



Marietta City Schools

District Unit Planner

Grade 5

Module Title	Cultures in Conflict	Unit Duration (days)	35 days
Enduring Understanding/ Essential Question	How do cultural beliefs and values guide people?		

GA DoE 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.5.5.a Interpret figurative language, including similes and metaphors, in context.

Assessment	Elements that Support Success on EOM Task/Success Criteria
<p>NR1. 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>	<p>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>
<p>NR2. Read a passage from chapter 9 of Thunder Rolling in the Mountains, 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>	<p>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>
<p>EOM Task: 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.</p>	<p>Synthesize evidence about Nez Perce beliefs and values from Chief Joseph’s speech to complete writing the EOM Task 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.</p>

*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences

Focus Arc Questions	Lessons	Lesson Resources
How did US westward expansion impact Native American cultures in the West?	Lesson 1 Organize: What’s happening in the text “The Lewis and Clark Expedition”?	Slide Deck
	Lesson 2 Organize: What is happening in the text “Indian Country, 1800: A Brilliant Plan for Living”? Execute: How do I determine the main ideas and details of a text to prepare for writing a summary?	Slide Deck
	Lesson 3 Organize: What is happening in the text “A New Nation Comes to the Indian Country?” Experiment: How does an informational text summary work? Examine: Why are prepositional phrases important?	Slide Deck
	Lesson 4 Know: How does the text “A New Nation Comes to the Indian Country” build my knowledge of how westward expansion impacted Native Americans in the West? Execute:How do I write a strong summary of an informational text?	Slide Deck
How did the Nez Perce’s homeland sustain their lifestyle and culture?	Lesson 5 Organize: What is happening in the texts “Nimiipuu Homeland—Nez Perce Country” and “Legend Times”? Examine: Why is a topic statement in an informative paragraph important?	Slide Deck
	Lesson 6 Wonder: What do I notice and wonder about the aspect of Nez Perce lifestyle and culture I am reading about? Experiment: How does a topic statement in an informative/explanatory paragraph work? Experiment: How do prepositional phrases work?	Slide Deck
	Lesson 7 Reveal: What does an exploration of the relationship between the Nez Perce homeland and [my topic] reveal? Execute: How do I use a topic statement in my informative/explanatory paragraph? Execute:How do I use prepositional phrases in sentences?	Slide Deck

	<p>Lesson 8 Know: How do the Nez Perce lifestyle and culture texts build my knowledge about the Nez Perce homeland? Excel: How can I strengthen my topic statement in my informative/explanatory paragraph? Excel: How do I use prepositional phrases to improve my writing?</p>	Slide Deck
<p>What role do stories play in Nez Perce culture?</p>	<p>Lesson 9 Distill: What is the meaning of the story “Coyote and the Monster” for the Nez Perce people? Examine: Why is speaking collaboratively important?</p>	Slide Deck
	<p>Lesson 10 Reveal: What does a deeper exploration of characters in the Nez Perce stories reveal? Experiment: How does speaking collaboratively work?</p>	Slide Deck
	<p>Lesson 11 Know: How do Nez Perce stories build my knowledge of Nez Perce culture? Execute: How do I speak collaboratively in a small group? Examine: Why is punctuation and capitalization of titles important?</p>	Slide Deck
	<p>Lesson 12 Know: How do Nez Perce stories build my knowledge of Nez Perce culture? Execute: How do I improve on speaking collaboratively in a Socratic Seminar? Examine: How does the punctuation and capitalization of titles work?</p>	Slide Deck
<p>How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?</p>	<p>Lesson 13 Wonder: What do I notice and wonder in chapter 1 of Thunder Rolling in the Mountains? Examine: Why is a topic statement in a comparison and contrast paragraph important?</p>	Slide Deck
	<p>Lesson 14 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?</p>	Slide Deck
	<p>Lesson 15 Reveal: What does a deeper exploration of characters’ words reveal in the novel?</p>	Slide Deck

	<p>Execute: How do I elaborate on recorded evidence to prepare to write my contrast paragraph? Examine: How do comparison and contrast transitions work?</p>	
<p>What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?</p>	<p>Lesson 16 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?</p>	<p>Slide Deck</p>
	<p>Lesson 17 Reveal: What does a deeper exploration of portraits reveal about leadership?</p>	<p>Slide Deck</p>
	<p>Lesson 18 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?</p>	<p>Slide Deck</p>
	<p>Lesson 19 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?</p>	<p>Slide Deck</p>
	<p>Lesson 20 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?</p>	<p>Slide Deck</p>
	<p>Lesson 21 Organize: What is happening in the novel Thunder Rolling in the Mountains? Execute: How do I analyze my evidence and elaboration to prepare to write a comparison and contrast essay?</p>	<p>Slide Deck</p>
	<p>Lesson 22 Reveal: What does a deeper exploration of mood reveal in the novel? Examine: What is a Painted Essay®?</p>	<p>Slide Deck</p>
	<p>Lesson 23 Reveal: What does a deeper exploration of characters' interactions reveal in the novel?</p>	<p>Slide Deck</p>

	<p>Experiment: How does a comparison and contrast essay work? Examine: Why are repeated ideas important?</p>	
	<p>Lesson 24 Distill: What is the essential meaning of Chief Joseph's speech in Thunder Rolling in the Mountains?</p>	Slide Deck
	<p>Lesson 25 Distill: What is the essential meaning of Thunder Rolling in the Mountains? Execute: How do I gather and elaborate on evidence to prepare for Focusing Question Task 5? Experiment: How do repeated ideas work?</p>	Slide Deck
	<p>Lesson 26 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?</p>	Slide Deck
	<p>Lesson 27 Know: How does Thunder Rolling in the Mountains 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?</p>	Slide Deck
	<p>Lesson 28 Know: How does Thunder Rolling in the Mountains 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?</p>	Slide Deck
What important Nez Perce beliefs and values does Chief Joseph convey in his "Lincoln Hall Speech"?	<p>Lesson 29 Wonder: What do I notice and wonder about figurative language and repeated words in Chief Joseph's "Lincoln Hall Speech?"</p>	Slide Deck
	<p>Lesson 30 Reveal: What does a deeper exploration of repetition and emotion reveal in Chief Joseph's "Lincoln Hall Speech?"</p>	Slide Deck
	<p>Lesson 31</p>	Slide Deck

	<p>Distill: What is the essential meaning of Chief Joseph’s “Lincoln Hall Speech?” Execute: How do I gather and elaborate on evidence to prepare for the End-of-Module Task?</p>	
	<p>Lesson 32 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?</p>	Slide Deck
	<p>Lesson 33 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 Task essay? Experiment: How do conjunctions work?</p>	Slide Deck
	<p>Lesson 34 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 Task essay? Execute: How do I use conjunctions in sentences?</p>	Slide Deck
	<p>Lesson 35 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 essay? Excel: How do I improve my writing in my essay?</p>	Slide Deck

Content Resources

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*

Historical Accounts (Informational)

- “The Lewis & Clark Expedition,” National Archives (Handout 1A)
- Map of the United States Expansion
- Map of Native American Tribes
- “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
- *The White Cloud, Head Chief of the Iowas*, George Catlin
- *Portrait of George Washington*, Gilbert Stuart

Photographs

- “Chief Joseph and his Family ca. 1880,” F. M. Sargent
- Image of family eating meal
- Image of 4th of July
- Image of FIFA

Stories

- “Coyote and the Monster Story” as told by J. R. Spencer

- “How Beaver Stole Fire from the Pines” (Assessment 10A)