

MODULE 1

Fifth Grade

What's Happening in English Language Arts Class?

Your child's class will use Arts & Letters as our English Language Arts curriculum. By reading and responding to excellent literature and informational texts, your student will learn about key history, science, and literature topics.

HANDED DOWN



The first Module "Handed Down," focuses on the question: "How do communities keep their cultures alive?" Students explore various stories and informational texts, engaging with visual art and videos. They learn about how traditions, stories, and ways of life are passed down through generations. The module helps students develop vocabulary, reading comprehension, writing, and critical thinking skills.

OUR CLASS WILL

READ THESE BOOKS:



Informational Texts

- "Lincoln Hall Speech" by Chief Joseph
- "A Surrender" by Audrey DeAngelis and Gina DeAngelis
- "Nez Perce Tribe Purchases 148 Acres in Josph, Oregon" by Kayeloni Scott
- "Countries and Their Cultures: Ojibwe" by Lorie Roy

Literature Texts

- "Coyote and the Monster", a Nez Perce legend
- *The Birchbark House* by Louise Erdrich

OUR CLASS WILL

WATCH THESE VIDEOS:



- Coyote and the Monster as told by J.R. Spencer
- "Interview with J.R. Spencer", Great Minds
- "Ojibwe Birchbark Wigwam-Official Trailer," Up North Films

OUR CLASS WILL

LOOK AT THESE
PAINTINGS:



- Across the Continent: "*Westward the Course of Empire Takes its Way*," by Francis Flora Bond Palmer (Fanny Palmer)
- *Chief Joseph and Family*, by F.M.Sargent
- *In Mut Too Yah Lat Lat* (Chief Joseph) by Edward S. Curtis
- *Untitled* by George Morrison



OUR CLASS WILL
ASK THESE
QUESTIONS:



- What do I notice & wonder about this text?
- What is happening in this text?
- What is a central idea in this text?
- How do these texts build our knowledge?
- What does a deeper look at structure reveal?
- What does a deeper look at figurative language reveal?
- What does a deeper look at character reveal?
- What does a deeper look at mood reveal?



VOCABULARY

For their tests, your child should know the meaning of each word. They should also know how to use each word in a sentence:

- | | | |
|------------------------|--------------------|-------------------------|
| • Aadizookaan | • Empire | • One-point perspective |
| • Abstract art | • Encounter | • Oral Tradition |
| • Abstract perspective | • Fluency | • Perspective |
| • Awareness | • Foreshadow | • Portentous |
| • Context | • Generation | • Sacred |
| • Culture | • Homeland | • Subject |
| • Depth of Field | • Horizon line | • Surrender |
| • Devour | • Justice | • Sustain |
| | • Natural resource | |

PRACTICING AT HOME

WRITING, TALKING, AND READING



FIFTH GRADE MODULE 1: HANDED DOWN

YOUR CHILD WILL WORK ON THIS LEARNING GOAL:

At the end of this unit, your child will work to write an essay about how Louise Erdirch shares Ojibwe cultural values through The Birchbark House.

• The essay will include:

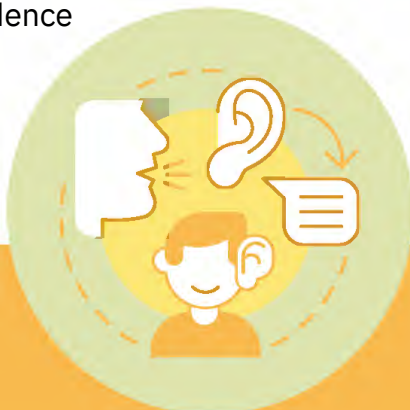
- *Knowledge of the Birchbark house and knowledge of Ojibwe culture.
- *Has a clear thesis statement with two points and shows evidence and elaboration to support each point.
- *Has a concluding paragraph that answers the *so what?* question.

- *Students will use topic specific vocabulary to explain the topic.
- *Students will use appropriate transition words/ or phrases between paragraphs.
- *Students will spell grade-level-appropriate words correctly and demonstrate grade-level-appropriate grammar.

SPEAKING & LISTENING

Throughout this module, students will participate in discussions focusing on;

- How communities sustain their cultures
- Speaking at a rate others can understand
- Taking turns with others when speaking
- Providing and elaborating on relevant textual evidence



RESOURCES

Want to read some books about this unit at home?

Here are some suggestions:

- Fry Bread: A Native American Family Story by Kevin Noble Maillard
- *We Are Water Protectors* by Carole Lindstrom
- *Thunder Boy Jr.* by Sherman Alexie
- *Dreamers* by Yuyi Morales
- *Indian No More* by Charlene Willing McManis
- *El Deafo* by Cece Bell
- *Inside Out and Back Again* by Thanhà Lai
- *In the Footsteps of Crazy Horse* by Joseph Marshall III
- “Keepers of the Earth: Native American Stories and Environmental Activities for Children” Short story by Michael Caduto & Joseph Bruchac