

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
<p>FOCUS STANDARDS:</p> <p>Foundations: 5.F.F.1.c. Read a wide range of grade-level texts aloud with accurate and automatic prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.</p> <p>Language: 5.L.GC.2.a: Apply understandings of sentence structure to comprehend a wide variety of grade-level texts. 5.L.GC.2.b: Use a variety of simple, compound, and complex sentences to strengthen clarity and coherence, maintaining consistent verb tense throughout the entire text. 5.L.V.2.b: Explain the connection between roots, root words, affixes, and parts of speech to determine the meaning of words (e.g., discuss as a verb vs. discussion as a noun). 5.L.V.3.b: Identify analogies and use synonyms, antonyms, homophones, and homographs to clarify intended meaning.</p> <p>Texts: 5.T.C.1.c. Create multimodal texts, using features of pre-selected modes for a specific purpose and audience. 5.T.SS.1.a. Describe how text features (e.g., chapter titles, diagrams) and text structure (e.g., chapters, problem/solution) function in conjunction together to represent ideas and information coherently in texts. 5.T.SS.1.c. Use text connectives, such as similarly and in contrast, to show relationships between ideas and information. 5.T.SS.2.a. Describe the impact of the use of figurative language such as similes, metaphors, idioms, hyperboles, and personification in response to audience and purpose, in various modes and genres. 5.T.T.1.b. Analyze how setting, events, conflict, and characterization contribute to the plot. 5.T.T.1.c. Explain how a theme is demonstrated through a character's growth or conflict resolution. 5.T.T.1.d. Compare and contrast stories in the same genre (e.g., mysteries, adventures) from diverse cultures on their approaches to similar themes and topics. 5.T.T.2.a. Discuss and evaluate techniques used to present and design expository texts, including multiple main ideas, facts, and key details used to support the main idea.</p>

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5.TT.2.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.

5.TT.2.c. Apply expository techniques that clearly introduce a topic, group paragraphs or sections to develop the topic with facts and other information (e.g., definitions, concrete details, quotations), use precise language, and provide a concluding statement or section.

5.T.RA.1.c. Consider and integrate information from research, including relevant and accurate evidence from two or more credible sources.

5.T.RA.2.a. Refer to specific passages or quotations from a text to support an idea, answer, or opinion, recording the referenced information's page number.

Practices:

K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.

K-12.P.EICC.3.g Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts

K-12.P.EICC.4.f Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.

K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.

K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes

K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.

K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.

K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.

K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.

Click Link to Access Standards by Lesson.
Click Link to Access Full List of Continuing Standards.

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. 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.	<p>Determine main ideas in a text.</p> <p>Find evidence in a text, through key details, that support a main idea.</p> <p>Develop core background knowledge about the impact of U.S. westward expansion on a culture, the Nez Perce.</p>

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<p>FQT2. Write an informative/explanatory paragraph that explains how the Nez Perce homeland sustained one aspect of the tribe’s lifestyle and culture.</p>	<p>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.</p>
<p>FQT3. 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>	<p>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>
<p>FQT4. 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 Thunder Rolling in the Mountains, chapters 1–3 and the clip from the film A Landscape of History.</p>	<p>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>
<p>FQT5. 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, Thunder Rolling in the Mountains.</p>	<p>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>
<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</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>

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events, and the story's purpose.	
NR2. 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.	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.
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.	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.

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

Learning Experiences				
Focusing Question 1: How did US westward expansion impact Native American cultures in the West?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
1	<p>"Lewis & Clark Expedition" (National Archives)</p> <p>Map of United States Expansion</p> <p>Map of Native American Tribes</p>	Organize: What's happening in the text "The Lewis and Clark Expedition"?		<p>Generate text-based questions during a first read to support and monitor understanding of the text "Lewis & Clark Expedition."</p> <p>Determine the overall main idea of the text "Lewis & Clark Expedition."</p> <p>Clarify the meaning of culture.</p>

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2	<p>“Lewis & Clark and the Indian Country: The Indian Country, 1800: A Brilliant Plan for Living” (The Newberry Library)</p> <p>Map of Native American Tribes</p>	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?	Determine and paraphrase main ideas and key details from the article “The Indian Country, 1800: A Brilliant Plan for Living.” Use the relationship between words to better understand the meaning of values.
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>	Organize: What is happening in the text “A New Nation Comes to the Indian Country?”	<p>Experiment: How does an informational text summary work?</p> <p>Examine: Why are prepositional phrases important?</p>	<p>Summarize the main ideas and key details of the article “The Indian Country, 1800: A Brilliant Plan for Living.”</p> <p>Determine the overall main idea and key supporting details of the article “A New Nation Comes to the Indian Country.”</p> <p>Identify, categorize, and describe the function of prepositional phrases.</p>
4 FQT1	“Lewis & Clark and the Indian Country: A New Nation Comes to the Indian Country” (The Newberry Library)	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?	<p>Determine and paraphrase main ideas and key details from the article “A New Nation Comes to the Indian Country.”</p> <p>Synthesize main ideas and key details of the article “A New Nation Comes to the Indian Country” in a written summary.</p>

Focusing Question 2: How did the Nez Perce’s homeland sustain their lifestyle and culture?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
5	<p>A Landscape of History film clip</p> <p>“Nimiipuu Homeland—Nez Perce Country” and “Legend Times” (Nez Perce National Historic Park Museum Collections)</p>	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?	<p>Identify and explain the relationship between the Nez Perce’s homeland and different aspects of the tribe’s culture and lifestyle.</p> <p>Explain the functions of topic statements and body sentences in an informative paragraph, and explain how they relate.</p> <p>Use knowledge of affixes as clues to determine word meaning.</p>

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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>	Wonder: What do I notice and wonder about the aspect of Nez Perce lifestyle and culture I am reading about?	<p>Experiment: How does a topic statement in an informative/explanatory paragraph work?</p> <p>Experiment: How do prepositional phrases work?</p>	<p>Explain the significance of one’s own observations, inferences, and/or questions about an informational text on Nez Perce culture.</p> <p>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.</p> <p>Add detail to and expand sentences using prepositional phrases.</p>
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>	Reveal: What does an exploration of the relationship between the Nez Perce homeland and [my topic] reveal?	<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>	<p>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.</p> <p>Draft a topic statement for an informative/explanatory paragraph about an aspect of Nez Perce lifestyle or culture.</p> <p>Expand and combine sentences using a prepositional phrase(s).</p>
8 FQT2	<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>	Know: How do the Nez Perce lifestyle and culture texts build my knowledge about the Nez Perce homeland?	<p>Excel: How can I strengthen my topic statement in my informative/explanatory paragraph?</p> <p>Excel: How do I use prepositional phrases to improve my writing?</p>	<p>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.</p> <p>Explain, in a well-developed paragraph, how the Nez Perce homeland shaped or sustained an aspect of the tribe’s lifestyle or culture.</p> <p>Add detail to and expand sentences using prepositional phrases.</p>
Focusing Question 3: What role do stories play in Nez Perce culture?				

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Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
9	"Coyote and the Monster Story," J. R. Spencer	Distill: What is the meaning of the story "Coyote and the Monster" for the Nez Perce people?	Examine: Why is speaking collaboratively important?	Explain how norms for speaking collaboratively help a group of students get the most out of an academic conversation. 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. Consult the dictionary to clarify definitions based on context and word knowledge.
10 NR1	"Coyote and the Monster Story," J. R. Spencer "How Beaver Stole Fire from the Pines" (Nez Perce)	Reveal: What does a deeper exploration of characters in the Nez Perce stories reveal?	Experiment: How does speaking collaboratively work?	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. Observe and explain how participants in a "fishbowl" discussion speak collaboratively. Interpret personification in context.
11	"Coyote and the Monster Story," J. R. Spencer "How Beaver Stole Fire from the Pines" (Nez Perce)	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?	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. Compare how two Nez Perce stories serve similar roles in Nez Perce culture, supporting ideas with evidence from both texts. Use correct capitalization and punctuation to indicate titles of books, articles, short stories.

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12 SS FQT3	<p>“Coyote and the Monster Story,” J. R. Spencer</p> <p>“How Beaver Stole Fire from the Pines” (Nez Perce)</p>	Know: How do Nez Perce stories build my knowledge of Nez Perce culture?	<p>Execute: How do I improve on speaking collaboratively in a Socratic Seminar?</p> <p>Examine: How does the punctuation and capitalization of titles work?</p>	<p>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.</p> <p>Compare how two Nez Perce stories serve similar roles in Nez Perce culture, supporting ideas with evidence from both texts.</p> <p>Use correct capitalization and punctuation to indicate titles of books, articles, short stories.</p>
Focusing Question 4: How does the conflict between the Nez Perce and the U.S. government reveal differing cultural beliefs and values?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
13	Thunder Rolling in the Mountains, Chapter 1	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>Infer the significance of one’s own observations and/or questions about characters and conflict in chapter 1 of Thunder Rolling in the Mountains.</p> <p>Describe similarities and differences between the focus and structure of an informative/explanatory paragraph and a comparison and contrast paragraph.</p> <p>Integrate background knowledge with context clues to determine the meaning of moons and suns.</p>
14	<p>Thunder Rolling in the Mountains, Chapter 1</p> <p>A Landscape of History (film clip)</p>	Reveal: What does a deeper exploration of conflict in the novel and film reveal?	<p>Experiment: How does a topic statement in a comparison and contrast paragraph work?</p> <p>Examine: Why are transition words important?</p>	<p>Apply knowledge of the conflict between the Nez Perce and European Americans from multiple texts to understand the conflict facing the characters in Thunder Rolling in the Mountains.</p> <p>Compose a topic statement for a comparison and contrast paragraph that identifies the subjects being compared</p>

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				and contrasted and states the essential idea. Identify comparison and contrast transitions in a paragraph.
15	Thunder Rolling in the Mountains, 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?	Analyze how characters’ words in the novel reveal the significance of the Nez Perce homeland to its people and demonstrate their beliefs and values. Use transition words to compare and contrast ideas.
16 FQT4	A Landscape of History (film clip) Thunder Rolling in the Mountains, 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?	Analyze how a series of quotations from the film A Landscape of History 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. 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. Add appropriate transition words to sentences to signal a comparison or contrast between ideas.
Focusing Question 5: What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
17	Thunder Rolling in the Mountains, page 7	Reveal: What does a deeper exploration of portraits reveal about leadership?		Analyze two portraits to explain how leadership qualities are conveyed.

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	<p>Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Front, E. A. Burbank</p> <p>The White Cloud, Head Chief of the Iowas, George Catlin</p> <p>Portrait of George Washington, Gilbert Stuart</p>			
18	Thunder Rolling in the Mountains, Chapters 1–3	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>Analyze how characters’ words and actions in Thunder Rolling in the Mountains reveal their beliefs and values, and explain how these beliefs and values guide the characters’ actions in the novel.</p> <p>Explain and interpret the meaning of figurative language from the novel.</p>
19	Thunder Rolling in the Mountains, 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?	<p>Contrast characters’ arguments for and against leave Wallowa, analyzing their reasons in favor of and risks associated with their arguments.</p> <p>Analyze how characters’ words and actions in Thunder Rolling in the Mountains reveal their important beliefs and values, and explain how these beliefs and values guide the characters’ actions in the novel. Collaboratively develop preliminary definitions and clarify the precise meaning using the dictionary.</p>
20	Thunder Rolling in the Mountains, Chapters 6–8	Reveal: What does a deeper exploration of the map in the novel reveal?	Execute: How do I gather and elaborate on evidence to prepare for Focusing Question Task 5?	<p>Summarize key events in the novel based on key details in the text and on the “Route of the Nez Perce” map. Analyze how details in Thunder Rolling in the Mountains reveal characters’</p>

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				important beliefs and values, and explain how these beliefs and values guide the characters' actions in the novel. Demonstrate understanding of the nuances of the word <i>truce</i> .
21 NR2	Thunder Rolling in the Mountains, 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?	Analyze a scene in chapter 9 of <i>Thunder Rolling in the Mountains</i> to understand how it shows a difference in characters' beliefs. Analyze evidence of characters' beliefs and values to identify similarities and differences in characters' beliefs and values. Use the relationship between words to better understand the meaning of the verb <i>suffer</i> .
22	Thunder Rolling in the Mountains, Chapters 11–12	Reveal: What does a deeper exploration of mood reveal in the novel?	Examine: What is a Painted Essay®?	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. Identify the parts of a Painted Essay®, and explain their purposes in the essay. 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.
23	Thunder Rolling in the Mountains, 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?	Compare and contrast <i>Sound of Running Feet</i> and the female settlers in <i>Thunder Rolling in the Mountains</i> , identifying similarities and differences between them. Organize sentences for supporting paragraphs of a comparison and contrast essay by topic, and arrange

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				them in order to form cohesive supporting paragraphs. Identify transition words and repetition of ideas within and between paragraphs.
24	Thunder Rolling in the Mountains, Afterword Optional: A Landscape of History film clip	Distill: What is the essential meaning of Chief Joseph's speech in Thunder Rolling in the Mountains?		Synthesize understanding of Chief Joseph's surrender speech, and reflect on its impact and central message. Clarify the meaning of surrender.
25	Thunder Rolling in the Mountains, Afterword Optional: A Landscape of History film clip	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?	Determine a central theme or message of Thunder Rolling in the Mountains by analyzing the significance of a character's actions and reflecting on the most valuable lesson the story imparts. 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. Connect ideas within and between paragraphs using repeated ideas.
26 FQT5	Thunder Rolling in the Mountains, Afterword Optional: A Landscape of History film clip	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?	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. Draft a thesis for an essay that states a key similarity and a key difference between Chief Joseph's and Sound of Running Feet's beliefs and values.
27	Thunder Rolling in the Mountains	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?	Develop supporting paragraphs, using evidence and elaboration, for a comparison and contrast essay about

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			Execute: How do I use repeated ideas in a comparison and contrast essay?	similarities and differences between Chief Joseph's and Sound of Running Feet's beliefs and values. Integrate repeated words or phrases into original writing.
28	Thunder Rolling in the Mountains	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?	Create a well-developed essay to compare and contrast Chief Joseph's and Sound of Running Feet's beliefs and values in the novel Thunder Rolling in the Mountains. Improve writing through the use of transition words and repeated words, phrases, and/or ideas.
Focusing Question 6: What important Nez Perce beliefs and values does Chief Joseph convey in his "Lincoln Hall Speech"?				
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
29	"Lincoln Hall Speech," Washington, DC, January 14, 1879, Chief Joseph, Nez Perce	Wonder: What do I notice and wonder about figurative language and repeated words in Chief Joseph's "Lincoln Hall Speech?"		Explain the impact of figurative language in Chief Joseph's "Lincoln Hall Speech." Determine the main ideas of Chief Joseph's "Lincoln Hall Speech" by annotating for examples of repetition in the text. Use etymology of justice to determine the meanings of related words.
30	"Lincoln Hall Speech," Washington, DC, January 14, 1879, Chief Joseph, Nez Perce	Reveal: What does a deeper exploration of repetition and emotion reveal in Chief Joseph's "Lincoln Hall Speech?"		Determine the main ideas of Chief Joseph's "Lincoln Hall Speech" by annotating for examples of repetition and emotion in the text. Use knowledge of the prefix mis- as a clue to determine word meaning.

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31 EOM	"Lincoln Hall Speech," Washington, DC, January 14, 1879, Chief Joseph, Nez Perce	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?	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. Clarify the meaning of liberty using context.
32 SS	"Lincoln Hall Speech," Washington, DC, 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?	Synthesize and express understanding of the Nez Perce values and beliefs conveyed in Chief Joseph's "Lincoln Hall Speech." 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. Identify coordinating and subordinating conjunctions and their functions.
33	"Lincoln Hall Speech," Washington, DC, 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 Task essay? Experiment: How do conjunctions work?	Synthesize understanding of Nez Perce values from Chief Joseph's "Lincoln Hall Speech" in preparation for writing. Combine and expand sentences using conjunctions.
34	"Lincoln Hall Speech," Washington, DC, 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 Task essay? Execute: How do I use conjunctions in sentences?	Synthesize understanding of Nez Perce values from Chief Joseph's "Lincoln Hall Speech" to draft an essay. Combine and expand sentences using conjunctions.
35 VOC	"Lincoln Hall Speech," Washington, DC, 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 essay? Excel: How do I improve my writing in my essay?	Revise essay draft using a revision checklist to strengthen ideas. Synthesize understanding of Nez Perce values from Chief Joseph's "Lincoln Hall Speech" by creating a final essay draft.

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				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.
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Content Resources
<p>CORE TEXTS</p> <p>Novel (Literary)</p> <ul style="list-style-type: none"> ■ <i>Thunder Rolling in the Mountains</i>, Scott O’Dell and Elizabeth Hall <p>Speech</p> <ul style="list-style-type: none"> ■ “Lincoln Hall Speech,” Washington D.C., January 14, 1879, Chief Joseph, Nez Perce (Handout 29A) <p>SUPPLEMENTARY TEXTS</p> <p>Film Clip</p> <ul style="list-style-type: none"> ■ <i>A Landscape of History</i> <p>Historical Accounts (Informational)</p> <ul style="list-style-type: none"> ■ “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) ■ “Nimiiipuu 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)

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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)

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