





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*®.

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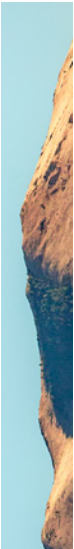
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Arc A | “Coyote and the Monster”

L1 Opening Bookend	16
• Share knowledge about cultures. • Explore the module topic.	
L2 Wonder	22
• Demonstrate accuracy when reading aloud an excerpt from “Coyote and the Monster.” • Notice and wonder about <i>Across the Continent</i>.	
L3 Organize	34
• Read “Coyote and the Monster” with appropriate phrasing. • Describe <i>Across the Continent</i>.	
L4 Reveal	48
• Read “Coyote and the Monster” with appropriate expression. • Examine the artist’s use of one-point perspective in <i>Across the Continent</i>.	
L5 Distill	62
• Fluently read “Coyote and the Monster” at an appropriate rate. • Conclude what <i>Across the Continent</i> communicates about westward expansion.	



L6 | Know 74

- Fluently read “Coyote and the Monster.”
- Reflect on the knowledge gained from studying *Across the Continent*.



Arc B | “Lincoln Hall Speech”

L7 | Wonder 88

- Notice and wonder about the excerpt from “Lincoln Hall Speech.”
- Analyze an informative essay.

L8 | Know 100

- Build knowledge from the article “A Surrender” about the events that led to Chief Joseph’s speech on October 5, 1877.
- Describe how the Painted Essay® supports writers.

L9 | Organize 114

- Identify the main ideas in Chief Joseph’s “Lincoln Hall Speech.”
- Use transition words and phrases correctly.

L10 | Reveal and Organize 128

- Examine Chief Joseph’s word choices in “Lincoln Hall Speech.”
- Describe *In Mut Too Yah Lat Lat* (Chief Joseph).

L11 | Distill and Reveal 142

- Determine the problems, solutions, and requests in Chief Joseph’s “Lincoln Hall Speech.”
- Examine the artist’s use of depth of field in *In Mut Too Yah Lat Lat* (Chief Joseph).

L12 | Know 154

- Express knowledge gained from the excerpt from “Lincoln Hall Speech.”
- Compare *In Mut Too Yah Lat Lat* (Chief Joseph) and *Chief Joseph and Family*.



L13 | Reading Comprehension Assessment 1 168

- Demonstrate knowledge of Chief Joseph’s “Lincoln Hall Speech,” and apply reading comprehension skills to a new text related to how communities sustain their cultures.

L14 | Responsive Teaching 172

- Analyze relevant questions on Reading Comprehension Assessment 1.



Arc C | *The Birchbark House*

L15 | Wonder 178

- Notice and wonder about chapter 1 of *The Birchbark House*.
- For Module Task 1, collect evidence to support the thesis.

L16 | Organize 190

- Summarize chapters 1 and 2 of *The Birchbark House*.
- For Module Task 1, use elaboration to develop evidence.

L17 | Organize 202

- Compare relationships in chapter 3 of *The Birchbark House*.
- For Module Task 1, explain the values that Chief Joseph shares in his “Lincoln Hall Speech.”

L18 | Reveal 212

- Examine the thoughts and actions of a character in *The Birchbark House*.
- For Module Task 1, revise writing to strengthen the transition between proof paragraphs.

L19 | Organize 222

- Summarize chapter 4 of *The Birchbark House*.
- For Module Task 2, develop a thesis.



L20 | Organize 234

- Summarize events from *The Birchbark House*.
- For Module Task 2, introduce relevant context.

L21 | Organize 246

- Summarize what is happening in chapter 8 of *The Birchbark House*.
- Write engaging hooks for an informative essay.

L22 | Reveal 256

- Determine the mood of a passage from *The Birchbark House*.
- For Module Task 2, write introductory and concluding paragraphs.

L23 | Distill 268

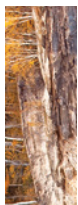
- Determine a theme in *The Birchbark House*.
- For Module Task 2, revise writing to strengthen the introductory and concluding paragraphs.

L24 | Know 280

- Reflect on knowledge gained from *The Birchbark House*.
- Notice and wonder about George Morrison's *Untitled*.

L25 | Know 292

- Build knowledge about Ojibwe culture from “Countries and Their Cultures: Ojibwe.”
- Describe George Morrison's *Untitled*.



Arc D | *The Birchbark House*

L26 | Organize 306

- Summarize events in *The Birchbark House*.
- Examine abstract perspective in *Untitled*.



L27 | Organize 318

- Identify an important event in *The Birchbark House*.
- Conclude what *Untitled* communicates about art and nature.

L28 | Reveal 330

- Examine the role of storytelling within *The Birchbark House*.
- Describe the knowledge gained from studying *Untitled*.

L29 | Organize 342

- Identify the actions of a character in *The Birchbark House*.
- For Module Task 3, use knowledge of the stories within *The Birchbark House* to develop a thesis.

L30 | Organize 354

- Analyze connections between illustrations and events in *The Birchbark House*.
- For Module Task 3, use elaboration to develop two pieces of evidence.

L31 | Reveal 364

- Analyze two versions of Omakakiins's story in *The Birchbark House*.
- For Module Task 3, draft the introductory paragraph.

L32 | Distill 376

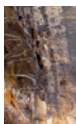
- Determine a theme in *The Birchbark House*.
- For Module Task 3, use knowledge of Omakakiins's family and culture to draft a response.

L33 | Know 388

- Express knowledge gained from *The Birchbark House*.
- For Module Task 3, revise writing to strengthen proof paragraph 2.

L34 | Reading Comprehension Assessment 2 398

- Demonstrate knowledge of Ojibwe culture and apply reading comprehension skills to a new text related to Ojibwe culture and how communities sustain their cultures.



L35 | Responsive Teaching 402

- Analyze relevant questions on Reading Comprehension Assessment 2.

Module Finale

L36 | Know 408

- Synthesize knowledge about sustaining cultures.
- For the End-of-Module Task, use *The Birchbark House* and an informational text to name two Ojibwe values for an essay.

L37 | Know 422

- For the End-of-Module Task, collect evidence of Ojibwe values from *The Birchbark House*.
- For the End-of-Module Task, draft elaboration to develop evidence that supports the points in the thesis.

L38 | Know 430

- For the End-of-Module Task, begin writing an informative essay.
- For the End-of-Module Task, write a response to the prompt.

L39 | Know 440

- For the End-of-Module Task, provide feedback to a peer.
- For the End-of-Module Task, use feedback from a peer to revise an informative essay.

L40 | Closing Bookend 448

- Share knowledge gained from the module about how communities sustain their cultures.
- Reflect on the module topic.

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ESSENTIAL QUESTION

How do communities sustain their cultures?



SUMMARY

Culture, the shared beliefs, traditions, language, and ways of life of a community are essential to the identity of any group of people. In *Handed Down*, students build knowledge of the cultures of two unique Native American tribes. Students learn the history of the Nez Perce (Nimiipuu) and the Ojibwe while building awareness of these communities as modern, sovereign nations. Throughout the module, students return to the Essential Question: How do communities sustain their cultures?

The module opens with a video of James (J. R.) Spencer's retelling of the Nez Perce creation story, "Coyote and the Monster," filmed in the Wallowa Valley. From the Heart of the Monster, a land mass near the Clearwater River, Spencer grounds the story in the valley's topography, demonstrating how the Nez Perce embed knowledge of landmarks, animals, and identity into stories of their homeland. In an accompanying interview, Spencer touches on the US government's 1855 treaty with the Nez Perce and nearby tribes. As a fourth-generation descendant of those who negotiated the treaty, Spencer acknowledges the tribe's tragic history, emphasizing Nez Perce's contemporary identity.

Students are introduced to Chief Joseph, a critical Nez Perce leader, as they read excerpts from the 1879 "Lincoln Hall Speech." Students analyze Chief Joseph's appeal for justice and for the return of his people to their homeland. Students build knowledge about the losses the Nez Perce experienced at the hands of the United States Army as they read an informational article about westward expansion and the forced removal of Native peoples from their homelands.



Finally, students read *The Birchbark House*, a celebrated historical fiction novel written by award-winning novelist Louise Erdrich, a member of the Turtle Mountain Band of Chippewa. *The Birchbark House* traces a year in the life of the novel's main character, seven-year-old Omakakiins (Little Frog), who lives with her family as part of an Ojibwe community living on an island in Lake Superior in 1847. Erdrich paints a detailed portrait of Ojibwe life in the 19th century as the community works together to sustain life amid the challenges of each season. Omakakiins's daily tasks, along with her close observations of the natural world, create the backdrop for the events that bring change to both Omakakiins and her family. The values of Omakakiins's Ojibwe community help her navigate her multiple roles of daughter, granddaughter, younger sister, older sister, and friend as she finds her place in the community and the world. Using rich language, detailed illustrations, and attention to historical detail and Native perspective, Erdrich creates a compelling portrait of a young Ojibwe girl living at a pivotal point in history. As students read this text, they also will read an informational article to build knowledge about Ojibwe culture.

During visual art instruction, students examine Fanny Palmer's *Across the Continent: "Westward the Course of Empire Takes Its Way."* Students explore the artist's use of one-point perspective and ideas about westward expansion represented in the print. Next, students encounter *In Mut Too Yah Lat Lat (Chief Joseph)*, Edward S. Curtis's portrait of Chief Joseph. This striking portrait presents students with the opportunity to learn more about Chief Joseph, a Nez Perce leader, while also considering the photographer's use of depth of field to create perspective for the viewer. Finally, students examine George Morrison's *Untitled*, an abstract wood relief. Morrison, an enrolled member of the Grand Portage Band of Chippewa, an Ojibwe tribe in Minnesota, used natural resources to create art, reflecting his connection to nature. Studying perspective in art and how artists depict their environments offers insight into how an individual's culture and personal identity affect the way they see the world.

During writing instruction, students use the Painted Essay® structure to write informative essays expressing their knowledge of Nez Perce and Ojibwe cultures, and how these Native nations have sustained their cultures. They learn to select and draft context for their introductory paragraphs, formulate a single-sentence thesis, and strengthen the transitions between their proof paragraphs. They also practice combining and expanding sentences by using prepositional phrases and conjunctions. At the end of the module, students craft informative essays explaining how *The Birchbark House* reflects Ojibwe values.

TEXTS

Books

Literary

- *The Birchbark House*, Louise Erdrich

Short Story

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

Art

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

Speech

- excerpt from “Lincoln Hall Speech,” Chief Joseph

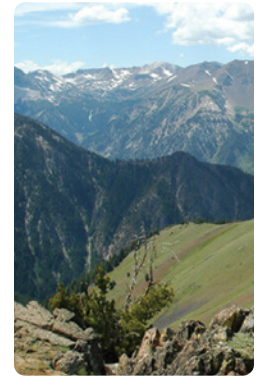


Articles

- excerpt from “Countries and Their Cultures: Ojibwe,” Lorie Roy
- “Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon,” Kayeloni Scott
- “A Surrender,” Audrey DeAngelis and Gina DeAngelis

Videos

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





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.



MATERIALS AND PREPARATION

- Module 1 World Knowledge Chart
- Module 1 ELA Knowledge Chart
- Module 1 Word Analysis Chart (digital platform)
- Module 1 Speaking and Listening Goal Tracker (digital platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all the materials used in the module, see the digital platform.



LEARNING GOALS

- Build knowledge about how communities sustain their cultures by reading literary and informational texts.
- Summarize texts about the Nez Perce and Ojibwe cultures and determine themes and central ideas.
- Explain how a novel's characters interact and respond to one another and the natural world.
- Write informative essays about Nez Perce and Ojibwe cultures and values by using evidence from literary and informational texts.
- Strengthen writing by using precise vocabulary to explain the topic and using transition words and phrases to connect ideas.
- Participate in discussions about how communities sustain their cultures, speaking at a rate others can understand, taking turns with others when speaking, and providing and elaborating on relevant textual evidence.



ASSESSMENTS

In every *Arts & Letters*™ module, students complete three types of formal assessments: module tasks, Listening Comprehension Assessments, and an End-of-Module Task. For the module tasks in this module, students practice writing introductory, proof, and concluding paragraphs for an informative essay. Each module task prepares students for the End-of-Module Task.

For additional information about assessments, including texts, rubrics, achievement descriptors, scoring guidance, and report analysis, see the Assessment Guide on the digital platform.

End-of-Module Task | Informative Writing

For the End-of-Module Task, students write an informative essay describing how Louise Erdrich shares Ojibwe cultural values through *The Birchbark House*. To plan their writing, students collect evidence from *The Birchbark House* on an evidence organizer and develop a thesis that names two cultural values. As they write their End-of-Module Task, students use topic-specific vocabulary, use commas after introductory words and phrases, italicize text titles, and spell grade-level-appropriate words correctly. Students strengthen their writing by participating in a peer review exercise and revising their work according to a checklist.

Summary of Assessments

Lesson 13 | Reading Comprehension Assessment 1

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy,

phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the first half of the module. The third section, Grow What You Know, assesses comprehension of a new text about how communities sustain their cultures. The fourth section, Self-Reflection, gives students an opportunity to evaluate their confidence about the assessment and identify challenges posed by the assessment text.

Lessons 16–18 | Module Task 1

Students write two proof paragraphs to complete an informative essay about the values that Chief Joseph shares in his “Lincoln Hall Speech.” Students use evidence from “Lincoln Hall Speech” to support the points from their thesis. They develop each piece of evidence with elaboration sentences.

Lessons 19–23 | Module Task 2

Students write an introductory and a concluding paragraph to complete an informative essay about how natural resources on Moniingwanekaaning-minis sustain Omakakiins and her family in *The Birchbark House*. Students use the provided proof paragraphs to develop an aligned thesis and relevant context and to write a conclusion that answers the *so what?* question.

Lessons 29–33 | Module Task 3

Students write the introductory paragraph, second proof paragraph, and concluding paragraph to complete an essay about the role that stories play in Omakakiins’s family. Students use the provided proof paragraph to develop a clear thesis with two points. Students use evidence from *The Birchbark House* to support their points in the second proof paragraph.

Lesson 34 | Reading Comprehension Assessment 2

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the second half of the module. The third section, Grow What You Know, assesses comprehension of a new text about how communities sustain their cultures. The fourth section, Self-Reflection, gives students an opportunity to evaluate their confidence about the assessment and identify challenges posed by the assessment text.

Lessons 36–39 | End-of-Module Task

Students write an essay to explain how Louise Erdrich shares Ojibwe cultural values through *The Birchbark House*.

ACHIEVEMENT DESCRIPTORS OVERVIEW

Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on instruction. ADs are written by using portions of various standards to form a clear, concise description of the work covered in each module. Grade-level ADs may appear in multiple modules.

Arts & Letters alignment to state standards is available on the digital platform.

The ADs are organized into five strands.

Each strand is composed of grade-level parent ADs. Some parent ADs are further divided into child ADs, and some child ADs are further broken down into grandchild ADs.

Each AD has a unique code, which indicates the strand, the AD number, and the grade to represent the parent AD. If applicable, the code may also include a capital letter to indicate a child AD and a lowercase letter to indicate a grandchild AD.

The example shows the relationship of parent, child, and grandchild ADs.

The first number in the code is the AD number, which corresponds to the list of Achievement Descriptor Numbers by Strand. The second number in the code is the grade-level number.

For a list of this module's Achievement Descriptors, see the appendix.

Achievement Descriptor Strands

MM Make Meaning from Texts

CP Compose and Present Content

BU Build Understanding

DF Develop Foundations

DM Develop Metacognition

Grade Level 5 Achievement Descriptor

CP.4.5.A.a

Parent

CP.4.5 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

Child

CP.4.5.A: Develop an introduction.

Grandchild

CP.4.5.A.a: Introduce a text or topic and an opinion clearly.

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

By engaging students in a variety of language- and text-based activities, module 1 lessons align with the following English Language Development (ELD) standards. *Arts & Letters Prologue™* lessons provide additional language support to develop 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
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

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

- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- 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
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

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

- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

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
- Evaluating the impact of key word choices in a text

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

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5.Argue.Interpretive: Multilingual learners will interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic

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 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

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.

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

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>

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

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



Lesson 1

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

In this opening Bookend lesson, students explore the module topic and the Essential Question. Students share what they know about cultures. They continue to engage with the module topic through an experience that the teacher chooses. Students may explore a culture, experience a community site, read a text about the culture of a Native nation, or engage in a teacher-created experience.

Learning Goals

- Share knowledge about cultures.
- Explore the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss Prior Knowledge
- **Engage:** Explore, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

culture (n.)

sustain (v.)

Materials and Preparation

- Knowledge Cards: *culture, sustain*
- Determine how to display the Essential Question. Students continue working with the Essential Question throughout the entire module.
- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question

1. Tell students that today they are starting a new module about how communities sustain their cultures.
2. Explain that when both you and the students read aloud the same text at the same time, they are Choral Reading. Practice this routine by displaying the Essential Question and cueing students to read aloud with you: How do communities sustain their cultures?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN **53 minutes**

Share | Discuss Prior Knowledge | **10 minutes**

1. Tell students that they will follow the instructional routine Think–Pair–Share to discuss what they already know about the module topic. 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 answer these questions:

 **When I say the word *sustain*, what do you think of?**

 **When I say the word *culture*, what do you think of?**

Language Support

To leverage students' home languages as resources to support learning, encourage students who share the same home language to discuss questions like this together, especially in preparation for larger class discussions.

2. Explain that students will use the terms *culture* and *sustain* repeatedly throughout the module. Introduce the vocabulary terms *culture* and *sustain* by displaying the Knowledge Cards. 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 invite a student to read aloud the definition.



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

Differentiation Support

If students struggle with syllable division, help them annotate the vowels and consonants and apply their knowledge of common syllable division patterns (e.g., cul-ture).

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.

3. Practice this routine with the terms *culture* and *sustain*.

Engage | Explore, Experience, or Read | 43 minutes

Choose an Explore, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Explore a Culture

1. Invite a guest speaker from a local Native nation to speak to your students about the nation's history, culture, and life today.

Teacher Note

To create an enriching experience that is respectful and sensitive to all participants, build relationships with members of Native nations and share the goals of the interview with the guest speaker:

- Build knowledge about the history of a local Native nation.
- Expand knowledge about the history of the community.
- Develop understanding of aspects of culture.
- Raise awareness of the role Native culture continues to play in the community.

If a guest speaker is not able to come to the class, consider interviewing them virtually or showing a recorded interview.

2. Facilitate the presentation by inviting the guest speaker to tell students about the history, culture, and present-day traditions of the Native nation and asking additional questions such as these:
 - Are you a member of a Native nation? If so, which one?
 - In what area do you live?
 - Do you speak a Native language? If so, what language(s) do you speak?
 - What Native traditions and ways of life do you and the members of your community practice today?
3. Invite students to ask the guest speaker additional questions about the history, culture, and present-day traditions of the Native nation.

Option 2 | Experience a Community Site

1. Take students to a local community center, museum, or historic site.
2. Before students explore the place, ask them to think about what they already know about the location and why it is important to the community.

3. As students explore the place, ask these questions:



What brings people to this place?



What items or physical features do you see?



What do people do here?



What does the community value? How do you know based on what you found in this place?

Option 3 | Read a Text

1. Read a volume of reading text about the culture of a Native nation.
2. Facilitate a discussion about students' experiences with the book.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—What did you learn about the culture of the guest speaker?
 - **Option 2**—What are the characteristics of a significant place in your community?
 - **Option 3**—How does the author describe the culture in the book?

2. Tell students that throughout the module they will continue to build knowledge about culture.

Teacher Note

Arts & Letters student and teacher materials feature borders, header images, and other carefully chosen visuals to align with each module's knowledge. Consult About the Images, located in the appendices, to learn more about how these elements connect to the module's knowledge. As students progress through the module, share related information about the images and encourage them to make connections to what they are learning.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.B

BU.4.5 Expression

DM Develop Metacognition

DM.3.5 Schema Building



Lesson 2

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students watch a storyteller narrate the Nez Perce traditional story “Coyote and the Monster” and share what they notice and wonder. Students then practice accurately reading an excerpt from “Coyote and the Monster.” During visual art instruction, students examine Fanny Palmer’s *Across the Continent*. They share what they notice and wonder about the work of art.

Learning Goals

Demonstrate accuracy when reading aloud an excerpt from “Coyote and the Monster.”

 **LEARNING TASK:** Read aloud an excerpt from “Coyote and the Monster” with accurate decoding.

Notice and wonder about *Across the Continent*.

 **LEARNING TASK:** Write at least two things you notice about *Across the Continent* and at least two related questions.

Vocabulary

fluency (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Notice and Wonder About “Coyote and the Monster”
- **Respond:** Practice Fluency
- **Observe:** Notice and Wonder About *Across the Continent*

LAND

Reflect on Learning

Materials

TEACHER

- “Coyote and the Monster” (digital platform)
- excerpt from “Coyote and the Monster” (digital platform)
- *Across the Continent* (digital platform)
- class Notice and Wonder Chart for “Coyote and the Monster” (*Learn book*)
- Fluency Reference Chart (Reference Charts appendix)
- class Notice and Wonder Chart for Work of Art 1 (*Learn book*)
- Module 1 World Knowledge Chart
- Module 1 ELA Knowledge Chart

STUDENTS

- excerpt from “Coyote and the Monster” (*Learn book*)
- Notice and Wonder Chart for “Coyote and the Monster” (*Learn book*)
- Fluency Practice for “Coyote and the Monster” (*Learn book*, Fluency)
- Notice and Wonder Chart for Work of Art 1 (*Learn book*)

Preparation

- Determine how to display the knowledge charts. Students continue working with these charts throughout the entire module.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for “Coyote and the Monster” (*Learn book*, Fluency) and focus on a fluency element or retelling.

LAUNCH 5 minutes**Read the Content Framing Question**

1. Display and Choral Read the Essential Question: How do communities sustain their cultures?
2. Explain that students start module 1 by building knowledge about the culture of the Nez Perce, or Nimiipuu, a Native nation.

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. *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.”

3. Explain that students will study a variety of texts throughout the year, including literary and informational texts, poetry, works of art, and multimedia. Introduce “Coyote and the Monster,” and tell students that it is a video of J. R. Spencer, a Nez Perce storyteller, narrating a traditional story.
4. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
5. Explain that during a Wonder lesson the class listens to or reads a text for the first time to spark their curiosity. Students share what they notice and wonder about the text. Tell students that in this lesson they will notice and wonder about the video of J. R. Spencer telling a story and about a work of art. They will also practice fluently reading a passage from “Coyote and the Monster.”

Teacher Note

Students explore a shorter text in arc A to provide more time to introduce the *Arts & Letters* Content Stages, fluency, and instructional routines. *Arts & Letters* lessons foster a classroom culture that builds knowledge, develops stamina for close and careful analysis of texts, and nurtures academic discourse and writing. Additionally, in this arc, students begin their yearlong exploration of visual art.

LEARN 50 minutes**Read** | Notice and Wonder About “Coyote and the Monster” | 20 minutes

1. Display the class Notice and Wonder Chart for “Coyote and the Monster,” and direct students to the page in their *Learn* book. Explain that students will use Notice and Wonder Charts throughout the module to write what they notice about a text and ask related questions. In this lesson, they will use the chart as they watch the video.
2. Direct attention to the Notice column. Think aloud to model how to notice something, using the title of the video. Add what you notice to the class Notice and Wonder Chart for “Coyote and the Monster.”
3. Play the portion of “Coyote and the Monster” from 0:00 to 3:49.
4. Pause the video at 3:49. Tell students that the storyteller has given context, or background, but has not started telling the story at this point.
5. Instruct students to write what they notice. Think aloud to model how to write a related question. Add the question to the Wonder column of the class chart.

Notice	Wonder

Sample Think Aloud

I see that the title includes two characters: a coyote and a monster. Under the Notice column, I will write this sentence: I notice that the title of the video includes a coyote and a monster.

Sample Think Aloud

I notice that the title includes a coyote and a monster. That makes me wonder if these characters are friends or enemies. In the Wonder column, I will write this sentence: Will Coyote and the monster be friends or enemies?

Teacher Note

The traditional Nez Perce clothing worn by J. R. Spencer in the video is meaningful to the Nez Perce culture.

- The split horn hat is typically worn by elite warriors.
- The symbol on his earrings is an ancient symbol of knowledge and a family symbol representing a whirlwind; it is believed that the ancestors are happy when the wind blows.
- The large necklace is made of clamshells, commonly referred to as *wampum* or *shell money*.
- The vest made of glass seed beads belonged to J. R. Spencer's grandfather.

6. Instruct students to write related questions in the Wonder column of the chart.
7. Invite a few students to share what they noticed and a related question. Add responses to the class chart.
8. Tell students that they will continue viewing “Coyote and the Monster.” Play the portion of the video from 3:50 to 8:01.
9. Pause the video at 8:01. Instruct students to write what they notice and wonder about “Coyote and the Monster” on their charts.
10. Play the rest of “Coyote and the Monster,” and instruct students to look and listen for what they notice and wonder.
11. Instruct students to add additional things they notice and related questions about “Coyote and the Monster” to their charts. Tell them to share the question they are most interested in answering with a partner.
12. Invite a few students to share what they notice and wonder about “Coyote and the Monster.” Add their responses to the class chart.

Teacher Note

As students share, listen for what they already know about the topic. Note students' prior knowledge to activate and incorporate into future discussions. Note misconceptions to correct in future instruction.

13. Tell students that they will view “Coyote and the Monster” again in the next lesson to better understand what is happening in the story.

Respond | Practice Fluency | 15 minutes

1. Tell students that they will now practice reading an excerpt from “Coyote and the Monster” with fluency. Explain that reading is a complex process that includes reading the words on the page and making meaning from those words.

2. Activate prior knowledge by asking this question:

 **What do you think the term *fluency* means?**

3. Display the Fluency Reference Chart, and direct attention to the term *fluency*. Read aloud the definition, or invite a student to read it aloud. Emphasize that when readers fluently read the words in a text, they can focus on understanding the text's meaning.
4. Explain that during the next several days, students will practice different elements of fluency with a short excerpt from “Coyote and the Monster.”

fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate	
accuracy	correctly decode the words
phrasing	group words into phrases, and pause for punctuation
expression	use voice to show feeling
rate	read at an appropriate speed

Definition

fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate

Teacher Note

Although “Coyote and the Monster” is a story told from oral tradition, the fluency practice passage follows standard punctuation to allow students to practice the elements of fluency.

5. Direct attention to the term *accuracy* on the Fluency Reference Chart. Tell students that in this lesson they will focus on reading accurately. Invite a few students to explain in their own words what it means to read with accuracy, and use their responses to reinforce that reading with accuracy means to correctly decode, or read, with few mistakes. Explain that accurate readers correct their own mistakes as they read.
6. Ask this question:

 **Why is it important to read with accuracy?**

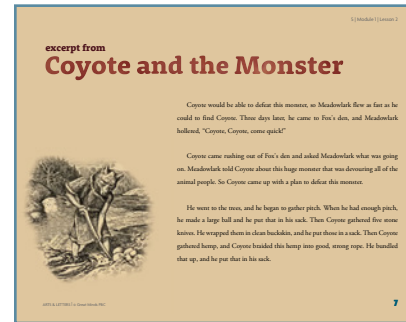
Key Ideas

- Reading words accurately ensures that readers understand what they have read.
- When readers can read words accurately, they can read automatically and effortlessly.

7. Display the excerpt from “Coyote and the Monster,” and direct students to the page in their *Learn* book. Tell students that they will practice reading the excerpt accurately. Instruct students to read the excerpt and put a box around any word that is challenging to decode.

Differentiation Support

Direct attention to the first line, and model how to put a box around a word that may be challenging for students to decode (e.g., *Meadowlark*). Demonstrate how to decode the word by using phonics knowledge.



8. Instruct students to listen to the excerpt read aloud and pay close attention to words that they put a box around. Read aloud the excerpt with attention to accuracy. Model making a mistake (e.g., pronouncing *enough* with the /g/ sound at the end instead of the /f/ sound) and quickly addressing it by rereading the word correctly. Ask these questions:

What did you notice about how I read the excerpt?

What did you notice about what I did when I made a mistake?

Tell students that all readers, even those who read accurately, sometimes make mistakes. Explain that paying close attention to what they are reading is one way to catch mistakes, and they can self-correct in the moment. Emphasize that it is possible, based on context in the poem, to know that the familiar word *enough* is more accurate than the guessed word /uh-nug/.

9. Tell students that they will practice reading with accuracy to a partner. Explain how students can provide feedback to their partner by following these steps:
- If you hear your partner read the word incorrectly (e.g., they say *coat* for *Coyote*), you can first ask them to pause, and then you can point to the word and say, "Can you figure out this word?"
 - If your partner does not know how to read the word, then say the word and ask your partner to repeat it.
 - After your partner has figured out or said the word, tell them to reread the sentence and to then continue reading the passage.

- 10. 🎯 Introduce the learning task.** Instruct students to read aloud the excerpt from “Coyote and the Monster” to a partner. Tell them to provide feedback to their partner, focusing on accuracy. Remind students to use context to quickly self-correct small mistakes in the moment.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who speak and read English fluently.

Analyze Student Progress

Monitor: Do students accurately decode challenging words (e.g., *Coyote*, *devouring*, *Meadowlark*) in the story?

Offer Immediate Support: If students need additional support reading with accuracy, Echo Read the excerpt and provide feedback focused on accuracy. Explain that when you read aloud and then students read aloud the same text after you, they are Echo Reading.

Plan Future Practice: Students practice reading with accuracy as part of their fluency follow-up work throughout the module.

- 11.** Remind students that reading with accuracy, or without errors, helps them better understand a text.

- 12.** Direct attention to Fluency Practice for “Coyote and the Monster.” Explain that students will continue to learn about the other elements of fluency and practice fluent reading outside of class, using this resource to keep track of their progress over time. Tell students that they will continue to strengthen their fluency by practicing passages from different texts throughout the year.

Fluency Practice
excerpt from “Coyote and the Monster”

1. Ask a friend or adult to listen to you read.
2. Read aloud the fluency passage three to five times.
3. Focus on the day's fluency element as you read.
4. Ask the listener to initial and comment below.

	Initials	Comments
Day 1 Accuracy		
Day 2 Phrasing		
Day 3 Expression		
Day 4 Rate		
Retelling		

Fluency Elements

- Accuracy:** Correctly decode the words.
- Phrasing:** Group words into phrases, and pause for punctuation.
- Expression:** Use voice to show feeling.
- Rate:** Read at an appropriate speed.

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Observe | Notice and Wonder About *Across the Continent* | 15 minutes

1. Tell students that they will continue to notice and wonder as they observe a work of art. Explain that making observations helps people understand and enjoy art, just like reading with curiosity helps readers understand and enjoy a story.

Teacher Notes

Fanny Palmer created the print *Across the Continent* for Currier and Ives, a printmaking organization that sold inexpensive colored prints in the 19th century. Because prints are easily reproduced, millions of copies of *Across the Continent* were sold in America at the time. Palmer's print helped Americans imagine the growing settlements in the American West. Palmer included symbolic details meant to encourage new settlers to move west. Smiling families, tidy buildings, and a prominent church and school make settlement look attractive and civilized, and the viewer's eye is drawn toward the horizon of wide-open possibilities.

To promote looking closely at the work of art, do not yet provide background information about it. Rather, encourage students to share and expand on what they initially notice and wonder. Students revisit this work of art during the next few lessons and learn more about its history.

2. Display the print *Across the Continent* without telling students the title or name of the artist. Instruct students to silently observe the work of art for at least two minutes.

Teacher Note

During visual art instruction, students develop skills to examine and analyze art, which help them build stamina for looking closely at works of art. For this reason, lessons include specific amounts of time for examining works of art. The time for looking closely increases across modules and levels.

3. Display the class Notice and Wonder Chart for Work of Art 1. Ask this question:



What do you notice in this work of art?

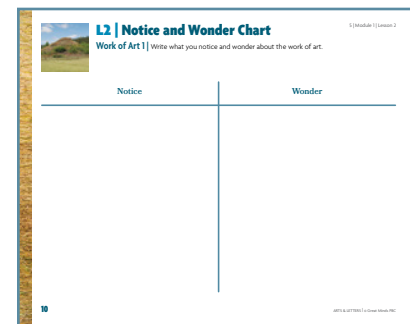
Differentiation Support

To help students notice different parts of the image, ask questions such as these:

- What do you first see when you look at the whole image?
- What do you notice at the top of the image?
- What do you notice at the bottom of the image?

Add a few responses to the class chart.

4.  **Introduce the learning task.** Direct students to the Notice and Wonder Chart for Work of Art 1, located in the *Learn* book. Instruct students to silently examine the work of art again for at least 30 seconds. Tell them to write at least two things they notice about the work of art and at least two related questions about the work of art on their charts.



Analyze Student Progress

Monitor: Do students write at least two things they notice about *Across the Continent* and at least two related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, prompt them to focus on a specific part of the work of art (e.g., the bottom), and ask questions such as these: What do you notice here? What does this make you wonder?

Plan Future Practice: Students practice noticing and asking questions about *In Mut Too Yah Lat Lat* (Chief Joseph) in lesson 10.

5. Invite a few students to share what they noticed and related questions. Add their responses to the class Notice and Wonder Chart.

- Tell students that they will continue studying the work of art in the next lesson.

Teacher Note

Students revisit this work of art during the next few lessons. The title of the work of art will be revealed in lesson 3.

LAND 5 minutes

Reflect on Learning

- Direct attention to both knowledge charts, and read aloud each chart title. Explain that knowledge of the world is knowledge students gain from texts in the module. Explain that knowledge of ELA is knowledge students gain as they learn reading, writing, and speaking skills. Writing statements about new learning helps people remember and track the knowledge they gain.
- Facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

What did you learn today?

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Coyote and the Monster” and the work of art?
- What did you learn to do?

- Add a few student-generated knowledge statements to the charts. Place statements about key ideas from the lesson and information from the texts on the World Knowledge Chart, and place statements about language arts on the ELA Knowledge Chart.

World Knowledge

ELA Knowledge

Teacher Note

Adding all students' knowledge statements to the charts is not necessary. Encourage all students to share their knowledge statements, and then choose a few to add to the charts. Write statements in a clear, simple way, as students will practice expanding and combining sentences in future lessons. We do not include a prescribed list of student knowledge statements because the discussion should flow organically and the statements should represent the authentic learning of each class. As needed, ask follow-up questions to guide students toward key ideas from the lesson, world knowledge from the texts, or ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b, MM.12.5.C.c

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.B

BU.3.5 Conversation and Collaboration: BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DF.5.5 Fluency: DF.5.5.A, DF.5.5.B, DF.5.5.C

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.A

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 3

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students practice reading an excerpt from “Coyote and the Monster” fluently with a focus on phrasing. Then they view “Coyote and the Monster” and identify story elements to describe what is happening in the story. During visual art instruction, students look closely at how *Across the Continent* is organized. They examine the foreground and background to describe the setting of the work of art.

Learning Goals

Read “Coyote and the Monster” with appropriate phrasing.

 **LEARNING TASK:** Read aloud an excerpt from “Coyote and the Monster,” grouping words into phrases and pausing for punctuation.

Describe *Across the Continent*.

 **LEARNING TASK:** Describe the setting in *Across the Continent*.

Vocabulary

devour (v.)

oral tradition

tradition (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Coyote and the Monster” with Phrasing
- **Respond:** Summarize “Coyote and the Monster”
- **Observe:** Describe *Across the Continent*

LAND

Reflect on Learning

Materials

TEACHER

- excerpt from “Coyote and the Monster” (digital platform)
- “Coyote and the Monster” (digital platform)
- *Across the Continent* (digital platform)
- Fluency Reference Chart (Reference Charts appendix)
- Knowledge Card: *tradition*

STUDENTS

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

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for “Coyote and the Monster” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display and Choral Read the Content Framing Question: What is happening in this text?
2. Explain that during an Organize lesson the class revisits sections of a text and identifies what is happening to gain a basic understanding of the story. Tell students that in this lesson they will first practice reading an excerpt from “Coyote and the Monster” fluently. Then they will view “Coyote and the Monster” to better understand what is happening in the story.

LEARN 53 minutes

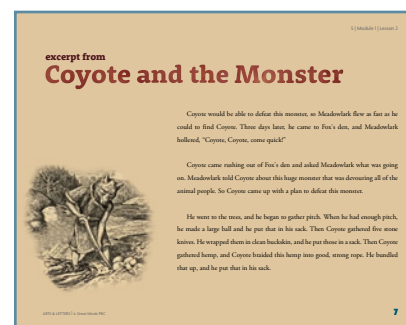
Read | Read “Coyote and the Monster” with Phrasing | 13 minutes

1. Display the Fluency Reference Chart, and remind students of the definition of *fluency*.
2. Direct attention to the term *phrasing*. Tell students that *phrasing* means “reading by grouping words into meaningful phrases and pausing for punctuation.” Emphasize that reading with phrasing sounds more conversational because the reader groups words and phrases together instead of reading one word at a time.
3. Display the excerpt from “Coyote and the Monster,” and direct students to the page in their *Learn* book. Tell students that you will read the first two sentences of the excerpt aloud. Instruct students to follow along and annotate pauses with one slash mark (/) to indicate where they hear a short pause and two slash marks (//) to indicate where they hear a longer pause.

Teacher Notes

Annotation is a core practice in *Arts & Letters*. As students annotate texts throughout module 1, introduce a constant annotation system. Use your own system, or see Implementation Resources for suggestions.

Display the annotation symbols for students’ reference.



4. Model how to read the passage with appropriate phrasing. Read aloud the first two sentences, pausing briefly after commas and between meaningful phrases (e.g., after “as fast as he could”) and longer after periods and exclamation marks.
5. Think aloud to model how to annotate appropriate phrasing in the first sentence.
6. Ask this question:

 **Where else did I pause while reading aloud?**

Reinforce the correct responses:

- “to find Coyote”
 - “Three days later”
 - “he came to Fox’s den”
 - “and Meadowlark hollered”
 - “Coyote, Coyote, come quick!”
7. Instruct students to annotate the text from “Coyote came rushing” to “defeat this monster,” showing where they would pause to group words into meaningful phrases.

Language Support

Echo Read the sentences as needed, emphasizing short pauses between meaningful phrases and after commas and longer pauses at the end of sentences.

8. Invite a few students to read aloud their annotated sentences with an emphasis on phrasing. Use responses to reinforce where students paused appropriately for phrasing.
9. Instruct students to annotate the rest of the excerpt.

Sample Think Aloud

When I read this sentence, I think about how I would say it aloud. I would pause briefly after “Coyote would be able to defeat this monster” because it’s a full thought with a comma. Next, I would group phrases together and pause briefly after “so Meadowlark flew” and after “as fast as he could” because “as fast as he could” is a separate phrase describing how Meadowlark flew. I would then give a longer pause at the end of the sentence.

10.  **Introduce the learning task.** Instruct students to take turns reading aloud the excerpt to a partner and providing feedback about phrasing.

Teacher Note

In the remaining lessons in arc A, students complete the fluency-related learning task in the Read section. Consequently, Analyze Student Progress is also in the Read section. In subsequent arcs, learning tasks require students to respond to what they read, so Analyze Student Progress appears in the Respond section.

Analyze Student Progress

Monitor: Do students read with pauses after meaningful phrases and punctuation?

Offer Immediate Support: If students need additional support reading with appropriate phrasing, Echo Read the excerpt and provide feedback about phrasing.

Plan Future Practice: Students practice reading with appropriate phrasing as part of their fluency follow-up work throughout the module.

11. Emphasize that reading with phrasing helps readers better understand the meaning of the text. Tell students that they will continue to practice fluently reading this excerpt in the next lesson.

Respond | Summarize “Coyote and the Monster” | 25 minutes

1. Tell students that they will view a portion of the video again to better understand what is happening in this story.
2. Remind students that the first few minutes of the video provide context, or background information, about the role of stories and storytelling in the Nez Perce culture. Explain that the telling of these stories is part of Nez Perce tradition.
3. Introduce the vocabulary term *tradition* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

tradition (n.): a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc. for a long time

4. Explain that traditions take on many forms. Introduce the vocabulary term *oral tradition* by displaying the term, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.

Instruct students to work with a partner to infer the term's meaning, using what they know about the terms *oral* and *tradition*. Invite a few students to share. As students share, reinforce the correct definition.

5. Tell students that they will view the part of the video in which J. R. Spencer begins to tell the story “Coyote and the Monster.” Direct students to the Story Map for “Coyote and the Monster,” located in the *Learn* book. Explain to students that a story map is a place to write notes about story elements, such as the characters, setting, problem, and resolution.

Language Support

Based on your students' needs, share definitions of *character*, *setting*, *problem*, and *resolution*.

6. Instruct students to listen for information to complete the Characters, Setting, and Problem sections of the story map. Play “Coyote and the Monster” from 3:50 to 8:01.
7. Pause the video at 8:01. Instruct students to write the details in the Characters, Setting, and Problem boxes on their story maps.

Differentiation Support

To help students focus on the problem, ask these questions:

- What does Meadowlark tell Coyote about the problem?
- What are Coyote and Meadowlark trying to solve or fix?

Teacher Note

Clarify for students that J. R. Spencer says “animal people” because at this point in the story people do not exist, but the animals walk on their hind legs and speak like people.

Definition

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

8. Invite a few students to share the characters, setting, and problem.

Reinforce the correct responses:

- **characters**—Coyote, the monster, Meadowlark
- **setting**—a prairie, a valley, springtime
- **problem**—monster devouring the animal people

9. Introduce the vocabulary term *devour* by displaying the term and definitions. Engage students in Vocabulary Exploration. Ask this question:

 **Why is *devour* a better word than *eat* in this story?**

Reinforce the correct response: *Devour* is more descriptive than *eat*. It tells how quickly and frantically the monster ate the animals, and it shows the urgency and seriousness of the problem.

10. Direct attention to the Resolution box on the story map. Explain that in level 4 students learned that the resolution is the point in the story when the main problem has been solved. In more complex stories, the resolution can include information beyond the solution to the problem.
11. Instruct students to listen for information about the resolution of the story, including the solution to the problem and what happens after the problem is solved. Play the rest of “Coyote and the Monster.”

Teacher Note

The large, dark mound of earth in the video is known as the Heart of the Monster. It is a landmark within the Nez Perce National Historical Park in Idaho that signifies the location of the events in “Coyote and the Monster.”

12. Ask this question:

 **How is the problem solved?**

Reinforce the correct response: Coyote saves the animals and defeats the monster by tearing out his heart. Instruct students to add this response to the Resolution box on the story map.

Definitions

devour (v.):

1. to quickly eat all of something, especially in a way that shows that you are very hungry
2. to destroy something completely

13. Ask this question:



What do listeners learn after the problem is solved?

Key Ideas

- Coyote uses parts of the monster to create the first people.
- Coyote creates the Heart of the Monster landmark to mark the home of the Nez Perce.

14. Tell students to add these responses to the Resolution box.

15. Instruct students to use the details in the boxes on their story maps to orally rehearse a summary of “Coyote and the Monster” with a partner. Listen for students to include accurate, text-based responses in their summaries.

16. Instruct students to write their summaries in the Summary box on the story map.

17. Tell students that in the next lesson they will closely examine the story’s structure.

Observe | Describe Across the Continent | 15 minutes

- 1.** Remind students that they can determine what is happening in a work of art by describing both the story told by the images and the artist’s use of elements such as color, shape, and line.

Teacher Note

Describing a work of art’s visual organization is a key component of art analysis. Encourage students to provide evidence from the work to support their thinking, just as they would use textual evidence when responding to questions about a story.

2. Display the print *Across the Continent* without telling students the title or artist's name. Tell students to silently observe the work of art for at least 30 seconds by paying close attention to the setting. Prompt students to describe the setting.

Differentiation Support

To help students focus on the elements of the setting, ask these questions:

- Where does the scene in this work of art take place?
- When does the scene in this work of art take place?

Key Ideas

- **where:** a town with people, a school, houses, and a railroad
- **where:** unsettled wilderness with mountains, trees, and a river
- **when:** daytime; in the past; when people used trains, horses, and wagons instead of cars

3. Ask this question:



What are the foreground and background of a work of art?

Reinforce the correct responses:

- **foreground**—in a work of art, the area that appears to be closest to the viewer
- **background**—in a work of art, the area that appears to be farthest away from the viewer

Teacher Note

Students who studied previous levels of *Arts & Letters* will have used these terms before. If students are new to *Arts & Letters*, consider using the Vocabulary Exploration routine to share definitions with students.

4. Instruct students to Think–Pair–Share to answer this question:

 **What colors, shapes, and lines do you see in the background?**

Key Ideas

- **colors:** light, pastel colors, such as greens, blues, and white
- **shapes:** organic shapes, such as the river and mountains
- **lines:** lines from the train tracks and river leading the eye to the background

Teacher Note

When discussing works of art, try to use well-known art terms (e.g., *color*, *line*, *shape*) and encourage students to use these terms too. Instead of pausing discussion to correct students' usage, model how to speak by using appropriate art terms when you ask questions and reinforce responses.

5. Instruct students to Think–Pair–Share to answer this question:

 **What colors, shapes, and lines do you see in the foreground?**

Key Ideas

- **colors:** brighter and darker colors, such as red, green, and yellow
- **shapes:** organic shapes, such as people busy farming, building things, and going to school; geometric shapes such as square buildings
- **lines:** straighter lines, such as the railroad track and the shapes of the buildings

6. Ask this question:

 **Based on your understanding of foreground and background, how would you define *middle ground*?**

Reinforce the correct response: the area that appears to be between the areas closest to the viewer and those farthest away.

7. Ask these questions:



What is in the middle ground in this work of art?



Are there objects, shapes, or lines that connect the foreground and background through the middle ground?

Key Ideas

- **middle ground:** The middle ground includes some empty land, tents, and a few houses.
- **connection:** The middle ground is a mix of things from the foreground and background.
- **connection:** The trail on the left and the train tracks in the middle connect the foreground to the background.

8.  **Introduce the learning task.** Direct students to their journals. Instruct them to write at least three sentences describing the setting in *Across the Continent*. Tell them to use the terms *foreground*, *middle ground*, and *background* in their responses.

Analyze Student Progress

Monitor: Do students describe the people in the foreground who are building a town and the train track that seems to disappear into the background?

Offer Immediate Support: If students need additional support describing what is happening, direct them to the foreground, and instruct them to describe what the scene looks like.

Plan Future Practice: Students practice describing what is happening in *In Mut Too Yah Lat Lat* (Chief Joseph) in lesson 10.

9. Invite a few students to share their descriptions. Encourage them to use evidence from the work of art to support their thinking.

Teacher Note

Key ideas are mentioned in previous steps. Look for a synthesis of those ideas in student descriptions.

- 10.** Tell students that the title of the work of art is *Across the Continent: “Westward the Course of Empire Takes Its Way.”* It was created by an artist named Frances Flora Bond Palmer in 1868 and is similar in size to a poster. Explain that the work of art is not a painting but a kind of print called a lithograph. These prints were inexpensive, and people would put them up in their homes. When an artist makes a print, they design and create the first copy with the intention that many reproductions will be made and sold.
- 11.** Tell students that they will continue to examine the print in the next lesson.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Notes

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about resolutions to stories?
- What did you learn from “Coyote and the Monster” and *Across the Continent*?
- What did you learn to do?

Adding to knowledge charts is a concrete way for students to self-assess how their learning has progressed. Students reflect on their growing knowledge of the module topic and their own development as readers and writers. This reflection helps students identify what they may need to learn more about, including topic- and text-related knowledge and ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.A, MM.3.5.C

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.c, MM.5.5.B, MM.5.5.B.a, MM.5.5.C

MM.7.5 Structure: MM.7.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b, MM.12.5.C.c

CP Compose and Present Content

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B

BU.3.5 Conversation and Collaboration: BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DF.5.5 Fluency: DF.5.5.A, DF.5.5.B

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 4

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Reveal:** What does a deeper look at structure reveal?

OVERVIEW

Preview

In this Reveal lesson, students practice reading “Coyote and the Monster” with expression to enhance the text’s meaning. Students examine the structure of the story to understand the purpose of patterns in oral tradition. During visual art instruction, students examine the artist’s use of perspective, including an examination of the horizon line and vanishing point in *Across the Continent*. Students study these elements to describe how the artist creates the illusion of a vast setting.

P A Prologue to lesson 4 is available for students who need additional support.

Learning Goals

Read “Coyote and the Monster” with appropriate expression.

LEARNING TASK: Read aloud “Coyote and the Monster,” using expression to reflect the text’s meaning.

Examine the artist’s use of one-point perspective in *Across the Continent*.

LEARNING TASK: Describe how the artist uses one-point perspective to create the setting in *Across the Continent*.

Vocabulary

horizon line

one-point perspective

perspective (n.)

value (n.)

value (v.)

vanishing point

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Coyote and the Monster” with Expression
- **Respond:** Examine the Structure of “Coyote and the Monster”
- **Observe:** Examine Perspective in *Across the Continent*

LAND

Reflect on Learning

Materials

TEACHER

- “Coyote and the Monster” (digital platform)
- excerpt from “Coyote and the Monster” (digital platform)
- *Across the Continent* (digital platform)
- Fluency Reference Chart (Reference Charts appendix)
- Knowledge Card: *value*

STUDENTS

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

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for “Coyote and the Monster” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display and Choral Read the Content Framing Question: What does a deeper look at structure reveal?
2. Explain that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will practice reading an excerpt from “Coyote and the Monster” with expression. Then they will view “Coyote and the Monster” to look closely at the structure of the story.

LEARN 53 minutes

Read | Read “Coyote and the Monster” with Expression | 15 minutes

1. Display the Fluency Reference Chart, and ask this question:



Why are phrasing and accuracy important when reading a text?

Key Ideas

- Phrasing helps a reader group the text in a meaningful way.
- Accuracy ensures that a reader is reading the words correctly.
- They both help a reader make sense of the text as they read.

2. Tell students that they will practice expression, another important element of fluency. Ask this question:



What is one way you use your voice to express emotion when sharing exciting news with a friend?

Key Ideas

- voice gets louder
- speak faster
- voice gets higher

3. Direct attention to the word *expression* on the Fluency Reference Chart. Emphasize that reading with expression is the ability to use one's voice to show feeling and reflect the text's meaning. Tell students that they will view part of "Coyote and the Monster" and listen to J. R. Spencer's expression as he tells the story.
4. Play the video from 3:50 to 4:35. Ask this question:

 **How does J. R. Spencer use expression to show feeling and convey meaning as he tells the story?**

Key Ideas

- He says "a huge monster" a little louder.
- When he says "so large," he slows down to emphasize how large the monster is.
- He emphasizes the words "great power" when he talks about Coyote.

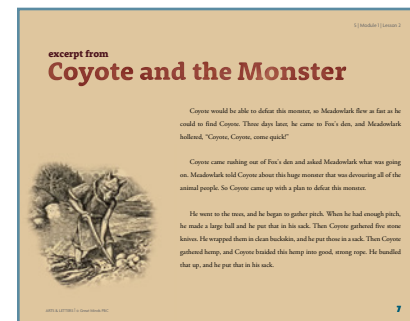
Use responses to emphasize that J. R. Spencer changes the volume and tone of his voice to indicate how large and powerful the monster is and how scared Meadowlark seems.

5. Display the excerpt from "Coyote and the Monster," and direct students to the page in their *Learn* book. Instruct students to read the portion of the passage from "Coyote came rushing" to "the animal people."
6. Ask this question:

 **What is happening in these sentences?**

Reinforce the correct response: Coyote rushes to ask Meadowlark what is happening, and Meadowlark tells Coyote that the monster is eating the animal people.

7. Tell students that this passage has a sense of urgency, which means that something is very important and needs to be handled quickly. Instruct students to annotate the sentences to show how they might convey a sense of urgency when reading with expression.



8. Invite a few students to read the sentences aloud to the class with expression. Provide them with feedback on where they conveyed a sense of urgency, by reading faster or louder, and on where they could read with more expression.
9. Instruct students to annotate additional words or phrases to emphasize as they read with expression.
10.  **Introduce the learning task.** Instruct students to take turns reading aloud the excerpt from “Coyote and the Monster” to a partner and providing feedback about expression.

Analyze Student Progress

Monitor: Do students emphasize words and phrases (e.g., “as fast as he could,” “huge”) as they read?

Offer Immediate Support: If students need additional support reading with expression, Echo Read the fluency passage and provide feedback on how students can use their voice to show feeling.

Plan Future Practice: Students practice reading with appropriate expression as part of their fluency follow-up work throughout the module.

11. Remind students that a fluent reader uses their voice to show feeling and to bring out the meaning of the text, but reading with expression has another purpose. Explain that storytellers such as J. R. Spencer use expression to gain and keep the interest of their listeners. Tell students that they will practice reading this passage fluently in the next lesson.

Respond | Examine the Structure of “Coyote and the Monster” | 23 minutes

1. Tell students that J. R. Spencer explains the Nez Perce oral tradition in the introduction of the video. Display the term *oral tradition*. Remind students that *oral tradition* refers to the stories, knowledge, beliefs, and values that a group of people passes down to future generations by sharing stories aloud.

2. Reinforce that one purpose of oral tradition is to share cultural values. Introduce the term *value* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
3. Instruct students to share details about Nez Perce oral tradition that they remember hearing from the video.



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

Key Ideas

- Stories are told to children at certain times of the year.
 - Stories are repeated to teach important lessons about culture, values, and the environment.
4. Tell students that they will watch “Coyote and the Monster” again and pay attention to how the storyteller structures events in the story.

Language Support

Remind students that *structure* as a verb means “to arrange or organize something in a particular way.”

5. Form five groups. Explain that each group will answer one question in their journals as they watch “Coyote and the Monster.” Display the questions listed below. Assign one question to each group.
 - Who goes to get Coyote, and how long does it take?
 - What tools does Coyote gather as he prepares to defeat the monster?
 - How does Coyote provoke the monster to make him angry?
 - What animals create difficulties for Coyote as he attempts his plan?
 - What parts of the monster does Coyote use after defeating him?
6. Play “Coyote and the Monster” from 3:50 to the end of the video.

7. Instruct students to discuss the answer to their assigned question within their groups. Invite each group to share the answer to their question, and display responses.

Reinforce the correct responses:

- **who and how long**—Meadowlark, three days
- **tools**—pitch, knives, and hemp
- **how Coyote provokes the monster**—yells at the monster twice, and then sings songs to tease the monster
- **animals that create difficulties for Coyote**—Rattlesnake, Grizzly Bear, and Muskrat
- **parts of the monster**—his legs, head, and heart

8. Ask this question:



What similarities, or patterns, do you notice in the answers to the questions?

Differentiation Support

To make the question more specific, ask these questions:

- What similarities do you notice between the tools Coyote gathers and the animals that create difficulties for Coyote?
 - What do you notice about the number of times Coyote does or says something?
9. Use responses to emphasize that a pattern of three exists throughout the story: The storyteller repeats something similar three times, or three items are present.

- 10.** Explain that stories and speeches often follow a rule of three in which characters, situations, or ideas are included in groups of three. Many children’s stories that were handed down through oral tradition follow this structure, and some written stories today use this pattern. Invite students to share other stories that they have read or heard that have a pattern of three.

Key Ideas

- *Goldilocks and the Three Bears*
- *The Three Little Pigs*
- *The Three Billy Goats Gruff*

- 11.** Facilitate a brief discussion of this question:



Why do you think storytellers use a pattern of three when telling a story aloud?

Key Ideas

- A recognizable pattern helps listeners follow the story.
- Structures with repetition help listeners remember the story.

- 12.** Direct students to their journals. Instruct them to write a brief response to this question:



Why does J. R. Spencer use the rule of three to tell “Coyote and the Monster”?

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

Key Ideas

- The pattern makes it easier for children to follow along with the story.
- Children are more likely to remember the lessons and values communicated in the story.
- Nez Perce children would remember the story to pass it on to future generations.

- 14.** Tell students that in the next lesson they will discuss the importance of this story to the Nez Perce.

Observe | Examine Perspective in *Across the Continent* | 15 minutes

1. Tell students that they will now take a closer look at the work of art by examining the choices that the artist, Fanny Palmer, made to create the illusion of depth with one-point perspective. Display and Choral Read a second Content Framing Question: What does a deeper look at one-point perspective reveal?

Teacher Note

In the Reveal stage of visual art instruction, students move beyond a literal understanding of the work of art. They consider the artist's creative choices and how these choices affect the work as a whole.

2. Display *Across the Continent*. Ask these questions:



What is closest to the viewer?



What is farthest away?



How do you know?

Key Ideas

- **closest:** The train, the people on the hill, and the buildings are closest.
 - **farthest away:** The mountains, the sky, and some of the covered wagons are farthest away.
 - **how to know:** The buildings and the people on the hill are larger, and the mountains and some of the covered wagons are smaller.
3. Remind students that they are looking at a two-dimensional, or flat, image, yet the artist has used techniques to make it appear as though some things are closer and some things are farther away. The overall technique for making something two-dimensional look like it has depth is called *perspective*. Introduce the vocabulary term *perspective* by displaying the term and definition. Engage students in Vocabulary Exploration.
 4. Tell students that Fanny Palmer used a special approach to create perspective for this work of art. Explain that to do so, she created a horizon line and a vanishing point.

Definition

perspective (n.): the technique an artist uses to realistically depict three-dimensional space on a two-dimensional surface; how an artist gives the idea of space and depth even on a flat surface

5. Instruct students to find the horizontal line where the land meets the sky. This is the horizon, and it is called the horizon line in art. Introduce the vocabulary term *horizon line* by displaying the term and definition. Engage students in Vocabulary Exploration.
6. Instruct students to look closely to find the diagonal lines that travel from the foreground to the horizon. Ask these questions:

... **What diagonal lines meet the horizon?**

... **Where do the diagonal lines meet?**

Reinforce the correct responses: The railroad tracks are strong diagonal lines that meet in the background at a single point on the horizon.

7. Tell students that the point where these lines meet is called the vanishing point. Remind students that the horizon line is the farthest into the distance that our eyes can see, and things get smaller the closer they get to the horizon.
8. Introduce the vocabulary term *vanishing point* by displaying the term. Ask this question:

... **Why might the point where these lines seem to meet be called a vanishing point?**

Reinforce the correct response: The vanishing point is where things are so far in the distance that they seem to disappear or vanish. Display the definition of *vanishing point*. Engage students in Vocabulary Exploration.

Teacher Note

Trace the lines of the railroad tracks to the vanishing point to show students that the lines form a triangle with a base in the foreground.

9. Tell students that this print is an example of one-point perspective. Introduce the vocabulary term *one-point perspective* by displaying the term and definition. Engage students in Vocabulary Exploration.

Differentiation Challenge

To encourage further exploration, challenge students to explain how the definitions for both *perspective* and *one-point perspective* are connected to the Latin root *spec*, which means “to look at.”

Definition

horizon line: in a work of art, the horizontal line where the ground or sea appears to meet the sky

Definition

vanishing point: the point on the depicted horizon line where receding parallel lines seem to meet

Definition

one-point perspective: an artistic method that shows objects appearing to get smaller the closer they are to the single vanishing point on the horizon line

10. Instruct students to Think–Pair–Share to answer this question:

 **How does Palmer’s use of one-point perspective move your eyes across the work of art?**

Key Ideas

- from the foreground to the vanishing point in the background
- from the vanishing point in the background forward into the foreground

Teacher Note

While no single correct answer to the question exists, most students will note that their eyes are drawn vertically because of Palmer’s use of one-point perspective.

11.  **Introduce the learning task.** Tell students that they will follow the instructional routine Jot–Pair–Share to respond to a question. Explain that this routine has three parts. First, students jot in their journals a short answer to the question. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **What does the artist’s use of one-point perspective help you see about the setting?**

Analyze Student Progress

Monitor: Do students identify how one-point perspective makes the setting seem vast and endless?

Offer Immediate Support: If students need additional support identifying how one-point perspective creates the illusion of space, ask how the settings at the vanishing point and in the foreground are different.

Plan Future Practice: Students practice examining a specific aspect in *In Mut Too Yah Lat Lat (Chief Joseph)* in lesson 11.

12. Reinforce key ideas.**Key Ideas**

- The background seems to go on forever toward the vanishing point.
- A change in the setting takes place from the cluttered and busy foreground to the wide, empty background.
- The railroad seems to continue out of the viewer's sight.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about oral tradition?
- What did you learn from “Coyote and the Monster” and *Across the Continent*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.C

MM.7.5 Structure: MM.7.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b, MM.12.5.C.c

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A

BU.3.5 Conversation and Collaboration: BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DF.5.5 Fluency: DF.5.5.A, DF.5.5.B

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 5

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students practice reading at an appropriate rate when they read aloud “Coyote and the Monster.” Students revisit “Coyote and the Monster” to examine and discuss the lessons that the Nez Perce learn from the story. During visual art instruction, students determine possible ideas that *Across the Continent* communicates about westward expansion. Students write about one of these important ideas.

P A Prologue to lesson 5 is available for students who need additional support.

Learning Goals

Fluently read “Coyote and the Monster” at an appropriate rate.

LEARNING TASK: Read aloud “Coyote and the Monster” with a focus on all fluency elements.

Conclude what *Across the Continent* communicates about westward expansion.

LEARNING TASK: Identify a central idea that *Across the Continent* communicates about westward expansion.

Vocabulary

empire (n.)

generation (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Practice Reading Aloud Fluently
- **Respond:** Discuss a Central Idea
- **Observe:** Interpret the Meaning of *Across the Continent*

LAND

Reflect on Learning

Materials

TEACHER

- excerpt from “Coyote and the Monster” (digital platform)
- “Coyote and the Monster” (digital platform)
- *Across the Continent* (digital platform)
- Fluency Reference Chart (Reference Charts appendix)
- Knowledge Card: *generation*

STUDENTS

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

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for “Coyote and the Monster” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display and Choral Read the Content Framing Question: What is a central idea in this text?
2. Explain that during a Distill lesson the class puts together what they learned from different parts of the text. The class uses the evidence they gathered from the text to discuss a central idea. Tell students that in this lesson they will revisit “Coyote and the Monster” to discuss a central idea.

LEARN 53 minutes

Read | Practice Reading Aloud Fluently | 12 minutes

1. Display the Fluency Reference Chart, and tell students that they will focus on another element of fluency: rate. Direct attention to the word *rate* in the definition of *fluency* on the chart. Explain that reading at an appropriate rate means reading at an appropriate speed.
2. Ask this question:



What happens if a reader reads too fast or too slow?

Key Ideas

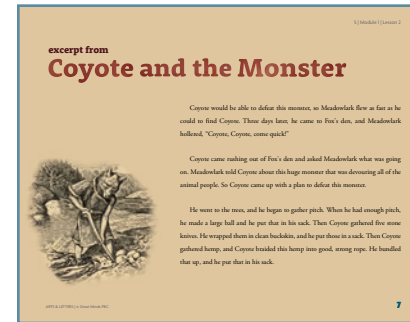
- **too fast:** It is difficult for the reader and listeners to understand what is being read.
- **too slow:** It is hard for the reader and listeners to comprehend and follow along.
- **too slow:** It is hard for listeners to stay focused and engaged with what is being read.

3. Display the excerpt from “Coyote and the Monster,” and direct students to the page in their *Learn* book. Invite a few students to read aloud the first paragraph at a rate that others will understand.

Teacher Note

Remind students that using phrasing and expression will help them read at an appropriate rate.

4. Invite students to share feedback about whether the reader is reading too fast or too slow. Provide additional feedback on how students can improve their rate.
5.  **Introduce the learning task.** Instruct students to take turns reading the passage fluently to a partner, practicing all of the elements of fluency, including rate. Tell partners to provide feedback on the elements of fluency.



Language Support

If you have access to digital recording tools, have students record and listen to themselves reading to hear and self-assess their own oral fluency. Save their recordings so that students can compare their oral fluency progress at different points throughout the year.

Analyze Student Progress

Monitor: Do students read words accurately, with expression and phrasing, and at an appropriate rate?

Offer Immediate Support: If students need additional support reading with fluency, Echo Read the passage to model fluent reading, and provide feedback on accuracy, expression, phrasing, and rate.

Plan Future Practice: Students practice reading aloud fluently as part of their fluency follow-up throughout the module.

6. Emphasize that fluent readers read at a rate that shows their understanding of the text and that supports the listeners' understanding of the text. Tell students that they will practice performing the passage with all fluency elements in the next lesson.

Respond | Discuss a Central Idea | 26 minutes

1. Remind students that in the previous lesson they looked at how the rule of three in “Coyote and the Monster” helps the storyteller pass down the story from generation to generation.
2. Introduce the vocabulary term *generation* by displaying the Knowledge Card, saying it, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
3. Display and read aloud these word parts and their definitions:
 - **gen (root)**—birth, born, produce
 - **-ation (suffix)**—an action or result of an action
4. Instruct students to work with a partner to infer the term's meaning. Invite a few students to share their ideas. As students share, reinforce the correct definitions.
5. Tell students that they will prepare to discuss a central idea in “Coyote and the Monster.” Remind them that a central idea is an important idea or a lesson that the reader can learn from a text. Display and Choral Read the discussion question: What can Nez Perce children learn from “Coyote and the Monster”?
6. Tell students that to prepare for the discussion they will watch the full video of “Coyote and the Monster.” Direct students to their journals. Instruct them to write examples of lessons that Nez Perce children can learn from the story. Play the video.



Definitions

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

7. Look for students to include key ideas in their notes.

Key Ideas

- Nez Perce children can learn the value of respecting others.
- Nez Perce children can learn that the landmark called the Heart of the Monster was made from the heart that Coyote tore out of the monster to save the animal people.
- Nez Perce children can learn that their ancestors were created with the blood of the monster and the land.

8. Display and introduce the speaking and listening goal for today’s discussion: Speak at a rate others can understand.

9. Tell students that during the discussion they should think about how quickly or slowly they speak, just as they did when reading the fluency passage earlier in the lesson.

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal. As students practice their speaking and listening skills throughout the module, continue to use the tracker to monitor students’ progress toward each goal.

10. Facilitate a discussion of this question:



What can Nez Perce children learn from “Coyote and the Monster”?

Teacher Note

If time and space allow, configure students so they are facing one another for the discussion.

Differentiation Support

To encourage students to share their knowledge of the lessons from “Coyote and the Monster,” ask these questions:

- What can Nez Perce children learn about how to behave?
- What can Nez Perce children learn about how their surroundings came to be?
- What can Nez Perce children learn about how people came to be?

11. Listen for students to use text-based evidence in the discussion.
12. Instruct students to write in their journals a brief response to this question:



Why do the Nez Perce pass down the story “Coyote and the Monster” from generation to generation?

13. Invite a few students to share their responses.

Key Ideas

- It explains how people came to be.
 - It shows why the land and water of the Nez Perce homeland are important to them.
 - It provides lessons about Nez Perce values (e.g., respect) and how to behave (e.g., be prepared, don't dawdle, and use all resources).
 - It provides a way for the Nez Perce people to sustain their culture across generations.
14. Tell students that in the next lesson they will review the knowledge they built from “Coyote and the Monster.”

Observe | Interpret the Meaning of *Across the Continent* | 15 minutes

1. Tell students that art doesn't always have a clear central idea; however, artists make choices in their work that viewers can use to reach their own conclusions about what the central idea might be.
2. Tell students that the term *westward expansion* describes a time during the 1800s when the US government acquired new land in the West and settlers moved there.

3. Display *Across the Continent*. Tell students that the title of a work of art often gives information about the message the artist wants to communicate. Share the full title of the print: *Across the Continent: “Westward the Course of Empire Takes Its Way.”*

Teacher Note

The subtitle of *Across the Continent* comes from *Westward the Course of Empire Takes Its Way* by Emanuel Leutze, a massive painted mural currently displayed in the US Capitol. The picture depicts a group of pioneers on a journey westward to California. The mural symbolizes the belief that the United States was destined for expansion beyond the thirteen colonies and celebrates expanding to the western part of the continent.

4. Introduce the vocabulary term *empire* by displaying the term and definition. Engage students in Vocabulary Exploration. Ask this question:



What might the artist want to communicate with the title *Across the Continent: “Westward the Course of Empire Takes Its Way”*?

Key Ideas

- Expanding the United States to the west was something people should celebrate because the nation was growing.
- Moving west was something bigger than just one person’s journey.
- Developing the West was the natural path for the country.

Definition

empire (n.): a group of countries or regions that are controlled by one ruler or one government

5. Instruct students to Think–Pair–Share to answer these questions:



What do you think the imagery in *Across the Continent* communicates about moving westward? Why do you think that?

Teacher Note

Encourage students to use evidence from the print to support their conclusions. Remind students that evidence from art is often literal observations of what they see paired with their interpretation.

Differentiation Support

To direct students to specific examples, ask questions such as these:

- What does the image of the wide-open space in the background communicate about moving westward?
- What do the images of the people cutting down trees in the foreground communicate about moving westward?
- Does moving westward look appealing or unappealing?

Key Ideas

- **image communicates:** The image invites viewers to explore the open land.
- **evidence:** The print shows wide-open, unpopulated space.
- **image communicates:** The image invites viewers to take advantage of potential opportunities.
- **evidence:** The print shows images of what can be built on the land, such as houses and schools.

6. Remind students that they've been discussing perspective in art. Perspective also describes a person's point of view. Ask this question:

 **Whose perspective is this work of art showing?**

Key Ideas

- Visually, the perspective is from a person above the town, looking into the distance.
- The perspective is of potential westward settlers.

7.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: What is an important idea that *Across the Continent* communicates to viewers about westward expansion?

Analyze Student Progress

Monitor: Do students write an important idea about westward expansion from *Across the Continent*?

Offer Immediate Support: If students need additional support identifying an important idea, prompt them to look at one of the people in the print and describe what the person is doing.

Plan Future Practice: Students practice concluding what *In Mut Too Yah Lat Lat (Chief Joseph)* communicates about a topic in lesson 12.

8. Invite a few students to share their responses.

Key Ideas

- The land out West is open and unsettled.
- Opportunities exist to build and settle on the land.
- The United States should expand farther.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about storytelling?
- What did you learn from “Coyote and the Monster” and *Across the Continent*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.2.5 Theme and Central Idea: MM.2.5.A, MM.2.5.B

MM.3.5 Summary: MM.3.5.C

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b, MM.12.5.C.c

CP Compose and Present Content

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DF.5.5 Fluency: DF.5.5.A, DF.5.5.B

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.D

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 6

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students synthesize their learning about the Nez Perce culture. Students watch an interview with J. R. Spencer about the Nez Perce before writing knowledge statements to articulate their learning. During visual art instruction, students reflect on the knowledge they gained through their study of *Across the Continent*. They use this knowledge to write knowledge statements.

Learning Goals

Fluently read “Coyote and the Monster.”

 **LEARNING TASK:** Perform a fluent reading of a passage from “Coyote and the Monster.”

Reflect on the knowledge gained from studying *Across the Continent*.

 **LEARNING TASK:** Describe historical and artistic knowledge gained from studying *Across the Continent*.

Vocabulary

homeland (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Perform a Fluent Reading
- **Respond:** Review and Express Knowledge
- **Observe:** Build Knowledge from Visual Art

LAND

Synthesize Learning

Materials

TEACHER

- “Coyote and the Monster” (digital platform)
- “Interview with J. R. Spencer” (digital platform)
- *Across the Continent* (digital platform)
- Fluency Reference Chart (Reference Charts appendix)
- Knowledge Cards: *culture, homeland*

STUDENTS

- excerpt from “Coyote and the Monster” (*Learn* book, lesson 2)
- Glossary for Module 1 (*Learn* book)
- journal
- World Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for “Coyote and the Monster” (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
2. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will reflect on and write about the knowledge they have built about the Nez Perce culture.

LEARN 53 minutes

Read | Perform a Fluent Reading | 15 minutes

1. Direct attention to the Fluency Reference Chart, and remind students of the elements of fluency: accuracy, phrasing, expression, and rate.
2. Tell students that they will watch J. R. Spencer narrate a part of the story, focusing on how he uses his voice and body to enhance the meaning of the story. Instruct students to look for examples of the elements of fluency. Play “Coyote and the Monster” from 4:19 to 5:09.
3. Invite a few students to share examples of the elements of fluency that they observed in J. R. Spencer’s narration.

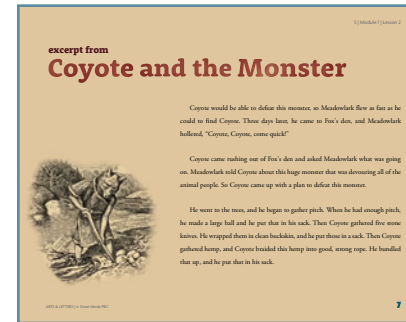
Key Ideas

- phrasing and expression
- understandable rate and audible volume
- gestures with his expression

4.  **Introduce the learning task.** Direct students to the excerpt from “Coyote and the Monster,” located in the *Learn* book. Form small groups of three or four students. Tell students to take turns performing a fluent reading of the passage. Remind them that they should correct their mistakes as they read. Instruct students to provide at least one piece of positive feedback on a fluency element after each student performs.

Language Support

Provide time for students to practice reading the fluency passage independently before performing for their group.



Analyze Student Progress

Monitor: Do students read words accurately, with expression and phrasing, and at an appropriate rate?

Offer Immediate Support: If students need additional support reading the passage fluently, Echo Read the fluency passage to model fluent reading and provide feedback on the elements of fluency.

Plan Future Practice: Students practice performing a fluent reading during the follow-up throughout the module.

5. If time allows, invite a few students to perform a fluent reading of the passage for the whole class.

6. Ask this question:



Why is it important to read fluently?

Key Ideas

- It helps readers focus on the meaning of the text.
- It helps readers express their understanding.
- It helps readers communicate clearly.

7. Tell students that they will continue to practice fluency as part of the follow-up throughout the module.

Teacher Note

After this arc of explicit instruction on the elements of fluency (accuracy, phrasing, expression, and rate), students have numerous opportunities to practice fluent oral and silent reading during lessons. Encourage students to apply what they have learned about fluent reading when they read in class, and reinforce these skills with the fluency passages assigned for follow-up. See Implementation Resources for additional fluency resources and advice on identifying readers who need regular fluency support, setting goals, and tracking progress.

Respond | Review and Express Knowledge | 23 minutes

1. Direct attention to the World Knowledge Chart, and instruct students to review the knowledge statements from the previous lessons.
2. Display the Knowledge Card for *culture*, and direct attention to the image to spark students' memory. Remind students that *culture* means “the shared beliefs, traditions, language, and way of life of a particular group of people.”

3. Facilitate a brief discussion of this question:

 **What did you learn about the Nez Perce culture?**

Key Ideas

- Oral storytelling is a way of passing on knowledge about important places and where people come from.
- Oral storytelling is one way that the Nez Perce pass on their values.
- The Heart of the Monster is a large hill in the valley, reminding the Nez Perce that they come from the land.
- Nez Perce children learn from stories about their surroundings, the origins of people and animals, and how they are expected to behave.

4. Direct students to the term *culture* in the Glossary for Module 1, located in the *Learn* book. Instruct them to add in the notes section one thing they learned about the Nez Perce culture.

5. Tell students that they will watch an interview with the storyteller J. R. Spencer about the Nez Perce. Direct students to their journals. Instruct them to take notes on new information about the Nez Perce that J. R. Spencer shares. Play “Interview with J. R. Spencer.”



Teacher Note

In the interview, J. R. Spencer refers to the “Thief Treaty.” This is a treaty with the US government that only a small, mostly Christian band of Nez Perce signed in 1863. The treaty gave away two-thirds of the tribe’s land. Those living outside of the proposed reservation who refused to sign the treaty found the treaty invalid. Old Joseph, Chief Joseph’s father, did not sign the treaty. For more information about the 1855 and 1863 treaties, visit the Nez Perce Tribe: Treaty of 1855 website or the National Park Service’s website. Students will learn more about Chief Joseph and this conflict in future lessons.

Differentiation Challenge

To extend student thinking across texts, ask this question: How did the interview with J. R. Spencer help you better understand the story “Coyote and the Monster” and its importance to the Nez Perce?

6. Explain that in Know lessons students will write sentences called knowledge statements to express their knowledge of the module topics. Instruct students to review their notes in their journals and to Jot–Pair–Share to respond to this prompt:



Write two sentences to share knowledge that you gained about the Nez Perce from watching J. R. Spencer’s interview.

Key Ideas

- The US government recognized the Nez Perce tribe as an independent nation.
- The Nez Perce land was reduced to one-third the size of what it was.
- The 1863 treaty was called the “Thief Treaty” because the government stole the land from the Nez Perce.
- The Nez Perce name came from the French, and it means “pierced nose,” but it came from a language misunderstanding.
- Everybody knows the tribe as Nez Perce, and many people know about Chief Joseph.
- The Nez Perce culture is still practiced and passed on by members of the Nez Perce nation today.

7. As students share, add a few student-generated knowledge statements to the class knowledge charts.

Language Support

As students share their knowledge statements, use their examples as opportunities to review the parts of a sentence: A subject contains a noun or pronoun, and a predicate contains a verb. Write only complete sentences on the class knowledge charts.

8. Use responses to remind students that J. R. Spencer once again talks about the importance of the Heart of the Monster landmark. It marks the origin of the Nez Perce people. Explain that the Heart of the Monster also marks that place as the Nez Perce homeland.

9. Introduce the vocabulary term *homeland* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
10. Instruct students to Think–Pair–Share to explain what they learned about the Nez Perce homeland from “Coyote and the Monster” and the interview with J. R. Spencer.



Definition

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

Key Ideas

- In “Coyote and the Monster,” the Nez Perce people sprang up from where blood and water dropped on the earth.
 - According to “Coyote and the Monster,” the Nez Perce homeland is where their people were created.
 - The Heart of the Monster reminds J. R. Spencer that he is a part of the land according to “Coyote and the Monster” and the interview.
 - According to the interview, much of the Nez Perce homeland was taken away from the Nez Perce nation by the US government.
11. Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to write at least three knowledge statements that reflect what they have learned about the Nez Perce from “Coyote and the Monster” and the interview with J. R. Spencer. Emphasize that students should write their knowledge statements as complete sentences and include relevant vocabulary terms.

World Knowledge Statements
Module 1 | Write complete sentences about what you learned.

1

Language Support

Provide a word bank of taught vocabulary terms (e.g., *culture*, *generation*, *homeland*, *oral tradition*, *tradition*).

12. Invite a few students to share their knowledge statements.

Differentiation Support

Tell students that they can also share knowledge by answering any of the questions in their Notice and Wonder Chart for “Coyote and the Monster,” located in the *Learn* book (lesson 2).

Key Ideas

- Oral storytelling is one way that the Nez Perce pass on their culture from generation to generation.
- The Heart of the Monster is a reminder that the Nez Perce people come from the land.
- The Nez Perce culture is practiced and passed on today by members of the Nez Perce nation.

Observe | Build Knowledge from Visual Art | **15 minutes**

1. Remind students that they can build their knowledge by exploring many types of texts, including works of art. Display *Across the Continent*. Invite students to describe each of the details listed.

- title
- artist
- medium and type
- date
- size

Reinforce the correct responses:

- **title**—*Across the Continent: “Westward the Course of Empire Takes Its Way”*
- **artist**—Fanny Palmer
- **medium and type**—ink on paper, lithographic print
- **date**—1868
- **size**—17.5 by 27 inches

Teacher Note

Medium is another way of saying materials or what the work of art is made of. In this instance, the correct response is ink on paper. Remind students that this type of art is a lithographic print.

2. Instruct students to Think–Pair–Share to answer this question:

 **What artistic terms did you learn or discuss while studying this work of art?**

Reinforce the correct responses:

- foreground
- background
- middle ground
- perspective
- horizon line
- vanishing point
- one-point perspective

3. Instruct students to Think–Pair–Share to answer this question:

 **What historical background did you learn or discuss while studying this work of art?**

Key Ideas

- This work of art was made as a print that people could hang in their homes.
- The print was sold to help Americans imagine westward expansion.
- This work of art was created at a time when some settlers were moving west.

4. Instruct students to Think–Pair–Share to answer this question:



When you look at this work of art, what doesn't it show about westward expansion?

Key Ideas

- that the West wasn't unoccupied space
- that Native nations and peoples already lived in the West
- that westward expansion affected the people who already occupied the West
- what life might really be like in the West

5.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 1. Instruct them to write at least two knowledge statements, describing one piece of historical knowledge and one piece of artistic knowledge gained through the study of *Across the Continent*.

Analyze Student Progress

Monitor: Do students share one description of historical knowledge and one description of an artistic technique relevant to *Across the Continent*?

Offer Immediate Support: If students need additional support describing the artistic knowledge, ask these questions: What do you know about the setting? What is in the foreground and background? How does the artist create perspective?

Plan Future Practice: Students practice expressing what they learned about *In Mut Too Yah Lat Lat* (*Chief Joseph*) in lesson 12.

6. Invite a few students to share their responses.

Key Ideas

- **historical knowledge:** Fanny Palmer created this print to help show Americans what westward expansion could be like.
- **historical knowledge:** American settlers were moving west at this time, but the West was already inhabited by communities of Native people. This work of art doesn't show that.
- **artistic knowledge:** *Across the Continent* shows a settlement in the foreground, empty land in the background, and a trail and a train track connecting the two through the middle ground.
- **artistic knowledge:** This work of art includes one-point perspective, which uses a vanishing point on the horizon to create the illusion of depth.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How do communities sustain their cultures?**

2. Use responses to reinforce these 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.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Nez Perce culture?
- What did you learn about westward expansion?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b, MM.12.5.C.c

CP Compose and Present Content

CP.5.5 Language: CP.5.5.A, CP.5.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DF.5.5 Fluency: DF.5.5.A, DF.5.5.B, DF.5.5.C

DF.13.5 Sentence Construction: DF.13.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 7

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students listen closely to an excerpt from Chief Joseph's "Lincoln Hall Speech" and share what they notice. Students then read the excerpt from the speech and write what they notice and related questions about the text. During writing instruction, students analyze an informative essay to determine what knowledge the writer shares about "Coyote and the Monster." Students determine whether removing a paragraph would prevent the informative essay from conveying complete knowledge of the topic.

Learning Goals

Notice and wonder about the excerpt from "Lincoln Hall Speech."

 **LEARNING TASK:** Write at least three things you notice and at least three related questions about the excerpt from "Lincoln Hall Speech."

Analyze an informative essay.

 **LEARNING TASK:** Explain whether removing a paragraph from an informative essay would meet the task's knowledge expectations.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Listen Closely to “Lincoln Hall Speech”
- **Respond:** Notice and Wonder About the Text
- **Write:** Examine an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- excerpt from “Lincoln Hall Speech” (digital platform)
- class Notice and Wonder Chart for the excerpt from “Lincoln Hall Speech” (*Learn* book)

STUDENTS

- excerpt from “Lincoln Hall Speech” (*Learn* book)
- Notice and Wonder Chart for the excerpt from “Lincoln Hall Speech” (*Learn* book)
- journal
- Checklist for the Writing Model (*Learn* book, Writing)
- Writing Model for Module 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for the excerpt from “Lincoln Hall Speech” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the excerpt from “Lincoln Hall Speech.”
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce the excerpt from “Lincoln Hall Speech” by reading aloud the title and author. Tell students that in this lesson they will write what they notice and wonder about the text.



LEARN 53 minutes

Read | Listen Closely to “Lincoln Hall Speech” | 15 minutes

1. Ask this question:



Why do people give speeches?

Language Support

Explain that the term *speech* means “a spoken expression of ideas, opinions, etc. that is made by someone who is speaking in front of a group of people.”

Key Ideas

- to tell about something important
 - to argue their opinions
 - to honor someone
 - to win an election
2. Tell students that while people give speeches for many different reasons, every speech is meant to be heard by an audience. In the next lesson, students will learn why Chief Joseph gave this speech and who the audience was. In this lesson, students listen to the speech as part of the audience.

3. Direct attention to the term *excerpt* in the title. Explain that an excerpt is a small portion of a larger text.
4. Read aloud the speech.

Teacher Note

While the text uses the term *Indian* to describe people, *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.”

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *bargain*, *condition*, *disgrace*).

5. Ask this question:



What do you notice about this text?

Respond | Notice and Wonder About the Text | 18 minutes

1. Instruct students to read the excerpt and annotate what they notice as well as unknown words.

Teacher Notes

Throughout this module, students read grade-level, complex texts. Students may read independently or require more support. Identify the level of support each student needs to progress toward independence. Implement an appropriate approach, such as reading with a partner, Choral Reading, Echo Reading, or listening to the teacher read aloud. If students listen to someone else read, instruct them to follow along with the text.

Students’ annotations may result in a diverse list of unknown words. Encourage students to consult a dictionary or thesaurus to define the words they annotated. Selected words can present opportunities for additional practice using morphology, solving for word meaning, and using topic-specific vocabulary in writing.

2. Display the class Notice and Wonder Chart for the excerpt from “Lincoln Hall Speech,” and direct students to the page in their *Learn* book. Instruct students to Jot–Pair–Share at least one thing they notice and wonder about the speech. As students share, add a few responses to the class Notice and Wonder Chart.
3. Ask this question:



How can asking questions about what we notice help us to better understand a text?

Key Ideas

- sparks curiosity
- challenges us to consider what we already know and what we want to know more about
- provides a focus for reading or rereading

Use responses to emphasize that asking related questions about a text can remind us of what we already know about a topic and focus our attention when reading or rereading the text.

4. **Introduce the learning task.** Instruct students to write on their Notice and Wonder Chart at least three things they notice and at least three related questions about the excerpt from “Lincoln Hall Speech.”

Analyze Student Progress

Monitor: Do students write at least three things they notice about the excerpt from “Lincoln Hall Speech” and at least three related questions about what they notice?

Offer Immediate Support: If students need additional support noticing something and asking a related question, use a student-generated response to collaboratively draft a related question. Then add the related question to the Wonder column of the class chart.

Plan Future Practice: Students practice noticing things and asking questions about *The Birchbark House* in lesson 15.

5. Tell students that they will follow the instructional routine Mix and Mingle to discuss something they noticed about the excerpt from “Lincoln Hall Speech.” Explain how this routine works. First, you ask a question, and students silently think about their response. Next, students find a partner and share their response. On your cue, they find a new partner and share their response. This process repeats until you end the routine. Tell students that for their first practice, they will discuss their response with three partners.

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

 **What is the most memorable thing you notice about the speech?**

7. Invite a few students to share their response or a response they heard from a peer. Add a few responses to the class chart.

8. Tell students that they will explore what’s happening in the excerpt from “Lincoln Hall Speech” in the next lesson.

Write | Examine an Informative Essay | 20 minutes

1. Direct students to their journals. Instruct them to write for two minutes in response to the following writing prompt: How does the story of “Coyote and the Monster” demonstrate aspects of Nez Perce culture?

Teacher Note

Students’ responses to this prompt are not assessed. The purpose of this prompt is for students to notice the difference between a quick, unplanned response and a fully developed informative essay.

2. Invite students to share their responses with a partner. Facilitate a brief discussion of this question:

 **How would you change your response if you had time to plan and review your work?**

Key Ideas

- support ideas with evidence from the text
- use paragraphs and transitions to organize ideas
- correct spelling and grammar

3. Display the Checklist for the Writing Model, and direct students to the page in their *Learn* book.

4. Instruct students to compare their responses to the checklist. Acknowledge the items from the checklist that students name.

Teacher Note

A new criterion in level 5 refers to using context in the introductory paragraph. Based on your students' needs, explain that context is background information about the topic of the essay that makes it easier for readers to understand their ideas. Students will closely read and analyze context in later lessons.

Checklist		5 Module 1 Writing	
Writing Model Prompt: How does "Coyote and the Monster" demonstrate aspects of Nez Perce culture?		Review 1	Review 2
Knowledge			
shows knowledge of Nez Perce culture	☐	☐	
shows knowledge of how "Coyote and the Monster" demonstrates Nez Perce values	☐	☐	
Writing			
uses a hook to catch the reader's attention	☐	☐	
uses context to help readers understand the topic	☐	☐	
has a clear thesis with two points	☐	☐	
writes about each point in a proof paragraph	☐	☐	
uses a transition word or phrase to begin proof paragraph 2	☐	☐	
uses a topic sentence to begin each proof paragraph	☐	☐	

5. Tell students that in this module they will practice informative writing. Explain that informative writing examines a topic and conveys ideas and information clearly. Students will read an informative essay to deepen their understanding of this type of writing.
6. Direct attention to the rows under the Knowledge heading on the checklist. Read aloud the Knowledge rows.

7. Direct students to the Writing Model for Module 1, located in the *Learn* book. Tell them to listen for information that shows knowledge of Nez Perce culture. Read aloud the Writing Model for Module 1.

8. Ask this question:

What do we learn about Nez Perce culture in this essay?

Key Ideas

- The homeland is an important part of Nez Perce culture.
- “Coyote and the Monster” is the Nez Perce’s origin story; it tells how people were created.
- The Nez Perce were created from the heart of the monster and the land.
- The Heart of the Monster is an important landmark that is still there today.
- The Nez Perce pass down their culture through storytelling.
- Stories teach important values and information about the culture and land.

Teacher Note

Students use the writing model throughout the module. It shows them the structure they will be expected to follow in their writing. The on-target writing model is an example of an essay that fully meets the on-target expectations from the End-of-Module Task rubric. The advanced writing model is an example of an essay that exceeds some criteria for the End-of-Module Task. See the Assessment Guide for more information. The *Learn* book includes two copies of each writing model. Students color-code one copy according to the Painted Essay® and annotate the other for specific essay components. Examples in lessons and key ideas align with the on-target writing model.

Differentiation Challenge

Some students may be able to write advanced responses. For example, they may be able to include additional context in their introductory paragraph and use higher-level transitions between proof paragraphs (e.g., correlative conjunctions). Use the Advanced Writing Model for Module 1 to support instruction for these students.

On-Target Writing Model

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.

Advanced Writing Model

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 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

9. Form small groups, and assign each group one paragraph from the writing model. Instruct students to read the entire essay and then annotate their assigned paragraph for information that reflects the Knowledge rows listed on the writing checklist. Tell students to write the main idea of their assigned paragraph in the margin of the writing model.

Teacher Notes

Depending on the class size, you may choose to form eight groups and assign each paragraph to two groups.

Students may annotate a copy of the Writing Model for Module 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

10. Invite students to share their annotated paragraphs and explain how their assigned paragraphs show knowledge of the Nez Perce culture and “Coyote and the Monster.”

Key Ideas

- The first paragraph shows knowledge of “Coyote and the Monster” by giving a plot summary and answering the question posed in the prompt.
- The second paragraph shows knowledge of how “Coyote and the Monster” reveals an aspect of Nez Perce culture: the importance of homeland.
- The third paragraph focuses on another aspect of Nez Perce culture: the importance of storytelling.
- The last paragraph repeats the points of the second and third paragraphs and also shows knowledge of Nez Perce culture in general.

- 11. 🎯 Introduce the learning task.** Instruct students to write in their journals a response to these questions: What would happen if you removed a paragraph from this essay? Would it still meet the expectations in the Knowledge rows? Why or why not? Explain.

Analyze Student Progress

Monitor: Do students demonstrate an understanding that each paragraph shows important knowledge of Nez Perce culture and “Coyote and the Monster”?

Offer Immediate Support: If students need additional support understanding the purpose of each paragraph, ask them to consider whether the essay would still meet the expectations in the Knowledge rows without the second paragraph.

Plan Future Practice: Students practice analyzing a part of an informative essay in lesson 19.

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

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Lincoln Hall Speech”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.2.5 Planning: CP.2.5.A, CP.2.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.A

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 8

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read an informational text that recounts the events leading up to Chief Joseph's surrender to the US Army in 1877. Then they organize the events on a timeline to understand the context for Chief Joseph's "Lincoln Hall Speech." During writing instruction, students examine an informative writing model that is organized according to the Painted Essay® structure. Students identify essay elements that are new to level 5 and consider how these elements support writers.

P A Prologue to lesson 8 is available for students who need additional support.

Learning Goals

Build knowledge from the article "A Surrender" about the events that led to Chief Joseph's speech on October 5, 1877.

LEARNING TASK: Write a response to describe the events that led to Chief Joseph's speech on October 5, 1877.

Describe how the Painted Essay® supports writers.

LEARNING TASK: List ways the Painted Essay® helps writers communicate their ideas.

Vocabulary

surrender (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “A Surrender”
- **Respond:** Describe Historical Events
- **Write:** Analyze the Painted Essay®

LAND

Synthesize Learning

Materials

TEACHER

- “Interview with J. R. Spencer” (digital platform)
- “A Surrender” (digital platform)
- class Timeline for “A Surrender” (*Learn* book)
- class Painted Essay®—Informative (*Learn* book, Writing)
- class Writing Model for Module 1 (*Learn* book, Writing)

STUDENTS

- “A Surrender” (*Learn* book)
- Timeline for “A Surrender” (*Learn* book)
- journal
- coloring utensils: red, green, yellow, blue
- Painted Essay®—Informative (*Learn* book, Writing)
- Writing Model for Module 1 (*Learn* book, Writing)

Preparation

- Familiarize yourself with the full-color Painted Essay®, located in the Reference Charts appendix.
- Determine how students will color the Painted Essay® and Writing Model for Module 1. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for the excerpt from “Lincoln Hall Speech” (*Learn* book, Fluency) and focus on a fluency element or retelling.

1. Display “A Surrender.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will read this informational text to understand the events that led to Chief Joseph’s “Lincoln Hall Speech.”



1. Remind students that they watched an interview with Nez Perce storyteller J. R. Spencer. Explain that they will watch a portion of this interview to define the term *treaty* and learn the effects of treaties on the Nez Perce.
2. Play “Interview with J. R. Spencer” from 4:30 to 5:06.
3. Instruct students to Think–Pair–Share to answer these questions:

 **What is a treaty?**

 How did treaties with the US government affect the Nez Perce?

To help students infer the meaning of *treaty*, pause on the map at 4:40 to provide students with a visual clue.

Reinforce the correct responses:

- A treaty is an official agreement that is made between two or more countries or groups.
 - The Nez Perce lost most of their homeland.
4. Explain that the US government made treaties with Native nations because they were, and remain, independent nations that held sovereignty, or the authority to govern themselves. The US government used these treaties to force the Nez Perce to move to reservations, or areas of land in the United States that are kept as separate places for Native Americans to live. Reservations still exist today.
 5. Tell students that these treaties continue to affect the Nez Perce today. Explain that students will learn more about how these treaties affected the Nez Perce and why Chief Joseph gave a speech at Lincoln Hall in 1879.
 6. Direct attention to the term *surrender* in the title “A Surrender.” Introduce the vocabulary term *surrender* by displaying the term and definition. Engage students in Vocabulary Exploration.
 7. Read aloud the article, and instruct students to follow along.

Language Support

Based on your students’ needs, pause to define select words with a synonym (e.g., *content*, *tale*, *trade*). Use subsequent readings to reinforce synonyms for the words you selected.

8. Ask these questions:



How is this text structured? How do you know?

Reinforce the correct responses:

- The text is in chronological order.
- It provides important dates in chronological order along with other details about the events.

Definition

surrender (n.): an agreement to stop fighting, hiding, resisting, etc. because you know that you will not win or succeed

9. Explain that students will use a timeline to sequence the events. Display the class Timeline for “A Surrender,” and direct students to the page in their *Learn* book. Assess and activate prior knowledge by asking this question:

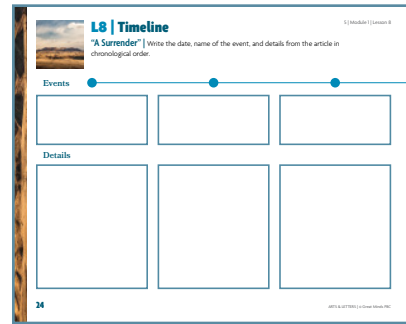
 **What information goes on a timeline?**

Key Ideas

- dates
- names of people and places
- details about what happened and why

Explain that students will write the dates with brief titles in the Events boxes and more detailed descriptions in the Details boxes below.

10. Think aloud to model how to complete a portion of the timeline.
11. Instruct students to read the article and annotate the 5 W’s.



Sample Think Aloud

The first date I see is 1840. The author writes that this is when Chief Joseph was born, so I will write that short phrase after the date. Now, I want to add some details as a bulleted list in the box below. I can ask myself some of the questions, or 5 W’s, that journalists ask themselves: Who? What? When? Where? Why? I’ve already written down when, 1840. Who? Chief Joseph. Where? I see the Wallowa Valley. What happened? He grew up there and learned how to be a leader, so I can add this short phrase on the timeline: grew up in Wallowa Valley. Since this date marks his birth, I do not need to add a reason why.

Respond | Describe Historical Events | 18 minutes

1. Instruct students to work with a partner to complete the Timeline for “A Surrender.”

Differentiation Support

To help students complete the timeline, provide a list of events that students can arrange in order and expand upon with details from their annotations.

2. Invite a few students to share their responses. Add responses to the class timeline.

Key Ideas

- **Event:** 1855, first treaty signed
- **Detail:** between some Nez Perce and the US government
- **Detail:** took parts of homeland and created reservations
- **Event:** 1863, second treaty signed
- **Detail:** not all Nez Perce leaders signed
- **Detail:** took away more of homeland and created reservations
- **Event:** May 1877, Nez Perce forced to leave homeland
- **Detail:** US Army gave non-treaty Nez Perce 30 days to leave Wallowa Valley
- **Event:** June–November 1877, Nez Perce fled to Canada
- **Detail:** several fights with the US Army
- **Detail:** trapped at Bear Paw by Colonel Miles
- **Detail:** Chief Joseph surrendered at Bear Paw
- **Event:** 1879, Chief Joseph gave “Lincoln Hall Speech”
- **Detail:** gave a speech at Lincoln Hall in Washington, DC
- **Detail:** pleaded for the Nez Perce to return to their homeland
- **Event:** 1884, Nez Perce moved
- **Detail:** moved to a reservation in Washington State
- **Event:** December 9, 2020, Nez Perce tribe purchased portion of homeland
- **Detail:** purchased 148 acres of their homeland in Joseph, Oregon

3. Facilitate a brief discussion of these questions:

 **Why was there a conflict between the Nez Perce and the US settlers?**

 **Why did Chief Joseph surrender at Bear Paw in 1877?**

Key Ideas

- **why conflict:** The Nez Perce believe that the land is their spiritual mother, and therefore, do not believe people can own the land, but the US settlers believed in owning land.
- **why conflict:** The Nez Perce did not fully understand the idea of land ownership that the treaties proposed.
- **why conflict:** The US Army forced the Nez Perce off of their homeland.
- **why surrender:** Chief Joseph surrendered because it was the best choice for the people he was leading.
- **why surrender:** Chief Joseph made the decision that would meet the immediate needs of the Nez Perce people.

4.  **Introduce the learning task.** Direct students to their journals. Instruct them to use the timeline to describe the events that led to Chief Joseph’s “Lincoln Hall Speech.”

Language Support

To help students express their understanding, provide these sentence frames:

- Before Chief Joseph gave “Lincoln Hall Speech,” the Nez Perce _____.
- Chief Joseph gave “Lincoln Hall Speech” after _____.
- Chief Joseph gave “Lincoln Hall Speech” because _____.

Analyze Student Progress

Monitor: Do students describe how the Nez Perce were forced from their homeland onto reservations?

Offer Immediate Support: If students need additional support describing events, direct them to their timelines and model using the first sentence frame with the details on the timeline.

Plan Future Practice: Students practice forming knowledge statements about Chief Joseph and the Nez Perce in lesson 12.

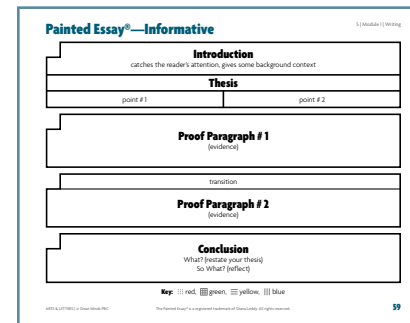
5. If time allows, invite a few students to share their descriptions.
6. Explain that although the Nez Perce surrendered to the US government, they still retained sovereignty, or the authority to govern themselves. Tell students that they will determine the main ideas in Chief Joseph's "Lincoln Hall Speech" in the next lesson.

Write | Analyze the Painted Essay® | 18 minutes

1. Distribute a red, green, yellow, and blue coloring utensil to each student.
2. Display the class Painted Essay®—Informative, and direct students to the page in their *Learn* book. Remind them that they have used this structure in levels 3 and 4 to plan and write essays.

Teacher Note

The Painted Essay® is a visual representation of the organization of an essay and its individual parts. Using an organizational structure such as this creates a shared language between students and the teacher; it also helps students organize their thinking and communicate clearly and effectively. Based on student needs, annotate the parts with patterns, labels, or variations of the standard colors. For additional support, use familiar analogies or a textured model to demonstrate the relationship among parts of the essay.



3. Direct attention to the introduction. Explain that the introduction includes the hook as well as background information called context. Color the introduction red.
4. Ask this question:

... **Why do we use the color red for the introduction?**

Reinforce the correct response: to grab the reader's attention.

5. Direct attention to the thesis. Explain that the thesis states the focus of the essay. Color the thesis green.

6. Direct attention to point 1, and color it yellow. Direct attention to point 2, and color it blue. Tell students that these two points support the thesis.

7. Ask this question:



Why are the two points yellow and blue?

Reinforce the correct response: Yellow and blue make green, just as the two points combine to support the essay's focus.

8. Direct students to the Writing Model for Module 1, located in the *Learn* book. Instruct them to work with a partner to color the hook and context of the introductory paragraph of the writing model.

Teacher Note

The writing model's introductory paragraph reflects changes from level 4. In level 5, the context in the introductory paragraph is a single sentence instead of two sentences. Encourage students to focus on the purpose of each section and how the colors relate to the purpose rather than to the length or format.

9. Invite a few students to share their color-coding.

Reinforce the correct response: red—from “Coyote and the Monster” to “Native American tribes” at the end of the fifth sentence.

10. Direct attention to the last sentence of the introduction. Explain that in level 5 students learn how to write a single-sentence thesis that states the focus of the essay and the two points. Instruct students to color the thesis and two points.

Reinforce the correct responses:

- **green**—“‘Coyote and the Monster’ demonstrates that the Nez Perce value”
- **yellow**—“their connection to their homeland”
- **blue**—“and the tradition of storytelling”

11. Instruct students to continue coloring the writing model with a partner.

Differentiation Support

If students do not recall the Painted Essay® or are new to *Arts & Letters*, lead them in coloring a class copy of the Writing Model for Module 1.

12. Display the class Writing Model for Module 1. Invite a few students to share their responses. As students share how they colored the writing model, color the corresponding sections on the class writing model.

Reinforce the correct responses:

- **yellow**—proof paragraph 1 and transition of topic sentence in proof paragraph 2 (from “The Nez Perce” to “to their homeland”)
- **blue**—proof paragraph 2 (from “Coyote and the” to “on this story”)
- **green**—conclusion (from “Coyote and the” to “might be lost”)

13. Ask this question:



Why is the conclusion green?

Key Ideas

- because it restates the thesis
- because it talks about the two points in a single paragraph

14. Remind students of the brief responses they wrote in the previous lesson about how “Coyote and the Monster” shows Nez Perce values. Explain that both that response and the writing model respond to the same question.

15. Instruct students to Think–Pair–Share to discuss these questions:



Which piece of writing is easier to read?



Which piece of writing shows deeper knowledge?

16.  **Introduce the learning task.** Direct attention to their journals. Instruct students to list ways the Painted Essay® helps writers communicate their ideas.

Analyze Student Progress

Monitor: Do students demonstrate understanding of how the Painted Essay® can help writers organize and communicate their ideas in focused, structured paragraphs?

Offer Immediate Support: If students need help identifying how the Painted Essay® helps readers and writers, ask these questions: What part of the essay does each color represent? How do the colors help you organize your writing?

Plan Future Practice: Students practice using the Painted Essay® structure to communicate their ideas for Module Task 1 in lesson 15.

17. Invite a few students to share their responses.

Key Ideas

- organizes thinking
- provides a clear structure to follow
- helps put ideas in logical order

18. Direct attention to the Painted Essay®—Informative. Tell students to work with a partner to color their copies to keep as a resource for future use.

LAND 5 minutes**Synthesize Learning**

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do communities sustain their cultures?

2. Use responses to reinforce these Knowledge Threads:

- Many Native nations with their own unique cultures exist throughout the current United States.
- Contact with non–Native Americans altered the way of life of Native people.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “A Surrender”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**Make Meaning from Texts**

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.2.5 Theme and Central Idea: MM.2.5.C, MM.2.5.D

MM.4.5 Individuals, Events, and Ideas: MM.4.5.B

MM.5.5 Vocabulary: MM.5.5.A.b, MM.5.5.C

MM.7.5 Structure: MM.7.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.2.5 Planning: CP.2.5.A, CP.2.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 9

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read an excerpt from Chief Joseph's "Lincoln Hall Speech" to understand what Chief Joseph shows the audience about the Nez Perce. Students organize information by identifying repeated words, phrases, and ideas to determine his main ideas. During writing instruction, students generate examples of transition words and phrases and practice using transitions between sentences. Students use a transition word or phrase to connect two sentences related to "Lincoln Hall Speech."

P A Prologue to lesson 9 is available for students who need additional support.

Learning Goals

Identify the main ideas in Chief Joseph's "Lincoln Hall Speech."

LEARNING TASK: Write a headline that captures the main ideas of Chief Joseph's "Lincoln Hall Speech."

Use transition words and phrases correctly.

LEARNING TASK: Use a transition word or phrase to connect ideas about "Lincoln Hall Speech."

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read and Annotate “Lincoln Hall Speech”
- **Respond:** Identify Main Ideas in a Speech
- **Write:** Use Transitions to Connect Ideas

LAND

Reflect on Learning

Materials

TEACHER

- excerpt from “Lincoln Hall Speech” (digital platform)
- class Writing Model for Module 1 (*Learn* book, Writing)

STUDENTS

- excerpt from “Lincoln Hall Speech” (*Learn* book)
- Notes Chart for the excerpt from “Lincoln Hall Speech” (*Learn* book)
- journal
- Writing Model for Module 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for the excerpt from “Lincoln Hall Speech” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the excerpt from “Lincoln Hall Speech.”
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Remind students that they learned about the events leading up to Chief Joseph’s surrender to the US Army and his “Lincoln Hall Speech” that he delivered several years later. Tell students that they will identify Chief Joseph’s main ideas in an excerpt from the introduction and conclusion of his “Lincoln Hall Speech.”

**LEARN** 53 minutes**Read** | Read and Annotate “Lincoln Hall Speech” | 20 minutes

1. Direct attention to the artist’s rendering of Lincoln Hall on the first page of the speech. Share these facts with students:
 - In 1879, two years after surrendering at Bear Paw Mountains, Chief Joseph traveled to Washington, DC, to meet with government officials, including President Rutherford B. Hayes.
 - While in Washington, DC, Chief Joseph gave a speech at Lincoln Hall, which was a popular site for performances, lectures, and speeches.
 - Chief Joseph’s audience at Lincoln Hall was composed of lawmakers, such as senators and congressmen.
 - Chief Joseph delivered the speech in the Nez Perce language, which was translated by an interpreter.
 - Chief Joseph gave the speech to hundreds of people, and it reportedly lasted more than an hour.

Teacher Note

It is important that students understand that though Chief Joseph was not the official leader of the entire Nez Perce nation, he became a spokesperson for the Native nation.

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

How is listening to a speech different from reading an article?

Differentiation Support

To help students identify the differences between listening and reading, ask this question: What can readers do when reading an article that listeners cannot do when listening to a speech?

Key Ideas

- If you do not understand an idea, you can reread part of an article, but you cannot go back to an idea when listening to a speech.
- When listening to a speech, you must focus carefully to remember the speaker's main ideas, but when you read an article, you can annotate the main ideas to come back to later.
- When reading an article, you have to sound out words you do not know, but in a speech the speaker will pronounce them correctly.
- When listening to a speech, the speaker's body language and voice convey meaning, but you have only the writer's words when reading an article.

3. Explain that speakers plan their speeches to be easy for listeners to follow and interesting enough to hold listeners' attention. Tell students that a speaker has a clear purpose for the speech and that the purpose determines what they say and how they say it.**4. Direct students to the excerpt from "Lincoln Hall Speech," located in the *Learn* book. Tell students that the speech was first published in *North American Review* in 1879. Paragraphs 1 and 2 are from the introduction of the speech, and paragraphs 3–9 are from the conclusion.**

5. Read aloud paragraphs 1–2 of the excerpt from “Lincoln Hall Speech,” and instruct students to follow along. Tell students to listen for repeated words and phrases.

Language Support

Based on your students’ needs, pause to define select terms with a synonym (e.g., *disgrace*, *liberty*, *straight tongue*).

6. Ask these questions:



Which words, phrases, and ideas does Chief Joseph repeat in paragraphs 1–2?



Why do you think Chief Joseph repeats words, phrases, and ideas in the speech?

Key Ideas

- **repeats:** “heart,” “my heart,” “our people,” “my people,” “white people,” “white man,” “I believe,” “my people believe,” “truth,” “fathers”
- **why:** makes it easier for listeners to follow, emphasizes main ideas

Differentiation Challenge

To encourage students to make connections between module texts, ask this question: How is storytelling similar to giving a speech?

7. Explain that speakers repeat words, phrases, and ideas to make it easier for listeners to remember their ideas. Instruct students to Think–Pair–Share to answer this question:



Based on the repetition, what is a main idea of these paragraphs?

Differentiation Support

To help students identify a main idea, ask this question: What does Chief Joseph say he wants his audience to understand?

Key Ideas

- He repeats the word *heart* and tells the audience that he came to show them his heart, which means that he is going to show them how he feels and what he believes.
- He repeats the word *people* and talks about his people and his father's beliefs because he wants to tell his audience about important beliefs in his culture.
- He repeats the word *laws* and shares what his people believe about right and wrong so the audience can understand what he values.
- He repeats ideas related to truth to tell his audience that he is being honest.

Emphasize that Chief Joseph states his purpose as wanting to help his audience understand what he feels and what the Nez Perce believe.

8. Tell students that they will read paragraphs 3–9 to learn what Chief Joseph shares with his audience about his beliefs and feelings.
9. Instruct students to read the rest of the speech and to annotate repeated words, phrases, or ideas.

Respond | Identify Main Ideas in a Speech | 18 minutes

1. Direct students to the Notes Chart for the excerpt from “Lincoln Hall Speech,” located in the *Learn* book. Form pairs, and assign each pair a paragraph or group of paragraphs:

- paragraphs 3–4
- paragraphs 5–6
- paragraphs 7–8
- paragraph 9

Repetition	Notes

2. Direct attention to the Repetition column, and explain that students will write repeated words, phrases, and ideas from their assigned paragraphs in that column. Direct attention to the Notes column, and tell students to write what Chief Joseph tells his audience about these words, phrases, or ideas.

Differentiation Support

To help students identify a message that Chief Joseph wants his audience to remember, instruct them to identify a repeated word, phrase, or idea, and ask this question: What does this word, phrase, or idea tell you about Chief Joseph and the Nez Perce?

3. Invite a few students to share their notes.

Key Ideas

Paragraphs 3–4

- **repetition:** “cannot understand,” “do not understand,” “talk,” “promises,” “break his word,” “nothing is done,” “Good words do not,” “broken promises,” “amount to,” “pay for”
- **notes:** He does not understand how the US leaders are allowed to make false promises to his people. He sees that nothing is done for his people. Good words cannot bring back the dead or bring them home. Good words without actions are useless.

Paragraphs 5–6

- **repetition:** “misunderstandings,” “misrepresentations,” “peace,” “alike,” “the same,” “free,” “liberty,” “penned up,” “pen,” “one place”
- **notes:** To live in peace, the White man must treat the Nez Perce as equals. Chief Joseph does not understand why the US leaders believe that they can tell the Nez Perce what to do or where to live. They cannot expect the Nez Perce to be content and prosper on a small piece of land.

Paragraphs 7–8

- **repetition:** “treated,” “treat,” “home,” “heart,” “country,” “live,” “men,” “alike,” “law”
- **notes:** He wants the US leaders to give the Nez Perce a home where they can be healthy. All men should be treated the same under the law.

Paragraph 9

- **repetition:** “free,” “one,” “Great Spirit Chief,” “brothers,” “father,” “mother”
- **notes:** He tells them to let the Nez Perce be free and that then there will be peace. He says that they must all be like one family.

4. Instruct students to work with a partner to orally combine two or more main ideas into a single statement. Invite a few students to share their statements.

Key Ideas

- Chief Joseph tells US leaders that they have broken their promises and must treat all men as equals.
- Chief Joseph pleads for the Nez Perce's return to their homeland and for fair treatment from the US leaders.
- Chief Joseph believes that honesty is an important value, and he says that US leaders have not been honest.

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to respond to this prompt: Imagine that you are a newspaper reporter attending Chief Joseph's speech at Lincoln Hall and are writing an article about the event. Write a headline for the newspaper article, and include the main ideas that Chief Joseph emphasizes in his speech.

Language Support

To help students write a headline, share examples and discuss characteristics of headlines from a news source.

Analyze Student Progress

Monitor: Do students accurately convey Chief Joseph's main ideas in their headlines?

Offer Immediate Support: If students need additional support focusing on Chief Joseph's main ideas, direct them to paragraph 9 and ask this question: In this section of the text, what are Chief Joseph's biggest concerns?

Plan Future Practice: Students practice identifying main ideas in module 2.

6. Invite a few students to share their headlines.

7. Facilitate a brief discussion of this question:



How do Chief Joseph and the author of “A Surrender” describe events differently?

Key Ideas

- The article does not mention the many promises US leaders made to Chief Joseph.
- Chief Joseph shares his feelings about the events, rather than just facts about the events.
- Chief Joseph describes the identity of the Nez Perce beyond just dates and locations.

8. Tell students that in the next lesson they will look more closely at the words Chief Joseph uses to convey his values.

Write | Use Transitions to Connect Ideas | 15 minutes

1. Display the class Writing Model for Module 1, and direct students to the page in their *Learn* books. Invite a few students to identify transition words or phrases.

Reinforce the correct responses:

- *also*
- *in addition*

2. Ask these questions:



Where does the author transition between ideas?



Why does the author use these transition words and phrases?

Key Ideas

- **where:** at the beginning of sentences
- **where:** at the beginning of paragraphs
- **why:** to add a new idea or evidence
- **why:** to show a similar point to support the thesis

3. Instruct students to Think–Pair–Share to answer this question:

 **Which other words and phrases can you use to connect similar ideas?**

Key Ideas

- *similar to, similarly*
- *likewise*
- *moreover*
- *additionally*

4. Direct attention to the comma after *Also* in proof paragraph 1 of the writing model. Explain that when a transition word or phrase is at the beginning of a sentence, writers put a comma at the end of the transition word or phrase to separate it from the main part of the sentence. The comma emphasizes the connection and improves the clarity of the writing.

5. Direct attention to the topic sentence of proof paragraph 2. Ask this question:

 **What do you notice about the transition in the topic sentence?**

Key Ideas

- repeats the first point after “In addition”
- is longer
- does not have a comma after “In addition”

6. Explain that in level 5 students will focus on writing stronger transitions between proof paragraphs in the informative essay. One way to do this is by restating the first point in the transition of the topic sentence of proof paragraph 2.

7. Ask this question:

 **Why does the author use a comma after “In addition to showing that the Nez Perce value their connection to the homeland,” and not just “In addition”?**

Reinforce the correct response: because that is the end of the transition.

8. Underline the second part of the topic sentence of proof paragraph 2 on the writing model: “Coyote and the Monster’ shows the importance of storytelling.” Explain that the comma separates the transition from the main part of the sentence. The main part of the sentence is where the author states the point for proof paragraph 2.
9. Tell students that they will now practice writing a topic sentence for proof paragraph 2 to prepare for Module Task 1. Display the following points and topic sentence:
 - **point 1**—The US leaders forced the Nez Perce to leave their homeland.
 - **point 2**—The US leaders sent them to places where they could not thrive.
 - **topic sentence for proof paragraph 2**—In addition to forcing the Nez Perce to leave their homeland the US leaders sent them to places where they could not thrive.
10. Instruct students to Think–Pair–Share to determine where the comma goes in the topic sentence.

Reinforce the correct response, and add the comma to the displayed sentence: In addition to forcing the Nez Perce to leave their homeland, the US leaders sent them to places where they could not thrive.

11. Display the following points about the main ideas in Chief Joseph’s “Lincoln Hall Speech”:
 - **point 1**—One main idea of “Lincoln Hall Speech” is that the Nez Perce should be free to move throughout the land.
 - **point 2**—Chief Joseph believes that all men are equal under the law.

- 12.  Introduce the learning task.** Instruct students to use the two points to write in their journals a topic sentence with a transition for proof paragraph 2. Tell students to use correct punctuation.

Language Support

To help students restate their first point in a transition, model how to write two types of transitions by using *in addition* and *in addition to*.

Analyze Student Progress

Monitor: Do students use an appropriate transition word or phrase followed by the first point and a comma?

Offer Immediate Support: If students need additional support revising the sentences to include a transition, direct attention to the topic sentence of proof paragraph 2 of the writing model and ask this question: How does the topic sentence connect the first point to the second?

Plan Future Practice: Students practice writing and revising topic sentences for Module Task 1 in lesson 18.

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

Key Ideas

- In addition to Chief Joseph's point that the Nez Perce should be allowed to move freely throughout the land, he tells his audience that all men are equal under the law.
- Similar to the idea that the Nez Perce should be able to be allowed to move freely throughout the land, Chief Joseph tells his audience that all men are equal.

- 14.** Explain that students will practice writing stronger transitions when they draft a response for Module Task 1.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about repetition?
- What did you learn from “Lincoln Hall Speech”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.2.5 Theme and Central Idea: MM.2.5.C, MM.2.5.D

MM.3.5 Summary: MM.3.5.C

MM.8.5 Point of View, Perspective, and Purpose: MM.8.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.A, CP.2.5.B

CP.4.5 Structure: CP.4.5.B, CP.4.5.B.d

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.8.5 Punctuation: DF.8.5.B

DF.13.5 Sentence Construction: DF.13.5.C

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 10

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Reveal:** What does a deeper look at figurative language reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine the language that Chief Joseph uses to illustrate his points in “Lincoln Hall Speech.” Then students explain how Chief Joseph uses figurative language in his speech to show his heart, or convey his values. During visual art instruction, students examine *In Mut Too Yah Lat Lat (Chief Joseph)*. After taking time to look closely at this portrait, they describe *In Mut Too Yah Lat Lat (Chief Joseph)* in writing.

P A Prologue to lesson 10 is available for students who need additional support.

Learning Goals

Examine Chief Joseph’s word choices in “Lincoln Hall Speech.”

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

Describe *In Mut Too Yah Lat Lat (Chief Joseph)*.

 **LEARNING TASK:** Write a description of the subject of *In Mut Too Yah Lat Lat (Chief Joseph)*.

Vocabulary

subject (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine the Speaker's Word Choices
- **Respond:** Determine the Effects of Figurative Language
- **Observe:** Describe *In Mut Too Yah Lat Lat* (Chief Joseph)

LAND

Reflect on Learning

Materials

TEACHER

- excerpt from “Lincoln Hall Speech” (digital platform)
- *In Mut Too Yah Lat Lat* (Chief Joseph) (digital platform)
- Knowledge Card: *value*

STUDENTS

- excerpt from “Lincoln Hall Speech” (*Learn* book)
- journal

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for the excerpt from “Lincoln Hall Speech” (*Learn* book, Fluency) and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the excerpt from “Lincoln Hall Speech.”
2. Display and Choral Read the Content Framing Question: What does a deeper look at figurative language reveal?
3. Tell students that they will examine Chief Joseph’s word choices to determine how he uses figurative language to strengthen the impact of the speech.



LEARN 53 minutes

Read | Examine the Speaker’s Word Choices | 18 minutes

1. Ask this question:



What is the difference between someone saying “my blood is boiling” and “I am angry”?

Key Ideas

- The word *boiling* calls to mind hot, fast-moving water to create an image of just how angry the person is.
- The sensory details of *blood boiling* give a stronger sense of anger.

2. Explain that “I am angry” is a literal statement, and “my blood is boiling” is a figurative one. Ask this question:



What is the difference between a literal statement and a figurative statement?

Reinforce the correct responses:

- **literal**—involves the ordinary or usual meaning of a word
- **figurative**—includes language that expresses meaning in a nonliteral way to create an image or effect

3. Tell students that figurative language is a tool writers use to convey their ideas and emotions. Explain that figurative language can be a comparison of two seemingly dissimilar things, such as boiling water and anger. These comparisons are called similes and metaphors.

Language Support

Define *metaphor* and *simile*, and provide examples. Tell students that similes use the words *like*, *as*, or *as if* to signal the comparison. Metaphors often use forms of the verb *to be*.

4. Direct students to the excerpt from “Lincoln Hall Speech,” located in the *Learn* book. Instruct them to read the first sentence of paragraph 1. Ask these questions:



Is this statement an example of literal or figurative language? How do you know?



What does Chief Joseph mean when he says, “My friends, I have been asked to show you my heart”?

Reinforce the correct responses:

- figurative
- not going to show his literal heart, the organ in his chest
- speaks openly and honestly, shares his emotions and values

Teacher Note

If students used *Arts & Letters* in level 4, they have studied the literal and figurative heart in module 1.

Make connections to prior knowledge, as applicable.

Emphasize that Chief Joseph uses the term *heart* figuratively to mean his sincere feelings and the most important values at the heart of the Nez Perce people.

5. Display the Knowledge Card for *value*, and direct attention to the image to spark students' memory. Remind students that the noun form of *value* means “a strongly held belief about what is important or acceptable,” and the verb form means “to think that someone or something is important or useful.” Ask this question:



What are some examples of values?

Key Ideas

- honesty
 - respect
 - equality
 - determination
 - courage
 - friendship
 - intelligence
6. Explain that Chief Joseph and his people value honesty and understanding because he begins his speech by telling his audience that he will show them his heart.
7. Tell students that they will follow the Repeated Reading instructional routine to closely examine a part of the text. Explain that this routine has four parts. First, the teacher reads aloud to model fluent reading. Then, students participate in a shared reading, by Echo Reading, Choral Reading, or partner reading. Next, students ask questions about pronunciation and meaning of words. The teacher may read aloud again. Finally, students read independently, either silently or in a whisper.
8. Engage students in Repeated Reading of paragraph 6, starting with “You might as.” Instruct students to annotate examples of figurative language.

9. Ask this question:

 **What are two examples of figurative language in this paragraph?**

Reinforce the correct responses:

- expecting rivers to run backward compared to a free man being content when penned up
- a horse tied to a stake compared to a Native American penned up and made to stay on a small plot of earth

10. Think aloud to demonstrate how to analyze the meaning of the first comparison in paragraph 6.

11. Ask this question:

 **What values does Chief Joseph show through this comparison?**

Key Ideas

- freedom for all people
- respect for others
- equality for all people

12. Instruct students to read the portion of paragraph 6 from “If you tie” to “grow and prosper.” Instruct students to Think–Pair–Share to answer these questions:

 **What does Chief Joseph mean when he asks, “If you tie a horse to a stake, do you expect he will grow fat?”**

 **Who or what is being compared to a horse tied to a stake?**

Reinforce the correct responses:

- Do you think a horse can live if it is tied down in one place?
- Native Americans are being compared to a horse that is tied down.

Sample Think Aloud

I see the words “as that” between the description of the river and of free men, so I know that those two phrases are the items being compared. The first meaningful phrase, “You might as well expect the rivers to run backward,” poses an impossible situation since nothing can make a river go backward. The rest of the sentence says that thinking that free people will be happy when their freedom is taken away is as impossible as making a river reverse its flow.

13. Instruct students to Think–Pair–Share to answer these questions:

 **What values are revealed in this comparison? How do you know?**

Key Ideas

- Freedom for all people—just like horses cannot live tied down without the freedom to go where they please, Native Americans cannot thrive if they are not free.
- Equality—if people allow animals to roam for their survival, then all people should have the right to move where they can grow and prosper.

Respond | Determine the Effects of Figurative Language | 17 minutes

- 1.** Instruct students to annotate figurative language in paragraphs 8–9.
- 2.** Direct students to their journals. Display these sentence frames:
 - In paragraph _____, Chief Joseph says _____.
 - This means _____.
 - These words convey the value of _____, because _____.
- 3.** Tell students to work with a partner to choose two examples of figurative language from paragraphs 8–9 and complete the sentence frames for each example.

Differentiation Support

To help students analyze figurative language, ask this question: What two things is Chief Joseph comparing?

4. Invite a few students to share their examples of figurative language.

Key Ideas

- In paragraph 8, Chief Joseph says that he sees Native Americans being treated like animals and criminals.
- This means that he sees his people being treated as less than human or as badly as those who have committed crimes.
- These words convey the value of fairness, because Chief Joseph is sickened that his people are not being treated fairly.
- In paragraph 9, Chief Joseph says that the White settlers and the Native Americans should be like the brothers of one father and one mother.
- This means that Chief Joseph thinks all people were created by the Great Spirit Chief no matter who they are.
- These words convey the value of equality and friendship, because a family is one, united group of people who love one another.

5. Introduce the learning task. Direct students to their journals. Instruct them to write a response to this question: How does Chief Joseph use figurative language to show his values in “Lincoln Hall Speech”? Tell students to use specific examples from the speech to support their answers.

Analyze Student Progress

Monitor: Do students use examples of figurative language phrases from Chief Joseph’s speech that convey the values of honesty, equality, and friendship?

Offer Immediate Support: If students need additional support identifying figurative language, remind them to look for the words *like* and *as*.

Plan Future Practice: Students practice analyzing figurative language and word choice in module 2.

6. Invite a few students to share their responses.

Key Ideas

- Chief Joseph uses figurative language to show the value of freedom. He compares Native Americans to horses tied to a stake. This shows that US leaders would not restrict the freedom of a horse the way that they are taking freedom from the Native Americans. He believes that all people are free.
- Chief Joseph uses figurative language to show the value of friendship. He says that the White settlers and Native Americans must be like a family. This comparison emphasizes that there should be friendship and love among all people.

7. Facilitate a brief discussion of this question:



How does figurative language strengthen Chief Joseph's speech?

Key Ideas

- The comparisons show that his ideas make sense and are the right things to do.
- The figurative language shows how badly the Native Americans have been treated.
- The emotions he conveys through figurative language help his audience understand the depths of his pain and how the US government's broken promises have made it impossible for the Nez Perce to survive.

8. Tell students that Chief Joseph expresses hope that his words will result in action. In the next lesson, they will discuss what Chief Joseph hoped would happen as a result of “Lincoln Hall Speech.”

Observe | Describe *In Mut Too Yah Lat Lat (Chief Joseph)* | 18 minutes

1. Tell students that they will continue to notice and wonder as they examine a work of art.

Teacher Note

In Mut Too Yah Lat Lat (Chief Joseph) was created by American photographer Edward S. Curtis. In 1903, Chief Joseph sat for this portrait in Curtis's Seattle studio. Unlike a candid photograph, this portrait attempts to capture the artist's vision of Chief Joseph both as an individual and as a representative of the Nez Perce. The platinum print process used here, which is now largely abandoned, creates a deep range of gray tones, leaving the viewer with a soft image. Today, portraits of Native people are subject to discussion and debate due to the nature of their creation by non-Native American artists using a nontraditional Native art form. Artists like Curtis would have chosen the subjects' poses, costumes, and props, at times rendering an image that is less accurate than mythical and romanticized. This image, as well as others like it, was hugely popular in the early 1900s and would have been sold to people across the country who otherwise had no visual concept of the Native people of the West.

To promote looking closely at the work of art, do not provide background information about it at this point. Rather, encourage students to share and expand on what they initially notice and wonder. Students revisit this work of art during the next few lessons and learn more about its history.

2. Display the work of art without telling students the title or name of the artist.
3. Instruct students to silently examine the work of art for at least two minutes.
4. Ask this question:



What do you notice about this work of art?

5. Remind students that they can determine what is happening in a work of art by describing what story the image tells or by describing the elements (e.g., shapes, colors, and lines) that the artist uses. Instruct students to silently observe the work of art for at least 30 seconds.

6. Instruct students to Think–Pair–Share to answer these questions:



What is the focus of the work of art?



How would you describe the background?

Reinforce the correct responses:

- **focus**—the man’s face and head
- **background**—blurred with very little to see

7. Tell students that the blurred background serves to draw the viewer’s attention to the man’s face and clothing as well as to create a sense of mystery.
8. Introduce the vocabulary term *subject* by displaying the term and definition. Engage students in Vocabulary Exploration.
9. Instruct students to Think–Pair–Share to answer these questions:



How would you describe the subject’s emotions?



What evidence of those emotions do you see?

Key Ideas

- The subject appears to be serious based on his unsmiling face.
 - The subject seems determined because his facial expression is fixed, and he appears to be looking at the viewer.
10. Explain that the full title of this work is *In Mut Too Yah Lat Lat (Chief Joseph)*, and it is a photographic portrait of Chief Joseph. Tell students that they will learn more about the history of this portrait in future lessons.

Definition

subject (n.): the object, scene, figure, or event that a work of art shows

- 11. 🎯 Introduce the learning task.** Direct students to their journals. Instruct them to write a description of this portrait of Chief Joseph for a person who is not in the room. Tell them to consider what the details in the work of art say about the subject.
-

Analyze Student Progress

Monitor: Do students use details from the work of art to describe the subject?

Offer Immediate Support: If students need additional support describing the subject, instruct them to focus on the subject's face or his clothing.

Plan Future Practice: Students practice describing what is happening in *Untitled* in lesson 25.

- 12.** Look for students to address key ideas in their responses.

Key Ideas

- The subject is an older man, and he is wearing a headpiece and jewelry.
- He has a serious look on his face.
- His facial expression is fixed and unsmiling.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about figurative language?
- What did you learn from “Lincoln Hall Speech”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.5.5 Vocabulary: MM.5.5.A.b, MM.5.5.B, MM.5.5.B.b, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b, MM.12.5.C

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF **Develop Foundations**

DF.3.5 Phonics and Spelling: DF.3.5.A

DM **Develop Metacognition**

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building



Lesson 11

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students read Chief Joseph's "Lincoln Hall Speech" to determine what he proposes as solutions and to identify the requests he makes on behalf of the Nez Perce. Students engage in a text-based discussion about Chief Joseph's most important request. During visual art instruction, students examine how the artist's use of depth of field creates perspective in *In Mut Too Yah Lat Lat (Chief Joseph)*. Then students describe how the depth of field changes how a viewer sees the subject.

P A Prologue to lesson 11 is available for students who need additional support.

Learning Goals

Determine the problems, solutions, and requests in Chief Joseph's "Lincoln Hall Speech."

LEARNING TASK: During a class discussion, share textual support for the most important request Chief Joseph makes in his speech.

Examine the artist's use of depth of field in *In Mut Too Yah Lat Lat (Chief Joseph)*.

LEARNING TASK: Describe how the artist uses depth of field to portray the subject in *In Mut Too Yah Lat Lat (Chief Joseph)*.

Vocabulary

depth of field

justice (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Observe:** Examine Depth of Field in *In Mut Too Yah Lat Lat* (Chief Joseph)

LAND

Reflect on Learning

Materials

TEACHER

- excerpt from “Lincoln Hall Speech” (digital platform)
- *In Mut Too Yah Lat Lat* (Chief Joseph) (digital platform)
- Knowledge Card: *justice*
- Flowers photographs (digital platform)

STUDENTS

- excerpt from “Lincoln Hall Speech” (*Learn* book)
- Glossary for Module 1 (*Learn* book)
- Talking Tool (*Learn* book)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for the excerpt from “Lincoln Hall Speech” (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the excerpt from “Lincoln Hall Speech.”
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will read “Lincoln Hall Speech” to discuss Chief Joseph’s most important request and determine the lessons they can learn from his words.



LEARN 53 minutes

Read | Prepare for a Discussion | 18 minutes

1. Direct attention to this part in paragraph 3 of “Lincoln Hall Speech”: “they all say they are my friends, and that I shall have justice.” Ask this question:

What do you know about the word *justice*?

2. Introduce the vocabulary term *justice* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
3. Direct students to the term *justice* in the Glossary for Module 1, located in the *Learn* book. Instruct them to underline the root *jus*, and explain that *jus* means “law or right.” Instruct them to add the root *jus* and the definition in the Notes column for *justice*. Ask this question:

How does the meaning of the root *jus* support your understanding of the word *justice*?

Use responses to emphasize that laws exist to make sure people are treated fairly and that justice is served.



Definition

justice (n.): fair treatment

Teacher Note

Students will continue morphology word work with the root *jus* in the Responsive Teaching lesson (lesson 14).

4. Explain that to prepare for a discussion, students will think about Chief Joseph's purpose for giving his speech at Lincoln Hall. Tell students that he wanted to formally request, or ask, that his audience make changes that would lead to justice for the Nez Perce.
5. Display and Echo Read today's discussion question: Which of Chief Joseph's requests is most important for achieving justice for the Nez Perce?
6. Direct students to the excerpt from "Lincoln Hall Speech," located in the *Learn* book. Instruct them to work with a partner to read the speech and annotate the requests that Chief Joseph makes that would lead to justice for the Nez Perce.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who speak and read English fluently.

7. Look for students to annotate key ideas.

Key Ideas

- to be treated equally
- to follow the same laws
- to have a better place to live
- to be free

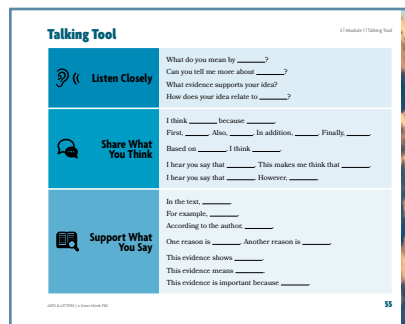
Respond | Discuss a Central Idea | 20 minutes

1. Display and introduce the speaking and listening goal for today's discussion: Support what you say with relevant textual evidence, including quotations.

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

2. Explain that students can practice this goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Echo Read these sentence frames: In the text, _____. For example, _____. Model how to use the sentence frames by thinking aloud.
3.  **Introduce the learning task.** Explain that students will now engage in a discussion to share important ideas from “Lincoln Hall Speech.” Encourage students to refer to their annotations to support their ideas. Begin the discussion by asking this question:



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 _____.

 **Which of Chief Joseph's requests is most important for achieving justice for the Nez Perce?**

Language Support

To help students use content vocabulary during the discussion, display the Knowledge Cards for *justice* and *value*.

Analyze Student Progress

Monitor: Do students connect specific words or sentences from Chief Joseph's speech to a most important request?

Offer Immediate Support: If students struggle to identify an important request, instruct them to reread paragraphs 5, 7, 8, and 9.

Plan Future Practice: Students practice determining a central idea of *The Birchbark House* in lesson 23.

4. Listen for students to use relevant, text-based evidence during the discussion.

Differentiation Challenge

To encourage students to make connections within the text, instruct them to reread the laws given to the Nez Perce by their fathers in paragraph 2. Ask this question: What connection do you see between these laws and the actions Chief Joseph requested that would lead to justice for his people?

5. Continue to facilitate the discussion by asking this question:



What is a central idea of Chief Joseph's speech?

Differentiation Support

To help students identify a central idea, ask these questions:

- What Nez Perce laws does Chief Joseph share with his audience?
- Which laws relate to the speech?

Key Ideas

- All people deserve respect.
- All people should have the same rights.
- Actions are more important than words.
- Nez Perce culture is valuable.
- The Nez Perce cannot live in their current conditions.

6. Tell students that in the following lesson they will review the knowledge they built from “Lincoln Hall Speech.”

Observe | Examine Depth of Field in *In Mut Too Yah Lat Lat* (Chief Joseph) | 15 minutes

1. Remind students that they looked at a portrait of Chief Joseph titled *In Mut Too Yah Lat Lat* (Chief Joseph) and considered how to describe the subject. Tell students that they will look closely at the photograph by examining the choices the photographer, Edward Curtis, made when taking the picture.
2. Display and Choral Read the Content Framing Question: What does a deeper look at depth of field reveal?
3. Display *In Mut Too Yah Lat Lat* (Chief Joseph). Ask this question:

 **What are different ways in which you have learned about Chief Joseph?**

Key Ideas

- from his speech
 - from the article “A Surrender”
 - from the interview with J. R. Spencer
4. Explain that people study visual imagery, such as a portrait, as another way to learn about a historic figure.
 5. Instruct students to look closely at the photograph in silence for at least two minutes. Ask these questions:

 **What do you notice about the foreground?**

 **What do you notice about the background?**

Key Ideas

- **foreground:** mainly Chief Joseph's face, clothing, and war bonnet are in focus
- **background:** mostly dark, fades from in focus to blurry

Teacher Note

Encourage students to consider what draws their eye around the image (e.g., size, lines, focus). Emphasize that there are no right or wrong answers to this prompt.

6. Remind students that they discussed perspective in art, or the way an artist creates the illusion of depth in a two-dimensional work of art. In *Across the Continent*, they examined the artist's use of lines traveling toward a vanishing point to create a one-point perspective.
7. Tell students that photographers create perspective by using a technique called depth of field. Introduce the vocabulary term *depth of field* by displaying the term and definition. Engage students in Vocabulary Exploration.
8. Display the two photographs of flowers. Ask these questions:



What is the difference between the two pictures?



Where is your focus when you look at each?

Key Ideas

- **first photograph:** clear, in focus, no main focus
- **second photograph:** flowers in focus, everything behind the flowers soft and blurry, focus only on the flowers

9. Explain that the picture with just the flowers in focus uses a shallow depth of field, which helps photographers draw the viewer's eyes to one area by putting that area in focus and making everything else blurry. Tell students that in the Chief Joseph photograph Edward Curtis uses a shallow depth of field, which is a common photographic technique for portraits.

Definition

depth of field: how much of an image is in focus, specifically the distance between the nearest and farthest in-focus parts of an image

10. Direct attention to the blurry background, including the edges of the feathers of the war bonnet, in *In Mut Too Yah Lat Lat (Chief Joseph)*. Explain that Chief Joseph's face, which is closest to the viewer, is in focus. This indicates a shallow depth of field.

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

 **What is the effect of the depth of field in the portrait?**

Encourage students to use terms such as *foreground*, *background*, *perspective*, and *depth of field* during their discussion.

Analyze Student Progress

Monitor: Do students share how the artist uses the sharp focus in the foreground to draw attention to Chief Joseph's face and facial expression?

Offer Immediate Support: If students need additional support analyzing the portrait, ask these questions: Why does the artist choose to have the background blurry, or out of focus? What does the sharp focus on Chief Joseph's face help you see?

Plan Future Practice: Students practice examining a specific aspect of *Untitled* in lesson 26.

Key Ideas

- shows more emphasis on the foreground: Chief Joseph's face and facial expression
- shows less emphasis on the background: clothing and accessories blend into the background, and blurred feathers create a frame around Chief Joseph's face
- makes the viewer feel like they are in a small space close to Chief Joseph

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about justice?
- What did you learn from “Lincoln Hall Speech”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.2.5 Theme and Central Idea: MM.2.5.C, MM.2.5.D

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.b, MM.5.5.A.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b, MM.12.5.C

CP Compose and Present Content

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.D

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 12

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build knowledge of the Nez Perce culture. They read about the Nez Perce's acquisition of a portion of their homeland from "Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon." Students reflect on the role of the Nez Perce's homeland in their culture. During visual art instruction, students discuss portraits and possible messages communicated in *In Mut Too Yah Lat Lat (Chief Joseph)*. They then compare the portraits *In Mut Too Yah Lat Lat (Chief Joseph)* and *Chief Joseph and Family*, discussing how both works of art build their knowledge of Chief Joseph.

P A Prologue to lesson 12 is available for students who need additional support.

Learning Goals

Express knowledge gained from the excerpt from "Lincoln Hall Speech."

LEARNING TASK: Write about the knowledge gained from Chief Joseph's "Lincoln Hall Speech," using prepositional phrases to make writing precise.

Compare *In Mut Too Yah Lat Lat (Chief Joseph)* and *Chief Joseph and Family*.

LEARNING TASK: Describe how *In Mut Too Yah Lat Lat (Chief Joseph)* and *Chief Joseph and Family* build knowledge about Chief Joseph.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Observe:** Build Knowledge from Visual Art

LAND

Synthesize Learning

Materials

TEACHER

- excerpt from “Lincoln Hall Speech” (digital platform)
- “Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon” (digital platform)
- *In Mut Too Yah Lat Lat* (*Chief Joseph*) (digital platform)
- *Chief Joseph and Family* (digital platform)
- class Timeline for “A Surrender” (*Learn* book, lesson 8)
- Syllable Types (Reference Charts appendix)
- class Sentence Strategies for Module 1 (*Learn* book, Writing)

STUDENTS

- “Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon” (*Learn* book)
- excerpt from “Lincoln Hall Speech” (*Learn* book)

- Timeline for “A Surrender” (*Learn* book, lesson 8)
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- World Knowledge Statements for Module 1 (*Learn* book)
- journal

Preparation

- Determine how to display side by side Syllable Types and the terms *riparian* and *acquisition* with their syllable divisions. See the Read section for details.
- Familiarize yourself with the concept of prepositional phrases. See the Respond section for details.
- Determine how to display *In Mut Too Yah Lat Lat* (*Chief Joseph*) and *Chief Joseph and Family* simultaneously. See the Observe section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the excerpt from “Lincoln Hall Speech.”
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will learn about the Nez Perce’s recent acquisition of a portion of their homeland and then review and write about the knowledge they built while studying Chief Joseph’s “Lincoln Hall Speech.”



LEARN 53 minutes

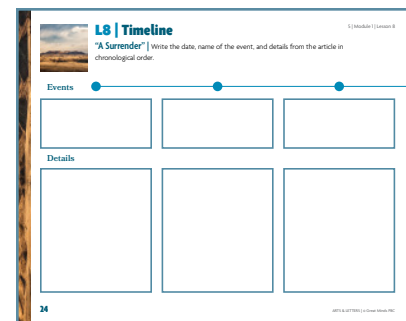
Read | Review Knowledge | 15 minutes

1. Display the class Timeline for “A Surrender,” and direct students to the page in their *Learn* book. Ask these questions:

What is the last event listed on the timeline?

What are the details for the event?

Reinforce the correct responses: 1884; Nez Perce moved; moved to a reservation in Washington State.



2. Direct students to “Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon,” located in the *Learn* book. Tell students that two terms will be helpful to know when reading this article.
3. Display side by side Syllable Types and the terms *riparian* and *acquisition*. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.
4. Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.
5. Explain that *riparian* means “relating to or situated on the banks of a river or other natural body of water,” and *acquisition* means “the act of getting or acquiring something such as valuable property.”
6. Instruct students to follow along as you read aloud the article.
7. Ask this question:

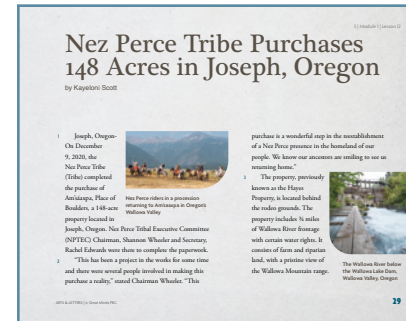


Why does the chairman of the Nez Perce Tribal Executive Committee say, “We know our ancestors are smiling to see us return home”?

Key Ideas

- The Nez Perce come from the land, and they are being reunited with their home and ancestors.
 - The chairman knows that their ancestors suffered a forced removal, and they would be happy to know that the Nez Perce people are returning to their homeland.
8. Tell students that they will add this important event to their timelines. Instruct students to add the date and a brief title to the Event box.

Reinforce the correct response: December 9, 2020; Nez Perce tribe purchased portion of homeland.



Syllable Type	Examples	Definition
Closed	be-gin fun-ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	bro-ken car-go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep-tile mis-take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea-nut en-joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel+Controlled	par-ty fur-ther	a syllable with ar, er, ir, or, or ur; the vowel sound often changes
Consonant-le	lit-tle ta-ble	an unstressed final syllable that contains a consonant before the letter l, followed by a silent e
Other: Stable Final	fic-tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -turn, -cial, -ciou, -tious)

9. Direct attention to the Details box. Instruct students to Jot–Pair–Share to answer this question:



What details can you add about this event?

Differentiation Support

To help students describe the event, tell them to look for answers for the 5 W's in the article.

Key Ideas

- purchased 148 acres of their homeland in Joseph, Oregon
- land includes Chief Joseph's council site
- acres include farm and riparian land
- purchase reestablishes a Nez Perce presence in their homeland

Add responses to the class timeline.

10. Tell students that when the Nez Perce purchased part of their homeland, it had been 143 years since they were forced from their homeland, and even longer since the first and second treaties. Explain that the acquisition was 141 years from when Chief Joseph spoke at Lincoln Hall.
11. Facilitate a brief discussion of this question:



What does this tell you about the connection the Nez Perce have to this land?

Key Ideas

- The Nez Perce are deeply connected to their homeland.
- The Nez Perce's connection to their homeland goes beyond a physical space.

Differentiation Challenge

To encourage students to synthesize module knowledge, ask this question: How does the quotation from Chief Joseph in the article relate to the article and to his “Lincoln Hall Speech”?

- 12.** Direct attention to the World Knowledge Chart, and instruct students to review their knowledge statements. Ask this question:

 **What did you learn about the Nez Perce and their homeland from this article?**

Key Ideas

- The Nez Perce homeland is still an important part of their culture.
- The Nez Perce nation now owns part of their homeland, 143 years after their forced removal.
- The Nez Perce nation owns the site of a traditional Nez Perce village and Chief Joseph's council site.

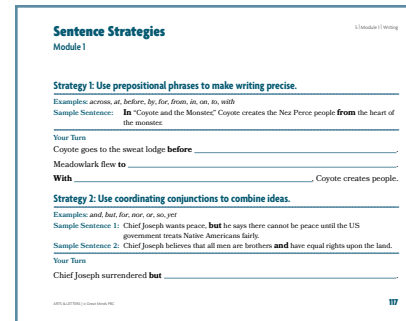
Add a few student-generated statements to the World Knowledge Chart.

Respond | Express Knowledge | 20 minutes

- 1.** Display the class Sentence Strategies for Module 1, and direct students to the page in their *Learn* book. Direct attention to Strategy 1: Use a prepositional phrase to make writing precise.

Teacher Note

Throughout the year, students practice combining, expanding, and condensing sentences, which allows them to express their knowledge in a variety of ways. They practice on the Sentence Strategies pages, located in the *Learn* book. This resource grows in subsequent modules as students learn new strategies.



Sentence Strategies
Module 1

Strategy 1: Use prepositional phrases to make writing precise.
Examples: across, at, before, by, for, from, in, on, to, with
Sample Sentence: In "Coyote and the Monster," Coyote creates the Nez Perce people **from** the heart of the monster.

Your Turn
Coyote goes to the nearest lodge **before** _____
Meadowlark flew **to** _____, Coyote creates people.

Wish _____

Strategy 2: Use coordinating conjunctions to combine ideas.
Examples: and, but, for, nor, or, so, yet
Sample Sentence 1: Chief Joseph wants peace, **but** he says there cannot be peace until the US government treats Native Americans fairly.
Sample Sentence 2: Chief Joseph believes that all men are brothers **and** have equal rights upon the land.

Your Turn
Chief Joseph surrendered **but** _____

- 2.** Display and read aloud this sentence: In "Coyote and the Monster," Coyote creates the Nez Perce people.

3. Direct attention to and read aloud the sample sentence: In “Coyote and the Monster,” Coyote creates the Nez Perce people from the heart of the monster. Underline “from the heart of the monster.” Ask this question:

 **What does this prepositional phrase do to the sentence?**

Differentiation Support

To help students articulate the differences between the sentences, ask this question: What does the second sentence tell you that the first sentence does not?

Reinforce the correct response: It makes the sentence more precise by telling the reader where Coyote got the materials to make people.

4. Direct attention to the example prepositions, and Choral Read them. Explain that prepositions help writers expand sentences by adding phrases that answer questions beginning with *when* and *where*. Prepositional phrases add more information about time, direction, or location.
5. Tell students to circle the comma following the title of the story in the sample sentence. 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.
6. Display this knowledge statement: Chief Joseph delivered a speech at Lincoln Hall.
7. Think aloud to model how to add a prepositional phrase to the knowledge statement to answer *when*.
8. Direct attention to the Your Turn section. Instruct students to add details to complete the sentences and include proper punctuation.
9. Direct attention to the World Knowledge Chart. Instruct students to orally rehearse expanding one of the sentences by adding a prepositional phrase.

Differentiation Challenge

To extend thinking, encourage students to use less common prepositions that show location, time, or direction (e.g., *between*, *during*, *since*).

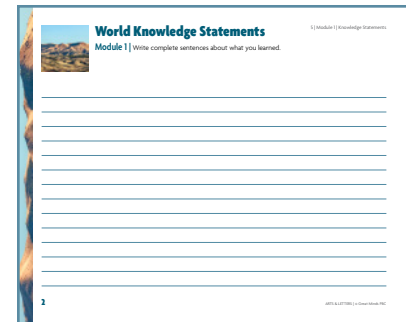
Sample Think Aloud

I am going to make this sentence more precise by telling when this event happened. I'll use the preposition *in* to include the year. In 1879, Chief Joseph delivered a speech at Lincoln Hall. Since I added the prepositional phrase at the beginning of the sentence, I will also put a comma after the prepositional phrase.

Teacher Note

Though the learning task focuses on students' understanding of the content, the task also provides students an opportunity to practice their oral language skills. Students practice connecting two or more ideas by using appropriate conjunctions and prepositional phrases as introductory elements during the Know lessons in this module.

10.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to write at least three knowledge statements to express the knowledge they gained from “Nez Perce Tribe Purchases 148 Acres in Joseph, Oregon” and the excerpt from “Lincoln Hall Speech.” Instruct students to add prepositional phrases to two knowledge statements on World Knowledge Statements for Module 1. Remind students to include proper punctuation.



The image shows a worksheet titled "World Knowledge Statements" for Module 1. It includes a small landscape photo and a prompt: "Write complete sentences about what you learned." Below the prompt are several horizontal lines for writing. The page number "1" is visible in the bottom left corner.

Analyze Student Progress

Monitor: Do students correctly use prepositional phrases in their sentences about the Nez Perce homeland and Chief Joseph?

Offer Immediate Support: If students need additional support forming knowledge statements with prepositional phrases, direct them to sentences that include prepositional phrases in the excerpt from “Lincoln Hall Speech” and ask this question: What does this prepositional phrase do to the sentence?

Plan Future Practice: Students practice forming knowledge statements about culture and values in lesson 24.

11. Invite a few students to share a sentence about what they learned from the informational article or the excerpt from “Lincoln Hall Speech.”

Key Ideas

- Chief Joseph spoke to US senators, congressmen, and other lawmakers to plead for his people to return to their homeland.
- In “Lincoln Hall Speech,” Chief Joseph shares important Nez Perce values and expresses his anger at US leaders for breaking their promises.
- The Nez Perce people were removed from their homeland in 1877, and after 143 years they purchased a portion of it in Joseph, Oregon.

Observe | Build Knowledge from Visual Art | 18 minutes

1. Students will now reexamine some of the choices the artist made in *In Mut Too Yah Lat Lat (Chief Joseph)* and consider what message they see communicated about Chief Joseph. Share information about the photographer, Edward Curtis:
 - Edward Curtis, a photographer from Wisconsin, spent 30 years traveling across North America photographing many Native Americans.
 - His photographs show Native American activities, customs, and religions.
 - He often staged, or carefully posed and arranged, his portrait subjects. He used Native American artifacts and depicted cultural traditions to show his vision of the people he photographed.
 - Edward Curtis published the book *The North American Indian*, which contains more than 2,200 of his photographs and 5,000 pages of text.
2. Remind students that an artist takes a photographic portrait of them every year: their school picture. Ask these questions:

 **What choices do you make when you get a school picture taken?**

 **What choices does the photographer make?**

Key Ideas

- **choices you make:** hair, clothing, facial expression
- **choices the photographer makes:** angle, background, filters, lighting, focus, composition; potentially has input on hair, clothing, facial expression

3. Emphasize that a portrait is usually carefully composed because the artist wants to tell the viewer something special about the subject. This process was more difficult in the past than today. Share the following facts about Curtis's photographic process:

- In 1903, the process of taking a picture, especially a portrait, could take days or weeks compared to today's instant digital photographs.
- Edward Curtis developed his photographs by using the platinum print process, or platinotype.
- In this process, the photographer takes a picture with the camera to create a negative. A sheet of paper coated with a salt solution is exposed to light through the negative. The photograph is then developed, cleared, and washed.
- It was crucial for the photographer to capture the image they wanted. They could not take many pictures because they were using film, and they would not be able to view the picture until they completed the extensive film development process.

4. Display *In Mut Too Yah Lat Lat (Chief Joseph)*. Instruct students to Think–Pair–Share to answer this question:



How does knowing that this portrait of Chief Joseph is staged, or carefully posed and arranged, change how we interpret it?

Teacher Note

Encourage students to use evidence from the photograph to support their conclusions.

Key Ideas

- We are unsure which choices were made by Chief Joseph and which were made by the photographer.
- This might not be what Chief Joseph looked like in real life.
- The photographer may have influenced how Chief Joseph looked in this picture.

5. Tell students that they will look at another portrait, *Chief Joseph and Family*, and make connections to the knowledge they built from *In Mut Too Yah Lat Lat (Chief Joseph)*.
6. Display *In Mut Too Yah Lat Lat (Chief Joseph)* and *Chief Joseph and Family* side by side. Instruct students to silently observe the photographs for at least 30 seconds and to Think–Pair–Share to answer these questions:

 **When you look at the two photographs, what is similar?**

 **What is different?**

Key Ideas

- **similar:** Both photographs include Chief Joseph.
 - **similar:** He looks serious and strong in both photographs.
 - **different:** The family picture includes more people.
 - **different:** The family picture shows their full bodies.
 - **different:** Everything is in focus in the family picture, including the background.
 - **different:** Chief Joseph's clothing is different in the family picture; he is not wearing a war bonnet.
7. Explain that, while both photographs are portraits that the artist staged, each communicates a different message. Invite students to consider how a photograph of Chief Joseph on his own might tell a different story than a photograph of Chief Joseph alongside his family.
 8. Instruct students to Think–Pair–Share to answer these questions:
 -  **What kind of story does the portrait of Chief Joseph on his own seem to tell? How do Edward Curtis's photographic choices help tell that story?**
 -  **What kind of story does the family photograph seem to tell? What photographic choices help tell that story?**

Key Ideas

- **alone:** Chief Joseph looks like a serious man who might be alone in the world.
- **alone:** With his serious expression and the blurred background, it looks like he is determined but isolated.
- **alone:** By using a shallow depth of field, the artist doesn't show us where or when Chief Joseph might be living, making it harder to imagine his life.
- **with family:** In the photo with his family, Chief Joseph clearly has other people he is close to. Their similar style of dress and expression shows that they share a way of life and are united. He is not alone.
- **with family:** The clearer background and inclusion of full-length bodies in the photograph make Chief Joseph and his family seem more like real people in the world.

9.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: How do these photographs build your knowledge about Chief Joseph?

Analyze Student Progress

Monitor: Do students share a relevant idea about how the photographs build their knowledge of Chief Joseph?

Offer Immediate Support: If students need additional support describing what the portraits communicate about Chief Joseph, prompt them to focus on one photograph at a time and identify what they notice about Chief Joseph.

Plan Future Practice: Students practice expressing what they learn about *Untitled* in lesson 28.

10. Invite a few students to share their responses.

Key Ideas

- Chief Joseph was a serious man.
- He had a family he was photographed with, and they shared his serious expression and style of dress.
- Chief Joseph sat for multiple portraits with photographers, and each told a different story about him.
- While the portrait by Edward Curtis makes him seem isolated, Chief Joseph had people around him who shared his way of life.

LAND 5 minutes

Synthesize Learning

- 1.** Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do communities sustain their cultures?

- 2.** Use responses to reinforce these 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.
 - Contact with non–Native Americans altered the way of life of Native people.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Lincoln Hall Speech”?
- How did you learn to make writing more precise?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b, MM.12.5.C

CP Compose and Present Content

CP.5.5 Language: CP.5.5.A, CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DF.8.5 Punctuation

DF.12.5 Prepositions: DF.12.5.A

DF.13.5 Sentence Construction: DF.13.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 13

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 1. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of Chief Joseph's "Lincoln Hall Speech," and apply reading comprehension skills to a new text related to how communities sustain their cultures.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 1.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About Culture

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 1.
- Select volume of reading books for the Read section.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do communities sustain their cultures?
2. Tell students that in this lesson they will show and grow what they know about how communities sustain their cultures by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to how communities sustain their cultures. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 1. Use this information to plan responsive teaching for lesson 14.

Read | Read More About Culture | 15 minutes

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about how communities sustain their cultures from the text for Reading Comprehension Assessment 1.
2. Tell students that they will continue to build knowledge about culture as they read additional module texts.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.5 Schema Building**



Lesson 14

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 1. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of Chief Joseph and Nez Perce culture and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 1.



LEARNING TASK: Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 1.

Vocabulary

selected module 1 terms

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- Knowledge Cards: *culture, generation, homeland, justice, sustain, tradition, value*

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Glossary for Module 1 (*Learn* book)
- Word Parts Web for *jus, jud, jur* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 1 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 1 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do communities sustain their cultures?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 1 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 1, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 1. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 1.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 1?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

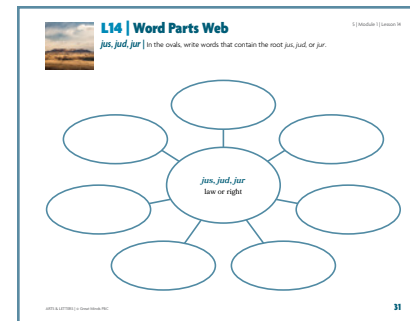
Plan Future Practice: Students practice discussing responses to an assessment in lesson 35.

Engage | Build Vocabulary | 20 minutes

1. Explain that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *justice* in the Glossary for Module 1, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *jus* means "law or right."
2. Direct students to the Word Parts Web for *jus*, *jud*, *jur*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the roots *jus*, *jud*, or *jur* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.



3. Invite a few students to share their words. Students may generate words such as these: *adjust*, *judge*, *jurisdiction*, *jury*, *justification*, *justify*, *unjustly*. Correct any misunderstandings or misapplied affixes.
4. Choose a word students shared, and ask this question:

⋮ **How does the root relate to the meaning of the word?**

5. Tell students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to build their knowledge about how communities sustain their cultures as they read more module texts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

BU Build Understanding

BU.2.5 Discovery and Evidence

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.4.5 Reflection and Evaluation



Lesson 15

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students read “The Girl from Spirit Island” and chapter 1 from *The Birchbark House*. They write what they notice about the text and related questions. During writing instruction, students are introduced to Module Task 1. They use the thesis from the task to collect evidence for proof paragraphs.

Learning Goals

Notice and wonder about chapter 1 of *The Birchbark House*.

 **LEARNING TASK:** Write at least three things you notice about chapter 1 of *The Birchbark House* and three related questions.

For Module Task 1, collect evidence to support the thesis.

 **LEARNING TASK:** For Module Task 1, collect and write relevant evidence from the excerpt from “Lincoln Hall Speech.”

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Notice and Wonder About *The Birchbark House*
- **Write:** Collect Evidence

LAND

View “*Ojibwe Birchbark Wigwam*—Official Trailer”

Materials

TEACHER

- *The Birchbark House*
- class Notice and Wonder Chart for *The Birchbark House* (*Learn book*)
- Knowledge Card: *value*
- class Evidence Organizer for Module Task 1 (*Learn book*, Writing)
- “*Ojibwe Birchbark Wigwam*—Official Trailer” (digital platform)

STUDENTS

- *The Birchbark House*
- excerpt from “Lincoln Hall Speech” (*Learn book*, lesson 7)
- Notice and Wonder Chart for *The Birchbark House* (*Learn book*)
- online dictionaries

- Module Task 1 (*Learn book*, Writing)
- Evidence Organizer for Module Task 1 (*Learn book*, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *The Birchbark House*, passage 1 (*Learn book*, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *The Birchbark House* by reading aloud the title and author. Tell students that in this lesson they will begin to read the book and write what they notice and wonder.

LEARN 48 minutes

Read | Read *The Birchbark House* | 18 minutes

1. Direct students to *The Birchbark House*. Instruct them to briefly explore the cover of the book. Ask this question:

 **What do you notice?**

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.

2. Use responses to spark curiosity and affirm what students already know about book text features (e.g., summary on the back, cover art, table of contents, glossary, maps).
3. Tell students that they will write what they notice and related questions to begin their study of *The Birchbark House*. Display the class Notice and Wonder Chart for *The Birchbark House*, and direct students to the page in their *Learn* book.

Differentiation Support

Remind students to use something they notice to generate a question. Think aloud to model how to notice something and ask a related question.

4. Invite students to share what they notice and related questions. Add responses to the class chart.

Teacher Note

As students share what they notice and wonder, listen for evidence of the knowledge and skills they built in previous lessons. In addition, listen for connections among ideas in the texts as the module progresses. Use the information you gather to prepare for subsequent lessons with this text.

5. Read aloud pages 1–2, starting with the heading “The Girl from.” Tell students to follow along and annotate unknown words.

Teacher Note

Students’ annotations may result in a diverse list of unknown words. Encourage students to consult a dictionary or thesaurus to define the words they annotated. Selected words can present opportunities for additional practice with morphology, solving for word meaning, and using topic-specific vocabulary in writing.

6. Direct attention to the Notice and Wonder Chart. Instruct students to Jot–Pair–Share about what they notice and related questions.

7. Add responses to the class Notice and Wonder Chart. Instruct students to follow along and annotate places in the text that make them wonder as you read aloud chapter 1 of *The Birchbark House*.

Language Support

Based on your students' needs, pause to define select words with a synonym (e.g., *enigmatic*, *nimble*, *swales*).

Respond | Notice and Wonder About *The Birchbark House* | 15 minutes

1. Tell students to review their annotations. Instruct them to share with a partner what they notice and wonder about chapter 1.
2. Instruct students to work with a partner to review any unknown words they annotated and to choose one word they are curious about whose meaning will help them better understand the text.
3. Direct students to online dictionaries. Instruct them to work with their partner to look up the definition of their selected word. If there are multiple definitions, remind students to use context, or refer to the text, to help them choose the precise definition. If students have identified Ojibwe words, direct them to use the “Glossary and Pronunciation Guide of Ojibwe Terms” in the text rather than an online or print dictionary.

Teacher Note

If students do not have access to online dictionaries, they may use print dictionaries. As needed, remind students that print dictionaries are alphabetized and organized by guide words, and model how to look up a term by referring to guide words.

4. Instruct students to share their words and definitions with a partner, and ask these questions:



How do these words relate to what you noticed and wondered?



What additional questions do you have about *The Birchbark House* now that you know the meanings of these words?

5.  **Introduce the learning task.** Instruct students to write at least three things they notice and three related questions about chapter 1 on their Notice and Wonder Chart.

Analyze Student Progress

Monitor: Do students write at least three things they notice and three related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, direct attention to the illustration on page 8 and ask these questions: What do you see in this illustration? What question do you have about the image?

Plan Future Practice: Students practice noticing things and asking questions about an excerpt from “Countries and Their Cultures: Ojibwe” in lesson 25.

6. Invite a few students to share their responses. Add responses and related questions to the class Notice and Wonder Chart.
7. Tell students to keep their questions in mind as they continue reading the book in the next lesson.

Write | Collect Evidence | **15 minutes**

1. Explain that students will determine what they need to include in an informative essay for Module Task 1. Display Module Task 1, and direct students to the page in their *Learn* book.

Differentiation Challenge

Some students will be able to write advanced responses to Module Task 1. For example, they may be able to include additional textual evidence and add details to their elaboration to explain how their evidence supports a point. See the Assessment Guide for more information, including an example of an advanced response.

[illegible]

2. Choral Read the prompt: What values does Chief Joseph share in his “Lincoln Hall Speech”? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Emphasize that students have studied multiple texts to build knowledge about Chief Joseph. Ask this question:

 **What is the prompt asking you to do?**

Reinforce the correct response: Write two proof paragraphs to complete a partially completed informative essay about the values Chief Joseph conveys in his speech.

3. Display the Knowledge Card for *value*, and direct attention to the image to spark students’ memory. Remind students that values are strongly held beliefs about what is important or acceptable.
4. Explain that students have been provided with an introductory paragraph and a concluding paragraph. Tell students to read both paragraphs. Instruct them to Think–Pair–Share to answer these questions:

 **What is the focus of this essay?**

 **What should the proof paragraphs be about?**

 **How do you know?**

Reinforce the correct responses:

- **focus**—The essay explains the Nez Perce values Chief Joseph shares with important people in the US government.
- **point 1**—The Nez Perce value honesty.
- **point 2**—The Nez Perce value respect.
- **how I know**—The focus and two points for the proof paragraphs are named in the thesis and the concluding paragraph.

5. Display the class Evidence Organizer for Module Task 1, and direct students to the pages in their *Learn* book. Explain that the evidence organizer is a helpful tool. Writers use it to help organize their thinking about the writing prompt and collect evidence that will support their focus. Tell students that they will collect evidence to support points 1 and 2.
6. Direct attention to the Prompt and Thesis sections on the class evidence organizer. Explain that the prompt and thesis for this essay are listed on the organizer. Instruct students to label points 1 and 2 on the thesis.
7. Direct attention to the Source section. Tell students that they will collect evidence to support the two points. Ask this question:

☞ **Which module text provides evidence that supports the points in the thesis?**

Reinforce the correct response: the excerpt from “Lincoln Hall Speech.” Instruct students to add the source to their evidence organizer.

Teacher Note

Explain that citing, or naming, a source when collecting evidence ensures a source’s creators receive credit and readers can locate the source again. Remind students to use quotation marks around the titles of shorter works, such as articles. As needed, remind students that they should italicize or underline, if using handwriting, titles of longer texts, such as books.

8. Direct attention to the columns titled Point and Evidence. Explain that students will write a 1 or a 2 in the Point column and evidence from the source that supports the point in the Evidence column.
9. Remind students that they have collected evidence from texts in previous levels. Tell students that evidence can be quotations or details from a text that are restated in one’s own words. Emphasize that evidence should support the points in the thesis.
10. Think aloud about a piece of evidence and model adding the information to the Point and Evidence columns on the class organizer.

Evidence Organizer

Module Task 1 | Collect evidence to support each point in your thesis. Elaborate on your evidence.

Prompt: What values does Chief Joseph share in his “Lincoln Hall Speech”? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Thesis: In his “Lincoln Hall Speech,” Chief Joseph explains that the Nez Perce value honesty and respect.

Source: _____

Point	Evidence	Elaboration

Sample Think Aloud

In his “Lincoln Hall Speech,” Chief Joseph says that he learned from his fathers “that it is a disgrace to tell a lie.” This supports point 1 about the value of honesty.

- 11.  Introduce the learning task.** Instruct students to collect evidence from the excerpt from “Lincoln Hall Speech” and to write the evidence in their organizers. Emphasize that they should collect evidence to support both points of the thesis.

Analyze Student Progress

Monitor: Do students collect evidence that clearly supports each point in the thesis?

Offer Immediate Support: If students need additional support identifying evidence, direct them to paragraph 1 and ask these questions: How does Chief Joseph say he will speak? What value does this relate to?

Plan Future Practice: Students practice using an evidence organizer to collect evidence for Module Task 3 in lesson 29.

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

Key Ideas

- **Point 1:** US leaders made promises to the Nez Perce, but they didn’t keep their promises. (par. 3)
- **Point 1:** “What I have to say will come from my heart, and I will speak with a straight tongue.” (par. 1)
- **Point 1:** Just saying the right thing isn’t enough; something has to come out of what is said. (par. 4)
- **Point 2:** “They told us to treat all men as they treated us.” (par. 2)
- **Point 2:** “Whenever the white man treats the Indian as they treat each other, then we will have no more wars.” (par. 9)
- **Point 2:** All people are related, made by the same spirit. (par. 5)

- 13.** Explain that students are doing research by collecting textual evidence to build knowledge and support their thesis. Tell them that *research* means “careful study to find new knowledge about a subject.” Tell students that another important component of research is collecting evidence from credible sources. Ask this question:

 **Why is it important to include evidence in informational writing?**

Key Ideas

- support points with facts
- support points with accurate examples
- help readers understand each point

- 14.** Explain that students will complete additional steps of the research process as they build knowledge about this and other topics.

Teacher Note

Research skills, such as collecting and organizing textual evidence, drawing evidence from multiple texts, and synthesizing findings, are taught in all modules of all levels in *Arts & Letters* because students are always building knowledge from texts. In module 4, students integrate additional skills, such as determining a research focus and using key terms to narrow searches for relevant information, and apply these skills to a formal research project.

- 15.** Tell students that they will use the evidence organizer in the next lesson to elaborate on, or say more about, the evidence in preparation for writing.

LAND 10 minutes

View “*Ojibwe Birchbark Wigwam—Official Trailer*”

- 1.** Tell students that they will view a video to learn more about birchbark houses. Play “*Ojibwe Birchbark Wigwam—Official Trailer*.”

Teacher Note

Subsequent lessons do not include instructions to play “*Ojibwe Birchbark Wigwam—Official Trailer*.” As needed, play the video in subsequent lessons to help students make more connections between the world knowledge in the text and the video. For students whose home language is Spanish, arrange for them to view the Spanish version of the video.

2. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Birchbark House*?
- What did you learn from “*Ojibwe Birchbark Wigwam—Official Trailer*”?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A, MM.1.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.a, MM.5.5.A.e

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.B, MM.12.5.B.b, MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.A, CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.b, CP.3.5.A.e

CP.4.5 Structure

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B

BU.3.5 Conversation and Collaboration: BU.3.5.B

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.A

DM.3.5 Schema Building



Lesson 16

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapter 1 and read chapter 2 of *The Birchbark House*. They use a story map to write about the events that take place in chapter 2. During writing instruction, students elaborate on the evidence they collected from the excerpt from “Lincoln Hall Speech.” Students use the information to prepare for Module Task 1.

P A Prologue to lesson 16 is available for students who need additional support.

Learning Goals

Summarize chapters 1 and 2 of *The Birchbark House*.

LEARNING TASK: Write a summary of the events in chapter 2 of *The Birchbark House*.

For Module Task 1, use elaboration to develop evidence.

LEARNING TASK: For Module Task 1, write elaboration to develop evidence from “Lincoln Hall Speech.”

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Summarize Chapter 2
- **Write:** Elaborate on Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- excerpt from “Lincoln Hall Speech” (digital platform)
- Map of Ojibwe Land (digital platform)
- class Story Map for *The Birchbark House* (*Learn* book)
- class Evidence Organizer for Module Task 1 (*Learn* book, Writing)

STUDENTS

- *The Birchbark House*
- excerpt from “Lincoln Hall Speech” (*Learn* book, lesson 7)
- Story Map for *The Birchbark House* (*Learn* book)
- journal
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *The Birchbark House*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will summarize events as they continue reading *The Birchbark House*.

LEARN 53 minutes

Read | Read *The Birchbark House* | 20 minutes

1. Tell students that authors often provide information about a story's setting and characters early in a book. Ask these questions:

 **What is the setting of *The Birchbark House*?**

 **Who are the characters?**

Reinforce the correct responses:

- **setting**—Moniingwanekaaning-minis, an island in Lake Superior, spring
- **characters**—Omakakiins and her family: Nookomis, Dede, Yellow Kettle, Angeline, Pinch, Niiwo

2. Display the Map of Ojibwe Land. Direct students to the map in the front matter of *The Birchbark House*. Instruct students to Think–Pair–Share to answer this question:

 **What do these maps show you about the setting of *The Birchbark House*?**

Key Ideas

- an island in Lake Superior
- Minnesota
- LaPointe
- cabins
- birchbark house
- paths

3. Display the class Story Map for *The Birchbark House*, and direct students to the page in their *Learn* book. Think aloud to model how to add notes and a brief description of Omakakiins to the class story map. Instruct students to add notes about Omakakiins to their story maps.
4. Instruct students to work with a partner to add additional characters and the setting, along with brief descriptions of each to the story map. Invite a few students to share their responses.

The image shows a digital story map interface. At the top, it says 'L16 | Story Map' and 'The Birchbark House'. Below this, there's a grid with two main sections: 'Characters' on the left and 'Setting' on the right. Each section has a small icon (a person for characters, a house for setting) and a large empty space for notes. The page number '34' is visible in the bottom left corner.

Sample Think Aloud

The first character we meet is Omakakiins, so I'll add her name. On page 5, we learn that her name means Little Frog and she is seven winters old. Page 7 describes her as skinny, wiry, and tough, so I'll add those details to my story map.

Key Ideas

- **Nookomis:** Omakakiins's grandmother, old, wise, brown eyes
- **Yellow Kettle:** Omakakiins's mother, quick tempered, beautiful, always laughing, strong
- **Dede:** Omakakiins's father, a fur trader, travels for work
- **Angeline:** Omakakiins's older sister, very beautiful, smart, graceful, kind, sometimes coldhearted
- **Pinch:** Omakakiins's little brother, greedy, loud, mischievous
- **Niiwo:** Omakakiins's baby brother, sweet, very young
- **setting:** Moniingwanekaaning-minis, an island in Lake Superior; summer; the family's birchbark house; Old Tallow's cabin

5. Ask this question:

 **What happens in chapter 1?**

Reinforce the correct responses:

- The family builds and moves into their summer birchbark house.
- Omakakiins is sent to get her mother's scissors.

Instruct students to add these events to the story map.

6. Read aloud pages 17–21 from the heading “Old Tallow” to “went away satisfied.” Instruct students to annotate details about the new character.

Language Support

Based on your students' needs, pause to define select terms with a synonym (e.g., *intimidate*, *rangy*, *warily*).

7. Ask these questions:

 **What new character do we meet?**

 **What happens?**

Reinforce the correct responses:

- **character**—Old Tallow; isolated, over six feet tall, powerful, lean, a hunter, respects Yellow Kettle and Nookomis
- **event**—Omakakiins gets the scissors and a piece of candy from Old Tallow.

Instruct students to add notes about the character and events to their story map.

8. Instruct students to read pages 21–28 starting with “Before she went.”

Teacher Note

In this passage, Omakakiins has an encounter with a mother bear and her cubs. Remind students that this text is a work of historical fiction and that they should never approach a bear.

Respond | Summarize Chapter 2 | 18 minutes

1. Direct students to their story maps. Instruct them to Jot–Pair–Share to answer this question:



What events happen as Omakakiins walks home from Old Tallow's house?

Differentiation Support

To help students organize the events as they relate to the setting, direct students to the map at the front of the text. Instruct them to find the specific locations mentioned in this chapter.

Key Ideas

- Omakakiins picks some berries.
- Omakakiins gives berries to two bear cubs.
- The mother bear pushes Omakakiins to the ground and sniffs at her.
- Omakakiins talks to the mother bear.
- The bears leave Omakakiins.

2. **Introduce the learning task.** Direct students to their journals. Instruct them to use the details from the story map to summarize Omakakiins's walk home from Old Tallow's house.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses for all elements from the Story Map for *The Birchbark House*?

Offer Immediate Support: If students need additional support writing a summary, instruct them to use the events from their story maps to orally rehearse a summary that tells what happens after Omakakiins leaves Old Tallow's house.

Plan Future Practice: Students practice summarizing events in *The Birchbark House* in lesson 17.

3. Think aloud to model summarizing the text. Instruct students to use a nonverbal symbol (e.g., a thumbs-up) when they hear details they included in their written summary.
4. Direct attention to the page break on page 21, following “went away satisfied.” Facilitate a brief discussion of this question:

 **What might this page break indicate?**

Use responses to emphasize that authors use page breaks or symbols to show readers that something is shifting in the text. The shift could be in time, location, or perspective.

Differentiation Challenge

To encourage connections across texts, facilitate a brief discussion of this question: What are some other ways authors indicate changes in time, location, or perspective?

5. Tell students that they will continue reading *The Birchbark House* in the next lesson.

Sample Think Aloud

Omakakiins leaves Old Tallow’s house and decides to pick some berries on the way home. While she is picking berries, two bear cubs tumble onto the trail. Omakakiins gives them some of the berries. She doesn’t see their mom, but then the mom is on top of her, sniffing and checking her out. Omakakiins is scared, but brave. She talks to the bear, who gets up and leads the cubs away.

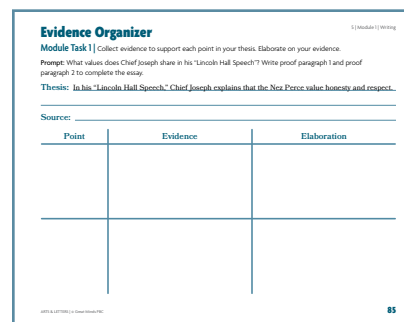
Write | Elaborate on Evidence | 15 minutes

1. Display the class Evidence Organizer for Module Task 1, and direct students to the page in their *Learn* book. Ask this question:

 **What do we know about Module Task 1?**

Key Ideas

- The prompt for Module Task 1 is to write proof paragraphs 1 and 2.
- Point 1 is that the Nez Perce value honesty.
- Point 2 is that the Nez Perce value respect.



Evidence Organizer

Module Task 1 | Collect evidence to support each point in your thesis. Elaborate on your evidence.

Prompt: What values does Chief Joseph share in his “Lincoln Hall Speech”? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Thesis: In his “Lincoln Hall Speech,” Chief Joseph explains that the Nez Perce value honesty and respect.

Source: _____

Point	Evidence	Elaboration

ARTS & LETTERS | © Great Minds PBC 85

2. Tell students that they will practice elaborating on the evidence they collected in the previous lesson. Ask this question:

 **What does it mean to elaborate on evidence?**

Key Ideas

- give more details about something
- give the reader more information about the topic
- explain how the evidence connects to the point

3. Tell students that when writers elaborate, they have two goals. Display and read aloud the goals:
- **to extend**—give more details, facts, definitions, or examples related to the evidence
 - **to connect**—explain why the evidence is important by connecting it to a point from the thesis
4. Direct students to the excerpt from “Lincoln Hall Speech.” Think aloud to model how to elaborate on a piece of evidence from the class evidence organizer. Add it to the Elaboration column of the organizer.
5. Ask this question:

 **What is another way to extend that piece of evidence?**

Key Ideas

- Extend the evidence by saying more: Chief Joseph says this to demonstrate that this value is passed from one generation to the next in his culture.
- Extend the evidence by providing an explanation: Their fathers teach them to be honest because it is important.

6. Ask this question:

 **What is one way to connect the piece of evidence to the point from the thesis?**

Reinforce the correct response: Chief Joseph is expressing that telling lies is disgraceful, which is one way to show he values honesty.

Sample Think Aloud

In the previous lesson, I wrote this piece of evidence to support the point about honesty: He learned from his fathers “that it is a disgrace to tell a lie.” To extend the evidence, I want the reader to know that Chief Joseph learned the value of honesty from his elders.

7. Tell students that they will add elaboration to one piece of evidence in their organizer. Instruct students to read their evidence for point 1, choose one piece of evidence, and write their elaboration sentences in the Elaboration column.
8. Instruct students to share their elaboration statements with a partner and provide feedback about whether the elaboration extends the evidence and connects it to the thesis.
9.  **Introduce the learning task.** Instruct students to write elaboration in complete sentences for three additional pieces of evidence on their organizers, using the excerpt from “Lincoln Hall Speech.”

Analyze Student Progress

Monitor: Do students’ elaboration sentences extend and connect at least three pieces of evidence?

Offer Immediate Support: If students need additional support elaborating on evidence, tell them to identify a piece of evidence on their organizer, and ask these questions: What details in the text tell more about this evidence? How does the evidence connect to values held by the Nez Perce?

Plan Future Practice: Students practice writing elaboration statements for Module Task 1 in lesson 17.

10. Invite a few students to share their elaboration sentences.

Key Ideas

- **evidence:** US leaders made promises to the Nez Perce, but they didn't keep their promises. (par. 3)
- **elaboration:** Chief Joseph is upset and confused that US leaders are dishonest.
- **evidence:** "What I have to say will come from my heart, and I will speak with a straight tongue." (par. 1)
- **elaboration:** Chief Joseph expresses that he will speak the truth.
- **evidence:** Just saying the right thing isn't enough; something has to come out of what is said. (par. 4)
- **elaboration:** Words become lies if the people who say them do not act on them.
- **evidence:** "They told us to treat all men as they treated us." (par. 2)
- **elaboration:** The Nez Perce fathers taught this lesson to Chief Joseph.
- **evidence:** "Whenever the white man treats the Indian as they treat each other, then we will have no more wars." (par. 9)
- **elaboration:** Treating all people with respect would bring peace.
- **evidence:** All people are related, made by the same spirit. (par. 5)
- **elaboration:** The Nez Perce believe all people are members of the same family, so they should be treated like family.

11. Tell students that in the next lesson they will use the evidence and elaboration from their evidence organizer to write the proof paragraphs for Module Task 1.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about story elements?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.A

MM.5.5 Vocabulary: MM.5.5.C

MM.9.5 Media: MM.9.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.b, CP.3.5.A.e

CP.4.5 Structure

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 17

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read chapter 3 of *The Birchbark House*. Then they describe and compare Omakakiins's relationships with her brothers. During writing instruction, students express their knowledge of how "Lincoln Hall Speech" reflects Nez Perce values. Students orally rehearse a proof paragraph and use their evidence organizers to write Module Task 1.

Learning Goals

Compare relationships in chapter 3 of *The Birchbark House*.

 **LEARNING TASK:** Write a comparison of Omakakiins's relationship with each of her brothers.

For Module Task 1, explain the values that Chief Joseph shares in his "Lincoln Hall Speech."

 **LEARNING TASK:** For Module Task 1, begin drafting two proof paragraphs.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Compare Relationships
- **Write:** Write Proof Paragraphs for an Informative Essay

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*

STUDENTS

- *The Birchbark House*
- excerpt from “Lincoln Hall Speech” (*Learn* book, lesson 7)
- Character T-chart for *The Birchbark House* (*Learn* book)
- journal
- Checklist for Module Task 1 (*Learn* book, Writing)
- Evidence Organizer for Module Task 1 (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)

Preparation

- Determine how students will access Module Task 1. Students continue to work on this task through lesson 18. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *The Birchbark House*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will continue reading *The Birchbark House* to learn more about Omakakiins and her family.

LEARN 53 minutes

Read | Read *The Birchbark House* | 18 minutes

1. Ask this question:



What do we know about Omakakiins and her family so far?

Key Ideas

- **Omakakiins:** has an older sister and two little brothers
 - **family:** Anishinaabe people
 - **family:** live on an island in Lake Superior
 - **family:** multigenerational household
2. Read aloud pages 29–32 from the heading “The Return” to “own red ribbons.”

3. Instruct students to Think–Pair–Share to answer this question:

 **What is happening?**

Key Ideas

- Omakakiins is tanning the moose hide.
- Omakakiins thinks about her encounter with the bears.
- Omakakiins's mom, grandma, and sister are impressed with her work on the moose hide.

4. Ask this question:

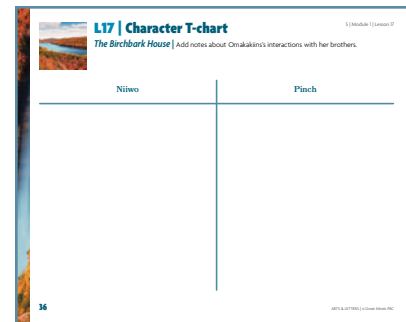
 **Why is it important to pay attention to character relationships when reading?**

Key Ideas

- helps readers learn about the characters
- helps readers understand what is happening
- helps readers make inferences about characters

Emphasize that paying attention to the ways characters interact is one way to understand what is happening in a book.

5. Display the Character T-chart for *The Birchbark House*, and direct students to the page in their *Learn* book. Explain that students will use the T-chart to describe the interactions between Omakakiins and her brothers.



L.17 | Character T-chart
The Birchbark House | Add notes about Omakakiins's interactions with her brothers.

Niiwo	Pinch

36

6. Instruct students to read pages 32–35 from “Niiwo is short” to “arms in delight.” Tell students to work with a partner to add notes to their T-charts describing interactions between Omakakiins and Niiwo and Omakakiins and Pinch.

Differentiation Support

To help distinguish between Omakakiins’s interactions with her brothers, instruct students to annotate as they read by using different colors to represent her interactions with each brother.

Look for students to address key ideas in their responses.

Key Ideas

- **Niiwo:** gentle, plays with him, feeds him the best food, calls him by bird names
- **Pinch:** jumps, pulls her hair, uses her as target practice, destroys her rock village

7. Instruct students to read pages 35–43 starting with “Omakakiins could hardly,” and add notes to their T-charts as they read.

Key Ideas

- **Niiwo:** rocks him, calls him Chickadee, hums and sings to him, removes him from his cradle board, gives him a stick to play with
- **Pinch:** wishes that someone would take him away

Respond | Compare Relationships | 15 minutes

1. Instruct students to share with a partner one word that Omakakiins might use to describe each of her brothers. Invite a few students to share their responses.

Key Ideas

- **Niiwo:** sweet, fun, joyful
- **Pinch:** annoying, loud, obnoxious

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to use text evidence and the notes on their T-charts to compare Omakakiins's relationship with each of her brothers.

Language Support

To help students compare Omakakiins's relationship with each of her brothers, provide a word bank of comparison terms, such as *but*, *in contrast*, *like*, *on the other hand*, and *while*.

Analyze Student Progress

Monitor: Do students' comparisons demonstrate understanding of the differences in Omakakiins's relationships with her brothers using accurate, text-based responses from the character T-chart?

Offer Immediate Support: If students need additional support comparing Omakakiins's relationships with her brothers, instruct them to use details from the T-chart to sketch a scene that demonstrates her interactions with each brother.

Plan Future Practice: Students practice describing important events from *The Birchbark House* in lesson 18.

3. If time allows, invite a few students to share their responses.

Differentiation Challenge

To extend analysis of character relationships, instruct students to compare Omakakiins's relationships with additional characters in the text (e.g., Angeline, Yellow Kettle, Nookomis, Old Tallow).

4. Read aloud the sentence on page 32 starting with "Niiwo is short." Ask this question:



Why hasn't Niiwo been given a name yet?

Reinforce the correct response: None of the people on the island who give names have dreamed of his name yet.

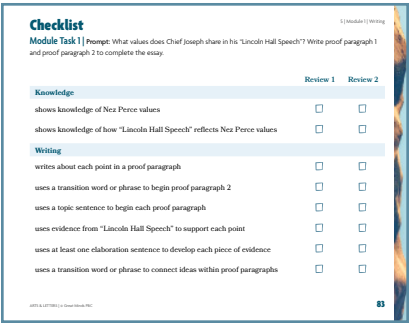
Write | Write Proof Paragraphs for an Informative Essay | 20 minutes

- 1. Tell students that just as they used text evidence to describe Omakakiins’s relationships with her two brothers, they will use evidence from “Lincoln Hall Speech” to write their proof paragraphs for Module Task 1.
- 2. Display the Checklist for Module Task 1, and direct students to the page in their *Learn* book. Instruct students to read the checklist and Think–Pair–Share to answer this question:

What do you notice about the checklist?

Key Ideas

- It tells writers what a strong essay includes.
- The checklist has categories related to parts of writing.
- Writers can use the checklist to plan and write.

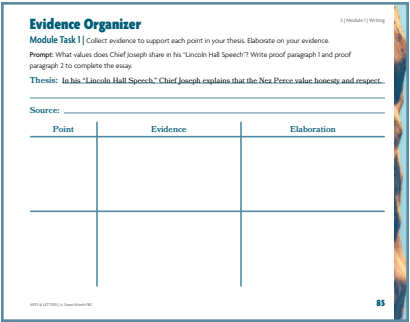


- 3. Direct students to the Evidence Organizer for Module Task 1, located in the *Learn* book. Tell students to read their evidence for Module Task 1. Instruct students to Think–Pair–Share to answer this question:

What have you done to prepare for writing Module Task 1?

Key Ideas

- analyzed a writing model
- practiced using transitions in introductory elements and within sentences and paragraphs
- collected relevant textual evidence
- rehearsed elaboration of evidence



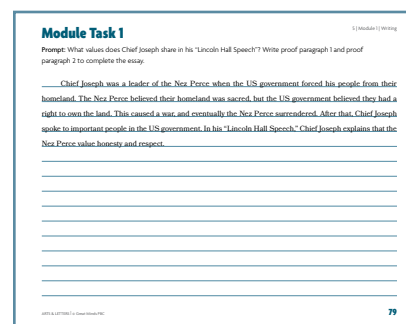
4. Remind students that they have built deep knowledge about Chief Joseph and the Nez Perce values that he lives by. Explain that students are ready to compose their proof paragraphs about the values Chief Joseph shares in his “Lincoln Hall Speech”—first orally and then in writing. Explain that orally rehearsing, or saying ideas out loud first for practice, is an important step for writers.

Teacher Notes

Oral rehearsal helps developing writers process their ideas and try different ways of saying those ideas before writing them. Based on your students’ needs, have students rehearse with a partner or whisper to themselves.

Students may complete Module Task 1 on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

5. Instruct students to use their evidence organizers to orally rehearse proof paragraph 1 with a partner.
6.  **Introduce the learning task.** Direct students to Module Task 1, located in the *Learn* book. Instruct students to begin writing Module Task 1.



Analyze Student Progress

Monitor: Do students’ proof paragraphs include a topic sentence, evidence, and elaboration that clearly supports a point from the thesis?

Offer Immediate Support: If students need additional support constructing a proof paragraph, remind them to use the Writing section of the checklist for key paragraph components and to refer to the writing model for an example.

Plan Future Practice: Students practice writing proof paragraphs for Module Task 3 in lesson 32.

7. Tell students that they will continue to draft Module Task 1 in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about character relationships?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.C

MM.4.5 Individuals, Events, and Ideas: MM.4.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.b, CP.3.5.A.e

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c, CP.4.5.B.d

CP.5.5 Language: CP.5.5.B, CP.5.5.C

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.F

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 18

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Reveal:** What does a deeper look at a character reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine Omakakiins's thoughts and actions in chapter 3 of *The Birchbark House*. Students analyze what Omakakiins thinks and does to make inferences about her. During writing instruction, students revise their response to Module Task 1 by using the Checklist for Module Task 1. In preparation for revision, students engage in a peer review of topic sentences.

P A Prologue to lesson 18 is available for students who need additional support.

Learning Goals

Examine the thoughts and actions of a character in *The Birchbark House*.

LEARNING TASK: Explain what Omakakiins's thoughts and actions reveal about her.

For Module Task 1, revise writing to strengthen the transition between proof paragraphs.

LEARNING TASK: For Module Task 1, revise the response by using the Checklist for Module Task 1 and peer feedback.

Vocabulary

encounter (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine a Character's Thoughts and Actions
- **Respond:** Make Inferences
- **Write:** Revise Writing by Using Transitions

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- class Inference Chart for *The Birchbark House* (*Learn* book)
- Syllable Types (Reference Charts appendix)

STUDENTS

- *The Birchbark House*
- Inference Chart for *The Birchbark House* (*Learn* book)
- Checklist for Module Task 1 (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)

Preparation

- Determine how to display side by side Syllable Types and the term *encounter*. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *The Birchbark House*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at a character reveal?
3. Tell students that they will focus on Omakakiins's thoughts and actions to better understand her.

LEARN 53 minutes

Read | Examine a Character's Thoughts and Actions | 18 minutes

1. Explain that rereading parts of a text and paying close attention to what the characters do and think can help readers make inferences about them. These inferences can help readers better understand the characters' feelings and personalities.

Language Support

Based on your students' needs, explain that an inference is a conclusion made by a reader using clues from the text.

2. Display the class Inference Chart for *The Birchbark House*, and direct students to the page in their *Learn* book. Tell students that they will use the chart to organize their thinking and keep track of their inferences as they read three passages from the text.
3. Explain that students will write details from the text about what Omakakiins thinks or does in the Thoughts and Actions column. Remind students that they can add details from the text by directly quoting the text or by summarizing it in their own words. Explain that students will add their inferences about what the details reveal in the Inferences column.

Thoughts and Actions	Inferences
Passage 1: Thoughts and Actions	Inferences
Passage 2: Thoughts and Actions	Inferences
Passage 3: Thoughts and Actions	Inferences

4. Engage in Repeated Reading of pages 12–13 from “An unpleasant piece” to “must act. Quickly!” Instruct students to jot Omakakiins’s thoughts in the Passage 1: Thoughts and Actions box on the chart.
5. Invite a few students to share what they noted about Omakakiins’s thoughts.

Key Ideas

- Omakakiins hopes her mother won’t ask her to help tan the moose hide.
- Omakakiins hates the oozy feeling of the moose brain used to tan the hide.
- She thinks her arms and hands will get tired while tanning the moose hide.

Add responses to the class inference chart.

6. Think aloud to make an inference that is based on Omakakiins’s thoughts and actions in this passage. Add the inference to the Inferences box on the class chart.
7. Explain that before reading the next passage, students will learn a vocabulary term. Display side by side Syllable Types and the term *encounter*. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

If students struggle with syllable division, help them annotate the vowels and consonants and apply their knowledge of common syllable division patterns to divide the word (e.g., en-coun-ter). If students produce an inaccurate vowel sound when blending syllables to read the term, ask this question: What else could this vowel say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

8. Display the term and definition. Invite a student to read aloud the definition.

Sample Think Aloud

In the text, the narrator says that Omakakiins is thinking about the task of tanning the moose hide. I can infer that Omakakiins does not want to do this task because it is hard, smelly, and tiring work.

Definition

encounter (n.): a meeting that is not planned or expected

9. Instruct students to read page 30 from “baby Niiwo was” to “humans quite well” with a partner and focus on Omakakiins’s thoughts.
10. Invite a few students to share what Omakakiins is thinking.

Key Ideas

- Omakakiins is letting her mind wander while tanning the moose hide.
- Omakakiins is thinking about the bear encounter.
- She is convinced that something she doesn’t understand happened.
- Omakakiins thinks that she and the bear communicated something, without words.
- She thinks that maybe she and the bear communicated with smells or feelings.
- Omakakiins thinks that maybe Nookomis’s advice saved her.

Instruct students to add their notes to the Passage 2: Thoughts and Actions box.

11. Instruct students to Jot–Pair–Share to answer this question:



What inferences can you make about Omakakiins based on this passage?

Key Ideas

- **Inference:** Omakakiins feels a connection to nature.
- **Inference:** Omakakiins respects her grandmother and the wisdom she shares.

12. Instruct students to read page 31 from “Yes, there was” to “her hands cheerful” and to annotate Omakakiins’s thoughts and actions.

Respond | Make Inferences | 15 minutes

1. Invite a few students to share their annotations. Instruct students to add responses to their chart.

Key Ideas

- “she began to get all empty and peculiar and faint inside” (31)
- “A dizzy feeling would pass over her.” (31)
- “she would know something a little extra” (31)
- “gritting her teeth, and held onto her thoughts” (31)
- She knew that the bear visited her, they understood each other, and the bear would protect her.

2.  **Introduce the learning task.** Instruct students to complete the inference chart by reviewing the Thoughts and Actions column and adding at least one additional inference about Omakakiins.

Analyze Student Progress

Monitor: Do students explain how Omakakiins’s thoughts and feelings reveal a new understanding about her or her connection to the bears?

Offer Immediate Support: If students need additional support analyzing Omakakiins’s thoughts and actions, ask these questions: What does Omakakiins understand, or know, when she finishes tanning the moose hide? What new information do we now know about Omakakiins?

Plan Future Practice: Students practice analyzing characters in *The Birchbark House* in lesson 22.

3. Invite a few students to share their responses.

Key Ideas

- The encounter with the bears must be very important for Omakakiins.
- Omakakiins has a way of knowing things beyond the usual five senses.
- Omakakiins has to struggle and focus to understand what happened.
- She feels at peace with the bear encounter; she knows that they have a spiritual connection, and the bears will be there for her in the future.

4. Facilitate a brief discussion of these questions:

Based on what we know about Omakakiins, do you predict that she will have additional encounters with the bears?

How do you predict she will respond to any future encounters?

Write | Revise Writing by Using Transitions | 20 minutes

1. Display the Checklist for Module Task 1, and direct students to the page in their *Learn* book. Tell students that they can use a writing checklist to strengthen their writing. A classmate or peer is another helpful resource.
2. Direct attention to the two criteria about transitions in the Writing section of the checklist. Explain that students will use these criteria to give feedback to a peer.

Checklist		Review 1		Review 2	
Module Task 1 Prompt: What values does Chief Joseph share in his "Lincoln Hall Speech"? Write proof paragraph 1 and proof paragraph 2 to complete the essay.					
Knowledge					
shows knowledge of Nez Perce values		☐	☐	☐	☐
shows knowledge of how "Lincoln Hall Speech" reflects Nez Perce values		☐	☐	☐	☐
Writing					
writes about each point in a proof paragraph		☐	☐	☐	☐
uses a transition word or phrase to begin proof paragraph 2		☐	☐	☐	☐
uses a topic sentence to begin each proof paragraph		☐	☐	☐	☐
uses evidence from "Lincoln Hall Speech" to support each point		☐	☐	☐	☐
uses at least one elaboration sentence to develop each piece of evidence		☐	☐	☐	☐
uses a transition word or phrase to connect ideas within proof paragraphs		☐	☐	☐	☐

Teacher Note

Students may complete the Checklist for Module Task 1 on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

3. Ask this question:

💬 **What do you remember about the transition that begins the topic sentence of proof paragraph 2?**

Reinforce the correct response: It should restate the first point and include a comma at the end of the transition phrase. Emphasize that point 1 is Chief Joseph explains that the Nez Perce value honesty.

4. Direct students to Module Task 1, located in the *Learn* book. Instruct students to review their response and share their topic sentence for proof paragraph 2 with a partner. Tell students to listen to their partner's topic sentence to determine whether it includes a transition word or phrase and restates point 1.

5. Explain that students will now read their partner's complete response to Module Task 1. Tell students that they should read it twice: the first time to understand their partner's ideas and the second time to check for transition words and phrases that connect ideas within the paragraphs. Instruct students to point out transition words and phrases that connect ideas and to locate places that could use a transition word or phrase in their partner's work.

6. 🎯 **Introduce the learning task.** Instruct students to revise their response to Module Task 1 based on the Checklist for Module Task 1 and peer feedback.

Module Task 1

Prompt: What values does Chief Joseph share in his "Lincoln Hall Speech"? Write proof paragraph 1 and proof paragraph 2 to complete the essay.

Chief Joseph was a leader of the Nez Perce when the US government forced his people from their homeland. The Nez Perce believed their homeland was sacred, but the US government believed they had a right to own the land. This caused a war, and eventually the Nez Perce surrendered. After that, Chief Joseph spoke to important people in the US government. In his "Lincoln Hall Speech," Chief Joseph explains that the Nez Perce value honesty and respect.

Analyze Student Progress

Following completion of Module Task 1, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and to plan future writing instruction.

7. Tell students to review their module task responses and to add commas at the end of introductory elements.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about characters?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.3.5 Content

CP.4.5 Structure: CP.4.5.B, CP.4.5.B.d

CP.5.5 Language: CP.5.5.B

CP.6.5 Revision

CP.7.5 Editing

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DF.8.5 Punctuation: DF.8.5.B

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 19

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read chapter 4 of *The Birchbark House* and complete a summary telling what happens when Dede comes home. Students synthesize the information from the first four chapters of the book to describe the summer events. During writing instruction, students experiment with writing a one-sentence thesis. They identify the focus and two points to determine a possible thesis for Module Task 2.

P A Prologue to lesson 19 is available for students who need additional support.

Learning Goals

Summarize chapter 4 of *The Birchbark House*.

 **LEARNING TASK:** Summarize key events in chapter 4 in *The Birchbark House*.

For Module Task 2, develop a thesis.

 **LEARNING TASK:** For Module Task 2, orally rehearse a thesis with a partner.

Vocabulary

aadizookaan (n.)

natural resource



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Summarize Chapter 4
- **Write:** Experiment with Writing a Thesis

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- Knowledge Cards: *aadizookaan*, *natural resource*
- Seasons in *The Birchbark House* Chart

STUDENTS

- *The Birchbark House*
- journal
- Module Task 2 (*Learn* book, Writing)
- Writing Model for Module 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 5 of *The Birchbark House*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *The Birchbark House*, passage 1 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read chapter 4 to find out and summarize important events that happen when Dede is home.

LEARN 53 minutes

Read | Read *The Birchbark House* | 20 minutes

1. Ask this question:



What do we know about Omakakiins's father, Dede?

Key Ideas

- trapper, trader
 - travels often
 - bold
 - strong
 - likes joking
 - arrives home at the end of chapter 3
2. Instruct students to read pages 44–51 from the heading “Andeg” to “all about it” with a partner and to annotate details about what life is like when Dede is home.

3. Instruct students to review their annotations and Think–Pair–Share to answer these questions:

 **What does Dede tell Omakakiins and Angeline to do on the first day he is home? What do they do?**

Key Ideas

- Dede tells Angeline and Omakakiins to go to the cornfield to protect the corn from the crows.
- The girls make noise and shoo away the birds.
- The girls get hungry and bored.
- They decide to catch crows in Nookomis’s fishing net.
- Angeline goes to get the net, and Omakakiins runs through the field to scare the crows.
- The girls catch many crows.
- Omakakiins rescues an injured young crow.

4. Read aloud the portion of pages 51–53 from “Omakakiins and Angeline” to “request Dede spoke.”

5. Introduce the vocabulary term *aadizookaan* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

6. Ask this question:

 **What do we learn about the characters and stories in this passage?**

Key Ideas

- Children enjoy the stories.
- There are different types of stories.
- Nookomis tells *aadizookaan* in the winter.
- Dede tells stories about his travels, including ghost stories.

7. Instruct students to read pages 53–61 starting with the heading “Dede’s Ghost Story.” Tell students to annotate what happens in this part of the text.



Definition

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

Respond | Summarize Chapter 4 | 15 minutes

1. Instruct students to review their annotations and Think–Pair–Share to answer this question:

 **What happens in the evening on the first day that Dede is home?**

Key Ideas

- The family enjoys the meal of crows that Angeline and Omakakiins caught in the cornfield.
- Angeline asks Dede to tell a story.
- Dede entertains the family by telling a ghost story.
- Dede gives gifts to the family members: ribbon for Angeline, calico cloth for Mama, tobacco for Nookomis, a knife for Pinch, a piece of velvet for Niiwo, and a hide scraper for Omakakiins.

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a summary of what happens when Dede comes home.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses from the previous discussion?

Offer Immediate Support: If students need additional support identifying important events, ask these questions: What does Dede do on the morning after he gets home? What does he do that evening?

Plan Future Practice: Students practice summarizing important information in *The Birchbark House* in lesson 20.

3. If time allows, invite a few students to share their summaries.
4. Remind students that each chapter is organized to include short vignettes that take place in different settings. Explain that students will now move from examining the organization of a chapter to examining the organization of the book. Ask this question:

 **How does the author, Louise Erdrich, organize this text?**

Differentiation Support

To help students identify the structure, direct them to the table of contents at the beginning of the book. Ask this question: What do the Ojibwe words in all capital letters show?

Key Ideas

- by chapters
- by seasons
- chronologically

Emphasize that Erdrich chose to use the seasons as an element of the setting. Explain that the author did so to share a year in the life of Omakakiins and her family.

5. Display and direct attention to the Seasons in *The Birchbark House* Chart. Explain that you will use the chart to keep track of information related to each season.
6. Instruct students to Think–Pair–Share to respond to this question:



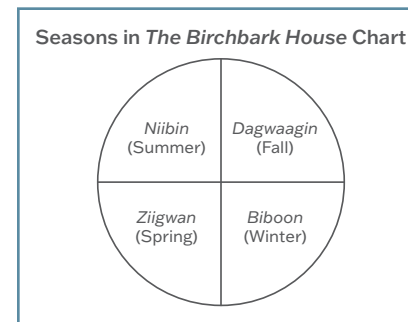
What seasonal traditions and tasks do Omakakiins and her family participate in during *niibin*, or summer?

Add responses to the chart.

Key Ideas

- construct and move into a summer home made of birchbark
- tan a moose hide to make clothing and other items
- gather and grow food such as berries and corn
- interact with animals including bears, crows, and a deer

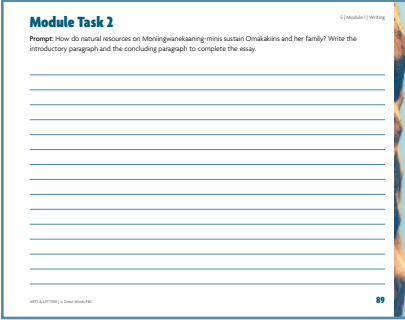
7. Tell students that they will continue reading about Omakakiins's family as follow-up.



Write | Experiment with Writing a Thesis | **18 minutes**

1. Display Module Task 2, and direct students to the page in their *Learn* book. Choral Read the prompt: How do natural resources on Moniingwanekaaning-minis sustain Omakakiins and her family? Write the introductory paragraph and the concluding paragraph to complete the essay.
2. Introduce the vocabulary term *natural resource* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
3. Instruct students to Think–Pair–Share to restate in their own words what the prompt is asking them to do.

Reinforce the correct response: Write the introductory and concluding paragraphs based on the information provided in the partially completed essay.



Module Task 2

Prompt: How do natural resources on Moniingwanekaaning-minis sustain Omakakiins and her family? Write the introductory paragraph and the concluding paragraph to complete the essay.

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**Definition**

natural resource: a part of the environment that a plant, human, or other animal can use for what it needs to live

Differentiation Challenge

Some students will be able to write advanced responses to Module Task 2. For example, they may be able to show additional knowledge of topic-related vocabulary and develop a more sophisticated reflection in their concluding paragraph. See the Assessment Guide for more information, including an example of an advanced response.

4. Explain that students will use a one-sentence thesis. Display these sentences:
 - Chief Joseph is a good leader because he takes care of his people.
 - Chief Joseph is a good leader because he is wise.
5. Direct students to their journals. Instruct them to Jot–Pair–Share to combine the two sentences into a single thesis.

Language Support

To provide students with sample sentences that use conjunctions to combine ideas, direct them to the Sentence Strategies for Module 1, located in the *Learn* book.

Key Ideas

- Chief Joseph is a good leader because he takes care of his people and he is wise.
- The care he shows for his people and his wisdom make Chief Joseph a good leader.
- Because he takes care of his people and is wise, Chief Joseph is a good leader.
- Chief Joseph is a good leader because he is wise and takes care of his people.

- 6.** Reinforce that there are multiple ways to state the ideas in a thesis. Direct students to the Writing Model for Module 1, located in the *Learn* book. Instruct students to work with a partner to revise the thesis from the writing model to express the same idea in a new way.

Teacher Note

Students will likely reverse the subjects and predicates. The purpose of this exercise is to allow students to practice stating a focus and supporting points in a low-stakes task. Depending on students' responses, provide examples and nonexamples for them to evaluate.

Key Ideas

- Being connected to their homeland and the tradition of storytelling are two Nez Perce values demonstrated in “Coyote and the Monster.”
- The Nez Perce feel a connection to their homeland and value storytelling, as seen in “Coyote and the Monster.”
- The Nez Perce story “Coyote and the Monster” demonstrates that the Nez Perce value their homeland and traditional storytelling.

- 7.** Direct attention to Module Task 2. Instruct students to read the two proof paragraphs of the partially completed essay. Tell them to annotate the text to identify the two main points that support the essay's focus on how natural resources sustain the family. Invite a few students to share the two points they identified.

Reinforce the correct responses: Point 1 is the island provides food to sustain the family, and point 2 states that the island also provides resources to meet other needs.

8.  **Introduce the learning task.** Instruct students to orally rehearse a one-sentence thesis for Module Task 2 with a partner.

Analyze Student Progress

Monitor: Do students' oral rehearsals demonstrate understanding of a thesis as a single sentence that describes the focus and two main points of an essay?

Offer Immediate Support: If students need additional support crafting a thesis, direct them to proof paragraphs 1 and 2 of Module Task 2 and instruct them to identify the point in each paragraph, and then tell them to use the conjunction *and* to combine the two points into a single sentence.

Plan Future Practice: Students practice writing their thesis for Module Task 2 in lesson 22.

9. Invite a few students to share their thesis.

Key Ideas

- The island sustains Omakakiins and her family by providing natural resources for food and other necessities.
- In *The Birchbark House*, the natural resources on the island sustain Omakakiins and her family by providing food and other necessities.
- Since there are many natural resources on the island, Omakakiins and her family have enough food and other things needed to survive.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about storytelling?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

2. Assign the follow-up work to read chapter 5 of *The Birchbark House* before the next lesson.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.A

MM.4.5 Individuals, Events, and Ideas: MM.4.5.A

MM.7.5 Structure: MM.7.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.A, CP.2.5.B, CP.2.5.C

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 20

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapter 5 and read chapter 6 of *The Birchbark House* to summarize what happens in Omakakiins's family. Then students write a Somebody–Wanted–But–So summary about a new character, Two Strike Girl. During writing instruction, students draft at least two sentences that provide context for an introductory paragraph. This work prepares students to complete the informational essay for Module Task 2.

Learning Goals

Summarize events from *The Birchbark House*.

 **LEARNING TASK:** Summarize events related to Two Strike Girl from chapter 6 of *The Birchbark House*.

For Module Task 2, introduce relevant context.

 **LEARNING TASK:** For Module Task 2, write at least two sentences that give context for proof paragraphs 1 and 2.

Vocabulary

context (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Summarize the Text
- **Write:** Write Context

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- “Coyote and the Monster” (digital platform)
- class Summary for *The Birchbark House* (*Learn* book)

STUDENTS

- *The Birchbark House*
- Summary for *The Birchbark House* (*Learn* book)
- Writing Model for Module 1 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)
- journal

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 7 of *The Birchbark House*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *The Birchbark House*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review the events from chapter 5 and read chapter 6 to describe what happens to the characters.

LEARN 53 minutes

Read | Read *The Birchbark House* | 22 minutes

1. Review chapter 5 by asking these questions:

Which new characters are introduced in chapter 5?

What do Dede's friends discuss with him?

Key Ideas

- **characters:** Andeg, Fishtail, Albert LaPautre
- **discuss:** White people moving onto Ojibwe land, LaPautre's dream, moving west to get away from the White settlers

2. Explain that students will continue reading about what the family does and will meet more new characters as they read chapter 6.
3. Display the class Summary for *The Birchbark House*, and direct students to the pages in their *Learn* book. Explain that students will use the summary chart to organize what happens to the characters in chapter 6.

L20 | Summary

The Birchbark House | In the left column, list what the character wanted, the challenges they face, what they do in response to them, and the result. Under Summary, use your notes from the left column to summarize what happens to the character in chapter 6.

Somebody	Summary
Wanted	
But	
So	

4. Direct attention to each box on the graphic organizer, and explain how students should fill it in.

- **Somebody:** Fill in the character's name.
- **Wanted:** Write details about what the character wanted, or their motivations.
- **But:** Write details about the challenges that the character faces.
- **So:** Write details about what the character decides or does in response to these obstacles.
- **Summary:** Write a summary of events related to the character using details from the Somebody, Wanted, But, and So boxes.

5. Read aloud pages 72–77 from the heading “Pinch” to “woods seeking Andeg.” Instruct students to listen for what Pinch wanted and for what happens as a result.

6. Ask these questions:



What did Pinch want?



What challenges does he face?



What is Pinch's response?



What happens as a result of his response?

Key Ideas

- **Wanted:** He wanted to obey Mama by protecting the berries from birds. He wanted to have a full stomach.
- **Challenges:** The berries look delicious. Pinch is very hungry and bored.
- **Response:** Pinch decides to eat some of the berries.
- **Result:** Pinch eats a lot of berries and falls asleep. When Mama returns, he blames Andeg, and Mama gets mad at Andeg. Pinch gets in trouble when he complains of a stomachache, and Mama sees that it was he who ate the berries.

7. Add responses to the class summary chart. Instruct students to fill in the notes for Pinch on their summary chart.

8. Think aloud to model how to summarize what happens to Pinch. Add the summary to the class summary chart.
9. Instruct students to read pages 77–80 from “Not far into” to “to bother them.” Tell students to focus on what Mama wants, the challenges she faces, and the results.
10. Instruct students to work with a partner to fill in the Somebody–Wanted–But–So column and summary for Mama for this passage.
11. Invite a few students to share their responses. Listen for students to include accurate, text-based responses in their summaries.

Language Support

To support multilingual learners with beginning and intermediate English proficiency, pair them with students who fluently speak and read English.

Key Ideas

- **Wanted:** She wanted to find Andeg. She wanted to warn Omakakiins about the bears. She wanted to protect Omakakiins.
- **But:** Andeg doesn’t trust her. She doesn’t want to interrupt the encounter between Omakakiins and the bears.
- **So:** She watches, feeling surprise and fear as Omakakiins speaks to the young bears. Andeg returns that evening but doesn’t go near Mama. He helps prepare the winter cabin by hunting the mice.

12. Read aloud pages 80–82 from “Now it was” to “didn’t want to.” Ask this question:



What happens in the canoe?

Key Ideas

- Nookomis, Mama, Angeline, Omakakiins, Pinch, Niiwo, and Andeg travel to the rice harvest.
- Nookomis asks for a blessing on the trip.
- Pinch is misbehaving by trying to pull Andeg’s feathers.
- Andeg tells Pinch to stop, embarrassing him.

Sample Think Aloud

Pinch wanted to eat the berries. He wanted to obey his mom and protect them from the birds. But Pinch is very hungry, and he wanted a full stomach. So he decides to eat some berries. He keeps eating the berries until he falls asleep. Then Mama returns and yells at Pinch. He blames Andeg, so Mama gets mad at Andeg, who flies away. Pinch gets a stomachache, and Mama knows that he lied to her, so he gets in trouble.

- 13.** Instruct students to independently read pages 83–86, starting with “When they reached.” Tell students to focus on what Two Strike Girl wants, the challenges she faces, and the results.

Respond | Summarize the Text | 13 minutes

1. Direct students to their summary chart. Instruct them to fill in the Somebody–Wanted–But–So column for Two Strike Girl.
2. Invite a few students to share their responses.

Key Ideas

- **Wanted:** She wanted to do the jobs normally done by the boys, like dancing the rice.
 - **But:** In her culture, she has to do tasks done by the girls, like weaving the mats. She needs permission to do the tasks she wants to do.
 - **So:** She convinces the rice chief to let her dance the rice. She invites Omakakiins to dance the rice with her.
3.  **Introduce the learning task.** Instruct students to write a summary for Two Strike Girl on their summary chart. Remind them to include textual evidence in their responses.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses for all elements from Summary for *The Birchbark House*?

Offer Immediate Support: If students need additional support writing a summary for Two Strike Girl, direct them to page 95 and ask these questions: What does Two Strike Girl want to do? What might prevent her from doing it? What does she do in response?

Plan Future Practice: Students practice summarizing what they read in *The Birchbark House* in lesson 21.

4. Display and read aloud the following sentences:

- “This is our winter seasoning and food. You’ll be glad of them when we are hungry in little spirit moon.” (73)
- “That space, they hoped, they would fill with the wild rice, the manoomin, the good seed that would sustain them through the winter.” (81)

5. Facilitate a brief discussion of these questions:



What is the family doing in the fall? How might these actions connect to winter?

Key Ideas

- The family is harvesting food. The food they gather will sustain them during the winter months when food is not as available.
- Pinch eats the berries, and the rice harvest is not good. This may mean that they do not have enough food for the winter.

Write | Write Context | 18 minutes

- 1.** Tell students that they will think about how writers support readers’ understanding of their ideas in informative essays. But first, they will watch how J. R. Spencer introduced “Coyote and the Monster.” Instruct students to listen for the information he shares before he tells the story. Play the portion of the video from 0:00 to 3:49.

- 2.** Ask this question:



What information does J. R. Spencer share?

Key Ideas

- shares the setting of the story: legend days, when animals walked on their hind legs
- tells how and why the Nez Perce use oral storytelling
- previews types of lessons and purposes of the stories for Nez Perce children

3. Ask these questions:

 **Why might J. R. Spencer have shared this information before he told the story “Coyote and the Monster”?**

 **If he had not shared this information before the story, how might your understanding of “Coyote and the Monster” have been affected?**

Key Ideas

- With the information, the audience understands the purpose of the stories.
- Without the information, the legend days setting might sound odd.
- Without the information, the audience might not pay attention to details or understand why the story is worth listening to.

4. Explain that the kind of information J. R. Spencer provides is called context. Introduce the vocabulary term *context* by displaying the term and definition. Engage students in Vocabulary Exploration.

5. Display the introductory paragraph of the Writing Model for Module 1, and direct students to the page in their *Learn* book. Invite a student to read aloud the introductory paragraph. Facilitate a brief discussion to answer the following question:

 **How does the information that the writer shares about “Coyote and the Monster” and the Nez Perce help readers understand the essay?**

Key Ideas

- It lets readers know what the story is about so they can focus on the writer’s ideas.
- It tells readers the main lesson of the story—how Native American tribes are created—so readers know it is important to the origin of the tribe.

Definition

context (n.): information necessary for readers to understand a topic

- 6.** Direct attention to Module Task 2, located in the *Learn* book.
Instruct students to read the prompt. Ask this question:



What is the prompt asking you to do?

Reinforce the correct response: write the introductory and concluding paragraphs for an essay about how natural resources on Moniingwanekaaning-minis sustain Omakakiins and her family based on the information provided in the partially completed essay.

[illegible]

- 7.** Instruct students to read proof paragraphs 1 and 2 and circle names of characters, places, or natural resources that are important to understanding the essay.
- 8.** Tell students to Think–Pair–Share to answer this question:



Which of these names, places, or natural resources are most important to understanding and answering the prompt?

Differentiation Support

To support student responses, follow up with these questions:

- What information do you have to know for the prompt and the proof paragraphs to make sense?
- What information might be new to a reader?
- What knowledge do you have from the texts in this module that someone else may not have?
- How do the seasons influence the way natural resources are used?

Key Ideas

- **names:** Omakakiins, Old Tallow, Nookomis
- **places:** Moniingwanekaaning-minis, an island in Lake Superior
- **natural resources:** maple trees, heartberries, birch trees, animals

9.  **Introduce the learning task.** Direct students to their journals, and instruct them to draft at least two sentences of context for Module Task 2. Encourage students to include details from *The Birchbark House*.

Analyze Student Progress

Monitor: Do students include accurate, text-based responses as context to support understanding of the information in Module Task 2?

Offer Immediate Support: If students need additional support providing context, return to the introductory paragraph of Module Task 1 to show how the context offers necessary information for the reader to understand the informative essay.

Plan Future Practice: Students practice writing context for Module Task 2 in lesson 22.

10. Tell students that in the next lesson they will look more closely at developing a hook for Module Task 2.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about characters?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

2. Assign the follow-up work to read chapter 7 of *The Birchbark House* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.A, MM.3.5.C

MM.4.5 Individuals, Events, and Ideas: MM.4.5.A

MM.7.5 Structure: MM.7.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.A, CP.2.5.B, CP.2.5.D

CP.3.5 Content

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.B

BU.3.5 Conversation and Collaboration: BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 21

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapter 7 and read and create a Tableau for chapter 8 of *The Birchbark House*. Students then summarize important events from chapter 8. During writing instruction, students examine a thesis statement to identify ways to draft a single-sentence thesis. This work prepares them to practice writing.

Learning Goals

Summarize what is happening in chapter 8 of *The Birchbark House*.

 **LEARNING TASK:** Write a summary that describes important events from chapter 8.

Write engaging hooks for an informative essay.

 **LEARNING TASK:** Explain why a chosen hook is the most engaging way to begin an informative essay.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Summarize the Text
- **Write:** Write Engaging Hooks

LAND

Reflect on Learning

Materials

TEACHER

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

STUDENTS

- *The Birchbark House*
- journal
- Writing Model for Module 1 (*Learn* book, Writing)
- sticky notes
- Module Task 2 (*Learn* book, Writing)

Preparation

- Determine how to display the different types of hooks. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *The Birchbark House*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapter 7 and read chapter 8, the last chapter in *Dagwaagin* (Fall), of *The Birchbark House*.

LEARN 53 minutes

Read | Read *The Birchbark House* | 25 minutes

1. Review chapter 7 by asking this question:



What does the family do to prepare for winter in chapter 7?

Key Ideas

- create a food storage space
 - harvest the corn
 - bless the food cache
 - move household items to the cabin
 - move back into the cabin
2. Instruct students to read chapter 8 to learn more about what happens as winter nears.
 3. Tell students that they will follow the instructional routine Tableau, and explain how this routine works. First, students will work in groups to re-create a scene or represent an idea by silently freezing their bodies and faces in a specific position. Next, each group presents their Tableau. A student within or outside the group may narrate the scene for viewers.

4. Read aloud pages 94–96 from the heading “First Snow” to “until they cried.” Instruct students to listen for details that will help them to re-create an important moment in the scene.
5. Form groups of four. Instruct groups to create a Tableau of the scene outside the cabin the morning after the first snow falls.

Teacher Note

Incorporate strategic, flexible ways to form groups of students throughout the module. Bringing together students who have different levels of reading, writing, or English language proficiency can promote rich conversation and exchange of ideas. Also, grouping students with similar levels of reading, writing, or English language proficiency can help focus students on a specific task with teacher support. As applicable, complement any of these groups by pairing students who speak the same home language.

Invite a few groups to present their Tableau to the class. Listen for students to address key ideas in their narrations.

Key Ideas

- Pinch is excited to play in the snow.
 - Angeline and Omakakiins are enjoying the beauty of the snow.
 - Old Tallow walks by, going into the brush.
 - Pinch throws snowballs with rocks inside them at the girls.
6. Assign each group one of the following passages. Instruct students to work with their group to review the passage, then plan and create a Tableau to show what is happening.
 - Passage 1: portion of pages 97–98 from “Ai! Nashke! Angeline” to “to his home.”
 - Passage 2: portion of pages 99–100 from “Not long after” to “the window, laughing.”
 - Passage 3: portion of pages 100–102 from “Omakakiins looked into” to “Dede, come home.”

Differentiation Support

To help students plan their Tableau, instruct them to work with their groups to first narrate what happens in the scene.

7. Instruct students to present their Tableaus. As students present, listen for them to address key ideas.

Key Ideas

Passage 1

- Omakakiins and Angeline see Fishtail coming out of the mission school in town.
- The girls are curious about why he was there.
- Omakakiins and Angeline follow Fishtail.
- They ask him why he was at the school.
- Fishtail tells Omakakiins and Angeline that he wants to learn to read the gichi-mookomaan's tracks so that they won't be cheated with treaties.

Passage 2

- Ten Snow and Angeline are making a dress for Angeline.
- Mama adds thimbles to a shawl for the dress.
- Angeline is only allowed to visit Auntie Muskrat.
- Young men who want to see Angeline must wait for her outside Auntie Muskrat's house.

Passage 3

- Omakakiins is tending the fire and senses Old Tallow watching her.
- Omakakiins realizes that Old Tallow is looking at her with affection.
- Nookomis takes over tending the fire, and Mama brings the prepared meat to the fire to cook.
- Old Tallow eats two bowls of the soup, and Pinch asks for more.
- Dede comes home.

As groups present, invite students in the audience to share what detail in each Tableau best captures what is happening in the scene.

Respond | Summarize the Text | 13 minutes

1.  **Introduce the learning task.** Direct students to their journals. Instruct them to summarize the important events from chapter 8.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses from the Tableaus?

Offer Immediate Support: If students need additional support, ask these questions: What happens outside the school? What happens outside the cabin?

Plan Future Practice: Students practice summarizing important events in *The Birchbark House* in lesson 26.

2. If time allows, invite a few students to share their summaries.
3. Tell students that chapter 8 is the last chapter in *Dagwaagin* (Fall). Direct attention to Seasons in *The Birchbark House* Chart. Ask this question:

 **What seasonal traditions and tasks do Omakakiins and her family participate in during dagwaagin, or fall?**

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.

Add responses to the chart.

4. Tell students that they will continue to discuss what has happened so far in *The Birchbark House* in the next lesson.

Write | Write Engaging Hooks | 15 minutes

1. Tell students that they will review a familiar part of the introductory paragraph: the hook. Remind students that the hook is the first sentence of an informative essay, and its purpose is to catch the reader's attention.
2. Invite a few students to list the various ways that writers can hook their readers. Use responses to emphasize that questions, interesting facts, and strong statements are examples of hooks.

Teacher Note

In levels 3 and 4, students learned to use a question, interesting fact, or strong statement in a hook. If students do not name the types of hooks, share with them definitions and examples.

3. Display the Writing Model for Module 1, and direct students to the page in their *Learn* book. Direct attention to the color-coded introductory paragraph. Ask this question:



What interesting fact does the writer share about the Nez Perce to capture the reader's attention?

Reinforce the correct response: “Coyote and the Monster” is a Nez Perce story that tells how the Nez Perce and other Native American tribes were created.

4. Explain that giving the reader a definition is another type of hook. Think aloud to model how to use a definition as a hook.
5. Direct students to Module Task 2, located in their *Learn* book. Tell students that writers start by thinking about the various types of hooks and then brainstorm several hooks before choosing one that they think will engage their readers the most.

Module Task 2

Prompt: How do natural resources on Monticaneau sustain Omalakini and her family? Write the introductory paragraph and the concluding paragraph to complete the essay.

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Sample Think Aloud

Since the question for the writing task is about “Coyote and the Monster” and how the story shows parts of the Nez Perce culture, I might include the definition of *oral storytelling* in a hook. This gives readers information about what type of story “Coyote and the Monster” is. For example: Oral storytelling is telling a story live to a group of listeners who are in the same space.

6. Distribute sticky notes. Instruct students to write as many hooks for Module Task 2 as they can, one on each sticky note.

Language Support

To leverage students' home languages as resources to support learning, allow students to brainstorm and draft by using all their linguistic knowledge.

Differentiation Support

To help students write engaging hooks, provide several examples and nonexamples of hooks connected to Nez Perce culture. Instruct students to use a nonverbal signal (e.g., a thumbs-up) when they hear an engaging hook. Ask these questions about hooks that are engaging or not engaging:

- What makes this hook engaging?
- What could make this hook more engaging?

7. Label four pieces of blank chart paper with the four different types of hooks: question, interesting fact, strong statement, and definition. Post the charts around the room. Instruct students to place each hook on the chart that corresponds with the type of hook it represents.
8. Tell students to read the hooks on all the charts.
9. Instruct students to Think–Pair–Share to answer this question:

**What makes a hook engaging?****Key Ideas**

- grabs the reader's attention
- makes the reader curious
- makes the reader want to continue reading

10.  **Introduce the learning task.** Direct students to their journals. Instruct them to identify the most engaging hook and write at least one sentence telling why they think it is the best way to begin the introductory paragraph for Module Task 2.

Analyze Student Progress

Monitor: Do students share a specific hook and explain why it might be the most engaging for readers?

Offer Immediate Support: If students need additional support writing about the most engaging hook, instruct them to select two hooks and consider what makes one hook more engaging than the other.

Plan Future Practice: Students practice writing a hook for Module Task 2 in lesson 22.

11. Tell students that they will continue to practice writing effective introductory paragraphs in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about events?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.A

MM.7.5 Structure: MM.7.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.A, CP.2.5.B, CP.2.5.C, CP.2.5.D

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence

BU.3.5 Conversation and Collaboration: BU.3.5.B

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 22

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Reveal:** What does a deeper look at mood reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine the author's word choice to describe Nookomis's blessing of the family's food cache. They determine how the mood changes throughout the blessing and what this change may foreshadow for the winter season. During writing instruction, students examine the checklist criteria for the introductory and concluding paragraphs for Module Task 2. They then draft the paragraphs for the task.

P A Prologue to lesson 22 is available for students who need additional support.

Learning Goals

Determine the mood of a passage from *The Birchbark House*.

LEARNING TASK: Explain how the mood during Nookomis's blessing foreshadows the coming winter.

For Module Task 2, write introductory and concluding paragraphs.

LEARNING TASK: For Module Task 2, write introductory and concluding paragraphs that include elements from the checklist.

Vocabulary

foreshadow (v.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Word Choice in *The Birchbark House*
- **Respond:** Describe the Mood
- **Write:** Write Introductory and Concluding Paragraphs

LAND

Reflect on Learning

Materials

TEACHER

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

STUDENTS

- *The Birchbark House*
- journal
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)

Preparation

- Determine how students will complete Module Task 2. Students continue to work on this task in lesson 23. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *The Birchbark House*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at mood reveal?
3. Tell students that they will closely read and annotate a passage from *The Birchbark House* and discuss how the author makes readers feel.

LEARN 53 minutes

Read | Examine Word Choice in *The Birchbark House* | 13 minutes

1. Display the Knowledge Card for *sustain*, and direct attention to the image to spark students' memory. Remind students that *sustain* means “to provide what is needed for something or someone to exist or continue.”
2. Tell students that a cache is a group of things that have been hidden in a secret place. Ask this question:

 **How will the food cache sustain Omakakiins and her family?**

Reinforce the correct response: The cache contains food the family can eat to survive winter.

3. Direct attention to pages 88–89 of *The Birchbark House*. Engage students in Repeated Reading of the portion of the pages from “When all was” to “protected, safe, eternal.” Instruct students to consider how this passage makes them feel.

4. Instruct students to Think–Pair–Share to answer this question:



How does this passage make you feel?

Key Ideas

- peaceful, calm
- safe
- respectful

5. Tell students that the term *mood* describes the emotions authors want readers to feel as they read. Authors convey mood through their choice of words in a text; they use literal and figurative language to develop mood.

6. Ask this question:



What does Omakakiins mean when she says that “the sky bent to listen” to Nookomis’s blessing?

Key Ideas

- means it felt like the whole world was listening to her
- suggests that Nookomis is connected to the world and the spirits
- implies that nature was quiet and waiting

7. Think aloud to model how to identify a mood in a text.

8. Instruct students to annotate words that convey the moods they identified.

Sample Think Aloud

The author uses figurative language, such as “the sky bent” and “golden leaves hung balanced” to capture the stillness and anticipation of the world. These descriptions make me feel solemn and peaceful.

9. Ask this question:

 **What words convey certain feelings to you?**

Key Ideas

- **peaceful, calm:** “her own heart beat quieter,” “that excited, jumpy feeling in her calmed”
- **safe:** “protected, safe, eternal”
- **respectful:** “all of creation was interested in Nookomis’s words”

10. Tell students that they will continue reading from this portion of the text. Explain that they will encounter the word *wiindigoo* as they read. Instruct students to locate the word in the “Glossary and Pronunciation Guide of Ojibwe Terms” at the back of the text. Invite a student to read aloud the definition.
11. Explain that *wiindigoo* is never satisfied and will consume everything to fill its emptiness.
12. Instruct students to read the portion of page 89 from “Nookomis bent over” to “a sudden cry.” Tell students to consider how this passage makes them feel. Emphasize that they may feel several different emotions in response to a longer passage.
13. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **How does this passage make you feel?**

Language Support

To help students describe the feeling or mood, provide a word bank of mood words (e.g., *awed, cheerful, distressed, humble, peaceful, playful, serene, suspenseful, tense*).

Key Ideas

- respectful, loving
- humble
- suspenseful, tense
- distressed, troubled

14. Instruct students to annotate words and phrases in the passage that convey the feelings or moods of the passage.

Respond | Describe the Mood | 15 minutes

1. Instruct students to Jot–Pair–Share to answer this question:

 **What words create the moods in page 89 from “Nookomis bent over” to “a sudden cry”?**

Key Ideas

- **respectful, loving:** “breathed quietly,” “touched it lovingly”
- **humble:** “asked ... for protection against the cold,” “We’re very small ... just human”
- **suspenseful, tense:** “harshest moon,” “meat is scarce,” “ice is too thick,” “soft, but deep and troubled,” “stillness”
- **distressed, troubled:** “heart[s] were touched a little by the coming cold,” “shivered,” “a sudden cry”

2. Direct attention to page 89 and read aloud the first full sentence, starting with “Miigwech for all that you give us.”

3. Ask this question:

 **Based on the context, what does *miigwech* mean?**

Reinforce the correct response: Thank you.

4. Instruct students to answer this question in their journals:

 **How does the mood of this passage change during Nookomis’s blessing?**

Reinforce the correct response: The mood changes from peaceful, calm, respectful, reverent, and loving to suspenseful and eventually distressed.

5. Facilitate a brief discussion of this question:



How does this change in mood make you feel?

Key Ideas

- worried that the family will have a very hard winter
- curious to know what happens next
- sad to think that they will suffer in the winter

Differentiation Challenge

To extend student thinking, instruct students to draw scenes from chapter 7 using specific colors to create the mood.

6. Explain that readers and writers use a specific literary term to describe hints an author gives about what is going to happen in a text. Introduce the vocabulary term *foreshadow* by displaying the term and definition. Engage students in Vocabulary Exploration.

Differentiation Support

If time permits, allow students to share examples of foreshadowing from their favorite books, movies, and television shows.

Definition

foreshadow (v.): to give a suggestion of something that has not yet happened

7. **Introduce the learning task.** Instruct students to respond to this prompt in their journals: What do the moods in this passage foreshadow about the coming winter? Use specific examples from the text.

Analyze Student Progress

Monitor: Do students explain how the moods during Nookomis's blessing foreshadow a harsh winter?

Offer Immediate Support: If students need additional support, direct attention to the portion of page 89 from "Her voice was" to "a sudden cry," and ask this question: How does the family feel?

Plan Future Practice: Students practice analyzing an author's word choices in *The Birchbark House* in lesson 31.

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

Key Ideas

- The mood in the passage changes from peaceful to tense. The narrator says that the family's heart was touched by the cold, and they felt the shadow of the wiindigoo. These different moods foreshadow a long, hard winter.
- At first, the mood is respectful and grateful when Nookomis prays over the food cache, but then it becomes uneasy when Nookomis feels troubled and Niiwo cries out. This foreshadows that something terrible will happen to the family in winter.

- 9.** Tell students that they will begin reading about what happens in winter in the next lesson.

Write | Write Introductory and Concluding Paragraphs | **25 minutes**

1. Emphasize that students have built a lot of knowledge about how Omakakiins and her family's way of life is connected to the island's natural resources in *The Birchbark House*. Remind students that they have also examined a writing model to understand how introductory and concluding paragraphs frame the ideas in an informative essay.
2. Display Module Task 2, and direct students to the page in their *Learn* book. Instruct students to reread the two proof paragraphs. Tell students that they will draft their introductory and concluding paragraphs.
3. Direct students to the Checklist for Module Task 2, located in the *Learn* book.

[illegible]

Checklist Module Task 2 Prompt: How do natural resources on Moninekeanearik-minni sustain Oonikais and her family? Write the introductory paragraph and the concluding paragraph to complete the essay.		
	Review 1	Review 2
Knowledge		
shows knowledge of the setting in <i>The Birchbark House</i>	☐	☐
shows knowledge of Ojibwe use of natural resources	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses contrast to help readers understand the topic	☐	☐
has a clear thesis with two points	☐	☐
has a concluding paragraph that answers the so what? question	☐	☐
Language		
uses a comma after introductory words and phrases	☐	☐
spells grade-level appropriate words correctly	☐	☐

4. Instruct students to read the criterion for the concluding paragraph. Ask this question:

 **What should you include in a concluding paragraph?**

Reinforce the correct response: an answer to the *so what?* question.

5. Remind students that in the Writing Model for Module 1 the concluding paragraph restated the thesis and two points and included reflection sentences to say why the topic matters.
6. Direct students to their journals. Instruct students to Jot–Pair–Share to answer this question:

 **Why does this topic matter?**

Key Ideas

- shows the relationship between Omakakiins’s family and their home
- explains how the family sustains themselves
- shows how natural resources can meet all of their needs

7. Direct attention to the Checklist for Module Task 2. Instruct students to read the criteria for the introductory paragraph. Ask this question:

 **What should you include in your introductory paragraph?**

Key Ideas

- a hook to catch the reader’s attention
- context to help the reader understand the topic
- a clear thesis with two points

8. Remind students that in previous lessons they brainstormed for hooks, drafted two sentences of context in their journals, and orally rehearsed their thesis for Module Task 2.
9. Explain that students are now ready to compose their introductory and concluding paragraphs—first orally and then in writing.

10. Instruct students to orally rehearse their introductory and concluding paragraphs with a partner, using their journals as support. Tell students to offer their partner suggestions to strengthen their reflection sentences as needed.
11. Remind students to refer to the color-coded Writing Model for Module 1, located in the *Learn* book, while they draft their Module Task 2 response.

Teacher Note

In this lesson, students begin Module Task 2. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

12.  **Introduce the learning task.** Direct attention to Module Task 2 and the Checklist for Module Task 2. Instruct students to draft the introductory and concluding paragraphs for the task, using the checklist to guide their writing.

Analyze Student Progress

Monitor: Do students write introductory and concluding paragraphs that align with the information in the two proof paragraphs and reflect the checklist criteria?

Offer Immediate Support: If students need additional support drafting an introductory paragraph, encourage them to draft each of these parts at a time: the hook, the context, and the thesis. If students need additional support drafting a concluding paragraph, ask this question: Why is this information important?

Plan Future Practice: Students practice composing introductory and concluding paragraphs for Module Task 3 in lesson 31.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about mood?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.e, MM.5.5.B, MM.5.5.B.a, MM.5.5.B.b, MM.5.5.C

MM.7.5 Structure: MM.7.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.3.5 Content

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c, CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A, DF.3.5.B

DF.8.5 Punctuation: DF.8.5.B

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building



Lesson 23

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students review chapters 1–8 of *The Birchbark House* to collect evidence about what Omakakiins learns from interactions with people and animals. Students use this evidence to participate in a class discussion about the most important lessons Omakakiins learns. During writing instruction, students use the Checklist for Module Task 2 to provide peer feedback and to assess their own writing. Then they revise their introductory and concluding paragraphs for Module Task 2.

P A Prologue to lesson 23 is available for students who need additional support.

Learning Goals

Determine a theme in *The Birchbark House*.

LEARNING TASK: During a class discussion, share and support ideas about a theme in chapters 1–8 of *The Birchbark House*.

For Module Task 2, revise writing to strengthen the introductory and concluding paragraphs.

LEARNING TASK: For Module Task 2, revise the introductory and concluding paragraphs based on the checklist and peer feedback.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Revise Introductory Paragraphs

LAND

Reflect on Learning

Materials

TEACHER

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

STUDENTS

- *The Birchbark House*
- chart paper
- journal
- Talking Tool (*Learn* book)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Module Task 2 (*Learn* book, Writing)

Preparation

- Determine how to display the charts for the Gallery Walk. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *The Birchbark House*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will collect evidence from chapters 1–8 about Omakakiins’s interactions with people and animals to discuss what lessons she learns.

LEARN 53 minutes

Read | Prepare for a Discussion | 20 minutes

1. Direct attention to Seasons in *The Birchbark House* Chart. Instruct students to read the summaries for summer and fall. Ask this question:
 **What do you think has been the most memorable moment in the novel so far?**
2. Explain that before they read about what happens in the second half of the year for Omakakiins and her family, they will pause to reflect on the themes they see developing in the text. Remind students that a theme is a universal idea or message conveyed by a text.

Differentiation Support

To help students recall the meaning of *theme*, provide examples of themes from texts they have previously read.

3. Display and Choral Read the discussion questions: What are the two most important lessons that Omakakiins learns in chapters 1–8? Why?

- 4.** Tell students that one way to determine a theme is to consider the lessons that a main character learns. Explain that students will work in small groups to collect evidence about an assigned person or animal that Omakakiins interacts with to identify lessons she learns from these interactions.
- 5.** Form small groups. Assign each group one of the following characters, and direct students to the corresponding chart:
 - Nookomis, pages 6–8, 88–91
 - Bears, pages 23–28, 77–79
 - Niiwo, pages 37–40
 - Dede, pages 53–61
 - Fishtail, pages 67–71
- 6.** Explain that the page numbers will help guide students to interactions between their assigned character and Omakakiins. Display these questions:
 - What happens?
 - What does Omakakiins learn?
- 7.** Instruct students to review the pages for their assigned character. Then tell students to work in their groups to discuss the two questions and add their answers to their chart.

8. Look for students to address key ideas in their responses.

Key Ideas

Nookomis

- **happens, pages 6–8:** Nookomis finds the tree that they will use for their birchbark house. Nookomis offers tobacco to the tree’s spirit. She and Omakakiins peel the strips of bark and bring them to a special place by the water.
- **Omakakiins learns, pages 6–8:** respect for the natural world and the spirits; how to use natural resources (birchbark) to sustain everyday life
- **happens, pages 88–91:** Nookomis blesses the food cache and asks the spirits for help in winter. Nookomis asks if Omakakiins hears the plants talk and tells her to listen to the plants.
- **Omakakiins learns, pages 88–91:** how to live as an Anishinaabe; important to listen to the spirits; interest in healing

Bears

- **happens, pages 23–28:** Two bear cubs approach Omakakiins. She gives them berries and the mother bear pins her, sniffs her, and lets her go.
- **Omakakiins learns, pages 23–28:** trust her instincts; shows respect for animals; finds protection from the animal spirits; places importance on being generous
- **happens, pages 77–79:** The same bear cubs come to Omakakiins, and she gives them food before they hibernate. The mother bear does not acknowledge Omakakiins.
- **Omakakiins learns, pages 77–79:** places importance on being generous; shows respect for animals; confirms she has a connection to the bears

Niiwo

- **happens, pages 37–40:** Omakakiins stays behind to watch Niiwo. He cries, and she decides to take him out of his cradleboard even though it is forbidden. They play out in the sun by the water before Mama and Angeline return.
- **Omakakiins learns, pages 37–40:** to experience true love and happiness; how to take care of another; believes she is his favorite sister

Dede

- **happens, pages 53–61:** Dede tells a ghost story about his recent travels. He gives Omakakiins a piece of his gun barrel to use as a scraping tool for animal hides since she did such a good job on his *makizinan*.
- **Omakakiins learns, pages 53–61:** listen to your elders and ancestors; respect the spirits; do not let fear stop you from thinking clearly

Fishtail

- **happens, pages 67–71:** Angeline and Omakakiins hide and listen to Fishtail, Albert, and Dede talk about how the White settlers want the Ojibwe to leave the island and move west.
- **Omakakiins learns, pages 67–71:** Fishtail believes the White settlers will not be happy until they have all of the Ojibwe land.

Differentiation Challenge

To extend student thinking, instruct students to choose two more characters with whom Omakakiins interacts in chapters 1–8, and tell them to collect evidence about these interactions.

9. Tell students that they will follow the instructional routine Gallery Walk to review the notes about each character. Explain how this routine works. First, you assign each student a starting point. Then, students read the notes about the character interaction and write in their journals an important lesson Omakakiins learns from this interaction. Finally, on your cue, students move to the next character.

Teacher Note

Depending on the needs of your class, you may allow students to move and respond at their own pace rather than cueing them.

10. Begin the Gallery Walk by assigning starting points.

- 11.** Close the Gallery Walk by inviting a few students to share the lessons they wrote in their journals.

Key Ideas

- how to use the land to sustain everyday life
- the importance of trusting her instincts and showing respect to animals
- the importance of showing respect and gratitude to the spirits
- dangers to the Ojibwe homeland

- 12.** Instruct students to circle in their journals the two most important lessons Omakakiins learns in chapters 1–8.

Respond | Discuss a Central Idea | 18 minutes

- 1.** Display and introduce the speaking and listening goal for today’s discussion: Elaborate on the evidence you use.

Teacher Note

To support students with the speaking and listening goal, make connections to what students know about elaboration in writing.

- 2.** Explain that students can practice this goal by using a sentence frame. Direct students to the Talking Tool, located in the *Learn* book. Echo Read this sentence frame: This evidence is important because _____.

Differentiation Support

To reinforce how students can say more about a piece of evidence, model how to use the sentence frame with a piece of evidence from the novel.

3.  **Introduce the learning task.** Explain that students will now engage in a discussion to share their responses about the most important lessons Omakakiins learns. Encourage students to refer to the text and their notes. Begin by asking these questions:

 **What are the two most important lessons that Omakakiins learns in chapters 1–8? Why?**

Analyze Student Progress

Monitor: Do students share lessons Omakakiins learns about Ojibwe culture and her own identity?

Offer Immediate Support: If students need additional support identifying an important lesson, instruct them to choose a character interaction, and ask this question: How does this experience change Omakakiins?

Plan Future Practice: Students practice determining a central idea in *The Birchbark House* in lesson 32.

4. At the end of the discussion, reinforce key ideas.

Key Ideas

- Respect and honor the natural world.
- Family is an important resource.
- Older family members have wisdom to share.
- Instincts can be an important guide.
- A person's home is a part of who they are.

5. Tell students that they will discuss the knowledge they have built from the first eight chapters of *The Birchbark House* in the next lesson.

Write | Revise Introductory Paragraphs | 15 minutes

1. Display the Checklist for Module Task 2, and direct students to the page in their *Learn* book. Tell students that they will use the checklist to revise their paragraphs, but first they will examine one of the criteria. Direct attention to the criterion about providing context in the introductory paragraph.

2. Ask this question:

What might a reader need to know to understand your thesis?

Key Ideas

- what *sustain* means
- what the book is called and what it is about
- where the island is located

3. Instruct students to listen to the following statements and to use a nonverbal signal (e.g., a thumbs-up) if they think the statement provides important context for the essay:
 - Omakakiins decides to offer the bear cubs berries and even imagines adopting them as her brothers.
 - Also known as Island of the Golden-Breasted Woodpecker, Moniingwanekaaning-minis is located in Lake Superior.

Language Support

Remind students of the definition of *context*.

4. Invite a few students to share the reasons for their decisions.

Reinforce the correct response: The second statement offers important context; it gives background information that builds readers' knowledge about the topic. While the first sentence does mention berries as a natural resource on the island, it does not build knowledge about how the berries sustained the family.

Checklist		Review 1	Review 2
Module Task 2 Prompt: How do natural resources on Moniingwanekaaning-minis sustain Omakakiins and her family? Write the introductory paragraph and the concluding paragraph to complete the essay.			
Knowledge			
shows knowledge of the setting in <i>The Birchbark House</i>	☐	☐	
shows knowledge of Ojibwe use of natural resources	☐	☐	
Writing			
uses a hook to catch the reader's attention	☐	☐	
uses context to help readers understand the topic	☐	☐	
has a clear thesis with two points	☐	☐	
has a concluding paragraph that answers the so what? question	☐	☐	
Language			
uses a comma after introductory words and phrases	☐	☐	
spells grade-level appropriate words correctly	☐	☐	

5. Direct students to Module Task 2, located in the *Learn* book. Instruct students to share with a partner the introductory paragraph they wrote in the previous lesson. Tell partners to listen carefully to the context.

6. Instruct students to provide feedback to their partner by answering these questions:

... **What information, if any, seems unrelated to the topic?**

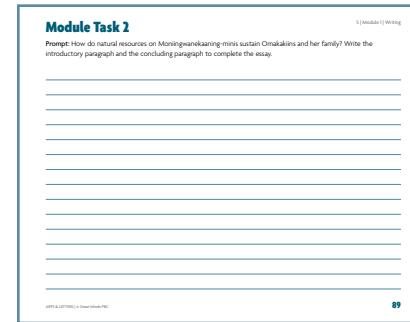
... **What else would I like to know before reading this essay?**

7. Direct attention to the Knowledge and Writing sections of the checklist. Instruct students to review their paragraphs and use the criteria from these sections to assess their writing.

Differentiation Support

To help students identify evidence of the criteria in their writing, direct students to the Writing Model for Module 1 and instruct them to review their annotations.

8.  **Introduce the learning task.** Instruct students to revise their introductory and concluding paragraphs for Module Task 2, using peer feedback and their self-assessment.



Module Task 2

Prompt: How do natural resources on Montserrat sustain Omakeliris and her family? Write the introductory paragraph and the concluding paragraph to complete the essay.

The worksheet shows a series of horizontal lines for writing, with a small image of a volcano on the right side.

Analyze Student Progress

Following completion of Module Task 2, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.2.5 Theme and Central Idea: MM.2.5.A, MM.2.5.B

MM.4.5 Individuals, Events, and Ideas: MM.4.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.3.5 Content

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c, CP.4.5.C

CP.5.5 Language: CP.5.5.B

CP.6.5 Revision

CP.7.5 Editing

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.B

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.D

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 24

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students reflect on the knowledge they have built from *The Birchbark House* about how communities sustain their cultures. Students then write knowledge statements to capture their learning. During visual art instruction, students examine George Morrison's *Untitled*, a wood relief created in 1975. They share what they notice and wonder about the work of art.

Learning Goals

Reflect on knowledge gained from *The Birchbark House*.

 **LEARNING TASK:** Write three knowledge statements about *The Birchbark House*, using coordinating conjunctions to combine ideas.

Notice and wonder about George Morrison's *Untitled*.

 **LEARNING TASK:** Write at least three things you notice about George Morrison's *Untitled* and at least three related questions.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Observe:** Notice and Wonder About a Work of Art

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- *Untitled* (digital platform)
- Knowledge Card: *culture*
- “*Ojibwe Birchbark Wigwam*—Official Trailer” (digital platform)
- class Sentence Strategies for Module 1 (*Learn* book)
- class Notice and Wonder Chart for Work of Art 4 (*Learn* book)

STUDENTS

- *The Birchbark House*
- index cards
- Sentence Strategies for Module 1 (*Learn* book)
- World Knowledge Statements for Module 1 (*Learn* book)
- Notice and Wonder Chart for Work of Art 4 (*Learn* book)

Preparation

- Familiarize yourself with the concept of coordinating conjunctions. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *The Birchbark House*, passage 2 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will reflect on what they have learned from reading the first half of *The Birchbark House* and then capture their new knowledge in writing.

LEARN 53 minutes

Read | Review Knowledge | 21 minutes

1. Display the Knowledge Card for *culture*, and direct attention to the image to spark students' memory. Remind students that *culture* means “the shared beliefs, traditions, language, and way of life of a particular group of people.”
2. Tell students that they will identify some of the elements of Omakakiins's family's culture. Direct attention to the World Knowledge Chart. Facilitate a brief discussion of this question:



What have you learned about Omakakiins's family's way of life?

Differentiation Support

To help students identify aspects of Omakakiins's family's culture, ask this question: What does her family do during summer and during fall?

Key Ideas

- move to different homes on the island for the seasons
- use trees, animals, and plants to meet their needs
- offer tobacco to spirits to show appreciation
- use birchbark as an important natural resource
- spend summer and fall preparing for winter

Add a few responses to the chart.

3. Distribute two index cards to each student. Tell students that they will follow the instructional routine Give One–Get One–Move On to discuss culture in *The Birchbark House*. Explain how this routine works. First, you ask a question and students jot responses on index cards. Next, students find a partner and discuss their responses. On your cue, students trade their cards with their partner and find a new partner. Then, in their new pairs, students discuss the responses they received from their previous partner. This process repeats until you end the routine. Tell students that for their first practice, they will discuss their responses with two partners.

4. Ask this question:



What did you learn about Omakakiins's family's culture?

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

Key Ideas

- believe in being generous to other people and animals
- believe in spirits of nature, animals, and people
- believe in being grateful to nature
- believe in the importance of family
- believe in the wisdom of elders
- believe that children can only be named by specific people
- have traditions based on the seasons, such as harvesting the wild rice and blessing the food cache
- traditionally only tell stories in winter
- move to different homes on the island for the seasons
- use trees, animals, and plants to meet their needs
- offer tobacco to spirits to show appreciation
- use birchbark as an important natural resource
- spend summer and fall preparing for winter
- speak the Ojibwe language

6. Tell students that they will watch “*Ojibwe Birchbark Wigwam*—Official Trailer” again.

7. Play “*Ojibwe Birchbark Wigwam*—Official Trailer.”

8. Ask this question:

... **After reading the first half of *The Birchbark House*, what caught your attention as you watched this video again?**

9. Add responses to the World Knowledge Chart.

Respond | Express Knowledge | 17 minutes

1. Display the class Sentence Strategies for Module 1, and direct students to the page in their *Learn* book. Direct attention to Strategy 2: Use coordinating conjunctions to combine ideas.
2. Remind students that a coordinating conjunction is a word that joins together words, phrases, or complete sentences. Choral Read the list of coordinating conjunctions: *and, but, for, nor, or, so, and yet*.
3. Read aloud Sample Sentence 1: Chief Joseph wants peace, but he says there cannot be peace until the US government treats Native Americans fairly.
4. Tell students that they could remove the comma and the word *but* to create two separate sentences because there is a complete sentence on each side of the coordinating conjunction.
5. Ask this question:

... **What does the coordinating conjunction *but* tell you about the two ideas?**

Reinforce the correct response: The two ideas are not the same.

6. Emphasize that coordinating conjunctions show the relationship between the two ideas.

Sentence Strategies
Module 1

Strategy 1: Use prepositional phrases to make writing precise.
Examples: across, at, before, by, for, from, in, on, to, with
Sample Sentence: In "Coyote and the Monster," Coyote creates the Nea Perce people **from** the heart of the monster.
Your Turn
Coyote goes to the sweat lodge **before** _____
Meadowlark flew to _____
With _____, Coyote creates people.

Strategy 2: Use coordinating conjunctions to combine ideas.
Examples: and, but, for, nor, or, so, yet
Sample Sentence 1: Chief Joseph wants peace, **but** he says there cannot be peace until the US government treats Native Americans fairly.
Sample Sentence 2: Chief Joseph believes that all men are brothers **and** have equal rights upon the land.
Your Turn
Chief Joseph surrendered **but** _____

7. Direct attention to and circle the comma before *but*. Explain that when a writer uses a coordinating conjunction to connect two complete sentences, they put a comma before the coordinating conjunction.

Teacher Note

Students have been instructed to write in complete sentences in previous levels and lessons of *Arts & Letters*. To help students determine when to use a comma with a coordinating conjunction, read aloud knowledge statements from the World Knowledge Chart and lead students in identifying what makes the knowledge statement a sentence (e.g., it has a subject and predicate and represents a complete thought).

8. Direct attention to Sample Sentence 2: Chief Joseph believes that all men are brothers and have equal rights upon the land.
9. Explain that there is no comma needed before the coordinating conjunction because “have equal rights upon the land” is not a complete sentence.
10. Instruct students to complete the sentences in the Your Turn section and to include proper punctuation.
11. Invite a few students to share their responses.
12. Reinforce proper comma placement for combining two sentences.
13. Instruct students to work with a partner to orally rehearse combining two sentences from the World Knowledge Chart with a coordinating conjunction.

Teacher Note

Though the learning task focuses on students’ understanding of the content, the task also provides an opportunity for students to practice their oral language skills. Students practice combining two or more ideas by using appropriate conjunctions and prepositional phrases as introductory elements during the Know lessons in this module.

- 14. 🎯 Introduce the learning task.** Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to write at least three knowledge statements to express knowledge they gained about Omakakiins's family's culture in *The Birchbark House*. Tell students to use a coordinating conjunction to combine two of the knowledge statements they wrote. Remind students to include proper punctuation.

Analyze Student Progress

Monitor: Do students' knowledge statements demonstrate understanding of Omakakiins's family's culture and connect ideas by using coordinating conjunctions?

Offer Immediate Support: If students need additional support using coordinating conjunctions, direct them to sentences that include coordinating conjunctions on page 1 of *The Birchbark House*.

Plan Future Practice: Students practice forming knowledge statements about Ojibwe culture in lesson 25.

- 15.** Invite a few students to share their knowledge statements.

Key Ideas

- Omakakiins's family uses birchbark to build their home, and they use birchbark to create containers for food.
- Nookomis only tells traditional Ojibwe stories in the winter, but Dede tells stories anytime of year.
- Omakakiins's family believes in spirits and makes offerings of tobacco to the spirits.
- Omakakiins's family's culture values family and the wisdom of the elders.

Observe | Notice and Wonder About a Work of Art | 15 minutes

1. Tell students that they will now notice and wonder as they observe a new work of art.

Teacher Notes

The artist George Morrison was an enrolled member of the Grand Portage Band of Chippewa, an Ojibwe tribe in Minnesota. Born in 1919 in a small fishing village in Minnesota, he grew up surrounded by the broad vistas of Lake Superior. Morrison left the Midwest as a young man to study art in New York and France. In New York, he befriended and began to show his work alongside other contemporary artists such as Jackson Pollock and Willem de Kooning. He would eventually return to the Great Lakes to continue making his art.

Along with paintings, Morrison created wood collages pieced together from collected bits of driftwood. He called them “paintings made of wood.” Morrison was fascinated with the idea of the horizon and thought deeply about how to explore and emphasize the horizon in works of art. Morrison’s paintings and wood collages encapsulate a marriage of abstraction, Cubism, and the exploration of landscapes in art.

To promote looking closely at the work of art, do not provide background information about it at this point. Rather, encourage students to share and expand on what they initially notice and wonder. Students revisit this work of art during the next few lessons and learn its title and more about its history.

2. Display George Morrison’s *Untitled* wood relief without telling students the title or name of the artist. Instruct students to look closely at the work of art in silence. After at least two minutes, direct attention to different parts of the work of art, including the top, bottom, middle, and corners.
3. Display the class Notice and Wonder Chart for Work of Art 4, and direct students to the page in their *Learn* book. Ask this question:



What do you notice in this work of art?

Notice	Wonder

Differentiation Support

Ask questions to help students notice different parts of the image:

- What do you first see when you look at the whole image?
- What do you notice at the top of the image?
- What do you notice at the bottom of the image?
- How do the different parts of the image go together?

4.  **Introduce the learning task.** Instruct students to write at least three things they notice about the work of art and three related questions in their charts.

Analyze Student Progress

Monitor: Do students write at least three things they notice about the work of art and three related questions?

Offer Immediate Support: If students need additional support noticing something and asking a related question, instruct them to focus on just one part of the work of art (e.g., the top corner), and tell them to look for small details first.

Plan Future Practice: Students practice noticing things and asking questions about a work of art in module 2.

5. Tell students that they will follow the instructional routine Whip Around to share an idea about the work of art. Explain how this routine works. First, you ask a question that students can answer in a word or short phrase. Next, each student shares their response in rapid succession until all students share. Practice this routine by asking the following question and choosing a student to begin:

 **What are you most curious to learn about this work of art?**

6. Add a few responses to the class chart.
7. Tell students that in the next lesson they will continue their study of the artwork to understand what is happening in the piece.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.5.5 Language: CP.5.5.A, CP.5.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.8.5 Punctuation

DF.13.5 Sentence Construction: DF.13.5.A, DF.13.5.C

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 25

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read an excerpt from “Countries and Their Cultures: Ojibwe” to build knowledge about Ojibwe culture. Students then synthesize their learning by identifying aspects of Ojibwe culture in *The Birchbark House*. During visual art instruction, students look closely at the organization of George Morrison’s *Untitled*. They consider the colors, shapes, and lines of this abstract work of art and describe its composition.

P A Prologue to lesson 25 is available for students who need additional support.

Learning Goals

Build knowledge about Ojibwe culture from “Countries and Their Cultures: Ojibwe.”

LEARNING TASK: Write about the knowledge gained about Ojibwe culture from “Countries and Their Cultures: Ojibwe,” using a coordinating conjunction and proper punctuation.

Describe George Morrison’s *Untitled*.

LEARNING TASK: Describe the composition of George Morrison’s *Untitled*.

Vocabulary

abstract art

sacred (adj.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Countries and Their Cultures: Ojibwe”
- **Respond:** Express Knowledge
- **Observe:** Describe a Work of Art

LAND

Synthesize Learning

Materials

TEACHER

- excerpt from “Countries and Their Cultures: Ojibwe” (digital platform)
- *Untitled* (digital platform)
- *Across the Continent* (digital platform)
- Knowledge Cards: *tradition, sacred*
- Syllable Types (Reference Charts appendix)

STUDENTS

- excerpt from “Countries and Their Cultures: Ojibwe” (*Learn* book)
- World Knowledge Statements for Module 1 (*Learn* book)
- journal

Preparation

- Determine how to display side by side Syllable Types and the term *seminomadic* with its syllable division. See the Read section for details.
- Determine how to display *Untitled* and *Across the Continent* simultaneously. See the Observe section for details.

Follow-Up

- Before the next lesson, students read chapter 9 of *The Birchbark House*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *The Birchbark House*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display the excerpt from “Countries and Their Cultures: Ojibwe.”
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will read an informational text to learn about the real-life Ojibwe culture on which Louise Erdrich based the story of *Omakaciins* and her family.



LEARN 53 minutes

Read | Read “Countries and Their Cultures: Ojibwe” | 18 minutes

1. Display the term *historical fiction*.
2. Instruct students to Think–Pair–Share to answer this question:

 **Based on what you know about the words *history* and *fiction*, what does this term mean?**

Key Ideas

- Historical fiction is set in a real time and place in the past.
 - The text may be based on real people and events from the past, but it tells an imaginary story.
3. Use responses to emphasize that a work of historical fiction is set in a real time and place in the past. The text may be based on real people and events from the past, but it still tells an imaginary story. Tell students that *The Birchbark House* is historical fiction; it is set in a real place and based on a real group of people, the Ojibwe.

4. Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Remind students that in the previous lesson they wrote knowledge statements about the culture of Omakakiins’s family. Invite a few students to share their knowledge statements.

Key Ideas

- Omakakiins’s family uses birchbark to build their home, and they use birchbark to create containers for food.
- Nookomis tells traditional Ojibwe stories only in the winter, but Dede tells stories anytime of year.
- Omakakiins’s family believes in spirits and makes offerings of tobacco to the spirits.
- The culture of Omakakiins’s family values family and the wisdom of the elders.

5. Direct students to the excerpt from “Countries and Their Cultures: Ojibwe,” located in the *Learn* book. Ask this question:

 **What do you notice and wonder about the text?**

Language Support

Display the Knowledge Card for *culture*, and remind students that *culture* means “the shared beliefs, traditions, language, and way of life of a particular group of people.”

Teacher Note

The article’s author, Lorie Roy, PhD, is Anishinaabe, enrolled on the White Earth Reservation, an Ojibwe tribe in Minnesota. She was the president of the American Indian Library Association and the first Native American president of the American Library Association. She studied at the University of Arizona and the University of Illinois Urbana-Champaign.

6. Direct attention to the two headings: “Traditional Culture” and “Transformation of Culture.” Display the Knowledge Card for *tradition*, and direct attention to the image to spark students’ memory. Remind students that *tradition* means “a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc. for a long time.”

7. Explain that *-al* is a suffix that means “of or relating to.” Tell students that this suffix changes nouns into adjectives. Ask this question:



Based on your knowledge of tradition and the suffix *-al*, what does *traditional* mean?

Reinforce the correct response: based on a way of thinking, behaving, or doing something that has been used by the people in a certain group or culture.

8. Tell students that before they read the excerpt from “Countries and Their Cultures: Ojibwe,” they will first decode a multisyllabic word that they will encounter while reading. Display side by side Syllable Types and the term *seminomadic*. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.

Differentiation Support

To help students with syllable division, instruct them to annotate the vowels and consonants and apply their knowledge of common syllable division patterns (e.g., sem-i-no-mad-ic). If students produce an inaccurate vowel sound when blending syllables to read the term, ask this question: What else could this vowel say?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

9. Explain that *seminomadic* describes people who usually live in portable or temporary dwellings and practice seasonal migration, but have a camp where some crops are grown.
10. Instruct students to read the section titled “Traditional Culture” and to annotate details about traditional Ojibwe culture.

Respond | Express Knowledge | 20 minutes

1.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to use a coordinating conjunction and proper punctuation to write a sentence about what they learned from the article about traditional Ojibwe culture.

Analyze Student Progress

Monitor: Do students describe how traditional Ojibwe culture focused on the land and the seasons?

Offer Immediate Support: If students need additional support identifying specific elements of traditional Ojibwe culture, instruct them to describe the tasks men and women completed during winter.

Plan Future Practice: Students practice forming knowledge statements about Ojibwe culture in lesson 36.

2. Invite a few students to share their responses.

Key Ideas

- The Ojibwe valued generosity, honesty, strength of character, endurance, and wisdom.
- The Ojibwe passed down their culture through education, spiritual practice, and by example within their community.
- The Ojibwe counted time by 24-hour intervals.
- The land influenced traditional Ojibwe culture.
- The Ojibwe, who were seminomadic, used the wigwam, or birchbark house, as a portable home.
- In the hunting camps during late fall and winter, the men trapped and hunted while the women sewed and told stories.
- Nanabush was an important figure in Ojibwe storytelling.
- The Ojibwe made traditional clothing from animal hides and decorated it with animal parts.
- The Ojibwe used birchbark, an important resource, to make canoes, containers, and homes.

3. Direct attention to the word *sacred* in paragraph 7 of the excerpt from “Countries and Their Cultures: Ojibwe.” Introduce the vocabulary term *sacred* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.



Definition

sacred (adj.): worthy of religious or spiritual respect

4. Tell students that they will learn about what remains sacred to the Ojibwe and what has changed in Ojibwe culture.

5. Read aloud the section titled “Transformation of Culture.”

6. Instruct students to Think–Pair–Share to answer this question:

 **How is Ojibwe culture experiencing a renaissance or rebirth?**

Key Ideas

- Native Americans and non–Native Americans are studying Ojibwe botany, crafts, storytelling, and religion.
- The Ojibwe still practice harvesting wild ricing by canoe.
- The Ojibwe still make maple sugar.
- “Honor the Earth” powwows are very popular.

7. Instruct students to add at least one knowledge statement to World Knowledge Statements for Module 1 to express what they learned about Ojibwe culture from the “Transformation of Culture” section.

8. Invite a few students to share their responses.

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.

9. Remind students that the author of *The Birchbark House*, Louise Erdrich, is Anishinaabe, like Omakakiins and her family.

10. Facilitate a brief discussion of this question:

 **How does the author show parts of Ojibwe culture in *The Birchbark House*?**

Key Ideas

- The characters are generous, sharing food and resources; Dede always gives the family gifts from his travels.
- Omakakiins and her family are seminomadic, moving from the birchbark house to the cabin.
- Birchbark and animal hides are important resources for the family.

Observe | Describe a Work of Art | 15 minutes

1. Remind students that they can determine what is happening in a work of art by either describing the story the image tells or by describing elements the artist uses, such as shape, color, and line.
2. Display *Untitled* and *Across the Continent* without telling students the title or the name of the artist of *Untitled*. Ask this question:

 **How is this work of art different from *Across the Continent*?**

Key Ideas

- no clear, recognizable objects, places, or people
 - made up mainly of shapes and lines
 - mostly brown, less colorful
3. Tell students that some works of art do not try to show the world as it is in real life. These works are considered abstract. Introduce the vocabulary term *abstract art* by displaying the term and definition. Engage students in Vocabulary Exploration.
 4. Tell students that to determine what is happening in an abstract work of art, they should focus on describing the elements they see instead of trying to create a story.

Definition

abstract art: a work of art that does not try to show the world as it actually is but still uses line, color, shape, form, texture, value, and space; includes works that evoke or react to other ideas or images

5. Direct attention to *Untitled*. Instruct students to silently observe the work of art for at least one minute. Instruct them to move their eyes from the top left corner to the right bottom corner and from the bottom left corner to the top right corner.
6. Invite a few students to share any new details they noticed during this viewing of the work of art.
7. Instruct students to Think–Pair–Share to answer this question:

 **What colors, shapes, and lines do you see in this work of art?**

Key Ideas

- **colors:** shades of brown and tan, blue, orange, gray, yellow
 - **shapes:** rectangles, squares, semicircles, organic curved shapes
 - **lines:** long, straight lines going side to side; diagonal lines going to the top right; curved lines; some shorter thick lines
8. Tell students that, to create a thorough description, they should include not just what they see, but where they see it within the work of art. Explain that the way an artist organizes the elements of the work of art is called composition.
 9. Ask this question:

 **How would you describe the lines and their location in this work of art?**

Differentiation Support

To help students describe the lines and their locations, instruct them to consider the length, thickness, and color of the lines, as well as where the lines start and end.

Key Ideas

- The longest lines are near the top, going from side to side.
- The lines are mainly straight, with some curved lines in the top left and the bottom right.
- Short thick lines cluster at the bottom
- The lines are mostly brown and gray, while one line on the left is yellow.

10. Remind students that when they studied *Across the Continent* they identified the horizon line in the work of art. Instruct students to Think–Pair–Share to answer this question:

 **Does this work of art have a horizon line? Why or why not?**

Language Support

Remind students of the definition of *horizon line*.

Reinforce the correct response: Yes. The long series of rectangular blocks in the top portion form the horizon line.

11.  **Introduce the learning task.** Direct students to their journals. Instruct students to write at least three sentences describing the composition of *Untitled*. Tell students to use the terms *color*, *shape*, *line*, and *abstract* in their responses.

Analyze Student Progress

Monitor: Do students describe the earth-toned colors, block-like shapes, and their placement in *Untitled*?

Offer Immediate Support: If students need additional support describing the composition, instruct them to look first at the left side, then the middle, then the right, describing what they see in each section.

Plan Future Practice: Students practice describing what is happening in a work of art in module 2.

12. Invite a few students to share their descriptions.

Key Ideas

- The work of art *Untitled* uses colors including shades of brown, gray, and some blue and orange throughout the composition.
- *Untitled* has long, straight lines near the top that connect the left and right of the work of art. There are mostly straight lines throughout the composition, but there are curved lines too.
- Most of the shapes in *Untitled* are rectangles, and many are long and thin, running side to side across the composition.

13. Share details about the work of art with students. The artist, George Morrison, was from a small fishing town in Minnesota. He was an enrolled member of the Grand Portage Band of Chippewa, an Ojibwe tribe in Minnesota. He worked and studied art in New York City and France before returning to the Midwest to live by Lake Superior. To create this work of art, Morrison collected driftwood, small pieces of wood that wash up on the beach, and carefully arranged them together like puzzle pieces. He assembled them very carefully to create the image he wanted. Morrison chose not to give this work of art a name, so art historians call it *Untitled*. Made in 1975, *Untitled* is very large, measuring 48 inches tall by 120 inches wide (nearly as large as a car).

14. Tell students that they will continue examining *Untitled* in the next lesson.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do communities sustain their cultures?

2. Use responses to reinforce these Knowledge Threads:

- Many Native nations with their own unique cultures exist throughout the current United States.
- 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.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “Countries and Their Cultures: Ojibwe”?
- What did you learn from *Untitled*?
- What did you learn to do?

3. Before the next lesson, students read chapter 9 of *The Birchbark House*.**ACHIEVEMENT DESCRIPTORS****MM Make Meaning from Texts**

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b, MM.12.5.C, MM.12.5.C.b

CP Compose and Present Content

CP.5.5 Language: CP.5.5.A, CP.5.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DF.8.5 Punctuation

DF.13.5 Sentence Construction: DF.13.5.A, DF.13.5.C

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 26

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review the events of chapter 9 and read chapter 10 of *The Birchbark House*. Students identify the changes that come with winter and summarize how Old Tallow and Nookomis comfort Omakakiins after the loss of Niiwo. During visual art instruction, students examine George Morrison's use of abstract perspective. Students compare the use of one-point perspective and abstract perspective to better understand the unique landscape Morrison created.

P A Prologue to lesson 26 is available for students who need additional support.

Learning Goals

Summarize events in *The Birchbark House*.

LEARNING TASK: Explain how Omakakiins is comforted as she grieves in chapter 10.

Examine abstract perspective in *Untitled*.

LEARNING TASK: Describe George Morrison's use of abstract perspective to create a landscape in *Untitled*.

Vocabulary

abstract perspective



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Summarize Chapter 10
- **Observe:** Examine Perspective

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- *Across the Continent* (digital platform)
- *Untitled* (digital platform)

STUDENTS

- *The Birchbark House*
- journal

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *The Birchbark House*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review the events of chapter 9 and read chapter 10 to learn about what life is like for Omakakiins and her family in winter.

LEARN 53 minutes

Read | Read *The Birchbark House* | 26 minutes

1. Direct attention to the illustration on page 110. Ask this question:

 **What does it mean when Old Tallow puts on her remarkable coat?**

Reinforce the correct response: It is officially winter.

Differentiation Challenge

To encourage students to think deeply about a character, instruct students to reread the description of Old Tallow's coat on pages 109–111, and ask this question: What does the coat tell you about Old Tallow?

2. Instruct students to sketch a drawing to show what Omakakiins and her family do during winter in chapter 9.

Differentiation Support

To help students identify an important event, ask students to describe the purpose of the illustration on page 115.

3. Instruct students to share their drawings with a partner.

Key Ideas

- women sew and decorate clothing with beads
- friends visit each other
- Dede cleans his gun
- Nookomis tells stories

4. Tell students that they will read chapter 10 to find out what else happens in winter.

Teacher Note

In this lesson, students read about the deaths of Niiwo and Ten Snow. Additionally, the text refers to self-harm inflicted by Fishtail in response to the death of Ten Snow. These losses constitute an emotional part of the story. Be aware that students may have connections to this part of the story that make it difficult for them to discuss. Rituals and experiences related to death, grief, and mourning are grounded in culture; therefore, students may not share the same understanding, and students should be encouraged to listen respectfully if classmates share their personal experiences.

5. Instruct students to follow along as you read aloud the portion of pages 124–126 from “A fire was” to “died of smallpox.”

6. Ask this question:



What happens that changes how Omakakiins and her family live?

Reinforce the correct response: A visitor comes who has smallpox.

7. Share a brief explanation of smallpox.

Teacher Note

Smallpox is an infectious disease that dates back to 4 CE. Thanks to vaccinations, the World Health Organization declared smallpox eliminated in 1980. However, in the 1800s, smallpox spread easily. European settlers exposed Native Americans to the disease, and it was especially deadly for them. Smallpox killed many infected individuals; those who survived gained immunity to later outbreaks.

8. Instruct students to follow along as you read aloud the portion of pages 126–136 from “Although the visitor’s” to “when it falls.”

Differentiation Support

Depending on your students’ needs and experiences, consider telling them they may write or draw about their feelings in response to Niiwo’s death. Invite willing students to share their reactions with the class.

9. Instruct students to Think–Pair–Share to answer this question:

 **What happens to Omakakiins and her community?**

Key Ideas

- Ten Snow and many members of the community get sick with smallpox and die.
 - Mama, Angeline, Dede, Pinch, and Niiwo become sick with smallpox.
 - Omakakiins and Nookomis take care of the family.
 - Niiwo dies in Omakakiins’s arms.
 - Mama, Angeline, Dede, and Pinch survive smallpox, thanks to Omakakiins’s careful nursing.
10. Explain that students will learn about how Omakakiins experiences grief and mourns.
11. Instruct students to continue reading chapter 10 and to annotate details that show Omakakiins’s grief for Niiwo and Ten Snow.

Language Support

To help students understand the type of details for which they should read and annotate, explain that *grief* means “deep sadness caused in particular by someone’s death.”

Respond | Summarize Chapter 10 | 12 minutes

1. Instruct students to Think–Pair–Share to answer this question:

 **How does Niiwo’s death affect Omakakiins?**

Key Ideas

- She becomes physically weak.
- She is no longer interested in food.
- The sight of Niiwo's *makizinan* makes her sad.
- She thinks about Niiwo all day.
- She wonders what she could have done to save his life.
- She cannot understand the loss.
- She wonders why Niiwo was taken and not Pinch.
- She pretends to sleep to avoid talking to Old Tallow.

Differentiation Challenge

To extend students' thinking, instruct students to compare Mama's grief and mourning to Omakakiins's.

2. Ask this question:



Who comforts Omakakiins?

Reinforce the correct responses: Nookomis and Old Tallow.

3. **Introduce the learning task.** Direct students to their journals. Instruct students to Jot–Pair–Share to answer this question: How do Old Tallow and Nookomis comfort Omakakiins?

Analyze Student Progress

Monitor: Do students describe how Old Tallow and Nookomis attempt to comfort Omakakiins with stories and food?

Offer Immediate Support: If students need additional support describing how Old Tallow comforts Omakakiins, instruct students to reread pages 140–142, and ask these questions: What does Old Tallow say? What does Old Tallow do?

Plan Future Practice: Students practice describing events in *The Birchbark House* in lesson 27.

4. Facilitate a brief discussion of this question:

 **How have you helped others during a time of sadness?**

5. Tell students that in the next lesson they will read chapter 11 to find out what happens at the end of winter.

Observe | Examine Perspective | 15 minutes

1. Tell students that they will now take a closer look at the choices the artist George Morrison made to create perspective in his work of art.

Display and Choral Read the Content Framing Question: What does a deeper look at perspective reveal?

2. Review the term *perspective*. Remind students that artists use perspective to create the feeling of depth on a flat surface, such as in a painting or a print.
3. Display *Across the Continent*. Assess and activate prior knowledge by asking this question:

 **What did you learn about perspective from examining *Across the Continent*?**

Key Ideas

- Fanny Palmer used one-point perspective by placing a vanishing point on the horizon line.
- Everything gets smaller going toward the vanishing point, and lines like train tracks appear to converge in the distance.
- One-point perspective in *Across the Continent* draws viewers' eyes from the foreground to the vanishing point in the background.
- One-point perspective makes the land out West look open and unsettled.

Emphasize that Fanny Palmer's use of one-point perspective draws viewers' eyes right to the vanishing point on the horizon.

4. Explain that unlike Palmer, Morrison created an abstract perspective. Introduce the term *abstract perspective* by displaying the term and its definition. Engage students in Vocabulary Exploration.
5. Tell students that Morrison compared this work of art to an abstract landscape painting. Explain that Morrison created many landscapes of his home near Lake Superior, one of the Great Lakes, and usually included a strong horizon line in his work.
6. Display *Untitled*. Direct students to the horizon line that they identified in the previous lesson. Explain that this line shows where the water meets the sky. Instruct students to Think–Pair–Share to answer this question:



What shapes and objects suggest details of the landscape?

Differentiation Support

To help students identify objects within the work of art, direct them to specific shapes and ask these questions:

- What do you see?
- How might this object relate to a lake?

Key Ideas

- boat-like shape on the horizon
- curved lines, like waves on the shore, along the bottom of the artwork
- curved shapes, like clouds or distant land, above the horizon

Emphasize that in an abstract work of art, the objects and shapes are not meant to represent things as they actually appear in the world.

7. Remind students that *Untitled* is very large, measuring 48 inches (4 feet) tall by 120 inches (10 feet) wide.

Definition

abstract perspective: an artistic technique that creates a sense of unrealistic or flattened space in a two-dimensional work of art

8. Ask these questions:



How does the abstract perspective move your eyes across this work of art?



How is viewing a work of art with abstract perspective different from viewing a work of art with one-point perspective?

Key Ideas

- **move:** eyes wander around the piece in various directions
- **move:** eyes focus on groups of similar colors and shapes
- **move:** experience changes depending on whether the viewer is taking in the whole work or focusing on smaller portions
- **different:** With abstract perspective, viewers do not know where to focus their eyes.
- **different:** Viewers might make sense of the shapes and objects differently.
- **different:** Everything is flat.

9.  **Introduce the learning task.** Instruct students to answer this question in their journals: What does the artist's use of abstract perspective help you see about the landscape? Tell students to use specific details from the work of art to support their ideas.

Analyze Student Progress

Monitor: Do students describe how abstract perspective makes the landscape appear immense and indistinct?

Offer Immediate Support: If students need additional support explaining how abstract perspective depicts the landscape, instruct them to compare their experience organizing elements of *Across the Continent* to organizing elements of *Untitled*.

Plan Future Practice: Students practice examining a specific aspect of a work of art in module 2.

10. Invite a few students to share their responses.

Key Ideas

- how large and immense the landscape is
- landscape is unclear or requires a lot of thought to see clearly
- many textures, colors, and shapes in the landscape
- many unique parts of the landscape that are beautiful on their own
- that viewers can explore the landscape in smaller parts or as a whole

11. Tell students that in the next lesson they will learn more about the landscape that Morrison depicts in this work and his process for creating this landscape.

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.C

MM.4.5 Individuals, Events, and Ideas: MM.4.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 27

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read chapter 11 of *The Birchbark House* and learn about the newest danger the family faces: starvation. Students identify how each character contributes to the family's survival and propose a new chapter title that captures the most important event. During visual art instruction, students prepare for a discussion by collecting evidence about George Morrison's use of natural resources in *Untitled*. During the discussion, students share evidence to support their ideas about the relationship between art and nature in *Untitled*.

Learning Goals

Identify an important event in *The Birchbark House*.

 **LEARNING TASK:** Create a new title for chapter 11 to convey an important event.

Conclude what *Untitled* communicates about art and nature.

 **LEARNING TASK:** Identify a central idea about art and nature in *Untitled*.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Identify an Important Event
- **Observe:** Interpret the Meaning of *Untitled*

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- *Untitled* (digital platform)
- class Characters' Actions Chart for *The Birchbark House* (*Learn* book)
- Driftwood on a Beach photograph (digital platform)

STUDENTS

- *The Birchbark House*
- Characters' Actions Chart for *The Birchbark House* (*Learn* book)
- journal

Preparation

- Determine how to display the chapter titles for Take a Stand. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *The Birchbark House*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will continue to read about Omakakiins's family's efforts to survive the winter season.

LEARN 53 minutes

Read | Read *The Birchbark House* | 20 minutes

1. Direct students to the table of contents and direct attention to the title of chapter 10: "The Visitor." Ask this question:

 **Why is chapter 10 titled "The Visitor"?**

Key Ideas

- because a visitor brings smallpox to the community
 - because illness visits the community
 - because death visits many of the Anishinaabe
2. Direct attention to the title of chapter 11: "Hunger." Instruct students to Think–Pair–Share to answer this question:

 **What do you think will happen in this chapter?**

3. Tell students that they will learn about how hunger affects Omakakiins and her family in chapter 11. Instruct students to follow along as you read aloud the portion of pages 143–144 from "Death, the Visitor" to "of Niiwo's loss."

4. Facilitate a brief discussion of this question:

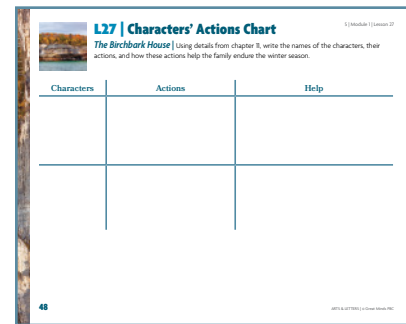
 **What do we learn about life during this period for Omakakiins and her family?**

Key Ideas

- Many Anishinaabe have died.
- The cold is harsher than before.
- Game is scarce, and they are out of meat.
- Omakakiins is getting physically stronger, as is Mama.

Emphasize that the family's greatest danger is starvation.

5. Tell students that they will learn how various family members help the family survive winter. Display the class Characters' Actions Chart for *The Birchbark House*, and direct students to the page in their *Learn* book. Explain that in the Characters column, students will write the characters' names; in the Actions column, they will write details about what the characters do; and in the Help column, they will briefly describe how each action helps the family.



Characters	Actions	Help

6. Read aloud the portion of pages 144–146 from “Dede was recovering” to “game of chess,” and instruct students to listen for ways Dede helps the family survive winter.

Language Support

To help students understand the term *chess* and the game's various pieces, display an image of a chessboard.

7. Write “Dede” in the Characters column and ask this question:



How does Dede help the family survive this winter?

Reinforce the correct response: He wins a game of chess against Cadotte to cancel some of his debt. This helps the family because they can borrow more supplies. Add the correct response to the Actions and Help column.

8. Instruct students to read the remainder of chapter 11 and to add details about the characters’ actions to the chart.

Teacher Note

This portion of chapter 11 includes a moment of violence when Old Tallow kills the yellow dog that bites Omakakiins. Be aware that students may have connections to this part of the story that make it difficult for them to discuss.

Respond | Identify an Important Event | 18 minutes

1. Instruct students to share their responses with a partner and to add them to their charts as needed. Listen for students to address key ideas in their discussions.

Key Ideas

Nookomis

- **Actions:** puts charcoal on Omakakiins’s face
- **Help:** to help her have a special vision in her dreams that could help the family survive winter
- **Actions:** teaches Omakakiins that her efforts are important by telling an *aadizookaan* about how Wenabozho and Muskrat made an earth
- **Help:** inspires Omakakiins to put effort into finding food for her family
- **Actions:** dreams of how to kill One Horn
- **Help:** able to tell Dede what he must do to kill the large deer

Omakakiins

- **Actions:** has a dream that the bear spirit woman says she will help her
- **Help:** gives Omakakiins and Nookomis hope
- **Actions:** decides to look for more squirrel caches in the woods
- **Help:** tries to provide food for her family

Andeg

- **Actions:** hunts for mice and finds seeds and nuts from a squirrel's cache
- **Help:** looks for food for the family

One Horn

- **Actions:** gives his life
- **Help:** gets deer meat for the family

Dede

- **Actions:** kills One Horn
- **Help:** gets food for the family

Pinch

- **Actions:** accidentally sets his pants on fire
- **Help:** makes the family laugh for the first time since Niiwo died

2. Remind students that the title of chapter 11 is “Hunger.” Instruct students to review the details in their charts and consider this question:



Which action was most important to the survival of the family?

3. Display these titles around the room:
 - Important Efforts
 - Dreams
 - Pinch's Accident
 - Live Again
4. Tell students that they will follow the instructional routine Take a Stand to choose a new title for chapter 11. Explain how this routine works. First, you read aloud the displayed titles. Next, students decide which displayed chapter title best represents their understanding of the chapter. Then, they move to the area of the room labeled with that chapter title and discuss with others who chose the same title why they chose it. Each group shares their reasoning with the rest of the class. Finally, students can move to a different area of the room if they find that group's reasoning more compelling than their original group's ideas. If students have changed positions and if time allows, students may continue the discussion with their new group and share their reasoning with the class.
5. Lead students through Take a Stand.
6.  **Introduce the learning task.** Direct students to their journals. Instruct students to choose a new title for chapter 11 by either selecting one of the titles from the Take a Stand activity or by writing a new title. Instruct students to list at least two reasons explaining why they chose this title.

Analyze Student Progress

Monitor: Do students choose a new title and provide two relevant reasons explaining why they chose this title?

Offer Immediate Support: If students need additional support explaining the choice, ask this question: Who helped the family the most?

Plan Future Practice: Students practice identifying events in *The Birchbark House* in lesson 29.

7. Invite a few students to share their responses.

Key Ideas

Dreams

- Nookomis and Omakakiins both have dreams that help the family.
- Nookomis's dream about One Horn allows Dede to get meat and saves their lives.

The Muskrat

- In Nookomis's story, Muskrat is the smallest creature, but he was the animal that succeeded in getting the grains of earth.
- Each family member's contribution is important, just as in the story of Muskrat.

Laughter

- Pinch's accident makes everyone laugh, even Mama.
- Laughter is important to the Anishinaabe because their souls are made of laughter.

8. Tell students that in the next lesson they will closely examine the stories within the novel.

Observe | Interpret the Meaning of *Untitled* | 15 minutes

1. Remind students that it's not always easy to determine a central idea in a work of art. However, viewers can examine the choices that artists make in order to reach their own conclusions about what a central idea in the work might be.
2. Display and Choral Read today's discussion question: What does George Morrison's *Untitled* tell you about art and nature?
3. Tell students that they will look closely at the work of art to help them prepare to discuss this question and determine a possible central idea. But first, they will learn more about Morrison's process.

4. Display Driftwood on a Beach photograph. Explain that the picture shows pieces of driftwood on the shores of Lake Superior. Tell students that driftwood is wood that floats in water or is carried to the shore by water. Morrison searched the shoreline for driftwood with unique shapes, textures, and visible holes. He considered these pieces of wood as gifts from the water, and he brought them to his studio to dry for a more aged look.
5. Display *Untitled*. Explain that Morrison worked to fit the pieces together around a horizon line. He created a landscape of the shore of Lake Superior from the materials he found on that shore.
6. Direct students to their journals. Instruct students to write examples of where they see evidence of nature in Morrison's *Untitled*.
7. Invite a few students to share their responses.

Key Ideas

- Morrison used driftwood—a natural material—to make his art.
 - *Untitled* shows a landscape from Morrison's home.
 - Morrison spends time in nature to find his materials and his inspiration.
8.  **Introduce the learning task.** Facilitate a discussion of this question:
 **What does George Morrison's *Untitled* tell you about art and nature?**

Remind students to support their ideas with evidence from *Untitled*.

Analyze Student Progress

Monitor: Do students use evidence from the work of art to support their ideas?

Offer Immediate Support: If students need additional support making a connection between art and nature, review the text passage with them and highlight key ideas about nature and art.

Plan Future Practice: Students practice concluding what a work of art communicates about the work's topic in module 2.

At the end of the discussion, reinforce key ideas.

Key Ideas

- Artists can use materials from nature to depict nature.
- Nature shapes both artists and their artwork.
- Morrison's *Untitled* was shaped by the landscape it represents.
- Artists can use materials from a specific place in nature to show their connection to that place.

9. Tell students that in the next lesson they will consider how this work of art builds their knowledge.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.C

MM.4.5 Individuals, Events, and Ideas: MM.4.5.A

MM.10.5 Argument: MM.10.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DM **Develop Metacognition**

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 28

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Reveal:** What does a deeper look at the stories reveal?

OVERVIEW

Preview

In this Reveal lesson, students return to the stories within the novel to determine the context and messages of each story. Then students compare and contrast “Dede’s Ghost Story,” “Grandma’s Story: Fishing the Dark Side of the Lake,” and “Wenabozho and Muskrat Make an Earth.” During visual art instruction, students learn more about George Morrison and *Untitled*. Students then write knowledge statements to express what they learned about art, nature, and culture.

P A Prologue to lesson 28 is available for students who need additional support.

Learning Goals

Examine the role of storytelling within *The Birchbark House*.

LEARNING TASK: Compare and contrast three stories from *The Birchbark House*.

Describe the knowledge gained from studying *Untitled*.

LEARNING TASK: Write knowledge statements about what *Untitled* shows you about art, nature, and culture.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Stories in *The Birchbark House*
- **Respond:** Compare and Contrast Stories
- **Observe:** Build Knowledge from Visual Art

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- *Untitled* (digital platform)
- Knowledge Card: *aadizookaan*
- class Stories Comparison Chart for *The Birchbark House* (*Learn* book)

STUDENTS

- *The Birchbark House*
- Stories Comparison Chart for *The Birchbark House* (*Learn* book)
- journal

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 12 of *The Birchbark House*.
- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *The Birchbark House*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH

2 minutes

Read the Content Framing Question

- 1. Display *The Birchbark House*.
- 2. Display and Choral Read the Content Framing Question: What does a deeper look at the stories reveal?
- 3. Tell students that they will compare and contrast the three stories within *The Birchbark House*.

LEARN

53 minutes

Read | Examine Stories in *The Birchbark House* | 15 minutes

- 1. Display the Knowledge Card for *aadizookaan*, and direct attention to the image to spark students’ memory. Remind students that *aadizookaan* means “a traditional story that often helps explain how to live as an Ojibwe.”
- 2. Ask this question:

Who tells stories in *The Birchbark House*?

Reinforce the correct responses: Dede and Nookomis.

- 3. Tell students that they will revisit each story to determine the messages that the speaker conveys through the story.
- 4. Display the Stories Comparison Chart for *The Birchbark House*, and direct students to the page in their *Learn* book. Tell students that they will use this chart to capture their thinking about each story.
- 5. Explain that they will first determine the speaker, audience, and reason for “Dede’s Ghost Story.” Read aloud pages 52–53 from “Omakakiins wanted to” to “request Dede spoke.”

L28 Stories Comparison Chart			
The Birchbark House Write details about each story in the appropriate columns.			
Story	Speaker and Audience	Reasons	Messages
"Dede's Ghost Story"			
"Grandma's Story: Fishing the Dark Side of the Lake"			
"Wenabshoo and Munkrat Make an Earth"			

6. Instruct students to Think–Pair–Share to answer these questions:



Why does Dede tell his story?



To whom does he tell his story?



How are Dede’s stories different from Nookomis’s stories?

Reinforce the correct responses:

- **why**—Dede tells the story because Angeline asks him for one.
- **to whom**—Dede tells the story to Omakakiins and her family.
- **how the stories differ**—Nookomis’s stories are *aadizookaan*, meant only for winter, but Dede tells his stories year-round.
- **how the stories differ**—Dede’s stories are about his travels.

7. Think aloud to model how to complete the Speaker and Audience and Reasons columns.

8. Invite a few students to provide an oral retelling of Dede’s story.

Differentiation Support

To help students recall Dede’s story, read it aloud.

Key Ideas

- Dede and his men were stuck in a storm and forced to make camp Where the Sisters Eat.
- Dede forgot to offer the spirits tobacco and is awoken by women’s loud voices.
- The women were bad spirits who planned to eat the men.
- Dede remembered his father’s advice and tricked the spirits into thinking a bear had already eaten the men.
- The sisters fought, and Dede and the men escaped.

Sample Think Aloud

I will write that Dede is the speaker and his audience is Omakakiins and her family. The reason he tells the story is because Angeline asks for one.

9. Tell students that they will look closely at the advice Dede recalled to determine the story’s messages.

Language Support

Provide a student-friendly definition for *advice*.

10. Engage students in Repeated Reading of the portion of page 54 from “I had barely” to “time I woke,” and annotate the advice Dede remembered.
11. Instruct students to Think–Pair–Share to answer this question:



What advice did Dede remember?

Key Ideas

- He should offer tobacco to the spirits.
- He should remember his mother’s ways.

12. Direct attention to page 57. Instruct students to read from “Here’s what I” to “it into action” and annotate the advice Dede recalled.
13. Ask this question:



What advice did Dede remember?

Reinforce the correct response: “Never let fear take your mind away.”

14. Think aloud to model how to determine the messages of Dede’s story, and add the messages to the class chart.
15. Explain that students will complete the chart for “Grandma’s Story: Fishing the Dark Side of the Lake” and “Wenabozho and Muskrat Make an Earth.” Form small groups and assign each group one of the stories.

Sample Think Aloud

I can ask myself this question to determine the messages of the story: Why does the storyteller want to tell this story to this audience? In this story, Dede remembers several pieces of advice that help save him from the bad spirits. Since he is telling this story to his own children, he probably wants them to remember this advice too. Therefore, I think the messages are to always show proper respect to the spirits and to stay calm and think when you are in danger.

Teacher Note

While the story “Wenabozho and Muskrat Make an Earth” provides a clear lesson to the audience, identifying a message in “Grandma’s Story: Fishing the Dark Side of the Lake” is more difficult. Therefore, using strategic grouping strategies may be necessary to complete this task.

Differentiation Support

To help students identify a message of the story, ask this question: What do Omakakiins and Angeline learn about their family?

16. Instruct students to work in small groups to complete the chart with details from their assigned story.

Key Ideas**“Grandma’s Story: Fishing the Dark Side of the Lake”**

- **Speaker and Audience:** Nookomis tells the story to Omakakiins, Mama, Angeline, and Ten Snow.
- **Reasons:** Omakakiins asks for a story, and the other girls beg her to tell it. Nookomis wants to pass this story on to the younger girls in the family.
- **Messages:** Heed your elders’ warnings. True love cannot die. People are reunited with their loved ones in death. Don’t fish on the dark side of the lake.

“Wenabozho and Muskrat Make an Earth”

- **Speaker and Audience:** Nookomis tells the story to Omakakiins and her family.
- **Reasons:** Omakakiins asks Nookomis to tell a story, and it is winter—a time for *aadizookaan*.
- **Messages:** Even the smallest or weakest person’s contributions can make a big difference.

Respond | Compare and Contrast Stories | 23 minutes

1.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a response to this question: How are these stories similar and different?

Analyze Student Progress

Monitor: Do students describe how the storytellers are elders in the community who share different messages?

Offer Immediate Support: If students need additional support determining how the stories may be different, direct attention to the messages on the stories comparison chart and instruct them to compare and contrast the messages.

Plan Future Practice: Students practice analyzing passages in *The Birchbark House* in lesson 31.

2. Invite a few students to share their responses.

Key Ideas

- **Similar:** They are told by an elder family member to younger family members.
- **Similar:** They are part of the oral storytelling tradition.
- **Similar:** They teach an important message.
- **Similar:** Two stories are about family members and their interactions with a ghost.
- **Different:** They provide different messages.
- **Different:** “Wenabozho and Muskrat Make an Earth” does not include people directly related to the family.
- **Different:** “Wenabozho and Muskrat Make an Earth” is an *aadizookaan*.

3. Facilitate a brief discussion of this question:

 **How does oral tradition sustain Ojibwe culture?**

Language Support

Display the definitions for *oral tradition* and *culture*.

Key Ideas

- passes down important Ojibwe beliefs, such as giving offerings to spirits and telling about how Earth was created
- passes down wisdom from older generations, such as Dede's advice and Nookomis's encounter with her grandmother
- provides entertainment and closeness within the family, such as Dede entertaining the family with the tale from his travels

4. Tell students that in the following lesson they will read about how life changes in springtime.

Observe | Build Knowledge from Visual Art | 15 minutes

1. Direct attention to the World Knowledge Chart. Ask this question:

 **What did you learn about *Untitled*?**

Key Ideas

- It was made by George Morrison, an enrolled member of the Grand Portage Band of Chippewa, an Ojibwe tribe in Minnesota.
- It is a wood collage.
- George Morrison fit together pieces of driftwood.
- There is a strong horizon line.
- It features the shore of Lake Superior.
- It uses an abstract perspective, which makes everything flat.

2. Tell students that early in 1947, critics declined to include George Morrison's artwork in a collection of Native American art because they did not think his work reflected his Ojibwe culture. In 1970, Morrison and his family moved back to his homeland in Minnesota. He made *Untitled* in 1975.
3. Display and read aloud this quotation by Morrison: "I seek the power of the rock, the magic of the water, the religion of the tree, the color of the wind, and the enigma of the horizon."
4. Explain that an enigma is someone or something that is difficult to understand or explain. Ask this question:



How is the horizon an enigma?

Key Ideas

- You can never reach it.
- It is a line that you see, but it doesn't really exist to separate the sky and land or sea.
- The horizon makes people think about possibilities and the unknown.

5. Instruct students to Think–Pair–Share to answer this question:



What does *Untitled* show you about Morrison's relationship with his homeland?

Key Ideas

- He sees his homeland as wide reaching and endless.
- His homeland is significant to him since he uses materials from Lake Superior to depict the landscape.
- Morrison sees beauty in the natural landscape and elements that are shaped by nature.

6.  **Introduce the learning task.** Direct students to their journals. Instruct them to write at least three knowledge statements to express what they learned about art, nature, and culture from studying *Untitled*.
-

Analyze Student Progress

Monitor: Do students' knowledge statements demonstrate understanding of the relationship between art, nature, and culture in *Untitled*?

Offer Immediate Support: If students need additional support expressing knowledge of *Untitled* and nature, direct attention to the horizon line in *Untitled* and suggest students describe what they learned.

Plan Future Practice: Students practice expressing what they learned about a work of art in module 2.

7. Invite a few students to share their responses.

Key Ideas

- An abstract perspective makes landscapes seem large and flat.
- The horizon line is an imaginary line that separates the sky and water in art.
- George Morrison's homeland plays a significant role in his art.
- George Morrison shows his Ojibwe culture through his presentation of his homeland in *Untitled*.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about oral tradition?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

2. Assign the follow-up work to read chapter 12 of *The Birchbark House* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.2.5 Theme and Central Idea: MM.2.5.A

MM.11.5 Connections: MM.11.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C, MM.12.5.C.b

CP Compose and Present Content

CP.5.5 Language: CP.5.5.A, CP.5.5.B

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF **Develop Foundations**

DF.13.5 Sentence Construction: DF.13.5.A

DM **Develop Metacognition**

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building



Lesson 29

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students recount events from chapter 12 of *The Birchbark House*. Then students read chapter 13 and explain how Omakakiins changes in the spring. During writing instruction, students explore the prompt for Module Task 3. By using the knowledge that they gained from the stories within *The Birchbark House*, students develop a thesis that includes a focus and two points for Module Task 3.

Learning Goals

Identify the actions of a character in *The Birchbark House*.

LEARNING TASK: Explain how Omakakiins demonstrates a deep awareness of herself and her surroundings in chapters 12 and 13 of *The Birchbark House*.

For Module Task 3, use knowledge of the stories within *The Birchbark House* to develop a thesis.

LEARNING TASK: For Module Task 3, write a thesis that includes a focus and two supporting points.

Vocabulary

awareness (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Describe Important Events in Chapters 12 and 13
- **Write:** Develop a Thesis

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- Maple Sugaring images (digital platform)
- Knowledge Card: *awareness*

STUDENTS

- *The Birchbark House*
- index cards
- journal
- Module Task 3 (*Learn* book, Writing)
- Stories Comparison Chart for *The Birchbark House* (*Learn* book, lesson 28)
- Evidence Organizer for Module Task 3 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *The Birchbark House*, passage 3 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that in this lesson they will learn how life changes for the family in spring.

LEARN 53 minutes

Read | Read *The Birchbark House* | 18 minutes

1. Tell students that chapter 12 marks the beginning of spring. Read aloud pages 167–168 from “Omakakiins grinned. Her” to “again, truly live.” Facilitate a brief discussion of this question:

 **What does it mean for the family to “live again, truly live”?**

Key Ideas

- enjoy life, not just survive
 - stop feeling as though death is always near
 - experience happiness and joy
2. Remind students that they read chapter 12, “Maple Sugar Time,” for follow-up. Tell students that they will review the process that Omakakiins and her Ojibwe community use to harvest maple sugar.
 3. Display the Maple Sugaring images.

4. Instruct students to Think–Pair–Share to answer these questions:

 **What is happening in each image?**

 **Which parts of the process from *The Birchbark House* are not shown in the images or are different from the images?**

Differentiation Support

To help students identify similarities and differences, ask a specific question: Which tools look the same?

Key Ideas

- **similarities:** tap the trees and collect the sap, boil the sap down into the sugar, and cool the sugar
- **differences:** offer of tobacco, cut wooden wedges to tap the trees, use birchbark containers to collect sap, and use a sugaring trough

Teacher Note

Maple sugar remains a vital part of Ojibwe culture and sovereignty. From mid-March to mid-April Ojibwe people operate family camps throughout Minnesota to harvest maple sugar. According to the 1837 Treaty of St. Peters, which was upheld by the Supreme Court in 1999, Ojibwe have the right to harvest maple sugar on reservation land and on county, state, and federal lands.

5. Tell students that the maple sugar harvest is a crucial spring ritual for Ojibwe people. Ask this question:

 **Aside from the family moving to the sugar bush, what happens in chapter 12?**

Key Ideas

- Angeline learns the English alphabet and begins to teach it to her family.
- Fishtail visits them.
- Omakakiins sees the bears again and asks for medicine.
- Omakakiins heals Pinch after he is burned by the syrup.

6. Instruct students to Think–Pair–Share to answer these questions:

 **Why does Omakakiins ask the bears for medicine?**

 **What happens after she sees the bears?**

Reinforce the correct responses:

- She asks for medicine because she wants to help her family and be like Nookomis.
- After she sees the bears, she hears whispering words and finds a mushroom.

7. Tell students that the title of the next chapter is “One Horn’s Protection.” Ask this question:

 **How has One Horn provided for the family so far?**

Reinforce the correct response: Dede killed One Horn, the large buck, providing much-needed meat for his family and other community members and protecting them from starvation.

8. Explain that Omakakiins and her family showed respect for and honored the spirit of One Horn. Now students will see how his spirit continues to help the family.
9. Instruct students to read chapter 13 and annotate how life improves for the family.

Respond | Describe Important Events in Chapters 12 and 13 | 18 minutes

1. Ask this question:

 **How does One Horn’s spirit continue to help the family?**

Reinforce the correct responses:

- They have the best sugaring year Nookomis can remember.
- Because of the large amount of sugar, Dede pays off the winter’s debt and buys the family gifts.

2. Direct attention to page 193, and read aloud from “After all, she” to “who she was.”

3. Direct attention to the term *awareness*. Introduce the vocabulary term *awareness* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

4. Lead students through Give One–Get One–Move On to answer this question:

 **How could you summarize Omakakiins's new understanding in three words?**

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

Key Ideas

- You are you.
 - awareness of herself
 - Only be yourself.
 - Omakakiins touches down.
 - Omakakiins finds acceptance.
6.  **Introduce the learning task.** Direct students to their journals. Instruct students to write brief responses or create drawings to answer this question: How does Omakakiins demonstrate a deep awareness of herself and her surroundings?



Definition

awareness (n.): knowledge and understanding based on information or experience

Analyze Student Progress

Monitor: Do students include examples from chapters 12 and 13 that show Omakakiins's deepened knowledge and understanding?

Offer Immediate Support: If students need additional support, ask these questions: What does Omakakiins know about herself that she did not know before? How does Omakakiins show this new understanding with her actions?

Plan Future Practice: Students practice describing events in *The Birchbark House* in lesson 30.

7. Invite a few students to share their responses.

Key Ideas

- Omakakiins asks the bears for medicine because she becomes aware of how the bears can help her and her family.
- Omakakiins finds plants to treat Pinch's burn because she has a new awareness of plants' spirits.
- Omakakiins lets Andeg live with other crows because she has a deeper awareness of herself, realizing that just like Andeg cannot change from being a crow, she cannot change who she is either.

8. If time allows, direct attention to the illustration of One Horn on page 161, and facilitate a brief discussion of this question:

 **How does this illustration add meaning to the text?**

Key Ideas

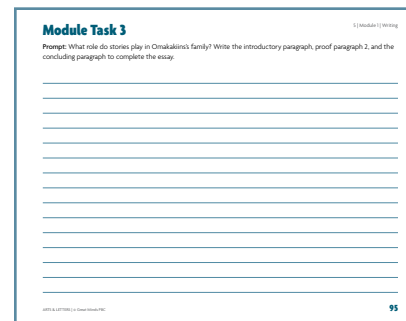
- allows you to picture One Horn
- shows how Dede would have left an offering to One Horn

Write | Develop a Thesis | 17 minutes

- 1. Display Module Task 3, and direct students to the page in their *Learn* book. Choral Read the prompt: What role do stories play in Omakakiins's family? Write the introductory paragraph, proof paragraph 2, and the concluding paragraph to complete the essay.**

Differentiation Challenge

Some students will be able to write advanced responses to Module Task 3. For example, they may be able to expand their transitions between paragraphs and include additional elaboration to explain how their evidence supports a point. See the Assessment Guide for more information, including an example of an advanced response.



Module Task 3

5 | Module 1 | Writing

Prompt: What role do stories play in Omakakiins's family? Write the introductory paragraph, proof paragraph 2, and the concluding paragraph to complete the essay.

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2. Ask this question:

 **According to the prompt, what will the focus of your essay be?**

Reinforce the correct response: the role stories play in Omakakiins's family.

3. Instruct students to Think–Pair–Share to answer this question:

 **What does it mean for something to play a role in your life?**

Key Ideas

- has a part in your life
- serves a purpose in your life
- provides an important job in your life

4. Read aloud proof paragraph 1 of Module Task 3. Ask this question:

 **Based on this paragraph, what role do stories play in Omakakiins's and her family's lives?**

Reinforce the correct response: teach Ojibwe beliefs.

5. Explain that stories can play many different roles, or purposes, in a culture. Tell students that they will review their knowledge of stories within *The Birchbark House*, choose a point for proof paragraph 2, and draft a thesis for Module Task 3.

6. Direct students to the Stories Comparison Chart for *The Birchbark House*, located in the *Learn* book. Tell students to review the reasons characters tell stories.

L28 Stories Comparison Chart			
The Birchbark House Write details about each story in the appropriate columns.			
Story	Speaker and Audience	Reasons	Messages
"Dede's Ghost Story"			
"Grandma's Story: Fishing the Dark Side of the Lake"			
"Wenadookoo and Maskkati Make an Earth"			

7. Instruct students to Think–Pair–Share to answer this question:



Aside from teaching Ojibwe beliefs, what other purposes do the stories serve for Omakakiins and her family?

Key Ideas

- teach family history or pass wisdom from one generation to the next
- give advice
- entertain the family

8. Tell students that one of these purposes will become point 2 of their informative essays.

9. Display the Evidence Organizer for Module Task 3, and direct students to the page in their *Learn* book.

10. Tell students to choose one of the purposes they identified and write it in the Point column on the evidence organizer.
11. Explain that now that students have identified point 2 for their essays, they can write their theses using the prompt to state the focus and their first proof paragraphs to state point 1. Tell students to orally rehearse their theses with a partner.
12. **Introduce the learning task.** Direct attention to the space for the thesis on the evidence organizer. Instruct students to write theses that include the focus of the essay, point 1, and point 2.

Evidence Organizer

Module Task 3 | Write your thesis in response to the prompt using the provided proof paragraph 1 and the role you chose for proof paragraph 2. Collect evidence to support point 2 in your thesis. Elaborate on the evidence.

Prompt: What role do stories play in Omakakiins's family? Write the introductory paragraph, proof paragraph 2, and the concluding paragraph to complete the essay.

Thesis: _____

Source: _____

Point	Evidence	Elaboration

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Analyze Student Progress

Monitor: Do students' theses explain that the role of stories in Omakakiins's family is to teach Ojibwe beliefs and one other purpose?

Offer Immediate Support: If students need additional support developing a thesis, instruct them to orally present their ideas to a partner who writes them down. Students may use these notes to write their thesis.

Plan Future Practice: Students practice writing a thesis for the End-of-Module Task in lesson 36.

13. Invite a few students to share their responses.

Key Ideas

- Stories play an important role in Omakakiins's family because they teach beliefs and they share family history.
- Stories play an important role in Omakakiins's family because they teach beliefs and entertain the family.

14. Remind students that as they build knowledge of a new topic, they are doing research. Explain that another important component of research is carefully organizing textual evidence. Ask this question:



How might an evidence organizer help a writer organize their research?

Key Ideas

- keeps ideas clear and organized
- helps show connections across different pieces of textual evidence

15. Remind students that they will complete other steps of the research process in future lessons as they build knowledge about this topic and other topics.

- 16.** Instruct students to find two pieces of evidence to support point 2 and write the evidence on the evidence organizer.

Teacher Note

If students decide to revise their second points based on the evidence collection, remind them to change their theses.

Differentiation Support

To help students write theses that include a focus and two points, instruct them to color-code their theses.

Key Ideas

- **share family history:** In “Grandma’s Story: Fishing the Dark Side of the Lake,” Nookomis shares a story about her grandparents.
- **share family history:** In “Dede’s Ghost Story,” he says, “I should have remembered my mother’s ways” and offered *asemaa* to the good spirits (54).
- **entertain the family:** As Dede tells his story, he pauses and everyone, even baby Niiwo, is silent and listening with interest (56).
- **entertain the family:** Omakakiins, Mama, Angeline, and Ten Snow beg Nookomis to tell them the story about her grandparents (118).

LAND 5 minutes

Reflect on Learning

- 1.** Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about awareness?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.a, MM.5.5.B, MM.5.5.B.a, MM.5.5.B.b, MM.5.5.C

MM.9.5 Media: MM.9.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.C

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.A, CP.2.5.C, CP.2.5.D

CP.3.5 Content

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c

CP.5.5 Language: CP.5.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 30

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students read the final chapter of *The Birchbark House*. Students describe illustrations in the final chapter and explain how the illustrations deepen their understanding of the chapter. During writing instruction, students orally rehearse elaboration for each piece of evidence to support a point in an essay. Students then write elaboration sentences to support their evidence for Module Task 3.

P A Prologue to lesson 30 is available for students who need additional support.

Learning Goals

Analyze connections between illustrations and events in *The Birchbark House*.

LEARNING TASK: Explain how illustrations deepen understanding of events in chapter 14 of *The Birchbark House*.

For Module Task 3, use elaboration to develop two pieces of evidence.

LEARNING TASK: Add elaboration for each piece of evidence in the Evidence Organizer for Module Task 3.

Vocabulary

portentous (adj.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *The Birchbark House*
- **Respond:** Summarize Chapter 14
- **Write:** Experiment with Elaboration

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*
- Syllable Types (Reference Charts appendix)

STUDENTS

- *The Birchbark House*
- journal
- Evidence Organizer for Module Task 3 (*Learn* book, Writing)

Preparation

- Determine how to display side by side Syllable Types and the term *portentous*. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *The Birchbark House*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will read the last chapter of *The Birchbark House* and use illustrations to better understand the events.

LEARN 53 minutes

Read | Read *The Birchbark House* | 20 minutes

1. Direct attention to the title of chapter 14: “Full Circle.” Explain that the phrase *come(s) full circle* is an expression. Ask this question:

 **What do you think the expression *come(s) full circle* means?**

Reinforce the correct response: completing a cycle; through a series of changes that lead back to an original position or situation or to an opposite position or situation.

2. Tell students that they will read the final chapter to learn what happens to Omakakiins and her family. Read aloud pages 194–195 from “Once again, the” to “in everyone’s presence.”
3. Tell students that a multisyllabic word in the next sentence may be unknown.
4. Display side by side Syllable Types and the term *portentous* and its definition. Instruct students to work with a partner to identify each syllable and syllable type, decode each syllable, and accurately blend the syllables to read the word.

Definition

portentous (adj.): trying to seem important, serious, or impressive

Differentiation Support

If students struggle with syllable division, help them annotate the vowels and consonants and apply their knowledge of common syllable division patterns (e.g., por-tent-ous). If students produce an inaccurate vowel sound when blending syllables to read the term, ask this question: What other sound could this vowel make?

Reinforce the correct response by saying the term. Instruct students to repeat the term and simultaneously clap once for each syllable.

5. Introduce *portentous* by displaying the term and its definition. Tell students to listen for why Albert LaPautre sounds portentous. Read aloud pages 195–201 from “I have a” to “behind her ear.”
6. Ask these questions:



Why does LaPautre sound portentous?



Why do Omakakiins and her family laugh at his story?

Reinforce the correct responses:

- LaPautre sounds serious and important because he believes he has a spirit guide.
 - They laugh because LaPautre thinks he is special to hear a speaking crow, but the family knows that it is just Andeg.
7. Instruct students to read the portion of pages 201–210 from “Not long after” to “her broken heart” and annotate new details readers learn about Omakakiins and Old Tallow.

Language Support

To help students comprehend the dialogue, remind them to use the glossary of Ojibwe terms and pronunciation guide at the end of the novel.

Respond | Summarize Chapter 14 | 15 minutes

1. Direct attention to the illustrations on pages 200, 206, and 209. Explain that these illustrations depict three important moments in the final chapter.
2. Form small groups. Assign each group one of the three illustrations. Instruct students to orally summarize the part of the story depicted in their assigned illustration.

Differentiation Support

To help students describe what is happening in each illustration, ask a specific question:

- **page 200**—How has Pinch changed?
 - **page 206**—What is the story of Omakakiins?
 - **page 209**—How does Omakakiins feel at the end of the novel?
3. Invite a few students to share their summaries.

Key Ideas

- **page 200:** Andeg returns to the family as they are leaving the fields. He won't land near them because they are all calling to him. Pinch realizes he needs to be still. Andeg lands on his head, but Pinch moves to Omakakiins to let Andeg hop onto her shoulder.
- **page 206:** Old Tallow tells the story of Omakakiins. Everyone on Spirit Island had died of smallpox, except Omakakiins. A canoe of men saw her and left her there, but Old Tallow's husband told her about the baby. Old Tallow brought Omakakiins back with her and saved Omakakiins from starvation. Old Tallow gave Omakakiins to Mama and Dede. Now Omakakiins saved her family by caring for them when they had smallpox.
- **page 209:** Omakakiins follows the song of the white-throated sparrows and lies down on some grass. She hears Niiwo tell her that he is at peace and will always watch out for her. She begins to feel like her heart is healing.

4.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: How do these illustrations help you understand important events in chapter 14?

Analyze Student Progress

Monitor: Do students describe how details in the illustrations reflect key events in the chapter?

Offer Immediate Support: If students need additional support, ask these questions: Which event does this illustration show? How would your understanding of the event be different if you did not see this illustration?

Plan Future Practice: Students practice analyzing illustrations in a literary text in module 3.

5. Invite a few students to share their responses.

Key Ideas

- The illustration of the bird on the first page of the chapter shows how important the white-throated sparrows are to Omakakiins's story.
- The illustration of Pinch with Andeg on his head shows how triumphant Pinch felt that Andeg came to him, so it helps readers understand how kind it was for him to give Andeg to Omakakiins.
- In the illustration of Omakakiins and Old Tallow sitting together, Old Tallow is hunched over and looking straight ahead to show readers how hard it was for her to tell Omakakiins her story.
- The last illustration of Omakakiins reclined in the grass helps readers understand how peaceful she feels at the end of the novel.

6. Tell students that the author, Louise Erdrich, is also the illustrator. Instruct students to look at the illustrations. Facilitate a brief discussion of this question:

 **How do these illustrations add beauty to the story?**

Teacher Note

If time permits, search a web browser for *white-throated sparrow song*. Play a recording of white-throated sparrows to allow students to hear the sounds that have played a large role in Omakakiins's life.

Write | Experiment with Elaboration | **18 minutes**

1. Ask this question:



Why is elaboration in writing important?

Language Support

Define *elaboration*, if needed, and discuss the sentence frames used in elaboration (e.g., *this shows*, *this illustrates*, *this is important because*).

Key Ideas

- explains how the evidence connects to the point
 - strengthens the point
 - explains why the evidence is important
2. Emphasize that strong elaboration allows readers to understand a writer's thinking about evidence. Remind students that when writers elaborate, they have two goals:
 - **to extend**—give more details, facts, definitions, or examples related to the evidence
 - **to connect**—explain why the evidence is important by connecting it to a point from the thesis
 3. Display the Evidence Organizer for Module Task 3, and direct students to the page in their *Learn* book. Remind them that they will write the introductory paragraph, proof paragraph 2, and the concluding paragraph.
 4. Explain that students will review their evidence, orally rehearse elaboration to say more about the evidence, and connect the evidence to point 2.

Evidence Organizer

5 | Module 1 | Writing

Module Task 3 | Write your thesis in response to the prompt using the provided proof paragraph 1 and the role you chose for proof paragraph 2. Collect evidence to support point 2 in your thesis. Elaborate on the evidence.

Prompt: What role do stories play in Omalakini's family? Write the introductory paragraph, proof paragraph 2, and the concluding paragraph to complete the essay.

Thesis: _____

Source: _____

Point	Evidence	Elaboration

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5. Instruct students to select a piece of evidence from their evidence organizer and orally rehearse elaboration for the evidence with a partner.

Differentiation Support

Direct students to examples of elaboration in the Writing Model for Module 1, and explain how they connect the evidence to a point from the thesis.

6. Invite a few students to share their thesis, one piece of evidence, and elaboration for that evidence.

Teacher Note

As students share, provide brief feedback about the depth and clarity of their elaboration.

7.  **Introduce the learning task.** Instruct students to write their elaboration in full sentences for two pieces of evidence from their evidence organizer.

Language Support

Provide these sentence frames:

- This evidence shows _____.
- This connects to the evidence because _____.

Analyze Student Progress

Monitor: Do students use at least one elaboration sentence to explain how each piece of evidence supports point 2?

Offer Immediate Support: If students need additional support elaborating on evidence, instruct them to identify a piece of evidence on their organizer. Then ask students these questions: Which details in the text tell more about this evidence? How does it connect to your point?

Plan Future Practice: Students practice writing elaboration for the End-of-Module Task in lesson 37.

8. Invite a few students to share their responses.

Key Ideas

- **share family history:** This story is a love story told to Omakakiins, Angeline, Ten Snow, and Mama about the loving relationship of Nookomis's grandparents.
- **entertain the family:** Dede's story is frightening, but it holds everyone's attention.

9. Tell students that they will incorporate elaboration into their essay for Module Task 3 in the next lesson.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.A, MM.3.5.C

MM.5.5 Vocabulary: MM.5.5.B, MM.5.5.B.a, MM.5.5.B.c, MM.5.5.C

MM.9.5 Media: MM.9.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.b, CP.3.5.A.d

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.B

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building



Lesson 31

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Reveal:** What does a deeper look at perspective reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine events and details in “The Girl from Spirit Island” and Old Tallow’s story of Omakakiins. Then students compare and contrast the multiple perspectives of Omakakiins’s story and determine what readers can learn from them. During writing instruction, students orally rehearse context for their introductory paragraphs. Students use context to begin composing their responses to Module Task 3.

Learning Goals

Analyze two versions of Omakakiins’s story in *The Birchbark House*.

 **LEARNING TASK:** Describe what Omakakiins does after she gains a new perspective of her past in *The Birchbark House*.

For Module Task 3, draft the introductory paragraph.

 **LEARNING TASK:** For Module Task 3, write the introductory paragraph.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Compare and Contrast Perspectives in *The Birchbark House*
- **Respond:** Analyze Multiple Perspectives
- **Write:** Write the Introductory Paragraph

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*

STUDENTS

- *The Birchbark House*
- journal
- Module Task 3 (*Learn* book, Writing)
- Checklist for Module Task 3 (*Learn* book, Writing)

Preparation

- Determine how students will complete Module Task 3. Students continue to work on this task in subsequent lessons. See the Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *The Birchbark House*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at perspective reveal?
3. Tell students that they will consider how multiple perspectives affect readers' understanding by comparing the details in "The Girl from Spirit Island" to Old Tallow's story of Omakakiins.

LEARN 53 minutes

Read | Compare and Contrast Perspectives in *The Birchbark House* |

18 minutes

1. Direct students to "The Girl from Spirit Island."
2. Display the term *prologue*. Tell students that *pro-* is a prefix that can mean "forward" or "for" and *logue* is a root that means "word or talk." Ask this question:

 **What do you think the term *prologue* means?**

Reinforce the correct response: an introduction to a book or play.

3. Ask this question:

 **Who is the girl from Spirit Island?**

Reinforce the correct response: Omakakiins.

4. Remind students that they read Old Tallow’s story of Omakakiins. Instruct students to work with a partner to orally summarize Old Tallow’s story of Omakakiins.

Differentiation Support

If students struggle to recall key details from Old Tallow’s version of the story, read aloud the portion of pages 204–207 from “You wouldn’t remember” to “to that island.”

5. Listen for students to include accurate, text-based responses in their summaries.
6. Explain that the author provides Omakakiins’s story from two perspectives. Remind students that they explored artists’ uses of perspective in *Across the Continent* and *Untitled*. Explain that in addition to its meaning as an art term, *perspective* can also mean “the way a character looks at or feels about something.”
7. Tell students that they will examine a character’s thoughts and feelings in Omakakiins’s story.
8. Engage students in Repeated Reading of page 207 from “Now Old Tallow” to “didn’t save me.” Instruct students to annotate details that reveal Omakakiins’s feelings.
9. Think aloud to model how to infer a character’s feelings.
10. Instruct students to read the portion of pages 1–2 from “The voyageurs trembled” to “afraid of nothing” and annotate details that reveal the characters’ feelings.

Sample Think Aloud

I think Omakakiins must feel shocked and confused because she pauses mid-question to make sure she understands that the men purposefully left her behind. At first, she assumes since they saw her, they brought her back. She is shocked, and maybe hurt, to learn they left her.

- 11.** Tell students to choose two details from their annotations. Instruct students to Jot–Pair–Share in their journals to answer this question:



Based on your annotations, how do the voyageurs feel?

Key Ideas

- They are terrified that they may get smallpox because the text says that they “trembled at the thought that the disease might already have chosen one of them.”
- They are frightened of the baby because they whisper that she is sick and looks tired.
- They are horrified because the birds’ singing feels out of place with the “horror” below them.
- They feel guilty because the text says that they are silent and thoughtful.
- They are resigned to leaving the baby because the text says that some wear “hard expressions.”
- Hat feels sad because he has tears in his eyes.
- Hat feels scared of his wife and ashamed that she has more courage than him.

- 12.** Ask this question:



What do the voyageurs do as a result of these feelings?

Reinforce the correct response: leave the baby to die.

- 13.** Instruct students to read the portion of pages 207–208 from “Old Tallow shook” to “kept me alive” and annotate details that reveal Old Tallow’s feelings.

Respond | Analyze Multiple Perspectives | 17 minutes

1. Instruct students to choose three details and work with a partner to respond to this question in their journals:

 **Based on your annotations, how does Old Tallow feel?**

Key Ideas

- **angry:** shakes herself like a dog, her voice sounds furious
- **ashamed:** calls her husband “a fearful fool” (207), made her husband leave for being a coward
- **serious, determined:** rescues the child right away

2. Ask this question:

 **What does Old Tallow do as a result of her feelings?**

Reinforce the correct response: kicks Hat out of her home and takes her canoe to rescue the baby.

3. Instruct students to Think–Pair–Share to answer this question:

 **How does Omakakiins’s new understanding of her past make her feel?**

Key Ideas

- shock and anger that she was left behind
- gratitude toward Old Tallow
- clarity about why she did not get sick
- a loneliness from her time left alone on the island
- comfort from the white-throated sparrows’ song

4. Instruct students to read the portion of pages 209–210 from “The sun was” to “her broken heart” and annotate details that reveal Omakakiins’s feelings after learning the truth about her past.

5.  **Introduce the learning task.** Direct students to their journals. Instruct students to write a response to this question: What does Omakakiins do as a result of her new perspective of her past?

Analyze Student Progress

Monitor: Do students explain how Omakakiins's new perspective allows her to find comfort and peace?

Offer Immediate Support: If students need additional support, ask this question: How does the white-throated sparrows' song affect Omakakiins?

Plan Future Practice: Students practice identifying characters' perspectives in module 3.

6. Invite a few students to share their responses.

Key Ideas

- listens to the white-throated sparrows
- hears Niiwo in the sparrows' song
- understands that Niiwo is at peace and she can cheer up
- allows the song of the sparrows to mend her heart

7. Facilitate a brief discussion of this question:



How does beginning and ending the novel with the same event from different perspectives shape the story?

8. Tell students that in the next lesson they will discuss the themes of the text that emerge from the novel's characters and structure.

- ## Module Task 3
- Prompt: What role do stories play in Okonkwo's family? Write the introductory paragraph, proof paragraph 2, and the concluding paragraph to complete the essay.
- ---

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Checklist Module Task 3 Prompt: What role do stories play in Omakilini's family? Write the introductory paragraph, proof paragraph 2, and the concluding paragraph to complete the essay.		
	Review 1	Review 2
Knowledge		
shows knowledge of the stories in <i>The Birchbark House</i>	☐	☐
shows knowledge of storytelling tradition	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses context to help readers understand the topic	☐	☐
has a clear thesis with two points	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
uses a topic sentence to begin proof paragraph 2	☐	☐
uses evidence from <i>The Birchbark House</i> to support the point	☐	☐

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5. Direct students to their journals. Instruct students to Jot–Pair–Share to answer these questions:

 **What might be confusing to readers as they read your essay?**

 **What background information would someone need to know to understand your essay?**

Key Ideas

- **confusing:** keeping the details from the stories straight, knowing what information is part of a story or part of the novel, Ojibwe words
- **background information:** the name of the novel, brief description of Omakakiins and her family, how stories are told at different times of the year in Ojibwe culture, the names of the stories

6. Instruct students to orally rehearse context for the introductory paragraph of Module Task 3 with a partner.

Language Support

To help students orally rehearse their ideas, provide these sentence frames:

- In *The Birchbark House*, _____.
- Omakakiins and her family _____.
- The story is about _____.
- _____ tells the story _____.

7.  **Introduce the learning task.** Instruct students to write an introductory paragraph for Module Task 3. Encourage students to use the checklist to guide their writing.

Teacher Notes

In this lesson, students begin Module Task 3. They may complete the assessment on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

Display the Writing Model for Module 1 and the full-color Painted Essay®. Encourage students to refer to these resources as needed as they draft their Module Task 3 response.

Analyze Student Progress

Monitor: Do students write an introductory paragraph that includes details about Omakakiins and *The Birchbark House*?

Offer Immediate Support: If students need additional support writing their introductory paragraph, direct them to the writing model, and identify the elements and examples of an introductory paragraph.

Plan Future Practice: Students practice writing introductory paragraphs for the End-of-Module Task in lesson 38.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about context?
- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.3.5 Summary: MM.3.5.A

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.d, MM.5.5.C

MM.7.5 Structure: MM.7.5.A

MM.8.5 Point of View, Perspective, and Purpose: MM.8.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.3.5 Content

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.A, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.B, DF.8.5.F

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.C

DM.3.5 Schema Building



Lesson 32

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students reflect on how Omakakiins learns about herself and her culture throughout the four seasons. Students discuss and share the event in each season that most affected Omakakiins's understanding of herself and her culture. During writing instruction, students orally rehearse their proof paragraph 2 and concluding paragraph. Students use their oral rehearsals to compose their responses to Module Task 3.

P A Prologue to lesson 32 is available for students who need additional support.

Learning Goals

Determine a theme in *The Birchbark House*.

LEARNING TASK: During a class discussion, share and support ideas about a theme in *The Birchbark House*.

For Module Task 3, use knowledge of Omakakiins's family and culture to draft a response.

LEARNING TASK: For Module Task 3, draft proof paragraph 2 and the concluding paragraph.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Write a Proof Paragraph and a Concluding Paragraph

LAND

Reflect on Learning

Materials

TEACHER

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

STUDENTS

- *The Birchbark House*
- journal
- Evidence Organizer for Module Task 3 (*Learn* book, Writing)
- Module Task 3 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *The Birchbark House*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will review the beginning and ending of the novel to determine a theme of *The Birchbark House*.

LEARN 53 minutes

Read | Prepare for a Discussion | 18 minutes

1. Direct attention to pages 206–207, and read aloud from “You were sent” to “you is complete.”
2. Instruct students to Think–Pair–Share to answer this question:



What does Old Tallow’s remark about the circle being complete mean?

Language Support

To help students understand Old Tallow’s remark, remind them that the phrase *come(s) full circle* is an expression that means “completing a cycle; through a series of changes that lead back to an original position or situation or to an opposite position or situation.”

Key Ideas

- Omakakiins’s story begins with her being saved and ends with her saving others, so the original good deed has been repaid.
- Omakakiins was the only survivor of smallpox, and when the disease came back, she could keep herself and others safe.

3. Ask this question:

 **Where have you seen other circles or references to circles in this module?**

Reinforce the correct responses: the seasons chart and the title of chapter 14.

4. Ask this question:

 **Why is the seasons chart in the shape of a circle?**

Reinforce the correct response: It represents a yearlong repeating cycle.

5. Remind students that they learned about how Omakakiins finds peace and self-acceptance by the end of the novel. Tell students that they will explore how Omakakiins developed an understanding of herself and the Ojibwe culture during each season.
6. Display and Choral Read the discussion question: How does Omakakiins's understanding of herself and her culture grow throughout the seasons?
7. Explain that students will collect evidence for this discussion by first identifying at least two important events from each season. Direct attention to the Seasons in *The Birchbark House* Chart.
8. Instruct students to work with a partner to review the notes in the chart and identify two important events for Omakakiins in each season.

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

Key Ideas

- **summer:** Omakakiins first meets the bear cubs and their mother; Omakakiins takes Niiwo out of his cradle board to play.
- **fall:** Andeg becomes Omakakiins's companion and family pet; Omakakiins dances the rice.
- **winter:** Omakakiins dreams about the bear spirit woman; Omakakiins listens to the story "Wenabozho and Muskrat Make an Earth."
- **spring:** Omakakiins heals Pinch; Omakakiins learns about her past.

10. Tell students to choose the most important event for each season. Instruct students to answer the following questions about each event in their journals:

- What happens?
- What does this event show you about Omakakiins or her Ojibwe culture?

11. Invite a few students to share their responses.

Key Ideas

Summer

- **event 1:** Omakakiins first meets the bear cubs and their mother.
- **learn about Omakakiins or Ojibwe culture:** Readers learn Ojibwe beliefs about bears from Nookomis's advice. Omakakiins recalls this advice, which guides her interactions with the animals.
- **event 2:** Omakakiins takes Niiwo out of his cradle board to play.
- **learn about Omakakiins or Ojibwe culture:** She has a special bond with her brother. Readers learn how babies receive names in Ojibwe culture.

Fall

- **event 1:** Andeg becomes Omakakiins's companion and family pet.
- **learn about Omakakiins or Ojibwe culture:** Omakakiins has a special relationship with animals.
- **event 2:** Omakakiins dances the rice.
- **learn about Omakakiins or Ojibwe culture:** Omakakiins, who is bolder now, is proud of her work. Readers learn about the role of wild rice in Ojibwe culture and how the Ojibwe people harvest the wild rice.

Winter

- **event 1:** Omakakiins dreams about the bear spirit woman.
- **learn about Omakakiins or Ojibwe culture:** Omakakiins has a spirit protecting her. Readers learn about Ojibwe spiritual beliefs and tobacco offerings.
- **event 2:** Omakakiins listens to the story "Wenabozho and Muskrat Make an Earth."
- **learn about Omakakiins or Ojibwe culture:** Omakakiins understands that even a small animal or person can make a big impact. Readers learn about Wenabozho and how the Ojibwe people believe their island was created.

Spring

- **event 1:** Omakakiins heals Pinch.
- **learn about Omakakiins or Ojibwe culture:** Omakakiins's request to the bears for medicine worked, and she is a healer like Nookomis. Readers learn how the Ojibwe people use plants and other resources as medicine.
- **event 2:** Omakakiins learns about her past.
- **learn about Omakakiins or Ojibwe culture:** Omakakiins was the girl on Spirit Island, and she has some memory of her time there. The white-throated sparrows kept Omakakiins alive on the island and still bring her comfort.

Respond | Discuss a Central Idea | 15 minutes

1. Introduce the speaking and listening goal: Take turns with others when speaking.
2. Facilitate a brief discussion of this question:



When you're in class or talking to your friends, why is it important to take turns speaking?

Key Ideas

- cannot hear if two people are talking at once
- shows respect for others
- might miss something important

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal.

3.  **Introduce the learning task.** Explain that students will now engage in a discussion to share the most important event for each season. Encourage students to refer to the chart and their annotations. Begin by asking this question:



How does Omakakiins's understanding of herself and her culture grow throughout the seasons?

Analyze Student Progress

Monitor: Do students describe how Omakakiins's understanding of her role in her family and Ojibwe culture grows throughout each season?

Offer Immediate Support: If students need additional support, ask this question: What do Omakakiins's encounters with the bears teach her?

Plan Future Practice: Students practice discussing central ideas in module 2.

4. At the end of the discussion, reinforce key ideas.

Key Ideas

- After the harsh winter, she understands that she wants to be a healer like Nookomis.
- In summer, she doesn't want to help with tedious tasks such as tanning moose hides, but by the end of winter, she realizes that every person in the family must contribute their efforts.
- When she first meets the bears in the summer, she can sense that they have a special connection, and by winter, she discovers the bear spirit woman will always be her special protector.

5. Ask this question:



What is a theme in *The Birchbark House*?

Differentiation Support

To help students identify a theme, instruct them to think back to the first Distill discussion and decide if the themes they identified still apply or if they can revise those themes.

Key Ideas

- Even after harsh times, life continues and renews itself.
- All living things have spirits.
- If you respect nature, you will have all that you need.
- Despite troubles, the love of a family is constant.
- Elders are important sources of wisdom.
- A person's home and past are parts of who they are.

6. Facilitate a brief discussion of this question:

 **How do the seasons provide a structure that sustains the community's way of life?**

Key Ideas

- They complete the same rituals and tasks each season.
- They know how to use the natural resources of each season to sustain their life and culture.
- The seasons signal where to move on the island.
- Repeating the same stories and tasks for each season teaches the children how to live as Ojibwe people.
- They know what to expect from their homeland during each season and how to live on their homeland.

7. Tell students that they will express the knowledge that they have gained from *The Birchbark House* in the next lesson.**Write** | Write a Proof Paragraph and a Concluding Paragraph | **20 minutes**1. Direct students to the Evidence Organizer for Module Task 3, located in the *Learn* book.

2. Ask this question:

 **What is the first point in the thesis?**

Reinforce the correct response: teach important Ojibwe beliefs.

3. Instruct students to review their evidence and elaboration for point 2 and then share point 2 with a partner.

4. Remind students that the first sentence of proof paragraph 2 should include a transition that restates point 1. Instruct students to orally rehearse the first sentence of proof paragraph 2 with a partner.

Evidence Organizer

Module Task 3 | Write your thesis in response to the prompt using the provided proof paragraph 1 and the role you chose for proof paragraph 2. Collect evidence to support point 2 in your thesis. Elaborate on the evidence.

Prompt: What role do stories play in Ojibwe's family? Write the introductory paragraph, proof paragraph 2, and the concluding paragraph to complete the essay.

Thesis: _____

Source: _____

Point	Evidence	Elaboration

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5. Remind students that the concluding paragraph restates the points in the thesis of their essay and answers the *so what?* question. Answering this question shows readers why the writer’s ideas matter. Instruct students to Jot–Pair–Share to answer these questions:

Why do stories matter?

 What can we learn from the role stories play in Omakakiins's family?

- 6.** Instruct students to orally rehearse their concluding paragraph with a partner.

Differentiation Support

To further prompt students, ask these questions:

- How did you restate the two points from the thesis?
- What are ways you can express your reflection statement?
- Why is the topic important to you? Why is it important to the reader?

- 7. 🎯 Introduce the learning task.** Direct students to Module Task 3, located in the *Learn* book. Instruct students to continue writing their response to Module Task 3, focusing on proof paragraph 2 and the concluding paragraph.

Teacher Note

Display the Writing Model for Module 1 and the full-color Painted Essay®. Encourage students to refer to these resources as needed as they draft their Module Task 3 response. If time permits, have students use the Checklist for Module Task 3 to review their writing.

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Analyze Student Progress

Monitor: Do students' concluding paragraphs restate how their points support the role that stories play in Ojibwe culture and reflect on why this matters?

Offer Immediate Support: If students need additional support constructing a concluding paragraph, remind them to refer to the Writing section of the checklist for key paragraph components and to the writing model for an example.

Plan Future Practice: Students practice writing concluding paragraphs for the End-of-Module Task in lesson 38.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion to help students articulate the knowledge they built during the lesson. Add a few student-generated knowledge statements to the charts.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *The Birchbark House*?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.2.5 Theme and Central Idea: MM.2.5.A, MM.2.5.B

MM.5.5 Vocabulary: MM.5.5.B, MM.5.5.B.a, MM.5.5.B.b, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.b, CP.3.5.A.d

CP.4.5 Structure: CP.4.5.B, CP.4.5.B.c, CP.4.5.B.d, CP.4.5.C

CP.5.5 Language: CP.5.5.C

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A, BU.1.5.C

BU.2.5 Discovery and Evidence: BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.B, DF.8.5.F

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.D

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 33

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this Know lesson, students read the author's thanks and acknowledgments to learn more about Louise Erdrich's reason for writing the novel. Then students express what they've learned by writing knowledge statements that include subordinating conjunctions. During writing instruction, students use the Checklist for Module Task 3 to revise Module Task 3. Students also engage in peer review of proof paragraph 2.

P A Prologue to lesson 33 is available for students who need additional support.

Learning Goals

Express knowledge gained from *The Birchbark House*.

LEARNING TASK: Write knowledge statements about *The Birchbark House* and Ojibwe culture by using subordinating conjunctions.

For Module Task 3, revise writing to strengthen proof paragraph 2.

LEARNING TASK: For Module Task 3, revise proof paragraph 2 based on the Checklist for Module Task 3 and peer feedback.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Review Knowledge
- **Respond:** Express Knowledge
- **Write:** Revise a Proof Paragraph

LAND

Synthesize Learning

Materials

TEACHER

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

STUDENTS

- *The Birchbark House*
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- World Knowledge Statements for Module 1 (*Learn* book)
- Checklist for Module Task 3 (*Learn* book, Writing)
- Module Task 3 (*Learn* book, Writing)
- Glossary for Module 1 (*Learn* book)

Preparation

- Familiarize yourself with the concept of subordinating conjunctions. See the Respond section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *The Birchbark House*, passage 4 (*Learn* book, Fluency), and focus on a fluency element or retelling.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Content Framing Question: How does this text build our knowledge?
3. Tell students that they will learn more about the author and her purpose for writing the book, and they will write knowledge statements to express their learning about *The Birchbark House*.

LEARN 53 minutes

Read | Review Knowledge | 18 minutes

1. Remind students of the Essential Question: How do communities sustain their cultures?
2. Direct attention to the World Knowledge Chart. Ask this question:
 **What knowledge have we built about how communities sustain their cultures?**
3. Direct students to the thanks and acknowledgements page at the end of *The Birchbark House*, and read it aloud.
4. Ask this question:

 **Why did the author write this book?**

Reinforce the correct response: to retrace her family history.

5. Instruct students to Think–Pair–Share to answer this question:

 **What did you learn about Ojibwe culture and *The Birchbark House* from reading this page?**

Key Ideas

- The name Omakakiins is the name of a real person.
- Old names should be given life.
- Speaking a name of an Ojibwe person aloud is a way to honor their life.

Add responses to the World Knowledge Chart.

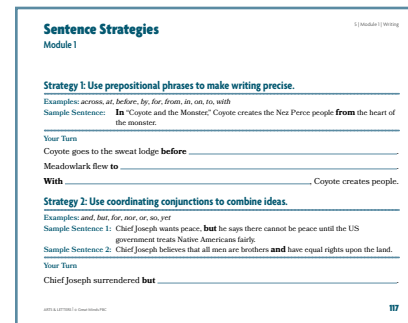
Respond | Express Knowledge | 15 minutes

1. Direct students to Sentence Strategies for Module 1, located in the *Learn* book. Choral Read Strategy 3: Use subordinating conjunctions to connect ideas.
2. Explain that subordinating conjunctions join an independent clause and a clause that does not form a complete sentence by itself. Tell students that subordinating conjunctions can be used at the beginning of or in the middle of a sentence.
3. Choral Read the examples of subordinating conjunctions: *although, because, unless, until, and while*.
4. Display these sentences:
 - Although Omakakiins's family faces difficult times, they continue to work hard through the seasons.
 - Omakakiins and her family continue to work hard through the seasons although they face difficult times.
5. Ask this question:



What do you notice about these sentences?

Explain that in the first sentence a comma separates the subordinating clause from the subject of the sentence. Tell students that in the second sentence “Omakakiins and her family” appears at the beginning of the sentence to make it clear who the subject is in the sentence.



6. Invite a few students to read aloud the sample sentences.
7. Direct attention to the Your Turn section. Instruct students to fill in the blanks to complete the sentences and include proper punctuation.

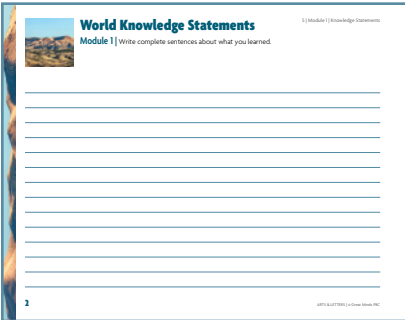
Key Ideas

- Omakakiins does not feel peace about Niiwo's death until she hears his voice telling her that he is always with her.
 - While the family walks back from the field, Andeg returns and lands on Pinch's head.
 - Nookomis would not tell stories unless it was winter.
8. Instruct students to work with a partner to practice using subordinating conjunctions. Tell them to orally rehearse connecting two sentences from the World Knowledge Chart with a subordinating conjunction.

Key Ideas

- Although the real Omakakiins is no longer alive, she can be honored by speaking her name aloud.
- The author wrote the novel because she wanted to learn about her family history.

9.  **Introduce the learning task.** Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to write at least three knowledge statements to express what they learned from *The Birchbark House*. Tell students to use subordinating conjunctions to expand at least two of the three knowledge statements. Remind them to include proper punctuation.



The image shows a worksheet titled "World Knowledge Statements" for Module 1. It includes a small landscape photo in the top left corner. The main body of the worksheet consists of ten horizontal lines for writing. At the bottom left, there is a small number "1". At the bottom right, there is a small copyright notice: "ARTS & LETTERS | © Great Minds PBC".

Language Support

To help students use subordinating conjunctions, explain the meaning of each subordinating conjunction, and provide a sample sentence for each.

Analyze Student Progress

Monitor: Do students' knowledge statements reflect important ideas about *The Birchbark House* and Ojibwe culture?

Offer Immediate Support: If students need additional support writing a sentence that expands on ideas about the *The Birchbark House*, ask them a question that requires the use of *because*: Why did Erdrich name the character Omakakiins?

Plan Future Practice: Students practice forming knowledge statements in module 2.

10. Invite a few students to share a sentence about what they learned from *The Birchbark House*.

Key Ideas

- Louise Erdrich chose the name Omakakiins for the main character because she saw it in a census at Turtle Island and wanted to honor the girl.
- Old Tallow won't tell Omakakiins the story unless Omakakiins shows respect for her elder.
- While Omakakiins is still sad that her brother Niiwo is dead, she finds peace in nature.

Differentiation Challenge

To synthesize understanding of coordinating and subordinating conjunctions, challenge students to combine the same pair of knowledge statements in a way that expresses two different ideas. Ask this question: Why is choosing the right conjunction so important?

Write | Revise a Proof Paragraph | 20 minutes

1. Ask these questions:

Why do writers revise their writing?

What tools help a writer when revising?

Key Ideas

- **why:** to improve clarity, to correct errors, to add details or correct information
- **tools:** a writing checklist, feedback from peers

2. Display the Checklist for Module Task 3, and direct students to the page in their *Learn* book. Direct attention to this point on the checklist: uses topic-specific vocabulary to explain the topic.

Teacher Note

Students may complete the Checklist for Module Task 3 on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

Checklist		Review 1	Review 2
Knowledge			
shows knowledge of the stories in <i>The Birchbark House</i>	☐	☐	
shows knowledge of storytelling tradition	☐	☐	
Writing			
uses a hook to catch the reader's attention	☐	☐	
uses context to help readers understand the topic	☐	☐	
has a clear thesis with two points	☐	☐	
uses a transition word or phrase to begin proof paragraph 2	☐	☐	
uses a topic sentence to begin proof paragraph 2	☐	☐	
uses evidence from <i>The Birchbark House</i> to support the point	☐	☐	

3. Tell students that they will provide feedback to each other and will revise their essay to include topic-specific vocabulary. Display the Writing Model for Module 1, and direct attention to this sentence: "Nez Perce stories describe how their homeland, animals, and world came to be."
4. Explain that *homeland* is an example of topic-specific vocabulary. Ask this question:

Why is *homeland* a better word to use than *land* in this essay?

Key Ideas

- *Homeland* has a more specific meaning than *land*.
- This is the story of the Nez Perce's origin, so *homeland* shows the relationship between the people and their home.
- *Homeland* demonstrates the importance of the land in Nez Perce culture, which ties to the focus of the essay.

5. Emphasize that topic-specific vocabulary refers to words that are closely related to or have special meaning to the topic. Instruct students to Think-Pair-Share to answer this question:

 **What are other examples of topic-specific vocabulary in proof paragraph 2 of the writing model?**

Key Ideas

- generation
- Nez Perce
- storytelling
- value

6. Direct students to Module Task 3, located in the *Learn* book. Instruct students to read proof paragraph 2 of their partner’s Module Task 3 response and to look for areas where the writer could add topic-specific vocabulary.

Language Support

Provide a word bank of additional topic-specific vocabulary to encourage students to use content vocabulary in their writing (e.g., *natural resources, sacred, sustain, tradition*).

[illegible]

7. Instruct students to orally share their feedback with their partner. Tell students to provide suggestions of topic-specific vocabulary, using the Glossary for Module 1 as a resource.

8.  **Introduce the learning task.** Instruct students to revise their response to Module Task 3 by using the Checklist for Module Task 3 and peer feedback on topic-specific vocabulary.

Analyze Student Progress

Following completion of Module Task 3, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question and that they have been answering this question in different ways throughout the module. Ask the Essential Question:

 **How do communities sustain their cultures?**

Teacher Note

As needed, prompt students to reflect on what they learned throughout the module by asking questions such as these:

- What did you learn about the Ojibwe people and the author?
 - What did you learn about *The Birchbark House*?
 - What did you learn to do?
2. Use responses to reinforce these Knowledge Threads:
- Native people and nations practice and share their cultures across generations, including through stories, traditions, art, humor, and speeches.
 - 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.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.B

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.B, MM.12.5.B.b

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.B

CP.3.5 Content

CP.4.5 Structure

CP.5.5 Language: CP.5.5.A, CP.5.5.B, CP.5.5.C

CP.6.5 Revision

CP.7.5 Editing

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.2.5 Discovery and Evidence: BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.8.5 Punctuation

DF.13.5 Sentence Construction: DF.13.5.A, DF.13.5.C

DM Develop Metacognition

DM.2.5 Comprehension Monitoring

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 34

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 2. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of Ojibwe culture and apply reading comprehension skills to a new text related to Ojibwe culture and how communities sustain their cultures.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 2.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About How Communities Sustain Cultures

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 2.
- Select volume of reading books for the Read section.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *The Birchbark House*, passage 4 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do communities sustain their cultures?
2. Tell students that in this lesson they will show and grow what they know about Ojibwe culture and about how communities sustain their cultures by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to Ojibwe culture. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 2 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 2. Use this information to plan responsive teaching for lesson 35.

Read | Read More About How Communities Sustain Cultures | **15 minutes**

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about Ojibwe culture and how communities sustain their cultures from the text for Reading Comprehension Assessment 2.
2. Tell students that they will continue to build knowledge about Ojibwe culture and how communities sustain their cultures as they read additional module texts.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.5 Schema Building**



Lesson 35

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 2. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots and module terms. Reviewing the assessment, roots, and module terms solidifies students' understanding of Ojibwe culture and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 2.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 2.

Vocabulary

all module 1 terms



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- all module 1 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Glossary for Module 1 (*Learn* book)
- Word Parts Web for *gen* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 2 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 2 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do communities sustain their cultures?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 2 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 2, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 2. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 2.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 2?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

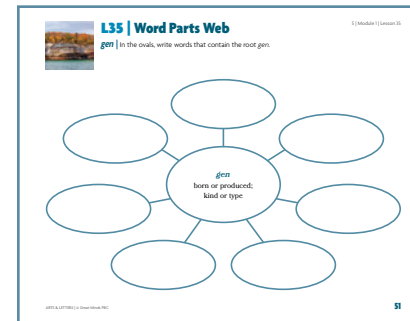
Plan Future Practice: Students practice discussing responses to an assessment in module 2.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a root can help readers understand the meanings of new words. Direct students to the term *generation* in the Glossary for Module 1, located in the *Learn* book. Invite a few students to identify the root and share the root's definition. Reinforce the correct response: *gen* means “born or produced” or “kind or type.”
2. Direct students to the Word Parts Web for *gen*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the root *gen* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.

Language Support

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.



3. Invite a few students to share their words. Students may generate words such as these: *gender*, *general*, *generate*, *generic*, *genetic*, and *genre*. Correct any misunderstandings or misapplied affixes.
4. Instruct students to choose two or three words on their web and to quickly sketch an image to illustrate each word. Tell students to add their drawings underneath or next to the words they represent.

5. Invite a few students to share one of their drawings. Ask these questions:



What do you notice about the drawings?



How do the drawings relate to the meaning of *gen*?

6. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
- **Share What You Know:** Choose one Knowledge Card, and read aloud the term and definition. Direct students to World Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Create a Web:** Display a Knowledge Card, and instruct students to generate a web of words and phrases in their journal to express the knowledge they have gained about that term.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that during the module finale lessons they will continue to discuss what they have learned about how communities sustain their cultures.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.5.5 Vocabulary: MM.5.5.A, MM.5.5.A.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A

BU Build Understanding

BU.2.5 Discovery and Evidence

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.A

DM Develop Metacognition

DM.4.5 Reflection and Evaluation



Lesson 36

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students revisit the module texts to identify how individuals within communities work to sustain their cultures. During a Socratic seminar, students use text-based evidence to discuss ways communities can sustain their cultures. During writing instruction, students describe two Ojibwe values that will be the focus of their essay. This work prepares students to draft their responses for the End-of-Module Task.

Learning Goals

Synthesize knowledge about sustaining cultures.

 **LEARNING TASK:** During a Socratic seminar, share what people can do to sustain their community's culture.

For the End-of-Module Task, use *The Birchbark House* and an informational text to name two Ojibwe values for an essay.

 **LEARNING TASK:** For the End-of-Module Task, write a thesis that includes two Ojibwe values.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss Module Knowledge
- **Write:** Prepare for the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- all module texts
- Knowledge Cards: *culture, sustain*

STUDENTS

- all module texts
- journal
- Talking Tool (*Learn* book)
- End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Prepare for the classroom activity by creating four charts. See the Read section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display the module texts. Explain that a finale is a big performance at the end of a concert or show, when the performers put all their talents together. In this set of finale lessons, students will put all their knowledge together to discuss and write about the Essential Question.
2. Display and Choral Read the Essential Question: How do communities sustain their cultures?
3. Reinforce that students thought deeply about the Essential Question as they read each module text. Explain that in this lesson, students will discuss what they have learned about how some individuals sustain their community's culture.

LEARN 53 minutes

Read | Prepare for a Discussion | 18 minutes

1. Tell students that they will participate in a Socratic seminar to share the knowledge they have gained from module texts. Explain that like a Distill discussion, a Socratic seminar is a discussion in which everyone shares what they think about an important question and uses evidence from the texts to support their thinking. Tell students that they may agree or disagree with another's position, but they can deepen their knowledge about a topic by listening closely to all ideas.

Teacher Note

If time allows, briefly note that the name of the Socratic seminar comes from the ancient Greek philosopher Socrates. Share that Socrates loved to teach by asking his students challenging questions and discussing them together.

2. Display and Choral Read the discussion question: What is the most important thing an individual can do to sustain their culture?

3. Display the Knowledge Card for *culture*, and direct attention to the image to spark students' memory. Remind students that *culture* means “the shared beliefs, traditions, language, and way of life of a particular group of people.”
4. Display the Knowledge Card for *sustain*, and direct attention to the image to spark students' memory. Ask this question:



What are some synonyms for *sustain*?

Key Ideas

- *continue*
- *keep alive*
- *persist*
- *maintain*
- *keep going*
- *nurture*

5. Explain that before students discuss the most important actions people can take to sustain their culture, they will consider the actions of one of the individuals they learned about in the module.
6. Form small groups. Direct attention to the charts with individuals' names at the top that are posted in the corners of the classroom. Assign each group to one of the charts. Instruct students to add to the chart notes about the actions that each person takes to sustain the culture of their community.
 - Chief Joseph
 - J. R. Spencer
 - Louise Erdrich
 - George Morrison

Differentiation Support

To help students consider how the actions of an individual contribute to sustaining a culture, ask these questions: What does the person do? How do the person's actions connect to their Native culture?

7. Invite groups to share their responses.

Key Ideas

- **Chief Joseph:** leads a group of Nez Perce people, speaks with US government officials, advocates for his people, shares his language with others
- **J. R. Spencer:** tells the Nez Perce story “Coyote and the Monster,” shares information about the Nez Perce connection to their homeland, shares language and traditions with younger generations
- **Louise Erdrich:** tells about Ojibwe culture through *The Birchbark House*, uses historical fiction to share about Ojibwe traditions, includes Ojibwe language in her book
- **George Morrison:** represents his homeland in his art, demonstrates use of natural resources to create art

8. Facilitate a brief discussion of these questions:



In what ways can art sustain the culture of a particular group of people?



In what ways can stories sustain the culture of a particular group of people?



In what ways can speaking one’s native language sustain the culture of a particular group of people?

9. Direct students to their journals. Tell students to review the information shared by the groups and write a brief explanation about what action they believe is most important to sustaining a culture and why.

Respond | Discuss Module Knowledge | 20 minutes

1. Remind students of the four speaking and listening goals they have practiced during the module:

- Speak at a rate others can understand.
- Support what you say with relevant textual evidence, including quotations.
- Elaborate on the evidence you use.
- Take turns with others when speaking.

2. Explain that students will continue to practice these goals in their discussion. Display the Talking Tool, and direct students to the page in their *Learn* book. Briefly review the sentence frames with students, and tell them to use the sentence frames as needed during the discussion.

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals. Focus attention on monitoring the progress of students who have not yet met the four speaking and listening goals for the module.

3.  **Introduce the learning task.** If possible, arrange students in a circle for the discussion. Tell them to bring their journals and module texts with them. Begin the discussion by asking this question: What is the most important thing an individual can do to sustain their culture?

Teacher Notes

Though the learning task focuses on students' understanding of the content, the task also provides students an opportunity to practice their oral language skills. Students practice connecting two or more ideas by using appropriate conjunctions and prepositional phrases during the Know lessons in this module.

During the discussion, consider asking follow-up questions such as these:

- How are the actions taken by the individuals studied in this module similar?
- How are they different?
- What other actions can individuals take to sustain their culture?

Analyze Student Progress

Monitor: Do students support their responses with evidence from module texts, connecting the actions of the individuals to ways that culture is sustained?

Offer Immediate Support: If students need additional support determining important actions taken by individuals to sustain their culture, ask this question: How does this [text or work of art] help others learn about a culture?

Plan Future Practice: Students practice participating in class discussions in module 2.

Key Ideas

- Speaking with others about cultural values, like Chief Joseph does in his “Lincoln Hall Speech,” is the most important action to sustain culture because it allows other people to learn about your culture.
- Oral storytelling is an important action to take to sustain your culture. J. R. Spencer tells the story of “Coyote and the Monster” to help young Nez Perce children know where they come from and about their homeland.
- Writing stories about your culture is the most important way to sustain your culture. Louise Erdrich tells the story of an Ojibwe family in *The Birchbark House*, and it has been read by many people who have learned about Ojibwe ways of life.
- Using language is the most important thing a person can do to sustain their culture. Louise Erdrich does this in *The Birchbark House* when she uses Ojibwe words, which helps to keep the language alive, and both Chief Joseph and J. R. Spencer use Nez Perce words when speaking to others.
- Sharing your perspective about your homeland and using natural resources to create art is an important way to sustain culture. George Morrison did this in *Untitled*, and this work allows other people to learn about Lake Superior, part of the Ojibwe homeland.

- 4. Conclude the Socratic seminar by asking this broader question:**

Why is it important for communities to sustain cultures?

5. Direct students to the responses they wrote in their journals before the discussion. Instruct students to explain whether their initial ideas were strengthened or challenged by the discussion and to provide specific examples as support.
6. Explain that students will engage in a Socratic seminar at the end of each module.

Write | Prepare for the End-of-Module Task | **15 minutes**

1. Tell students that with the End-of-Module Task they will continue to share what they have learned about how communities sustain their cultures.
2. Explain that synthesizing, or combining, ideas and textual evidence into a formal piece of writing is part of research. Remind students that they have synthesized ideas and completed other steps of the research process many times, both in this level and other levels.
3. Display the End-of-Module Task, and direct students to the page in their *Learn* book. Choral Read the prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*? Write an essay to explain.
4. Ask this question:

 **What is this prompt asking you to do?**

Key Ideas

- write an informative essay
- use evidence from *The Birchbark House*
- write an introductory paragraph, two proof paragraphs, and a concluding paragraph
- show what we know about Ojibwe values and *The Birchbark House*

[illegible]

Differentiation Challenge

Some students will be able to write advanced responses to the End-of-Module Task. For example, they may be able to increase variety in sentences and include additional textual evidence and elaboration to support each point. See the Assessment Guide for more information, including an example of an advanced response.

5. Emphasize that the task requires students to write a complete informative essay, use *The Birchbark House* as a source, and focus on Ojibwe values reflected in the text.
6. Explain that students may also consider knowledge they have built about Ojibwe values through other sources. Display and Choral Read the first sentence from “Countries and Their Cultures: Ojibwe”—“Cultural values such as generosity, honesty, strength of character, endurance, and wisdom were instilled through education, religious practice, and by example within the Ojibwe community.”
7. Ask this question:



What Ojibwe values are named in this text?

Reinforce the correct responses: generosity, honesty, strength of character, endurance, and wisdom.

Language Support

As needed, provide synonyms or examples to clarify the meaning of these values.

8. Tell students that these and other Ojibwe values are reflected in *The Birchbark House*. Instruct students to Think–Pair–Share to answer this question:

 **Which Ojibwe values are reflected in *The Birchbark House*?**

Key Ideas

- honesty
- respect
- generosity
- wisdom
- endurance
- commitment to family
- stewardship of the land
- importance of homeland
- strength of character

9. Instruct students to Mix and Mingle to answer these questions:

 **Which two values does *The Birchbark House* most strongly reflect?**

 **Where is each value reflected in the text?**

- 10. 🎯 Introduce the learning task.** Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Instruct students to write a thesis that names two values they want to write about for the End-of-Module Task. Remind students that a thesis states the focus of the essay and two points.

Evidence Organizer

End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*? Write an essay to explain.

Thesis: _____

Source: _____

Point	Evidence	Elaboration

Analyze Student Progress

Monitor: Do students write a thesis that names two Ojibwe values that are represented in *The Birchbark House*?

Offer Immediate Support: If students need additional support drafting a thesis, allow them to orally rehearse a thesis naming two Ojibwe values.

Plan Future Practice: Students practice refining their focus as they collect evidence and draft elaboration for their End-of-Module Task in lesson 37.

- 11.** Invite a few students to share their thesis.

Key Ideas

- Louise Erdrich uses the novel to demonstrate important values of Ojibwe culture, including generosity and wisdom.
- In *The Birchbark House*, Louise Erdrich demonstrates the Ojibwe values of endurance and commitment to family.

LAND 5 minutes**Synthesize Learning**

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:



What did you learn by discussing how individuals contribute to sustaining their community's culture?

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from listening to your classmates' ideas?
- How did the speaking and listening goals help you participate in the discussion?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS**Make Meaning from Texts**

MM.1.5 Comprehension and Evidence: MM.1.5.A, MM.1.5.B

MM.2.5 Theme and Central Idea: MM.2.5.A, MM.2.5.B, MM.2.5.C, MM.2.5.D

MM.5.5 Vocabulary: MM.5.5.B, MM.5.5.B.d, MM.5.5.C

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a, MM.12.5.B, MM.12.5.B.b, MM.12.5.C, MM.12.5.C.c

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.A, CP.2.5.C, CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.d

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A, CP.8.5.B

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence: BU.2.5.B, BU.2.5.C

BU.3.5 Conversation and Collaboration: BU.3.5.A, BU.3.5.B, BU.3.5.C, BU.3.5.D, BU.3.5.E

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 37

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students collect evidence for the End-of-Module Task. Students elaborate on the evidence to connect it to the points in their thesis.

Learning Goals

For the End-of-Module Task, collect evidence of Ojibwe values from *The Birchbark House*.

 **LEARNING TASK:** For the End-of-Module Task, write at least two pieces of evidence from *The Birchbark House* for each proof paragraph on the evidence organizer.

For the End-of-Module Task, draft elaboration to develop evidence that supports the points in the thesis.

 **LEARNING TASK:** For the End-of-Module Task, use elaboration to develop evidence about Ojibwe values represented in *The Birchbark House*.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Collect Evidence for the End-of-Module Task
- **Write:** Elaborate on Evidence

LAND

Reflect on Learning

Materials

TEACHER

- *The Birchbark House*

STUDENTS

- *The Birchbark House*
- End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)
- coloring utensils: yellow and blue

Preparation

- Determine how students will complete the End-of-Module Task. Students continue to work with this task in subsequent lessons. See the first Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

1. Display *The Birchbark House*.
2. Display and Choral Read the Essential Question: How do communities sustain their cultures?
3. Tell students that they will collect and elaborate on evidence for a written response to the End-of-Module Task prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*?

LEARN 53 minutes

- 1. Direct students to the End-of-Module Task and the Evidence Organizer for the End-of-Module Task, both located in the *Learn* book. Instruct students to review the thesis they wrote in the previous lesson.**

[illegible]

Evidence Organizer 1/10/2019

End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*? Write an essay to explain.

Thesis: _____

Source: _____

Point	Evidence	Elaboration

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2. Invite students to share the values they identified in their thesis.

Key Ideas

- honesty
- respect
- generosity
- wisdom
- endurance
- commitment to family
- stewardship of the land
- importance of homeland
- strength of character

3. Remind students that they have collected evidence for two module tasks as well as for several text-based discussions. Ask this question:



What steps do you take to collect evidence from a text to support a point?

Key Ideas

- review annotations of the text and any other notes or written responses about the text
- look for words or phrases that are similar to one of the points in the thesis
- collect more evidence than required and select the strongest evidence

4. Emphasize that students have carefully annotated and analyzed *The Birchbark House*. Explain that they will use that work to help them collect evidence for the End-of-Module Task.

5.  **Introduce the learning task.** Instruct students to collect at least two pieces of evidence from *The Birchbark House* related to each of the values identified as their two points in their thesis. Tell students to write their evidence on the Evidence Organizer for the End-of-Module Task.

Analyze Student Progress

Monitor: Do students collect evidence about Ojibwe values, such as generosity or wisdom, from *The Birchbark House*?

Offer Immediate Support: If students need additional support collecting evidence, ask these questions: When does Omakakiins display [value]? When does [another character] display [value]?

Plan Future Practice: Students practice collecting evidence to respond to a prompt in module 2.

6. Invite a few students to share their evidence.

Key Ideas

- **point:** generosity
- **evidence:** Omakakiins's mother has a pair of scissors that she lets other women use (15). After One Horn is killed, the meat is shared with others in the community—Old Tallow, Auntie Muskrat, Albert LaPautre's children, and Fishtail (162). Ten Snow gifts Omakakiins a leather packet with needles, sinew thread, beeswax, and beads (112–113). Old Tallow shares the beaver meat with Omakakiins's family (100).
- **point:** wisdom
- **evidence:** When packing and talking about the medicines, Nookomis tells Omakakiins that she has “learned how to listen” (91). Nookomis understands what has happened when Omakakiins heard the voices (181). Omakakiins knows how to care for her family when they are sick—wrapping their hands, biting fingernails, even knocking out Dede so he doesn't go outside in the cold (134–135). Nookomis dreams and tells Dede what he must do to find, hunt, and kill One Horn to get food for the family (160).

- **point:** endurance
- **evidence:** Angeline encourages Omakakiins not to give up when the beading she is doing is difficult (116). Omakakiins attempts to gather acorns for the family, despite her still weakened state (156–157). The process of collecting and boiling the sap to make maple syrup is described as “endlessly long” (174). The girls spend days preparing the corn for the winter (87).

7. Instruct students to select the strongest evidence for each point of their thesis and color-code their selected evidence: point 1 in yellow and point 2 in blue. Remind students that they should select at least two pieces of evidence for each proof paragraph.

Write | Elaborate on Evidence | 23 minutes

1. Tell students that they will now elaborate on the selected evidence from their organizer. Ask this question:

 **How do you elaborate on evidence?**

Language Support

To help students explain how to elaborate, remind them of the definitions of *evidence* and *elaboration*.

Differentiation Support

To help students explain the relationship between evidence and elaboration, direct attention to the writing model and ask this question: How are the evidence and elaboration related?

Key Ideas

- say more about the evidence
- extend the evidence by giving an additional fact, detail, or explanation
- connect the evidence to the point

2. Instruct students to orally rehearse elaboration for one piece of evidence with a partner.

3.  **Introduce the learning task.** Instruct students to add elaboration for each piece of evidence on their organizer.

Analyze Student Progress

Monitor: Do students write elaboration that says more about the evidence, extends evidence, or connects evidence to the points in their thesis?

Offer Immediate Support: If students need additional support writing elaboration, ask these questions: How does this evidence support a specific point (e.g., point 1 or point 2)? What more can you say about this evidence?

Plan Future Practice: Students practice elaborating on evidence to respond to a prompt in module 2.

LAND 5 minutes

Reflect on Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

 **What did you learn to do during this module?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: MM.1.5.A

MM.12.5 Complexity, Diversity, and Genre: MM.12.5.A, MM.12.5.A.a

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.2.5 Planning: CP.2.5.D

CP.3.5 Content: CP.3.5.A, CP.3.5.A.b, CP.3.5.A.d

CP.4.5 Structure

CP.5.5 Language: CP.5.5.B

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence: BU.2.5.A

BU.4.5 Expression

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 38

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students orally rehearse and write an introductory paragraph for the End-of-Module Task. Students draft a response to the prompt to explain how Louise Erdrich's *The Birchbark House* reflects Ojibwe cultural values.

Learning Goals

For the End-of-Module Task, begin writing an informative essay.

 **LEARNING TASK:** For the End-of-Module Task, draft an introductory paragraph.

For the End-of-Module Task, write a response to the prompt.

 **LEARNING TASK:** For the End-of-Module Task, complete a draft of an informative essay about how *The Birchbark House* reflects Ojibwe cultural values.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Draft an Introductory Paragraph
- **Write:** Draft the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *The Birchbark House*
- Painted Essay®—Informative (Reference Charts appendix)

STUDENTS

- *The Birchbark House*
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Evidence Organizer for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Make a class list of writing resources. See the second Write section for details. Save the list of writing resources for use in lesson 39.
- Determine how students will complete the End-of-Module Task. Students continue to work on this task in lesson 39. See the first Write section for details.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Essential Question: How do communities sustain their cultures?
3. Tell students that now that they have written a thesis, collected evidence, and elaborated on evidence, they are ready to draft an informative essay by responding to the End-of-Module Task prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*?

LEARN 53 minutes

Write | Draft an Introductory Paragraph 20 minutes

1. Ask this question:

 **What should you include in your introductory paragraph?**

Reinforce the correct response: a hook, context, and a thesis that includes two points.

2. Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book. Direct attention to the three criteria for the introductory paragraph. Remind students that they can use the checklist as a resource as they write the introductory paragraph and the rest of the essay.

Checklist		Review 1	Review 2
End-of-Module Task Prompt: How does Louise Erdrich share Ojibwe cultural values through <i>The Birchbark House</i> ? Write an essay to explain.			
Knowledge			
shows knowledge of <i>The Birchbark House</i>	☐	☐	
shows knowledge of Ojibwe culture	☐	☐	
Writing			
uses a hook to catch the reader's attention	☐	☐	
uses context to help readers understand the topic	☐	☐	
has a clear thesis with two points	☐	☐	
writes about each point in a proof paragraph	☐	☐	
uses a transition word or phrase to begin proof paragraph 2	☐	☐	
uses a topic sentence to begin each proof paragraph	☐	☐	

3. Instruct students to Think–Pair–Share to list background information, or context, about *The Birchbark House* or Ojibwe cultural values that would help their audience understand their essay.

Differentiation Support

To help students identify information that might confuse their audience, instruct them to consider what they wondered about when they started reading *The Birchbark House*. Ask these questions:

- Who is Louise Erdrich?
- What happens in *The Birchbark House*?

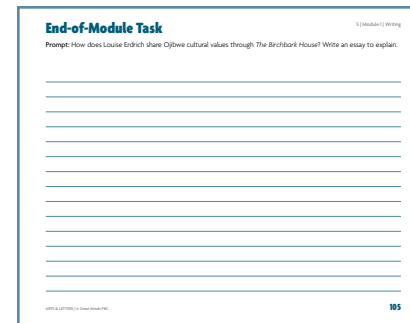
4. Tell students that while they still need to develop a hook for their essay, they have drafted theses and brainstormed ideas for context. Explain that they are ready to compose their introductory paragraphs, first orally and then in writing. Instruct students to orally rehearse their introductory paragraph with a partner.

5.  **Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book, and instruct them to write an introductory paragraph for their essay. Remind students to use the checklist as a guide while writing and to use the resources in the *Learn* book for support.

Teacher Note

In this lesson, students begin the End-of-Module Task. They may complete the assessment on paper or on the digital platform.

Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.



The image shows a worksheet titled "End-of-Module Task" with a blue header. Below the title, it says "Prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*? Write an essay to explain." The main body of the worksheet consists of approximately 15 horizontal lines for writing. On the right side, there is a vertical strip with a colorful, abstract design. The page number "105" is visible in the bottom right corner.

Analyze Student Progress

Monitor: Do students write an introductory paragraph that includes information about who the Ojibwe people are, the context of *The Birchbark House*, and two Ojibwe cultural values that Louise Erdrich shares in the text?

Offer Immediate Support: If students need additional support writing their introductory paragraph, direct them to the Checklist for the End-of-Module Task and the Writing Model for Module 1, and instruct them to identify the elements and example of an introductory paragraph.

Plan Future Practice: Students continue drafting their essays in lesson 38.

Write | Draft the End-of-Module Task | 33 minutes

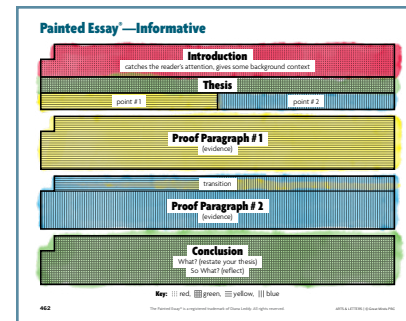
1. Display the Painted Essay®—Informative, and ask this question:

How can the colors in the Painted Essay® structure help you write your essay?

Reinforce the correct response: The colors help you remember how to organize an informative essay.

2. Remind students that they have many additional resources to support drafting. Display this list of resources:

- Painted Essay®—Informative
- Sentence Strategies for Module 1
- Writing Model for Module 1
- Checklist for the End-of-Module Task
- Evidence Organizer for the End-of-Module Task



3. Tell students that they will review the checklist criteria for the remaining paragraphs in their informative essays before they complete their drafts.
4. Display the Checklist for the End-of-Module Task, and direct students to the page in their *Learn* book. Prompt students to identify the criteria that apply to their proof paragraphs.

Key Ideas

- writes about each point in a proof paragraph
- uses a transition word or phrase to begin proof paragraph 2
- uses a topic sentence to begin each proof paragraph
- uses evidence from *The Birchbark House* to support each point
- uses at least one elaboration sentence to develop each piece of evidence
- uses a transition word or phrase to connect ideas within proof paragraphs

5. Direct students to the Evidence Organizer for the End-of-Module Task, located in the *Learn* book. Ask this question:

*** **How will the colors on the evidence organizer help you structure your proof paragraphs?**

Reinforce the correct response: Evidence colored yellow will be in the first proof paragraph, and evidence colored blue will be in the second proof paragraph.

Evidence Organizer

End-of-Module Task | Collect evidence to support each point in your thesis. Elaborate on the evidence.

Prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*? Write an essay to explain.

Thesis: _____

Source: _____

Point	Evidence	Elaboration

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6. Direct attention to the final criterion in the Writing section of the checklist. Remind students that the final paragraph of their essay is the concluding paragraph that answers the *so what?* question. Tell students to keep that question in mind as they draft their concluding paragraphs.
7. Instruct students to orally rehearse with a partner a response to the *so what?* question.

8.  **Introduce the learning task.** Instruct students to complete their draft of the End-of-Module Task by writing two proof paragraphs and a concluding paragraph. Remind students to use the writing checklist as a guide along with the resources in the *Learn* book for support.
-

Analyze Student Progress

Monitor: Do students use the checklist to draft and organize their proof paragraphs and concluding paragraph?

Offer Immediate Support: If students need additional support using the checklist to complete their draft, instruct them to identify essential elements from the checklist in the Writing Model for Module 1.

Plan Future Practice: Students practice writing by using the Painted Essay® structure in module 2.

9. After students complete their draft, instruct them to read it again and to use the checklist as a guide in revising their writing.
10. Tell students that they will have an opportunity to revisit and strengthen their drafts during the next lesson.

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

 **What important knowledge did you express in your writing?**

 **What helped you communicate your ideas in writing?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Add a few student-generated knowledge statements to the charts.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.b, CP.3.5.A.d

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c, CP.4.5.B.d, CP.4.5.C

CP.5.5 Language: CP.5.5.B, CP.5.5.C

CP.8.5 Presentation: CP.8.5.A

BU Build Understanding

BU.1.5 Inquiry and Credibility: BU.1.5.A

BU.2.5 Discovery and Evidence

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.B, DF.8.5.F

DM **Develop Metacognition**

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 39

Essential Question | How do communities sustain their cultures?

Content Framing Question | **Know:** How does this text build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students finalize their responses to the End-of-Module Task. Students use the Checklist for the End-of-Module Task to provide peer feedback. Students review the feedback from their peers and use it to guide revision of their informative essays.

Learning Goals

For the End-of-Module Task, provide feedback to a peer.

 **LEARNING TASK:** For the End-of-Module Task, provide feedback to a peer by using the Checklist for the End-of-Module Task.

For the End-of-Module Task, use feedback from a peer to revise an informative essay.

 **LEARNING TASK:** For the End-of-Module Task, revise an informative essay to strengthen a self-identified area of focus.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Provide Feedback on the End-of-Module Task
- **Write:** Revise the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- *The Birchbark House*

STUDENTS

- *The Birchbark House*
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Writing Resources list (lesson 38)

Preparation

- Determine peer review assignments and how students will access their peer's writing and checklist.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *The Birchbark House*.
2. Display and Choral Read the Essential Question: How do communities sustain their cultures?
3. Tell students that they will review and revise an informative essay to answer this question: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*?

LEARN 53 minutes

Write | Provide Feedback on the End-of-Module Task | 25 minutes

1. Provide additional time for students who require it to complete writing from the previous lesson.

Differentiation Support

At the start of this lesson, students will be at different phases in completing the End-of-Module Task. Some students may require additional time to complete the learning task from the previous lesson. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

2. Remind students that throughout the module they have provided feedback to their peers about their writing by using the writing checklists. Ask this question:



Why do we give feedback and revise writing?

Key Ideas

- to improve the writing
- to make the writing clearer for the reader
- to ensure the essay has all the necessary parts

3. Display the Checklist for the End-of-Module Task, and direct students to the page in their *Learn* book. Tell them that they will first read their own essays and use the checklist to perform a self-assessment.
4. Direct students to the End-of-Module Task, located in the *Learn* book. Instruct them to read their own essays and to use the checklist to complete the self-assessment.
5. Tell students to use their self-assessments to identify one or two criteria from the writing checklist about which they want feedback from a peer.
6. Remind students that when they provided feedback in the past, their feedback was specific, actionable, and supportive.
7. Display and read aloud these feedback sentences:
 - This proof paragraph is unclear.
 - The elaboration doesn't connect the evidence to the point in this paragraph.
8. Facilitate a brief discussion of these questions:

... **Which piece of feedback will help a writer strengthen their writing? Why?**

Reinforce the correct responses: The second piece of feedback will help a writer strengthen their writing. The first is not specific to criteria on the checklist, but the second is. The first does not provide an action the writer can take to improve their writing, but the second does.

9. Instruct students to share the criteria they identified from the checklist with a partner. Tell students to read their partner's essay with their partner's criteria in mind.

Checklist
End-of-Module Task | Prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*?
 Write an essay to explain.

	Review 1	Review 2
Knowledge		
shows knowledge of <i>The Birchbark House</i>	☐	☐
shows knowledge of Ojibwe culture	☐	☐
Writing		
uses a hook to catch the reader's attention	☐	☐
uses context to help readers understand the topic	☐	☐
has a clear thesis with two points	☐	☐
writes about each point in a proof paragraph	☐	☐
uses a transition word or phrase to begin proof paragraph 2	☐	☐
uses a topic sentence to begin each proof paragraph	☐	☐

End-of-Module Task
 Prompt: How does Louise Erdrich share Ojibwe cultural values through *The Birchbark House*? Write an essay to explain.

10.  **Introduce the learning task.** Instruct students to provide feedback by using the checklist. Tell them to discuss their feedback with their partner and to share specific ideas and examples that could improve their partner's essay.

Analyze Student Progress

Monitor: Do students provide specific, actionable, and supportive feedback by using appropriate rows of criteria from the Checklist for the End-of-Module Task?

Offer Immediate Support: If students need additional support providing feedback, instruct them to reread the essay out loud and to pause after each paragraph to locate and review the components listed in the checklist.

Plan Future Practice: Students practice providing peer feedback in a digital environment in module 2.

Write | Revise the End-of-Module Task | 28 minutes

1. Ask this question:

 **What do you plan to focus on as you revise your informative essay?**

Invite a few students to share their responses.

2. Display this list of resources to support student revisions:

- Painted Essay®—Informative
- Sentence Strategies for Module 1
- Writing Model for Module 1
- Checklist for the End-of-Module Task
- Evidence Organizer for the End-of-Module Task

Language Support

To support students' revisions for using commas with introductory elements, direct them to Sentence Strategies for Module 1, located in the *Learn* book. Direct attention to the sample sentences with introductory elements to remind students of the correct comma placement. To support students' revisions for topic-specific vocabulary, direct them to the Glossary for Module 1, located in the *Learn* book.

3.  **Introduce the learning task.** Instruct students to revise their End-of-Module Task responses based on their self-assessment and peer review.

Analyze Student Progress

Following completion of the End-of-Module Task, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

4. Facilitate a brief discussion of this question:

 **How can giving and receiving feedback make you a better writer?**

LAND 5 minutes

Synthesize Learning

1. Direct attention to both knowledge charts, and facilitate a brief discussion of this question:

 **Now that we've studied how two Native communities have sustained their cultures, what are you interested in learning more about?**

Teacher Note

As needed, prompt students to reflect on the questions in their Notice and Wonder Charts from the module, located in the *Learn* book.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.5 Genre: CP.1.5.B, CP.1.5.H

CP.3.5 Content: CP.3.5.A, CP.3.5.A.b, CP.3.5.A.d

CP.4.5 Structure: CP.4.5.A, CP.4.5.A.b, CP.4.5.B, CP.4.5.B.c, CP.4.5.B.d, CP.4.5.C

CP.5.5 Language: CP.5.5.B, CP.5.5.C

CP.6.5 Revision

CP.7.5 Editing

BU Build Understanding

BU.2.5 Discovery and Evidence

BU.3.5 Conversation and Collaboration: BU.3.5.F

BU.4.5 Expression

DF Develop Foundations

DF.3.5 Phonics and Spelling: DF.3.5.B

DF.8.5 Punctuation: DF.8.5.B, DF.8.5.F

DM Develop Metacognition

DM.1.5 Content Stages: DM.1.5.E

DM.3.5 Schema Building

DM.4.5 Reflection and Evaluation



Lesson 40

Essential Question | How do communities sustain their cultures?

OVERVIEW

Preview

In this closing Bookend lesson, students reflect on the module topic and Essential Question. Students share what they learned about how communities sustain their cultures. They continue to engage with the module topic through an experience that the teacher chooses. Students may explore information about local Native nations, experience a guest speaker panel about nearby Native communities, read a book about Native cultures, or engage in a teacher-created experience.

Learning Goals

- Share knowledge gained from the module about how communities sustain their cultures.
- Reflect on the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss New Knowledge
- **Engage:** Explore, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- Prepare materials for the selected activity in the Engage section.
- Depending on the Engage option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students listen to, read, or explore a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH **2 minutes**

Read the Essential Question

1. Tell students that today is the final day of the first module.
2. Display and Choral Read the Essential Question: How do communities sustain their cultures?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences. For additional resources about Native American history and cultures that include Native narratives, visit the National Museum of the American Indian's Native Knowledge 360° website.

LEARN **53 minutes**

Share | Discuss New Knowledge | **8 minutes**

1. Tell students that they will share what they have learned about the module topic. Instruct them to Think–Pair–Share to answer these questions:

 **What did you learn about cultures that you did not know before?**

 **Which text or work of art in this module is most significant to you? Why?**

 **What did you learn about values that might apply to your own life?**

Engage | Explore, Experience, or Read | **45 minutes**

Choose an Explore, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Explore Information About Native Nations

1. Remind students that a sovereign nation is one that is independent and has the authority to govern itself. Tell students that, in addition to the two sovereign Native nations they have learned about in the module, there are more than 500 sovereign Native nations across the United States.
2. Form groups of three or four students. Instruct students to use sources from the internet to research at least one additional Native nation. Tell them to seek information related to a Native nation's culture, including:
 - values
 - oral traditions
 - location of homeland
 - use of natural resources

Teacher Note

To support students in finding relevant and reliable sources and information, create a list of Native nations in your region, along with curated websites for students to access.

3. Invite student groups to present their findings to the class.

Option 2 | Experience a Guest Panel

1. Invite one or more guest speakers from the community who study, represent, or work with Native communities (e.g., representatives from a local Native American museum) to share knowledge about Native cultures in the area.

Teacher Note

Consider virtual as well as in-person guest speakers.

2. Instruct students to listen to what the panelists say, ask their own questions, and jot notes in their journals.

Option 3 | Read a Text

1. Instruct students to read a volume of reading text about the culture of a Native nation.
2. Facilitate a brief discussion about students' experiences with the book.

LAND 5 minutes**Revisit the Essential Question**

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—What did you learn from researching a Native nation?
 - **Option 2**—What did you learn from the guest speaker(s) about a local community?
 - **Option 3**—How does the author describe the culture in the book?
2. Reinforce that students have built a lot of knowledge about how communities sustain their cultures. Encourage students to continue seeking knowledge about different cultures.

ACHIEVEMENT DESCRIPTORS**BU** Build Understanding**BU.1.5 Inquiry and Credibility:** BU.1.5.B**BU.2.5 Discovery and Evidence****BU.4.5 Expression****DM** Develop Metacognition**DM.3.5 Schema Building****DM.4.5 Reflection and Evaluation**

Achievement Descriptors

Below is a list of the Achievement Descriptors by code and number. The following pages include a list of the specific grade-level Achievement Descriptors addressed in this module.

ACHIEVEMENT DESCRIPTOR NUMBERS BY STRAND

MM Make Meaning from Texts

- MM.1 Comprehension and Evidence
- MM.2 Theme and Central Idea
- MM.3 Summary
- MM.4 Individuals, Events, and Ideas
- MM.5 Vocabulary
- MM.6 Diction
- MM.7 Structure
- MM.8 Point of View, Perspective, and Purpose
- MM.9 Media
- MM.10 Argument
- MM.11 Connections
- MM.12 Complexity, Diversity, and Genre

CP Compose and Present Content

- CP.1 Genre
- CP.2 Planning
- CP.3 Content
- CP.4 Structure
- CP.5 Language
- CP.6 Revision
- CP.7 Editing
- CP.8 Presentation

BU Build Understanding

- BU.1 Inquiry and Credibility
- BU.2 Discovery and Evidence
- BU.3 Conversation and Collaboration
- BU.4 Expression

DF Develop Foundations

- DF.1 Print Concepts
- DF.2 Phonemic Awareness
- DF.3 Phonics and Spelling

- DF.4 High-Frequency and Irregularly Spelled Words
- DF.5 Fluency
- DF.6 Foundational Writing
- DF.7 Capitalization
- DF.8 Punctuation
- DF.9 Nouns and Pronouns
- DF.10 Verbs
- DF.11 Adjectives and Adverbs
- DF.12 Prepositions
- DF.13 Sentence Construction

DM Develop Metacognition

- DM.1 Content Stages
- DM.2 Comprehension Monitoring
- DM.3 Schema Building
- DM.4 Reflection and Evaluation

ACHIEVEMENT DESCRIPTORS IN MODULE 1

MM Make Meaning from Texts

MM.1.5 Comprehension and Evidence: Read, listen, or observe closely to comprehend a grade-level text, determining what it says explicitly, making logical inferences, and supporting observations, questions, and conclusions with specific textual evidence.

MM.1.5.A: Quote accurately from a literary text.

MM.1.5.B: Quote accurately from an informational text.

MM.2.5 Theme and Central Idea: Identify the themes and central ideas of a text and explain their development.

MM.2.5.A: Determine a theme of a literary text.

MM.2.5.B: Explain how details in a literary text, including characters' responses to challenges or a speaker's reflections on a topic, convey a theme.

MM.2.5.C: Determine two or more main ideas of an informational text.

MM.2.5.D: Explain how key details in a text support two or more main ideas in an informational text.

MM.3.5 Summary: Summarize a text, including its key ideas and details.

MM.3.5.A: Summarize a literary text.

MM.3.5.C: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

MM.4.5 Individuals, Events, and Ideas: Explain how and why key individuals, events, and ideas of a text develop, relate, and interact.

MM.4.5.A: Compare two or more characters, settings, or events, using specific and relevant details from a literary text.

MM.4.5.B: Explain the relationships and interactions between two or more individuals, events, ideas, or concepts in an informational text.

MM.5.5 Vocabulary: Determine the literal, connotative, and figurative meanings of words and phrases.

MM.5.5.A: Determine the literal meaning of unknown words and phrases.

MM.5.5.A.a: Determine the literal meaning of unknown words and phrases as they are used in a literary text.

MM.5.5.A.b: Determine the literal meaning of unknown words and phrases as they are used in an informational text.

MM.5.5.A.c: Use context (e.g., cause and effect relationships, comparisons) as a clue to meaning.

MM.5.5.A.d: Use common grade-level Greek and Latin affixes and roots as clues to meaning.

MM.5.5.A.e: Consult reference materials to determine or clarify pronunciation or precise meaning.

MM.5.5.B: Determine the connotative and figurative meanings of words and phrases.

MM.5.5.B.a: Determine the connotative and figurative meanings of words and phrases as they are used in a literary text.

MM.5.5.B.b: Interpret figurative language, including similes and metaphors.

MM.5.5.B.c: Recognize and explain the meanings of common idioms, adages, and proverbs.

MM.5.5.B.d: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

MM.5.5.C: Acquire grade-level academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

MM.7.5 Structure: Explain a text's structure, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.

MM.7.5.A: Explain how chapters, scenes, or stanzas fit together to structure a literary text.

MM.7.5.B: Compare the overall structure of events, ideas, concepts, or information in two or more texts.

MM.8.5 Point of View, Perspective, and Purpose: Explain how the point of view, perspective, and purpose of a text shape its content and style.

MM.8.5.B: Describe how the narrator's, speaker's, or author's point of view (perspective) influences how events are described in a literary text.

MM.8.5.C: Analyze two or more accounts of the same event or topic in an informational text, comparing the points of view (perspectives) conveyed.

MM.9.5 Media: Analyze and evaluate how diverse media develop meaning, present information, and represent content within a text or across texts.

MM.9.5.A: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a literary text.

MM.10.5 Argument: Determine the argument in a text.

MM.10.5.B: Summarize the points in an oral argument and explain how each claim is supported by reasons and evidence.

MM.11.5 Connections: Analyze multiple texts that address similar themes or topics to build knowledge or to compare the authors' approaches.

MM.11.5.A: Compare texts in the same literary genre for their approaches to similar themes and topics.

MM.12.5 Complexity, Diversity, and Genre: Read and comprehend texts of appropriate grade-level complexity across diverse cultures and multiple genres.

MM.12.5.A: Literary

MM.12.5.A.a: Stories

MM.12.5.B: Informational

MM.12.5.B.b: Informational

MM.12.5.C: Non-print

MM.12.5.C.b: Visual art

MM.12.5.C.c: Digital or multimedia

CP Compose and Present Content

CP.1.5 Genre: Compose texts in a variety of genres over various timeframes.

CP.1.5.B: Informative or explanatory

CP.1.5.H: Over a period of time

CP.2.5 Planning: Plan texts to respond to discipline-specific tasks for a variety of audiences and purposes.

CP.2.5.A: Unpack the task demands, purpose, and audience.

CP.2.5.B: Analyze a model to identify traits of an effectively written response.

CP.2.5.C: Brainstorm ideas, opinions, topics, events, or experiences to suit the task, purpose, and audience.

CP.2.5.D: Plan a response by gathering and organizing ideas, details, and information from texts or experience.

CP.3.5 Content: Develop ideas and describe experiences using details and evidence appropriate to the task, purpose, and audience.

CP.3.5.A: Develop the content of the text.

CP.3.5.A.b: Develop ideas using facts, definitions, concrete details, quotations, or related information and examples.

CP.3.5.A.d: Incorporate evidence from literary texts to support opinions and ideas.

CP.3.5.A.e: Incorporate evidence from informational texts to support opinions and ideas.

CP.4.5 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

CP.4.5.A: Develop an introduction.

CP.4.5.A.b: Introduce a topic clearly.

CP.4.5.B: Organize the content and create cohesion.

CP.4.5.B.c: Create an organizational structure that groups information logically.

CP.4.5.B.d: Use words, phrases, and clauses to connect ideas within and across categories of information.

CP.4.5.C: Provide a conclusion that relates to or follows from the content of the text.

CP.5.5 Language: Convey content with precise language appropriate to the task, purpose, and audience.

CP.5.5.A: Use knowledge of language and conventions when writing or speaking.

CP.5.5.B: Use with accuracy a variety of words and phrases, including academic and domain-specific words and words that signal contrast, addition, and logical relationships.

CP.5.5.C: Use precise words and phrases and domain-specific vocabulary to express opinions or to convey information about a topic.

CP.6.5 Revision: With support, strengthen texts by revising, rewriting, or trying a new approach.

CP.7.5 Editing: Edit texts for conventions of academic English as appropriate to the task, purpose, and audience and for research style, including proper formatting of sources. *(Refer to Develop Foundations strand for grade-level language expectations.)*

CP.8.5 Presentation: Present or perform effectively, adapting speech so that listeners can hear, understand, and appreciate what is being conveyed.

CP.8.5.A: Speak clearly at an understandable pace.

CP.8.5.B: Adapt speech to various academic contexts and tasks.

BU Build Understanding

BU.1.5 Inquiry and Credibility: Conduct inquiry-based research and determine the relevance of sources.

BU.1.5.A: Conduct short research projects, synthesizing information to build knowledge about various aspects of a topic.

BU.1.5.B: With support, engage in experiences and activities to build knowledge about a topic.

BU.1.5.C: Select information from print and digital sources or experience.

BU.2.5 Discovery and Evidence: Use core practices to process textual evidence and information to support analysis, reflection, and research.

BU.2.5.A: Annotate a text to build understanding.

BU.2.5.B: Take notes, including summarizing and paraphrasing.

BU.2.5.C: Prepare for discussions by reading and studying required texts.

BU.3.5 Conversation and Collaboration: Engage effectively in discussions and collaborations with diverse partners, expressing ideas clearly.

BU.3.5.A: Draw upon preparation during collaborative discussion to explore ideas.

BU.3.5.B: Follow established rules for discussions and carry out assigned roles.

BU.3.5.C: Contribute comments and ask questions that enrich the discussion.

BU.3.5.D: Elaborate on the remarks of others.

BU.3.5.E: Review the key ideas expressed in discussion and draw conclusions in the context of information and knowledge gained from discussion.

BU.3.5.F: Engage in peer review.

BU.4.5 Expression: Write, draw, act out, or speak to respond, to build knowledge, and to demonstrate understanding of a concept, topic, task, or text.

DF Develop Foundations

DF.3.5 Phonics and Spelling: Know and apply grade-level phonics and word analysis skills to decode and encode words.

DF.3.5.A: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to accurately read unfamiliar multisyllabic words in and out of context.

DF.3.5.B: Spell grade-level appropriate words correctly, consulting references as needed.

DF.5.5 Fluency: Read grade-level texts with sufficient accuracy, phrasing, expression, and rate to support comprehension.

DF.5.5.A: Read with purpose and understanding.

DF.5.5.B: Read aloud with accuracy and appropriate phrasing, expression, and rate on successive readings.

DF.5.5.C: Confirm or self-correct word recognition and understanding using context and rereading as necessary.

DF.8.5 Punctuation: Use punctuation, following the conventions of academic English when writing.

DF.8.5.B: Use a comma to separate an introductory element from the rest of the sentence.

DF.8.5.F: Use underlining, quotation marks, or italics to indicate titles of works.

DF.12.5 Prepositions: Form and use prepositions, following the conventions of academic English when writing or speaking.

DF.13.5 Sentence Construction: Produce, expand, and rearrange complete sentences for meaning, interest, and style when writing or speaking.

DF.13.5.A: Expand, combine, and reduce sentences for meaning, reader or listener interest, and style.

DF.13.5.C: Explain the general function of conjunctions and their function in particular sentences.

DM Develop Metacognition

DM.1.5 Content Stages: Engage in deep reading through a predictable, structured progression of questions via the five Content Stages.

DM.1.5.A: Wonder

DM.1.5.B: Organize

DM.1.5.C: Reveal

DM.1.5.D: Distill

DM.1.5.E: Know

DM.2.5 Comprehension Monitoring: Monitor understanding of a text during and after reading.

DM.3.5 Schema Building: Connect new and existing knowledge to expand and revise understanding of a topic.

DM.4.5 Reflection and Evaluation: Reflect on and assess cognitive processes and performance for engaging in a task or reaching criteria for success, including making a plan for improvement.

Vocabulary

aadizookaan (n.)

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

lesson 19



abstract art

a work of art that does not try to show the world as it actually is but still uses line, color, shape, form, texture, value, and space; includes works that evoke or react to other ideas or images

lesson 25

abstract perspective

an artistic technique that creates a sense of unrealistic or flattened space in a two-dimensional work of art

lesson 26

awareness (n.)

knowledge and understanding based on information or experience

lesson 29



context (n.)

information necessary for readers to understand a topic

lesson 20

culture (n.)

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

lesson 1



depth of field

how much of an image is in focus, specifically the distance between the nearest and farthest in-focus parts of an image

lesson 11

devour (v.)

1. to quickly eat all of something, especially in a way that shows that you are very hungry
2. to destroy something completely

lesson 3

empire (n.)

a group of countries or regions that are controlled by one ruler or one government

lesson 5

encounter (n.)

a meeting that is not planned or expected

lesson 18

fluency (n.)

the ability to read with accuracy, phrasing, and expression at an appropriate rate

lesson 2

foreshadow (v.)

to give a suggestion of something that has not yet happened

lesson 22

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



lesson 5

homeland (n.)

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



lesson 6

horizon line

in a work of art, the horizontal line where the ground or sea appears to meet the sky

lesson 4

justice (n.)

fair treatment



lesson 11

natural resource

a part of the environment that a plant, human, or other animal can use for what it needs to live



lesson 19

one-point perspective

an artistic method that shows objects appearing to get smaller the closer they are to the single vanishing point on the horizon line

lesson 4

oral tradition

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

lesson 3

perspective (n.)

the technique an artist uses to realistically depict three-dimensional space on a two-dimensional surface; how an artist gives the idea of space and depth even on a flat surface

lesson 4

portentous (adj.)

trying to seem important, serious, or impressive

lesson 30

sacred (adj.)

worthy of religious or spiritual respect



lesson 25

subject (n.)

the object, scene, figure, or event that a work of art shows

lesson 10

surrender (n.)

an agreement to stop fighting, hiding, resisting, etc. because you know that you will not win or succeed

lesson 8

sustain (v.)

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



lesson 1

tradition (n.)

a way of thinking, behaving, or doing something that has been used by the people in a particular group, family, society, etc. for a long time



lesson 3

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



lesson 4

vanishing point

the point on the depicted horizon line where receding parallel lines seem to meet

lesson 4

Fluency Reference Chart

fluency (n.): the ability to read with accuracy, phrasing, and expression at an appropriate rate

accuracy	correctly decode the words
phrasing	group words into phrases, and pause for punctuation
expression	use voice to show feeling
rate	read at an appropriate speed

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

Syllable Types

Syllable Type	Examples	Definition
Closed	be- gin fun- ny	a syllable that ends in one or more consonants and the vowel sound is usually short
Open	bro -ken car- go	a syllable that ends in a vowel and the vowel sound is usually long
Vowel-Consonant-e	rep- tile mis- take	a syllable that has a vowel followed by one consonant then an e; the e is silent and the vowel is long
Vowel Team	pea -nut en- joy	a syllable with two vowels together that make one sound; that sound can be long, short, or sometimes a special sound
Vowel-r Controlled	par -ty fur -ther	a syllable with <i>ar, er, ir, or, or ur</i> ; the vowel sound often changes
Consonant-le	lit- tle ta- ble	an unstressed final syllable that contains a consonant before the letter <i>l</i> , followed by a silent e
Other: Stable Final	fic- tion	a syllable at the end of a multisyllabic word that makes a stable sound (e.g., -tion, -sion, -cian, -ture, -cial, -cious, -tious)

About the Images

This module's photographs not only depict significant landscapes of Native American culture and history but also serve as a bridge, connecting students to the rich heritage of these communities. These module images help students answer the Essential Question: How do communities sustain their cultures?

The first two images portray the settings that inspired Ojibwe artist George Morrison to create his untitled wood painting that students study in this module. Morrison cut and carved birchwood found in the Michigan forests and then placed the pieces together to form an image of the landscapes he encountered while living on the shoreline of Lake Superior.

Image 1 is a photograph of Pictured Rocks National Lakeshore on Michigan's Upper Peninsula, recognized for its multicolored sandstone cliffs. Along the cliff ridge, the birch trees' characteristically bright-white bark can be seen.

Image 2 offers a breathtaking view of Michigan's Upper Peninsula, capturing the beauty of Lake of the Clouds. This body of water is nestled in a valley between two ridges of the Porcupine Mountains, its surface reflecting the vibrant red, orange, and yellow hues of the birch forest in autumn.

The last three images create a visual journey through the Nez Perce National Historic Trail, which includes significant locations of the Nez Perce Flight of 1877, when settlers began moving into the Nez Perce's homeland. The US government tried to force the Nez Perce onto a reservation one-tenth the size of their traditional homeland. Led by Chief Joseph, the Nez Perce traveled from what is now Oregon and Idaho while being pursued for 126 days by the US Army. The historic trail sites preserve the significance of two cultures in conflict.

Image 3 shows the Heart of the Monster, a small hill in Idaho. The Nez Perce's origin story unfolds at the Heart of the Monster, where Coyote (Iceye'ye) created the Nimiipuu, or Nez Perce, and gave animals their features.

Images 4 and 5 are photographs of the Bear Paw Mountains in central Montana, where the final battle of the Nez Perce Flight of 1877 occurred. After a 1,100-mile journey, the fight ended at the Battle at Bear Paw, where Chief Joseph declared, "Hear me, my chiefs. I am tired; my heart is sick and sad. From where the sun now stands, I will fight no more forever" (qtd. in DeAngelis and DeAngelis).



Image 1. Pictured Rocks



Image 2. Lake of the Clouds



Image 3. Heart of the Monster



Image 4. Bear Paw Mountains



Image 5. Snow-capped Bear Paw Mountains

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Chief Joseph and Family, 1877–1885

F. M. Sargent

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