

GREAT MINDS®

MODULE 1  
CULTURES IN CONFLICT

WIT &  
WISDOM

GRADE

5

GREAT MINDS® WIT & WISDOM

# **Grade 5 Module 1:** Cultures in Conflict

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*Student Edition*



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## Handout 1A: The Lewis and Clark Expedition

**Directions:** Read the following article. Refer to the glossary as needed for definitions of unfamiliar words.

### The Lewis and Clark Expedition

In 1803 President Thomas Jefferson guided a splendid piece of foreign diplomacy through the U.S. Senate: the purchase of Louisiana territory from France. After the Louisiana Purchase Treaty was made, Jefferson initiated an exploration of the newly purchased land and the territory beyond the “great rock mountains” in the West.

Jefferson chose his personal secretary, Meriwether Lewis, an intelligent and literate man who also possessed skills as a frontiersman. Lewis in turn solicited the help of William Clark, whose abilities as draftsman and frontiersman were even stronger. Lewis so respected Clark that he made him a co-commanding captain of the Expedition, even though Clark was never recognized as such by the government. Together they collected a diverse military Corps of Discovery that would be able to undertake a two-year journey to the great ocean.

Jefferson hoped that Lewis and Clark would find a water route linking the Columbia and Missouri rivers. This water link would connect the Pacific Ocean with the Mississippi River system, thus giving the new western land access to port markets out of the Gulf of Mexico and to eastern cities along the Ohio River and its minor tributaries. At the time, American and European explorers had only penetrated what would become each end of the Lewis and Clark Trail up the Missouri several miles to the trapper headquarters at Fort Mandan and up the Columbia just a bit over a hundred miles to a point a little beyond present-day Portland, Oregon.

The Lewis and Clark Expedition paddled its way down the Ohio as it prepared the Expedition to be launched officially from Camp Wood, just outside St. Louis, in the summer of 1804. That summer and fall the company of explorers paddled and pulled themselves upstream, northwest on the Missouri River to Fort Mandan, a trading post, where Corps of Discovery set up camp, wintered, and prepared for the journey to the Pacific.

When the spring of 1805 brought high water and favorable weather, the Lewis and Clark Expedition set out on the next leg of its journey. They traveled up the Missouri to present-day Three Forks, Montana, wisely choosing to follow the western-most tributary, the Jefferson River. This route delivered the explorers to the doorstep of the Shoshone Indians, who were skilled at traversing

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the great rock mountains with horses. Once over the Bitterroot Mountains, the Corps of Discovery shaped canoe-like vessels that transported them swiftly downriver to the mouth of the Columbia, where they wintered (1805-1806) at Fort Clatsop, on the present-day Oregon side of the river.

With journals in hand, Lewis, Clark, and the other members of the Expedition returned to St. Louis by September 1806 to report their findings to Jefferson. Along the way, they continued to trade what few goods they still had with the Indians and set up diplomatic relations with the Indians. Additionally, they recorded their contact with Indians and described (and at times drew) the shape of the landscape and the creatures of this western world, new to the white man. In doing so, they fulfilled many of Jefferson's wishes for the Expedition. Along the way, William Clark drew a series of maps that were remarkably detailed, noting and naming rivers and creeks, significant points in the landscape, the shape of river shore, and spots where the Corps spent each night or camped or portaged for longer periods of time. Later explorers used these maps to further probe the western portion of the continent.

The Expedition of the Corps of Discovery shaped a crude route to the waters of the Pacific and marked an initial pathway for the new nation to spread westward from ocean to ocean, fulfilling what would become to many Americans an obvious destiny.

Over the next two centuries the new Americans and many immigrants would wash across the central and western portions of what would eventually become the contiguous 48 United States. This wave of development would significantly transform virgin forests and grasslands into a landscape of cities, farms, and harvested forests, displacing fauna such as the buffalo and squeezing the Indians who survived onto reservations.

*This article was written by Douglas Perry, a teacher at Gig Harbor High School, in Gig Harbor, WA. Courtesy of the U.S. National Archives & Records Administration.*

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**diplomacy:** the practice of conducting negotiations and agreements between nations or governments.

**initiated:** began

**frontiersman:** a man who lives on or near a frontier, or the limit of settled land

**draftsman:** a man who has exceptional skill in sketching or drawing

**corps:** a group of people joined in some common activity

**route:** a course of travel from one place to another

**tributaries:** rivers or streams that flow into a larger river or stream, or into a lake

**penetrated:** gone into or through

**diplomatic relations:** agreements between two or more countries or groups on issues such as peace-making and trade.

**probe:** explore or examine more deeply

**crude:** done in a rough way

**destiny:** something which has been predetermined, or decided beforehand

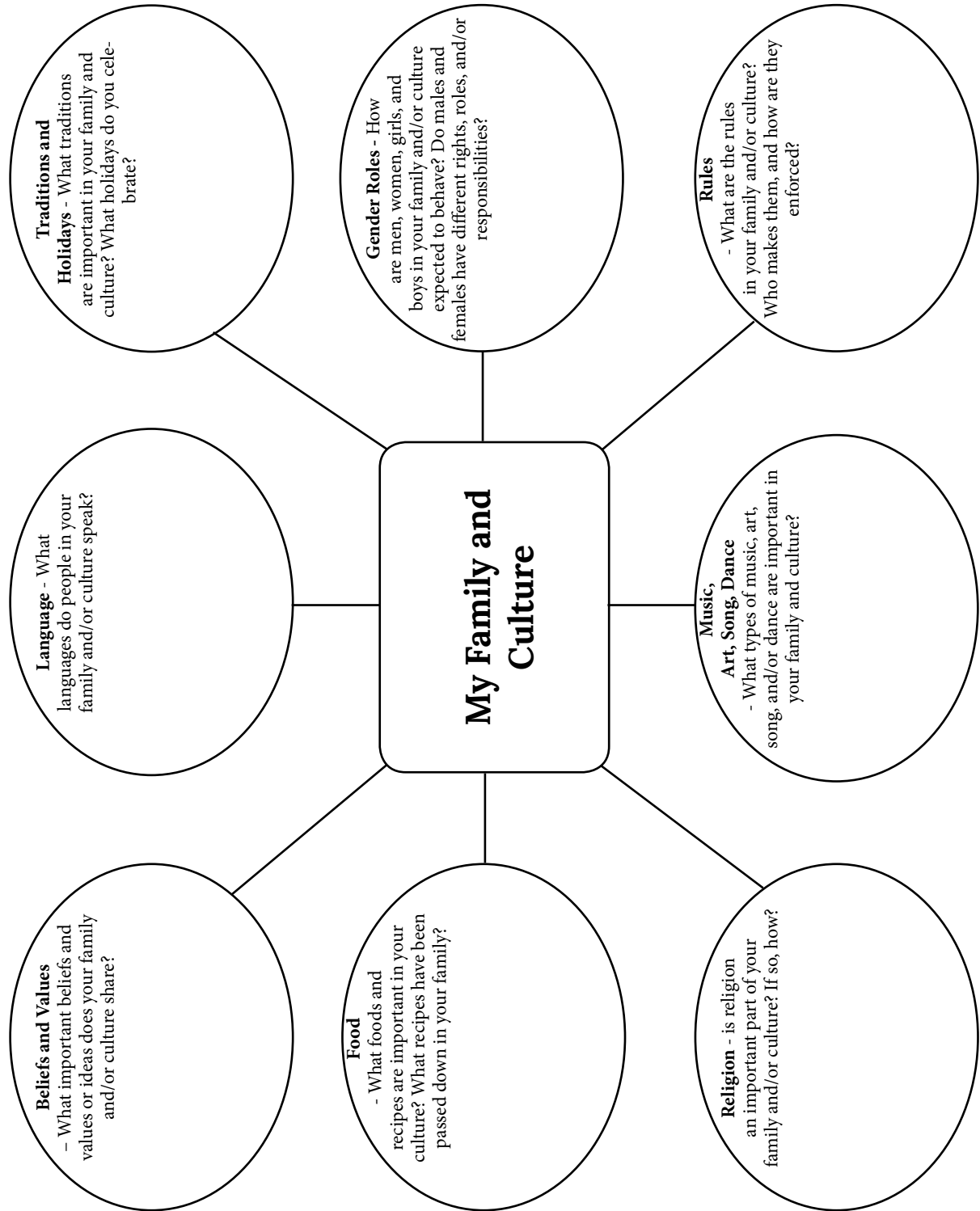
**displacing:** forcing out of a homeland or established place

**reservations:** areas of land set aside by the U.S. Government for the use of Native Americans



# Handout 1B: Family and Culture Web

**Directions:** Read and respond to each question about your own family and culture.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

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# Handout 1C: Frayer Model: *Culture*

**Directions:** Record the definition of culture in the upper left-hand box. Then, complete the rest of the Frayer Model to add characteristics, examples, and non-examples of culture.

<b>Definition:</b>	<b>Characteristics:</b>
<div>Word: <b>Culture</b></div>	
<b>Examples:</b>	<b>Non-Examples:</b>



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## Handout 1D: Assessed Vocabulary Study Guide

**Directions:** Use this list of vocabulary words and definitions to study for the vocabulary assessment. The number following the word indicates the lesson number in which the word or affix is taught.

Word (Lesson Number)	Definition
culture (1)	the way a group of people lives and understands the world, including its ideas, beliefs, and values; traditions; religion; language; rules; gender roles; food; clothing; art music, dance, sports, and other ways of life
beliefs (1)	strong opinions; ideas believed to be true
impact (1)	to affect directly
values (1,2)	ideas about what is important and how to live in a way that is good or right
customs (2)	usual or accepted practices of a social group
prosperous (2)	having wealth, success, or good fortune
thriving (2)	doing well or being successful
homeland (5)	one's native country or region
sustain (5)	to provide with the basic necessities of life; to keep (something) going or existing
subsistence (5)	up from below (definition of <i>sub-</i> )
descendants (9)	down, away from (definition of <i>de-</i> )
conflict (13)	argument or fight between two opposing sides
treaty (14)	an agreement between two opposing sides; a document that explains the terms of the agreement
reservation (14)	an area of land given to Native Americans by the U. S. government as payment for taking the land of their original homes. The government forced Native Americans to move to and live on reservations.
plain words (18)	words that are clear and easy to understand

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heed (19)	to pay attention to; to take notice of
truce (20)	an agreement by warring parties to stop fighting
grieved (22)	felt great sadness
surrender (24)	to give up; to give in to another's power or demands
poverty (26)	poor, not having enough property, money, or food
inadequate (26)	less than what is needed; not enough
betrayed (26)	mislead; failed to fulfill as in hopes, needs, or expectations
justice (29)	using the law to treat others fairly
<b>misinterpretations</b> (30)	badly or wrongly (definition of <i>mis-</i> )
liberty (31)	freedom to do or say what one thinks or feels

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## Handout 2A: “The Indian Country, 1800: A Brilliant Plan for Living”

**Directions:** Read the following article. Refer to the glossary as needed for definitions of unfamiliar words.

### **The Indian Country, 1800: A Brilliant Plan for Living**

*Source: The Newberry Library’s “Lewis & Clark and the Indian Country” virtual exhibition (2005)*

The people the Corps of Discovery encountered on their two and a half-year round-trip journey to the Pacific belonged to well-ordered communities. While not a country in the European sense, the region the Americans traversed two centuries ago was bound together by common values and customs.

In 1800, the Native American communities in the Missouri and Columbia River regions were prosperous and thriving. They knew how to take advantage of the abundant natural resources around them, and traded for what they could not produce themselves. They had highly developed social structures to educate their children, care for their elderly, and prevent and resolve community conflicts. As Frederick Baker has commented, they didn’t need schools, police, jails, and social workers, they had “a brilliant plan for living.”

### **Creators**

For the people of the Indian Country, creation was not a distant event. They believed the world was a product of ongoing creative acts involving many supernatural forces.

Elders explained that the cosmic forces that made the world continued to be present above and beneath it. They told stories of spirit beings who wielded immense power, affecting the weather, the hunt, and the size of the harvest and taught that creation was a complex and never-ending process and that human beings were successful only if they acted with the assistance of the spirit world.

The people of the Indian Country communicated their values through stories of creation and tales of the spirit world. This oral literature was passed from elders to young people and provided vivid lessons regarding the values they believed were essential for community well-being.

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## Gifts

Gift-giving and reciprocal generosity were central to the values that bound community members to each other and to the natural and spirit worlds.

People in the Indian country believed it was wise to show respect and gratitude to the spirit beings by offering them presents and prayers. Gifts from the creators—healthy children, good crops, a successful hunt—called for gifts in return.

The steady flow of generosity within and between communities also facilitated social harmony. In villages and hunting bands, people organized their lives to discourage greed and draw individuals into a web of mutual support. Travelers, diplomats, and traders would greet their hosts with gifts; their hosts would offer them gifts in return, fostering long and peaceable relationships.

## Men and Women

Men and women contributed equally to the well-being of Indian country communities. Their distinct but complementary gifts and skills were essential to the flourishing of human life as they transformed animals into clothing, plants into food, and children into adults.

Each gender made its own contribution to community life and each had specific responsibilities to fulfill. Working in groups—whether in hunting, farming, fishing, or processing raw materials into finished goods—drew men and women together, forging powerful bonds that cemented the social unity and cohesion of the community.

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**prosperous:** having wealth, success, or good fortune

**thriving:** doing well or being successful

**natural resources:** materials found in nature that can be used by people in many ways (e.g., soil, fresh water)

**social structures:** how societies of people are organized, based on relationships between people (i.e., parents and children, teachers and students, men and women)

**supernatural:** having to do with forces separate from or higher than natural laws; having to do with spiritual beings

**cosmic:** of or relating to the universe

**oral literature:** stories and poems passed down by word of mouth from generation to generation

**reciprocal:** involving an exchange between two parties; mutual

**generosity:** willing readiness to give; acts of giving

**gratitude:** the feeling of being thankful or grateful

**facilitated:** helped to bring about

**harmony:** being in agreement; unity

**distinct:** different or separate

**complementary:** forming a whole or a perfected combination

**cemented:** became bonded together

**cohesion:** a state of being closely united or together



Date:

**Directions:** Complete the Boxes and Bullets organizer for the text “The Indian Country, 1800: A Brilliant Plan for Living,” including the overall main idea, main ideas, and key details.

**Overall or “Umbrella” Main Idea:**

### Main Idea 1–“Creators”:

●

•

### Main Idea 2–“Gifts”:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Key Details:**

- 
- 

**Main Idea 3–“Men and Women”:**

**Key Details:**

- 
- 

**Summary:**

# Handout 2C: Word Line: *Values*

**Directions:** Create a Word Line using the following words. Be sure to consult a dictionary to look up definitions of any words whose meanings you do not know. After completing your word line, explain how you decided where the word *values* should go.

values, codes of behavior, beliefs, laws, ideas

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

How did you decide where the word *values* should go in the Word Line?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 3A: Informational Text Summary Model

**Directions:** Read the following information about an informational text summary. Refer to this model as needed to help you write an informational text summary.

Remember, an informational text summary...

- is a much shorter version of a longer text
- tells the main or central ideas and key details of the text;
- does **not** include your opinions or feelings;
- uses mostly your own words as well as key words from the text.

### Model for an Informational Text Summary

<b>Topic statement</b>	State the overall main idea of the text
<b>Main Idea 1</b> (Beginning)	Tell the first main idea of the text in your own words, supporting it with key details.
<b>Main Idea 2</b> (Middle)	Tell the second main idea of the text in your own words, supporting it with key details.
<b>Main Idea 3</b> (End)	Tell the third main idea of the text in your own words, supporting it with key details.
<b>Concluding Statement</b>	Reinforce the overall main idea of the text.

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## Handout 3B: “A New Nation Comes to the Indian Country”

**Directions:** Read the following article. Refer to the glossary as needed for definitions of unfamiliar words.

### A New Nation Comes to the Indian Country

*Source: The Newberry Library’s “Lewis & Clark and the Indian Country” virtual exhibition (2005)*

Little changed in the Indian country in the first years after Lewis and Clark’s journey. The Corps of Discovery had failed to find an easy route to the Pacific and few people wanted to follow their difficult path. But the expedition had put American “boots on the ground” for the first time. In addition, the information it compiled documented a vast new territory ready for national expansion.

West of the Missouri River that expansion began gradually. A profitable fur trade encouraged outposts and new settlements. After 1850, gold rushes in California, Montana, and Oregon built those remote settlements into towns. Over time, open land attracted settlers. The coming of the railroads completed the transformation of the region. By century’s end, Americans had a new name for the Indian country. They now called it the “West.” This process was not a peaceful one, rather it was punctuated by violence and military conflict.

This section...illustrates the ways in which different aspects of American expansion...mining, homesteading, ranching...altered and undermined the traditions and institutions of the Indian Country.

#### New Settlers

Three events near mid-century unleashed a flood of American settlement across the Indian country. In 1846, a treaty with Great Britain fixed the northern boundary of the United States at the 49th parallel, securing the Americans’ title to the Columbia River country. Two years later, the discovery of gold in California began a rush that attracted 250,000 people to what had been a distant province of the young Republic of Mexico. At almost the same moment, the Treaty of Guadalupe Hidalgo ended the Mexican-American war, and transferred a massive arc of new territory to the United States. Suddenly, the United States had become a continental power.

Settlers, merchants, and entrepreneurs heading west from St. Louis were now eager to set up American institutions across the Indian country. They assumed that the land was theirs, and that their needs superseded those of the existing Indian communities. By the centennial of the Lewis and Clark expedition in 1904, more than six million new people had moved to the territory first visited by the Corps of Discovery.

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## Miners

From the days of Columbus, European expansion was driven by stories of gold and silver waiting to be gathered up by energetic explorers. In the nineteenth century Americans often rushed to Native lands to claim their share of these rumored riches. Such episodes usually terrified local Indian communities because they attracted groups of young men who were traveling without families and were often prone to violence.

Among the most traumatic gold rushes in the nineteenth century was one triggered by the discovery of gold on lands the Nez Perces had reserved for themselves in their 1855 agreement with Governor Stevens. The invasion of their reservation set off disputes with young miners who were often unaware that they were trespassing on tribal property. Furthermore, there were arguments within the tribe over how best to respond to the crisis.

## Ranchers

After the American Civil War, while homesteaders built farms in the West and miners filed claims in remote mountains, cattle and sheep ranchers moved into the arid northern plains and the plateau country of eastern Oregon to raise food for the nation's growing cities. While Native people were unhappy about the displacement of buffalo by stock animals, many tribal communities found ranching offered an attractive way to make a living. It preserved traditional gender roles and allowed for a seasonal round of herding activities.

Ranching attracted thousands of outsiders to the Indian country. These newcomers quickly exhausted the available public lands and pressed western tribes to open new areas for non-Indian ranching. These white ranchers urged federal authorities to permit them to graze their herds on what they saw as unused Indian lands and to build ambitious dam and irrigation projects. Indian communities along the Lewis and Clark route were often hardest hit by these changes. Many groups lost control over their land and water resources, or watched helplessly as federally built dams inundated and destroyed their homes.

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**documented:** provided evidence for

**outposts:** outlying settlements or stations

**punctuated:** highlighted or marked

**undermined:** gradually weakened and destroyed

**institutions:** established customs and activities in a society

**treaty:** a formal agreement between two or more countries

**province:** one of the divisions of some countries

**entrepreneurs:** people who assume the financial risk of beginning and operating a business

**superseded:** took over the place or position of; replaced

**prone:** having the habit of; being likely to

**traumatic:** having an emotional shock that deeply affects one's life for a long time

**invasion:** an act or instance of invading by an enemy or intruding into another's life

**trespassing:** entering the property of another without permission

**displacement:** the act of forcing out of a home territory or particular place

**federal authorities:** people in the national government who have the right or power, by law, to give orders and make decisions

**irrigation:** the act of supplying of water to land or crops

**inundated:** covered or overspread with a very large amount of water; flooded

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# Handout 3C: Boxes and Bullets Organizer

**Directions:** Complete the Boxes and Bullets organizer for the text “A New Nation Comes to the Indian Country” including the overall main idea, main ideas, and key details.

<b>Text:</b> “A New Nation Comes to the Indian Country” (Newberry Library)
<b>Overall or “Umbrella” Main Idea:</b>
<b>Main Idea 1–“Creators”:</b>
<b>Key Details:</b>  •  •
<b>Main Idea 2–“Gifts”:</b>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Key Details:**

- 
- 

**Main Idea 3–“Men and Women”:**

**Key Details:**

- 
- 

**Summary:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 3D: Identifying and Sorting Prepositional Phrases

**Directions:** Underline the prepositional phrases. Determine what information this detail provides; recopy the prepositional phrase into the corresponding column.

Sentence from “A New Nation Comes to the Indian Country”	Where?	When?	What kind?	Which one?	How?
1. <i>The Corps of Discovery had failed to find an easy route to the Pacific and few people wanted to follow their difficult path.</i>					
2. <i>By the centennial of the Lewis and Clark expedition in 1904, more than six million new people had moved to the territory first visited by the Corps of Discovery.</i>					

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3. From the days of Columbus, European expansion was driven by stories of gold and silver waiting to be gathered up by energetic explorers.					
4. Ranching attracted thousands of outsiders to the Indian Country.					

Reflection question: How do prepositional phrases *impact*, or change, sentences?

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Date: \_\_\_\_\_

## Handout 4A: Focusing Question Task 1 Checklist

**Directions:** Use the first column (“Self”) of this checklist to self-assess your writing for Focusing Question Task 1. For each row of the checklist, mark “+” if this aspect of your writing is strong; mark a triangle for “change” if it needs improvement.

Checklist for Focusing Question Task 1: Informational Text Summary			
	Self + / Δ	Peer + / Δ	Teacher + / Δ
<b>Reading Comprehension</b>			
• Identify and express the overall main idea of the article “A New Nation Comes to the Indian Country”			
• Identify and express the main idea and key details of the article’s three sub-sections: o New Settlers o Miners o Ranchers			
<b>Structure</b>			
• I respond to all parts of the prompt			
• I focus on my topic throughout the piece			
• I introduce the overall main idea of the text clearly in my topic statement			
• My body sentences tell three main ideas and key details of the text (one for each sub-section listed above) in my own words			
• My concluding statement relates to the overall main idea of the text			
• I use transitions to link ideas in my paragraph			

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<b>Development</b>			
• I develop my summary with key ideas and details from each of the article’s sub-sections			
<b>Style</b>			
• I use a variety of sentence patterns (simple, compound, complex)			
• I use vocabulary words that are specific and appropriate to the content, including the word <i>impact</i> or <i>impacted</i>			
• My writing style is appropriate for the audience			
<b>Conventions</b>			
• I use correct spelling, punctuation, and capitalization			
<b>Total # of checks</b>			

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## Handout 5A: “Nimiipuu Homeland” and “Legend Times”

**Directions:** Refer to the glossary as needed for definitions of unknown words.

### Nimiipuu Homeland – Nez Perce Country

Long before Meriwether Lewis and William Clark ventured West; before the English established a colony at Jamestown; before Christopher Columbus stumbled upon the “new world”; the Nez Perce, who call themselves the Nimiipuu, lived in the prairies and river valleys of north Central Idaho, Montana, northeastern Oregon, and southeastern Washington, an area of approximately seventeen million acres.

In 1805, when Lewis and Clark met the Nez Perce, they encountered a people well-integrated into their environment. Nimiipuu traditions and knowledge of the surroundings were well-honed over thousands of years. The Nimiipuu homeland’s abundant resources sustained their economy, lifestyle and culture.

### Legend Times

*Nimiipuu oral history records their presence in Nez Perce country since time immemorial. Archeological evidence indicates that people have occupied the Plateau culture area of the Northwest for at least the last 11,000 years.*

According to legend, the world before humans was inhabited by animals that possessed human traits. The primary animal was It’s-e-ye-ye (Coyote), who at times had supernatural powers. The Nimiipuu creation story reveals that when a monster began to consume the animals, Coyote tricked the monster into swallowing him. While in the monster’s stomach, he killed the monster and set the animals free. Coyote carved the monster into pieces, and scattered the parts throughout the land, where they became the various tribes. It’s-e-ye-ye left the heart of the monster near Kamiah, Idaho and sprinkled the blood around the surrounding countryside, and created the Nimiipuu, the Nez Perce people. These stories provided instruction in Nimiipuu culture, and often conveyed moral teachings and practical information.

The Nimiipuu have been part of this land for countless generations. Their traditional homeland occupied nearly 13 million acres in what is today Oregon, Washington, and Idaho. The earliest peoples lived in small groups and family units. They were mostly reliant on big game hunting as a

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primary means of subsistence. Starting around 6,000 years ago, many aspects of the historic Nez Perce way of life began to appear in the region. This included the use of a much broader base of locally abundant plant, fish, and game resources.

This shift to a more encompassing use of resources was well adapted to the Nez Perce homeland. It enabled the ancestral Nez Perce to develop a much more sedentary lifestyle as evidenced through the emergence of large winter village sites, and the increasing use of semi-subterranean pit houses.

By about 3,500 years ago, the bow and arrow came into common use in Nez Perce country. This technology eventually replaced the atlatl around 2,000 years ago. Over the last 1,000 years, Nez Perce culture became increasingly reliant on seasonally abundant fish and root resources. As the population grew, large villages located along the Clearwater, Snake, and Salmon Rivers and their tributaries became the norm.

A common thread throughout the Nimiipuu existence has been a keen knowledge of the resources present in their homeland. This included a thorough understanding of when, where, and how to obtain and use these items. Local stone, minerals, and various plant species were crafted to make clothing, baskets, tools, hunting and fishing implements, shelter, and other personal items.

*Courtesy of the U.S. Department of the Interior/National Park Service*

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**well-integrated:** blended into a harmonious, or pleasing, whole; unified

**well-honed:** perfected

**sustained:** kept (something) going or existing; provided with the basic necessities of life

**oral history:** historical data, often recorded, that comprises firsthand oral accounts

**time immemorial:** reaching back in time beyond memory or record

**archaeological:** relating to the study of past human life

**Plateau culture area:** a region between the Rocky Mountains and the Pacific Coast, including parts of present-day Canada, Washington, Oregon, Idaho, and Montana, that was originally inhabited by Native American peoples

**primary:** main; most important

**supernatural:** having to do with forces separate from or higher than natural laws

**moral:** having to do with what is right and what is wrong in how a person acts

**subsistence:** that which supports life or continued operation

**encompassing:** including all of (something)

**sedentary:** living in a fixed location (instead of moving to different places)

**semi-subterranean:** halfway underground or below the earth's surface

**pit houses:** ancient shelters made by digging a pit into the earth and roofed over. **atlatl:** an ancient weapon, used for hunting; a stick used to throw a spear or a dart

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 5B: Exemplar Informative Paragraph

**Directions:** Read the exemplar informative paragraph about the Nez Perce Homeland. Then, listen for instructions from your teacher.

### The Nez Perce Homeland

(1) For generations, the Nez Perce tribe have called an area of land in present-day Oregon, Washington, Idaho, and Montana their native home. (2) The Nez Perce homeland was rich in resources the people relied on in their daily lives and in the stories that sustained their culture. (3) The forests, prairies, and rivers of the Nez Perce homeland provided a variety of resources for people to use. (4) The Nez Perce hunted game, gathered plants and other natural materials, and fished the rivers. (5) They counted on their homeland for food, shelter, clothing, and other tools. (6) The tribe's connection to this particular land traces back to a time before human beings existed. (7) The tribe's creation story tells of how Coyote killed a monster and scattered its pieces over this land to create tribes, including the Nez Perce, who were made from the monster's heart. (8) This story reveals how deeply the Nez Perce people are connected to this specific area of land. (9) The high mountains, open meadows, deep forests, and rushing rivers of the Nez Perce homeland shaped an entire culture and way of life for the Nez Perce people.



Name: \_\_\_\_\_

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## Handout 5C: Fluency Homework

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$ , or  $\sqrt{-}$  in each unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

Long before Meriwether Lewis and William Clark ventured West; before the English established a colony at Jamestown; before Christopher Columbus stumbled upon the “new world”; the Nez Perce, who call themselves the Nimiipuu, lived in the prairies and river valleys of north Central Idaho, Montana, northeastern Oregon, and southeastern Washington, an area of approximately seventeen million acres.

In 1805, when Lewis and Clark met the Nez Perce, they encountered a people well integrated into their environment. Nimiipuu traditions and knowledge of the surroundings were well-honed over thousands of years. The Nimiipuu homeland’s abundant resources sustained their economy, lifestyle, and culture.

U.S. Department of the Interior, National Park Service, Nez Perce National Historic Park Museum Collections. “Nimiipuu Homeland.” Online. <http://witeng.link/0784>

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Date: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3-5 times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace, and an audible volume.								

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions on the back of this paper.*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 6A: Food and Drink

**Directions:** Read the following text. Then, reread the text and annotate three to five things you notice and three to five things you wonder about.

*From the Nez Perce National Historic Trail website*

### Food and Drink

Fish were an important food for Indian families. They were caught in many different ways. Some tribes made hand-knotted nets, both large and small. Some of the tribes in the Pacific Northwest still fish with large dipnets, from a platform built up above the edge of the riverbank. Others use a seine net (pronounced “sayn”) to catch many fish at once. Some tribes made a fish trap from sticks. Others built dams with rocks, dirt, and fallen trees; they would then scoop the fish from the water with baskets.

The Nez Perce and other tribes picked and ate many kinds of wild berries—strawberries, blueberries, wild grapes, huckleberries, serviceberries, currants, cranberries, and many more. Researchers have found there were 36 different kinds of fruit that Indians dried to eat in the winter. They knew what the plants looked like, where they grew, and when they got ripe every year. Berries were carried home in baskets and eaten fresh, but they were also dried and saved for winter.

Huckleberries and other berries—such as serviceberries and currants—were often used by the Nez Perce to make a staple food called pemmican. Meat is sliced very thin, then dried, and then pounded or ground with stones to a dry powder. Chopped dried berries are added to the powdered meat, and then melted fat (such as deer fat or buffalo fat) is mixed in. This mixture, when finished, would keep well and was very tasty and nutritious.

In addition to the staple food pemmican, camas roots and “biscuit root” were other reliable and favorite food sources. Both are small flowering plants that grow in the mountains and hills; when the plants were mature, the Indians would dig up the roots and collect them.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

The roots can be cooked fresh (sort of like a potato dumpling in your stew) or they can be dried and peeled and ground into a flour. A grinding stone was used for this—some grinding stones were small enough to travel with the people when they moved. They were flat, with a kind of hollowed-out section in the middle. A smaller smooth rounded stone was held in the hands and rolled or pounded over dried roots and other materials to pulverize them on the grinding stone.

Thirsty children usually drank ice cold water from mountain streams or rivers. They also had special drinks now and then. For example, honey or maple syrup was mixed with water to make a punch, and leaves were used to flavor other drinks. The dried leaves of snowberry, wintergreen, and spruce and twigs of raspberry, chokecherry, and wild cherry were dropped into boiling water to make teas. Many kinds of flowers were dried and used to make teas. Wild mint leaves were used to flavor teas and punch.

*Courtesy of the U.S. Department of Agriculture*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 6B: Clothing

**Directions:** Read the following text. Refer to the glossary as needed for definitions of unfamiliar words. Then, reread the text and annotate three to five things you notice and three to five things you wonder about.

### Clothing

The Nez Perce and other tribes made warm and beautiful clothing from animal hides or fabric they traded for.

Vests were useful, easy to make, and often beautifully decorated. Geometric designs were favored, but floral designs were often used, too.

Buckskin was a favorite material. It is made from the hide of a deer. (Buckskin can be made from elk hide, also, but it is much heavier!) First the hide is soaked, then the hair is scraped off using a sharp tool. It's a lot of work to get all the hair off. After the hide is scraped very clean, it's like thin dry leather. It's soaked again overnight in a special mixture to make it soft, like a conditioner, and then it's stretched and pulled and stretched as it dries to make it soft and pliable like a nice suede or velvet fabric. After that the buckskin is smoked—not like a pipe but a different way. It is hung up above a slow and gentle fire in a lot of smoke for a long time. The smoke conditions and preserves the buckskin and makes it kind of waterproof and gives it a special color and fragrance.

Decorated bands were often worn by the Nez Perce and other tribes on the wrists and arms. They weren't very practical for daily work or hunting, but were worn for ceremonies, feasts, and dances—and they still are today. These cuffs usually made from buckskin or rawhide were decorated with beads, shells, and fringe.

Not meant for everyday wear, anklets were worn for dancing—and they are worn today at pow-wows and Indian dance competitions. Their graceful sway and bounce adds to and enhances the dancer's movements. Some of the Indians in the Northern Rocky Mountain areas used the long white hair of mountain goats for their anklets. People in other areas used grass, plant fibers, or yarn made from sheep's wool.

*Courtesy of the U.S. Department of Agriculture*

**hides:** the skins of one of the larger animals such as a buffalo or cow

**conditions:** makes something softer and less dry

**preserves:** keeps safe from loss or harm

**pow-wows:** North American Indian ceremonies, usually with ritual dancing, feasting, and chanting

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 6C: Shelter–The Tipi

**Directions:** Read the following text. Refer to the glossary as needed for definitions of unfamiliar words. Then, reread the text and annotate three to five things you notice and three to five things you wonder about.

*From the Nez Perce National Historic Trail website*

### Shelter–The Tipi

The Indians on the Plains hunted the huge herds of buffalo that roamed the grasslands. They used the meat, the hides, the bones, and virtually all parts of the buffalo to make almost everything they needed. The buffalo didn't stay in one place, but roamed across the prairies in search of areas where grass was plentiful. The people followed them, and so they needed portable homes that could be moved quickly and easily.

The Nez Perce and other tribes called their beautiful portable homes “tipis.”

Tipis were made from buffalo skins held up by poles. The poles were most often made from lodgepole pine—so named because the trees grow tall and slender and strong and are just the right size and strength for tipi poles or “lodge” poles. The bark is removed from the tree as soon as the tree is cut down; if the bark is left on the tree for very long it hardens up and can't be removed. The peeled poles are pretty and strong.

It took between 10 and 40 hides for one tipi, depending upon how big the buffalo were and how big the tipi was, and new tipis were made in the spring to replace old ones that had worn out. Modern tipis are made from canvas.

The inside and outside of a tipi was often decorated with “paint” made from natural dyes and colors. The front of the tipi was laced together with sticks, and the top of the tipi had “smoke flaps” that could be held open with poles to let smoke out, or folded shut to keep out snow and rain. In the heat of summer, the bottom could be rolled up to let a cool breeze pass through.

Name: \_\_\_\_\_

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The big difference between a tent and a tipi is the tipi's liner. This is a short wall of hides that is strung around the poles on the inside of the tipi cover. It makes the tipi like an "envelope house" where the cold air from outside enters at the bottom of the tipi cover, goes up several feet between the cover and the liner, then enters the tipi already pre-warmed. It creates a ventilation system that ensures that the tipi is cool in summer, warm in winter, and not nearly so smoky or wet as a tent. It's an engineering marvel.

Oftentimes in the spring, all the members of a tribe gathered at one great camp. A council tipi or "lodge" was built in the center and different bands or family groups put their tipis in a circle around it. Each band had a certain section of the circle so that people could find each other easily. A person would always know where to find an old friend because their tipi would be in the same place each spring.

When women gathered together to work on a new tipi, they enjoyed a special feast. It took about a day for them to make a new tipi.

When it was time to move the tipis, the women did the work, too. Generally speaking, two people who are taking their time can put up or "pitch" a large tipi in about 20 minutes. In contests, though, two Indian women could put up a tipi in less than three minutes! When it was time to move, the women would take down (or "strike") the tipi; it was rolled up and tied to a travois, along with the other things to be moved.

*Courtesy of the U.S. Department of Agriculture*

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**hides:** the skins of larger animals such as buffalo or cow

**ventilation:** the movement of air in a space

**engineering:** the practice of using mathematics and science to do practical things such as designing and building structures, tools, and machines

**travois:** a type of sled used by native peoples to carry goods, consisting of two poles joined by a frame and drawn by a horse or dog

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 6D: Getting Around

**Directions:** Read the following text. Refer to the glossary as needed for definitions of unfamiliar words. Then, reread the text and annotate three to five things you notice and three to five things you wonder about.

*From the Nez Perce National Historic Trail website*

### Getting Around

The Nez Perce made large bags, or suitcases, like envelopes to store and carry their food and clothing. Parfleche, pronounced “parflesh,” were made from hides, and were often beautifully decorated. They were easy to store inside the tipis, and could be hung from the tipi poles. They could also be stacked on a travois for moving.

The Indians who lived on the Plains traveled a lot, following the herds of buffalo and moving seasonally to areas with good supplies of other foods. They didn’t use carts or wagons, but instead made a travois to carry their belongings. Two long poles were tied together, and a person could hold the ends of the poles over their shoulders. The other ends of the poles would drag on the ground. Tipis, clothing, and other items were packed and tied onto the poles. Parfleches full of food and tools were tied on top. For many years, Indians used dogs to pull travois poles that were fastened to a harness made of strips of rawhide. After the Spanish ships brought horses to the New World, the Indians used horses to pull the travois piled with their belongings. Children could ride on top of the load. Some tribes made small pole carriages on top of the travois for young children to ride in, so they wouldn’t fall off and get hurt during travel.

People living near rivers or lakes build small boats from whatever was available. They used reeds, sewn skins, hollowed-out tree trunks, or tree bark. Most canoes were steered with wooden paddles. On rivers where the water was too fast or too shallow, the canoe could be carried across land for a ways, or “portaged.”

*Courtesy of the U.S. Department of Agriculture*

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**parfleche:** an article such as a pouch, case, or shield made of cleaned, dried rawhide

**travois:** a type of sled used by native peoples to carry goods, consisting of two poles joined by a frame and drawn by a horse or dog



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 6E: Spirituality

**Directions:** Read the following text. Refer to the glossary as needed for definitions of unfamiliar words. Then, reread the text and annotate three to five things you notice and three to five things you wonder about.

*From the Nez Perce Museum Collections, National Historic Park website*

### Spirituality

The Nimiipuu, like many Pacific Northwest people, had a close spiritual connection with their environment. Their belief system is based on respect for other beings, and a recognition that humans are a link in the chain that binds together all of creation. The Nimiipuu philosophy is one of equality. No human or creature is superior or inferior to another. The Nimiipuu belief system honors the environment, while rejecting its exploitation for personal gain. Activity associated with the spiritual world was preceded by cleansing in the sweat lodge, to purify spirit, mind, and body.

Individual tribal members sought, but did not always find a weyekin, or guardian spirit, which is in the form of an animal, plant, or any life form, including the wind or the seasons. Others obtained weyekins that enabled one person to help their people. This effort to find one's individual weyekin often resulted in a journey to the mountains or other sacred places so that total attention could be devoted to the search.

Ceremonies were conducted during mid-winter. They dramatized and honored the spirit powers associated with weyekin. Once received, a weyekin was never to be spoken of to others.

*Courtesy of the U.S. Department of the Interior/National Park Service*

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**philosophy:** the personal values and rules that guide one in life

**superior:** much better than others in quality

**inferior:** of less value, importance, or quality

**exploitation:** the selfish or unfair using of something for one's own advantage

**purify:** to make clean or pure

**dramatized:** made exciting or dramatic, sometimes by exaggerating

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 6F: Transport and Trade

**Directions:** Read the following text. Refer to the glossary as needed for definitions of unfamiliar words. Then, reread the text and annotate three to five things you notice and three to five things you wonder about.

*From the Nez Perce Museum Collections, National Historic Park*

### Transport and Trade

The Nimiipuu were skilled participants in a vast trade network that extended west to the Pacific, east through the Great Plains, south to Mexico and north into the Canadian sub-arctic.

Trade was a complex arrangement that involved the exchange of commodities, the sharing of resources, marriage, alliances, and the diffusion of new ideas from other cultures. It was not just an economic activity in the Euro-American sense. The distribution of food and animal hides, for example, benefited an entire village rather than one individual.

The trade network allowed for the flow of valued decorative items such as dentalia, cowry, and clam shells from the west. Buffalo robes, dried meat, and pipestone came from the Plains in the east. Baskets, berries, salt, herbs, dried salmon, furs, hides, roots, stone for tool making, and, later horses were moved freely through this vast network.

For generations, trade routes followed the route systems of the Nimiipuu homeland, the Snake, Clearwater, and Columbia Rivers. Dugout canoes made it easier to transport goods and people quickly and safely. Given the alignment of trade networks along the river systems, trading centers such as Celilo Falls on the Columbia River, near present-day The Dalles, Oregon became the primary centers of Plateau trade.

*Courtesy of the U.S. Department of the Interior/National Park Service*

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**commodities:** things that can be bought or sold

**alliances:** groups that share certain goals and agree to work together

**diffusion:** the spreading or wide scattering of something

**dentalia:** tooth or tusk shells used for ornament and by native peoples as a form of money

**cowry:** a tropical marine mollusk having a glossy and colorfully marked shell, used as money in some cultures

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 6G: Model for an Informative/Explanatory Paragraph

**Directions:** Read the following information about an informative/explanatory paragraph. Refer to this model as needed to help you write informative or explanatory paragraphs.

### Model for an Informative/Explanatory Paragraph

*...with two points*

ToS	Topic Statement	State your essential idea about a topic.
<i>(State a point that proves your essential idea.)</i>		
E	Evidence	Cite evidence that develops your topic, including necessary context.
E	Elaboration	Explain how the evidence develops the topic.
<i>(Transition from your last point and...</i>		<i>...state another point that proves your essential idea.)</i>
E	Evidence	Cite evidence for your point.
E	Elaboration	Explain how the evidence relates to the point.
C	Concluding Statement	Reinforce your essential idea.

*...with one point*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

ToS	Topic Statement	State your essential idea about a topic.
E	Evidence	Cite evidence that develops your topic, including necessary context.
E	Elaboration	Explain how the evidence develops the topic.
C	Concluding Statement	Reinforce your essential idea.

**Remember, aim “To-SEEC”...To SEE Clearly!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 6H: Experiment with a Topic Statement

**Directions:** Read the prompt below. This writer has been closely studying children’s play in Nez Perce culture and has chosen to write about this topic in an explanatory paragraph. However, the paragraph is missing a topic statement! Read the paragraph “Children’s Play in Nez Perce Culture” and then complete the tasks that follow to help you draft a topic statement for this paragraph.

### Experiment with a Topic Statement in an Explanatory Paragraph

**Prompt:** *How did the Nez Perce homeland sustain or shape one aspect of Nez Perce lifestyle or culture? Write a paragraph to explain your ideas. Support your ideas with information and evidence from the article you read about your topic.*

*The writer has been closely studying children’s play in Nez Perce culture and has chosen to write about this topic. The writer’s response to the prompt is below—but it is missing a topic statement!*

#### Children’s Play in Nez Perce Culture

The Nez Perce homeland in present-day Oregon, Washington, Idaho, and Montana shaped the culture and ways of life of the Nez Perce people, including how children played. TOPIC STATEMENT: \_\_\_\_\_

\_\_\_\_\_. The Nez Perce used materials available on the land to make toys such as baskets, bows and arrows, tipis, and travois. For example, children made small travois, which were like sleds, by tying tree branches together. Children learned what resources were available on their homeland and how they could use them to make toys. Play was also important way that children

Name: \_\_\_\_\_

Date: \_\_\_\_\_

learned how to rely on their homeland to survive. Children played “house” in pretend tipi villages and “hunted” with toy bows and arrows. This type of play helped Nez Perce children understand how adults in their culture relied on the land for food and materials to make tools and homes. For Nez Perce children, play helped them learn about their natural environment and how to live off their homeland.

The **topic statement** for an explanatory paragraph should:

- clearly state the essential idea about a topic
- address the prompt question (i.e., How did the Nez Perce homeland sustain or shape the way Nez Perce children played?)

What two points does the author make about children’s play in this paragraph?

Point 1:

\_\_\_\_\_

Point 2:

\_\_\_\_\_

Remember, a topic statement clearly states the essential idea about a topic and addresses the prompt question. Reread the paragraph, and compose a topic sentence that meets these criteria **and** includes both of the writer’s points (point 1 and point 2) above.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 6I: Expanding Sentences with Prepositional Phrases

**Directions:**

- 1. Recopy your topic statement from Handout 6H into the box labeled “Original Sentence.”
- 2. Think about the kind of information you could add. Use the questions *Where?* *When?* *What kind?* *Which one?* and *How?* to help you come up with ideas.
- 3. Add prepositional phrases into three of the boxes that would add details to your topic statement.
- 4. With a partner, discuss which phrase(s) would add the most meaning to your sentence. Circle your choice(s).
- 5. Rewrite your expanded sentence in the last row, underlining the added prepositional phrase(s).

Original Sentence				
Where?	When?	What Kind?	Which One?	How?
Expanded Sentence (Remember to underline the added prepositional phrase[s].)				

Name:

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Date:

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How did the prepositional phrase(s) impact, or change, your original topic statement?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 7A: Children's Play

**Directions:** Read the following text.

*From the Nez Perce National Historic Trail website*

### Children's Play

Nez Perce girls and boys played with toys that helped them learn how to be grown-ups. Their parents and grandparents made small baskets, pots, bows and arrows, horses, and even tipis for the children to play with. The girls often played “house” while the boys pretended to hunt.

Little girls sometimes put real puppies in toy cradleboards and carried them around while the boys pretended to hunt.

Sometimes they would make a small travois by lashing lightweight poles or branches together and strapping them to a dog. The children piled their toys on the travois and pretended they were moving camp with their horse.

Plains children enjoyed little villages of small tipis made by their parents. The girls worked around the pretend camp while the boys hunted. If the boys caught a prairie dog or squirrel or rabbit, the girls would roast it over a small fire—a little feast that delighted their parents.

*Courtesy of the U.S. Department of Agriculture*

# Handout 7B: Evidence Organizer for Nez Perce Lifestyle and Culture Texts

Name: \_\_\_\_\_

Date: \_\_\_\_\_

My Topic: _____ (aspect of Nez Perce lifestyle or culture you are studying)		
How did the Nez Perce homeland shape or sustain this aspect of Nez Perce lifestyle or culture?		
<div>Evidence</div> <div>What details in the text show how the Nez Perce homeland shaped or helped to sustain this way of life or cultural aspect?</div> <div>Copy the quotation from the text, close the quotation marks, and paraphrase, or retell what the quotation says in your own words.</div>	<div>Source</div> <div>Paragraph number where evidence is found.</div>	<div>Elaboration</div> <div>What does this evidence show about how the Nez Perce homeland shaped or helped sustain this way of life or cultural aspect?</div>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 7C: Expanding Sentences with Prepositional Phrases

**Directions:**

- 1. Review recent writing in your Response Journal. Identify two sentences that could be combined. Recopy them into the box labeled “Original Sentences.”
- 2. Think about the kind of information you could add to these sentences. Consider ideas that would answer the questions *Where?* *When?* *What kind?* *Which one?* or *How?*
- 3. Brainstorm three prepositional phrases that could be added to the sentences; write them in the boxes below.
- 4. Decide which phrase(s) would add the most meaning to your sentence. Circle your choice(s).
- 5. Rewrite your expanded sentence in the last row, underlining the added prepositional phrase(s).

Original Sentence				
Where?	When?	What Kind?	Which One?	How?
Expanded Sentence (Remember to underline the added prepositional phrase[s].)				

Name:

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Date:

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How did the prepositional phrase(s) impact, or change, your original sentences?

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 8A: Oral Rehearsal Peer Feedback Form

**Directions:** Record your partner’s topic on the line below. Verify whether your partner is composing a one- or two-point paragraph. As your partner orally rehearses his/her paragraph, listen for and record notes for each part of the paragraph. Use the sentence frames, plus your notes, to give feedback on your partner’s writing.

**My partner’s topic:** \_\_\_\_\_

## Peer Feedback Form for a One-Point Paragraph

<b>Topic Statement</b> (ToS)	<i>In your topic statement, I heard you state the idea that...</i>
<b>Evidence</b> E	<i>Evidence I heard in support of this idea includes...</i>
<b>Elaboration</b> E	<i>I heard you explain that this evidence shows...</i>
<b>Concluding Statement</b> C	<i>In your concluding statement, I heard you reinforce the “big” idea that...</i>
Notes/suggestions for improvement:	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Peer Feedback Form for a Two-Point Paragraph**

<b>Topic Statement (ToS)</b>	<i>In your topic statement, I heard you state the ideas that...</i>  • <i>Point 1:</i>  • <i>Point 2:</i>
<b>Evidence E</b>	<i>Evidence I heard in support of your first point includes</i>
<b>Elaboration E</b>	<i>I heard you explain that this evidence shows...</i>
<b>Evidence E</b>	<i>Evidence I heard in support of your second point includes...</i>
<b>Elaboration E</b>	<i>I heard you explain that this evidence shows...</i>
<b>Concluding Statement C</b>	<i>In your concluding statement, I heard you reinforce the “big” idea that...</i>

Notes/suggestions for improvement:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 8B: Focusing Question Task 2 Checklist

**Directions:** Use the first column (“Self”) of this checklist to self-assess your writing for Focusing Question Task 2. For each row of the checklist, mark “+” if this aspect of your writing is strong; mark a triangle for “change” if it needs improvement.

Checklist for Focusing Question Task 2: Explanatory Paragraph About Nez Perce Culture			
	Self + / Δ	Peer + / Δ	Teacher + / Δ
<b>Reading Comprehension</b>			
• Refer to one aspect of Nez Perce culture or lifestyle			
• Explain how the Nez Perce homeland shaped or sustained this aspect of culture or lifestyle			
<b>Structure</b>			
• I respond to all parts of the prompt			
• I focus on my topic throughout the piece			
• I introduce my essential idea clearly in my topic statement, including one or two points			
• I organize my ideas in the body of my paragraph			
• My concluding statement reinforces my essential idea			
<b>Development</b>			
• I state one or two points to develop my big idea			
• I provide evidence from the article to develop and support my point(s)			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

• I elaborate upon evidence by explaining how it develops the topic			
<b>Style</b>			
• I use a variety of sentence patterns (simple, compound, complex)			
• I use vocabulary words that are specific and appropriate to the content, including homeland			
• My writing style is appropriate for the audience			
<b>Conventions</b>			
• I use correct spelling, punctuation, and capitalization			
<b>Total # of checks</b>			



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 9A: Norms for Speaking Collaboratively

**Directions:** Read the definition and norms for speaking collaboratively, annotating any questions you have. Refer to these norms during small- or large-group academic conversations.

**What does it mean to *speak collaboratively*?**

To *speak collaboratively* means to engage with peers in an academic conversation to meet a common goal.

When you *speak collaboratively* you work with others to share and respond to ideas in order to reach a greater understanding of a text or question.

### Norms for speaking collaboratively

1. **Take turns speaking one at a time.** Speak at least once!
2. **Listen respectfully and carefully to others' ideas.** Give your full attention toward the person speaking.
3. **Build on the ideas of others.** Connect to what has been said and add related ideas.
4. **Ask questions.** Don't stay confused!
5. **Agree or disagree with ideas, not people.** Be polite!
6. **Ask others support their ideas.** Ask for an example or evidence from the text.
7. **Invite new voices to share ideas.** Encourage other students to enter the conversation.
8. **Stay focused on the goal or question.** Do your part to help the group reach greater understanding of a text or question.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 9B: Story Map for “Coyote and the Monster”

**Directions:** Complete this Story Map to help you organize key elements of the story.

Characters:		Setting:	
Problem:	Attempts to Solve the Problem:		Resolution:
	First:		
	Next:		
	Then:		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 10A: Fluency Homework

**Directions:**

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$ , or  $\sqrt{-}$  in each unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

Once, before there were any people in the world, the different animals and trees lived and moved about and talked together just like human beings. The pine trees had the secret of fire and guarded it jealously, so that no matter how cold it was, they alone could warm themselves. At length, an unusually cold winter came and all the animals were in danger of freezing to death. But all their attempts to discover the pines' secret were in vain, until Beaver at last hit upon a plan.

At a certain place on Grande Ronde River in Idaho, the pines were about to hold a great council. They had built a large fire to warm themselves after bathing in the icy water, and sentinels were posted to prevent intruders from stealing their fire secret. But Beaver had hidden under the bank near the fire before the sentries had taken their places and when a live coal rolled down the bank, he seized it, hid it in his breast and ran away as fast as he could.

*The Journal of American Folk-Lore, Vol. III, Houghton Mifflin & Co., 1890. Print.*

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3-5 times.								
Read with appropriate phrasing, pausing, and expression.								
Read articulately at a good pace, and an audible volume.								

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions on the back of this paper.*)

# Handout 11A: Comparing Roles of Stories in Nez Perce Culture

**Directions:** Record your responses to each question below for both “Coyote and the Monster” and “How Beaver Stole Fire from the Pines.”

How might listening to these Nez Perce stories help Nez Perce children learn...		
“Coyote and the Monster”	“How Beaver Stole Fire from the Pines”	
	...about the world long ago, according to their people, and their people’s own history?	
	... about their homeland and its surroundings (i.e., plants, animals, natural features)?	
	... practical skills and knowledge to help them survive?	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

...how to behave and act from the characters in the story?	...what their people value, or believe to be important?

# Handout 11B: Notice and Wonder About Titles

**Directions:** Analyze the three titles below. Enter ideas in the table about what you notice in each title.

*Thunder Rolling in the Mountains* (book, long work)

“A New Nation Comes to the Indian Country” (article, short work)

“Coyote and the Monster” (myth or short story, short work)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Quotation Marks	Capitalization and Lower Case Letters	Underlining or Italics
Things I Notice			
Things I Wonder			
Rules About the Capitalization and Punctuation of Titles			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 11C: Capitalizing and Punctuating Titles

**Directions:** Rewrite the titles, following the capitalization and punctuation rules for each type of text. (Hint: If you’re handwriting a title, underline the title. Italicize when typing.)

Title without corrections	Type	Title with corrections
1. sing down the moon	Book	
2. the indian country, 1800: a brilliant plan for living	Article	
3. how beaver stole fire from the pines	Short story or myth	
4. a landscape of history	Film	
5. nimiipuu homeland	Article	
6. chief joseph, nez perce chief, head-and-shoulders portrait, facing forward	Painting	
7. lincoln hall speech	Speech	

Reflection question: Why is the punctuation and capitalization of titles important?

\_\_\_\_\_

\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 12A: Ways to Participate in a Collaborative Conversation

**Directions:** Practice different ways of participating in collaborative, academic conversations with your peers using the sentence frames on this handout.

<p><b>Make a connection between ideas.</b></p> <ul style="list-style-type: none"> <li>• <i>That idea relates back to...</i></li> </ul>	<p><b>Explain your thinking.</b></p> <ul style="list-style-type: none"> <li>• <i>I think that because...</i></li> </ul>
<p><b>Add on to what someone else says.</b></p> <ul style="list-style-type: none"> <li>• <i>I agree with _____, and I'd like to add...</i></li> <li>• <i>I really like that idea because...</i></li> </ul>	<p><b>Offer an example to support your own or someone else's idea.</b></p> <ul style="list-style-type: none"> <li>• <i>An example of that would be...</i></li> </ul>
<p><b>Give a different viewpoint.</b></p> <ul style="list-style-type: none"> <li>• <i>I politely disagree with _____ because...</i></li> <li>• <i>That's a great point, but I think...</i></li> </ul>	<p><b>Ask a question or clarify someone else's idea.</b></p> <ul style="list-style-type: none"> <li>• <i>I have a question about...</i></li> <li>• <i>In other words, are you saying...?</i></li> <li>• <i>_____, could you please rephrase that?</i></li> </ul>
<p><b>Refocus the conversation on the question or purpose.</b></p> <ul style="list-style-type: none"> <li>• <i>I'd like to go back to what _____ was saying about...</i></li> <li>• <i>Let's go back to the question/idea that...</i></li> </ul>	<p><b>Elaborate on an idea to explain why it is important.</b></p> <ul style="list-style-type: none"> <li>• <i>That idea is important because...</i></li> </ul>
<p><b>Encourage someone to tell more about their ideas.</b></p> <ul style="list-style-type: none"> <li>• <i>That's an interesting idea. Can you say more about that?</i></li> </ul>	<p><b>Summarize the conversation.</b></p> <ul style="list-style-type: none"> <li>• <i>So, the big idea seems to be...</i></li> <li>• <i>So, what can we conclude from this?</i></li> </ul>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 13A: Examine an Exemplar Paragraph

**Directions:** Read the exemplar paragraph below. Then, color-code or label each part of the exemplar paragraph, according to the model.

## Model for an Informative/Explanatory Paragraph with Two Points

ToS	Topic Statement	State your essential idea about a topic.	
<i>(State a point that proves your essential idea.)</i>			
E	Evidence	Cite evidence for your point. Cite evidence that develops your topic, including necessary context.	
E	Elaboration	Explain how the evidence develops the topic.	
<i>(Transition from your last point and...</i>		<i>...state another point that proves your essential idea.)</i>	
E	Evidence	Cite evidence for your point.	
E	Elaboration	Explain how the evidence relates to the point.	
C	Concluding Statement	Reinforce your essential idea.	

## Exemplar Paragraph

When it comes to facing challenges, are you a careful planner or daring risk-taker? The main characters of the Nez Perce stories “Coyote and the Monster” and “How Beaver Stole Fire From the Pines” are both smart, capable animals, but they approach the challenges in their stories in very different ways. Coyote does a lot of planning and preparation before he goes after the Monster that is endangering the world. He gathers pitch, carves five stone knives, and makes a rope from hemp. This evidence shows that he is both smart and careful. He knows what it will take to defeat the monster, and he does not want to risk failing. He is determined to save the animals. Beaver, on the other hand, has a daring plan that involves

Name: \_\_\_\_\_

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stealing the fire from the pines and then leading them on a merry chase that they are sure to lose. Because he is fast both on land and in the water, Beaver has an easy time tiring out the trees that are pursuing him. He eventually is able to distribute fire to all who need it. This evidence shows that Beaver is bold. When his opportunity comes to seize the coal, he takes it and never looks back. Both animals show that they are brave and willing to risk their own safety to help others. However, while Coyote's plan involves lots of preparation, Beaver's plan involves waiting for just the right moment...and then making a daring leap!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 13B: Fluency Homework

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$ , or  $\sqrt{-}$  in each unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

The aspen trees were gone. Their branches were lying around, but the trees were gone. They had been sawed off close to the ground.

I saw smoke rising at the far end of the meadow. It came from a cabin made from the aspen trees.

We pulled up our horses and sat staring. The horses were nervous. They raised their heads and sniffed the air. We were more nervous than the horses.

“What is it, Sound of Running Feet?” asked my friend White Feather.

“White people,” I said. “Indians do not build cabins.”

Many times when our chieftains talked I heard them speak of the white people. They had not set foot upon our land, only on the land that belonged to a part of our tribe, those who called themselves Christians, those who had sold their land to the Big Father, who lived in a faraway place called Washington. The white people were called settlers and they came to plant seeds, but mostly to dig gold out of the streams and the rocks.

O'Dell, Scott and Elizabeth Hall. *Thunder Rolling in the Mountains*. New York: Houghton Mifflin Harcourt, 1992. Print.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3-5 times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace, and an audible volume.								

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions on the back of this paper.*)

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# Handout 14A: Speaking and Listening Process Checklist

**Directions:** Refer to this checklist to help you assess your progress towards speaking and listening goals in the module.

Grade 5 Speaking and Listening Process Checklist			
	Self + / Δ	Peer + / Δ	Teacher + / Δ
I followed all the rules for speaking in a group.			
I listened respectfully and carefully to my peers' ideas.			
I made comments that contributed to discussion and greater understanding of the text(s) or question.			
My comments showed that I am engaged in and curious about what we are learning.			
I built and elaborated on comments from my peers.			
I agreed and disagreed respectfully.			
I helped my peers stay focused on the goal or question.			
I listened to notice the specific words the speaker chose.			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 14B: Nez Perce – U.S. Government Conflict Events

**Direction to teachers:** Make copies of this handout for each pair of students. Cut out the cards, shuffle them, place them in baggies or envelopes, and distribute to each pair.

Large numbers of settlers begin moving into Nez Perce country.

Governor Isaac Stevens establishes a reservation for the Nez Perce, preserving most of the Nez Perce homeland as part of the reservation.

Gold is discovered on Nez Perce lands.

The U.S. government takes back 90 percent of the reservation land they had set aside for the Nez Perce.

Several Nez Perce bands refuse to sign the treaty that would force them to move onto a reservation outside their homeland.

The U.S. government orders the non-treaty Nez Perce to move to the reservation at Lapwai, Idaho.

# Handout 14C: Experiment with a Focus Statement for a Comparison-Contrast Paragraph

**Directions:** The organizer below contains evidence of how Sound of Running Feet and the other Nez Perce girls are both alike and different. Read the evidence and elaboration on the organizer, and then use it to help you draft different topic statements for a comparison-contrast paragraph response to the writing prompt.

Compare and Contrast: Sound of Running Feet and the other Nez Perce girls						
How Sound of Running Feet is <i>different</i>			How they are <i>alike</i>		How the other girls are <i>different</i>	
Evidence/Source	Elaboration		Evidence/Source	Elaboration	Evidence/Source	Elaboration
carries a gun; taught herself to shoot (page 3)	shows she is independent and determined; stands out from the other girls		belong to Nez Perce tribe, ride horses (page 4)	shows they have shared cultural traditions, values, and ways of life	do not carry weapons or know how to shoot (page 3)	shows they hold more typical roles expected of females in Nez Perce culture
gives directions to other girls; they listen to her (page 3)	shows she is a leader among the girls		Work together to gather food (roots) for their community (page 2)	shows they share responsibilities as young women in their community	listen to Sound of Running Feet (pages 2, 3)	shows they respect her as a leader
speaks to white settlers about building a cabin on land they do not own (page 4)	shows she is bold and willing to confront the white settlers, unlike the other girls		angry about Jason Upright's accusation that their people own too much land (page 5)	shows they are united in their values and feelings about white settlers moving onto their tribe's land	do not speak to white settlers; sit quietly as Sound of Running Feet talks (page 4)	shows they are more afraid of the settlers and willing to let Sound of Running Feet speak for all of them

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Writing Prompt:** Write a paragraph to compare and/or contrast Sound of Running Feet and the other Nez Perce girls. Support your ideas with evidence from Chapter 1 of *Thunder Rolling in the Mountains*, and elaborate on the evidence.

**Directions:** Using the sample evidence-elaboration guide above, draft a topic statement that...

A) focuses on how the characters are **alike**:

B) focuses on how the characters are **different**:

C) **both compares and contrasts** the characters: (Challenge!)

Check each topic statement:

€ Does it identify the subjects being compared and/or contrasted?

€ Does it state the essential idea or focus of the paragraph—or how the subjects are alike or different?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 14D: Identify Comparison and Contrast Transitions

**Directions:** Read the comparison/contrast paragraph below. Highlight or circle the transition words. Above each transition word, write “comparison” or “contrast” to indicate the type of transition word. The first one has been done for you.

contrast

Although Sound of Running Feet and the other Nez Perce girls have much in common

as young women in their tribe, Sound of Running Feet stands out from the other girls as independent and bold. As young female members of the Nez Perce tribe, they share similar responsibilities and values. In chapter 1 of *Thunder Rolling in the Mountains*, they all travel by horseback into the mountains to gather roots for their community. This shows that they follow traditional gender roles in their culture, since food-gathering was typically done by women. Similarly, they are all upset by the settlers’ cabin, which shows that they all value their land. In many ways, however, Sound of Running Feet is different from the other girls. Unlike them, she carries a gun and teaches herself how to shoot it. This shows her independence. In addition, Sound of Running Feet stands out as a leader among the girls. In chapter 1, she instructs the other girls to ride at a trot and keep their eyes to themselves as they near the settlers’ cabin. They listen to her as if she is their leader. Sound of Running Feet confronts the settlers, but the other girls remain silent. This shows that Sound of Running Feet is bold and willing to stand up for her people. These details all show that Sound of Running Feet is independent, bold, and a leader among the girls. These qualities all set her apart from the other young girls in her tribe.

# Handout 15A: Evidence Organizer for Focusing Question Task 4

## (Nez Perce)

**Directions:** Use this evidence organizer to help you organize your thinking in preparation for writing about the prompt for Focusing Question Task 2.

Prompt: Contrast the significance of the Nez Perce homeland to the Nez Perce and to the U.S. government. What does this land mean to each group, and what does this show about each group's cultural beliefs and values?			
Nez Perce			
Context What is happening in the text?	Evidence What details in the text show what the land means to the Nez Perce?	Source Page #	Elaboration Why is this evidence important? What does it show about what the land means to the Nez Perce? What does the land's significance reveal about Nez Perce cultural beliefs and values?
	"You do not understand that Wallowa is my home. And you do not understand why... I have many names, but Thunder Rolling in the Mountains is the name that binds me forever to this Land of the Wandering Waters." (Chief Joseph, to General Howard)	pages 14-15	

Name:

Date:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	page 15		page 17
<p>“The Spirit Chief made the mountains. He made the streams and meadows, the trees, the grass, the beasts that eat the grass and the birds that weave it into nests. The Spirit Chief made everything. Who is this man that will tell us to leave our home, our mother, and go to a place that does not belong to us?” (Too-hul-hul-sote, to General Howard)</p>		<p>“The idea of being driven away by soldiers to a strange place far from the home I loved made wild thoughts flash through my mind.” (Sound of Running Feet)</p>	

# Handout 16A: Evidence Organizer for Focusing Question Task 4 (U.S. Government and Settlers)

**Directions:** Use this evidence organizer to help you organize your thinking in preparation for writing about the prompt for Focusing Question Task 2.

<p>Prompt: <i>Contrast the significance of the Nez Perce homeland to the Nez Perce and to the U.S. government and settlers.</i></p> <p><i>What does this land mean to each group, and what does this show about each group's cultural beliefs and values?</i></p>	
U.S. Government and Settlers	
<p>Evidence</p> <p>What details in the video show what the land means to the U.S. government and settlers?</p>	<p>Elaboration</p> <p>Why is this evidence important? What does it show about what the land means to the U.S. government and settlers? What does the land's significance reveal about 19th century American beliefs and values?</p>
<p>“By 1855, increasing numbers of settlers looking for land and prosperity expanded into Nez Perce country. That year, Washington Territorial Governor Isaac Stevens established a reservation of nearly 12,000 square miles...”</p> <p>“Just five years later, prospectors...discovered gold, and the U.S. government demanded new treaty talks. In 1863, new negotiations led to a 10-fold reduction in land for the Nez Perce.”</p> <p>“And in 1877 the army ordered the non-treaty Nez Perce to move onto the reduced reservation at Lapwai, Idaho.”</p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 16B: Contrast Paragraph Planner for Focusing Question Task 4

**Directions:** Use this planner to help you organize your ideas for your contrast paragraph. Remember, your goal is to help your reader **To SEE Clearly**.

<p><b>Topic Statement (To S)</b></p>	<p><i><b>Point 1:</b> Make a point about the land's significance for the Nez Perce.</i></p> <p><i><b>Point 2:</b> Make a contrasting point about the land's significance for the U.S. government and settlers.</i></p>
<p><b>Point 1 (E) (E)</b></p>	<p><i><b>Evidence</b>—cite evidence that develops point 1, including any necessary context:</i></p> <p><i><b>Elaboration</b>—explain how the evidence develops point 2 and reveals the group's cultural beliefs and values:</i></p>
<p><b>Point 2 (E) (E)</b></p>	<p><i><b>Evidence</b>—cite evidence that develops point 1, including any necessary context:</i></p> <p><i><b>Elaboration</b>—explain how the evidence develops point 1 and reveals the group's cultural beliefs and values:</i></p>
<p><b>Concluding statement (C)</b></p>	<p><i>Reinforce your essential idea.</i></p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 16C: Focusing Question Task 4 Checklist

**Directions:** Use the first column (“Self”) of this checklist to self-assess your writing for Focusing Question Task 4. For each row of the checklist, mark “+” if this aspect of your writing is strong; mark a triangle for “change” if it needs improvement. Then, choose one or two areas to revise based on your self-assessment.

Focusing Question Task 4 Checklist			
	Self + / Δ	Peer + / Δ	Teacher + / Δ
<b>Reading Comprehension</b>			
• I explain differences between the Nez Perce and the U.S. government and settlers in terms of what the land means to each group			
• I explain how the land’s significance to each group shows their differing cultural beliefs and values			
<b>Structure</b>			
• I respond to all parts of the prompt			
• I focus on my topic throughout the piece			
• My topic statement: <ul style="list-style-type: none"> <li>• identifies the groups being contrasted;</li> <li>• states the essential idea or focus of my paragraph: how the groups differ</li> </ul>			
• I organize my ideas by contrasting the land’s significance to each group			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

• My concluding statement reinforces my essential idea			
<b>Development</b>			
<ul style="list-style-type: none"> <li>• I develop my topic with two supporting points to show the differences between the groups: <ul style="list-style-type: none"> <li>• my first point concerns group A</li> <li>• my second point concerns group B</li> </ul> </li> </ul>			
• I develop each point with specific evidence from <i>Thunder Rolling in the Mountains</i> (Nez Perce) and the video “Landscape of History” (U.S. government/settlers)			
• I elaborate upon evidence for each group, explaining how the evidence shows what the land means to each group and reveals the group’s cultural beliefs and values			
• I use transitions to contrast ideas			
<b>Style</b>			
• I use a variety of sentence patterns (simple, compound, complex)			
• I use vocabulary words that are specific and appropriate to the content			
• My writing style is appropriate for the audience			
<b>Conventions</b>			
• I use correct spelling, punctuation, and capitalization			
• I correctly use underlining, quotation marks, or italics to indicate the title of works			
<b>Total # of checks</b>			



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 17A: Notice and Wonder about Portraits

**Directions:** Study each portrait. Record what you notice and wonder in the charts below.

## Chief Joseph

I Notice...	I Wonder...
What do you first see when you look at this portrait?	
What is he wearing?	
Describe the expression on his face.	
What do you see in the background of the picture?	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**White Cloud**

I Notice...	I Wonder..
What do you first see when you look at this portrait?	
What is he wearing?	
Describe the expression on his face.	
What do you see in the background of the picture?	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

George Washington

I Notice..	I Wonder..
What do you first see when you look at this portrait?	
What is he wearing?	
Describe the expression on his face.	
What do you see in the background of the picture?	

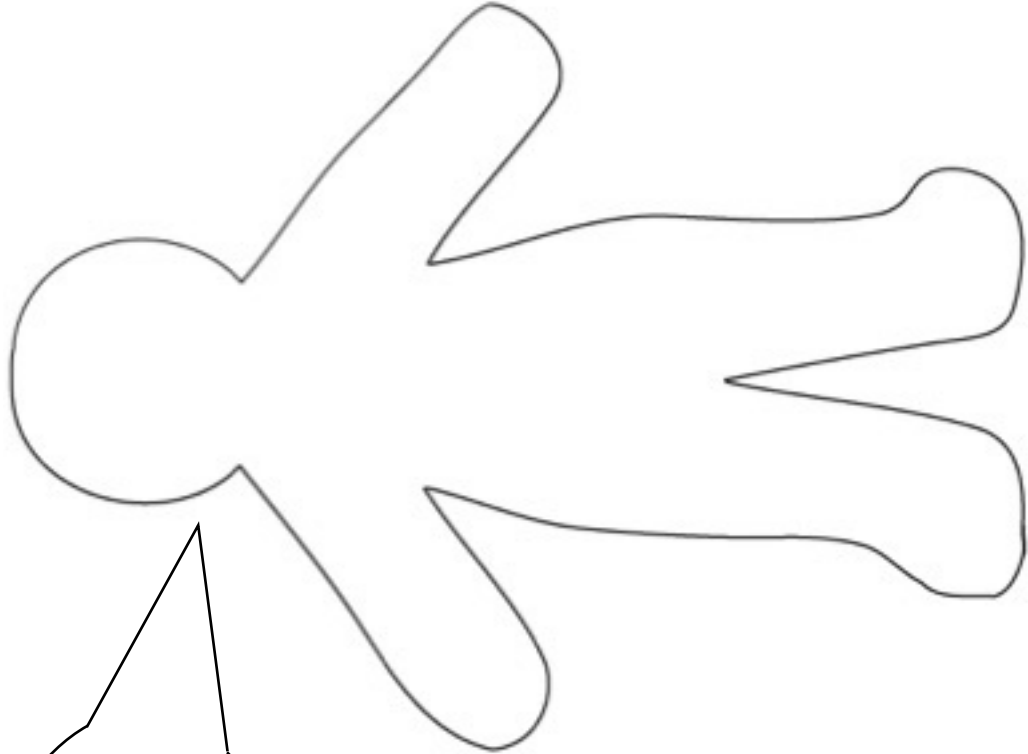
# Handout 18A: Analyze a Character's Words and Actions

**Directions:** Write the name of your character on the line below. Review chapters 2 and 3 and record evidence of your character's words and actions in this part of the story. What do these words and actions reveal about your character's beliefs and values? With your group, record your character's beliefs and values over his/her heart.

Character: \_\_\_\_\_

Words:

Actions:



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 18B: Evidence–Elaboration Guide for Chief Joseph and Sound of Running Feet

**Directions:** Use this evidence organizer, and the one on the next page, to record and elaborate on evidence of the beliefs and values that guide Chief Joseph and Sound of Running Feet. For each piece of evidence, record context and the source, or page number, where you found it.

Thunder Rolling in the Mountains by Scott O'Dell and Elizabeth Hall			
What important beliefs and values guide <u>Chief Joseph</u> ?			
Context What is happening in text? Write any background the quotation needs.	Evidence What details in the text reveal this character's most important beliefs and values? (Include quotation and paraphrasing)	Source Page #	Elaboration What does this evidence show about one (or more) of the character's most important beliefs or values? Why is this belief or value important to this character? How does it guide the character's decisions and actions in the story?

Name:

Date:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Thunder Rolling in the Mountains by Scott O'Dell and Elizabeth Hall				
What important beliefs and values guide Sound of Running Feet?				
Context What is happening in text? Write any background the quotation needs.	Evidence What details in the text reveal this character's most important beliefs and values? (Include quotation and paraphrasing)	Source Page #	Elaboration What does this evidence show about one (or more) of the character's most important beliefs or values? Why is this belief or value important to this character? How does it guide the character's decisions and actions in the story?	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 18C: Fluency Homework

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$ , or  $\sqrt{-}$  in each unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

(Chief Joseph) stayed on his horse. “Listen to me with your hearts,” he said to them, raising his voice against the wind. “You have heard the sad news. You know we must leave our home. Some among us, the young warriors, will say to you, ‘Do not leave. Do not flee like old women. Fight. We shall live here in peace.’”

Everyone moved closer to him. “Now,” he said, “many soldiers camp on our lake. As many as we have warriors, and they all carry guns. At Fort Lapwai hundreds of them wait. To the east and to the west more soldiers are waiting, many more. To escape them would be dodging hail in a hailstorm.”

The people pressed closer to my father. They were terribly quiet. They felt the truth of his words, like heavy stones falling upon them.

O'Dell, Scott and Elizabeth Hall. *Thunder Rolling in the Mountains*. New York: Houghton Mifflin Harcourt, 1992. Print.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3-5 times.								
Read with appropriate phrasing and pausing.								
Read articulately at a good pace, and an audible volume.								

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions on the back of this paper.*)



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 18D: Interpret Figurative Language

**Directions:** For the last two examples of figurative language, record the context for the quotation and explain what the figurative language means.

Figurative language	Context	Meaning
“They’re locusts and <u>they’ll devour us</u> .” (page 7)	Sound of Running Feet says they will take a stand against the settlers moving onto their homeland. Chief Joseph disagrees. He says, “They’re locusts and they’ll devour us.”	He is comparing the settlers to locusts. He means there are lots of them, and he believes they will eventually destroy the Nez Perce and will take over their land.
“You spoke <u>plain words</u> to him.” (page 8)	Sound of Running Feet questions why the white general has returned because Chief Joseph had spoken “plain words” to him earlier.	She means that Chief Joseph spoke in clear, easy-to-understand language.
“Tell me, chief of the Wallowa Nez Perce, one whose intelligence is praised by friends and enemies alike, tell me, do you believe that I have spoken to you before and speak to you now with <u>two tongues</u> ?” (page 13)	The general asks Chief Joseph if Chief Joseph thinks the general is speaking to him with “two tongues.”	If a person speaks with two tongues, he does not tell the truth; he says one thing but means another. So the general is asking Chief Joseph if Chief Joseph believes the general is lying to him.
“I do not like the wind,” he said. “ <u>It sounds like many horses running</u> .” (page 7)		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<p>“I had loved him for a long time, <u>for as many moons as there are stars.</u>” (page 12)</p>		

As you read *Thunder Rolling in the Mountains*, look for two more examples of figurative language and record the examples, their contexts, and meanings.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 19A: Story Map for *Thunder Rolling in the Mountains*

**Directions:** Complete this story map to help you organize key elements of chapters 4 and 5 of *Thunder Rolling in the Mountains*.

<p>Main Characters The main character(s) in this chapter include...</p> <p>Other characters: Other important characters in this chapter include...</p>	<p>Setting The events in this chapter take place... (where, when, under what circumstances)</p>
<p>Conflict(s) The main problem in this part of the story is...</p>	
<p>Event Timeline</p> <p>First...</p> <p>Next...</p> <p>Then...</p> <p>After that...</p>	
<p>Outcome The outcome of this part of the story is...</p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 19B: Readers' Theater Script

**Directions:** Read the Nez Perce Council Scene below, adapted from chapter 4 of *Thunder Rolling in the Mountains* for a Readers' Theater.

### Nez Perce Council Scene

(adapted from chapter 4 of *Thunder Rolling in the Mountains* by Scott O'Dell and Elizabeth Hall)

**Characters:** **Chief Joseph**, chieftain of the Wallowa band of the Nez Perce  
**Wah-lit-its**, leader of the Red Coats, a group of young Nez Perce warriors  
**Two Moons**, father of Swan Necklace and supporter of the Red Coats  
**Ollokut**, younger brother of Chief Joseph and a great warrior

*In this scene from chapter 4 of Thunder Rolling in the Mountains, the Nez Perce tribe is gathered in front of the council lodge discussing General Howard's orders to leave Wallowa.*

*(Chief Joseph addresses the tribe in front of the council lodge.)*

**Chief Joseph:** Listen to me with your hearts. You have heard the sad news. You know we must leave our home. Some among us, the young warriors, will say to you, "Do not leave. Do not flee like old women. Fight. We shall live here in peace."

Now, many soldiers camp on our lake. As many as we have warriors, and they all carry guns. At Fort Lapwai hundreds of them wait. To the east and to the west more soldiers are waiting, many more. To escape them would be dodging hail in a hailstorm.

*(People press closer to Chief Joseph. They are very quiet, thinking about his words.)*

**Wah-lit-its:** Sitting Bull, the great Sioux chieftain, did not run. He fought Custer. He killed all of his soldiers.

**Chief Joseph:** But where is Sitting Bull now?  
*(Wah-lit-its remains silent.)*

**Chief Joseph:** He's far away, hiding in Canada, the Old Lady's country.

**Two Moons:** It would have been best had he stood and fought. There would not be so many white soldiers.

**Chief Joseph:** But there are too many white soldiers. So many, we must go.

**Ollokut:** You speak the truth. *(Picks up a bow.)* This bow looks strong, but it cannot stand against someone stronger. *(Snaps bow in two pieces.)*

**Chief Joseph:** In ten suns we leave Wallowa. Make bundles of all you value. We will not return, not for a long time. What you leave behind white scavengers will steal.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 20A: Frayer Model: *Truce*

**Directions:** Record the definition of *truce* in the upper left-hand box. Then, complete the rest of the Frayer Model to add characteristics, examples, and non-examples of the word *truce*.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-Examples:</b>

Word:

**truce**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 21A: Fluency Homework

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a  $\sqrt{+}$ ,  $\sqrt{}$ , or  $\sqrt{-}$  in each unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

“Are we safe, Father?” I asked.

“Safe for now,” he answered without turning his head. “We have left the war behind us in Montana with our enemies. But we will never see our home again. My heart is sick, and I fear to die in a strange land, far from the bones of my father and mother.”

“We can still fight,” I said. “The blood of our people has been shed, and the young men are ready to die in battle.”

My words made him look at me. “Do not talk like that,” he said. “The white settlers are like the sands of the river. No matter how many we kill, more come. Our warriors would die and so would many of those who do not fight. And who would care for our women and children when the warriors are dead? They would still be far from home. We must protect our women and children, even if it means we are strangers in the land.”

O'Dell, Scott and Elizabeth Hall. *Thunder Rolling in the Mountains*. New York: Houghton Mifflin Harcourt, 1992. Print.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3-5 times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace, and an audible volume.								

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions on the back of this paper.*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 21B: Word Line: *Suffer*

**Directions to the teacher:** Make enough copies of this handout such that each group has one. Cut out the cards and place them in a baggie or envelope and distribute one set to each group.

**tolerate****endure****experience****suffer****stand****undergo**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 22A: Story Map for *Thunder Rolling in the Mountains*

**Directions:** Complete the Story Map to help you organize key elements of the part of *Thunder Rolling in the Mountains* that you read.

<p>Main Characters The main character(s) in this chapter include...</p> <p>Other characters: Other important characters in this chapter include...</p>	<p>Setting The events in this chapter take place... (where, when, under what circumstances)</p>
<p>Conflict(s) The main problem in this part of the story is...</p>	
<p>Event Timeline</p> <p>First...</p> <p>Next...</p> <p>Then...</p> <p>After that...</p>	
<p>Outcome The outcome of this part of the story is...</p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 22B: Painted Essay® Template

**Directions:** Paint or color each part of the Painted Essay template according to instructions from your teacher.

Introduction	
Thesis	
point 1	point 1

Supporting Paragraph	
----------------------	--

transition	
Supporting Paragraph	

Conclusion	
------------	--

# Handout 22C: Using Context Clues

**Directions:** Read the sentences below. For each word—*mourning*, *wrenched*, and *crooned*—record clues around the word that help you determine the meaning of the word. Then, record what you think the word means, based on the context clues. (You may use a dictionary to check the definition against your own.)

Word/page number	Sentences	Clues	Possible Meaning
mourning (59)	“Before we started off, we buried many of our dead. As we wrapped them in soft buffalo robes, we wailed songs of mourning.”		
wrenched (60)	“Before this we had beaten the Blue Coats with little trouble. Few of our people had been killed. But now we lost many. My heart was wrenched out of me.”		
crooned (67)	“It was the happiest time for us. Our warriors sang and old people crooned songs they had forgotten.”		

Name:

Date:

**Reflection question:** Choose one of the words you learned about today: *mourning*, *grieved*, or *crooned*. How does this word contribute to the mood in the scene in the novel in which it is found?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 23A: Model for an Informative/Explanatory Painted Essay

**Directions:** Read the following information about an informative/explanatory essay. Refer to this model as needed to help you write informative or explanatory essays.

## Introduction

H	Hook	Catch your audience’s attention.	
I	Introduce	Introduce your audience to the topic, providing necessary background or context.	
T	Thesis	State your essential idea about a topic,	
		and preview your	supporting points.

## Supporting Paragraph 1

To S	Topic Statement	State a point that supports your thesis.	
E	Evidence	Cite evidence for your point, including necessary context.	
E	Elaboration	Explain how the evidence relates to the point.	
C	Concluding Statement	Close the paragraph.	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supporting Paragraph 2

To S	Topic Statement	Transition from your last point, and	state another point that supports your thesis.
E	Evidence	Cite evidence for your point, including necessary context.	
E	Elaboration	Explain how the evidence relates to the point.	
C	Concluding Statement	Close the paragraph.	

Conclusion

C	Conclusion	Reinforce your thesis, reflecting on its significance.
---	------------	--

**Remember, aim “To-SEEC”...To SEE Clearly!**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 23B: Experiment with a Comparison-Contrast Essay

**Directions:** Read the introduction paragraph of the comparison-contrast essay below, and then follow instructions from your teacher.

### Introduction

Have you ever thought, upon first meeting someone, that you had nothing in common, only to realize later that you were wrong? In chapter 13, Nez Perce scouts bring back a group of white settlers, including two women. The Nez Perce free the settlers only to recapture them later when they discover them spying. Sound of Running Feet, who has never come face to face with white women, is very curious about these female prisoners. At first, the women seem nothing like her and her people. Sound of Running Feet and the white female settlers come from very different cultures with conflicting beliefs and values. However, as she later realizes, they also share much in common as women.

### Supporting Paragraph 1

**Topic Statement about Difference:** From the first time Sound of Running Feet encounters white settlers on her people's homeland, she understands that they do not share the same ideas about the land.

**Evidence of Difference (white settlers, including women):**

**Elaboration:**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Evidence of Difference (Nez Perce and Sound of Running Feet):**

**Elaboration:**

**Concluding Statement about Difference:** Because of their cultural differences and all of the losses her people have suffered as a result of white Americans moving into the West, Sound of Running Feet is prepared to see the white women as “evil.”

### **Supporting Paragraph 2**

**Topic Statement about Similarity:** Despite their cultural differences, Sound of Running Feet notices that the white women, like women in her own culture, care for each other and for the children.

### **Evidence of Similarity (white women):**

**Elaboration:**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Evidence of Similarity (Nez Perce women and Sound of Running Feet):****Elaboration:**

**Concluding Statement about Similarity:** Until Sound of Running Feet sees the white woman comforting the younger girl, she does not consider that the white women might share this common bond with the Nez Perce women.

**Conclusion**

Even though cultural differences separate Sound of Running Feet from the white women, they share an important common experience. They are all women, but they are also all human. Being human means caring for and looking after one another, just as Sound of Running Feet does when she gives the white girl her hat in chapter 14. The girl smiles back at Sound of Running Feet as if to give thanks and to recognize her as a fellow woman and human being.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 23C: Comparison-Contrast Essay Pieces

**Directions:** Make enough copies of this handout for each pair to have one set of essay pieces. Cut out the sentences for each supporting paragraph, mix them up, and place them in packets.

### Supporting Paragraph 1 Sentences

At the time, white settlers had begun flocking West in search of opportunity, gold, and what they considered “free” land.

Many settlers believed that it was their right as Americans to settle the West, even though Native American tribes had been living there for generations.

But to Sound of Running Feet and her people, the land means so much more than a piece of property.

Unlike the white settlers, Sound of Running Feet’s entire culture, belief system, and way of life is rooted in their homeland.

Many in her tribe would rather die fighting for their homeland than leave it to the white settlers.

### Supporting Paragraph 2 Sentences

When the girl Sound of Running Feet calls “Dirty Face” begins to cry, Sound of Running Feet notices that the white woman puts her arm around the girl to comfort her.

Earlier, Sound of Running Feet had noticed the woman called “Yellow Hair” rocking her crying baby sister, Bending Willow, to sleep.

Even though Bending Willow is not her baby, the white woman knows how to soothe her cries.

These details show Sound of Running Feet that white women love and care for each other and for the children, just as women in her own tribe do.

Like Yellow Hair, Nez Perce women also take care of each other and the children in the tribe.

Sound of Running Feet looks after the children during battle, tells them stories, and raises her baby sister after her mother dies.

This shows that Sound of Running Feet understands that her most important role in her tribe is to care for the children and keep them safe—even though she wants to be a warrior.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 24A: Story Map for *Thunder Rolling in the Mountains*

**Directions:** Complete the Story Map to help you organize key elements of chapters 20-22 of *Thunder Rolling in the Mountains*.

<p>Main Characters The main character(s) in this chapter include...</p> <p>Other characters: Other important characters in this chapter include...</p>	<p>Setting The events in this chapter take place... (where, when, under what circumstances)</p>
<p>Conflict(s) The main problem in this part of the story is...</p>	
<p>Event Timeline</p> <p>First...</p> <p>Next...</p> <p>Then...</p> <p>After that...</p>	
<p>Outcome The outcome of this part of the story is...</p>	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 24B: Frayer Model: *Surrender*

**Directions:** Record the definition of surrender in the upper left-hand box. Then, complete the rest of the Frayer Model to add characteristics, examples, and non-examples of the word *surrender*.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-Examples:</b>

Word:

**Surrender**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 25A: Sound of Running Feet’s “Aha Moment”

**Directions:** Reflect on the realization that Sound of Running Feet has at the end of *Thunder Rolling in the Mountains*. Refer to pages 125-126 to help you answer these questions.

<p>How did you know this was an “Aha Moment” for Sound of Running Feet? Write down the words in the text that helped you identify this moment when she realizes something important.</p>	<p>Briefly describe what is happening in this moment of the story, as Sound of Running Feet begins to pull the trigger. What realization does Sound of Running Feet have in this moment?</p>
	<p>Why do you think this is such an important moment in the story for Sound of Running Feet? How does this moment represent a change in her thinking?</p>
	<p>How is this moment important in the story overall? How do you think it relates to the story’s essential meaning?</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 25B: Fluency Homework

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$ , or  $\sqrt{-}$  in each unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

Slowly, I began to squeeze the trigger. Then my eyes filled with the sight of bodies strewn across the ground. I saw the dead people. I saw my mother. I saw Swan Necklace. I saw Ollokot and Fair Land. I saw all our dead chiefs, our dead warriors, our dead women, our dead children. I saw the dead Blue Coats. I saw them as surely as I had seen them at Big Hole and at Bear Paws.

My father's voice spoke in my head. I heard him say, "This hatred sickens my heart. All men were made by the same Great Spirit. Yet we shoot one another down like animals."

My finger fell from the trigger. The rifle slipped from my hand into the snow. I did not pick it up. Some time the killing had to stop.

O'Dell, Scott and Elizabeth Hall. *Thunder Rolling in the Mountains*. New York: Houghton Mifflin Harcourt, 1992. Print.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3-5 times.								
Read with appropriate phrasing and pausing.								
Read articulately at a good pace, and an audible volume.								

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions on the back of this paper.*)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 25C: Experiment with Repeated Words, Phrases, and Ideas

**Directions:** Add one of the following words or phrases to each of the blanks: *cultural differences*, *human*, *Sound of Running Feet*, *white women*, *women*, *Bending Willow*. You may use a word more than once.

Despite their cultural differences, Sound of Running Feet notices that the white women, like 1. \_\_\_\_\_ in her own culture, care for each other and for the children in the tribe. When the girl Sound of Running Feet calls Dirty Face begins to cry, Sound of Running Feet notices that the white woman puts her arm around the girl to comfort her. Earlier, 2. \_\_\_\_\_ had noticed the woman called Yellow Hair rocking her crying baby sister, Bending Willow, to sleep. Even though 3. \_\_\_\_\_ is not her baby, she knows how to soothe her cries. These details show Sound of Running Feet that white women love and care for each other and for the children, just as women in her own tribe do. Like Yellow Hair, Nez Perce 4. \_\_\_\_\_ take care of each other and the children in the tribe. Sound of Running Feet looks after the children during battle, tells them stories, and raises her baby sister after her mother dies. This shows that Sound of Running Feet understands that her most important role in her tribe is to care for the children and keep them safe—even though she wants to be a warrior. Until Sound of Running Feet sees the white woman comforting the younger girl, she does not consider that the 5. \_\_\_\_\_ might share this common bond with the Nez Perce women.

Even though 6. \_\_\_\_\_ separate Sound of Running Feet from the 7. \_\_\_\_\_, they share an important common experience. They are all women, but they are also all human. Being 8. \_\_\_\_\_ means caring for and looking after one another, just as Sound of Running Feet does when she gives the white girl her hat in chapter 14. The girl smiles back at Sound of Running Feet as if to give thanks and to recognize her as a fellow woman and human being.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 27A: Essay Planner for Focusing Question Task 5

**Directions:** Use this planner to help you develop and organize your ideas for your comparison-contrast essay.

## Introduction

Hook (H)	How will you “hook” your audience, or catch their attention?	
Introduce (I)	Introduce your topic. Provide any necessary background information or context for your topic	
Thesis (T)	State your essential idea about Chief Joseph and Sound of Running Feet, previewing your two supporting points (i.e., one difference between their beliefs and values and one similarity between their beliefs and values).	
	Point 1–(difference or similarity)	Point 2–(difference or similarity)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Supporting Paragraph 1–Point 1:** \_\_\_\_\_

<b>Topic Statement (To S)</b>	State your first point (i.e., comparison or contrast) in support of your thesis.
<b>Evidence (E)</b>	Cite evidence for Chief Joseph/Sound of Running Feet that develops point 1, including any necessary context:
<b>Elaboration (E)</b>	Explain how the evidence develops point 1 and how the belief/value guides the character’s actions in the novel:
<b>Evidence (E)</b>	Cite evidence for Chief Joseph/Sound of Running Feet that develops point 1, including any necessary context:
<b>Elaboration (E)</b>	Explain how the evidence develops point 1 and how the belief/value guides the character’s actions in the novel:
<b>Concluding Statement (C)</b>	Close your paragraph.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supporting Paragraph 1–Point 2: \_\_\_\_\_

Topic Statement (To S)	State your first point (i.e., comparison or contrast) in support of your thesis.
Evidence (E)	Cite evidence for Chief Joseph/Sound of Running Feet that develops point 1, including any necessary context:
Elaboration (E)	Explain how the evidence develops point 1 and how the belief/value guides the character’s actions in the novel:
Evidence (E)	Cite evidence for Chief Joseph/Sound of Running Feet that develops point 1, including any necessary context:
Elaboration (E)	Explain how the evidence develops point 1 and how the belief/value guides the character’s actions in the novel:
Concluding Statement (C)	Close your paragraph.

Date: \_\_\_\_\_

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 28A: Focusing Question Task 5 Checklist

**Directions:** Use the first column (“Self”) of this checklist to self-assess your writing for Focusing Question Task 5. For each row of the checklist, mark “+” if this aspect of your writing is strong; mark a triangle for “change” if it needs improvement. Then, choose one or two areas to revise based on your self-assessment. When you finish, you may exchange your writing with a partner and use the second column (“Peer”) to assess your partner’s writing.

Checklist for Focusing Question Task 5: Comparison/Contrast Essay			
	Self + / Δ	Peer + / Δ	Teacher + / Δ
<b>Reading Comprehension</b>			
• I explain one important belief or value that Chief Joseph and Sound of Running Feet share in the novel <i>Thunder Rolling in the Mountains</i>			
• I explain one important way in which the characters’ beliefs or values differ			
• I explain how these similar and different beliefs or values guide each characters’ actions in the novel			
<b>Structure</b>			
• I respond to all parts of the prompt			
• I focus on my topic throughout the piece			
• I introduce the topic clearly in my introduction paragraph and provide necessary background and context			
• I organize my ideas into supporting paragraphs—one to develop a comparison and one to develop a contrast between the characters			
• My conclusion paragraph reinforces my thesis and reflects on its significance			

Name: \_\_\_\_\_

Date: \_\_\_\_\_

• I use transitions and repeated words to link ideas within and between paragraphs			
<b>Development</b>			
• My thesis states a key similarity and a key difference between the characters' beliefs and/or values			
• I develop my thesis with evidence from <i>Thunder Rolling in the Mountains</i> of the characters' shared and differing beliefs and values			
• I elaborate upon evidence by explaining: <ul style="list-style-type: none"> <li>• how it shows a similarity or difference between the characters' beliefs or values;</li> <li>• how these beliefs or values guide the characters' actions in the novel</li> </ul>			
• I use transitions to compare and contrast ideas			
<b>Style</b>			
• I use a variety of sentence patterns (simple, compound, complex)			
• I use vocabulary words that are specific and appropriate to the content			
• My writing style is appropriate for the audience			
<b>Conventions</b>			
• I use correct spelling, punctuation, and capitalization			
• I correctly use underlining, quotation marks, or italics to indicate the titles of works			
<b>Total # of checks</b>			

# Handout 28B: Improving Writing Through Transitions

**Directions:** Complete the table with at least three examples from your essay.

How did you use transitions to compare and contrast ideas? Recopy an example from your essay.	How did this improve your essay?
How did you use repeated information to draw attention to an important idea? Recopy an example from your essay.	How did this improve your essay?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 29A: Chief Joseph's "Lincoln Hall Speech"

**Directions:** Read Part I of Chief Joseph's "Lincoln Hall Speech," and then listen for further instructions. In the next lesson, read Part II of the speech, and then listen for further instructions.

Excerpted from the speech Chief Joseph delivered at Lincoln Hall in Washington, D.C. on January 14th, 1879. Published in *North American Review*, Vol. 128, Issue 269, pp. 412–434.  
Courtesy of Cornell University's Making of America.

### Part I

1. My friends, I have been asked to show you my heart. I am glad to have a chance to do so. I want the white people to understand my people. Some of you think an Indian is like a wild animal. This is a great mistake. I will tell you all about our people, and then you can judge whether an Indian is a man or not. I believe much trouble and blood would be saved if we opened our hearts more. I will tell you in my way how the Indian sees things. The white man has more words to tell you how they look to him, but it does not require many words to speak the truth. What I have to say will come from my heart, and I will speak with a straight tongue. *Ah-cum-kin-i-ma-me-hut* (the Great Spirit) is looking at me, and will hear me.

2. Our fathers gave us many laws, which they had learned from their fathers. These were good. They told us to treat all men as they treated us; that we should never be the first to break a bargain; that it was a disgrace to tell a lie; that we should speak only the truth; that it was a shame for one man to take from another his wife, or his property without paying for it. We were taught to believe that the Great Spirit sees and hears everything, and that he never forgets; that hereafter he will give every man a spirit-home according to his deserts: if he has been a good man, he will have a good home; if he has been a bad man, he will have a bad home. This I believe, and all my people believe the same.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Part II

3. At last I was granted permission to come to Washington and bring my friend Yellow Bull and our interpreter with me. I am glad we came. I have shaken hands with a great many friends, but there are some things I want to know which no one seems able to explain. I cannot understand how the government sends a man out to fight us, as it did General Miles, and then breaks his word. Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief; the Next Great Chief; the Commissioner Chief; the Law Chief; and many other law chiefs and they all say they are my friends, and that I shall have justice. But while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done.

4. Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words do not give me back my children. Good words will not make good the promise of your war chief, General Miles. Good words will not give my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk.

5. Too many misrepresentations have been made, too many misunderstandings have come up between the white men and the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them all the same law. Give them an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all peoples should have equal rights upon it.

6. You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases. If you tie a horse to a stake, do you expect he will grow fat? If you pen an Indian up on a small plot of earth and compel him to stay there, he will not be contented, nor will he grow

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and prosper. I have asked some of the Great White Chiefs where they get their authority to say to the Indian that he shall stay in one place, while he sees white men going where they please. They cannot tell me.

7. I only ask of the government to be treated as all other men are treated. If I cannot go to my own home, let me have a home in some country where my people will not die so fast. I would like to go to Bitter Root Valley. There my people would be healthy; where they are now they are dying. Three have died since I left my camp to come to Washington.

8. When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals. I know that my race must change. We cannot hold our own with the white man as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law work alike on all men. If an Indian breaks the law, punish him by the law. If a white man breaks the law, punish him also.

9. Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law or submit to the penalty. Whenever the white man treats the Indian as they treat each other, then we will have no more wars. We shall all be alike—brothers of one father and one mother, with one sky above us and one country around us, and one government for all. Then the Great Spirit Chief who rules above will smile upon this land, and send rain to wash out the bloody spots made by brothers' hands from the face of the earth. For this time the Indian race is waiting and praying. I hope that no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people. In-mut-too-yah-lat-lat has spoken for his people.

*Chief Joseph's Nez Perce name, meaning "Thunder Traveling over the Mountains."*

Name: \_\_\_\_\_

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# Handout 29B: Analyze Repeated Words

**Directions:** List the repeated words, phrases, and ideas for each paragraph from Part I of Chief Joseph’s speech. Then, organize your list into two or three new groups, and give each group a heading that summarizes how the words and ideas are similar.

## Chief Joseph’s “Lincoln Hall Speech,” Part I

List the repeated words, phrases, and ideas from paragraph one in the box below.

Now, organize your list from above into two or three new groups with a heading for each group that summarizes how these words or ideas are similar.

Heading:	Heading:	Heading:
Words from the text:	Words from the text:	Words from the text:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

List the repeated words, phrases, and ideas from paragraph two in the box below.

Now, organize your list from above into two or three new groups with a heading for each group that summarizes how these words or ideas are similar.

Heading:	Heading:	Heading:
Words from the text:	Words from the text:	Words from the text:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 29C: Fluency Homework

### Directions:

1. Day 1: Read the text carefully and annotate to help you read fluently.
2. Each day:
  - a. Practice reading the text three to five times.
  - b. Evaluate your progress by placing a  $\sqrt{+}$ ,  $\sqrt{\phantom{x}}$ , or  $\sqrt{-}$  in each unshaded box.
  - c. Ask someone (adult or peer) to listen and evaluate you as well.
3. Last day: Respond to the self-reflection questions.

Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law or submit to the penalty. Whenever the white man treats the Indian as they treat each other, then we will have no more wars. We shall all be alike—brothers of one father and one mother, with one sky above us and one country around us, and one government for all. Then the Great Spirit Chief who rules above will smile upon this land, and send rain to wash out the bloody spots made by brothers' hands from the face of the earth. For this time the Indian race is waiting and praying. I hope that no more groans of wounded men and women will ever go to the ear of the Great Spirit Chief above, and that all people may be one people. In-mut-too-yah-lat-lat has spoken for his people.

Excerpts from the Speech at Lincoln Hall in Washington, D.C., 1879 by Young Joseph, Chief of the Nez Perces. Published in *North American Review*, Vol. 128, Issue 269, pp. 412–434.

Courtesy of Cornell University's *Making of America*.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student Performance Checklist:	Day 1		Day 2		Day 3		Day 4	
	You	Listener*	You	Listener*	You	Listener*	You	Listener*
Accurately read the passage 3-5 times.								
Read with appropriate phrasing and pausing.								
Read with appropriate expression.								
Read articulately at a good pace, and an audible volume.								

**Self-reflection:** What choices did you make when deciding how to read this passage, and why? What would you like to improve on or try differently next time? (*Thoughtfully answer these questions on the back of this paper.*)

# Handout 31A: Evidence Organizer for End-of-Module Task

**Directions:** Use this evidence organizer to record and elaborate on evidence of the Nez Perce beliefs and values that Chief Joseph conveys in his speech. For each piece of evidence, record context and the source, or paragraph number, where you found it.

Chief Joseph's "Lincoln Hall Speech"				
What important Nez Perce beliefs and values does Chief Joseph convey in his "Lincoln Hall Speech"?				
Context What is happening in text? Write any background the quotation needs.	Evidence What details in the text reveal the Nez Perce's most important beliefs and values? (Include quotation and paraphrasing)	Source Page #	Elaboration What does this evidence show about the Nez Perce's most important beliefs or values? Why is this belief or value important? How does it guide Chief Joseph's words in his speech?	

Name:

Date:

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Chief Joseph's "Lincoln Hall Speech"				
What important Nez Perce beliefs and values does Chief Joseph convey in his "Lincoln Hall Speech"?				
Belief or value 2 _____				
Context What is happening in text? Write any background the quotation needs.	Evidence What details in the text reveal the Nez Perce's most important beliefs and values? (Include quotation and paraphrasing)	Source Page #	Elaboration What does this evidence show about the Nez Perce's most important beliefs or values? Why is this belief or value important? How does it guide Chief Joseph's words in his speech?	



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Handout 31B: Frayer Model: *Liberty*

**Directions:** Record the definition of *liberty* in the upper left-hand box. Then, complete the rest of the Frayer Model to add characteristics, examples, and non-examples of the word *liberty*.

<b>Definition:</b>	<b>Characteristics:</b>
<b>Examples:</b>	<b>Non-Examples:</b>

Word:

**liberty**

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Date: \_\_\_\_\_

# Handout 32A: Identifying and Sorting Conjunctions

**Directions:** Identify the conjunctions and the type—coordinating or subordinating. Explain whether the conjunction connects two words, phrases, or clauses. The first one has been done for you.

Sentence	Conjunction/Type	Purpose
Ex. I believe much trouble and blood would be saved if we opened our hearts more.	<ul style="list-style-type: none"><li>• and (coordinating)</li><li>• if (subordinating)</li></ul>	<ul style="list-style-type: none"><li>• <i>And</i> connects the words <i>trouble</i> and <i>blood</i>.</li><li>• <i>If</i> connects the dependent clause “if we opened our hearts more” to the main clause.</li></ul>
1. This I believe and all my people believe the same.		
2. It makes my heart sick when I remember all the good words and all the broken promises.		
3. When I think of our condition, my heart is heavy.		
4. I have heard talk and talk, but nothing is done.		

Reflection question: Why are conjunctions important?

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# Handout 33A: Essay Planner for End-of-Module Task

**Directions:** Use this planner to help you develop and organize your ideas for your End-of-Module essay.

## Introduction

Hook (H)	How will you “hook” your audience, or catch their attention?	
Introduce (I)	Introduce your topic. Provide any necessary background information or context for your topic.	
Thesis (T)	State your essential idea about Nez Perce beliefs and values, previewing your two supporting points (i.e., the two Nez Perce values you are going to explain).	
	Point 1–(first Nez Perce value or belief)	Point 2–(second Nez Perce value or belief)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Supporting Paragraph 1–Point 1:** \_\_\_\_\_

<b>Topic Statement (To S)</b>	State your first point in support of your thesis.
<b>Evidence (E)</b>	Cite evidence from the speech that develops point 1, including any necessary context:
<b>Elaboration (E)</b>	Explain how the evidence develops point 1 and how the belief/value guides the Nez Perce and Chief Joseph:
<b>Concluding Statement (C)</b>	Close your paragraph.

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Supporting Paragraph 1–Point 2: \_\_\_\_\_

<b>Topic Statement (To S)</b>	Transition from your last point, and state your second point (i.e., comparison or contrast) in support of your thesis.
<b>Evidence (E)</b>	Cite evidence from the speech that develops point 2, including any necessary context:
<b>Elaboration (E)</b>	Explain how the evidence develops point 2 and how the belief/value guides the Nez Perce and Chief Joseph:
<b>Concluding Statement (C)</b>	Close your paragraph.

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**Conclusion  
(C)**

Reinforce your thesis.

Reflect on the significance of your thesis. What do you want your reader to remember about the Nez Perce and their beliefs and values?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Handout 35A: End-of-Module Essay Checklist

**Directions:** Use the first column (“Self”) of this checklist to self-assess your writing for your End-of-Module Task. For each row of the checklist, mark “+” if this aspect of your writing is strong; mark a triangle for “change” if it needs improvement. When you finish, exchange your writing with a partner and use the second column (“Peer”) to assess your partner’s writing.

Checklist for Focusing Question Task 5: Comparison-Contrast Essay			
	Self + / Δ	Peer + / Δ	Teacher + / Δ
<b>Reading Comprehension</b>			
I write and speak about my topic knowledgeably			
I explain how two important Nez Perce beliefs or values are conveyed in Chief Joseph’s “Lincoln Hall Speech”			
I quote accurately from the text to support my main points			
<b>Structure</b>			
I respond to all parts of the prompt			
I focus on my topic throughout the piece			
I introduce my topic clearly in my introduction paragraph and provide necessary background and context			
I organize my ideas into supporting paragraphs, one for each value/belief I have chosen to write about			
I support my chosen value/belief with evidence from the speech, including context and elaboration			
My conclusion paragraph relates to my thesis and reflects on its significance			

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Date: \_\_\_\_\_

I use transitions and repeated words to link ideas within and between paragraphs			
<b>Development</b>			
My thesis clearly states two important Nez Perce beliefs or values conveyed in Chief Joseph's speech			
I develop my thesis with evidence of these beliefs or values from the "Lincoln Hall Speech"			
I elaborate upon evidence by analyzing and explaining how it demonstrates an important Nez Perce cultural belief or value			
<b>Style</b>			
I use a variety of sentence patterns (simple, compound, complex).			
I use vocabulary words that are specific and appropriate to my topic.			
My writing style is appropriate for the audience.			
<b>Conventions</b>			
I combine, expand, and reduce sentences using prepositional phrases and conjunctions.			
I punctuate and capitalize titles correctly.			
<b>Writing Process</b>			
I plan, draft, and revise my essay.			
I revise my writing based on feedback.			
<b>Total # of checks</b>			



Date:

**Directions:** Write the final copy of your essay on the lines below.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

[illegible]

# Volume of Reading Reflection Questions

## *Cultures in Conflict*, Grade 5, Module 1

Student Name: \_\_\_\_\_

Text: \_\_\_\_\_

Author: \_\_\_\_\_

Topic: \_\_\_\_\_

Genre/Type of Book: \_\_\_\_\_

Share your knowledge about the Native American culture by answering the questions below.

1. Wonder: Why did you choose this book or text about Native Americans?
2. Wonder: What other questions to you have about Native American culture after reading this book?
3. Organize: What is the book or text about? Summarize the events.
4. Organize: What parts of the text were difficult to understand? What vocabulary, historical details, or background knowledge do you need to better understand this book?
5. Reveal: What are three important points the author makes about Native Americans?
6. Distill: What were you surprised to learn about Native American culture?
7. Distill: How does this text support or challenge what you already knew about Native Americans and their culture? Provide at least three examples.

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Date: \_\_\_\_\_

8. Know: What other books on this topic or by this author do you want to read?

9. Know: Would you recommend this book to someone interested in Native American culture? Why or why not?

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# WIT & WISDOM PARENT TIP SHEET

## WHAT IS MY FIFTH GRADE STUDENT LEARNING IN MODULE 1?

Wit & Wisdom is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

### Module 1: Cultures in Conflict

Module 2: Word Play

Module 3: A War Between Us

Module 4: Breaking Barriers

In this first module, *Cultures in Conflict*, we will ask what it means to belong to a culture. How do a culture's beliefs guide the actions of its people? And what happens when different cultures come into conflict?

## OUR CLASS WILL READ THESE TEXTS:

### Novel

- *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

### Stories

- "Coyote and the Monster Story" Parts 1, 2, and 3, told by J. R. Spencer
- "How Beaver Stole Fire from the Pines"

## OUR CLASS WILL EXAMINE THESE WORKS OF ART:

### Paintings

- *Chief Joseph, Nez Perce Chief, Head-and-shoulders Portrait, Facing Forward*, E. A. Burbank
- *The White Cloud, Head Chief of the Iowas*, George Catlin
- *Portrait of George Washington*, Gilbert Stuart

## Photography

- “Chief Joseph and his Family c. 1880,” F.M. Sargent

## OUR CLASS WILL WATCH THIS VIDEO:

- “A Landscape of History”

## OUR CLASS WILL ASK THESE QUESTIONS:

- How did the United States westward expansion impact Native American cultures in the West?
- How did the Nez Perce’s homeland sustain their lifestyle and culture?
- What role do stories play in Nez Perce culture?
- How does the conflict between the Nez Perce and the US government reveal differing cultural beliefs and values?
- What important beliefs and values guide Chief Joseph and his daughter, Sound of Running Feet?
- What important Nez Perce beliefs and values does Chief Joseph convey in his Lincoln Hall speech?

## QUESTIONS TO ASK AT HOME:

As your fifth grade student reads, ask:

- *What do you notice and wonder?*

## BOOKS TO READ AT HOME:

- *Sacajawea*, Joseph Bruchac
- *Trail of Tears*, Joseph Bruchac
- *A History of US: The New Nation*, Joy Hakim
- *How We Crossed the West: The Adventures of Lewis and Clark*, Rosalyn Schanzer
- *Only the Names Remain: The Cherokees and the Trail of Tears*, Alex W. Bealer
- *Seaman’s Journal: On the Trail with Lewis and Clark*, Patricia Eubank
- *Zia*, Scott O’Dell
- *Sing Down the Moon*, Scott O’Dell
- *Julie of the Wolves*, Jean Craighead George
- *The Birchbark House*, Louise Erdrich

- *Island of the Blue Dolphins*, Scott O'Dell
- *Salt: A Story of Friendship in Times of War*, Helen Frost

## PLACES YOU CAN VISIT TO TALK ABOUT CULTURE:

Visit a local cultural center that celebrates your culture or another culture. Ask:

- *What are some traditions of this culture?*
- *What do you notice about this culture?*
- *What do you wonder about this culture?*

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**CULTURES IN CONFLICT** What does it mean to belong to a culture? How do a culture's beliefs guide the actions of its people, both individually and collectively? And what happens when very different cultures come into conflict? You'll explore these questions as you analyze historic texts and read the novel *Thunder Rolling in the Mountains*.

**MORE MEANINGFUL ENGLISH** Riveting historical texts form the center of your work this year. As you read texts or examine art, ask questions and think about why speakers, authors, or painters might have made the choices they did. Do not rush—take time to think about what you notice. When you use each text to expand your knowledge, ask yourself: *What do I notice and wonder about this text?*



**ON THE COVER**

*The White Cloud, Head Chief of the Iowas* (1844/1845)

George Catlin, American, 1796–1872

Oil on canvas

National Gallery of Art, Washington D.C.

Credit: Paul Mellon Collection  
Courtesy of The National Gallery of Art

**GRADE 5 MODULES**

1. *Cultures in Conflict*

2. *Word Play*

3. *A War Between Us*

4. *Breaking Barriers*

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Grade 5 | Module 1

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