

Module Summary

“Hear me, my chiefs! I am tired. My heart is sick and sad.
From where the sun now stands, I will fight no more forever.”

—Chief Joseph, surrender at Bear Paw, 1877

What does it mean to belong to a culture? How do a culture’s beliefs and values guide the actions of its people, both as individuals and collectively? What happens when cultures with very different beliefs and values come into conflict?

Students are coming of age in a world comprising increasingly diverse and conflicting cultures. They will repeatedly return to these questions as they navigate their own place among others in our complex cultural landscape. This module gives fifth-grade students the opportunity to ask these universal questions in the context of one of America’s most heartbreaking and tumultuous eras as they explore the devastating impact of U.S. territorial growth through the eyes of one American Indian tribe, the Nez Perce.

The module begins with a close study of informational texts designed to build foundational knowledge about U.S. westward expansion: the impact it had on the vibrant, well-ordered American Indian societies that existed in the western United States for millennia before European Americans arrived and the idea that many Americans considered westward expansion their “manifest destiny.” Students begin their study of one culture, the Nez Perce, at its heart: with the traditional stories—including an animated oral retelling—that root the Nez Perce people firmly in their homeland and trace their origin to the “heart of the monster.” Research into different aspects of traditional Nez Perce culture deepens students’ understanding of the profound significance of the Nez Perce’s homeland and environment—and how it shaped and sustained traditional culture and ways of life. It is with this understanding that students can begin to fathom the profound losses that native cultures, like the Nez Perce, suffered at the hands of the U.S. government.

The historical novel *Thunder Rolling in the Mountains* by Newbery medalist Scott O’Dell and Elizabeth Hall spotlights the conflict between the U.S. government and the Wallowa band of the Nez Perce after the tribe resisted forced removal from their ancestral lands. The tribe’s fate is recounted through the poignant voice of Sound of Running Feet, daughter of Nez Perce leader Chief Joseph. This perspective illuminates facets of everyday Nez Perce culture and allows readers to witness this pivotal historical moment through the eyes of a young character whose life is significantly different from their own. 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. Thorough research—including eyewitness accounts, recollections from Nez Perce survivors, and the authors’ own travels of the trail—lends authenticity to this tragic, moving story.

Anchoring the module is Chief Joseph’s iconic “Lincoln Hall Speech” to members of Congress in 1879, in which he makes his case for his people to return to their homeland in the Wallowa Valley. In eloquent, straightforward language enhanced by repetition and metaphor, Chief Joseph constructs his plea for justice and equality for the Nez Perce people. His feelings of loss, confusion, and anger over the deliberate destruction of his people and their ways of life are palpable in his words. Chief

Joseph's speech leaves a deep and lasting impression, reminding audiences of the immeasurable losses American Indian cultures suffered in the name of European American expansion.

Throughout the module—as students build knowledge of American westward expansion, learn about Nez Perce culture, and study the conflict between the Nez Perce and the U.S. government—they return over and over to the module's Essential Question, “*How do cultural beliefs and values guide people?*” For their End-of-Module (EOM) Task, students apply this question to Chief Joseph's “Lincoln Hall Speech” to write an informative essay explaining how Chief Joseph conveys core Nez Perce beliefs and values in his “Lincoln Hall Speech.”

Module at a Glance

ESSENTIAL QUESTION

How do cultural beliefs and values guide people?

SUGGESTED STUDENT UNDERSTANDING

- Cultures define themselves in many ways, including 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 beliefs and values by observing their words and actions.

Texts

CORE TEXTS

Novel (Literary)

- *Thunder Rolling in the Mountains*, Scott O'Dell and Elizabeth Hall

Speech

- “Lincoln Hall Speech,” Washington D.C., January 14, 1879, Chief Joseph, Nez Perce (Handout 29A)

SUPPLEMENTARY TEXTS

Film Clip

- *A Landscape of History* (<http://witeng.link/0675>)

Historical Accounts (Informational)

- “The Lewis & Clark Expedition,” National Archives (Handout 1A)
- Map of the United States Expansion (<http://witeng.link/0681>)
- Map of American Indian Tribes (<http://witeng.link/0682>)
- “Lewis & Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living,” The Newberry Library (Handout 2A)
- “Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country,” The Newberry Library (Handout 3B)
- “Nimiipuu Homeland–Nez Perce Country,” Nez Perce National Historic Park Museum Collections (Handout 5A)
- “Legend Times,” Nez Perce National Historic Park Museum Collections (Handout 5A)
- “Food and Drink,” U.S. Department of Agriculture Nez Perce National Historic Trail (Handout 6A)
- “Clothing,” U.S. Department of Agriculture Nez Perce National Historic Trail (Handout 6B)
- “Shelter–The Tipi,” U.S. Department of Agriculture Nez Perce National Historic Trail (Handout 6C)
- “Getting Around,” U.S. Department of the Interior, National Park Service, Nez Perce Museum Collections (Handout 6D)
- “Transport and Trade,” U.S. Department of the Interior, National Park Service, Nez Perce Museum Collections (Handout 6F)
- “Spirituality,” U.S. Department of the Interior, National Park Service, Nez Perce Museum Collections (Handout 6E)
- “Children’s Play,” U.S. Department of Agriculture, Nez Perce National Historic Trail (Handout 7A)

Paintings

- *Chief Joseph, Nez Perce Chief, Head-and-Shoulders Portrait, Facing Front*, E.A. Burbank (<http://witeng.link/0676>)
- *The White Cloud, Head Chief of the Iowas*, George Catlin (<http://witeng.link/0677>)
- *Portrait of George Washington*, Gilbert Stuart (<http://witeng.link/0678>)

Photographs

- “Chief Joseph and his Family ca. 1880,” F.M. Sargent (<http://witeng.link/0679>)
- Image of family eating meal (<http://witeng.link/0683>)

- Image of 4th of July (<http://witeng.link/0685>)
- Image of FIFA (<http://witeng.link/0684>)

Stories

- “Coyote and the Monster Story” Parts 1, 2, and 3, J. R. Spencer (<http://witeng.link/0686>)
- “How Beaver Stole Fire from the Pines” (Assessment 10A)

Module Learning Goals

Knowledge Goals

- Explain how U.S. westward expansion impacted American Indian cultures in the West.
- Identify the values and beliefs that are important to a group of people, specifically those of the Nez Perce, U.S. government, and early white settlers.
- Explain how values and beliefs of a culture, particularly those of the Nez Perce, U.S. government, and early white settlers, motivate and influence actions, and how those actions can lead to conflict.
- Explain how values and beliefs can differ within a culture and cause tension among that culture’s peoples.

Reading Goals

- Determine the main or central ideas of informational texts, and explain how key details support them (RI.5.2).
- Summarize informational text, paraphrasing main ideas in a shortened version (RI.5.2).
- Summarize stories and chapters of novels, describing characters, setting, conflict, key events, and outcome or resolution (RL.5.2).
- Analyze and explain the relationship and interactions between different groups and concepts, explaining the impact of one group or concept upon the other (RI.5.1, RI.5.3).
- Analyze characters’ thoughts, words, and actions to infer their individual and cultural beliefs and values, supporting inferences with text evidence (RL.5.1).
- Compare and contrast characters in stories, drawing on specific details in the text to support analysis (RL.5.1, RL.5.3).
- Compare and contrast Nez Perce myths with regard to the roles they play in traditional Nez Perce culture (RL.5.2, RL.5.3, RL.5.9).
- Analyze how Chief Joseph’s “Lincoln Hall Speech” conveys cultural beliefs and values of the Nez Perce (RI.5.1, RI.5.2, RI.5.3).

Writing Goals

- Create a written summary that conveys main ideas and key details of an informational text (RI.5.2, W.5.2).
- Cite, paraphrase, and elaborate on evidence from literary and informational texts, providing source information and necessary context, in preparation for written analysis (RL.5.1, RI.5.1, W.5.2, W.5.8).
- Craft topic statements for informative/explanatory paragraphs, including comparison or contrast paragraphs, that state an essential idea about a topic and include one or two key points (W.5.2.a).
- Craft thesis statements for informative/explanatory essays, including comparison and contrast essays, that state an essential idea about a topic and include two key points (W.5.2.a).
- Create focused, well-organized informative/explanatory and comparison and contrast paragraphs and essays, developing the topic with evidence and elaboration and with task, purpose, and audience in mind (W.5.2).

Speaking and Listening Goals

- Speak collaboratively in large and small groups by listening to, sharing, and responding to ideas in order to achieve greater understanding of a text or question (SL.5.1.b, SL.5.6).
- Listen attentively to notice a speaker's word choice in order to support focus and understanding of what a speaker is saying (SL.5.1.b).

Language Goals

- Determine or clarify the meaning of unknown words and phrases in texts using a variety of strategies, including interpreting figurative language in context (L.5.4.a, L.5.4.b, L.5.4.c, L.5.5, L.5.5.a).
- Expand and combine sentences using prepositional phrases, subordinating conjunctions, and coordinating conjunctions to enhance meaning, interest, and style (L.5.1.a, L.5.3.a).
- Connect ideas within sentences and paragraphs and between paragraphs (W.5.2.c, L.5.6).
- Communicate clearly by punctuating and capitalizing titles correctly in sentences (L.5.2.d).

Module in Context

Knowledge: In their first module of Grade 5, students develop an understanding of what it means to belong to a culture. They learn how cultural beliefs and values guide people’s actions, as individuals and as groups, and what can happen when cultures with very different beliefs and values come into conflict. Module 1 focuses this exploration on a pivotal period in United States history: how the U.S. government’s westward expansion disrupted the rich cultural heritage and ways of life that American Indians, including the Nez Perce, had established over generations. Students’ work with primary source evidence and a historical novel deepens their understanding of how clashing cultural values can lead to widespread conflict with tragic outcomes, such as the unjust displacement of innocent people that continues today on a global scale. Students’ work in this module also serves as a catalyst for deepening their understanding of themselves, as individuals and as members of diverse cultures, as they navigate their own place in our complex cultural landscape.

Reading: Students build important foundational reading skills and habits of mind of strong readers as they work with a wide range of texts, including informational articles, traditional Nez Perce stories, a historical novel, and a primary source speech. Module 1 introduces routines of asking and answering questions and “noticing” and “wondering” about texts during first reads. Students learn strategies for determining main ideas and key details of informational texts as well as key story elements in fiction, applying these skills to summarize and monitor their comprehension. Students undertake a close study of historical characters to understand how their words and actions reveal beliefs and values. Finally, students close-read and analyze language, tone, and meaning in Chief Joseph’s “Lincoln Hall Speech,” using text evidence to explain how Chief Joseph expresses cultural beliefs and values of the Nez Perce. Using texts from the module, students have frequent opportunities to practice their skill in fluent readings, both in class and for homework.

Writing: Students learn the basics of strong, focused expository paragraphs, including informational text summaries, informative/explanatory paragraphs, and comparison and contrast paragraphs. Students learn how to craft strong topic statements, support them with relevant text evidence, and elaborate on their ideas. Module 1 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 informative/explanatory and opinion/argument essays throughout the year. Students employ this structure to write two essays—a comparison and contrast essay about the central characters of *Thunder Rolling in the Mountains* and an informative/explanatory essay about Chief Joseph’s “Lincoln Hall Speech” for their culminating EOM Task—in which they demonstrate understanding of essential ideas and skills they have developed over the course of the module. Prior to drafting each formal writing task, students gather, record, and synthesize evidence; confer with peers in collaborative discussions to develop their ideas; and plan and orally rehearse their writing.

Speaking and Listening: Students build their speaking and listening skills in small- and large-group academic discussions, including two Socratic Seminars, focusing on speaking collaboratively with their peers to reach greater understanding of texts and ideas. Before each Socratic Seminar, students set individual speaking goals; afterward, they have an opportunity to reflect on their growth as both a speaker and a listener. Students develop their listening skills during Read Alouds of key texts as they focus on listening to notice word choice to help them pay attention, observe details, and improve reading comprehension.

Standards

FOCUS STANDARDS

Reading Literature	
RL.5.3	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).
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.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	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	
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Speaking and Listening	
SL.5.1.b	Follow agreed-upon rules for discussions and carry out assigned roles.
Language	
L.5.1.a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.2.d	Use underlining, quotation marks, or italics to indicate titles of works.
L.5.3.a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.5a	Interpret figurative language, including similes and metaphors, in context.

CONTINUING STANDARDS

Reading Literature	
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
Reading Informational Text	
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
Language	
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

Major Assessments

Focusing Question Task	Elements That Support Success on the EOM Task	Standards
1. Write a paragraph summary of the informational text, “A New Nation Comes to the Indian Country,” that includes the main ideas and key details from the article.	<ul style="list-style-type: none"> ▪ Determine main ideas in a text. ▪ Find evidence in a text, through key details, that support a main idea. ▪ Develop core background knowledge about the impact of U.S. westward expansion on a culture, the Nez Perce. 	RI.5.1, RI.5.2, RI.5.3; W.5.2, W.5.4
2. Write an informative/explanatory paragraph that explains how the Nez Perce homeland sustained one aspect of the tribe’s lifestyle and culture.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the significance of the Nez Perce homeland to its people, and how it shaped and sustained traditional culture. ▪ Craft a topic statement with one to two points. ▪ Develop an organized body paragraph with a topic statement, evidence, context, elaboration, and a concluding statement. 	RI.5.1, RI.5.3; W.5.2, W.5.4, W.5.9.b; L.5.6

<p>3. Contribute ideas in a Socratic Seminar to analyze the roles that traditional stories play in Nez Perce culture, drawing comparisons between the stories “Coyote and the Monster” and “How Beaver Stole Fire from the Pines” to support responses. Following the seminar, reflect on learning by writing one or two paragraphs to explain how the two stories serve similar roles in Nez Perce culture.</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how a culture’s beliefs and values are conveyed through different mediums. ▪ Synthesize understanding of central ideas and themes of texts. ▪ Compare ideas across texts, drawing on text evidence and elaborating on ideas. ▪ Communicate clearly in by punctuating and capitalizing titles correctly. 	<p>RL.5.1, RL.5.9; W.5.2, W.5.9.a; SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.6</p>
<p>4. Write an informative/ explanatory paragraph contrasting the significance of the Nez Perce homeland to the Nez Perce tribe and to the U.S. government and settlers using evidence from <i>Thunder Rolling in the Mountains</i>, chapters 1–3 and the clip from the film <i>A Landscape of History</i>.</p>	<ul style="list-style-type: none"> ▪ Deepen understanding of the conflict between the Nez Perce and the U.S. government and the cultural values that motivated each group’s desire for the Nez Perce homeland. ▪ Demonstrate an understanding of how a culture’s values are conveyed through words and actions. ▪ Develop two ideas on the same topic with evidence and elaboration. ▪ Explain the significance of the Nez Perce homeland to its people. 	<p>RL.5.1, RL.5.9; W.5.2, W.5.9.a; SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.6</p>
<p>5. Write an essay to compare and contrast Chief Joseph’s and Sound of Running Feet’s most important beliefs and values, explaining how these similar and different beliefs and values guide the characters’ actions in the novel, <i>Thunder Rolling in the Mountains</i>.</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how beliefs and actions guide people, as individuals and as a culture. ▪ Develop an essential idea with two points, supporting each point with text evidence and elaboration. ▪ Analyze a body of evidence to determine an essential idea for an essay. 	<p>RL.5.1, RL.5.3; W.5.2, W.5.4, W.5.9.a; L.5.6</p>

New-Read Assessment	Elements That Support Success on the EOM Task	Standards
<p>1. Read a traditional Nez Perce story, “How Beaver Stole Fire from the Pines.” Complete a story map to describe the story’s main characters and setting, and summarize the problem, attempts to solve the problem, and resolution. Then, respond to multiple-choice questions about characters, key events, and the story’s purpose.</p>	<ul style="list-style-type: none"> ▪ Determine and summarize central ideas of a text. ▪ Independently interpret and analyze the meaning of interesting word choices. ▪ Analyze key details about a character in a text, and elaborate on what it reveals about the character. 	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4</p>
<p>2. Read a passage from chapter 9 of <i>Thunder Rolling in the Mountains</i>, annotating observations and questions. Then, respond to multiple-choice questions to summarize the passage, interpret figurative language, and contrast main characters. Finally, using an evidence organizer, explain how key evidence reveals Chief Joseph’s most important beliefs and values, and how these values guide his actions in the novel.</p>	<ul style="list-style-type: none"> ▪ Analyze how Chief Joseph’s words in the novel reflect his most important beliefs and values. ▪ Independently interpret and analyze the meaning of figurative language. ▪ Cite text evidence to support interpretation of the text. 	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4; W.5.9a; L.5.5.a</p>

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
<p>1. Analyze the roles that traditional stories play in Nez Perce culture, drawing comparisons between the stories “Coyote and the Monster” and “How Beaver Stole Fire from the Pines” to support responses.</p>	<ul style="list-style-type: none"> ▪ Synthesize understanding of central ideas and themes of texts. ▪ Draw on text evidence to support analysis of a text. ▪ Build and elaborate on ideas to support a point. 	<p>RI.5.1, RI.5.9; SL.5.1.a, SL.5.1.b, SL.5.1.c</p>
<p>2. Synthesize understanding of how Chief Joseph conveys important Nez Perce beliefs and values in his “Lincoln Hall Speech,” supporting ideas with specific evidence from the text.</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of Nez Perce beliefs and values Chief Joseph conveys in his “Lincoln Hall Speech.” 	<p>RI.5.1, RI.5.2, RI.5.3; SL.5.1, SL.5.6</p>

EOM Task	Elements That Support Success on the EOM Task	Standards
Write an informative/explanatory essay to explain how Chief Joseph's "Lincoln Hall Speech" conveys two important Nez Perce beliefs and values, developing ideas with specific evidence from the speech.	<ul style="list-style-type: none"> ▪ Synthesize evidence about Nez Perce beliefs and values from Chief Joseph's speech to complete writing the EOM essay. ▪ Plan, write, and revise an essay to explain how Chief Joseph conveys Nez Perce beliefs and values in his "Lincoln Hall Speech." ▪ Combine, reduce, and expand sentences using prepositional phrases and conjunctions to add variety; punctuate and capitalize titles correctly; and use appropriate transitions to connect ideas within and between paragraphs. 	RI.5.1, RI.5.2, RI.5.3; W.5.2, W.5.4, W.5.5, W.5.9.b; L.5.1a, L.5.2.d, L.5.3.a, L.5.6

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.5.6

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Module Map

Focusing Question 1: How did U.S. westward expansion impact American Indian cultures in the West?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
1	"Lewis & Clark Expedition" (National Archives) Map of United States Expansion (http://witeng.link/0681) Map of American Indian tribes (http://witeng.link/0682)	Organize What's happening in the text "The Lewis and Clark Expedition"?	N/A	<ul style="list-style-type: none"> ▪ Generate text-based questions during a first read to support and monitor understanding of the text "The Lewis and Clark Expedition" (RI.5.1). ▪ Determine the overall main idea of the text "The Lewis and Clark Expedition" (RI.5.2). ▪ Clarify the meaning of <i>culture</i> (L.5.5).

Focusing Question 1: How did U.S. westward expansion impact American Indian cultures in the West?				
2	<p>“Lewis & Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living” (The Newberry Library)</p> <p>Map of American Indian tribes (http://witeng.link/0682)</p>	<p>Organize</p> <p>What is happening in the text “Indian Country, 1800: A Brilliant Plan for Living”?</p>	<p>Execute</p> <p>How do I determine the main ideas and details of a text to prepare for writing a summary?</p>	<ul style="list-style-type: none"> ▪ Determine and paraphrase main ideas and key details from the article “The Indian Country, 1800: A Brilliant Plan for Living” (RI.5.2). ▪ Use the relationship between words to better understand the meaning of <i>values</i> (L.5.5.c).
3	<p>“Lewis & Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living” (The Newberry Library)</p> <p>“Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country” (The Newberry Library)</p>	<p>Organize</p> <p>What is happening in the text “A New Nation Comes to the Indian Country?”</p>	<p>Experiment</p> <p>How does an informational text summary work?</p> <p>Examine</p> <p>Why are prepositional phrases important?</p>	<ul style="list-style-type: none"> ▪ Summarize the main ideas and key details of the article “The Indian Country, 1800: A Brilliant Plan for Living” (W.5.2, RI.5.2). ▪ Determine the overall main idea and key supporting details of the article “A New Nation Comes to the Indian Country” (RL.5.1, RI.5.2). ▪ Identify, categorize, and describe the function of prepositional phrases (L.5.1.a).
4 ✓FQT	<p>“Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country” (The Newberry Library)</p>	<p>Know:</p> <p>How does the text “A New Nation Comes to the Indian Country” build my knowledge of how westward expansion impacted American Indians in the West?</p>	<p>Execute:</p> <p>How do I write a strong summary of an informational text?</p>	<ul style="list-style-type: none"> ▪ Determine and paraphrase main ideas and key details from the article “A New Nation Comes to the Indian Country” (RI.5.2). ▪ Synthesize main ideas and key details of the article “A New Nation Comes to the Indian Country” in a written summary (RI.5.2, W.5.2, W.5.4).

Focusing Question 2: How did the Nez Perce's homeland sustain their lifestyle and culture?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
5	<p><i>A Landscape of History</i> film clip (http://witeng.link/0675)</p> <p>“Nimiipuu Homeland–Nez Perce Country” and “Legend Times” (Nez Perce National Historic Park Museum Collections)</p>	<p>Organize:</p> <p>What is happening in the texts “Nimiipuu Homeland–Nez Perce Country” and “Legend Times?”</p>	<p>Examine:</p> <p>Why is a topic statement in an informative paragraph important?</p>	<ul style="list-style-type: none"> ▪ Identify and explain the relationship between the Nez Perce's homeland and different aspects of the tribe's culture and lifestyle (RI.5.3). ▪ Explain the functions of topic statements and body sentences in an informative paragraph, and explain how they relate (W.5.2.a, W.5.2.b). ▪ Use knowledge of affixes as clues to determine word meaning (L.5.4.b).
6	<p>Articles about different aspects of Nez Perce culture and lifestyle: “Food and Drink,” “Clothing,” “Shelter–The Tipi,” and “Getting Around” (U.S. Department of Agriculture, Nez Perce National Historic Trail)</p> <p>“Spirituality” and “Transport and Trade” (U.S. Department of the Interior, National Park Service, Nez Perce Museum Collections)</p>	<p>Wonder</p> <p>What do I notice and wonder about the aspect of Nez Perce lifestyle and culture I am reading about?</p>	<p>Experiment</p> <p>How does a topic statement in an informative/ explanatory paragraph work?</p> <p>Experiment</p> <p>How do prepositional phrases work?</p>	<ul style="list-style-type: none"> ▪ Explain the significance of one's own observations, inferences, and/or questions about an informational text on Nez Perce culture (SL.5.1a). ▪ Compose a topic statement for an informative/ explanatory paragraph about children's play in Nez Perce culture that clearly states the main idea, answers the prompt, and includes two points (W.5.2.a). ▪ Add detail to and expand sentences using prepositional phrases (L.5.1a, L.5.3.a).

Focusing Question 2: How did the Nez Perce’s homeland sustain their lifestyle and culture?				
7	<p>Articles about different aspects of Nez Perce culture and lifestyle: “Food and Drink,” “Clothing,” “Shelter–The Tipi,” “Getting Around,” and “Children’s Play” (U.S. Department of Agriculture, Nez Perce National Historic Trail)</p> <p>“Spirituality” and “Transport and Trade” (U.S. Department of the Interior, National Park Service, Nez Perce Museum Collections)</p>	<p>Reveal What does an exploration of the relationship between the Nez Perce homeland and [my topic] reveal?</p>	<p>Execute How do I use a topic statement in my informative/explanatory paragraph?</p> <p>Execute How do I use prepositional phrases in sentences?</p>	<ul style="list-style-type: none"> ▪ Draw conclusions about the relationship between the Nez Perce homeland and an aspect of the tribe’s lifestyle or culture based on evidence in the text (RI.5.1, RI.5.3). ▪ Draft a topic statement for an informative/explanatory paragraph about an aspect of Nez Perce lifestyle or culture (W.5.2.a, W.5.9.b). ▪ Expand and combine sentences using a prepositional phrase(s) (L.5.1.a, L.5.3.a).

Focusing Question 2: How did the Nez Perce's homeland sustain their lifestyle and culture?				
8 ✓FQT	<p>Articles about different aspects of Nez Perce culture and lifestyle: “Food and Drink,” “Clothing,” “Shelter–The Tipi,” “Getting Around,” and “Children’s Play” (U.S. Department of Agriculture, Nez Perce National Historic Trail)</p> <p>“Spirituality” and “Transport and Trade” (U.S. Department of the Interior, National Park Service, Nez Perce Museum Collections)</p>	<p>Know</p> <p>How do the Nez Perce lifestyle and culture texts build my knowledge about the Nez Perce homeland?</p>	<p>Excel</p> <p>How can I strengthen my topic statement in my informative/explanatory paragraph?</p> <p>Excel</p> <p>How do I use prepositional phrases to improve my writing?</p>	<ul style="list-style-type: none"> ▪ Revise a topic statement for Focusing Question Task 2 to clearly state the essential idea, answer the purpose question, and include point(s) to support the essential idea (W.5.2.a). ▪ Explain, in a well-developed paragraph, how the Nez Perce homeland shaped or sustained an aspect of the tribe’s lifestyle or culture (RI.5.1, RI.5.3, W.5.2). ▪ Add detail to and expand sentences using prepositional phrases (L.5.1.a, L.5.3.a).

Focusing Question 3: What role do stories play in Nez Perce culture?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
9	<p>“Coyote and the Monster Story,” Parts 1, 2, and 3, J. R. Spencer (http://witeng.link/0680)</p>	<p>Distill What is the meaning of the story “Coyote and the Monster” for the Nez Perce people?</p>	<p>Examine Why is speaking collaboratively important?</p>	<ul style="list-style-type: none"> ▪ Explain how norms for speaking collaboratively help a group of students get the most out of an academic conversation (SL.5.1). ▪ Summarize the steps Coyote takes to solve the problem in the story “Coyote and the Monster,” and explain how the problem is resolved at the end of the story (RL.5.1, RL.5.2). ▪ Consult the dictionary to clarify definitions based on context and word knowledge (L.5.4.a, L.5.4.b, L.5.4.c).
10 ✓NR	<p>“Coyote and the Monster Story,” Parts 1, 2, and 3, J. R. Spencer (http://witeng.link/0680)</p> <p>“How Beaver Stole Fire from the Pines” (Nez Perce) (http://witeng.link/05.01.L10.AS_NR)</p>	<p>Reveal What does a deeper exploration of characters in the Nez Perce stories reveal?</p>	<p>Experiment How does speaking collaboratively work?</p>	<ul style="list-style-type: none"> ▪ Summarize the story “How Beaver Stole Fire from the Pines,” including characters, setting, problem, key events, resolution, and what the story explains in Nez Perce culture (RL.5.1, RL.5.2). ▪ Observe and explain how participants in a “fishbowl” discussion speak collaboratively (SL.5.1.b, SL.5.1.c). ▪ Interpret personification in context (L.5.5.a).

Focusing Question 3: What role do stories play in Nez Perce culture?				
11	<p>“Coyote and the Monster Story,” Parts 1, 2, and 3, J. R. Spencer (http://witeng.link/0680)</p> <p>“How Beaver Stole Fire from the Pines” (Nez Perce)</p>	<p>Know</p> <p>How do Nez Perce stories build my knowledge of Nez Perce culture?</p>	<p>Execute</p> <p>How do I speak collaboratively in a small group?</p> <p>Examine</p> <p>Why is punctuation and capitalization of titles important?</p>	<ul style="list-style-type: none"> ▪ Use storytelling techniques to enhance an audience’s experience of a story, and, as a member of an audience, explain how storytelling techniques enhance one’s experience of listening to a story (RF.5.4b, RF.5.4c, SL.5.6). ▪ Compare how two Nez Perce stories serve similar roles in Nez Perce culture, supporting ideas with evidence from both texts (RL.5.1, RL.5.9). ▪ Use correct capitalization and punctuation to indicate titles of books, articles, short stories.
12	<p>✓SS</p> <p>✓FQT</p> <p>“Coyote and the Monster Story,” Parts 1, 2, and 3, J. R. Spencer (http://witeng.link/0680)</p> <p>“How Beaver Stole Fire from the Pines” (Nez Perce)</p>	<p>Know</p> <p>How do Nez Perce stories build my knowledge of Nez Perce culture?</p>	<p>Examine</p> <p>How do I improve on speaking collaboratively in a Socratic Seminar?</p> <p>Examine</p> <p>How does the punctuation and capitalization of titles work?</p>	<ul style="list-style-type: none"> ▪ Synthesize and express understanding of the roles that Nez Perce stories play in Nez Perce culture, comparing two myths (SL.5.1a, SL.5.1b, SL.5.1c, SL.5.6). ▪ Explain how two Nez Perce stories play similar roles in Nez Perce culture, supporting ideas with evidence from both stories (RI.5.1, RL.5.9, W.5.2, W.5.9.a). ▪ Use correct capitalization and punctuation to indicate titles of paintings, films, and speeches (L.5.2.d).

Focusing Question 4: How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
13	<i>Thunder Rolling in the Mountains</i> , Chapter 1	Wonder What do I notice and wonder in chapter 1 of <i>Thunder Rolling in the Mountains</i> ?	Examine Why is a topic statement in a comparison and contrast paragraph important?	<ul style="list-style-type: none"> ▪ Infer the significance of one's own observations and/or questions about characters and conflict in chapter 1 of <i>Thunder Rolling in the Mountains</i> (RL.5.1). ▪ Describe similarities and differences between the focus and structure of an informative/explanatory paragraph and a comparison and contrast paragraph (W.5.2.a, W.5.2.b). ▪ Integrate background knowledge with context clues to determine the meaning of moons and suns (L.5.4.a).
14	<i>Thunder Rolling in the Mountains</i> , Chapter 1 <i>A Landscape of History</i> (film clip) (http://witeng.link/0675)	Reveal What does a deeper exploration of conflict in the novel and film reveal?	Experiment How does a topic statement in a comparison and contrast paragraph work? Examine Why are transition words important?	<ul style="list-style-type: none"> ▪ Apply knowledge of the conflict between the Nez Perce and European Americans from multiple texts to understand the conflict facing the characters in <i>Thunder Rolling in the Mountains</i> (RL.5.1, RI.5.1, RI.5.9). ▪ Compose a topic statement for a comparison and contrast paragraph that identifies the subjects being compared and contrasted and states the essential idea (RL.5.3, W.5.2.a). ▪ Identify comparison and contrast transitions in a paragraph (W.5.2.c, L.5.6).

Focusing Question 4: How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?				
15	<i>Thunder Rolling in the Mountains</i> , Chapters 1–3	Reveal What does a deeper exploration of characters' words reveal in the novel?	Execute How do I elaborate on recorded evidence to prepare to write my contrast paragraph? Examine How do comparison and contrast transitions work?	<ul style="list-style-type: none"> Analyze how characters' words in the novel reveal the significance of the Nez Perce homeland to its people and demonstrate their beliefs and values (RL.5.1, RL.5.3, W.5.9.a). Use transition words to compare and contrast ideas (W.5.2.c, L.5.6).
16	<i>A Landscape of History</i> (film clip) (http://witeng.link/0675) <i>Thunder Rolling in the Mountains</i> , Chapters 1–3	Know How do the film and novel build my knowledge of differing cultural beliefs and values?	Execute How do I use evidence and elaboration to develop a topic statement in a contrast paragraph? Execute How do I use transitions to improve my writing?	<ul style="list-style-type: none"> Analyze how a series of quotations from the film <i>A Landscape of History</i> reveal the significance of the Nez Perce homeland to the U.S. government and to settlers and demonstrate cultural beliefs and values of nineteenth-century Americans (RI.5.1, RI.5.3). Contrast the significance of the Nez Perce homeland to the Nez Perce tribe and to the U.S. government and settlers, and explain how their differing views of the land reveal differences in the groups' cultural beliefs and values, by planning and writing a well-developed contrast paragraph (RI.5.1, RI.5.3, W.5.2, W.5.4, W.5.9). Add appropriate transition words to sentences to signal a comparison or contrast between ideas (W.5.2.c, L.5.6).

Focusing Question 5: What important beliefs and values guide Chief Joseph and his daughter, <i>Sound of Running Feet</i> ?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
17	<p><i>Thunder Rolling in the Mountains</i>, page 7</p> <p><i>Chief Joseph, Nez Perce Chief, Head-and-Shoulders Portrait</i>, Facing Front, E. A. Burbank (http://witeng.link/0676)</p> <p><i>The White Cloud, Head Chief of the lowas</i>, George Catlin (http://witeng.link/0677)</p> <p><i>Portrait of George Washington</i>, Gilbert Stuart (http://witeng.link/0678)</p>	<p>Reveal</p> <p>What does a deeper exploration of portraits reveal about leadership?</p>	N/A	<ul style="list-style-type: none"> Analyze two portraits to explain how leadership qualities are conveyed (RL.5.1, RL.5.9).
18	<p><i>Thunder Rolling in the Mountains</i>, Chapters 1–3</p>	<p>Reveal</p> <p>What does a deeper exploration of characters reveal in the novel?</p>	<p>Execute</p> <p>How do I gather and elaborate on evidence to prepare for Focusing Question Task 5?</p>	<ul style="list-style-type: none"> Analyze how characters' words and actions in <i>Thunder Rolling in the Mountains</i> reveal their beliefs and values, and explain how these beliefs and values guide the characters' actions in the novel (RL.5.1, W.5.9.a). Explain and interpret the meaning of figurative language from the novel (L.5.5.a).

Focusing Question 5: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?				
19	<i>Thunder Rolling in the Mountains</i> , Chapters 4–5	Reveal What does a deeper exploration of characters reveal in the novel?	Execute How do I gather and elaborate on evidence to prepare for Focusing Question Task 5?	<ul style="list-style-type: none"> ▪ Contrast characters' arguments for and against leave Wallowa, analyzing their reasons in favor of and risks associated with their arguments (RL.5.3). ▪ Analyze how characters' words and actions in <i>Thunder Rolling in the Mountains</i> reveal their important beliefs and values, and explain how these beliefs and values guide the characters' actions in the novel (RL.5.1). ▪ Collaboratively develop preliminary definitions and clarify the precise meaning using the dictionary (L.5.4.c).
20	<i>Thunder Rolling in the Mountains</i> , Chapters 6–8	Reveal What does a deeper exploration the map in the novel reveal?	Execute How do I gather and elaborate on evidence to prepare for Focusing Question Task 5?	<ul style="list-style-type: none"> ▪ Summarize key events in the novel based on key details in the text and on the "Route of the Nez Perce" map (RL.5.1, RL.5.2, RL.5.7). ▪ Analyze how details in <i>Thunder Rolling in the Mountains</i> reveal characters' important beliefs and values, and explain how these beliefs and values guide the characters' actions in the novel (RL.5.1, W.5.9.a). ▪ Demonstrate understanding of the nuances of the word <i>truce</i> (L.5.4.a).

Focusing Question 5: What important beliefs and values guide Chief Joseph and his daughter, <i>Sound of Running Feet</i> ?				
21	<i>Thunder Rolling in the Mountains</i> , Chapters 9–10	Organize What is happening in the novel <i>Thunder Rolling in the Mountains</i> ?	Execute How do I analyze my evidence and elaboration to prepare to write a comparison and contrast essay?	<ul style="list-style-type: none"> ▪ Analyze a scene in chapter 9 of <i>Thunder Rolling in the Mountains</i> to understand how it shows a difference in characters' beliefs (RL.5.1, RL.5.3, W.5.8). ▪ Analyze evidence of characters' beliefs and values to identify similarities and differences in characters' beliefs and values (RL.5.1, RL.5.3, W.5.2.b, W.5.9.a). ▪ Use the relationship between words to better understand the meaning of the verb <i>suffer</i> (L.5.5.c).
22	<i>Thunder Rolling in the Mountains</i> , Chapters 11–12	Reveal What does a deeper exploration of mood reveal in the novel?	Examine What is a Painted Essay®?	<ul style="list-style-type: none"> ▪ Contrast the mood in chapters 11 and 12 of <i>Thunder Rolling in the Mountains</i>, and explain how events in the story cause this change in mood (RL.5.1, RL.5.3). ▪ Identify the parts of a Painted Essay®, and explain their purposes in the essay (W.5.2). ▪ Use context clues to infer the meanings of the words <i>mourning</i>, <i>wrenched</i>, and <i>crooned</i> as they relate to the mood of the text (L.5.4.a).

Focusing Question 5: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?				
23	<i>Thunder Rolling in the Mountains</i> , Chapters 13–14	Reveal What does a deeper exploration of characters' interactions reveal in the novel?	Experiment How does a comparison and contrast essay work? Examine Why are repeated ideas important?	<ul style="list-style-type: none"> ▪ Compare and contrast Sound of Running Feet and the female settlers in <i>Thunder Rolling in the Mountains</i>, identifying similarities and differences between them (RL.5.3). ▪ Organize sentences for supporting paragraphs of a comparison and contrast essay by topic, and arrange them in order to form cohesive supporting paragraphs (W.5.2.b). ▪ Identify transition words and repetition of ideas within and between paragraphs (L.5.6, W.5.2.c).
24	<i>Thunder Rolling in the Mountains</i> , Chapters 14–19	Distill What is the essential meaning of Chief Joseph's speech in <i>Thunder Rolling in the Mountains</i> ?	N/A	<ul style="list-style-type: none"> ▪ Synthesize understanding of Chief Joseph's surrender speech, and reflect on its impact and central message (RL.5.2). ▪ Clarify the meaning of <i>surrender</i> (L.5.5.c).

Focusing Question 5: What important beliefs and values guide Chief Joseph and his daughter, <i>Sound of Running Feet</i> ?				
25	<i>Thunder Rolling in the Mountains</i> , Chapters 20–23	Distill What is the essential meaning of <i>Thunder Rolling in the Mountains</i> ?	Execute How do I gather and elaborate on evidence to prepare for Focusing Question Task 5? Experiment How do repeated ideas work?	<ul style="list-style-type: none"> ▪ Determine a central theme or message of <i>Thunder Rolling in the Mountains</i> by analyzing the significance of a character's actions and reflecting on the most valuable lesson the story imparts (RL.5.1, RL.5.2). ▪ Analyze characters' decisions and actions toward the end of the novel, and explain how they reflect the characters' core beliefs and values in the novel (RL.5.1, RL.5.3, W.5.9.a). ▪ Connect ideas within and between paragraphs using repeated ideas (W.5.2.c, L.5.6).
26	<i>Thunder Rolling in the Mountains</i> , Afterword Optional: A <i>Landscape of History</i> film clip (http://witeng.link/0675)	Know How does the Afterword build my knowledge of the Nez Perce?	Execute How do I use a thesis in my comparison and contrast essay?	<ul style="list-style-type: none"> ▪ Drawing on knowledge from the novel and the information in the Afterword, interpret the meaning of the phrase “broken heart” and explain how Chief Joseph had his heart broken (RI.5.4, L.5.5.a). ▪ Draft a thesis for an essay that states a key similarity and a key difference between Chief Joseph's and <i>Sound of Running Feet</i>'s beliefs and values (RL.5.3, W.5.2.a).

Focusing Question 5: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?				
27	<i>Thunder Rolling in the Mountains</i>	Know How does <i>Thunder Rolling in the Mountains</i> build my knowledge of how beliefs and values guide people?	Execute How do I develop my thesis in the supporting paragraphs of my comparison and contrast essay? Execute How do I use repeated ideas in a comparison and contrast essay?	<ul style="list-style-type: none"> ▪ Develop supporting paragraphs, using evidence and elaboration, for a comparison and contrast essay about similarities and differences between Chief Joseph's and Sound of Running Feet's beliefs and values (RL.5.1, RL.5.3, W.5.2.b, W.5.2.c, W.5.2.d, W.5.9.a, L.5.6). ▪ Integrate repeated words or phrases into original writing (W.5.2.c, L.5.6).
28	<i>Thunder Rolling in the Mountains</i>	Know How does <i>Thunder Rolling in the Mountains</i> build my knowledge of how beliefs and values guide people?	Execute How do I craft an introduction and a conclusion for my comparison and contrast essay? Excel How do I improve my essay with transitions and repeated words, phrases, and ideas?	<ul style="list-style-type: none"> ▪ Create a well-developed essay to compare and contrast Chief Joseph's and Sound of Running Feet's beliefs and values in the novel <i>Thunder Rolling in the Mountains</i> (RL.5.1, RL.5.3, W.5.2, W.5.4, W.5.9.a). ▪ Improve writing through the use of transition words and repeated words, phrases, and/or ideas (W.5.2.c, L.5.6).

Focusing Question 6: What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?				
	Text(s)	Content Framing Question	Craft Question(s)	Learning Goals
29	<p><i>Thunder Rolling in the Mountains</i>, Scott O’Dell and Elizabeth Hall, page 107 and Afterword</p> <p>Chief Joseph’s “Lincoln Hall Speech”</p>	<p>Wonder</p> <p>What do I notice and wonder about figurative language and repeated words in Chief Joseph’s “Lincoln Hall Speech?”</p>	N/A	<ul style="list-style-type: none"> ▪ Explain the impact of figurative language in Chief Joseph’s “Lincoln Hall Speech” (RL.5.4, L.5.5.a). ▪ Determine the main ideas of Chief Joseph’s “Lincoln Hall Speech” by annotating for examples of repetition in the text (RI.5.1, RI.5.2). ▪ Use etymology of <i>justice</i> to determine the meanings of related words (L.5.4.b).
30	<p>“Lincoln Hall Speech,” Washington, D.C., January 14, 1879, Chief Joseph, Chief of the Nez Perce</p> <p><i>Chief Joseph and his family, ca. 1880</i>, F.M. Sargent (http://witeng.link/0679)</p>	<p>Reveal</p> <p>What does a deeper exploration of repetition and emotion reveal in Chief Joseph’s “Lincoln Hall Speech?”</p>	N/A	<ul style="list-style-type: none"> ▪ Determine the main ideas of Chief Joseph’s “Lincoln Hall Speech” by annotating for examples of repetition and emotion in the text (RI.5.1, RI.5.2, RI.5.3). ▪ Use knowledge of the prefix <i>mis-</i> as a clue to determine word meaning (L.5.4.b).
31	<p>“Lincoln Hall Speech,” Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce</p>	<p>Distill</p> <p>What is the essential meaning of Chief Joseph’s “Lincoln Hall Speech?”</p>	<p>Execute</p> <p>How do I gather and elaborate on evidence to prepare for the End-of-Module Task?</p>	<ul style="list-style-type: none"> ▪ Identify two of the Nez Perce’s values and beliefs based on Chief Joseph’s words in his “Lincoln Hall Speech” find supporting evidence for those values, and explain the importance of the evidence (RI.5.1, RI.5.2, RI.5.3, RI.5.8, W.5.9.b). ▪ Clarify the meaning of <i>liberty</i> using context (L.5.5.c).

Focusing Question 6: What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?				
32	“Lincoln Hall Speech,” Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce	Know How does Chief Joseph’s “Lincoln Hall Speech” build my knowledge of Nez Perce culture and their beliefs and values?	Excel How do I improve on speaking collaboratively in a Socratic Seminar? Examine Why are conjunctions important?	<ul style="list-style-type: none"> ▪ Synthesize and express understanding of the Nez Perce values and beliefs conveyed in Chief Joseph’s “Lincoln Hall Speech” (RI.5.2, RI.5.3, SL.5.1.a, SL.5.1.b, SL.5.1.c, SL.5.6). ▪ Revise and/or develop evidence and elaboration of Nez Perce beliefs and values conveyed in Chief Joseph’s “Lincoln Hall Speech,” based on ideas gained from a Socratic Seminar (RI.5.1, RI.5.2, RI.5.3, W.5.9.b). ▪ Identify coordinating and subordinating conjunctions and their functions (L.5.1.a).
33	“Lincoln Hall Speech,” Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce	Know How does Chief Joseph’s “Lincoln Hall Speech” build my knowledge of what is most important and valued in Nez Perce culture?	Execute How do I develop a thesis and draft an introduction and supporting paragraph for my End-of-Module essay? Experiment How do conjunctions work?	<ul style="list-style-type: none"> ▪ Synthesize understanding of Nez Perce values from Chief Joseph’s “Lincoln Hall Speech” in preparation for writing (RI.5.1, RI.5.2, RI.5.3, W.5.2, W.5.4, W.5.5, W.5.9.b). ▪ Combine and expand sentences using conjunctions (L.5.1.a, L.5.3.a).
34	“Lincoln Hall Speech,” Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce	Know How does Chief Joseph’s “Lincoln Hall Speech” build my knowledge of important Nez Perce beliefs and values?	Excel How do I improve on elaboration in my End-of-Module essay? Execute How do I use conjunctions in sentences?	<ul style="list-style-type: none"> ▪ Synthesize understanding of Nez Perce values from Chief Joseph’s “Lincoln Hall Speech” to draft an essay (RI.5.1, RI.5.2, RI.5.3, W.5.2, W.5.4, W.5.5, W.5.9.b). ▪ Combine and expand sentences using conjunctions (L.5.1.a, L.5.3.a).

Focusing Question 6: What important Nez Perce beliefs and values does Chief Joseph convey in his “Lincoln Hall Speech”?				
35	“Lincoln Hall Speech,” Washington, D.C., January 14, 1879, Chief Joseph, Nez Perce	Know How does Chief Joseph’s “Lincoln Hall Speech” build my knowledge of important Nez Perce beliefs and values?	Excel How do I improve my writing for a final draft of my EOM Task? Excel How do I improve my writing in my essay?	<ul style="list-style-type: none"> ▪ Revise essay draft using a revision checklist to strengthen ideas (W.5.2, W.5.5). ▪ Synthesize understanding of Nez Perce values from Chief Joseph’s “Lincoln Hall Speech” by creating a final essay draft (RI.5.1, RI.5.2, RI.5.3, W.5.2, W.5.4, W.5.5, W.5.9.b). ▪ Combine, reduce, and expand sentences using prepositional phrases and conjunctions to add variety; punctuate and capitalize titles correctly; and use appropriate transitions to signal comparison and contrast (L.5.1.a, L.5.3.a, L.5.2.d, L.5.6).