

WHOSE HOME?

Grade 5 Module 2 Study Guide

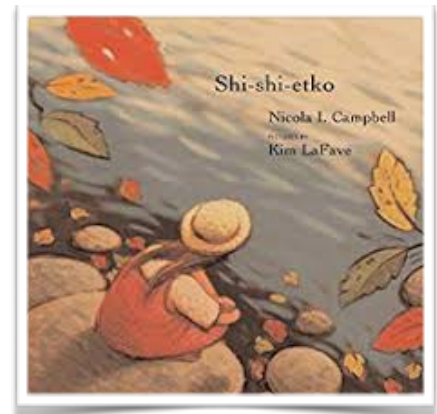
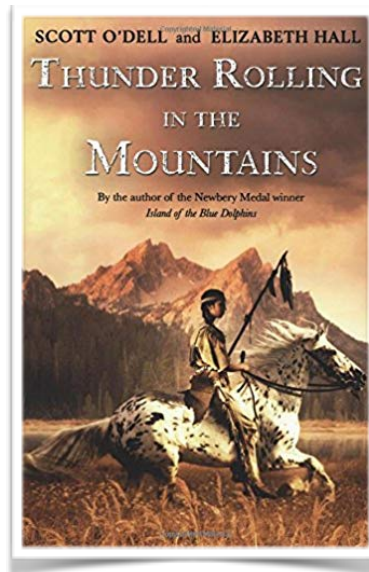
How do the beliefs and values of a culture guide the actions of its people?

Thunder Rolling in the Mountains by Scott O'Dell

Thunder Rolling in the Mountains witnesses the fall of the Wallowa branch of the Nimiipuu (or Nez Perce) tribe from the perspective of Chief Joseph's daughter, Sound of Running Feet. The novel richly depicts the Nimiipuu's daily life, and persuasively imagines how individuals reacted to the forced eviction by the U.S. Army. Sound of Running Feet discovers that violence and lack of safety destroys communities and dreams and that fighting cannot solve all problems.

Shi-shi-etko by Nicola I. Campbell

In this poignantly illustrated picture book, young *Shi-shi-etko* prepares to leave her home for government-mandated boarding school. The book is structured in daily "episodes" in which she visits a family member to learn about her culture. Illustrations show the characters and events described in the words, using orange, red, and yellow colors that match the story's autumn setting. At the time of the story, the Canadian government forced native children to attend Residential Schools to learn English and white culture. *Shi-shi-etko* wants to remember her native culture once she leaves for boarding school.



Students are introduced to a heartbreaking and tumultuous period of American history: the forced eviction of the Nez Perce from their homeland on the Great Plains to a U.S. government reservation in the 1870s. To study this conflict, students close read fictional texts, informational articles, and historical documents. Students consider how beliefs and values impact actions and communication, analyzing each text for the point of view it reflects.

The title of the module, "*Whose Home*" reflects the question of whom the land belonged to. The Nez Perce had lived there for thousands of years without concepts such as deeds or individual ownership of property. The early American settlers had been promised land by the U.S. government in exchange for homesteading. The U.S. government, which first promised the land to the Nez Perce in a treaty, ultimately changed the terms of that treaty.



Skills students learn during this module

- Write an Informative essay to examine a topic and convey information and ideas clearly
- Compare and contrasting two or more characters, settings, or events
- Describe how point of view affects the way events are described
- Determine theme in story or drama
- Determine two or more main ideas in a text
- Explain how key details support each other
- Summarize a text
- Explain relationships and interactions between characters and events
- Analyze how visual and multimedia elements contribute to meaning, tone,

How to Help at Home:

Beyond ensuring your student completes any assigned ELA homework, the best way to support your student in ELA is to **discuss the books they are reading in school and at home!**

Your student will be asked to read 2-3 times a week at home. As they read, they should practice naming **who** the text is about, **what happened**, and **why** it happened.

Reading with your student and helping them generate their who, what, and why responses is a great way to support them in class.

Beyond that, you could also:

- Review important vocabulary from the texts (attached)
- Review Comprehension questions with your students (attached)
- Have students practice writing essays at home!

Sample Writing Task

Over the course of this module, students will be practicing writing **informative essays**. Below, find a sample task. While students benefit from more opportunities to write, they also learn a great deal from **reflecting** on what they wrote and **reviewing and revising** what they wrote with others.

If you want to support your student's writing, you could have them try this practice task and review their writing together. The texts are linked in the underlined titles.

You have read two passages "Shedding Light on the Dinosaur-Bird Connection" and "Piecing Together the Story of Dinosaurs from Fossils" that discuss the connection between dinosaurs and birds. Consider how the narrators in each passage talk about the importance of fossils to understanding dinosaurs and the relationship between birds and dinosaurs. Write an essay describing what both authors suggest about the importance of fossils and whether birds and dinosaurs are related.

New Vocabulary from the texts

As students read the texts, they will encounter many new words. The more opportunities they get to hear, discuss, and think about these terms, the more likely they are to remember and use them in their own speaking and writing. **You can help your student by reviewing vocabulary from class!**

Term	Definition
<i>bleak</i>	hopeless; without cheer
<i>ignorance</i>	lack of education, knowledge, or training
<i>personnel</i>	all the people who work for a business or other organization
<i>internment</i>	confinement in a prison or prison camp, especially during wartime
<i>reservation</i>	being held in a prison or prison camp, especially during war
<i>casualties</i>	members of a military service whose duties do not include fighting, such as doctors
<i>cautioned</i>	warned
<i>sacred</i>	entitled to or worthy of worship or reverence
<i>scavengers</i>	people who find things that others no longer want
<i>replenish</i>	to make complete or full again
<i>valiantly</i>	showing or characterized by courage in both spirit and action
<i>fret</i>	worry
<i>contempt</i>	the feeling or expression of angry disgust at something wicked, mean, or not worthy
<i>mingled</i>	brought together or mixed
<i>spared</i>	refrained from hurting
<i>inadequate</i>	not good enough
<i>dominant</i>	most in control; ruling; leading
<i>restrict</i>	to keep within limits or confine
<i>indomitable</i>	too strong to be conquered or discouraged
<i>refugee</i>	a person who leaves their country due to great danger
<i>ceded</i>	gave up or surrendered
<i>compel</i>	to force or drive to some action or attitude; pressure
<i>estimated</i>	resulting from a careful guess rather than exact counting

Questions about the texts

Question

Answer

(be sure to ask students to cite evidence to support their answers :)

Explain why the story of Chief Joseph and the Nez Perce is important. Use evidence from the Foreword of *Thunder Rolling in the Mountains*, "Nez Perce and U.S. Cavalry," and "Nez Perce Fight Battle of Big Hole" in your answer.

The story of Chief Joseph and the Nez Perce is important because it highlights a time in history when Native American people struggled to protect their land and culture. The article "Nez Perce Fight Battle of Big Hole" explains that the story of the Nez Perce is "one of the most tragic of the many Indian wars of the 19th century" (para. 2). Scott O'Dell became "immersed in the story of Chief Joseph and his people" and wrote a book about its importance (ix). The article "Nez Perce and U.S. Cavalry" says the Nez Perce traveled "1,100 miles" to get away from "U.S. Army troops who were under orders to place them on a reservation." (para. 2.)

Determine a theme from chapter 9 of *Thunder Rolling in the Mountains*. How does the author convey this theme? Be sure to include text evidence to support your ideas.

A theme in chapter 9 is that fighting cannot solve all your problems. The author conveys this theme through what Chief Joseph says to Sound of Running Feet. His daughter wants to fight, but Chief Joseph says: "No matter how many we kill, more come" (48). Chief Joseph is wise. He understands that the conflict between his tribe and the settlers cannot be solved through bloodshed.

Explain the structure the author uses to connect Yellow Hair's treatment of Dirty Face to events in earlier chapters. Describe the connection between the events.

The author uses chapters to group related story events together and then to connect ideas across chapters. In chapters 10 and 11, the author grouped events showing the Blue Coats attacking the Nez Perce's women and children. This made Sound of Running Feet believe that the whites did not care about children. In chapters 13 and 14, the author shows a different side to the settlers. For example, Sound of Running Feet sees Yellow Hair comforting Dirty Face (pp. 74–75). This makes her believe that the settlers may not be that much different than she is. Chapter 13 contrasts the white settlers' treatment of children to the previous chapters, which develops Sound of Running Feet's character for readers and also prepares her to maybe make some different decisions about

Question	Answer (be sure to ask students to cite evidence to support their answers :)
<p>Write a three- to four-sentence response comparing and contrasting the personalities of Swan Necklace and Red Elk. Make sure to use evidence from the text to support your ideas.</p>	<p>Red Elk is old, while Swan Necklace is young, but both men show respect and concern for others. Swan Necklace has always put the welfare of others ahead of himself, especially Sound of Running Feet. Red Elk finds the two and invites them to his village, where he and his wife extend their hospitality. However, Swan Necklace only uses violence during war, while Red Elk is somewhat the opposite, as Sound of Running Feet can tell from the way he looks at their weapons.</p>
<p>What is one reason governments wanted native people to learn Western culture? Integrate information from the preface of <i>Shi-shi-etko</i>, "Indian Boarding Schools," and "A History of Native American Assimilation" to explain your ideas.</p>	<p>The government wanted to native peoples to learn Western culture because they thought the native way of life was "uncivilized." In the preface, Campbell says that children had to "go to residential school to learn European culture and religion" (iii). The article "American Indian Boarding Schools Haunt Many" describes how the schools wanted to "completely transform people." (Transforming People section). The author of "A History of Native American Assimilation" says that "Settlers forced Native Americans to end their ways of life. This forced adoption of Western culture was also called "civilizing." (paragraph 2).</p>
<p>Describe three main events that drove the Nez Perce from their land. Be sure to include textual evidence to support your ideas.</p> <p><u>Text: The Nez Perce and the Cavalry</u></p>	<p>The Treaty of 1863 drove the "treaty" Nez Perce to the reservations, although the "non-treaty" Nez Perce remained. An order issued by the government in 1877 made the Nez Perce realize that they needed to leave or they would be forced to leave. This made many Nez Perce warriors angry. They killed several U.S. soldiers, which caused the conflict that led to their flight toward Canada.</p>