie dog or squirrel or rabbit, the girls would roast it over a small fire—a little feast that delighted their parents.

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# G5 M1 Lesson 5

## Handout 5B: Nez Perce Lifestyle and Culture chart

Aspect of Nez Perce Lifestyle or Culture	Picture(s)	What did you learn about this aspect of Nez Perce lifestyle or culture?	Focusing Question: How did the Nez Percé's homeland influence their lifestyle and culture?		
			Evidence	Source	Elaboration  (How did the land influence this aspect of Nez Perce lifestyle or culture?)
Toys					
Food and Drink					
Clothing					

Name \_\_\_\_\_

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Class \_\_\_\_\_

Getting Around					
Decoration					
The Tipi					

Name \_\_\_\_\_

Date \_\_\_\_\_

Class \_\_\_\_\_

## G5 M1 Lesson 5

### Handout 5C: “Food and Drink”

From the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail”

#### Food and Drink

##### Berries

Huckleberries grow low to the ground in the mountains; they are similar to blueberries but are smaller and tastier. They are still a favorite of the Nez Perce of others today; they are used in jams, jellies, and pies.

Huckleberries and other berries—such as serviceberries and currants—were often used by the Nez Perce to make a staple food called pemmican. Meat is sliced very thin, then dried, and then pounded or ground with stones to a dry powder. Chopped dried berries are added to the powdered meat, and then melted fat (such as deer fat or buffalo fat) is mixed in.

This mixture, when finished, would keep well and was very tasty and nutritious. The closest thing we have to this today would be rather like mincemeat pie, which is usually a mixture of meat and fruits and spices.

##### Camas

In addition to the staple food pemmican, camas roots and “biscuit root” were other reliable and favorite food sources

Both are small flowering plants that grow in the mountains and hills; when the plants were mature, the Indians would dig up the roots and collect them. The roots can be

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cooked fresh (sort of like a potato dumpling in your stew) or they can be dried and peeled and ground into a flour.

A grinding stone was used for this—some grinding stones were small enough to travel with the people when they moved. They were flat, with a kind of hollowed-out section in the middle. A smaller smooth rounded stone was held in the hands and rolled or pounded over dried roots and other materials to pulverize them on the grinding stone.

In the Southwest the Spanish word for grinding stone is metate, pronounced “Meh-TAH-tay.”

Some grinding stones were giant-sized rocks with a hollow smooth concave part on the top. They were way too big to move them, but were located in certain spots the Indians knew about and could be used while traveling.

Camas is a beautiful small lily-like flower that grows in damp places across the Pacific Northwest. There are white camas and blue camas; the white ones are called “death camas” and are very poisonous. The blue ones are edible. The blue blossoms must be observed at the time they bloom in order to avoid selecting the deadly white or green-flowering camas.

The bulbs are ripe for eating after the flowers are gone, and once they’re gone, it is nearly impossible to tell the plants apart. Some of the very wise old women in the tribe were known for being able to tell the plants apart after they’d bloomed. The camas bulbs were harvested at the seedpod stage. They were peeled and eaten fresh, or dried in the sun for year-round use. Often they were “barbecued” by cooking them buried in a pit for about a day. Certain kinds of firewood and seasonings might be used to flavor the camas. For example, the bulbs could be placed on hot flat stones in a pit and then covered with skunk cabbage leaves followed by fresh pine needles. A fire was built on top, and it was kept going for a couple days. The camas bulbs were blackened, and they could be eaten like that or baked with salmon.

Camas is high in Vitamin C and is a very good source of iron.

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## Biscuit Root

The biscuit root is a pretty little wildflower that grows on dry, rocky hillsides and flats across Nez Perce country. The root is dug up after the seeds are formed, so it's easier to peel.

It could be cooked fresh as a vegetable, or dried whole, and was often ground into flour after being peeled and dried in the sun. The flour was used to make breads and biscuits. Indians would form the dough into a little biscuit shape and drop it into the hot ashes at the edge of a campfire, where it would cook into an "ash cake." You just blow off the ashes and eat it! The dough can also be wrapped around the end of a green stick and toasted in the fire (kind of like toasting marshmallows). Toasted biscuit root dough with wild currant jam is a real treat!

If the biscuit root is dried and chopped up, little pieces of it can also be stirred into soups or stews to thicken them—like potatoes. The dried whole roots were also eaten as snacks. Like camas, the biscuit root is high in Vitamin C and iron.



*Pestle used for grinding roots and plants*



Grinding stone used to make flour from dried biscuit roots

## Drinks

Thirsty children usually drank icy cold water from mountain streams or rivers. They

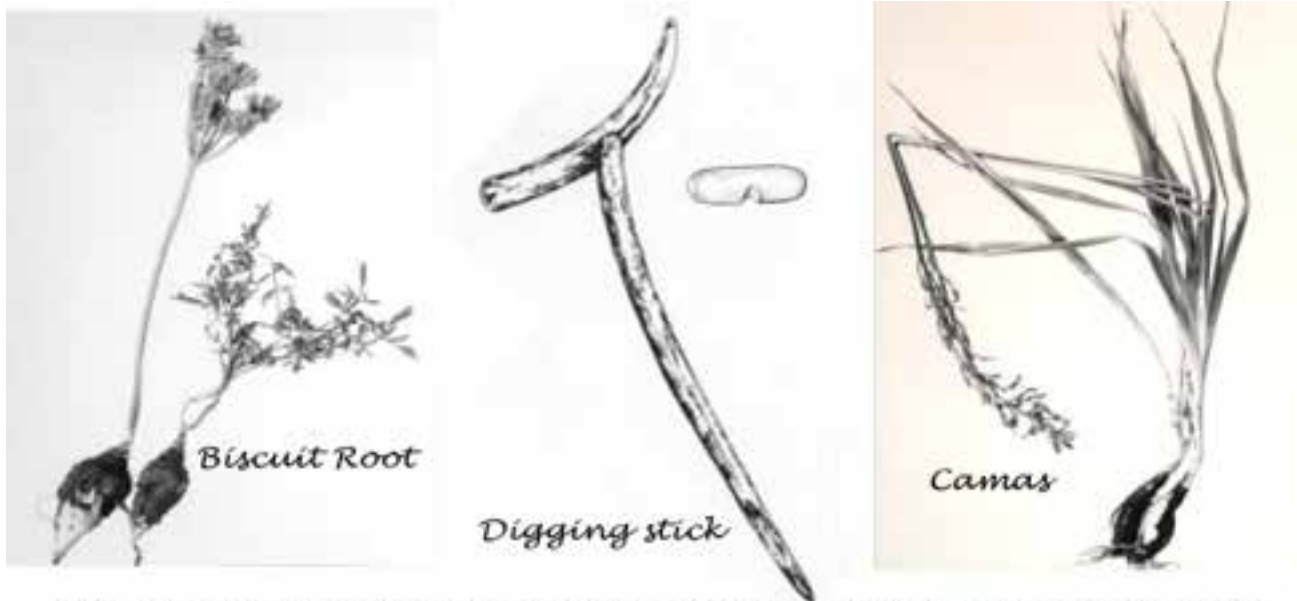
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also had special drinks now and then. For example, honey or maple syrup was mixed with water to make a punch, and leaves were used to flavor other drinks. The dried leaves of snowberry, wintergreen, and spruce and twigs of raspberry, chokecherry, and wild cherry were dropped into boiling water to make teas. Many kinds of flowers were dried and used to make teas.

Wild mint leaves were used to flavor teas and punch.



The biscuit root, which grows in dry areas, and the camas, which grows in wet areas, were two major food sources for the Nez Perce and other tribes. A digging stick, which often had a bone or antler handle, was used, and sometimes a smooth grooved rock was used to pound the stick down into hard ground.



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## G5 M1 Lesson 5

### Handout 5D: “Clothing”

From the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail”

#### Clothing

The Nez Perce and other tribes made warm and beautiful clothing from animal hides or fabric they traded for.

#### Vests

Vests were useful, easy to make, and often beautifully decorated. Geometric designs were favored, but floral designs were often used, too.

#### Buckskin

Buckskin was a favorite material. It is made from the hide of a deer. (Buckskin can be made from elk hide, also, but it is much heavier!) First the hide is soaked, then the hair is scraped off using a sharp tool. It’s a lot of work to get all the hair off. After the hide is scraped very clean, it’s like thin dry leather. It’s soaked again overnight in a special mixture to make it soft, like a conditioner, and then it’s stretched and pulled and stretched as it dries to make it soft and pliable like a nice suede or velvet fabric. After that the buckskin is smoked—not like a pipe but a different way. It is hung up above a slow and gentle fire in a lot of smoke for a long time. The smoke conditions and preserves the buckskin and makes it kind of waterproof and gives it a special color and fragrance.

#### Breechcloths

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Indians wore breechcloths made of buckskin or other fabric, 12 inches wide and about 6 feet long. They were draped in front and back over a belt at the waist. They were worn by boys and men, and tribes made them in different styles and from various materials.

### Cuffs, Anklets, and Dance Bustles

Decorated bands were often worn by the Nez Perce and other tribes on the wrists and arms. They weren't very practical for daily work or hunting, but were worn for ceremonies, feasts, and dances—and they still are today. These cuffs were usually made from buckskin or rawhide and were decorated with beads, shells, and fringe.

Not meant for everyday wear, anklets were worn for dancing—and they still are worn today at pow-wows and Indian dance competitions. Their graceful sway and bounce adds to and enhances the dancer's movements. Some of the Indians in the Northern Rocky Mountain areas used the long white hair of mountain goats for their anklets. People in other areas used grass, plant fibers, or yarn made from sheep's wool.

Dance bustles are used for extra decoration and drama in ceremonial dances. Some big bustles made with lots of feathers look a lot like certain birds during mating dances, like wild turkeys and sage grouse for example, who fluff up their feathers and look very fancy and dramatic while

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## G5 M1 Lesson 5

### Handout 5E: “Getting Around”

From the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail”

#### Getting Around

##### Parfleche

The Nez Perce made large bags, or suitcases, like envelopes to store and carry their food and clothing. Parfleche, pronounced “parflesh,” were made from hides, and were often beautifully decorated. They were easy to store inside the tipis, and could be hung from the tipi poles. They could also be stacked on a travois for moving.

##### Travois

The Indians who lived on the Plains traveled a lot, following the herds of buffalo and moving seasonally to areas with good supplies of other foods. They didn’t use carts or wagons, but instead made a travois to carry their belongings. Two long poles were tied together, and a person could hold the ends of the poles over their shoulders. The other ends of the poles would drag on the ground. Tipis, clothing, and other items were packed and tied onto the poles. Parfleches full of food and tools were tied on top.

For many years, Indians used dogs to pull travois poles that were fastened to a harness made of strips of rawhide. After the Spanish ships brought horses to the New World, the Indians used horses to pull the travois piled with their belongings. Children could ride on top of the load.

Some tribes made small pole carriages on top of the travois for young children to ride in, so they wouldn’t fall off and get hurt during travel.

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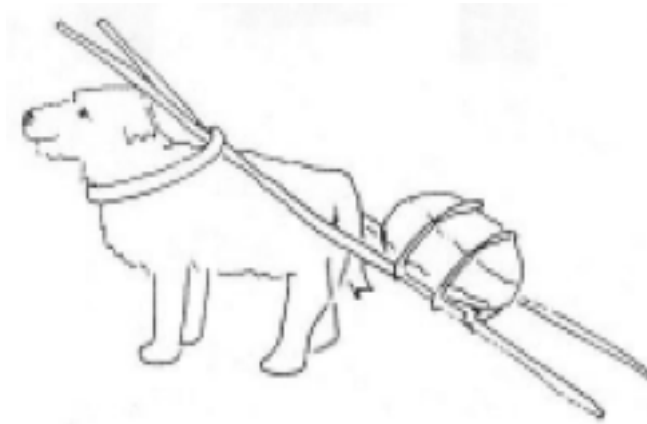
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## Canoes

People living near rivers or lakes built small boats from whatever was available. They used reeds, sewn skins, hollowed-out tree trunks, or tree bark. The Iroquois made canoes from elm or spruce bark fastened to a wooden frame. Their canoes were very lightweight and easy to carry. The Paiute Indians in southeast Oregon and northern Nevada collected armloads of tule reeds (pronounced too-lee), which are like cattails only thinner, and bound them together for rafts and canoes. They could slip quietly over a lake or marshy area for hunting birds and fishing.

Most canoes were steered with wooden paddles. On rivers where the water was too fast or too shallow, the canoe could be carried across land for a ways, or “portaged.”



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## G5 M1 Lesson 5

### Handout 5F: “Decoration”

From the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail”

#### Decoration

##### A Bounty of Beads

The Nez Perce put beads on many things—belts, clothing, shoes, horse gear, tipis, cradleboards, and, of course, around their necks!

Beads were made from a variety of materials that people could find or trade for. Shells, bones, pebbles, claws, nuts, seeds, porcupine quills, dried berries, deer and elk antlers, buffalo horns, pieces of metal, hardened clay, birds’ talons—all of these and more were used as decorative beads. Holes were drilled into beads with stone or wood tools. In later years, they traded with fur trappers for glass beads made in Europe.

“Pony beads” were single-color glass beads that were brought west on horse pack strings for trading. “Seed beads” are tiny beads that the Indians sewed onto clothing to create fancy designs.

Shell gorgets were often worn by Indians in the southeastern part of the United States. Others carved shapes from shells and other materials using tools made from bone or stone; the tools had to be harder than the shells in order to carve them. These pendants were worn around the neck.

##### Pipe Bone Breastplate

Many of the people living in the Plains and Plateau areas wore breastplates for

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decoration. They were first made from the narrow dentallum shells acquired in trading with the coastal tribes.

Later they were made from buffalo and other bones and were called “pipe bones.” Settlers made them to trade with the Indians, too.

### Face Paint

You have probably seen face-painting booths at fairs and festivals—for fun. But Indians painted their faces and bodies for many reasons besides fun. They painted their bodies with designs to protect them before they went to war; they painted their faces for beauty, just as girls and women now use makeup. They used paints to protect their skin from sun and wind, just as we use sunscreen today. Paint also kept flies, bees, and other annoying insects away, the same way we use bug spray today.

Sometimes people painted their faces to show that they belonged to a certain club or society. Faces were painted for ceremonies, or to mourn someone who had died.

Cosmetic note: Besides face painting, many natural sources were used cosmetically. Walnut hulls, for example, were rubbed onto gray hair to make it dark again. Rattlesnake grease made a good skin softener.

Indians made the paints they used out of special clays, charcoal, berries, and moss that they ground up. They used stones to grind the materials into powder, and then mixed the powdered dye with animal fat.

A good sunscreen was made by rubbing buffalo fat onto the face, spreading powdered paint over it, and then rubbing it in. Some warriors painted their faces with streaks running down from their eyes to show that they were crying for the success of their expedition. Scouts would paint their faces white to symbolize the wolf, whose power was thought to be of great help when scouting.

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An Indian could show others that he wanted to be left alone—or had fallen in love—by painting his face black and then using his fingernails to scrape a zigzag pattern from his hairline down to his chin.

Colors of paint meant specific things. Most of the tribes used colors to indicate these meanings:

black = death

red = power and life

blue = sky

yellow = joy and victory

white = peace

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## G5 M1 Lesson 5

### Handout 5G: “The Tipi”

From the U.S. Department of Agriculture Forest Service unit “Nez Perce National Historic Trail”

#### The Tipi

The Indians on the Plains hunted the huge herds of buffalo that roamed the grasslands. They used the meat, the hides, the bones, and virtually all parts of the buffalo to make almost everything they needed. The buffalo didn’t stay in one place, but roamed across the prairies in search of areas where grass was plentiful. The people followed them, and so they needed portable homes that could be moved quickly and easily.

Some Indians who did not move around so much made homes from sticks and poles and bark—these were called wickiups, like the one on the left below. It’s pronounced “wicky up.”

The Nez Perce and other tribes called their beautiful portable homes “tipis.” You will often see the word spelled tepees or teepees, but the correct spelling is tipi. It means “living place.”

Tipis were made from buffalo skins held up by poles. The poles were most often made from lodgepole pine—so named because the trees grow tall and slender and strong and are just the right size and strength for tipi poles or “lodge” poles. The bark is removed from the tree as soon as the tree is cut down; if the bark is left on the tree for very long it hardens up and can’t be removed. The peeled poles are pretty and strong.

It took between 10 and 40 hides for one tipi, depending upon how big the buffalo were and how big the tipi was, and new tipis were made in the spring to replace old ones that had worn out. Modern tipis are made from canvas.



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The inside and outside of a tipi was often decorated with “paint” made from natural dyes and colors. The front of the tipi was laced together with sticks, and the top of the tipi had “smoke flaps” that could be held open with poles to let smoke out, or folded shut to keep out snow and rain. In the heat of summer, the bottom could be rolled up to let a cool breeze pass through.

The big difference between a tent and a tipi is the tipi’s liner. This is a short wall of hides that is strung around the poles on the inside of the tipi cover. It makes the tipi like an “envelope house” where the cold air from outside enters at the bottom of the tipi cover, goes up several feet between the cover and the liner, then enters the tipi already pre-warmed. It creates a ventilation system that ensures that the tipi is cool in summer, warm in winter, and not nearly so smoky or wet as a tent. It’s an engineering marvel.

Oftentimes in the spring, all the members of a tribe gathered at one great camp. A council tipi or “lodge” was built in the center and the different bands or family groups put their tipis in a circle around it. Each band had a certain section of the circle so that people could find each other easily. A person would always know where to find an old friend because their tipi would be in the same place each spring.

When women gathered together to work on a new tipi, they enjoyed a special feast. It took about a day for them to make a new tipi.

When it was time to move the tipis, the women did the work, too. Generally speaking, two people who are taking their time can put up or “pitch” a large tipi in about 20 minutes. In contests, though, two Indian women could put up a tipi in less than three minutes! When it was time to move, the women would take down (or “strike”) the tipi; it was rolled up and tied to a travois, along with the other things to be moved.

## TIPI NOTES

The Crow tribe had some tipi lodges so large that 40 men could eat dinner together in one.

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Some families made small “dog house” tipis for their dogs. When it was time to move on, the dog’s tipi was taken down and tied to a travois that the dog pulled to the next camp. Mothers also made toy tipis for their daughters to play with.

A tipi door always faces east so that the wind blows against the back of the tipi, and the rising sun will warm and wake the sleeping family.



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## G5 M1 Lesson 5

### Handout 5H: Grammar Deep Dive #4: Expanding Sentences with Prepositional Phrases

Directions:

1. With a partner, reread your second sentence on how the Nez Perce's homeland influenced a specific aspect of their lifestyle and culture.
2. Write the sentence in the first row below and underline the nouns and pronouns.
3. Then, brainstorm two or three phrases that could be added to that sentence.
4. With your partner, discuss which phrase(s) would add the most meaning to your sentence. Circle your choice(s).
5. Rewrite your expanded sentence in the last row, this time underlining the added prepositional phrase(s).

Original Sentence (Remember to underline the nouns and pronouns.)				
Where?	When?	What Kind?	Which One?	How?
Expanded Sentence (Remember to underline the added prepositional phrase[s].)				

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## G5 M1 Lesson 6

### Handout 6: Checklist for Nez Perce Lifestyle/Culture Paragraph

- 1) Does my writing make sense? If not, where do I need to add or clarify ideas?
  
- 2) Did I include an introductory paragraph that explains who the Nez Perce are and where they lived?
  
- 3) Do I have a topic, or focus, sentence that states what aspect of Nez Perce lifestyle or culture I am writing about?
  
- 4) Do I give enough evidence to support my topic or focus? If not, what more should I include?
  
- 5) Do I elaborate on the evidence by explaining how it shows the influence of the Nez Perce's homeland? If not, where do I need to include this, and what more should I add?
  
- 6) Do I have a clear ending, or concluding sentence, that wraps up my mini-essay?
  
- 7) What questions do I have about my writing for a conference partner?

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## G5 M1 Lesson 7

### Handout 7A: Student-Generated Definitions Routine for “Chief Joseph” Biography

Directions: Use the following word-solving strategies to define your assigned word(s).

- 1) Check with your group members: Does anyone already know, or think they know, what the word means? Discuss.
- 2) Examine the words and sentences around the word. Is there any evidence (such as context or a footnote) around the word that might help you understand what it means?
- 3) Examine the different parts of the word (such as bases, roots, prefixes, or suffixes). Can word parts help you determine the meaning of the word?
- 4) Predict the meaning of the word.
- 5) Use a dictionary (such as [www.wordsmyth.net](http://www.wordsmyth.net)) to define the word. Write the definition in your own words and compare it to your prediction.
- 6) Check back in the text to confirm that the definition makes sense in context.
- 7) Be sure to record your word as well as the other groups' words in your personal dictionary.

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## G5 M1 Lesson 7

### Handout 7B: Grammar Deep Dive #4: Expanding Sentences with Prepositional Phrases

When choosing which prepositional phrases to use in your expanded sentences, remember to consider:

- Does this phrase add new information to the sentence?
- If yes, is the information something the reader needs to know?

Original Sentence (Remember to underline the nouns and pronouns.)				
Where?	When?	What Kind?	Which One?	How?
Expanded Sentence (Remember to underline the added prepositional phrase[s].)				

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Original Sentence (Remember to underline the nouns and pronouns.)

Where?

When?

What Kind?

Which One?

How?

Expanded Sentence (Remember to underline the added prepositional phrase[s].)





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## G5 M1 Lesson 9

### Handout 9A: Painted Essay template

Introducttion Paragraph	
Focus/thesis statement:	
(point 1)	(point 2)

Proof Paragraph 1
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Proof Paragraph 2

Conclusion

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## G5 M1 Lesson 9

### Handout 9B: Grammar Deep Dive #6: Identifying and Classifying Introductory Elements

Introductory element  (and page number)	Question  (What question is this information answering?)	Connection  (What in the sentence is this background information telling us about? [Question word] + what
When streams of light sent shadows across her mother's cheeks	<ul style="list-style-type: none"> <li>• where</li> <li>• how</li> <li>• when</li> <li>• why</li> <li>• _____</li> </ul>	when she woke her mom up
	<ul style="list-style-type: none"> <li>• where</li> <li>• how</li> <li>• when</li> <li>• why</li> <li>• _____</li> </ul>	

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	<ul style="list-style-type: none"> <li>• where</li> <li>• how</li> <li>• when</li> <li>• why</li> <li>• _____</li> </ul>	
	<ul style="list-style-type: none"> <li>• where</li> <li>• how</li> <li>• when</li> <li>• why</li> <li>• _____</li> </ul>	
	<ul style="list-style-type: none"> <li>• where</li> <li>• how</li> <li>• when</li> <li>• why</li> <li>• _____</li> </ul>	

Reflection: How do introductory elements help readers?

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## G5 M1 Lesson 10

### Handout 10: Model “Painted Essay” for *Shi-shi-etko*

Imagine that you have just a few more days before you leave your home and family behind for a long time. What would you want to remember about the people and the place you come from? In the story *Shi-shi-etko*, written by Nicola Campbell, a young Native Canadian girl named Shi-shi-etko wants to enjoy her last few days at home with her family before she is forced to go to the faraway Indian Residential School. As they bathe in the creek, canoe on the lake, and walk in the outdoors, Shi-shi-etko’s mother, father, and yayah (grandmother) share important beliefs they want Shi-shi-etko to remember. These beliefs or values, including the importance of family and remembering the people and place you come from, guide the everyday lives of Shi-shi-etko’s family and her people.

One of the values that Shi-shi-etko and her family hold most dear is the importance of family. In the introduction to the book, we learn that Native children “were loved so much that the whole community raised them together—parents, grandparents, aunts, uncles, cousins, and elders” (Introduction). In her final days before she leaves for school, Shi-shi-etko spends almost every waking moment with her family members. She bathes in the creek with her mother, takes the canoe out on the lake with her father, and walks through the woods with her yayah. Shi-shi-etko’s entire family gathers to share a meal together, including cousins, aunts, and uncles (p. 7). In these scenes, the author shows us how important family is to Shi-shi-etko and her family.

In addition to valuing family, Shi-shi-etko’s family and her people strongly believe in remembering the people and place they come from. Her family believes it is especially important for Shi-shi-etko to remember her people and the land since she will soon leave them behind. Shi-shi-etko’s mother tells her, “I want you to remember the ways of our people. I want you to remember our songs and our dances, our laughter and our joy” (p. 4). Her father points to the trees, mountains, and water around them and tells her, “My girl, these are the things you must always remember” (p. 12). Shi-shi-etko makes it a point to try and memorize everything she can: the sights, sounds, tastes, smells, and feelings around her. It is important to both Shi-shi-etko and her family that

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these memories of her home and her people stay with her when she leaves them.

Throughout the story, we learn how important family and remembering one's people and place in the world are to Shi-shi-etko's family as they share important teachings with her. On the day that Shi-shi-etko leaves, she places her memory bag, given to her by her grandmother, inside the roots of her favorite tree and asks the tree to keep her memories and her family safe (p. 27). Knowing how the values of family and memory guide Shi-shi-etko's family in their daily lives, readers know that Shi-shi-etko will carry these values with her in her heart when she leaves for school.

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# G5 M1 Lesson 11

## Handout 11A: Graphic Organizer for Story Elements

Story Element	1st Read	2nd Read		
	Questions and observations about...	Other details about this story element	Page #	How these details help us understand more about this story element
	Who is telling the story:			
	Where and when story takes place:			
	What problem you learn about:			

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# G5 M1 Lesson 11

## Handout 11B: Story Map

Title: *Thunder Rolling in the Mountains*

Chapter(s): 1



Main character(s):

Character motivations:

Other characters:





Setting



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  Conflict	Event Timeline	
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## G5 M1 Lesson 12

### Handout 12: Grammar Deep Dive #8: Expanding Sentences with Introductory Elements

Directions:

1. Based on the information in Chapters 2 and 3, choose three adjectives to describe Chief Joseph.
2. Enter them into the blanks below in the sentence column.
3. Then, complete and answer at least one “I wonder” question for each sentence.
4. Write your expanded sentence below, remembering to include a comma after each introductory element.

Sentence	I wonder	Answer
Chief Joseph is _____ _____	<ul style="list-style-type: none"> <li>• where...</li> <li>• how...</li> <li>• when...</li> <li>• why...</li> <li>• _____</li> </ul>	

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<p>Chief Joseph is</p> <p>_____</p> <p>_____.</p>	<ul style="list-style-type: none"> <li>• where...</li> <li>• how...</li> <li>• when...</li> <li>• why...</li> <li>• _____...</li> </ul>	
<p>Chief Joseph is</p> <p>_____</p> <p>_____.</p>	<ul style="list-style-type: none"> <li>• where...</li> <li>• how...</li> <li>• when...</li> <li>• why...</li> <li>• _____...</li> </ul>	

Expanded sentences: (Remember to include a comma after each introductory element.)

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## G5 M1 Lesson 13

### Handout 13A: Evidence Guide for *Thunder Rolling in the Mountains*

Focusing Question: What important beliefs and values guide Chief Joseph in his life?				
Value or Belief	Context  (What was happening in the novel when belief or value is expressed?)	Source (page #)	Evidence  (Quotation & Paraphrase: What words or actions show this value or belief?)	Elaboration  (Why is this belief or value important? How does it guide Chief Joseph?)

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## G5 M1 Lesson 13

### Handout 13B: Grammar Deep Dive #9: Expanding Sentences with Introductory Elements

Original Sentence:

I wonder:

- where...
- how...
- when...
- why...
- \_\_\_\_\_...

Expanded Sentence: (Remember to include a comma after each introductory element.)

Original Sentence:

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I wonder:

- where...
- how...
- when...
- why...
- \_\_\_\_\_...

Expanded Sentence: (Remember to include a comma after each introductory element.)

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## G5 M1 Lesson 15

Handout 15: “How Beaver Stole Fire from the Pines”

Following is transcribed from the original translation from the Nez Perce, as published in *The Journal of American Folk-Lore*, Vol. III, Houghton Mifflin & Co., 1890.

How Beaver Stole Fire from the Pines (Nez Perce)

[1]Once, before there were any people in the world, the different animals and trees lived and moved about and talked together just like human beings. The pine trees had the secret of fire and guarded it jealously, so that no matter how cold it was, they alone could warm themselves. At length an unusually cold winter came and all the animals were in danger of freezing to death. But all their attempts to discover the pines' secret were in vain, until Beaver at last hit upon a plan.

[2]At a certain place on Grande Ronde River in Idaho, the pines were about to hold a great council. They had built a large fire to warm themselves after bathing in the icy water, and sentinels were posted to prevent intruders from stealing their fire secret. But Beaver had hidden under the bank near the fire before the sentries had taken their places and when a live coal rolled down the bank, he seized it, hid it in his breast and ran away as fast as he could.

[3]The pines immediately raised a hue and cry and started after him. Whenever he was pressed, Beaver darted from side to side to dodge his pursuers, and when he had a good start, he kept a straight course. The Grande Ronde River preserves the direction Beaver took in his flight, and this is why it is tortuous in some parts of its course and straight in others.

[4]After running for a long time, the pines grew tired. So most of them halted in a body on the river banks, where they remain in great numbers to this day, forming a growth so dense that hunters can hardly get through. A few pines kept chasing Beaver, but they finally gave out one after another, and they remain scattered at intervals along the

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banks of the river in the places where they stopped.

[5]There was one cedar running in the forefront of the pines, and although he despaired of capturing Beaver, he said to the few trees who were still in the chase, “We can’t catch him, but I’ll go to the top of the hill yonder and see how far ahead he is.” So he ran to the top of the hill and saw Beaver just diving into Big Snake River where the Grande Ronde enters it. Further pursuit was out of the question. The cedar stood and watched Beaver dart across Big Snake River and give fire to some willows on the opposite bank, and re-cross farther on and give fire to the birches and so on to several other kinds of trees. Since then, all who have wanted fire have got it from these particular trees because they have fire in them and give it up readily when their wood is rubbed together in the ancient way.

[6]Cedar still stands alone on the tip of the hill where he stopped, near the junction of Grande Ronde and Big Snake rivers. He is very old, so old that his top is dead, but he still stands as a testament to the story’s truth. That the chase was a very long one is shown by the fact that there are no cedars within a hundred miles upstream from him. The old people point him out to the children as they pass by. “See,” they say, “here is old Cedar standing in the very spot where he stopped chasing Beaver.”



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## G5 M1 Lesson 16

### Handout 16A: Participation Guidelines for Socratic Seminar

#### Participation Guidelines for Socratic Seminar

1. Be prepared for seminar.
2. Take turns speaking.
3. Work together respectfully.
4. Listen carefully to others—stay relevant.
5. Listen actively by tracking the speaker.
6. Speak at least once.
7. Speak to each other, not to the teacher, by referring to each other by name and turning your full attention toward one another.
8. Ask questions—do not stay confused.
9. Agree or disagree with ideas, not people.
10. Use evidence from the text when possible.
11. Be willing to change your mind.
12. Advance what others have to say (even if you disagree).

You are all responsible for the quality of the seminar.

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## G5 M1 Lesson 16

### Handout 16B: Ways to Participate in a Socratic Seminar

Ways to Participate in Socratic Seminar

Cite text or help someone else cite text

Share an annotation

Give someone specific praise

Make a relevant comment

Volunteer to read

Add an example

Ask for a turn-and-talk

Ask for a citation from the text

Ask for clarification

Weave together a few ideas

Summarize what has happened

Make a connection to personal life

Make a connection to another text

Support another person's idea

Encourage someone to speak

Appreciate another viewpoint

Help a peer stay focused

Keep the group on track

Point out that we are repeating

Look up a word in a dictionary

Paraphrase or rephrase someone else

Offer to take notes for someone

Help deepen an idea

Help broaden an idea

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## G5 M1 Lesson 18

Handout 18A: New-Read Assessment #1, Part A



Complete the following Story Map for Chapter 12 of *Thunder Rolling in the Mountains*.

Title: <i>Thunder Rolling in the Mountains</i>	
Chapter(s): 12	
	
<p>Main character(s):</p> <p>The main characters in this chapter include...</p> <p>Character motivations:</p> <p>_____ wants...</p> <p>Other characters:</p> <p>Other important characters in this chapter include...</p>	<p>Setting</p> <p>The events in this chapter take place... (include where, when, and under what circumstances)</p>

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<p style="text-align: center;"></p> <p>Conflict in Chapter 12</p> <p>The main conflict in this chapter is between _____</p> <p>and _____</p> <p>over...</p>	<p style="text-align: center;">Event Timeline</p> <p>At the beginning of the chapter...</p> <p>Next, ...</p> <p>Then, ...</p> <p>After that, ...</p> <p>Finally, ...</p>	<p style="text-align: center;"></p> <p>The outcome (or resolution) of the chapter is that...</p>
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## G5 M1 Lesson 18

### Handout 18B: New-Read Assessment #1, Part B

Read the following questions and then write your answers in the space below each question. Be sure to provide evidence to support your responses. Go back and reread parts of *Thunder Rolling in the Mountains* as needed to help you answer these questions.

- 1)a) Briefly describe the setting and events at the beginning of Chapter 12. Where are the Nez Perce? What is happening?
- b) Describe the mood or feeling in the Nez Perce camp at the beginning of Chapter 12. Cite one line or piece of evidence that illustrates, or shows, this mood.
- c) How are the events and mood connected? In other words, what events (in Chapters 10 and 11) have caused this mood or feeling in the Nez Perce camp?
- 2) a) Describe the mood in the Nez Perce camp at the end of Chapter 12. Cite one line or piece of evidence that illustrates, or shows, the mood in camp at the end of Chapter 12.
- b) Compare and contrast the mood or feeling in the Nez Perce camp from the beginning to the end of Chapter 12. How has the mood in camp changed from the beginning to the end of the chapter?
- c) What events in Chapter 12 caused this change in the mood in the Nez Perce camp? How do these events compare to the events in Chapters 10 and 11?

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# G5 M1 Lesson 19

## Handout 22A: Vocabulary Deep Dive #8: Morpheme Matrix

re		Root:  vengier,  venge, ven  “to lay claim to, avenge, punish”	er	
a			ful	
			ance	

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## G5 M1 Lesson 22

### Handout 22B: Essay Revision Checklist (Grade 5, Module 1)

<p>Introducttion Paragraph</p> <p>- Captures readers' attention</p> <p>- Introduces topic and gives some background or context</p>	
Focus/thesis statement:	
(point 1)	(point 2)

<p>Proof Paragraph 1</p> <ul style="list-style-type: none"><li>•Topic sentence(s) states point 1 clearly.</li><li>•Context explains background information for the evidence.</li><li>•Evidence sentence(s) refers to specific details or quotations from the text.</li><li>•Elaboration sentence(s) explains how the evidence relates to point 1.</li><li>•Concluding sentence(s) connects back to point 1.</li></ul>	
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### Proof Paragraph 2

- Topic sentence(s) states point 2 clearly, and transitions from point 1. (Transition can also occur at the end of proof paragraph 1.)
  - Context explains background information for the evidence.
  - Evidence sentence(s) refers to specific details or quotations from the text.
  - Elaboration sentence(s) explains how the evidence relates to point 2.
  - Concluding sentence(s) connects back to point 2.

### Conclusion

- Revisits and paraphrases the focus
- Reflects on the focus and provides own thinking on the topic (“So what?”)



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### Throughout the Essay...

- ✓ Add detail and background information by expanding sentences using prepositional phrases and introductory elements.
- ✓ Create sentence variety by rearranging prepositional phrases and introductory elements.
- ✓ Organize ideas in a logical way.
- ✓ Cite page numbers when using quotations from the text.
- ✓ Use correct punctuation, capitalization, and spelling.

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## G5 M1 Lesson 22

### Handout 22C: Grammar Deep Dive #12: Rearranging Introductory Elements

Directions:

1. In the first column, complete the following sentence frames using information from the mood chart.
2. Move the introductory clause closer to its connection in the sentence and write the rearranged sentence in the middle column.
3. Decide which sentence (1 or 2) is clearer. Write the number in the reflection and explain your choice.

Sentence frame with introductory element	Rearranged Sentence	Reflection (Which sentence is clearer, and why?)
1. When _____, _____, the  mood was _____.	2.	
1. After _____, _____,  the mood turned to _____.	2.	

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<p>1. At _____ _____ , the mood was _____ _____ _____.</p>	<p>2.</p>	
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## G5 M1 Lesson 23

Handout 23: Chief Joseph's *Lincoln Hall Speech*, Part I

Chief Joseph – Lincoln Hall Speech

Washington, D.C., January 14, 1879

Citation: Speech at Lincoln Hall in Washington, D.C., 1879 by Young Joseph, Chief of the Nez Perces. Published in *North American Review*, Vol. 128, Issue 269, pp. 412–434. Courtesy of Cornell University's Making of America.

Part I

My friends, I have been asked to show you my heart. I am glad to have a chance to do so. I want the white people to understand my people. Some of you think an Indian is like a wild animal. This is a great mistake. I will tell you all about our people, and then you can judge whether an Indian is a man or not. I believe much trouble and blood would be saved if we opened our hearts more. I will tell you in my way how the Indian sees things. The white man has more words to tell you how they look to him, but it does not require many words to speak the truth. What I have to say will come from my heart, and I will speak with a straight tongue. Ah-cum-kin-i-ma-me-hut (the Great Spirit) is looking at me, and will hear me.

My name is In-mut-too-yah-lat-lat (Thunder traveling over the Mountains). I am chief of the Wal-lam-wat-kin band of Chute-pa-lu, or Nez Perces (nose-pierced Indians). I was born in eastern Oregon, thirty-eight winters ago. My father was chief before me. When a young man, he was called Joseph by Mr. Spaulding, a missionary. He died a few years ago. There was no stain on his hands of the blood of a white man. He left a good name on the earth. He advised me well for my people.

Our fathers gave us many laws, which they had learned from their fathers. These laws

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were good. They told us to treat all men as they treated us; that we should never be the first to break a bargain; that it was a disgrace to tell a lie; that we should speak only the truth; that it was a shame for one man to take from another his wife, or his property without paying for it. We were taught to believe that the Great Spirit sees and hears everything, and that he never forgets; that hereafter he will give every man a spirit-home according to his deserts: if he has been a good man, he will have a good home; if he has been a bad man, he will have a bad home. This I believe, and all my people believe the same.

We did not know there were other people besides the Indian until about one hundred winters ago, when some men with white faces came to our country. They brought many things with them to trade for furs and skins. They brought tobacco, which was new to us. They brought guns with flint stones on them, which frightened our women and children. Our people could not talk with these white-faced men, but they used signs which all people understand. These men were Frenchmen, and they called our people “Nez Perces,” because they wore rings in their noses for ornaments. Although very few of our people wear them now, we are still called by the same name. These French trappers said a great many things to our fathers, which have been planted in our hearts. Some were good for us, but some were bad. Our people were divided in opinion about these men. Some thought they taught more bad than good. An Indian respects a brave man, but he despises a coward. He loves a straight tongue, but he hates a forked tongue. The French trappers told us some truths and some lies.

The first white men of your people who came to our country were named Lewis and Clarke. They also brought many things that our people had never seen. They talked straight, and our people gave them a great feast, as a proof that their hearts were friendly. These men were very kind. They made presents to our chiefs and our people made presents to them. We had a great many horses, of which we gave them what they needed, and they gave us guns and tobacco in return. All the Nez Perces made friends with Lewis and Clarke, and agreed to let them pass through their country, and never to make war on white men. This promise the Nez Perces have never broken. No white man can accuse them of bad faith, and speak with a straight tongue. It has always been the pride of the Nez Perces that they were the friends of the white men. When my father was a young man there came to our country a white man (Rev. Mr. Spaulding) who talked spirit law. He won the affections of our people because he spoke good

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things to them. At first he did not say anything about white men wanting to settle on our lands. Nothing was said about that until about twenty winters ago, when a number of white people came into our country and built houses and made farms. At first our people made no complaint. They thought there was room enough for all to live in peace, and they were learning many things from the white men that seemed to be good. But we soon found that the white men were growing rich very fast, and were greedy to possess everything the Indian had. My father was the first to see through the schemes of the white men, and he warned his tribe to be careful about trading with them. He had suspicion of men who seemed so anxious to make money. I was a boy then, but I remember well my father's caution. He had sharper eyes than the rest of our people.

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## G5 M1 Lesson 24

### Handout 24: Chief Joseph's Lincoln Hall Speech, Part II

#### Chief Joseph – *Lincoln Hall Speech*

Washington, D.C., January 14, 1879

Citation: Speech at Lincoln Hall in Washington, D.C., 1879 by Young Joseph, Chief of the Nez Perces. Published in *North American Review*, Vol. 128, Issue 269, pp. 412–434. Courtesy of Cornell University's Making of America.

#### Part II

Next there came a white officer (Governor Stevens), who invited all the Nez Perces to a treaty council. After the council was opened he made known his heart. He said there were a great many white people in the country, and many more would come; that he wanted the land marked out so that the Indians and white men could be separated. If they were to live in peace it was necessary, he said, that the Indians should have a country set apart for them, and in that country they must stay. My father, who represented his band, refused to have anything to do with the council, because he wished to be a free man. He claimed that no man owned any part of the earth, and a man could not sell what he did not own. Mr. Spaulding took hold of my father's arm and said, "Come and sign the treaty." My father pushed him away, and said: "Why do you ask me to sign away my country? It is your business to talk to us about spirit matters, and not to talk to us about parting with our land." Governor Stevens urged my father to sign his treaty, but he refused. "I will not sign your paper," he said; "you go where you please, so do I; you are not a child, I am no child; I can think for myself. No man can think for me. I have no other home than this. I will not give it up to any man. My people would have no home. Take away your paper. I will not touch it with my hand."

My father left the council. Some of the chiefs of the other bands of the Nez Perces signed the treaty, and then Governor Stevens gave them presents of blankets. My father

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cautioned his people to take no presents, for “after a while,” he said, “they will claim that you have accepted pay for your country.” Since that time four bands of the Nez Perces have received annuities from the United States. My father was invited to many councils, and they tried hard to make him sign the treaty, but he was firm as the rock, and would not sign away his home. His -path. They reported many things that were false. The United States Government again asked for a treaty council. refusal caused a difference among the Nez Perces.

Eight years later (1863) was the next treaty council. A chief called Lawyer, because he was a great talker, took the lead in this council, and sold nearly all the Nez Perces country. My father was not there. He said to me: “When you go into council with the white man, always remember your country. Do not give it away. The white man will cheat you out of your home. I have taken no pay from the United States. I have never sold our land.” In this treaty Lawyer acted without authority from our band. He had no right to sell the Wallowa (winding water) country. That had always belonged to my father’s own people, and the other bands had never disputed our right to it. No other Indians ever claimed Wallowa. In order to have all people understand how much land we owned, my father planted poles around it and said: “Inside is the home of my people—the white man may take the land outside. Inside this boundary all our people were born. It circles around the graves of our fathers, and we will never give up these graves to any man.” The United States claimed they had bought all the Nez Perces country outside of Lapwai Reservation, from Lawyer and other chiefs, but we continued to live on this land in peace until eight years ago, when white men began to come inside the bounds my father had set. We warned them against this great wrong, but they would not leave our land, and some bad blood was raised. The white men represented that we were going upon the war.

My father had become blind and feeble. He could no longer speak for his people. It was then that I took my father’s place as chief. In this council I made my first speech to white men. I said to the agent who held the council: “I did not want to come to this council, but I came hoping that we could save blood. The white man has no right to come here and take our country. We have never accepted any presents from the Government. Neither Lawyer nor any other chief had authority to sell this land. It has always belonged to my people. It came unclouded to them from our fathers, and we will defend this land as long as a drop of Indian blood warms the hearts of our men.”



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The agent said he had orders, from the Great White Chief at Washington, for us to go upon the Lapwai Reservation, and that if we obeyed he would help us in many ways. “You must move to the agency,” he said. I answered him: “I will not. I do not need your help; we have plenty, and we are contented and happy if the white man will let us alone. The reservation is too small for so many people with all their stock. You can keep your presents; we can go to your towns and pay for all we need; we have plenty of horses and cattle to sell, and we won’t have any help from you; we are free now; we can go where we please. Our fathers were born here. Here they lived, here they died, here are their graves. We will never leave them.” The agent went away, and we had peace for a little while.

Soon after this my father sent for me. I saw he was dying. I took his hand in mine. He said: “My son, my body is returning to my mother earth, and my spirit is going very soon to see the Great Spirit Chief. When I am gone, think of your country. You are the chief of these people. They look to you to guide them. Always remember that your father never sold his country. You must stop your ears whenever you are asked to sign a treaty selling your home. A few years more, and white men will be all around you. They have their eyes on this land. My son, never forget my dying words. This country holds your father’s body. Never sell the bones of your father and your mother.” I pressed my father’s hand and told him I would protect his grave with my life. My father smiled and passed away to the spirit-land. I buried him in that beautiful valley of winding waters. I love that land more than all the rest of the world. A man who would not love his father’s grave is worse than a wild animal.

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## G5 M1 Lesson 25

Handout 25A: New-Read Assessment #2, Excerpt from Chief Joseph's Lincoln Hall Speech

Read the following excerpt from Chief Joseph's Lincoln Hall Speech in Washington, D.C., 1879. As you read, annotate your questions, observations, and connections. Afterwards, complete Part A and Part B on Handouts 25B and 25C.

Excerpt from Part III of Chief Joseph's Lincoln Hall Speech in Washington, D.C., 1879

At last I was granted permission to come to Washington and bring my friend Yellow Bull and our interpreter with me. I am glad I came. I have shaken hands with a good many friends, but there are some things I want to know which no one seems able to explain.

I cannot understand how the government sends a man out to fight us, as it did General Miles, and then breaks his word. Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief; the Next Great Chief; the Commissioner Chief; the Law Chief; and many other law chiefs and they all say they are my friends, and that I shall have justice. But while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done.

Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words do not give me back my children. Good words will not make good the promise of your war chief, General Miles. Good words will not give my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk.

---

*The President of the United States, President Rutherford B. Hayes.*

*The Secretary of the Interior.*

*Members of Congress.*

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## G5 M1 Lesson 25

Handout 25B: New-Read Assessment #2, Part A: Boxes and Bullets

After reading the excerpt from Part III of Chief Joseph's *Lincoln Hall Speech*, complete Boxes and Bullets for this part of the speech:

- a) Identify and write down at least two main ideas, or main points that Chief Joseph is making, in this part of the speech.
  
- b) For each main idea or main point, write down two or more key details/reasons that Chief Joseph uses to support it. (You can add key details/reasons if needed.)

In the right-hand column, explain how the key details/reasons support each of the main ideas or main points.

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Main Idea/Point #1:	Explanation
<ul style="list-style-type: none"> <li>• Key detail/reason:</li>   <li>• Key detail/reason:</li> </ul>	<p>How do the key details/reasons support the main ideas or points?</p> <p>These details/reasons help me understand...</p>
Main Idea/Point #2:	
<ul style="list-style-type: none"> <li>• Key detail/reason:</li>   <li>• Key detail/reason:</li> </ul>	<p>These details help me understand...</p>

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## G5 M1 Lesson 25

### Handout 25C: New-Read Assessment #2, Part B—Short Response Questions

Read the following questions and then write your answers, in complete sentences, in the space below each question. Be sure to provide evidence from the speech to support your responses. Go back and reread the speech excerpt as needed to help you answer these questions.



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## G5 M1 Lesson 25

Handout 25D: Chief Joseph's Lincoln Hall Speech, Part III

Chief Joseph – *Lincoln Hall Speech*

Washington, D.C., January 14, 1879

Citation: Speech at Lincoln Hall in Washington, D.C., 1879 by Young Joseph, Chief of the Nez Perces. Published in *North American Review*, Vol. 128, Issue 269, pp. 412–434. Courtesy of Cornell University's Making of America.

Part III

At last I was granted permission to come to Washington and bring my friend Yellow Bull and our interpreter with me. I am glad we came. I have shaken hands with a great many friends, but there are some things I want to know which no one seems able to explain.

I cannot understand how the government sends a man out to fight us, as it did General Miles, and then breaks his word. Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief; the Next Great Chief; the Commissioner Chief; the Law Chief; and many other law chiefs and they all say they are my friends, and that I shall have justice. But while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done.

Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words do not give me back my children. Good words will not make good the promise of your war chief, General Miles. Good words will not give my people a home where they can live in

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peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk.

Too many misrepresentations have been made, too many misunderstandings have come up between the white men and the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them all the same law. Give them an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all peoples should have equal rights upon it.

You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small plot of earth and compel him to stay there, he will not be contented, nor will he grow and prosper. I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me.

I only ask of the government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in some country where my people will not die so fast. I would like to go to Bitter Root Valley. There my people would be healthy; where they are now they are dying. Three have died since I left my camp to come to Washington.

When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white man as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks the law, punish him also.



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Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law or submit to the penalty.

Whenever the white man treats the Indian as they treat each other, then we will have no more wars. We shall all be alike—brothers of one father and one mother, with one sky above us and one country around us, and one government for all. Then the Great Spirit Chief who rules above will smile upon this land, and send rain to wash out the bloody spots made by brothers' hands from the face of the earth. For this time the Indian race is waiting and praying. I hope that no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people.

In-mut-too-yah-lat-lat has spoken for his people.

---

*The President of the United States, President Rutherford B. Hayes.*

*The Secretary of the Interior.*

*Members of Congress.*

*Chief Joseph's Nez Perce name, meaning "Thunder Traveling over the Mountains."*

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## G5 M1 Lesson 25

Handout 25E: Student-Generated Definitions for Part III of Chief Joseph's *Lincoln Hall Speech*

- 1) Directions: Use the following word-solving strategies to define your assigned word(s). Check with your group members: Does anyone already know, or think they know, what the word or line means? Discuss.
- 2) Examine the words and sentences around the word or line. Is there any evidence (such as context or a footnote) around the word or line that might help you understand what it means?
- 3) Examine the different parts of the word or phrase (such as bases, roots, prefixes, or suffixes). Can word parts help you determine the meaning of the word?
- 4) Predict the meaning of the word or line.
- 5) Use a dictionary (such as [www.wordsmyth.net](http://www.wordsmyth.net)) to define the word. Write the definition in your own words and compare it to your prediction. (If you are working with a line or figure of speech from the text, consult with another group or your teacher to check your prediction.)
- 6) Check back in the text to confirm that the definition makes sense in context.
- 7) Be sure to record your word as well as the other groups' words in your personal dictionary.

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# G5 M1 Lesson 25

## Handout 25E: Vocabulary Deep Dive #12: Morpheme Matrix

re		justice	er s	
de		Root:	ed	
		iustus	ing	
		“upright, equitable”	tion	
		iu	or	
		s	ance	
in	de	“right, legal right law”	ive	able
im			ize	
mis				
in		from lex “law”	y	es
				ed
				ing
			al	ly

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## G5 M1 Lesson 27

### Handout 27A: End-of-Module Essay Outline

Focusing Question: What important beliefs and values of the Nez Perce are reflected in Chief Joseph's Lincoln Hall Speech, and how does Chief Joseph feel about these values?

#### Introduction Paragraph

Introduction questions to think about:

- How will you capture your readers' attention and introduce your topic?
- What background or context will you provide for your topic?

Focus/thesis statement: (Respond to the focusing question; state your two points, or the two Nez Perce beliefs/values you have chosen to write about.)

(point 1)

(point 2)

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Proof Paragraph 1

Nez Perce Belief/Value (Point 1): \_\_\_\_\_

Evidence (include context/source): (Where is this belief/value reflected in the speech?)

Elaboration: (How is this Nez Perce value/belief reflected in the speech? How does Chief Joseph feel about this value/belief?)

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### Proof Paragraph 2

Nez Perce Belief/Value (Point 1): \_\_\_\_\_

Evidence (include context, source): (Where is this belief/value reflected in the speech?)

Elaboration: (How is this Nez Perce value/belief reflected in the speech? How does Chief Joseph feel about this value/belief?)

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## Conclusion

### Conclusion Paragraph

Conclusion questions to think about:

How will wrap up your essay and rewrite/rephrase your focus/thesis? (“What?”)

How will you reflect on your topic and add some of your own thinking? (“So what?”)

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## G5 M1 Lesson 27

### Handout 27B: Grammar Deep Dive #13: Expanding Sentences with Prepositional Phrases and Introductory Elements

#### Directions:

1. Read your paragraph aloud to your partner. Your partner is listening for anytime he or she is confused and would like more information.
2. Pause when your partner gives you the time-out signal. Your partner will use this signal when he or she thinks you should insert more information.
3. Place a star where your partner paused you. You will return to this section when you revise your paragraph.
4. Switch roles with your partner and repeat the above steps.
5. Return to your stars and use your knowledge of prepositional phrases and introductory elements to expand your writing.
6. Enter three examples of your sentence expansion below.



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Original sentence	Expansion (prepositional phrase or introductory element you plan to add)	Expanded sentence

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## G5 M1 Lesson 28

### Handout 28A: Participation Guidelines for Socratic Seminar

#### Participation Guidelines for Socratic Seminar

1. Be prepared for seminar.
2. Take turns speaking.
3. Work together respectfully.
4. Listen carefully to others—stay relevant.
5. Listen actively by tracking the speaker.
6. Speak at least once.
7. Speak to each other, not to the teacher, by referring to each other by name and turning your full attention toward one another.
8. Ask questions—do not stay confused.
9. Agree or disagree with ideas, not people.
10. Use evidence from the text when possible.
11. Be willing to change your mind.
12. Advance what others have to say (even if you disagree).
13. You are all responsible for the quality of the seminar.

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## G5 M1 Lesson 28

### Handout 28B: Ways to Participate in a Socratic Seminar

Ways to Participate in Socratic Seminar

Cite text or help someone else cite text

Share an annotation

Give someone specific praise

Make a relevant comment

Volunteer to read

Add an example

Ask for a turn-and-talk

Ask for a citation from the text

Ask for clarification

Weave together a few ideas

Summarize what has happened

Make a connection to personal life

Make a connection to another text

Support another person's idea

Encourage someone to speak

Appreciate another viewpoint

Help a peer stay focused

Keep the group on track

Point out that we are repeating

Look up a word in a dictionary

Paraphrase or rephrase someone else

Offer to take notes for someone

Help deepen an idea

Help broaden an idea

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## G5 M1 Lesson 28

### Handout 28C: Sentence Frames for Socratic Seminar

#### Sentence Frames

#### Statements and Questions

- I wonder why...
- What if we looked at this in a different way, such as...
- What in the text makes you say that?
- How does that support our idea about...
- In my mind I see...
- Based on, I infer that...
- Do you agree or disagree with...
- I am still confused by...
- Based on, I predict that...

#### For Clarification or Paraphrasing

- \_\_\_\_\_, could you please rephrase that?
- Can you say more about that?
- I have a question about that...
- Could someone please paraphrase that?
- In other words, are you saying ?

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**For Building Ideas**

- I agree with and I'd like to add...
- I really like that idea because...
- That idea is important because...
- If we change that a little, we can see...
- Another example of is...
- This reminds me of...
- Now I am wondering...
- This relates back to our essential question because...

**For Different Viewpoint**

- That's a great point, but I think...
- I agree with the part about, but I think...
- On the other hand, what about...
- The evidence seems to suggest something different, such as...
- I politely disagree with because...

**Partners**

- We decided that...
- During the turn-and-talk, \_\_\_\_\_ pointed out to me that...
- After our think-pair-share, I believe I have a new idea...
- We concluded that...

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## **Problem-Solving**

- I think the way to continue is...
- We should identify...
- I think we should do this step-by-step starting with...
- Another way to look at this is...
- I feel like we are missing something because...
- Maybe we can reframe this by...
- Which thinking map could we use to help us?

## **Summarizing**

- I'd like to go back to what \_\_\_\_\_ was saying and...
- So, the big idea is...
- So, what can we conclude from this?
- After our analysis, it appears that...
- Several things contributed to this conclusion, the most important was...

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## G5 M1 Lesson 28

### Handout 28D: Socratic Seminar: Self-Assessment (4–5)

A = I always did that.

S = I sometimes did that.

N = I'll do that next time.

Expectation	Evaluation (A, S, N)	Evidence: Why did you choose that rating?
I came to the seminar prepared and used my work as I participated in the seminar.		
I followed our class's rules and expectations for the seminar, including any specific role I was assigned.		
I asked and answered questions that made our discussion clearer and linked others' ideas together.		
I explained my own ideas using the connections I made from listening to others.		

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## G5 M1 Lesson 29

### Handout 29A: End-of-Module Assessment Task

#### End-of-Module Assessment Task

**Purpose:** Throughout the module, you've been asked to think about how the beliefs and values of a culture, like the Nez Perce, guide the actions of its people. In this task, you will apply this thinking to Chief Joseph's Lincoln Hall Speech as you consider how the beliefs and values of the Nez Perce are reflected in Chief Joseph's words. You will explain your thinking in an informational/explanatory essay, which is an important form of writing you will practice this year, and throughout middle school, high school, and college.

**Your task:** For an audience who has read and studied these texts the way you have, write an essay in which you explain how Chief Joseph's *Lincoln Hall Speech* reflects important beliefs and values of the Nez Perce people, and how Chief Joseph feels about these beliefs and values. Develop your essay with evidence from different parts of Chief Joseph's speech.

In your essay, be sure to include:

- An introduction paragraph that captures readers' attention, provides background or context for the topic, and includes a focus/thesis statement with at least two points.
- At least two body or "proof" paragraphs, each focusing on a different Nez Perce belief or value, supported with context, evidence, and elaboration sentences.
- A conclusion paragraph that wraps up the essay, and revisits, paraphrases, and reflects on the focus/thesis statement.

Remember to:

- Address all parts of the focusing question.
- Cite evidence (including page numbers) from the text to support your ideas.
- Organize your ideas in a logical way.
- Connect ideas using transition words and phrases.
- Add detail and background by expanding sentences using prepositional phrases and introductory elements.
- Create sentence variety by rearranging prepositional phrases and introductory elements.
- Use correct punctuation, capitalization, and spelling.



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## G5 M1 Lesson 29

### Handout 29B: Essay Revision Checklist (Grade 5, Module 1)

<p>Introduction Paragraph</p> <ul style="list-style-type: none"> <li>•Captures readers' attention</li> <li>•Introduces topic and gives some background or context</li> </ul>	
Focus/thesis statement:	
(point 1)	(point 2)

<p>Proof Paragraph 1</p> <ul style="list-style-type: none"> <li>•Topic sentence(s) states point 1 clearly.</li> <li>•Context explains background information for the evidence.</li> <li>•Evidence sentence(s) refers to specific details or quotations from the text.</li> <li>•Elaboration sentence(s) explains how the evidence relates to point 1.</li> <li>•Concluding sentence(s) connects back to point 1.</li> </ul>	
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### Proof Paragraph 2

- Topic sentence(s) states point 2 clearly, and transitions from point 1. (Transition can also occur at the end of proof paragraph 1.)
- Context explains background information for the evidence.
- Evidence sentence(s) refers to specific details or quotations from the text.
- Elaboration sentence(s) explains how the evidence relates to point 2.
- Concluding sentence(s) connects back to point 2.

### Conclusion Paragraph

- Re-visits and paraphrases the focus
- Reflects on the focus and provides own thinking on the topic (“So what?”)

Incorporate at least five new words you learned in this module into the essay. Use the words properly and effectively to communicate ideas precisely.

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### **Throughout the Essay...**

- ✓ Add detail and background information by expanding sentences using prepositional phrases and introductory elements.
- ✓ Create sentence variety by rearranging prepositional phrases and introductory elements.
- ✓ Cite page numbers when using quotations from the text.
- ✓ Organize ideas in a logical way.
- ✓ Use correct punctuation, capitalization, and spelling.

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## G5 M1 Lesson 29

Handout 29C: Grammar Deep Dive #14: EOM Revising: Expanding Sentences with Prepositional Phrases and Introductory Elements

Directions:

1. Whisper read your paragraph aloud to yourself.
2. Place stars next to short, simple sentences and sentences where you stumble over the words as you read (this may be a sign that the sentence needs more revision). Your goal is to find at least five places where you could provide additional detail.
3. Return to your stars and use the “I wonder” column to brainstorm details you could add.
4. Review your details and use the “BEFORE Revision Reflection” column to determine whether or not to add the new detail.
5. Revise your sentences within your essay.
6. Complete the “AFTER Revision Reflection” column.

Star #	“I wonder” brainstorming  (where, how, when, why, what kind, which one)	BEFORE Revision Reflection	AFTER Revision Reflection

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1		<ul style="list-style-type: none"> <li>• Does this phrase add new information to sentence?</li> <li>• Is the information something the reader needs to know?</li> </ul> <p>If you can check both of these boxes, go ahead and revise the sentence within your essay.</p>	<ul style="list-style-type: none"> <li>• Sentence revised within essay.</li> <li>• Expansion punctuated correctly (if used as introductory element).</li> <li>• Reread essay to check for clarity.</li> </ul>
2		<ul style="list-style-type: none"> <li>• Does this phrase add new information to sentence?</li> <li>• Is the information something the reader needs to know?</li> </ul> <p>If you can check both of these boxes, go ahead and revise the sentence within your essay.</p>	<ul style="list-style-type: none"> <li>• Sentence revised within essay.</li> <li>• Expansion punctuated correctly (if used as introductory element).</li> <li>• Reread essay to check for clarity.</li> </ul>

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3		<ul style="list-style-type: none"> <li>• Does this phrase add new information to sentence?</li> <li>• Is the information something the reader needs to know?</li> </ul> <p>If you can check both of these boxes, go ahead and revise the sentence within your essay.</p>	<ul style="list-style-type: none"> <li>• Sentence revised within essay.</li> <li>• Expansion punctuated correctly (if used as introductory element).</li> <li>• Reread essay to check for clarity.</li> </ul>
4		<ul style="list-style-type: none"> <li>• Does this phrase add new information to sentence?</li> <li>• Is the information something the reader needs to know?</li> </ul> <p>If you can check both of these boxes, go ahead and revise the sentence within your essay.</p>	<ul style="list-style-type: none"> <li>• Sentence revised within essay.</li> <li>• Expansion punctuated correctly (if used as introductory element).</li> <li>• Reread essay to check for clarity.</li> </ul>

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5		<ul style="list-style-type: none"> <li>• Does this phrase add new information to sentence?</li> <li>• Is the information something the reader needs to know?</li> </ul> <p>If you can check both of these boxes, go ahead and revise the sentence within your essay.</p>	<ul style="list-style-type: none"> <li>• Sentence revised within essay.</li> <li>• Expansion punctuated correctly (if used as introductory element).</li> <li>• Reread essay to check for clarity.</li> </ul>
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## G5 M1 Lesson 30

### Handout 29D: Grammar Deep Dive #15: EOM Revising: Rearranging Prepositional Phrases and Introductory Elements Within Sentences

1. Read the beginning of each of your sentences.
2. Star any sentences that begin with the word “Joseph” or “he.”
3. Put a plus next to any sentences that begin with an introductory element.

If you starred the sentence, choose three sentences to revise using the following steps:

- Find information in the sentence that is background information for the reader. (If you do not find background information, expand the sentence, and then continue with these steps.)
- Underline this information.
- Move this information to the front of the sentence to make it an introductory element.
- Add the rearranged sentence to your essay.
- Remember to insert a comma after the introductory element.

If you put a plus by the sentence, choose three sentences to revise using the following steps:

- Underline the introductory element.
- Determine what question this element answers and its connection (or what it provides more information about) in the sentence.
- Move the element closer to its connection.
- Try a few different spots to find the one that makes the sentence clearest.
- Add the rearranged sentence to your essay.



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4. Reread your essay.

5. How did rearranging six sentences change your writing?