

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor: **Bjorneby**

Date: **1-30/2-1** Class: **5th**

Speech: I Will Fight No More Forever (Day 1)

Workshop 4 Lesson 11

STANDARDS

CCSS.ELA–LITERACY: RI.1.1, RI.1.10, RI.1.2, RI.1.6, RI.2.1, RI.2.10, RI.2.2, RI.2.6, RI.3.1, RI.3.10, RI.3.2, RI.3.6, RI.4.1, RI.4.10, RI.4.2, RI.4.6, RI.5.1, RI.5.10, RI.5.2, RI.5.6, RF.1.4A, RF.1.4B, RF.1.4C, RF.2.4A, RF.2.4B, RF.2.4C, RF.3.4A, RF.3.4B, RF.3.4C, RF.4.4A, RF.4.4B, RF.4.4C, RF.5.4A, RF.5.4B, RF.5.4C, SL.1.1A, SL.1.1B, SL.1.1C, SL.2.1A, SL.2.1B, SL.2.1C, SL.3.1A, SL.3.1B, SL.3.1C, SL.3.1D, SL.4.1A, SL.4.1B, SL.4.1C, SL.4.1D, SL.5.1A, SL.5.1B, SL.5.1C, SL.5.1D, L.1.4A, L.1.6, L.2.1D, L.2.4A, L.2.6, L.3.1E, L.3.4A, L.3.6, L.4.1B, L.4.4A, L.4.6, L.5.1C, L.5.4A, L.5.6

HEADS UP

Word Count: 156

Lexile Measure: 430L

Guided Reading Level: P

Qualitative Measure: Moderate 1

America’s expansion west benefited many—but not all. Students will analyze the heartbreaking speech “I Will Fight No More Forever” to identify Chief Joseph’s purpose in addressing several US generals.

Background knowledge—Consider explaining that as the United States expanded west, the US government forced many Native American tribes to give up their land and live on reservations. Many tribes fought back, but eventually were overpowered by US forces. The 1877 battle between the Nez Perce and the US forces led by Generals Howard and Miles was one of the last battles between Native Americans and the United States.

Engage—Discuss any recent news stories about Native American tribes speaking out against injustices to their people.

Socio-emotional—Students who are Native American, refugees, or who may have faced similar challenges may have strong personal feelings about the topic of the speech. Be sensitive to their perspectives and consider inviting them to share their feelings and experiences with the class.

Materials

ReaL Book pp. 198–199

[Academic Interaction Card](#)

Academic Vocabulary

order (verb): to tell someone that he or she must do something

surrender (verb): to give up and admit that you cannot win

MEETING INDIVIDUAL NEEDS

- **English Learners:** Present-Tense Verbs
- **Standard Classroom English:** Habitual Actions or States (verb *to be*), Verb Formation, Subject and Object Pronouns, Sound Substitution: /d/ for /j/, Sound Substitution: /d/ for /th/

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** Read for Detail
- **Extend:** Identify Author’s Purpose; Compare Text Across Media: Edward Curtis Photographs
- **Language:** Context Clues

[Get Resources](#)

OBJECTIVES

Primary Goals

Literacy Goal: Analyze a text to determine the author’s purpose.

Language Goal: Discuss an author’s purpose using complete sentences.

Additional Goals

Literacy Goal: Determine key ideas in an informational text using academic vocabulary.

Language Goal: Use high-utility academic vocabulary in verbal and written responses.

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

1) Display the Do Now and assign the task.

 **(accurate) You can use (a/an) _____ to get accurate directions to the community center.** (e.g., a map; a GPS system; an app for the best routes)

2) Prompt partners to share their responses and restate their partners’ ideas using the frames.

🗨️ So your idea is _____.

🗨️ Yes, that's correct.

🗨️ No, what I meant was _____.

3) Ask two preselected students to share with the class and guide students to score their own responses.

SHARE TODAY'S GOALS

Primary Goals

Introduce the Literacy and Language Goals. *Today we will analyze details in a speech in order to determine the author's purpose, or why the author wrote the speech.*

🗨️ **Literacy Goal: Analyze a text to figure out the author's purpose.**

🗨️ **Language Goal: Discuss an author's purpose using complete sentences.**

BUILD VOCABULARY AND KNOWLEDGE

Teach Academic Vocabulary: *order*

Teach the Academic Vocabulary word *order* using the [Vocabulary](#) routine.

1) Pronounce the word and have students repeat it twice.

2) Clarify the part of speech. *Order is a verb, an action word.*

3) Rate word knowledge if time permits by having students write a rating (1–4) next to the word.

4) Explain the meaning of the word.


- Provide a brief example to help students connect to the word. *I order my dog to stay when it tries to run up to people.*
- Display and read aloud the meaning of *order*.
- Guide students in completing the blanks in their *Real Books*.
- Make connections with your prior example. *I use a firm voice when I tell, or order, my dog to stay by me.*
- Explain another meaning of *order*. *Order is a multiple-meaning word. As a verb, it can also mean "to ask for food or drink in a restaurant" or "to ask for goods to be sent to you," such as when you order something over the Internet. Order can also be used as a noun meaning "the way things are arranged," as in "We lined up in the order of our height." Remember to use context clues to determine the meaning of order when you see the word used in a text.*

5) Discuss the example.

- Read aloud the example question and model one or two responses while pointing out the grammar target. *To complete the first blank in the sentence, I need an adjective that describes a feeling. I'll write "frustrated."*
- Give students time to think of a response. *Think of another way you feel when someone orders you to do something.*

- Have partners share ideas twice and select one to record. Direct students to read their sentence and then say it with expression. Have students restate their partner’s idea using a frame from the [Academic Interaction Card](#).
- Facilitate whole-group reporting using varied techniques.

6) Deepen understanding by providing an additional example as time permits.


 **Who is someone who might *order* others to do something?**


 **(order) One person who might *order* others to do something is (a/an) _____.** (e.g., a coach; a police officer; a principal)

Teach Academic Vocabulary: *surrender*

Teach the Academic Vocabulary word *surrender* using the [Vocabulary](#) routine.

- 1) Pronounce the word and have students repeat it twice.
- 2) Clarify the part of speech. *Surrender is a verb, an action word.*
- 3) Rate word knowledge if time permits by having students write a rating (1–4) next to the word.
- 4) Explain the meaning of the word.
 - Provide a brief example to help students connect to the word. *After I lost the tennis match, I knew I had to surrender the title of tennis champ to my friend.*
 - Display and read aloud the meaning of *surrender*.
 - Guide students in completing the blanks in their *Real Books*.
 - Make connections with your prior example. *My friend had improved greatly at tennis, and I knew there was no chance I would ever win against her. So I had to give up, or surrender, the title of tennis champ.*
- 5) Discuss the example.
 - Read aloud the example question and model one or two responses while pointing out the grammar target. *After am, I need to start my response with a verb + –ing. If I’m really tired, I might surrender a game, so I’ll write “feeling tired.”*
 - Give students time to think of a response. *Why else might you need to surrender during a game?*
 - Have partners share ideas twice and select one to record. Direct students to read their sentence and then say it with expression. Have students restate their partner’s idea using a frame from the [Academic Interaction Card](#).
 - Facilitate whole-group reporting using varied techniques.
- 6) Deepen understanding by providing an additional example as time permits.

 **What might cause you to *surrender* an argument?**


 **(surrender) I might *surrender* an argument if I _____.** (e.g., realize I’m wrong; don’t want to fight anymore; see that my friend is becoming angry with me)

Activate Knowledge

Connect the Anchor Video to today’s text. *In the Anchor Video, we learned that the Transcontinental Railroad forced Native Americans off their land. Today, we’ll read a speech by a Native American chief whose tribe tried to resist being forced off their land as more people began settling in the West.*

- Use **Think (Write)-Pair-Share** to have students share responses about how settlers from the East changed the West.

 **What do you already know about how settlers changed the West?**

 **One way settlers changed the West was by _____.** (e.g., cutting down trees to build log cabins; establishing towns and trading centers; putting a railroad and telegraph across the land)

Anticipate Challenges Clarify the genre of speech for students. *A speech is said aloud to an audience. The speaker may use the pronoun I when telling how he or she feels and thinks about things. The speaker may also speak directly to or mention people in the audience.*

CLOSE READING

First Read | Key Idea

Introduce the Key Idea question and read aloud the text.

- Read aloud the Key Idea question, and remind students to be prepared to answer the question after reading. *Listen for details that explain why Chief Joseph is tired. If you hear a detail, underline it.*
- Read aloud the text using **Oral Cloze 1**, leaving out the words in blue boxes for students to chime in chorally. *Follow along as I read the text aloud. Occasionally, I will leave out a word. When this happens, read the missing word aloud.*
- During reading, clarify the meaning of the word *reservation* as used in the text. If time allows, explain other meanings for the word *reservation*. *Reservation can also mean “an arrangement to hold a table in a restaurant or a room at a hotel.” For example, “Let’s make a reservation for 7 pm for dinner at my favorite restaurant.” In addition, as a plural noun, reservations can mean “feelings of doubt about a plan or an idea,” such as “I have reservations about whether the plan to surprise Joe for his birthday will work.”*
- After reading, use **Think (Write)-Pair-Share** to have students write and share responses to the Key Idea question.

 **Chief Joseph is tired because _____.** (e.g., his tribe traveled over 1,000 miles; his tribe fought many battles)

Make Connections Point out that the text “I Will Fight No More Forever” provides a different perspective of the settlement of the American West. *After reading three texts from the point of view of settlers, now we have the perspective of a Native American leader. His people have been driven out of lands they called home for centuries. Think about how his point of view differs from the settlers’.*

SMALL GROUP

BUILD FLUENCY AND COMPREHENSION

Second Read | Review Key Idea

Review student responses to the Key Idea question. Provide additional support during the second read for students who have incomplete or inaccurate responses. For students who accurately completed the Key Idea question, encourage them to strengthen their response by adding another reason why Chief Joseph is tired. *We are looking for reasons why Chief Joseph is tired. Listen carefully as we reread the text. Put your thumb up when you hear a reason mentioned.*

- Read aloud the text again using [Oral Cloze 2](#), increasing the pace slightly and omitting different words.
- Support students in revising or adding to their responses.
- Have students share revised or new responses with the group.

 I revised my response to be _____.

 I added _____ to my response.

Make Connections Point out to students that they can learn more about how westward expansion affected Native Americans from the independent reading book, *Navajo: Long Walk*, by Nancy Armstrong. As students deepen their knowledge, guide them to integrate the information they learn from both sources to discuss the plight of Native Americans.


Review Foundational Skills: r-Controlled Vowels Point out examples of multisyllable words with *r*-controlled vowels as you reread the text. For each word, have students say the word aloud, draw a line between the syllables, and underline the syllable (or syllables) that contains the *r*-controlled vowel. (Introduction: lead|er, Ar|my; Paragraph 1: Gen|er|al; Paragraph 2: per|haps; Paragraph 3: for|ev|er)


Analyze Author's Purpose


Explain the task and review analyzing author's purpose. Remind students that the author's purpose is the reason why the author wrote the text. *To complete this task, we will first analyze the text to identify the author's purpose. Then, we will explain how text details helped us identify the author's purpose.*

Anticipate Challenges Clarify that Chief Joseph did not write down his speech, but spoke it aloud. *In this case, Chief Joseph is the speaker of the speech, not the author. But even though Chief Joseph did not write down his speech, he is still the person who came up with the words and had the reason for wanting to communicate the ideas in the speech. However, someone did write down his speech. We can analyze the written version of the speech to determine Chief Joseph's purpose in giving it.*

- Have students independently reread paragraphs 1–3.
- As they read the text, remind students to think about why Chief Joseph gave this speech. *Think about who Chief Joseph is speaking to as he gives the speech. What does he want those people to know?*
- Support students in identifying the author's purpose. *In the first paragraph of his speech, Chief Joseph says that he is tired of fighting. Whom does he say to tell this to? That's right! He says to tell General Howard. In the last paragraph, he repeats that he is tired. What does he say he will do no more? So what message is he sending to the generals through this speech?*
- Have students individually complete the task.
- Use the [Academic Discussion](#) routine to structure student interaction as they report and compare responses.

 The purpose of Chief Joseph's speech was to _____. (e.g., explain why he is surrendering to the American generals)

 (One/Another) detail that helps me understand his purpose is _____. (e.g., that he said, "I am tired of fighting"; that he said "I will fight no more forever")

 The detail that (Name) chose also helped me understand that Chief Joseph's purpose was to _____. (e.g., surrender to the American generals)

Adapt Procedures Partner students for rereading paragraphs 1–3. Have partners take turns reading aloud the speech to each other. *Deliver the speech with feeling and expression. Think about how sad and serious Chief Joseph was as he gave his speech.*

Make Connections Remind students that they learned about the three main purposes that authors have for writing a text in Workshop 3. *The three main purposes for writing are to inform or explain, to entertain, and to persuade. As the speaker of the speech, Chief Joseph was filling the role of author. What was Chief Joseph’s main purpose for delivering his speech? (to explain) How do you know? (e.g., His speech included explanations for why he was surrendering.)*

FORMATIVE ASSESSMENT

LITERACY GOAL: Analyze a text to determine the author’s purpose.

Observe Review students’ written responses to the Analyze Author’s Purpose task, and listen as students report and compare responses with the group.

Monitor Progress

Adapt Instruction/Strategies

Nearly There Students identify the author’s purpose, but may have difficulty identifying details that helped them understand the purpose.

Review the speech and help students find details that support the purpose they identified. *Does this detail suggest that Chief Joseph is surrendering? If so, underline the detail.*

Guide students as they revise their responses to include the details they identified.

Not Yet Students have difficulty identifying the author’s purpose, and therefore may have difficulty identifying details that help reveal the author’s purpose.

Remind students that the author’s purpose is the reason why the author wrote the text. Echo read the definition for *surrender* on page 198 of the *Real Book*. *Let’s keep that word and definition in mind as we review the text to identify the author’s purpose.*

Then work with students to identify text details that help them understand the author’s purpose. Reread paragraph 1 aloud and ask: *What does Chief Joseph say in paragraph 1 that suggests he’s ready to give up? (e.g., he says, “I am tired of fighting”) Let’s underline that detail. What does this tell you about Chief Joseph’s purpose for giving the speech? (e.g., he wants General Howard to know he is tired of fighting and is ready to give up)*

Repeat for paragraph 3, focusing on the line “I will fight no more forever.”


Guide students as they revise their responses to identify the author’s purpose and explain how details helped them understand the purpose.

On Track Students identify the author’s purpose and support their analysis with text details.

FORMATIVE ASSESSMENT	
<p>LANGUAGE GOAL: Discuss an author’s purpose using complete sentences.</p> <p>Observe Listen as students report and compare their responses to the Analyze Author’s Purpose task with the group.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students speak in complete sentences, but may not clearly explain their thinking.</p>	<p>Prompt students to clarify their comments. For example: <i>You’ve mentioned that Chief Joseph said “I am tired.” But what does that suggest about his purpose for giving the speech?</i></p> <p>If needed, model rephrasing the student’s response in a way that conveys a clear analysis. Then prompt students to follow your model.</p>
<p>Not Yet Students seem reluctant to participate in the conversation and may remain quiet or volunteer only one-word responses.</p>	<p>Encourage students to participate in the discussion. For example: <i>Which detail helped you understand the purpose of Chief Joseph’s speech? Use the frame to state your response in a complete sentence.</i></p> <p>If needed, model using the displayed frames to rephrase the student’s response in a complete sentence. Then prompt students to follow your model.</p>
<p>On Track Students use complete sentences as they discuss the author’s purpose.</p>	

The Takeaway

Reflect on the relevance of “I Will Fight No More Forever” by leading students in a collaborative discussion. *By reading Chief Joseph’s speech, we learned about another perspective on America’s westward expansion. If we hadn’t read this text, we might have thought that the westward expansion was great for everyone. So it seems to me that reading texts that tell different perspectives of the same event is important. Why is it important? What can you learn by reading texts that tell different perspectives of the same event?*

 **By reading texts that tell different perspectives of the same event, I can learn _____.** (e.g., how the same event affected different people differently; how different people felt about the same event; that people might have different opinions about the same event)

WHOLE GROUP

WRAP UP

Extend Knowledge

Guide students to share their responses to the Wrap Up question with a partner.

 **What aspect of the American West would you like to learn more about?**

 **I’d like to learn more about _____ because _____.**