

5

PROLOGUE

Module 1

Handed Down





Prologue | **5** | Module 1

Handed Down

How do communities sustain their cultures?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

Published by Great Minds PBC

greatminds.org

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Printed in the USA

A-Print

1 2 3 4 5 6 7 8 9 10 XXX 33 32 31 30 29 28 27 26 25 24

ISBN 979-8-88811-259-5

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Arc A | “Coyote and the Monster”

Prologue to L4	14
• Learning Goal Discuss the tradition of oral storytelling.	
• Language Progress Take turns with others when speaking.	
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• Learning Goal Determine a central idea of “Coyote and the Monster.”	
• Language Progress Speak at a rate others can understand.	



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• Language Progress Elaborate on the evidence you use.	
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Arc C | *The Birchbark House*

Prologue to L16 62

- **Learning Goal** | Identify details about members of Omakakiins’s family.
- **Language Progress** | Use coordinating conjunctions to combine ideas.

Prologue to L18 68

- **Learning Goal** | Explain the purpose and importance of transition words and phrases.
- **Language Progress** | Use a transition word or phrase to connect ideas within proof paragraphs.

Prologue to L19 74

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- **Language Progress** | Use coordinating conjunctions to combine ideas.

Prologue to L22 80

- **Learning Goal** | Analyze word choice in a quotation.
- **Language Progress** | Use topic-specific vocabulary to explain the topic.

Prologue to L23 86

- **Learning Goal** | Orally rehearse answers to the discussion question by using textual evidence and elaboration.
- **Language Progress** | Elaborate on the evidence you use.

Prologue to L25 92

- **Learning Goal** | Identify the purpose of coordinating conjunctions.
- **Language Progress** | Use coordinating conjunctions to combine ideas.



Arc D | *The Birchbark House*

Prologue to L26 98

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- **Language Progress** | Use subordinating conjunctions to connect ideas.

Prologue to L28 104

- **Learning Goal** | Summarize “Wenabozho and Muskrat Make an Earth.”
- **Language Progress** | Use subordinating conjunctions to connect ideas.

Prologue to L30 110

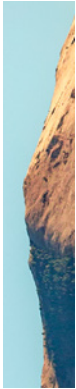
- **Learning Goal** | Explain the purpose and importance of elaboration.
- **Language Progress** | Elaborate on the evidence you use.

Prologue to L32 116

- **Learning Goal** | Identify lessons Omakakiins learns in each season.
- **Language Progress** | Take turns with others when speaking.

Prologue to L33 120

- **Learning Goal** | Connect ideas with subordinating conjunctions.
- **Language Progress** | Use subordinating conjunctions to connect ideas.



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ESSENTIAL QUESTION

How do communities sustain their cultures?



PROLOGUE MODULE FOCUS

In module 1, *Arts & Letters Prologue*™ lessons help students deepen their understanding of how communities sustain their cultures.

- *Prologue* lessons support reading development by helping students summarize literary and informational texts about the Nez Perce and Ojibwe cultures while determining themes and central ideas. Students also explain how characters in a novel respond to one another, as well as to the natural world, over the course of a complex narrative.
- *Prologue* lessons support writing development by providing opportunities for students to practice using textual evidence and elaboration in response to speaking and writing tasks. In addition, students explore prepositional phrases and transitions to add precision to their informational writing.
- *Prologue* lessons support speaking and listening development by providing more instruction and practice for the module's speaking and listening goals: Speak at a rate others can understand, support what you say with relevant textual evidence, elaborate on the evidence you use, and take turns with others when speaking. Use the Module 1 Speaking and Listening Goal Tracker to track progress toward these goals.
- *Prologue* lessons support language development by focusing on vocabulary related to the module's Knowledge Threads and Essential Question. Students explore the functions of prepositional phrases to add precision to their writing and of coordinating and subordinating conjunctions to form content-rich sentences.

PROLOGUE TEXTS

Book

Literary

- *The Birchbark House*, Louise Erdrich

Short Story

- excerpt from “Coyote and the Monster,” as told by J. R. Spencer

Speech

- excerpt from “Lincoln Hall Speech,” Chief Joseph

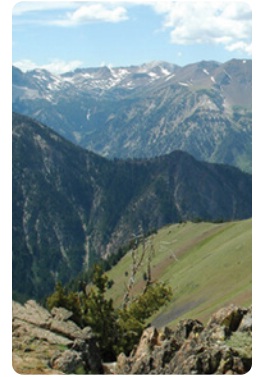


Article

- excerpt from “Countries and Their Cultures: Ojibwe,” Loriene Roy

Video

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



KNOWLEDGE THREADS

- Native people and nations practice and share their cultures across generations, including through stories, traditions, art, humor, and speeches.
- Many Native nations with their own unique cultures exist throughout the current United States.
- Native people use the tradition of oral storytelling to understand who they are and where they come from.
- Relationships with family, community, and nature can reflect and reinforce cultural values.
- Ojibwe used plentiful natural resources, such as birchbark, wild rice, maple sugar, and fish, as well as farming skills, to sustain their communities.
- Contact with non-Native Americans altered the way of life of Native people.

PROLOGUE MATERIALS AND PREPARATION

Prepare the following materials for use throughout the module.

- Determine how to access module texts.
- Determine how to display *Prologue* reference charts, *Prologue* student resources, and select *Learn* book pages. These are listed in the Materials section of each lesson.
- Print or copy student resources from the *Prologue* Student Resources appendix. These are listed in the Materials section of each lesson.
- Determine how to access the Module 1 Speaking and Listening Goal Tracker from the digital platform.
- Ensure access to module 1 Knowledge Cards.
- Ensure students have paper for short responses. They can use their journals or other paper.
- For a comprehensive list of all the materials used in the module, see the digital platform.



PROLOGUE ENGLISH LANGUAGE DEVELOPMENT STANDARDS

Arts & Letters Prologue lessons for module 1 provide additional language support to develop the following English Language Development (ELD) standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Identify and raise questions about what might be unexplained, missing, or left unsaid

ELD-SI.4-12.Inform: Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking
- Compare changing variables, factors, and circumstances

ELD-SI.4-12.Argue: Multilingual learners will

- Support or challenge an opinion, premise, or interpretation

ELD-LA.4-5.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics

ELD-LA.4-5.Inform.Expressive: Multilingual learners will construct informational texts in language arts that

- Add precision and details to define, describe, compare, and classify topic and/or entity

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

PROLOGUE LANGUAGE CONNECTIONS

Students' home languages and cultures are assets that everyone in the school setting should value and celebrate. Teachers can support the strategic use of home languages to facilitate activating background knowledge, acquiring ELA knowledge and world knowledge, and engaging with grade-level content. This can happen individually or in groups. Teachers should encourage students to draw explicit metalinguistic connections between English and their home language through cognates and morphological awareness.

Multilingual learners in the United States speak a variety of languages at home, but an increasing majority speak Spanish at home. In 2019, more than 75 percent of students who were identified as “English learners” spoke Spanish as a home language (National Center for Education Statistics). For this reason, we offer a number of supports for Spanish speakers.

Contrastive Analysis

This module focuses on helping students to use conjunctions and transitions to connect ideas in informational writing. Prologue lessons also help students understand how prepositional phrases can be used to make writing more precise. For students who also speak other language(s), the grammatical rules of English may be confusing. Here are some grammatical differences for which students may need extra explanation and modeling of this structure. In addition to Spanish, we compare English to Arabic and Chinese, the second and third most common languages spoken among multilingual learners in the United States (National Center for Education Statistics).

Language	Similarity	Difference
Spanish	Conjunctions and prepositions are also used in Spanish, with similar meaning to English terms.	There is not a 1:1 correspondence between English and Spanish conjunctions. There may be confusion between <i>since</i>, <i>so that</i>, and <i>as</i>. There is not a 1:1 correspondence between English and Spanish prepositions. There may be confusion between common prepositions such as <i>of</i>, <i>about</i>, <i>in</i>, and <i>on</i>.
Arabic	Conjunctions and prepositions are also used in Arabic, with similar meaning to English terms.	There is not a 1:1 correspondence between English and Arabic prepositions.
Chinese	Conjunctions and prepositions are also used in Chinese, with similar meaning to English terms.	Conjunctions can be omitted in Chinese if the relationship between the two ideas is clear. In Chinese, prepositions do not always precede their object.

Spanish Cognates

Here are Spanish cognates for terms taught in module 1 *Prologue* lessons. Teacher notes in the lessons draw attention to Spanish language cognates. Use an online Spanish dictionary for pronunciation guidance or to play a recording of the Spanish cognate for students.

Term	Cognate
culture (n.)	cultura (s.)
elaborate (v.)	elaborar (v.)
generation (n.)	generación (s.)
justice (n.)	justicia (s.)
oral tradition	tradición oral
structure (v.)	estructurar (v.)
sustain (v.)	sostener (v.)
transition (n.)	transición (s.)
value (n.)	valor (s.)

MODULE PLAN

Essential Question | How do communities sustain their cultures?

KEY

🚩

= assessment

P

= Prologue lesson

Arc A | “Coyote and the Monster”

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Opening Bookend	Wonder “Coyote and the Monster” <i>Across the Continent</i>	Organize “Coyote and the Monster” <i>Across the Continent</i>	Reveal “Coyote and the Monster” <i>Across the Continent</i> P	Distill “Coyote and the Monster” <i>Across the Continent</i> P	Know “Coyote and the Monster” <i>Across the Continent</i>

Arc B | “Lincoln Hall Speech”

Lesson 7 Wonder “Lincoln Hall Speech”	Lesson 8 Know “A Surrender” 	Lesson 9 Organize “Lincoln Hall Speech” 	Lesson 10 Reveal “Lincoln Hall Speech” Organize <i>In Mut Too Yah Lat Lat (Chief Joseph)</i> 	Lesson 11 Distill “Lincoln Hall Speech” Reveal <i>In Mut Too Yah Lat Lat (Chief Joseph)</i> 	Lesson 12 Know “Lincoln Hall Speech” “A Surrender” <i>In Mut Too Yah Lat Lat (Chief Joseph)</i> 	Lesson 13  Reading Comprehension Assessment 1
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Lesson 14 Responsive Teaching

Arc C | *The Birchbark House*

Lesson 15 Wonder <i>The Birchbark House</i>	Lesson 16 Organize <i>The Birchbark House</i> 	Lesson 17 Organize <i>The Birchbark House</i>	Lesson 18 Reveal <i>The Birchbark House</i>  Module Task 1 completed 	Lesson 19 Organize <i>The Birchbark House</i> 	Lesson 20 Organize <i>The Birchbark House</i>	Lesson 21 Organize <i>The Birchbark House</i>
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Arc C | *The Birchbark House*

Lesson 22 Reveal <i>The Birchbark House</i> P	Lesson 23 Distill <i>The Birchbark House</i> Module Task 2 completed P	Lesson 24 Know <i>The Birchbark House</i>	Lesson 25 Know “Countries and Their Cultures: Ojibwe” P
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Arc D | *The Birchbark House*

Lesson 26 Organize <i>The Birchbark House</i> P	Lesson 27 Organize <i>The Birchbark House</i>	Lesson 28 Reveal <i>The Birchbark House</i> P	Lesson 29 Organize <i>The Birchbark House</i>	Lesson 30 Organize <i>The Birchbark House</i> P	Lesson 31 Reveal <i>The Birchbark House</i>	Lesson 32 Distill <i>The Birchbark House</i> P
Lesson 33 Know <i>The Birchbark House</i> Module Task 3 completed P	Lesson 34 Reading Comprehension Assessment 2	Lesson 35 Responsive Teaching				

Module Finale

Lesson 36 Know module texts	Lesson 37 Know module texts	Lesson 38 Know module texts	Lesson 39 Know module texts 🚩 End-of-Module Task completed	Lesson 40 Closing Bookend
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Prologue to Lesson 4

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students examine the ways that storytellers organize their stories when telling a story aloud. As students discuss the oral tradition of storytelling and story structure, they practice taking turns with others when speaking. This work prepares students to learn more about “Coyote and the Monster” in lesson 4.

Learning Goal

Discuss the tradition of oral storytelling.

 **LEARNING TASK:** Share one reason a storyteller might use repetition to structure a story told orally.

Language Progress

In this lesson, students work on this module speaking and listening goal: Take turns with others when speaking.

To support students with beginning English proficiency, encourage them to ask their partner “What do you think?” when they finish speaking. This support helps structure turns and increases practice using academic language. To support students with intermediate English proficiency, encourage them to use a complete sentence by adapting the language from the question.

Vocabulary

oral tradition

structure (v.) 

Materials

TEACHER

- “Coyote and the Monster” (digital platform)
- excerpt from “Coyote and the Monster” (digital platform)

STUDENTS

- excerpt from “Coyote and the Monster” (*Learn* book, lesson 2)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Assess and activate prior knowledge by asking these questions:

 **Why is listening to a story enjoyable?**

 **What can make it challenging?**

Language Support

If possible, pair students who speak the same home language, and invite them to discuss these questions.

2. Invite a few students to share their responses.
3. Tell students that they will learn more about the stories that the Nez Perce told.

LEARN 20 minutes

Examine the Structure of Oral Stories

1. Tell students that they will watch the introduction to the “Coyote and the Monster” video to understand details about the oral tradition in the Nez Perce culture.
2. Introduce the vocabulary term *oral tradition* by displaying the term and definition. Explain that the Vocabulary Exploration routine has four parts. First, you say the term and simultaneously clap once for each syllable. Then, students copy the action by repeating the term and clapping once for each syllable. Next, you identify and share word parts or challenging letter-sound correspondences that can help students accurately decode the word. Finally, you read aloud the definition.

Language Support

The term *oral tradition* has a Spanish cognate: *tradición oral*. Share this language connection with students whose home language is Spanish.

Definition

oral tradition: the stories, beliefs, values, and knowledge that a group of people pass down to future generations by sharing stories aloud

3. Practice this routine with the term *oral tradition*. Explain that telling the “Coyote and the Monster” story is an example of oral tradition because it is a story that the Nez Perce tell each other.
4. Play “Coyote and the Monster” from 2:47 to 3:10.

Language Support

For students with beginning English proficiency, slow the speed of the video and/or turn on the closed captions. For students whose home language is Spanish, play the Spanish version of the video.

5. Ask this question:



During which season are stories told?

6. Reinforce the correct response: winter. Explain that earlier in the video J. R. Spencer says that storytellers tell stories during winter because during spring and summer, people are busy gathering and preparing food for the long winter.
7. Ask these questions:



How often do children hear the stories?



What do the children do when they grow up?

8. Reinforce the correct responses:

- **frequency**—every year
- **as grown-ups**—tell the stories to children

Language Expansion

For students with intermediate English proficiency, prompt them to make a connection with the term *oral tradition* in their response.

9. Read aloud the definition of *oral tradition*. Emphasize that listeners become the next storytellers, and storytellers pass stories down from one generation to the next to share knowledge.

- 10.** Play “Coyote and the Monster” from 3:10 to 3:38. Instruct students to listen for why storytellers tell stories while people travel. Ask this question:

 Why do storytellers tell stories while people travel?

Key Ideas

- Stories mention landmarks, specific hills, rocks, and trees that provide directions so people can get anywhere.
- The land features tell people where they are.

- 11.** Introduce the vocabulary term *structure* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *structure* has a Spanish cognate: *estructurar*. Share this language connection with students whose home language is Spanish.

Definition

structure (v.): to arrange or organize something in a particular way

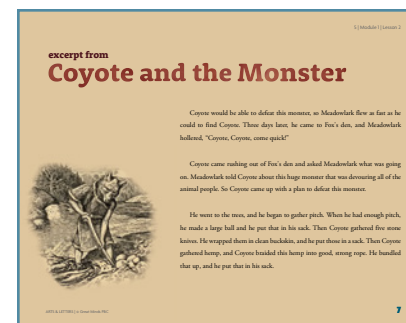
- 12.** Explain that storytellers use specific techniques to structure their stories when telling them aloud. Tell students that they will focus on the technique of repetition in storytelling.

- 13.** Display the excerpt from “Coyote and the Monster,” and direct students to the page in their *Learn* book. Read aloud the last paragraph, using expression to reflect the text’s meaning.

- 14.** Pair students and instruct them to identify the verbs that describe Coyote’s actions. Instruct them to underline the repeating verbs.

Language Support

For students with beginning English proficiency, review examples of verbs.



- 15.** Invite a few students to share their responses, and reinforce that the storyteller repeats these verbs: *gather, gathered; put* [in his sack].

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Pair students and instruct them to answer this question:

 **Why do you think storytellers use repetition when telling a story aloud?**

Remind students to take turns with others when speaking.

Analyze Student Progress

Monitor: Do students demonstrate understanding that repetition helps both storytellers and listeners?

Offer Immediate Support: If students need additional support understanding the purpose of repetition in storytelling, ask this question: How could repetition help when listening to a story told orally?

2. Invite a few students to share their responses.

Key Ideas

- connects a series of actions
- stresses key events or ideas
- engages the listener
- helps the listener follow and remember the story
- helps the storyteller remember the story and pass it on to the next generation

3. Summarize that repetition in storytelling helps storytellers and listeners follow and remember the story.



Prologue to Lesson 5

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students view part of “Coyote and the Monster” to determine a central idea. As they discuss what Nez Perce children can learn about their homeland from the story, students practice speaking at a rate that others can understand. This work prepares students to discuss a central idea in lesson 5.

Learning Goal

Determine a central idea of “Coyote and the Monster.”

 **LEARNING TASK:** Describe one thing that Nez Perce children can learn about their homeland from “Coyote and the Monster.”

Language Progress

In this lesson, students work on this module speaking and listening goal: Speak at a rate others can understand.

To support students with beginning English proficiency, provide them with additional opportunities to practice their answers so that they can speak at an appropriate rate. To support students with intermediate English proficiency, encourage them to provide feedback to their partner about whether their response was too fast, too slow, or just right.

Vocabulary

culture (n.)

homeland (n.)

Materials

TEACHER

- “Coyote and the Monster” (digital platform)
- Knowledge Cards: *culture*, *homeland*

STUDENTS

- journal

Preparation

- none

LAUNCH **5 minutes**

Practice Vocabulary

1. Ask this question:

 **What is the story “Coyote and the Monster” about?**

2. Reinforce the correct response: The story shares important knowledge about the Nez Perce culture.

Teacher Note

The Nez Perce are also known by the traditional name Nimiipuu. These names are used interchangeably throughout texts in module 1. Although Nimiipuu is the traditional name of the tribe, Nez Perce is used throughout the lessons since it is widely used and recognized. In addition, while some of the module texts use the term *Indian* to describe people, *Arts & Letters™* materials use the term *Native American* when a specific tribal nation name is unavailable.

3. Review the vocabulary term *culture* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *culture* has a Spanish cognate: *cultura*. Share this language connection with students whose home language is Spanish.



Definition

culture (n.): the shared beliefs, traditions, language, and way of life of a particular group of people

4. Tell students that they will examine what Nez Perce children learn about their homeland from “Coyote and the Monster.”

Teacher Note

Clarify that all people can learn about the Nez Perce culture by listening to “Coyote and the Monster,” but students will focus on what Nez Perce children might learn.

LEARN 20 minutes

Determine a Central Idea

1. Explain that students will first listen to J. R. Spencer tell the beginning of the “Coyote and the Monster” story to examine the rate, or speed, that he uses when he speaks.
2. Play “Coyote and the Monster” from 3:50 to 4:15. Instruct students to discuss these questions with a partner:

 **When Spencer tells the story, does he speak too fast, too slow, or just right?**

 **Why do you think that?**

3. Invite a few students to share their responses.

Key Ideas

- Spencer speaks at a speed that is just right because it is easy to understand him.
- His speed is just right because the words he is saying are clear.

4. Ask these questions:

 **What would the effect be if Spencer spoke too fast?**

 **What would the effect be if he spoke too slow?**

Key Ideas

- **too fast:** wouldn't understand the words; might miss parts of the story
- **too slow:** would lose interest in the story; might stop listening

5. Emphasize that it is important for storytellers to speak at a rate, or speed, that others can understand. Explain that it is also important for students to speak at a rate that others can understand during their discussions.

6. Tell students that they will follow the instructional routine Jigsaw to closely study something about “Coyote and the Monster” and share their learning with students who studied something different. Explain how this routine works. First, you assign each student to an expert group to study their assigned topic. Next, students work in their expert groups to gain a deep understanding of their assigned topic. Then, you form new groups that include at least one student from each expert group. Finally, students take turns sharing their learning about their assigned topic.
7. Begin the Jigsaw by assigning each student to an expert group to study one of the following topics:
 - **topic 1**—how the Nez Perce surroundings came to be
 - **topic 2**—how people came to be
8. Direct students to their journals. Instruct them to write notes about their assigned topic as they view the part of “Coyote and the Monster” when Spencer describes what happens after Coyote defeats the monster.
9. Play “Coyote and the Monster” from 11:35 to 12:47. Tell students to pay attention to the images as well as the narration. Play the video again, pausing at different points to allow students to take notes on their assigned topic.

Language Support

For students with beginning English proficiency, slow the speed of the video and/or turn on the closed captions for the video. For students whose home language is Spanish, play the Spanish version of the video.

- 10.** Instruct students to discuss their learning with their expert group. Listen for students to address key ideas in their discussions. Remind students to practice speaking at a rate that others can understand.

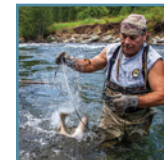
Key Ideas

- **how the Nez Perce surroundings came to be:** The heart of the monster turned to stone and is part of the Nez Perce surroundings.
- **how people came to be:** When Coyote threw parts of the monster in different directions, different tribes sprang up.
- **how people came to be:** The Nez Perce came to be where Coyote squeezed blood from the heart of the monster.

Language Expansion

For students with intermediate English proficiency, prompt them to connect two ideas in their response by using a compound sentence and the conjunction *and*.

- 11.** Tell students that they will meet with a member of the other expert group. Instruct them to practice what they will say when they meet with their partner.
- 12.** Pair students so that each pair includes one student from each expert group. Instruct partners to take turns sharing their learning about each topic. Listen for students to share the key ideas that they distilled from their expert group.
- 13.** Display the Knowledge Card for the vocabulary term *homeland*. Do not display the definition or the sentence. Read aloud the term. Tell students that *homeland* is a compound noun. Explain that a compound noun is a word made up of two nouns. The two nouns that make up *homeland* are *home* and *land*. Ask this question:



Definition

homeland (n.): a person's native land; the native land of one's ancestors



Based on the Knowledge Card image and what you know about the words *home* and *land*, what do you think the word *homeland* means?

- 14.** Use responses to reinforce the correct definition of *homeland*. Display the definition of *homeland* on the Knowledge Card. Engage students in Vocabulary Exploration.

15. After reading aloud the definition, clarify that the word *native* in the definition means “belonging to a person since birth.”

Teacher Note

Students may benefit from understanding the relationship between the meaning of the term *native* in this context and in the term *Native American(s)*. Emphasize that the term *native* is capitalized in *Native Americans* and refers to a group of people who were living in an area (what is now called North America) when a new group of people arrived, most of them European. The descendants of Native Americans are still alive today, which is why it is important to distinguish them from other Americans by using the capitalized word *Native*.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Tell students that they will follow the instructional routine Think–Pair–Share to discuss the central message of the story. Explain that this routine has three parts. First, students silently think about their response. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class. Instruct students to Think–Pair–Share to respond to this prompt:



Describe one thing that Nez Perce children can learn about their homeland from “Coyote and the Monster.”

Analyze Student Progress

Monitor: Do students identify at least one thing that Nez Perce children can learn about their homeland?

Offer Immediate Support: If students need additional support identifying a central idea, share one of the key ideas from the Learn section and prompt students to explain how it is connected to the term *homeland*.

Key Ideas

- Their homeland was created from the heart of the monster.
- Their homeland is the place where the Nez Perce are from.
- The stone reminds them that the Nez Perce are part of the land.
- The homeland is part of who they are as a people.
- The homeland is an important part of the Nez Perce culture.

2. Summarize that Nez Perce storytelling is important because it communicates significant information about the Nez Perce culture.



Prologue to Lesson 8

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students examine the Writing Model for Module 1 and the Painted Essay® structure for an informative essay. As they discuss the purpose of each essay section, students practice taking turns with others when speaking. This work prepares students to explain how the Painted Essay® structure supports writers in lesson 8.

Learning Goal

Explain the purpose of each part of an informative essay.

 **LEARNING TASK:** Share the purpose of one part of an informative essay.

Language Progress

In this lesson, students work on this module speaking and listening goal: Take turns with others when speaking.

To support students with beginning English proficiency, model and practice using a nonverbal signal that indicates the desire to speak. To support students with intermediate English proficiency, instruct students to work with a partner to practice taking turns with others when speaking and to practice using a nonverbal signal when they want to speak as they discuss this question: What is the difference between informative writing and narrative writing?

Vocabulary

none

Materials

TEACHER

- class Writing Model for Module 1 (*Learn* book, Writing)
- color-coded Painted Essay®—Informative (*Prologue* Reference Charts appendix)
- coloring utensils: red, green, yellow, blue

STUDENTS

- Writing Model for Module 1 (*Learn* book, Writing)

Preparation

- Familiarize yourself with the full-color Painted Essay®, located in the Reference Charts appendix of the *Teach* book. Color-code the Painted Essay®—Informative, located in the *Prologue* Reference Charts appendix. See the Launch section for details.

LAUNCH 5 minutes

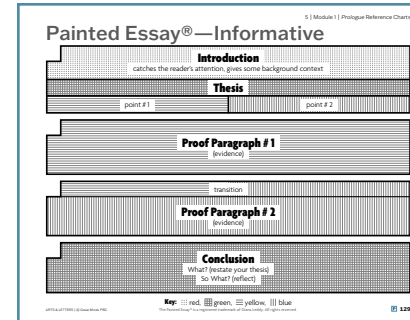
Build Knowledge of the Painted Essay®

1. Display the color-coded Painted Essay®—Informative. Remind students that this is the structure they use to write essays.
2. Instruct students to discuss this question with a partner:

💬 **Why does the Painted Essay® have different colors?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss the question.



3. Before inviting students to share their responses to the question, ask this question:

💬 **Why do we take turns speaking when we discuss ideas?**

Key Ideas

- We can't hear when two people talk at the same time.
- We don't want to miss a person's idea.
- We show respect when we listen to others.

Reinforce that students should allow others to finish speaking before talking and that they can use a nonverbal signal when they want to speak.

Teacher Note

Model a nonverbal signal for students to use when they want to speak.

4. Facilitate a brief discussion of why the Painted Essay® has different colors.

Key Ideas

- Each color represents a different part of an informative essay.
- The colors show how the parts of an informative essay are related to each other.
- The colors help us plan and organize an informative essay.

5. Tell students that they will now use the Painted Essay® to discuss each section of the Writing Model for Module 1.

LEARN 20 minutes

Examine the Writing Model

1. Display the class Writing Model for Module 1, and direct students to the page in their *Learn* book.
2. Read aloud the essay prompt. Emphasize that the prompt requires an informative essay. Reinforce that informative writing examines a topic and conveys ideas and information clearly. Elaborate that the prompt requires an informative essay that explains how “Coyote and the Monster” demonstrates, or tells about, more than one aspect of Nez Perce culture.
3. Point to the different parts of the first paragraph on the color-coded Painted Essay® and remind students that the first paragraph of an informative essay consists of two parts: the introduction and the thesis.

On-Target Writing Model | Module 1 | Writing

Prompt: How does “Coyote and the Monster” demonstrate aspects of Nez Perce culture?

“Coyote and the Monster” is a Nez Perce story that tells how the Nez Perce and other Native American tribes were created. In the story, a monster eats all the animals. Coyote decides to save his friends and get rid of the monster. He develops a plan to trick the monster into eating him. By following his plan, he saves all the animals, kills the monster, and creates several Native American tribes. “Coyote and the Monster” demonstrates that the Nez Perce value their connection to their homeland and the tradition of storytelling.

The Nez Perce tribe is deeply connected to their homeland. In the story “Coyote and the Monster,” Coyote squeezes the blood from the heart of the monster into the soil. The Nez Perce people were created from the place where the blood hits the ground. This is important because the Nez Perce homeland is the land Coyote used to create the tribe. Also, the heart of the monster turned to stone. It is still in the valley. The big stone is still there to remind the Nez Perce that they come from the land.

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Advanced Writing Model | Module 1 | Writing

Prompt: How does “Coyote and the Monster” demonstrate aspects of Nez Perce culture?

Do you know your origin story? For the Nez Perce, the story “Coyote and the Monster” tells them how their tribe and other Native American tribes were created. Also, this story teaches the Nez Perce important lessons about their surroundings, beliefs, and values. In the story, there is a monster who devours all the animals. Coyote plans to trick the monster into eating him too. By following his plan, he saves all the animals, kills the monster, and creates several Native American tribes. “Coyote and the Monster” demonstrates that the Nez Perce value their connection to their homeland and the tradition of storytelling.

The Nez Perce tribe is very connected to their land. In the story “Coyote and the Monster,” Coyote squeezes the blood from the heart of the monster into the soil at the place that becomes the Nez Perce homeland. This is important because the Nez Perce homeland is the land Coyote used to create them. Also in an interview, the storyteller J. R. Spencer shows the big stone that is the Heart of the Monster and says that the story reminds the Nez Perce that they come from the land. The Nez Perce’s

Notes

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4. Facilitate a brief discussion of why the Painted Essay® has different colors.

Key Ideas

- Each color represents a different part of an informative essay.
- The colors show how the parts of an informative essay are related to each other.
- The colors help us plan and organize an informative essay.

5. Tell students that they will now use the Painted Essay® to discuss each section of the Writing Model for Module 1.
6. Color or highlight the introduction red on the class writing model.
7. Direct attention to the last sentence of the first paragraph of the writing model.
8. Refer back to the prompt, and ask this question:



How does this sentence respond to the prompt?

9. Reinforce the correct response: It states the focus of the essay and identifies the two aspects of Nez Perce culture demonstrated by the story—the Nez Perce connection to their homeland and the Nez Perce tradition of storytelling.
10. Refer to the Painted Essay® and explain that the thesis states the focus of the essay. On the class writing model, color this part of the thesis green: “Coyote and the Monster’ demonstrates that the Nez Perce value.”
11. Direct attention to the first aspect (“their connection to their homeland”). Tell students that this is point 1, and color it yellow. Then direct attention to the second aspect (“and the tradition of storytelling”). Tell students that this is point 2, and color it blue.

- 12.** Instruct students to discuss this question with a partner:

 **Why are the points colored yellow and blue?**

Language Support

For students with beginning English proficiency, ask these questions: What color do you get if you mix yellow and blue together? What part of the first paragraph is that color?

- 13.** Reinforce the correct responses: Yellow and blue mixed together make green. The thesis is green. The colors show that together the points develop the thesis.
- 14.** Direct attention to the second and third paragraphs of the writing model. Instruct students to discuss these questions with a partner:

 **Based on the colors in the Painted Essay®, what parts of the essay are these two paragraphs? How do you know?**

Invite students to take turns sharing responses and to use nonverbal signals when they want to speak.

- 15.** Reinforce the correct responses:

Second Paragraph

- **part**—proof paragraph 1
- **how to know**—colored yellow in the Painted Essay®; matches color of point 1 in first paragraph; discusses the Nez Perce tribe’s connection to their homeland

Third Paragraph

- **part**—proof paragraph 2
- **how to know**—colored blue in the Painted Essay®; matches color of point 2 in first paragraph; discusses why storytelling is important to the Nez Perce tribe

On the class writing model, color proof paragraph 1 yellow and proof paragraph 2 blue.

16. Explain that each proof paragraph includes evidence that develops the writer's two points. Together, the proof paragraphs support the thesis.
17. Direct attention to the last paragraph of the writing model. Read it aloud.
18. Refer to the Painted Essay® and explain that this paragraph is the conclusion, and it is colored green, the same as the thesis. Color the conclusion green on the class writing model, and instruct students to discuss these questions with a partner:

 **Why is the conclusion colored the same color as the thesis?**

 **What does that tell you about the purpose of the conclusion?**

Language Expansion

For students with intermediate English proficiency, invite them to identify the part of the conclusion that restates the thesis and the part that answers the so *what?* question by reflecting on the importance of the essay's focus.

19. Reinforce the correct response: The conclusion is also colored green because its purpose is to restate the thesis and explain why it's an important focus.

LAND 5 minutes

Demonstrate Learning

1. Direct attention to the color-coded class writing model.
2.  **Introduce the learning task.** Instruct students to Think–Pair–Share to respond to the following prompt:

 **Explain the purpose of one part of the writing model by completing this sentence frame:**
This part of the writing model is colored _____ because _____.

Remind students to take turns with others when speaking.

Analyze Student Progress

Monitor: Do students accurately describe the purpose of one part of an informative essay?

Offer Immediate Support: If students need additional support identifying the purpose of specific parts, review the headings and information on the Painted Essay® and ask this question: What is the purpose of this part?

3. Summarize that the Painted Essay® structure helps writers plan and organize an informative essay.



Prologue to Lesson 9

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students read a paragraph of Chief Joseph's "Lincoln Hall Speech" to identify main ideas. As they discuss what's happening in the speech, students practice speaking at a rate others can understand. This work prepares students to summarize "Lincoln Hall Speech" in lesson 9.

Learning Goal

Determine the main ideas in a paragraph of "Lincoln Hall Speech."

 **LEARNING TASK:** Expand a sentence to share one main idea in Chief Joseph's "Lincoln Hall Speech."

Language Progress

In this lesson, students work on this module speaking and listening goal: Speak at a rate others can understand.

To support students with beginning English proficiency, provide them with additional opportunities to practice their answers so that they can speak at an appropriate rate. To support students with intermediate English proficiency, encourage them to provide feedback to their partner about whether their response was too fast, too slow, or just right.

Vocabulary

generation (n.)

Materials

TEACHER

- excerpt from "Lincoln Hall Speech" (digital platform)
- Knowledge Card: *generation*
- 5 W's Chart

STUDENTS

- excerpt from "Lincoln Hall Speech" (*Learn* book, lesson 7)
- journal

Preparation

- Create a 5 W's Chart. See the Learn section for details.

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Assess and activate prior knowledge by posing this prompt:

 **Share one of your Notice and Wonder responses about “Lincoln Hall Speech” with a partner.**

Language Support

If possible, invite multilingual learners to discuss their responses with a partner who speaks the same home language.

2. Tell students that they will build their understanding of what Chief Joseph tells his audience about the Nez Perce and why.

Teacher Note

In lesson 9, students learn about the actions of the US government that compelled Chief Joseph to make this speech.

LEARN 20 minutes

Determine Main Ideas

1. Display the excerpt from “Lincoln Hall Speech,” and direct students to the page in their *Learn* book.
2. Direct attention to the first two paragraphs of the speech, and invite students to follow along as you read. Read aloud from “My friends, I” to “believe the same.” Model fluent reading and focus on rate of speaking.

excerpt from

Lincoln Hall Speech

by Chief Joseph
Washington, DC, January 16, 1879

1 My friends, I have been asked to share 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. All men have one heart (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



Artist's rendering of Lincoln Hall

mean 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

3. Tell students that Chief Joseph gave the speech to US lawmakers, including senators and congressmen. Explain that they will now examine what Chief Joseph shared about Nez Perce laws in the second paragraph of his speech. Direct students to paragraph 2 of the speech.
4. Explain that when you read aloud and then students say or read aloud the same text after you, they are Echo Reading. Practice this routine by reading aloud the first sentence of paragraph 2 and instructing students to echo you. Ask this question:

 **Where do Nez Perce laws come from?**

5. Reinforce the correct response: from their fathers, who got them from their fathers.
6. Review the vocabulary term *generation* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Emphasize that the Nez Perce people passed down laws, like they passed down stories, from generation to generation.

Language Support

The term *generation* has a Spanish cognate: *generación*. Share this language connection with students whose home language is Spanish.



7. Direct students to the third sentence of paragraph 2. Circle the semicolons, and tell students that the semicolons connect specific laws. Read aloud the sentence from “They told us” to “paying for it.” Model fluent reading and focus on rate of speaking.

Ask this question:

 **What do the specific laws say about how the Nez Perce should treat others?**

Language Support

For students with beginning English proficiency, define unknown words in the text. For example, tell students that *bargain* means “an agreement between two people.”

Key Ideas

- They should treat others with respect.
- They should honor other people and the relationships with them.
- They should always tell the truth.

Definition

generation (n.):

1. the period of time between the births of parents and the births of their children
2. the people born during the same time period

8. Read aloud the fourth sentence of paragraph 2 from “We were taught” to “a bad home.” Explain that the Great Spirit is a spiritual power that is part of the Nez Perce belief system. Tell students that *deserts* means “deserved rewards or punishments.”

Ask this question:

 **What does Chief Joseph tell his audience about the Great Spirit?**

Key Ideas

- The Great Spirit knows everything about them.
- After someone dies, the Great Spirit will reward or punish them based on whether they were a good or bad person.

9. Display a chart that lists the 5 W's: Who, What, When, Where, Why. Tell students that these questions can help readers understand and summarize a text. Using your own or student responses, add the correct responses to these first three questions:

- **Who**—speaker: Chief Joseph; audience: US lawmakers
- **When**—January 14, 1879
- **Where**—Washington, DC

Who	What	When	Where	Why

10. Instruct students to discuss this question with a partner:

 **What does Chief Joseph say in the second paragraph of the speech?**

Language Expansion

For students with intermediate English proficiency, encourage them to use the term *generation* in their response.

11. Invite a few students to share their responses. Add responses next to What on the 5 W's Chart.

Key Ideas

- The Nez Perce follow laws they learned from earlier generations.
- The laws focus on treating others with respect and being a good person.

12. Instruct students to discuss this question with a partner:

 **Why do you think Chief Joseph wants his audience to know this?**

13. Invite a few students to share their responses. Add responses next to Why on the 5 W's Chart.

Key Ideas

- The laws show what the Nez Perce have been taught to believe.
- The laws explain how Nez Perce lead and treat others.

14. Display and read aloud this kernel sentence: Chief Joseph gave a speech.

15. Think aloud to model how to expand the kernel sentence by using the question words *when* and *where*.

LAND 5 minutes

Demonstrate Learning

- 1.  Introduce the learning task.** Direct students to their journals. Instruct them to identify a main idea by writing a complete sentence using one of the following sentence frames. Then instruct them to share the sentence with a partner.

Chief Joseph gave a speech that explains _____.
(answers the What question)

Chief Joseph gave a speech because he wanted his audience to know _____.
(answers the Why question)

Sample Think Aloud

I can expand this sentence by saying when Chief Joseph gave the speech. I can say, "Chief Joseph gave a speech on January 14, 1879." I can also add information about where he gave the speech. I can say, "Chief Joseph gave a speech at Lincoln Hall in Washington, DC."

Remind students to speak at a rate others can understand. As needed, model appropriate rate by using one of the sentence frames.

Analyze Student Progress

Monitor: Do students write sentences that include accurate, text-based information from the previous discussion questions?

Offer Immediate Support: If students need additional support identifying the main idea, direct attention to the first sentence and ask these questions: What information will Chief Joseph share with his audience? Why does Chief Joseph want his audience to know that the Nez Perce learned their laws from their fathers?

2. Invite a few students to share their responses.

Key Ideas

- **What:** Chief Joseph gave a speech that explains Nez Perce laws, which value being a good person and treating others well.
- **What:** Chief Joseph gave a speech that explains how the Nez Perce govern and treat people.
- **What:** Chief Joseph gave a speech that explains what the Nez Perce have been taught to believe.
- **Why:** Chief Joseph gave a speech because he wanted his audience to know that the Nez Perce have been following their values and laws for generations.
- **Why:** Chief Joseph gave a speech because he wanted his audience to know that the Nez Perce value treating all people with respect and honesty.

3. Summarize that finding the *what* and *why* of a passage helps identify the main idea.



Prologue to Lesson 10

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students identify and analyze figurative language in “Lincoln Hall Speech.” As they examine figurative language, students practice supporting what they say with relevant textual evidence, including quotations. This work prepares students to explain how Chief Joseph uses figurative language in “Lincoln Hall Speech” in lesson 10.

Learning Goal

Examine figurative language in “Lincoln Hall Speech.”

 **LEARNING TASK:** Explain how Chief Joseph uses figurative language in his speech to convey one of his values.

Language Progress

In this lesson, students work on this module speaking and listening goal: Support what you say with relevant textual evidence, including quotations.

To support students with beginning English proficiency, record on a chart evidence that students find and encourage them to refer to it when forming responses to questions. To support students with intermediate English proficiency, encourage them to use specific quotations from the text during their discussions.

Vocabulary

value (n.)

Materials

TEACHER

- excerpt from “Lincoln Hall Speech” (digital platform)
- Talking Tool (*Learn* book)
- Knowledge Card: *value*

STUDENTS

- excerpt from “Lincoln Hall Speech” (*Learn* book, lesson 7)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Figurative Language

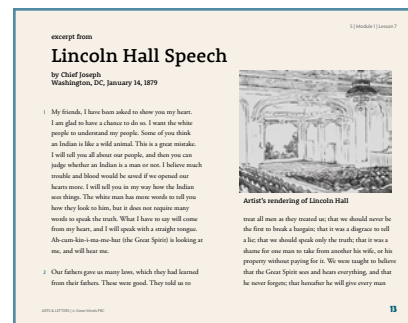
1. Display the excerpt from “Lincoln Hall Speech” and direct students to the page in their *Learn* book.
2. Read aloud the portion of paragraph 1 from “My friends, I” to “you my heart.” Model fluent reading. Use a gesture (e.g., folding your hands over your heart and opening them, palms up) to express what Chief Joseph means when he says “show you my heart.”
3. Instruct students to partner read the first sentence. Encourage them to read fluently, and invite them to use a gesture. Ask this question:



What do you think Chief Joseph means when he says “show you my heart”?

Key Ideas

- show you how he feels
 - show you that he is honest
 - show you what he believes
4. Explain that “show you my heart” is an example of figurative language.
 5. Tell students that they will examine figurative language in a paragraph from “Lincoln Hall Speech.”



LEARN 20 minutes

Analyze Figurative Language

1. Explain that literal language states exactly what it means (e.g., I will tell you how I feel). Tell students that figurative language uses nonliteral language to express meaning and create an image or effect (e.g., I will show you my heart).
2. Explain that Chief Joseph is not going to show the audience his literal heart, or the organ in his chest, but he is going to open up and speak honestly.
3. Direct attention to paragraph 5 of “Lincoln Hall Speech.” Read aloud the portion of paragraph 5 from “If the white” to “live and grow.” Ask this question:



What is this part of the speech mostly about?

Teacher Note

While “Lincoln Hall Speech” uses the terms *Indian* and *white man*, *Arts & Letters* materials use the terms *Nez Perce*, *Native Americans*, and *White men*.

4. Reinforce the correct response: White men and Native Americans can live in peace if everyone is treated the same, with the same laws and opportunities.
5. Read aloud the portion of paragraph 5 from “All men were” to “are all brothers.” Ask this question:



Whom does the pronoun *they* refer to?

6. Reinforce the correct response: all men. Direct attention to the sentence “They are all brothers.” Ask these questions:



Is this statement an example of literal language or figurative language?



How do you know?

7. Reinforce the correct responses:

- **literal or figurative language**—figurative language
- **how you know**—The White men and the Native Americans are not brothers. They are not related.

8. Instruct students to discuss this question with a partner:

 **What is the meaning of the figurative language?**

9. Invite a few students to share their responses.

Key Ideas

- All people are human beings.
- All people should be treated equally.

10. Read aloud the portion of paragraph 5 from “The earth is” to “rights upon it.” Invite students to locate the example of figurative language in this part of the speech. Ask this question:

 **What is the figurative language in this part?**

Language Support

For students with beginning English proficiency, ask this question: What two things are being compared in this part?

11. Reinforce the correct response: “The earth is the mother of all people.” Instruct students to discuss this question with a partner:

 **What is the meaning of the figurative language?**

Language Expansion

For students with intermediate English proficiency, remind them that a metaphor is a form of figurative language that shows similarity between two things. Then ask this question: What does this metaphor tell you about how Chief Joseph values people?

- 12.** Listen for students to address key ideas during their discussions. Invite a few students to share their responses.

Key Ideas

- All people come from the earth, so all people should have the same rights.
- All people share the same beginning.

- 13.** Instruct students to Think–Pair–Share to answer this question:



Why do you think Chief Joseph uses the terms *brothers* and *mother* to describe the relationship among all people?

Key Ideas

- He believes that people should treat each other like family members.
- He believes all people should care for and respect each other.
- He believes that because all people come from the Great Spirit Chief, they are all connected to each other.

- 14.** Display the Talking Tool. Explain that students can use the Talking Tool during discussions to support what they say with textual evidence. Echo Read these sentence frames:

- In the text, _____.
- For example, _____.

Talking Tool	
Listen Closely	What do you mean by _____? Can you tell me more about _____? What evidence supports your idea? How does your idea relate to _____?
Share What You Think	I think _____ because _____. First, _____. Also, _____. In addition, _____. Finally, _____. Based on _____, I think _____. I hear you say that _____. This makes me think that _____. I hear you say that _____. However, _____.
Support What You Say	In the text, _____. For example, _____. According to the author, _____. One reason is _____. Another reason is _____. This evidence shows _____. This evidence means _____. This evidence is important because _____.

15. Think aloud to model how to complete one of the sentence frames with relevant textual evidence.

16. Tell students that they will now use textual evidence to discuss Chief Joseph's values. Review the vocabulary term *value* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *value* has a Spanish cognate: *valor*. Share this language connection with students whose home language is Spanish.

17. Explain that Chief Joseph uses figurative language to convey his values.

Sample Think Aloud

Chief Joseph uses the terms *brothers* and *mother* because he believes all people should care for and respect each other. I can support this idea by saying, "For example, Chief Joseph says, 'All peoples should have equal rights.'"

Definition

value (n.): a strongly held belief about what is important or acceptable



LAND 5 minutes

Demonstrate Learning

1. Display and read aloud this word bank of values:

- equality
- respect
- stewardship of the land

Language Support

For students with beginning English proficiency, provide the following brief definitions for each term:

- **equality**—the quality of having the same rights
- **respect**—an understanding that someone is important and should be treated in an appropriate way
- **stewardship**—the activity or job of protecting and being responsible for something

2.  **Introduce the learning task.** Instruct students to Think–Pair–Share to answer these questions:

 **Which value does the figurative language in paragraph 5 best convey?**

 **What textual evidence supports your choice?**

Analyze Student Progress

Monitor: Do students explain their choice and describe how specific words and phrases support this value?

Offer Immediate Support: If students need additional support choosing a value, direct them to figurative language in the paragraph and ask how it conveys one of the values.

Key Ideas

- **equality:** “The earth is the mother of all people” shows that everyone is part of the same human family and has the same rights.
 - **respect:** Men “are all brothers” shows that Chief Joseph believes that all people should be treated with importance.
 - **stewardship of the land:** “The earth is the mother” shows that Chief Joseph thinks everyone should take care of the land as if it were a family member.
3. Summarize that figurative language is important because it creates images or effects for the audience to express beliefs and emotions.



Prologue to Lesson 11

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students discuss important requests made by Chief Joseph in “Lincoln Hall Speech.” As they build their ideas, students practice elaborating on the evidence they use. This work prepares students to identify Chief Joseph’s most important request to achieve justice for the Nez Perce in lesson 11.

Learning Goal

Orally rehearse the discussion question using textual evidence and elaboration.

 **LEARNING TASK:** Collaborate to determine what you think Chief Joseph’s most important request is.

Language Progress

In this lesson, students work on this module speaking and listening goal: Elaborate on the evidence you use.

To support students with beginning English proficiency, guide them to summarize the two requests in paragraph 8 of “Lincoln Hall Speech.” To support students with intermediate English proficiency, invite them to summarize each request with a partner.

Vocabulary

justice (n.)

Materials

TEACHER

- excerpt from “Lincoln Hall Speech” (digital platform)
- Knowledge Card: *justice*
- Talking Tool (*Learn* book)

STUDENTS

- excerpt from “Lincoln Hall Speech” (*Learn* book, lesson 7)

Preparation

- none

LAUNCH 5 minutes

Practice Vocabulary

1. Introduce the vocabulary term *justice* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

justice (n.): fair treatment

Language Support

The term *justice* has a Spanish cognate: *justicia*. Share this language connection with students whose home language is Spanish.

2. Explain that Chief Joseph's purpose in giving his "Lincoln Hall Speech" was to achieve justice for the Nez Perce.
3. Display the excerpt from "Lincoln Hall Speech," and direct students to the page in their *Learn* book. Instruct students to discuss this question with a partner:



Based on your reading of the speech, how have the Nez Perce been treated unjustly?

4. Listen for students to address key ideas in their discussions.

excerpt from

Lincoln Hall Speech

by Chief Joseph
Washington, DC, January 14, 1879

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 to you. I will tell you in my way how the Indians use 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 simple tongue. Ah-um-kin-i-ma-ma-har (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

Arthur's rendering of Lincoln Hall

mean all men as they treated us; that we should never be the first to break a bargain; that it was a disgrace to sell a lot; 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

Key Ideas

- The government sends people to fight and kill the Nez Perce.
 - Different leaders say different things and lie to the Nez Perce.
 - Government leaders make promises to the Nez Perce and then break them.
 - The government only helps White men and does not help the Nez Perce.
 - The government takes away the Nez Perce's land and freedom.
5. Emphasize that Chief Joseph shared several requests to end this unjust treatment. Tell students that they will explore Chief Joseph's requests to determine which one they think would best achieve justice for the Nez Perce people.

LEARN 20 minutes

Build Ideas Using Evidence and Elaboration

1. Direct attention to paragraph 8 of “Lincoln Hall Speech.” Read aloud paragraph 8, starting with “When I think.” Instruct students to underline Chief Joseph’s two requests. Ask this question:

 **What two requests did Chief Joseph make?**

2. Reinforce the correct responses:

- to be treated equally
- to follow the same laws

Teacher Note

As needed, facilitate a brief discussion about each request to ensure understanding.

3. Display and Echo Read the discussion question: Which of Chief Joseph’s requests do you think was most important to achieving justice for the Nez Perce?
4. Tell students that they will use textual evidence to discuss this question. Instruct students to listen for details about why each request is important to achieving justice for the Nez Perce. Direct students to paragraph 9, and read it aloud, starting with “Let me be.”
5. Explain that students will take turns as they discuss their opinion for the most important request and support that opinion with evidence and elaboration.

Teacher Note

Emphasize that there is not one right answer. Partners should weigh the textual evidence to determine which request may best achieve fair treatment.

6. Display these prompts from the Talking Tool with the Partner 1 and 2 labels:

Partner 1—I think _____ because _____.

Partner 2—What evidence supports your idea?

Partner 1—In the text, _____.

Partner 2—Why is that important?

Partner 1—This evidence is important because _____.

7. Tell students that they will use these prompts to organize their discussion. Think aloud to model how to elaborate on their choice by using the prompts. Invite a student to participate as Partner 2.
8. Pair students, and instruct them to partner read the discussion question. Assign one student to be Partner 1 to begin the exchange.

Language Supports

If possible, pair students who speak the same home language, and instruct them to elaborate on their choice.

For students with beginning English proficiency, ask these questions: Which request would be most helpful in achieving fair treatment for Native Americans? What evidence from the text makes you think that?

Language Expansion

For students with intermediate English proficiency, prompt them to support their idea with a quotation.

9. Instruct partners to switch roles.

Teacher Note

As students discuss with a partner, pause and invite two students to model their discussion for other students.

Sample Think Aloud

I'm Partner 1, so I will start by saying that I think following the same laws is the most important request for achieving justice because the laws will guarantee fair treatment of everyone.

Partner 2 asks: What evidence supports your idea?

I see in the text (paragraph 8) that Chief Joseph says if a Native American or a White man breaks the law, they should each be punished.

Partner 2 asks: Why is that important?

This question is asking me to elaborate, which means I need to connect my evidence to the main idea about justice. This evidence is important because it shows that having the same laws for everyone is a way to treat all people the same. So laws are a form of justice.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to review their discussion with their partner and choose the best idea. Instruct them to answer these questions:

 **Which of Chief Joseph's requests do you think is most important to achieving justice for the Nez Perce? Why?**

Analyze Student Progress

Monitor: Do students use textual evidence to show which one of Chief Joseph's requests is most effective in achieving justice for the Nez Perce?

Offer Immediate Support: If students need additional support weighing textual evidence, ask the following questions: What does Chief Joseph say will happen if a specific request is granted? Which result would be most helpful in achieving fair treatment for Native Americans? Why?

2. Invite a few partners to share their responses.

Key Ideas

- We think Chief Joseph's most important request is to be treated equally because he says that if everyone is treated equally then wars will end. Without war, peace for all will prevail and the suffering of the Nez Perce will end.
 - We think that Chief Joseph's most important request is that the government require that all people follow the same laws and be punished if they don't. If the laws and penalties for breaking them are the same for all, then the Nez Perce and the White men can both survive and prosper.
3. Summarize that elaborating on evidence is important because it helps the reader understand how the evidence connects to the main idea.



Prologue to Lesson 12

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students identify prepositional phrases and their purposes. As they examine prepositional phrases from “Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon,” students practice using prepositional phrases to make writing precise. This work prepares students to use prepositional phrases to expand sentences in lesson 12.

Learning Goal

Identify how prepositional phrases add details to sentences.

 **LEARNING TASK:** Complete sentences by using prepositional phrases.

Language Progress

In this lesson, students work on this module language goal: Use prepositional phrases to make writing precise.

To support students with beginning English proficiency, display a sentence stem (e.g., I read) followed by sample prepositional phrases (*before bedtime, on Saturdays, at the bookstore, in my room*). Review whether the phrases answer a *where* question or a *when* question. To support students with intermediate English proficiency, prompt them to identify whether prepositional phrases that begin with the same preposition (e.g., *in the past* and *in the corner*) answer a *where* question or a *when* question.

Vocabulary

homeland (n.)

Materials

TEACHER

- class Prepositional Phrases Chart (*Prologue* Student Resources appendix)
- Knowledge Card: *homeland*

STUDENTS

- Prepositional Phrases Chart (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Sentence Parts

1. Display and Echo Read this sentence: Before 1877, the Nez Perce lived in the Wallowa Valley.
2. Ask these questions:

 **Who is this sentence about?**

 **What did they do?**

 **Where did they live?**

 **When did they live there?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

3. Reinforce the correct responses:
 - **who**—the Nez Perce
 - **what**—lived
 - **where**—in the Wallowa Valley
 - **when**—before 1877
4. Emphasize that different parts of the sentence address different questions: *who*, *what*, *where*, and *when*.
5. Tell students that in this lesson they will examine prepositional phrases, which usually address questions about where or when something happens.

LEARN 20 minutes

Examine Prepositional Phrases

1. Underline the phrases *Before 1877* and *in the Willowa Valley* in the displayed sentence and reiterate that the phrases tell when and where the group lived. Label them *prepositional phrases*. Explain that prepositional phrases add details and make writing more precise by answering *where?* or *when?* Explain that *Before 1877* explains when and *in the Willowa Valley* explains where.
2. Display the class Prepositional Phrases Chart, and distribute copies to students. Explain that this chart includes sentences from an article students will read about the Nez Perce.
3. Direct attention to the list of example prepositions. Echo Read the prepositions.

Language Expansion

For students with intermediate English proficiency, invite them to share sentences that use the prepositions.

L.12.12.1 Prepositional Phrases Chart
 "Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon"
 Prepositions: across, at, before, by, for, in, on, so, with, out of, during

Part 1
 Read each sentence. Circle the preposition. Underline the prepositional phrase. Answer the question in the second column.

Sentence	What information does the prepositional phrase add?
Example: Before 1877, the Nez Perce lived in the Willowa Valley.	
1. During the spring of 1877, Chief Joseph and his band were forced out of the Willowa Valley.	
2. They headed for the Nez Perce reservation in Idaho.	
3. On December 9, 2020, the Nez Perce Tribe completed the purchase of Anishapoo, Place of Boulders, a 148-acre property located in Joseph, Oregon.	

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4. Direct attention to the example sentence on the class chart. Ask this question:

⋮ **What are the prepositions in this sentence?**

5. Reinforce the correct responses: *before* and *in*. Circle the words on the class chart.
6. Emphasize that the words following the preposition are part of the prepositional phrase. Circle the comma after *1877*. Explain that when a sentence begins with a prepositional phrase as an introductory element, writers place a comma at the end of the prepositional phrase.

Language Support

For students with beginning English proficiency, define *phrase* as a group of words that express an idea but don't form a complete sentence on their own.

7. Tell students that they will now practice identifying prepositional phrases and the purpose of each. Read aloud the directions for part 1 of the Prepositional Phrases Chart.

8. Read aloud sentence 1 in the Prepositional Phrases Chart. Explain that *band* is used as a synonym for *tribe* or *group* in this sentence. Think aloud to model how to complete the example. Add your response to the class chart.

9. Ask these questions:

 **What other prepositions are in this sentence?**

 **What is the prepositional phrase?**

10. Reinforce the correct responses:

- **prepositions**—*out of*
- **prepositional phrase**—*out of the Wallowa Valley*

11. Ask this question:

 **How do the prepositional phrases in this example make the writing more precise?**

Key Ideas

- The first one tells when Chief Joseph and his band were forced to move.
- The second one tells where they were living when they were forced to leave.

12. Echo Read sentence 2. Instruct students to work with a partner to complete the second row of the Prepositional Phrases Chart.

Language Support

For students with beginning English proficiency, guide them through each step of the directions.

13. Invite a few students to share the prepositions and prepositional phrases in the second sentence. Reinforce the correct responses:

- **prepositions**—*for, in*
- **prepositional phrases**—*for the Nez Perce reservation, in Idaho*

Sample Think Aloud

This sentence includes the word *during*, which is one of the prepositions in the list. I will circle *during*. I think the prepositional phrase is *during the spring of 1877* because this group of words expresses the idea *when*. So I will underline the phrase. Now I need to think about the purpose of this prepositional phrase. It tells the reader when the Nez Perce were forced to move.

14. Invite a few students to share what information each prepositional phrase adds to the sentence.

Reinforce the correct responses:

- **for**—where they were headed
- **in**—where the reservation was located

15. Instruct students to work with a partner to complete the third row of the Prepositional Phrases Chart.

16. Invite a few students to share the prepositions and prepositional phrases in the third sentence. Reinforce the correct responses:

- **prepositions**—*on, in*
- **prepositional phrases**—*on December 9, 2020; in Joseph, Oregon*
- **information added**—*when the Nez Perce tribe purchased the land, where the property is*

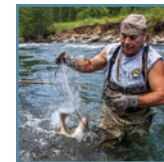
17. Explain that Joseph, Oregon, is in the Wallowa Valley. Ask this question:

 **Why do you think the Nez Perce purchased the land in Joseph, Oregon?**

Key Ideas

- The Wallowa Valley is a special place for the Nez Perce.
- They were forced to move from this land in 1877.
- The Wallowa Valley is their homeland.

18. Review the vocabulary term *homeland* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Emphasize that the Wallowa Valley is the Nez Perce's homeland.



Definition

homeland (n.): a person's native land; the native land of one's ancestors

LAND 5 minutes

Demonstrate Learning

1. Direct attention to part 2 of the Prepositional Phrases Chart.
 2.  **Introduce the learning task.** Instruct students to work with a partner to complete each sentence by adding a prepositional phrase that adds more detail.
-

Analyze Student Progress

Monitor: Do students demonstrate understanding that prepositional phrases add details that develop ideas and contribute to meaning?

Offer Immediate Support: If students need additional support creating a prepositional phrase, help them choose a preposition from the word bank at the top of the chart. Turn the sentence into a question for them to answer using the preposition.

3. Invite a few students to share the prepositions and prepositional phrases they added.

Key Ideas

- Chief Joseph and his band of Nez Perce lived in the Wallowa Valley. (where)
- On December 9, 2020 (when), the Nez Perce tribe purchased part of their homeland.

4. Summarize that prepositional phrases are important because they add details that make writing more precise.



Prologue to Lesson 16

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students identify key details about members of Omakakiins's family. As they review characters in *The Birchbark House*, students practice using conjunctions to combine ideas. This work prepares students to summarize important details from chapter 2 in lesson 16.

Learning Goal

Identify details about members of Omakakiins's family.

 **LEARNING TASK:** Form a question about a member of Omakakiins's family using the conjunction *and*.

Language Progress

In this lesson, students work on this module language goal: Use coordinating conjunctions to combine ideas.

To support students with beginning English proficiency, practice describing students in the group by using the conjunction *and*. To support students with intermediate English proficiency, challenge them to compare characters by using the conjunction *but*.

Vocabulary

none

Materials

TEACHER

- *The Birchbark House*
- class Character Bookmark for *The Birchbark House* (Prologue Student Resources appendix)

STUDENTS

- *The Birchbark House*
- Character Bookmark for *The Birchbark House* (Prologue Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Direct students to the illustration on the cover of *The Birchbark House*. Ask this question:

... **Who is on the front cover of the text?**

2. Reinforce the correct response: Omakakiins. Tell students to skim chapter 1. Ask this question:

... **What do you learn about Omakakiins in chapter 1?**

Key Ideas

- She is a seven-year-old girl, and her nickname is Little Frog.
 - Omakakiins and her family live in a cabin on an island.
 - The family works together to make their house, food, and supplies.
3. Reinforce that this book is about Omakakiins and her family. Display Character Bookmark for *The Birchbark House*, and distribute copies to students. Explain that the bookmark will help students keep track of the many characters.
 4. Tell students that in this lesson they will review members of Omakakiins's family.

L16 | Character Bookmark
The Birchbark House | Copy and fold a bookmark for each student.

Omakakiins's family	Omakakiins's family
Nokomis	Angeline
_____	_____
_____	_____
_____	_____
Dede	Pouch
_____	_____
_____	_____
_____	_____
Yellow Kettle	Nisus
_____	_____
_____	_____
_____	_____

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LEARN 20 minutes

Identify Character Details

1. Direct students to page 6 in *The Birchbark House*. Read aloud the portion of page 6 from “All winter long” to “grandmother had found.” Ask this question:

... **Who is this section about?**

2. Reinforce the correct response: Nookomis, Omakakiins's grandmother.

Teacher Notes

The Birchbark House is about an Ojibwe family in the 1800s. The text refers to Anishinaabe (Anishinaabeg) people; *Anishinaabe* refers to a group of Native nations in the Great Lakes region that includes the Ojibwe, along with Odawa and Potawatomi nations. *Arts & Letters* materials use the terms *Native American*, *Native peoples*, and *Native nations* when a specific tribal nation name is unavailable. *Arts & Letters* materials use *Native* as an adjective to mean “of or relating to members of Native American, Alaska Native, and Native Hawaiian groups.”

In this text, students encounter words in the Ojibwe language. To support correct pronunciation in the classroom, we recommend consulting the “Glossary and Pronunciation Guide of Ojibwe Terms” on page 215 of the text or searching reliable online sources for audio pronunciation guides. Alternatively, consider drawing on student knowledge as available and appropriate.

3. Ask this question:



What do you learn about Nookomis?

Key Ideas

- Omakakiins's grandmother
- makes an offering to the spirits
- knows how to make the birchbark house

4. Model how to record details about Nookomis on the class character bookmark. Instruct students to record details on their bookmarks.

Language Support

For students with beginning English proficiency, provide a word bank of words and phrases that describe the characters.

5. Tell students that you can use the conjunction *and* to combine ideas about Nookomis. Think aloud to model how to use the conjunction.

6. Echo Read the other names on the character bookmark. Tell students they will read another passage from chapter 1 to find details about these characters.

Sample Think Aloud

I know many details about Nookomis, and I can combine them into one sentence using *and*. Nookomis is Omakakiins's grandmother, who makes an offering to the spirits and knows how to make the birchbark house.

7. Direct students to page 9. Tell students to first listen for details about Dede. Read aloud the portion of page 9 from “Omakakiins’s family were” to “trapping animals himself.” Ask this question:

 **What do you learn about Dede?**

Key Ideas

- Omakakiins’s father
- traps animals for the fur trade
- often gone for work

8. Instruct students to record key details on the character bookmark. Tell students to use *and* to share with a partner two details about Dede.

9. Invite a few students to share their responses.

Key Ideas

- Dede is Omakakiins’s father, and he traps animals for the fur trade.
- Dede traps animals for the fur trade and is often gone for work.
- Dede is Omakakiins’s father and is often gone for work.

10. Tell students to listen for details about Yellow Kettle. Read aloud the portion of page 9 from “Yellow Kettle, her” to “Angeline, surely would.” Ask this question:

 **What do you learn about Yellow Kettle?**

Key Ideas

- Omakakiins’s mother
- beautiful with a kind smile
- pays close attention to the children

11. Instruct students to record key details on the character bookmark. Tell students to share with a partner two details about Yellow Kettle using *and*.

- 12.** Invite a few students to share their responses.

Key Ideas

- Yellow Kettle is Omakakiins's mother, and she is beautiful.
- Yellow Kettle is beautiful and has a kind smile.
- Yellow Kettle is Omakakiins's mother and pays close attention to the children.

- 13.** Explain that Omakakiins has two brothers and one sister. Instruct students to listen for details about Angeline, Pinch, and Niiwo as you read aloud the portion of pages 9–10 from “Angeline was smart” to “picked him up.” Explain that when Omakakiins says Pinch is mischievous she means he is annoying or causes trouble.

- 14.** Instruct students to work with a partner to add details about each sibling to the character bookmark.

Key Ideas

- **Angeline:** Omakakiins's sister, smart and beautiful, sometimes mean to Omakakiins
- **Pinch:** Omakakiins's brother, mischievous and greedy, Omakakiins doesn't like him
- **Niiwo:** Omakakiins's brother, sweet baby, Omakakiins loves him very much

- 15.** Tell students that they will follow the instructional routine Mix and Mingle to quiz each other on the members of Omakakiins's family. Display the sentence frame: Who _____ and _____?

- 16.** Model a sample question: Who has three siblings and loves to help her baby brother the most? (Omakakiins)

- 17.** Explain how this routine works. First, students will think of a quiz question. Next, students find a partner and ask their question. On your cue, they find a new partner and ask their question again. This process repeats until you end the routine. Tell students that for their first practice they will discuss their questions with three partners.

Language Expansion

For students with intermediate English proficiency, prompt them to create new questions for each partner.

LAND 5 minutes**Demonstrate Learning**

1.  **Introduce the learning task.** Instruct students to Mix and Mingle to ask and answer questions about members of Omakakiins's family. Tell them to use the sentence frame and the conjunction *and* to form their questions.

Analyze Student Progress

Monitor: Do students share accurate details about a character?

Offer Immediate Support: If students need additional support forming a question about a character, instruct them to point to a character on the bookmark. Model how to create a question about that character and invite them to repeat the question.

2. Listen for students to address key ideas in their discussions.

Key Ideas

- Who traps animals for the fur trade and works away from home? (Dede)
- Who is beautiful and sometimes mean to Omakakiins? (Angeline)
- Who is mischievous and annoys Omakakiins? (Pinch)
- Who is sweet and yells with joy when Omakakiins picks him up? (Niiwo)

3. Summarize that identifying key details about characters will help students understand the novel better.



Prologue to Lesson 18

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students experiment with using transitions to connect similar and dissimilar ideas. As they connect sentences, students practice using a transition word or phrase to connect ideas. This work prepares students to use transition words and phrases correctly in their writing in lesson 18.

Learning Goal

Explain the purpose and importance of transition words and phrases.

 **LEARNING TASK:** Share one reason why transition words and phrases are important.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use a transition word or phrase to connect ideas within proof paragraphs.

To support students with beginning English proficiency, guide the class to share the gist of the sentences before they add transition words. To support students with intermediate English proficiency, prompt them to read aloud their sentence pairings using different transitions and sentence order.

Vocabulary

transition (n.) 

value (n.)

value (v.)

Materials

TEACHER

- Transitions Chart
(*Prologue* Reference Charts appendix)
- Knowledge Card: *value*

STUDENTS

- Sentences About the Nez Perce from “Lincoln Hall Speech”
(*Prologue* Student Resources appendix)

Preparation

- Make a copy of Sentences About the Nez Perce from “Lincoln Hall Speech” for each pair of students. Cut the sentences apart. See the Learn section for details.

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Display and read aloud this sentence: The Nez Perce believed their homeland was sacred, but the US government believed they had a right to the Nez Perce land.

2. Ask this question:



What is the purpose of the underlined word?

3. Reinforce the correct response: *But* indicates that the first and second parts of the sentence express different ideas.

4. Explain that *but* is a transition word. Introduce the vocabulary term *transition* by displaying the term and definition. Engage students in Vocabulary Exploration.

Teacher Note

The term *transition* has a Spanish cognate: *transición*. Share this language connection with students whose home language is Spanish.

5. Emphasize that the transition word *but* connects two different ideas. Transitions can also connect two similar ideas.

6. Tell students that they will practice using transition words to connect ideas that are different and similar.

Definition

transition (n.): a word or phrase that connects ideas between sentences and paragraphs

LEARN 20 minutes

Experiment with Transitions

1. Display the Transitions Chart. Read aloud the chart, and define any unknown terms. Explain that students will read three sentences and practice connecting information with transition words.
2. Pair students and distribute one set of Sentences About the Nez Perce from “Lincoln Hall Speech” to each pair.
3. Display and Echo Read sentences A and B.
4. Ask these questions:

Are the ideas in sentence A and sentence B similar or different?

How do you know?

Language Support

If possible, pair students who speak the same home language and instruct them to discuss these questions.

5. Reinforce the correct responses: The ideas are similar. They describe how and why Chief Joseph values honesty.
6. Review the vocabulary term *value* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Instruct students to tell a partner that Chief Joseph values honesty.

Language Support

The term *value* has a Spanish cognate: *valor*. Share this language connection with students whose home language is Spanish.

5 | Module 1 | Prologue Reference Charts

Connecting Similar Information	Connecting Different Information
also in addition similarly	but however yet

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118 | Sentences About the Nez Perce

“Lincoln Hall Speech” Make a copy for each pair of students. Cut the sentences apart into sentence strips.

- Chief Joseph valued honesty.
- Chief Joseph learned from his father that it is a disgrace to tell a lie.
- US leaders did not keep the promises they made to the Nez Perce.

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Definitions

value (n.): a strongly held belief about what is important or acceptable

value (v.): to think that someone or something is important or useful

7. Display and Echo Read sentences A and C.

8. Ask these questions:

 **Are the ideas in sentence A and sentence C similar or different?**

 **How do you know?**

Language Support

If possible, pair students who speak the same home language and instruct them to discuss these questions.

9. Reinforce the correct responses: The ideas are different. They show that Chief Joseph and the US leaders had different ideas about honesty. Remind students that Chief Joseph values honesty.

10. Instruct pairs to connect sentence A to sentence B or sentence C by orally sharing an appropriate transition word or phrase from the Transitions Chart. Encourage students to experiment with different transitions by arranging the sentence strips in a different order. For example, sentence A can come before or after the other sentence. Model how to arrange sentences in a different sequence by manipulating two sentence strips.

Language Support

For students with beginning English proficiency, model how to choose an appropriate transition to connect two sentences. Then Echo Read the completed pair of sentences.

Language Expansion

For students with intermediate English proficiency, instruct partners to read aloud different options that connect the sentences. Then encourage partners to choose the strongest option for each sentence pairing and briefly explain their choice.

11. Invite a few students to share examples for connecting sentences A and B and sentences A and C. Correct, or invite students to correct, inaccurate transitions.

Key Ideas

- Chief Joseph valued honesty. Similarly, Chief Joseph learned from his father that it is a disgrace to tell a lie.
- Chief Joseph valued honesty. However, US leaders did not keep the promises they made to the Nez Perce.

Teacher Note

If students do not share examples that place the sentence pairings (A and B, and A and C) in different orders (e.g., sentence A, then B; sentence B, then A), guide the whole class to draft these missing options.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to Think–Pair–Share to answer this question:

 **Why are transition words and phrases important?**

Analyze Student Progress

Monitor: Do students demonstrate understanding that transition words connect ideas?

Offer Immediate Support: If students need additional support explaining why transition words are important, display a sample pairing with an appropriate transition. Then cover up the transition and read aloud the two sentences. Ask this question: How does the lack of a transition word affect your understanding of the two sentences?

Key Ideas

- connect two ideas
- show how two ideas relate to each other
- indicate that additional information is to follow

2. Summarize that writers use transition words to show how ideas are related.



Prologue to Lesson 19

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students identify main events in “Dede’s Ghost Story.” As they summarize the story, students practice using coordinating conjunctions to combine ideas. This work prepares students to summarize important details from chapter 4 in lesson 19.

Learning Goal

Summarize “Dede’s Ghost Story.”

 **LEARNING TASK:** Write a summary of “Dede’s Ghost Story.”

Language Progress

In this lesson, students work on this module language goal: Use coordinating conjunctions to combine ideas.

To support students with beginning English proficiency, display the summary in the Somebody–Wanted–But–So Chart with blanks where *but* and *so* should go. Compare how the meaning changes when you change the conjunctions. To support students with intermediate English proficiency, challenge them to retell other parts of the story using the Somebody–Wanted–But–So strategy.

Vocabulary

none

Materials

TEACHER

- *The Birchbark House*
- Somebody–Wanted–But–So Chart (*Prologue* Reference Charts appendix)

STUDENTS

- *The Birchbark House*
- Summary of “Dede’s Ghost Story” (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Build Knowledge About Summarizing

1. Display and Echo Read these sentences: Omakakiins wanted to take care of Niiwo alone, but he wouldn't stop crying. So she took him off his cradleboard and he was happy.
2. Ask this question:



What do you notice about these sentences?

Language Support

If possible, pair students who speak the same home language and instruct them to discuss this question.

3. Reinforce the correct response: These sentences summarize events in chapter 3 of *The Birchbark House*. Explain that these sentences use the Somebody–Wanted–But–So strategy, a strategy that can be used to summarize stories. Remind students that a summary of a story tells about the most important people, places, and events.
4. Display the Somebody–Wanted–But–So Chart. Read aloud the description of each part in the first column and the sample in the second column. Explain that the Somebody–Wanted–But–So responses come together to form the complete summary. Direct attention to the bolded words to show students how *wanted*, *but*, and *so* are used in the summary.
5. Tell students that in this lesson they will use this strategy to summarize a story that Dede tells to his family.

5 | Module 1 | Prologue Reference Charts

Somebody–Wanted–But–So Chart		
Somebody (character)		Summary
Wanted (what the character wants or wants to do)	Omakakiins wanted to take care of Niiwo alone,	Omakakiins wanted to take care of Niiwo alone, but he wouldn't stop crying. So she took him off his cradleboard and he was happy.
But (a problem or challenge the character faces)	but he wouldn't stop crying.	
So (what the character does in response to the problem)	So she took him off his cradleboard and he was happy.	

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LEARN 20 minutes**Summarize Dede's Story**

1. Direct students to page 53 in *The Birchbark House*. Ask this question:

What do you notice about the text on this page?

2. Use responses to emphasize that “Dede’s Ghost Story” uses different formatting to show that it is a story he tells to his family.

3. Ask this question:

What is a ghost story?

4. Emphasize that a ghost story often includes references to spirits or dead people and might scare listeners.

5. Display Summary of “Dede’s Ghost Story,” and distribute copies to students. Explain that students will use the Somebody–Wanted–But–So strategy to summarize “Dede’s Ghost Story.”

6. Read aloud the portion of pages 53–54 from “Dede’s Ghost Story” to “But I did not.” Ask these questions:

Who is this story about?

What did they want?

L19 | Summary of “Dede’s Ghost Story”
The Birchbark House | In the middle column, list what the characters wanted, the challenges they faced, what they did in response to those challenges, and the result. Under Summary, use your notes from the left column to summarize what happened to the characters.

		Summary
Somebody (character)		wanted
Wanted (what the character wants or wants to do)	wanted	
But (a problem or challenge the character faces)	but	but
So (what the character does in response to the problem)	So	So

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Language Support

For students with beginning English proficiency, display an image of a group traveling by canoe so students can visualize the challenge the men faced in the storm.

7. Reinforce the correct responses, and instruct students to write them on their handouts:

- **who**—Dede and his men
- **want**—a place to shelter from the storm

8. Tell students to listen for the problem Dede and his men encountered. Read aloud the portion of pages 54–56 from “here is what” to “the Sisters Eat.”

Language Expansion

For students with intermediate English proficiency, encourage them to partner read the text.

9. Ask this question:

 **What problem did Dede and his men face?**

10. Reinforce the correct response, and instruct students to write it on their handouts: They met sisters who wanted to eat them.

11. Tell students to listen for how Dede and his men responded to the problem. Read aloud the portion of pages 57–58 from “Here’s what I” to “shreds. Just see!”

Teacher Note

To help students focus on the ghost story itself, do not read the non-italicized paragraph on page 66 that describes the reaction of Omakakiins’s family.

12. Instruct students to discuss this question with a partner:

 **How did Dede and his men respond to the problem?**

13. Reinforce the correct response, and instruct students to write it on their handouts: Dede pretended to be a bear and tricked the sisters. The men escaped.

14. Direct attention to the words *but* and *so* on the Summary of “Dede’s Ghost Story.” Remind students that these are conjunctions that help them combine ideas. Explain that they will use these words in their summaries to connect their ideas clearly.

15. Instruct students to orally rehearse a full summary of Dede's story using their notes.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to write a complete summary of Dede's story in the Summary column.

Analyze Student Progress

Monitor: Do students identify the problem and solution of Dede's story?

Offer Immediate Support: If students need additional support identifying the problem, review the paragraph on page 56 that starts with "And then, all" and describes what the sisters want. Ask this question: How did Dede trick the sisters?

2. Invite a few students to share their responses, and reinforce the correct response: Dede and his men wanted a place to shelter from the storm, but they met sisters who wanted to eat them. So Dede pretended to be a bear and tricked the sisters. The men escaped.
3. Summarize that the Somebody–Wanted–But–So strategy can help students summarize important parts of a story.



Prologue to Lesson 22

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students analyze a quotation from chapter 7 of *The Birchbark House*. As they discuss the quotation's meaning and language features, students practice using topic-specific vocabulary to explain the topic. This work prepares students to examine the author's word choice in lesson 22.

Learning Goal

Analyze word choice in a quotation.

 **LEARNING TASK:** Explain how the cones of maple sugar will sustain the family through winter.

Language Progress

In this lesson, students work on this expectation for the End-of-Module Task: Use topic-specific vocabulary to explain the topic.

To support students with beginning English proficiency, display images of things that sustain people emotionally and physically, such as food, water, friendship, family, and exercise. To support students with intermediate English proficiency, encourage them to write about something that sustained them during a difficult time, such as when they experienced something new or challenging.

Vocabulary

sustain (v.)

Materials

TEACHER

- *The Birchbark House*
- Knowledge Card: *sustain*
- Cone of Maple Sugar Images (*Prologue* Reference Charts appendix)
- A large cardboard box filled with nonperishables, labeled “Food Cache”

STUDENTS

- *The Birchbark House*
- Quote Analysis for *The Birchbark House* (*Prologue* Student Resources appendix)

Preparation

- Print and cut out a cone of maple sugar image from the *Prologue* Reference Charts appendix for each student.

LAUNCH

5 minutes

Discuss Prior Knowledge

1. Assess and activate prior knowledge by asking this question:

 **What does Omakakiins's family do to prepare for winter?**

Key Ideas

- The family prepares for winter by harvesting and storing food such as berries, rice, and corn.
- The family prepares the winter cabin by sealing cracks so that it will stay warm.
- The family moves into the winter cabin.

2. Emphasize that these preparations will sustain the family through winter. Review the vocabulary term *sustain* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

sustain (v.): to provide what is needed for something or someone to exist or continue

Language Support

The term *sustain* has a Spanish cognate: *sostener*. Share this language connection with students whose home language is Spanish.

3. Tell students that they will look closely at a passage that describes the family's preparations for winter.

LEARN 20 minutes

Analyze a Quotation

1. Display Quote Analysis for *The Birchbark House*, and distribute copies to students. Tell students that these sentences come from chapter 7 when the family is preparing for winter. Read aloud sentence 1.
2. Direct attention to the commas in sentence 1. Tell students that this is a very long sentence with many parts. Explain that sometimes when you want to understand long sentences, it helps to look at the main person and action. Ask this question:

 **Who is doing the action in this sentence?**

3. Reinforce the correct response: Mama.

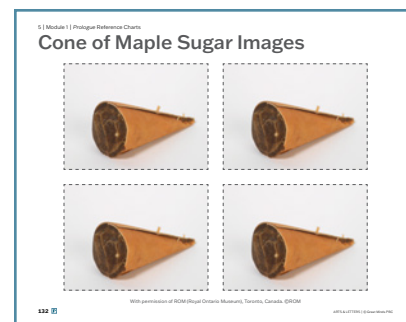
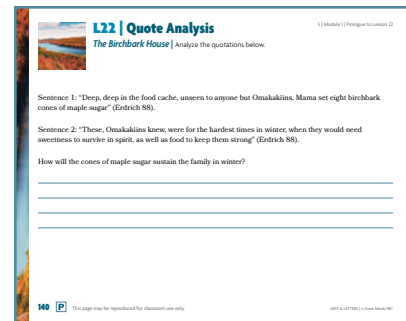
Language Support

For students with beginning English proficiency, explain that *Mama* is the subject of the sentence because a verb follows her name. Omakakiins is also mentioned in the sentence, but does not have a verb after her name.

4. Instruct students to circle the word *Mama*. Echo Read the phrase “Mama set eight birchbark cones of maple sugar.”
5. Display the Cone of Maple Sugar Images. Ask this question:

 **What does this remind you of?**

Use responses to reinforce that the image is similar to an ice cream cone. It is filled with maple sugar, a sweet treat.



6. Direct attention back to the beginning of the sentence. Echo Read the first phrase: “Deep, deep in the food cache.” Ask this question:

 **What does it mean to put something “deep, deep in the food cache”?**

7. Reinforce the correct response: put it all the way at the bottom.
8. Echo Read the second phrase: “unseen to anyone but Omakakiins.” Ask this question:

 **What does *unseen* mean?**

9. Reinforce the correct response: not seen.
10. Ask this question:
-  **Who is the only person who sees Mama with the cones?**

11. Reinforce the correct response: Omakakiins.

Language Expansion

For students with intermediate English proficiency, prompt them to paraphrase the sentence in their own words.

12. Display the box labeled “Food Cache.” Distribute a Cone of Maple Sugar image to each student. Tell students that they are going to pretend to be Mama, secretly putting these cones in the box. Instruct students to repeat “deep, deep down” as they place their cones deep in the box.
13. Instruct students to work with a partner to take turns fluently reading sentence 1. Instruct students to Think–Pair–Share to answer this question:

 **Why do you think Mama hides the maple sugar cones in the food cache?**

Key Ideas

- to save them for later
- to surprise the family
- so no one eats them yet

- 14.** Direct attention to the second sentence on Quote Analysis for *The Birchbark House*. Read aloud the first part of the sentence: “These, Omakakiins knew, were for the hardest times in winter.” Ask this question:

 **What does *these* refer to?**

- 15.** Reinforce the correct response: the maple sugar cones.
- 16.** Echo Read the full second sentence. Instruct students to annotate the two things the family needs to survive winter.
- 17.** Reinforce the correct responses: “sweetness to survive in spirit,” “food to keep them strong.”
- 18.** Explain that *spirit* can mean “a person’s energy or emotions.” Instruct students to discuss these questions with a partner:

 **What does it mean to survive in spirit?**

 **What is the sweetness that will help them survive?**

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss these questions.

- 19.** Listen for students to address key ideas in their discussions.

Key Ideas

- **survive in spirit:** to stay positive, to stay happy
- **sweetness:** the maple sugar cones, the support of their family

- 20.** Instruct students to work with the same partner to take turns fluently reading sentence 2.

LAND 5 minutes

Demonstrate Learning

1. Direct attention to the Knowledge Card for *sustain*.
2.  **Introduce the learning task.** Instruct students to write a response to this question on their handouts:

 **How will the cones of maple sugar sustain the family in winter?**

Analyze Student Progress

Monitor: Do students identify the emotional support of the surprise and the sweet treat?

Offer Immediate Support: If students need additional support explaining the emotional aspect of the treat, ask this question: How would you feel if you were very hungry and someone you love surprised you with a sweet treat?

3. Invite a few students to share their responses.

Key Ideas

- The surprise will make the family feel happy and loved during the hard winter.
 - The maple sugar will be a delicious treat when they don't have a lot of food to eat.
 - The cones will give them energy to keep working through the winter.
 - The cones will help them stay positive that spring will return.
4. Summarize that reading passages closely can help students better understand character actions.



Prologue to Lesson 23

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students discuss lessons Omakakiins learns from her grandmother. As they share ideas, students practice elaborating on the evidence they use. This work prepares students to discuss central ideas of *The Birchbark House* in lesson 23.

Learning Goal

Orally rehearse answers to the discussion question by using textual evidence and elaboration.

 **LEARNING TASK:** Discuss the most important lesson Omakakiins learns from her grandmother by using textual evidence and elaboration.

Language Progress

In this lesson, students work on this module speaking and listening goal: Elaborate on the evidence you use.

To support students with beginning English proficiency, provide a copy of the partner script with the Partner 1 and 2 roles highlighted in different colors. To support students with intermediate English proficiency, encourage them to use the terms *culture*, *homeland*, *sustain*, and *value* in their discussions.

Vocabulary

value (n.)

Materials

TEACHER

- *The Birchbark House*
- Knowledge Card: *value*

STUDENTS

- *The Birchbark House*

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Assess and activate prior knowledge by instructing students to Think–Pair–Share about this question:

 **What do you learn from your family or loved ones?**

Language Support

If possible, pair students who speak the same home language and instruct them to discuss this question.

2. Use responses to emphasize that young people often learn many things from their families or loved ones. Families and loved ones often try to teach young people about values.
3. Review the vocabulary term *value* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *value* has a Spanish cognate: *valor*. Share this language connection with students whose home language is Spanish.



Definition

value (n.): a strongly held belief about what is important or acceptable

4. Reinforce that Omakakiins has learned a lot throughout the novel. Tell students that in this lesson they will discuss what Omakakiins learns from her grandmother.

LEARN 20 minutes

Discuss Values

1. Display and read aloud this prompt:

Which of the following is the most important lesson Omakakiins learns from her grandmother?

- respect for natural resources
- respect for animals
- respect for spirits
- care for family

2. Direct students to page 6 in *The Birchbark House*. Tell students to listen for specific evidence about what lessons Nookomis teaches Omakakiins. Read aloud the portion of pages 6–8 from “All winter long” to “the birchbark house.”

Teacher Note

To help students find more evidence of lessons from Nookomis, review pages 88–91.

3. Tell students that they will take turns discussing their idea for the most important lesson. They will support their opinion with evidence and elaboration.
4. Display these prompts from the Talking Tool with the Partner 1 and 2 labels:

Partner 1—I think _____ because _____.

Partner 2—What evidence supports your idea?

Partner 1—In the text, _____.

Partner 2—Why is that important?

Partner 1—This evidence is important because _____.

5. Tell students that they will use these prompts to organize their discussion.
6. Think aloud to model how to elaborate on an opinion by using the displayed prompts. Invite a student to participate as Partner 2.
7. Pair students and instruct them to partner read the discussion question. Then assign one partner to begin the exchange.

Language Support

If possible, pair students who speak the same home language and instruct them to discuss their opinions in their home language and then in English.

Language Expansion

For students with intermediate English proficiency, prompt them to support their idea with a quotation or evidence from other parts of the text.

8. Instruct partners to switch roles.

Teacher Note

As students discuss their opinions with a partner, pause and invite two students to model their discussion for other students.

9. Instruct students to review their discussion and choose the best idea.

Sample Think Aloud

I'm Partner 1, so I will start by saying I think respect for natural resources is the most important lesson because Nookomis teaches Omakakiins that natural resources are crucial for their survival.

Partner 2: What evidence supports your idea?

Partner 1: In the text, Omakakiins learns how to make the birchbark house from her grandmother.

Partner 2: Why is that important?

Partner 1: This evidence is important because her family uses birchbark for many things and it shows her connection to the land.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Facilitate a brief discussion of this question:

 **What is the most important lesson that Omakakiins learns from her grandmother?**

Teacher Note

Emphasize that there is not one right answer.

Analyze Student Progress

Monitor: Do students use textual evidence and elaboration to show an important lesson Omakakiins learns?

Offer Immediate Support: If students need additional support using textual evidence and elaborating on their ideas, direct them to the Talking Tool prompts with the Student 1 and Student 2 labels and help them rehearse their answer as Student 1 while you support them as Student 2.

2. Listen for students to address key ideas in their discussions.**Key Ideas**

- Omakakiins learns about the value of respecting the natural world, including the spirits. In the text, Nookomis scolds Omakakiins when she hits the birch with a rotten stick. This evidence is important because Nookomis teaches her to treat the natural world with respect.
- Omakakiins learns about the value of using natural resources in many ways. In the text, she helps Nookomis collect the birchbark and build the house. This evidence is important because Omakakiins learns to use nature to create crucial things like shelter.
- Omakakiins learns about the value of protecting and getting protection from animals. In the text, Nookomis tells Omakakiins to “listen to” the bears. This evidence is important because Nookomis teaches Omakakiins that she should nurture her special connection with animals.
- Omakakiins learns about the value of caring for your family. In the text, Nookomis prays to the spirits to ask them to help the family live through the winter. This evidence is important because Omakakiins learns the value of ensuring that the family is safe.

3. Summarize that elaborating on evidence is important because it helps the reader or listener understand how the evidence connects to the main idea.



Prologue to Lesson 25

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students use coordinating conjunctions to connect ideas in a sentence. As they form new sentences, students practice using conjunctions to combine ideas. This work prepares students to draft knowledge statements by using coordinating conjunctions in lesson 25.

Learning Goal

Identify the purpose of coordinating conjunctions.

 **LEARNING TASK:** Share one purpose of coordinating conjunctions.

Language Progress

In this lesson, students work on this module language goal: Use coordinating conjunctions to combine ideas.

To support students with beginning English proficiency, provide examples of sentences that connect two ideas using the conjunctions from Coordinating Conjunctions. Explain the purpose of the coordinating conjunction in each example. To support students with intermediate English proficiency, challenge them to create a sentence that connects two ideas with an appropriate coordinating conjunction.

Vocabulary

culture (n.)

Materials

TEACHER

- excerpt from “Countries and Their Cultures: Ojibwe” (digital platform)
- Knowledge Card: *culture*
- class Coordinating Conjunctions (*Prologue* Student Resources appendix)

STUDENTS

- excerpt from “Countries and Their Cultures: Ojibwe” (*Learn* book)
- Coordinating Conjunctions (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes**Build Knowledge About Coordinating Conjunctions**

1. Display and read aloud these examples:

- **Example 1**—Omakakiins’s family values natural resources. Omakakiins’s family tells traditional stories in the winter.
- **Example 2**—Omakakiins’s family values natural resources and tells traditional stories in the winter.

2. Ask this question:

 **What is the difference between the two examples?**

3. Reinforce the correct responses:

- **Example 1**—two sentences, longer than example 2
- **Example 2**—one sentence, shorter than example 1

4. Tell students that both examples describe the culture of Omakakiins’s family. Explain that example 2 combines the sentences from example 1 by replacing the subject “Omakakiins’s family” with the word *and*.

5. Explain that the word *and* connects two ideas within one sentence. Tell students that this type of word is called a coordinating conjunction.

6. Tell students that they will practice using coordinating conjunctions.

LEARN 20 minutes

Examine Coordinating Conjunctions

1. Tell students that they will read part of an article to learn more about Ojibwe culture. Review the vocabulary term *culture* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

The term *culture* has a Spanish cognate: *cultura*. Share this language connection with students whose home language is Spanish.



Definition

culture (n.): the shared beliefs, traditions, language, and way of life of a particular group of people

2. Display the excerpt from “Countries and Their Cultures: Ojibwe,” and direct students to the page in their *Learn* book. Read aloud the Transformation of Culture section.
3. Instruct students to Think–Pair–Share to answer this question:



What did you learn about Ojibwe culture from this article?

Key Ideas

- Contact with non-Native people changed Ojibwe culture.
 - Harvesting wild rice by canoe is still a sacred part of Ojibwe culture.
 - Native and non-Native people study Ojibwe botany, crafts, storytelling, and religion.
4. Tell students that they will practice using coordinating conjunctions to summarize what the article says about Ojibwe culture.
 5. Explain that *coordinating* means “putting together different things so they work well as a whole.” Tell students that coordinating conjunctions put two different sentences together so they work well as one sentence.



6. Display the class Coordinating Conjunctions, and distribute copies to students.

Teacher Note

Students may recognize *but* as a transition word from earlier lessons. Clarify that the same word can function as a transition and a coordinating conjunction.

L25 | Coordinating Conjunctions

"Countries and Their Cultures: Ojibwe" Read each set of sentences in the first column and determine the relationship between the ideas. Choose the coordinating conjunction that best represents that relationship. Write a new sentence using the conjunction.

Coordinating Conjunction and Purpose
and connects similar ideas
but connects different ideas
or shows a choice between ideas
so shows cause and effect

Two Sentences	Combined Sentence
The Ojibwe had traditional ways of making clothes and food. These ways were changed when they met non-Native people.	

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7. Direct attention to the list of coordinating conjunctions. Read aloud each conjunction and its purpose.
8. Direct attention to the first column of the chart. Tell students that they will read each set of sentences in the first column and determine the relationship between the ideas. Explain that they will choose the coordinating conjunction that best represents the relationship and write the combined sentence in the second column.
9. Echo Read the two sentences in the first row.
10. Think aloud to model how to determine the relationship between the ideas and combine the two sentences with the appropriate coordinating conjunction. Then add the combined sentence to the second column.
11. Pair students. Instruct them to complete the next example. Tell them to begin by partner reading the two sentences.
12. Invite a few students to read aloud the combined sentence and explain the choice of conjunction.
13. Reinforce the correct response: People still want to know about traditional Ojibwe culture, so they study Ojibwe crafts and myths.

Explain that the conjunction *so* is correct because the ideas show cause and effect. People study Ojibwe crafts and myths because they want to learn about the culture.

Sample Think Aloud

I notice that the first sentence talks about the traditional ways. The second sentence says that these ways were changed. Looking at the Coordinating Conjunctions list, I would say that these sentences express different ideas. So I would combine them by using the conjunction *but*. The combined sentence is: The Ojibwe had traditional ways of making clothes and food, but these ways were changed when they met non-Native people.

- 14.** Instruct students to work in their pairs to complete the remaining examples. Tell them to practice reading with fluency by taking turns reading aloud the new sentences.

Language Support

For students with beginning English proficiency, narrow the task scope by providing two conjunctions to choose from for each example.

Language Expansion

For students with intermediate English proficiency, challenge them to share a different idea from the article with a conjunction.

- 15.** Invite a few students to share their responses, and reinforce the correct responses: Ojibwe people still harvest wild rice, and they still make maple sugar; maple sap can be collected in plastic bags, or it can be collected in birchbark baskets.
- 16.** Explain that the third and fourth sentences can also be simplified by removing the repeated parts of the second sentence.

Ojibwe people still harvest wild rice and make maple sugar.

Maple sap can be collected in plastic bags or birchbark baskets.

Language Expansion

For students with intermediate English proficiency, invite them to explain the difference between the original and simplified sentences.

LAND 5 minutesDemonstrate Learning

1.  **Introduce the learning task.** Ask this question:

 **What is one purpose of coordinating conjunctions?**

Analyze Student Progress

Monitor: Do students demonstrate understanding that coordinating conjunctions connect two ideas in a sentence and show their relationship?

Offer Immediate Support: If students need additional support in understanding the purpose of coordinating conjunctions, direct them to review the information in Coordinating Conjunctions.

Key Ideas

- show the relationship between two ideas in a sentence
 - combine ideas into one sentence
2. Summarize that coordinating conjunctions are important because they connect two ideas in a sentence and show their relationship.



Prologue to Lesson 26

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students identify main events in “Grandma’s Story: Fishing the Dark Side of the Lake.”

As they summarize the story, students practice using subordinating conjunctions to connect ideas. This work prepares students to summarize important details from chapter 10 in lesson 26.

Learning Goal

Summarize “Grandma’s Story: Fishing the Dark Side of the Lake.”

 **LEARNING TASK:** Write a summary of “Grandma’s Story: Fishing the Dark Side of the Lake.”

Language Progress

In this lesson, students work on this module language goal: Use subordinating conjunctions to connect ideas.

To support students with beginning English proficiency, review the conjunctions *although*, *because*, and *while* using familiar content. To support students with intermediate English proficiency, challenge them to use the conjunctions *unless* and *until* in sentences about *The Birchbark House*.

Vocabulary

aadizookaan (n.)

Materials

TEACHER

- *The Birchbark House*
- Somebody–Wanted–But–So Chart (*Prologue* Reference Charts appendix)
- class Summary of “Grandma’s Story: Fishing the Dark Side of the Lake” (*Prologue* Student Resources appendix)
- Knowledge Card: *aadizookaan*

STUDENTS

- *The Birchbark House*
- Summary of “Grandma’s Story: Fishing the Dark Side of the Lake” (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display and Echo Read these sentences: Dede and his men wanted a place to shelter from the storm, but they met sisters who wanted to eat them. So Dede pretended to be a bear and tricked the sisters. The men escaped.
2. Ask this question:



What do you notice about these sentences?

Language Support

If possible, pair students who speak the same home language and instruct them to discuss this question.

Teacher Note

These sentences are the summary created in the Prologue to lesson 19.

3. Reinforce the correct response: These sentences summarize “Dede’s Ghost Story.” Explain that these sentences use the Somebody–Wanted–But–So (SWBS) strategy, which can be used to summarize stories.

Remind students that a summary of a story tells the most important people, places, and events.

4. Display the Somebody–Wanted–But–So Chart. Read aloud the description of each part in the first column and the sample in the second column. Explain that the SWBS responses come together to form a complete summary. Direct attention to the words in bold to show students how *but* and *so* are used in the summary. Remind students that these words are conjunctions that help them combine ideas.
5. Tell students that in this lesson they will use this strategy to summarize a story that Grandma tells to the family.

LEARN 20 minutes

Summarize Grandma's Story

1. Display the class Summary of “Grandma’s Story: Fishing the Dark Side of the Lake,” and distribute copies to students. Tell students that they will use the SWBS strategy to summarize Nookomis’s story.
2. Direct students to *The Birchbark House*, and direct attention to page 118. Ask this question:

What do you notice about the text on this page?

L26 | Summary of “Grandma’s Story: Fishing the Dark Side of the Lake”
The Birchbark House | In the middle column list what the character wanted, the challenges they faced, what they did in response to those challenges, and the result. Under Summary, use your notes from the left column to summarize what happened to the character.

		Summary
Somebody (character)		wanted
Wanted (what the character wants or wants to do)	wanted	
But (a problem or challenge the character faces)	But	
So (what the character does in response to the problem)	So	So

3. Use responses to emphasize that “Grandma’s Story” is formatted differently from the rest of the text to show that it is a story that she tells to the family.
4. Review the vocabulary term *aadizookaan* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Explain that Nookomis’s story is an *aadizookaan*.
5. Read aloud the portion of pages 118–119 from “Grandma’s Story” to “*in the water.*” Ask these questions:

Who is this story about?

What did they want?

6. Reinforce the correct responses:
 - **who**—Nookomis
 - **want**—to fish on the dark side of the lake although she wasn’t supposed to
7. Model how to write a response using *although* on the class summary. Instruct students to write the response on their summaries. Explain that they should use the name Nookomis, not Grandma, because the story also includes Nookomis’s own grandmother.



Definition

aadizookaan (n.): a traditional story that often helps explain how to live as an Ojibwe

Language Support

For students with beginning English proficiency, invite them to act out Nookomis's actions in this part of the story. Encourage them to use their facial expressions to show the caution or worry she might be experiencing.

8. Direct attention to the word *although* in the response. Explain that *although* is another example of a conjunction, or connecting word. Explain that, like *but* or *however*, *although* connects different sentences.
9. Instruct students to listen for the problem Nookomis encountered. Read aloud the portion of pages 119–121 from “*My bait must*” to “*sleep. Until now.*”

Language Expansion

For students with intermediate English proficiency, encourage them to partner read the text.

Ask this question:



What problem did Nookomis face while she was fishing?

10. Reinforce the correct response: While she was fishing, she caught the ghost of her grandmother.
11. Model how to write a response using *while* on the class summary. Instruct students to write the response on their summaries.
12. Direct attention to the word *while* in the response. Explain that *while* is another example of a conjunction, or connecting word. Explain that *while* connects two things happening at the same time.
13. Instruct students to listen for how Nookomis responded to the problem. Read aloud the portion of pages 121–122 from “*My grandmother looked*” to “*of the lake.*” Instruct students to work with a partner to discuss these questions:



How did Nookomis respond to the problem? Why?

14. Reinforce the correct response: She helped her grandmother reunite with her grandfather because they wanted to be together again.
15. Instruct students to write the response on their summaries.

16. Direct attention to the word *because* in the response. Explain that *because* is another example of a conjunction, or connecting word. Explain that *because* shows cause and effect or provides a reason.
17. Instruct students to orally rehearse a full summary of Nookomis’s story using their notes. Direct attention to the capital *B* in *But* and the capital *S* in *So*. Explain that these conjunctions start new sentences and that the summary has multiple sentences because students used details to expand their answers.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to write a complete summary of “Grandma’s Story: Fishing the Dark Side of the Lake” in the Summary column.

Analyze Student Progress

Monitor: Do students identify the problem and solution of Grandma’s story?

Offer Immediate Support: If students need additional support identifying the problem, direct attention to the illustration on page 120 and instruct students to explain what is happening.

2. If time allows, invite a few students to share their summaries.
3. Summarize that the SWBS strategy can help students summarize important parts of a story and that conjunctions can help them connect ideas.



Prologue to Lesson 28

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students identify main events in “Wenabozho and Muskrat Make an Earth.” As they summarize the story, students practice using subordinating conjunctions to connect ideas. This work prepares students to compare the stories within *The Birchbark House* in lesson 28.

Learning Goal

Summarize “Wenabozho and Muskrat Make an Earth.”

 **LEARNING TASK:** Write a summary of “Wenabozho and Muskrat Make an Earth.”

Language Progress

In this lesson, students work on this module language goal: Use subordinating conjunctions to connect ideas.

To support students with beginning English proficiency, instruct them to practice using the conjunction *because* by forming sentences with this frame: Wenabozho asked [Beaver/Otter/Muskrat] for help because _____. To support students with intermediate English proficiency, challenge them to use the conjunctions *while* and *until* in sentences about Wenabozho.

Vocabulary

aadizookaan (n.)

Materials

TEACHER

- *The Birchbark House*
- Somebody–Wanted–But–So Chart (*Prologue* Reference Charts appendix)
- Knowledge Card: *aadizookaan*
- class Summary of “Wenabozho and Muskrat Make an Earth” (*Prologue* Student Resources appendix)

STUDENTS

- *The Birchbark House*
- Summary of “Wenabozho and Muskrat Make an Earth” (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display and Echo Read these sentences: Nookomis wanted to fish on the dark side of the lake although she wasn't supposed to. But while she was fishing, she caught the ghost of her grandmother. So she helped her grandmother reunite with her grandfather because they wanted to be together again.
2. Ask this question:



What do you notice about these sentences?

Language Support

If possible, pair students who speak the same home language and instruct them to discuss this question.

Teacher Note

These sentences are the summary created in the Prologue to lesson 26.

3. Use responses to emphasize that these sentences summarize “Grandma’s Story: Fishing the Dark Side of the Lake.” Explain that these sentences use the Somebody–Wanted–But–So (SWBS) strategy, which can be used to summarize stories.

Remind students that a summary of a story tells the most important people, places, and events.

4. Display the Somebody–Wanted–But–So Chart. Read aloud the description of each part in the first column and the sample in the second column. Explain that the SWBS responses come together to form a complete summary. Direct attention to the words in bold to show students how *but* and *so* are used in the summary. Remind students that these words are conjunctions that help them combine ideas.
5. Tell students that in this lesson they will use this strategy to summarize a different story that Grandma tells the family.

LEARN 20 minutes

Summarize “Wenabozho and Muskrat Make an Earth”

1. Review the vocabulary term *aadizookaan* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Explain that Grandma’s story is an *aadizookaan* meant only for winter.
2. Display class Summary of “Wenabozho and Muskrat Make an Earth,” and distribute copies to students. Tell students that they will use the SWBS strategy to summarize Nookomis’s story.
3. Direct students to *The Birchbark House*, and direct attention to page 151. Ask this question:

What do you notice about the text on this page?

4. Use responses to emphasize that the story is formatted differently from the rest of the text to show that it is a story that Grandma tells to the family.
5. Read aloud the portion of page 151–152 from “Wenabozho and Muskrat” to “*to his mouth.*” Ask these questions:

Who is this story about?

What did they want?

6. Reinforce the correct responses:
 - **who**—Wenabozho
 - **want**—to find a dry place to live because the water was rising



Definition

***aadizookaan* (n.):** a traditional story that often helps explain how to live as an Ojibwe

L28 | Summary of “Wenabozho and Muskrat Make an Earth”
The Birchbark House | In the middle column, list what the characters wanted, the challenges they faced, what they did in response to those challenges, and the result. Under Summary, use your notes from the left column to summarize what happened to the characters.

Summary		
Somebody (character)		wanted
Wanted (what the character wants or wants to do)	wanted	But
But (a problem or challenge the character faces)	But	So
So (what the character does in response to the problem)	So	

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7. Model how to write a response using *because* on the class summary. Instruct students to write the response on their summaries.

Language Support

For students with beginning English proficiency, invite them to sketch Wenabozho stuck at the top of a tree surrounded by water to reinforce what he wants.

8. Direct attention to the word *because* in the response. Explain that *because* is another example of a conjunction, or connecting word. Explain that *because* shows cause and effect or provides a reason.
9. Instruct students to listen for the problem Wenabozho encountered next. Read aloud the portion of pages 152–153 from “*After a while*” to “*tried and failed*.”

Language Expansion

For students with intermediate English proficiency, encourage them to partner read the text.

Ask this question:



What problem did Wenabozho face?

10. Reinforce the correct response: When he asked Otter and Beaver to help him find land, they failed.
11. Instruct students to write the response on their summaries.
12. Instruct students to listen for how Wenabozho responded to the problem. Read aloud the portion of pages 153–154 from “*Muskrat was also*” to “*are on today*.”
13. Instruct students to work with a partner to discuss this question:



How did Wenabozho respond to the problem?

14. Reinforce the correct response: Wenabozho asked Muskrat for help although he thought that Muskrat was too small and weak. Muskrat collected dirt that became an island for them to live on.
15. Model how to write a response using *although* on the class summary. Instruct students to write the response on their summaries.

16. Direct attention to the word *although* in the response. Explain that *although* is another example of a conjunction, or connecting word. Explain that, like *but* or *however*, *although* connects different sentences.
17. Instruct students to orally rehearse a full summary of Nookomis’s story using their notes. Direct attention to the capital *B* in *But* and the capital *S* in *So*. Explain that these conjunctions start new sentences and that the summary has multiple sentences because students used details to expand their answers.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to write a complete summary of “Wenabozho and Muskrat Make an Earth” in the Summary column.

Analyze Student Progress

Monitor: Do students identify the problem and solution of Wenabozho’s story?

Offer Immediate Support: If students need additional support identifying the sequence of events, review the actions of Otter, Beaver, and Muskrat.

2. If time allows, invite a few students to share their summaries.
3. Summarize that the SWBS strategy can help students summarize important parts of a story and that conjunctions help them connect ideas.



Prologue to Lesson 30

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students experiment with elaboration. As they extend evidence and connect it to a larger point, students practice the oral language skill of elaborating on the evidence they use. This work prepares students to elaborate on evidence for Module Task 3 in lesson 30.

Learning Goal

Explain the purpose and importance of elaboration.

 **LEARNING TASK:** Share one reason why elaboration is important.

Language Progress

In this lesson, students work on this module speaking and listening goal: Elaborate on the evidence you use.

To support students with beginning English proficiency, provide a list of four possible elaboration sentences for students to choose from. To support students with intermediate English proficiency, encourage them to use the terms *culture*, *aadizookaan*, and *sustain* in their elaborations.

Vocabulary

elaborate (v.) 

Materials

TEACHER

- *The Birchbark House*
- Module Task 3 (*Learn* book, Writing)
- class Evidence and Elaboration Organizer for *The Birchbark House* (*Prologue* Student Resources appendix)

STUDENTS

- *The Birchbark House*
- Evidence and Elaboration Organizer for *The Birchbark House* (*Prologue* Student Resources appendix)

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display Module Task 3, and direct attention to proof paragraph 1. Ask these questions:



What evidence does the writer provide?



How does the writer elaborate on the evidence?

Language Support

If possible, pair students who speak the same home language and instruct them to discuss these questions.

Key Ideas

- **evidence:** “Wenabozho and Muskrat Make an Earth” teaches how the earth began; “Grandma’s Story: Fishing the Dark Side of the Lake” teaches a belief in an afterlife.
- **elaboration:** The writer provides specific details from each story.

2. Introduce the vocabulary term *elaborate* by displaying the term and definition. Engage students in Vocabulary Exploration.

Language Support

The term *elaborate* has a Spanish cognate: *elaborar*. Share this language connection with students whose home language is Spanish.

3. Tell students that in this lesson they will practice elaborating on evidence for Module Task 3.

Module Task 3

Prompt: What role do stories play in Ojibwa life? Write the introductory paragraph, proof paragraph 2, and the concluding paragraph to complete the essay.

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Definition

elaborate (v.): to give more details about something

LEARN 20 minutes

Analyze a Quotation

1. Display the class Evidence and Elaboration Organizer for *The Birchbark House*, and distribute copies to students.
2. Direct attention to the Topic Sentence row. Remind students that for Module Task 3, they will write proof paragraph 2 to develop this point: Stories play an important role in Omakakiins's family because they entertain the family.
3. Direct attention to the Evidence row. Read aloud the evidence: Omakakiins and Angeline beg Grandma to tell the story about fishing the dark side of the lake.

L30 | Evidence and Elaboration Organizer
The Birchbark House | Complete the organizer to elaborate on the evidence for proof paragraph 2.

Elaboration can **extend** by giving more details, facts, definitions, or examples related to the evidence.

Elaboration can **connect** by explaining why the evidence is important by connecting it to a point from the thesis.

Topic Sentence: Point 2	Stories play an important role in Omakakiins's family because they entertain the family.
Evidence	Omakakiins and Angeline beg Grandma to tell the story about fishing the dark side of the lake.
Elaboration: Extend	
Elaboration: Connect	

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Teacher Note

Alternatively, modify lesson steps 4–18 by guiding students to elaborate on a piece of evidence from their own evidence organizers.

4. Tell students that they will add elaboration sentences to develop this paragraph. Direct attention to the blank elaboration rows.
5. Explain that *elaborate* refers to the action of writing more information and that *elaboration* refers to the result, or the sentences that you add.

Language Support

The suffix *-ion* has a Spanish equivalent: *-ción*. Share this language connection with students whose home language is Spanish.

Language Expansion

For students with intermediate English proficiency, explain that the suffix *-ion* changes a verb into a noun that describes the process or the result of the process. Other examples are *addition*, *completion*, *protection*, and *reaction*.

6. Explain that when writers elaborate on evidence, they have two goals. Direct attention to the organizer's explanations of *extend* and *connect*. Read aloud the explanations.

Language Support

For students with beginning English proficiency, use a gesture to illustrate the meanings of *extend* (e.g., spreading arms out wide) and *connect* (e.g., moving one arm in a circle to connect back to the other hand).

7. Tell students that first they will elaborate on the evidence by extending it. Direct students to *The Birchbark House*. Instruct them to partner read the portion of pages 122–123 from “When Nookomis finished” to “chubby, curious fingers!” Ask this question:



How do members of the family respond to Nookomis's story?

8. Use responses to add elaboration sentences to the Elaboration: Extend row of the class organizer: After the story, Omakakiins can't stop thinking about it. Ten Snow and Angeline cry, and Yellow Kettle thinks about how much she loves her children.
9. Echo Read the evidence and the elaboration sentences that extend it.
10. Instruct students to work with a partner to discuss this question:



How do the elaboration sentences extend the evidence?

11. Invite a few students to share their responses, and reinforce the correct response: They add more details about how the story affects each character who hears it.
12. Tell students that they will now elaborate on the evidence by connecting it to the point of proof paragraph 2. Echo Read the topic sentence of proof paragraph 2: Stories play an important role in Omakakiins's family because they entertain the family.
13. Instruct students to draw an arrow from the evidence sentence to the topic sentence to emphasize that students must connect the sentences to each other.
14. Instruct students to underline the word *entertain* in the topic sentence. Ask this question:



How does the story entertain the family?

15. Display the following sentence frames. Instruct students to connect the evidence to the topic sentence by orally completing a sentence frame with a partner.

- This evidence shows that the family _____.
- This evidence illustrates that the family _____.

16. Invite a few students to share their sentences.

Key Ideas

- This evidence shows that the family is entertained because they love to sit together on a winter night and listen to Grandma's stories.
- This evidence illustrates that the family is entertained because the girls want to hear the story told again and again.

17. Use responses to add an elaboration sentence to the Elaboration: Connect row of the class organizer: This evidence illustrates that the family loves to sit together on a winter night and listen to Grandma's stories.

18. Instruct students to work with a partner and take turns reading aloud the completed version of proof paragraph 2, including the topic sentence, evidence, and elaboration sentences. Explain that students can use one or both types of elaboration when they write.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to share with a partner one reason why elaboration is important.

Analyze Student Progress

Monitor: Do students demonstrate understanding that elaboration can extend or connect evidence?

Offer Immediate Support: If students need additional support sharing why elaboration is important, direct them to each example of elaboration on the organizer and ask this question: How does this information help the reader understand the topic?

2. Invite a few students to share their responses.

Key Ideas

- adds details to develop evidence fully
- gives more information about evidence
- helps readers understand how evidence connects to the point in the proof paragraph
- shows how evidence is relevant to the point of the proof paragraph

3. Summarize that elaboration is important because it develops or explains the evidence.



Prologue to Lesson 32

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students discuss the lessons that Omakakiins learns in different seasons. As they share ideas, students practice taking turns with others when speaking. This work prepares students to discuss central ideas in *The Birchbark House* in lesson 32.

Learning Goal

Identify lessons Omakakiins learns in each season.

 **LEARNING TASK:** Determine the season in which Omakakiins learns the most.

Language Progress

In this lesson, students work on this module speaking and listening goal: Take turns with others when speaking.

To support students with beginning English proficiency, provide a simple script to follow during their conversations.

Partner A: In [season], Omakakiins learned _____. What did she learn in your season?

Partner B: In [season], Omakakiins learned _____. Which lesson is more important?

Partner A: I think _____ because _____.

Partner B: I agree/disagree because _____.

To support students with intermediate English proficiency, prompt them to use a coordinating conjunction to respond to their partners with this sentence frame: Although Omakakiins learns an important lesson in [season], she learns a more important lesson in [season] because _____.

Vocabulary

none

Materials

TEACHER

- *The Birchbark House*
- Seasons in *The Birchbark House* Chart (lesson 19)

STUDENTS

- *The Birchbark House*

Preparation

- none

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Assess and activate prior knowledge by asking students to Think–Pair–Share to answer this question:

 **Which season in *The Birchbark House* had the most interesting events?**

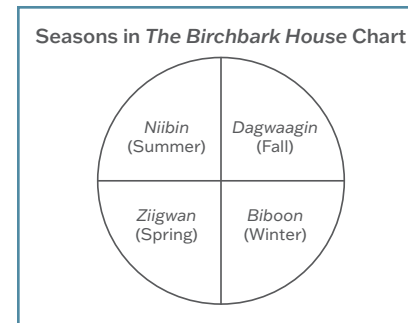
Language Support

If possible, pair students who speak the same home language and instruct them to discuss the question.

2. Display the Seasons in *The Birchbark House* Chart. Instruct students to review the chart and share whether their opinions have changed.

Language Support

To support students with beginning English proficiency, simplify the Seasons in *The Birchbark House* Chart with one or two key events for each season.



3. Reinforce that Omakakiins has many experiences as she grows up throughout this book. Tell students that in this lesson they will discuss what Omakakiins learns in different seasons.

LEARN 20 minutes

Compare Lessons Learned

1. Assign each student a season. Display and read aloud this question: What does Omakakiins learn in this season?

2. Instruct students to write a response to the question in their journals. Remind them to refer to the Seasons in *The Birchbark House* Chart as a resource.

Key Ideas

- **summer:** the importance of respecting elements of nature such as the birchbark and the bears
- **fall:** that she has a special relationship with animals, that she is a good worker
- **winter:** that she has a spirit protecting her, that she can overcome tragedy
- **spring:** that she is a healer, the truth about her past

3. Instruct students to Mix and Mingle to answer this question:



What does Omakakiins learn in your assigned season?

Instruct students to practice taking turns speaking as they share ideas. Elaborate that as students listen to their partners, they should think about the season in which Omakakiins learns the most important lesson.

Continue to Mix and Mingle until each student has discussed all four seasons.

Language Expansion

For students with intermediate English proficiency, prompt them to rank the seasons according to the most to least important lessons learned.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Facilitate a brief discussion of these questions:

 **In which season does Omakakiins learn the most? Why?**

Teacher Note

Emphasize that there is not one right answer.

Analyze Student Progress

Monitor: Do students use textual evidence to support their opinions about the season in which Omakakiins learns the most?

Offer Immediate Support: If students need additional support using textual evidence to support their opinions, instruct them to compare Omakakiins's lessons from two seasons.

Key Ideas

- Omakakiins learns the most in spring because she learns that she is the girl from Spirit Island and that that is why she is immune to the disease.
- Omakakiins learns the most in fall because she learns about her special relationship with animals.
- Omakakiins learns the most in winter because she learns that a spirit protects her and that her spiritual beliefs will guide her in life.
- Omakakiins learns the most in summer because she learns that the natural world sustains her family and that she must respect nature.

2. Summarize that identifying the lessons that characters learn can help readers better understand a text.



Prologue to Lesson 33

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

Students experiment with connecting ideas by using subordinating conjunctions. As they create new sentences, students practice the language skill of using a subordinating conjunction to connect ideas. This work prepares students to expand sentences with a subordinating conjunction in lesson 33.

Learning Goal

Connect ideas with subordinating conjunctions.

 **LEARNING TASK:** Share a sentence that connects ideas with a subordinating conjunction.

Language Progress

In this lesson, students work on this module language goal: Use subordinating conjunctions to connect ideas.

To support students with beginning English proficiency, model how to use the subordinating conjunction *since* with a familiar topic by using this sentence frame: Since the teacher said _____, I will _____. (Since the teacher said we have a test Friday, I will study tonight.) To support students with intermediate English proficiency, invite them to generate their own sentences using *since* or *because*.

Vocabulary

culture (n.)

sustain (v.)

Materials

TEACHER

- *The Birchbark House*
- Knowledge Cards: *culture*, *sustain*

STUDENTS

- Clauses About Culture
(*Prologue* Student Resources appendix)

Preparation

- Make a copy of Clauses About Culture for each pair of students. For each copy, cut apart the words and clauses to create a set of strips. See the Learn section for details.

LAUNCH 5 minutes

Discuss Prior Knowledge

1. Display and read aloud this sentence: The Ojibwe people continue to sustain their culture, although some Ojibwe traditions have changed over time.
2. Ask this question:
 **What is the purpose of the word *although* in this sentence?**
3. Reinforce the correct response: The word *although* connects the two ideas in the sentence and shows that the ideas are different or contrasting.
4. Display and Echo Read this sentence: Although some Ojibwe traditions have changed over time, the Ojibwe people continue to sustain their culture.
5. Ask this question:
 **How are the two sentences different?**
6. Reinforce the correct response: In the second sentence, the ideas appear in a different order than in the first sentence and the word *although* is at the beginning rather than between ideas.

Explain that *although* is a subordinating conjunction. This type of conjunction can be used at the beginning of two ideas or between two ideas.
7. Tell students that they will experiment with subordinating conjunctions to connect ideas in a sentence.

LEARN 20 minutes

Experiment with Subordinating Conjunctions

1. Review the vocabulary terms *culture* and *sustain* by displaying the Knowledge Cards. Engage students in Vocabulary Exploration.

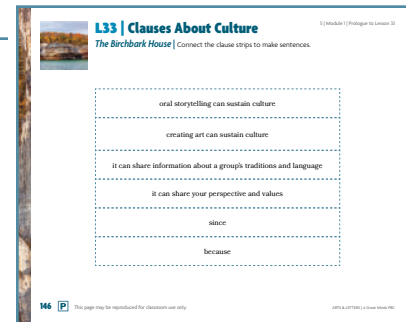
Language Support

The terms *culture* and *sustain* have Spanish cognates: *cultura* and *sostener*. Share these language connections with students whose home language is Spanish.



2. Pair students, and distribute one set of Clauses About Culture strips to each pair.
3. Echo Read the clauses and words:

- oral storytelling can sustain culture
- creating art can sustain culture
- it can share information about a group's traditions and language
- it can share your perspective and values
- since
- because



Language Support

For students with beginning English proficiency, explain that *since* and *because* introduce reasons for another statement. Explain that *since* can also describe a period of time (e.g., "I have gone to school since I was five").

4. Explain that each clause expresses an idea and that the two individual words are subordinating conjunctions.

Definitions

culture (n.): the shared beliefs, traditions, language, and way of life of a particular group of people

sustain (v.): to provide what is needed for something or someone to exist or continue

5. Display and ask this question:



What can people do to sustain their culture?

6. Model how to answer the question by connecting the strips to make a sentence with two ideas and a subordinating conjunction: Oral storytelling can sustain culture since it can share your perspective and values.
7. Remind students that a subordinating conjunction can be placed at the beginning of a sentence. Model how to make a sentence that connects two ideas and begins with a subordinating conjunction: Since it can share your perspective and values, oral storytelling can sustain culture.
8. Explain that when a sentence starts with a subordinating conjunction, a comma must follow the first clause.
9. Tell students that they will connect the clauses with subordinating conjunctions to create sentences about sustaining culture.
10. Instruct students to work in their pairs to answer the displayed question by creating two different sentences. Tell students that each sentence should include two ideas that are connected by a subordinating conjunction.

Language Support

For students with beginning English proficiency, provide one subordinating conjunction that they can use to create their sentences.

Language Expansion

For students with intermediate English proficiency, prompt them to use each clause and subordinating conjunction at least once.

LAND 5 minutes

Demonstrate Learning

1.  **Introduce the learning task.** Instruct students to work in their pairs to share the sentence that best answers this question:

 **What can people do to sustain their culture?**

Analyze Student Progress

Monitor: Do students demonstrate understanding of how to connect ideas with an appropriate subordinating conjunction?

Offer Immediate Support: If students need additional support using subordinating conjunctions, guide the whole class in creating a sentence with a subordinating conjunction you provide.

Key Ideas

- Oral storytelling can sustain culture because it can share information about a group's traditions and language.
 - Since it can share your perspective and values, oral storytelling can sustain culture.
 - Creating art can sustain culture since it can share your perspective and values.
 - Because it can share information about a group's traditions and language, creating art can sustain culture.
2. Summarize that subordinating conjunctions connect ideas in a sentence.

Prologue Vocabulary

aadizookaan (n.)

a traditional story that often helps explain how to live as an Ojibwe



P to lessons 26 and 28 | lesson 19

culture (n.)

the shared beliefs, traditions, language, and way of life of a particular group of people



P to lessons 5, 25, and 33 | lesson 1

elaborate (v.)

to give more details about something

P to lesson 30

generation (n.)

1. the period of time between the births of parents and the births of their children
2. the people born during the same time period



P to lesson 9 | lesson 5

homeland (n.)

a person's native land; the native land of one's ancestors



P to lessons 5 and 12 | lesson 6

justice (n.)

fair treatment



P to lesson 11 | lesson 11

oral tradition

the stories, beliefs, values, and knowledge that a group of people pass down to future generations by sharing stories aloud

P to lesson 4 | lesson 3

structure (v.)

to arrange or organize something in a particular way

P to lesson 4

sustain (v.)

to provide what is needed for something or someone to exist or continue



P to lessons 22 and 33 | lesson 1

transition (n.)

a word or phrase that connects ideas between sentences and paragraphs

P to lesson 18

value

1. (n.) a strongly held belief about what is important or acceptable
2. (v.) to think that someone or something is important or useful



P to lessons 10, 18, and 23 | lesson 4

Prologue Reference Charts



Painted Essay®—Informative

Introduction

catches the reader's attention, gives some background context

Thesis

point # 1

point # 2

Proof Paragraph # 1

(evidence)

transition

Proof Paragraph # 2

(evidence)

Conclusion

What? (restate your thesis)

So What? (reflect)

Key: :::: red, □ green, ≡ yellow, ||| blue

Transitions Chart

Connecting Similar
Information

also

in addition

similarly

Connecting Different
Information

but

however

yet

Somebody–Wanted–But–So Chart

		Summary
Somebody (character)	Omakakiins	Omakakiins wanted to take care of Niiwo alone, but he wouldn't stop crying. So she took him off his cradleboard and he was happy.
Wanted (what the character wants or wants to do)	wanted to take care of Niiwo alone,	
But (a problem or challenge the character faces)	but he wouldn't stop crying.	
So (what the character does in response to the problem)	So she took him off his cradleboard and he was happy.	

Cone of Maple Sugar Images



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Prologue Student Resources





L12 | Prepositional Phrases Chart

“Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon”

Prepositions: *across, at, before, by, for, in, on, to, with, out of, during*

Part 1

Read each sentence. Circle the preposition. Underline the prepositional phrase. Answer the question in the second column.

Sentence	What information does the prepositional phrase add?
Example: Before 1877, the Nez Perce lived in the Wallowa Valley.	
1. During the spring of 1877, Chief Joseph and his band were forced out of the Wallowa Valley.	
2. They headed for the Nez Perce reservation in Idaho.	
3. On December 9, 2020, the Nez Perce Tribe completed the purchase of Am’sáaxpa, Place of Boulders, a 148-acre property located in Joseph, Oregon.	

Part 2

Use a prepositional phrase to add details to answer when or where in each sentence.

1. Chief Joseph and his band of Nez Perce lived _____.
(where)
2. _____, the Nez Perce tribe purchased part of their homeland.
(when)



L16 | Character Bookmark

5 | Module 1 | Prologue to Lesson 16

The Birchbark House | Copy and fold a bookmark for each student.

Omakakiins's family

Nookomis

- _____
- _____
- _____

Dede

- _____
- _____
- _____

Yellow Kettle

- _____
- _____
- _____

Omakakiins's family

Angeline

- _____
- _____
- _____

Pinch

- _____
- _____
- _____

Niiwo

- _____
- _____
- _____



L18 | Sentences About the Nez Perce

5 | Module 1 | Prologue to Lesson 18

“Lincoln Hall Speech” | Make a copy for each pair of students. Cut the sentences apart into sentence strips.

A. Chief Joseph valued honesty.

B. Chief Joseph learned from his father that it is a disgrace to tell a lie.

C. US leaders did not keep the promises they made to the Nez Perce.



L19 | Summary of “Dede’s Ghost Story”

The Birchbark House | In the middle column, list what the characters wanted, the challenges they faced, what they did in response to those challenges, and the result. Under Summary, use your notes from the left column to summarize what happened to the characters.

		Summary
Somebody (character)		wanted
Wanted (what the character wants or wants to do)	wanted	
But (a problem or challenge the character faces)	but	but
So (what the character does in response to the problem)	So	So



L22 | Quote Analysis

The Birchbark House | Analyze the quotations below.

Sentence 1: “Deep, deep in the food cache, unseen to anyone but Omakakiins, Mama set eight birchbark cones of maple sugar” (Erdrich 88).

Sentence 2: “These, Omakakiins knew, were for the hardest times in winter, when they would need sweetness to survive in spirit, as well as food to keep them strong” (Erdrich 88).

How will the cones of maple sugar sustain the family in winter?



L25 | Coordinating Conjunctions

“Countries and Their Cultures: Ojibwe” | Read each set of sentences in the first column and determine the relationship between the ideas. Choose the coordinating conjunction that best represents that relationship. Write a new sentence using the conjunction.

Coordinating Conjunction and Purpose

- and* connects similar ideas
- but* connects different ideas
- or* shows a choice between ideas
- so* shows cause and effect

Two Sentences	Combined Sentence
The Ojibwe had traditional ways of making clothes and food. These ways were changed when they met non-Native people.	

Two Sentences	Combined Sentence
People still want to know about traditional Ojibwe culture. They study Ojibwe crafts and myths.	
Ojibwe people still harvest wild rice. Ojibwe people still make maple sugar.	
Maple sap can be collected in plastic bags. Maple sap can be collected in birchbark baskets.	



L26 | Summary of “Grandma’s Story: Fishing the Dark Side of the Lake”

The Birchbark House | In the middle column, list what the characters wanted, the challenges they faced, what they did in response to those challenges, and the result. Under Summary, use your notes from the left column to summarize what happened to the characters.

		Summary
Somebody (character)		wanted
Wanted (what the character wants or wants to do)	wanted	
But (a problem or challenge the character faces)	But	But
So (what the character does in response to the problem)	So	So



L28 | Summary of “Wenabozho and Muskrat Make an Earth”

The Birchbark House | In the middle column, list what the characters wanted, the challenges they faced, what they did in response to those challenges, and the result. Under Summary, use your notes from the left column to summarize what happened to the characters.

		Summary
Somebody (character)		wanted
Wanted (what the character wants or wants to do)	wanted	
But (a problem or challenge the character faces)	But	But
So (what the character does in response to the problem)	So	So



L30 | Evidence and Elaboration Organizer

The Birchbark House | Complete the organizer to elaborate on the evidence for proof paragraph 2.

Elaboration can **extend** by giving more details, facts, definitions, or examples related to the evidence.

Elaboration can **connect** by explaining why the evidence is important by connecting it to a point from the thesis.

Topic Sentence: Point 2	Stories play an important role in Omakakiins’s family because they entertain the family.
Evidence	Omakakiins and Angeline beg Grandma to tell the story about fishing the dark side of the lake.
Elaboration: Extend	
Elaboration: Connect	



L33 | Clauses About Culture

5 | Module 1 | Prologue to Lesson 33

The Birchbark House | Connect the clause strips to make sentences.

oral storytelling can sustain culture

creating art can sustain culture

it can share information about a group's traditions and language

it can share your perspective and values

since

because

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Acknowledgments

Karen Aleo, Trevor Barnes, Anthony Bautista Ramil, Lyndsay Boettcher, Kelsey Bordelon-Kojeski, Sarah Brenner, Ann Brigham, Mairin Broadwell, Beth Brown, Quennie Chen, Sanlida Cheng, Melissa Chung, Ashley Cook, Ashley Cooper, Julia Dantchev, Camille Daum, Laurie Delgatto-Whitten, Enaka Enyong, Kathleen Foley, Jen Forbus, Pamela Frasier, Nina Goffi, Caroline Goyette, Lorraine Griffith, Tamara Griffith, Brenna Haffner, Shelley Hampe, Nicole Harris, Elizabeth Haydel, Robin Hegner, Sarah Henchey, Patricia Huerster, Sara Hunt, Mica Jochim, Meg Kinlaw, Lior Klirs, Liana Krissoff, Karen Latchana Kenney, Farren Liben, Melissa Loftus, Brittany Lowe, Whitney Lyle, Liz Manolis, Maya Marquez, Stacy Martino, Auddie Mastroleo, Meredith McAndrew, Cathy McGath, Emily McKean, Patricia Mickelberry, Julie Mickler, Andrea Minich, Lynne Munson, Katie Muson, Gabrielle Nebeker, Amy Ng, Evann Normandin, Vivian Nourse, Tara O'Hare, Carol Paiva, Marya Parr, Trisha Paster, Kelly Pau, Katie Pierson, Eden Plantz, Logan Quigley, Natalie Rebentisch, Rachel Richards, Rachel Rooney, Jennifer Ruppel, Lori Sappington, Amy Schoon, Carolyn Scott, Susan Sheehan, Dan Shindell, Rachel Stack, Susan Stark, Sarah Turnage-Deklewa, Katie Valle, Tysha Vulcain-Murrell, Keenan Walsh, Katie Waters, Dr. Heather Waymouth, Sarah Webb, Ashley Williams, Margaret Wilson, Eleanor Wolf, Rachel Zindler

Ana Alvarez, Lynne Askin-Roush, Stephanie Bandrowsky, Mariel Bard, Rebecca Blaho, David Blair, Charles Blake, Carolyn Buck, Adam Cardais, Cindy Carlone, Dawn Cavalieri, Tatyana Chapin, Christina Cooper, Lisa Crowe, David Cummings, Tim Delaney, Erin DuRant, Bill Eis, Sandy Engelman, Tamara Estrada Del Campo, Soudea Forbes, Diana Ghazzawi, Laurie Gonsoulin, Kristen Hayes, Tim Heppner, Sary Hernandez, Abbi Hoerst, Sonia Khaleel, Lisa King, Sarah Kopec, Drew Krepp, Jennifer Loomis, Christina Martire, Siena Mazero, Alisha McCarthy, Thomas McNeely, Cindy Medici, Brian Methe, Sara Miller, Christine Myaskovsky, Mary-Lise Nazaire, Tamara Otto, Christine Palmtag, Katie Prince, Neha Priya, Jeff Robinson, Gilbert Rodriguez, Karen Rollhauser, Neela Roy, Gina Schenck, Aaron Shields, Madhu Singh, Leigh Sterten, Mary Sudul, Deanna Thomann, Tracy Vigliotti, Bruce Vogel, Charmaine Whitman, Glenda Wisenburn-Burke, Samantha Wofford, Howard Yaffe



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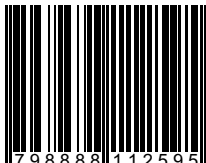
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ISBN 979-8-88811-259-5



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