

I WILL FIGHT NO MORE
Social Science and English/Language Arts

Grades: 8-9

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Acceleration Approach

Standard has been accelerated by moving grade level 8-9 up to the standard used for grade level 10.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM
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Overarching Concept (e.g. systems, patterns of change, models, scales)

Model

Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning)

Bloom’s Taxonomy including analysis, synthesis, interpret, evaluate

Differentiation Features - Students

- Use multiple higher-level skills
- Designs and/or constructs a model based on principles or criteria
- Present oral and written communication to a real world audience

Common Curriculum Goal

Language Arts – Reading

Develop an interpretation when reading literary text.

Social Science – Historical Skill

Interpret and reconstruct chronological relationships.

Content Standards

Social Science – Historical Skills

Understand, represent, and interpret chronological relationships in history.

Benchmarks

Language Arts – Reading

CIM - Determine characters’ traits by what the characters say in narration, dialogue, dramatic monologue, and soliloquy.

Social Science – Historical Skill

CIM - Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from US history.

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Archetypal Model

Produce and perform an original narration, dialogue, dramatic dialogue, or soliloquy based on a known character in history for others to identify and determine the character's traits.

TASK DEMAND

Sample Task Activity

Once students have read Chief Joseph's "I will fight no more forever," they will discuss this historical figure's character traits. Students will then select and read an appropriately challenging reading selection and analyze the character using the Graphic Organizer *Character Analysis*. Finally the students will produce an original narrative, monologue/dialogue from the point of view of another character in history. From the reading the student will develop vocabulary using the Graphic Organizer *Vocabulary Web*.

Questions

- What are the character traits you wish to communicate?
- Describe ways you may incorporate these character traits in your oral presentation both verbally and non-verbally.
- How can you demonstrate eye contact, speaking rate, volume, enunciation and gestures that portray your character?

Implementation Time

- 45-60 minutes to read "I will fight no more forever" speech in class and discuss point of view of speaker.
- 160 minutes to choose character and research development of speech.
- 90-120 minutes for presentations

Scoring Guide for Teacher and Students as Audience:

Students will be able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Effectively communicate character traits						
Support analysis of character						
Effectively demonstrate: <ul style="list-style-type: none"> • eye contact • rate • volume • gestures 						

Resources

Find the surrender speech *I Will Fight no More Forever* at http://www.4literature.net/Chief_Joseph/I_Will_Fight_No_More_Forever/

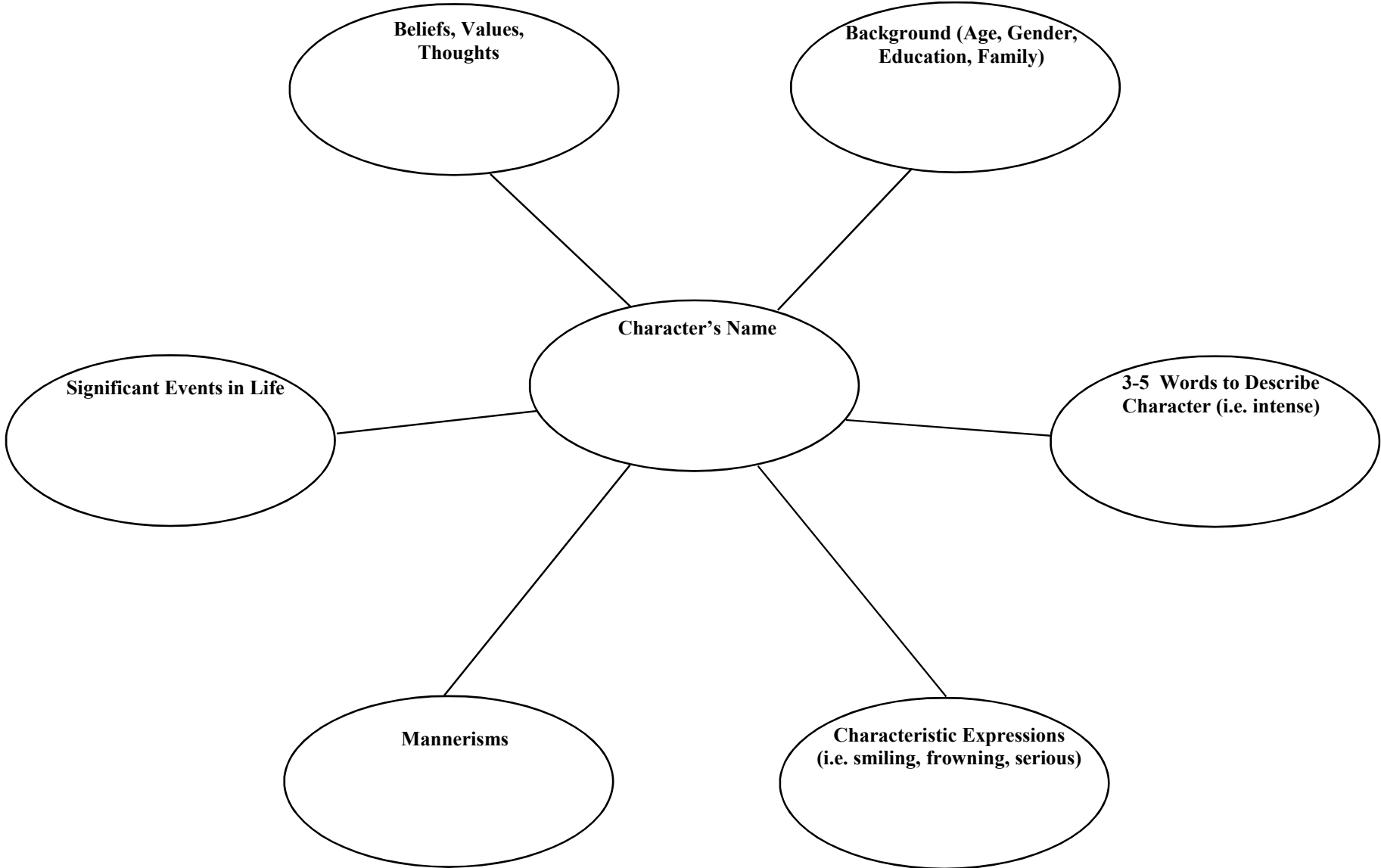
PBS The West at http://www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm

Graphic Organizer
CHARACTER ANALYSIS

Grades: 6-8

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Name _____ Title _____



Graphic Organizer
VOCABULARY WEB MODEL

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The purpose of the Vocabulary Web model is to enable students to gain an in-depth understanding of interesting words. Rather than promoting superficial vocabulary development, the web approach allows for deep student processing of challenging and interesting words.

An example of a vocabulary web activity is given below. The teacher should introduce the activity by exploring the web with the whole class. General steps are listed below, with the word *diverge* as an example:

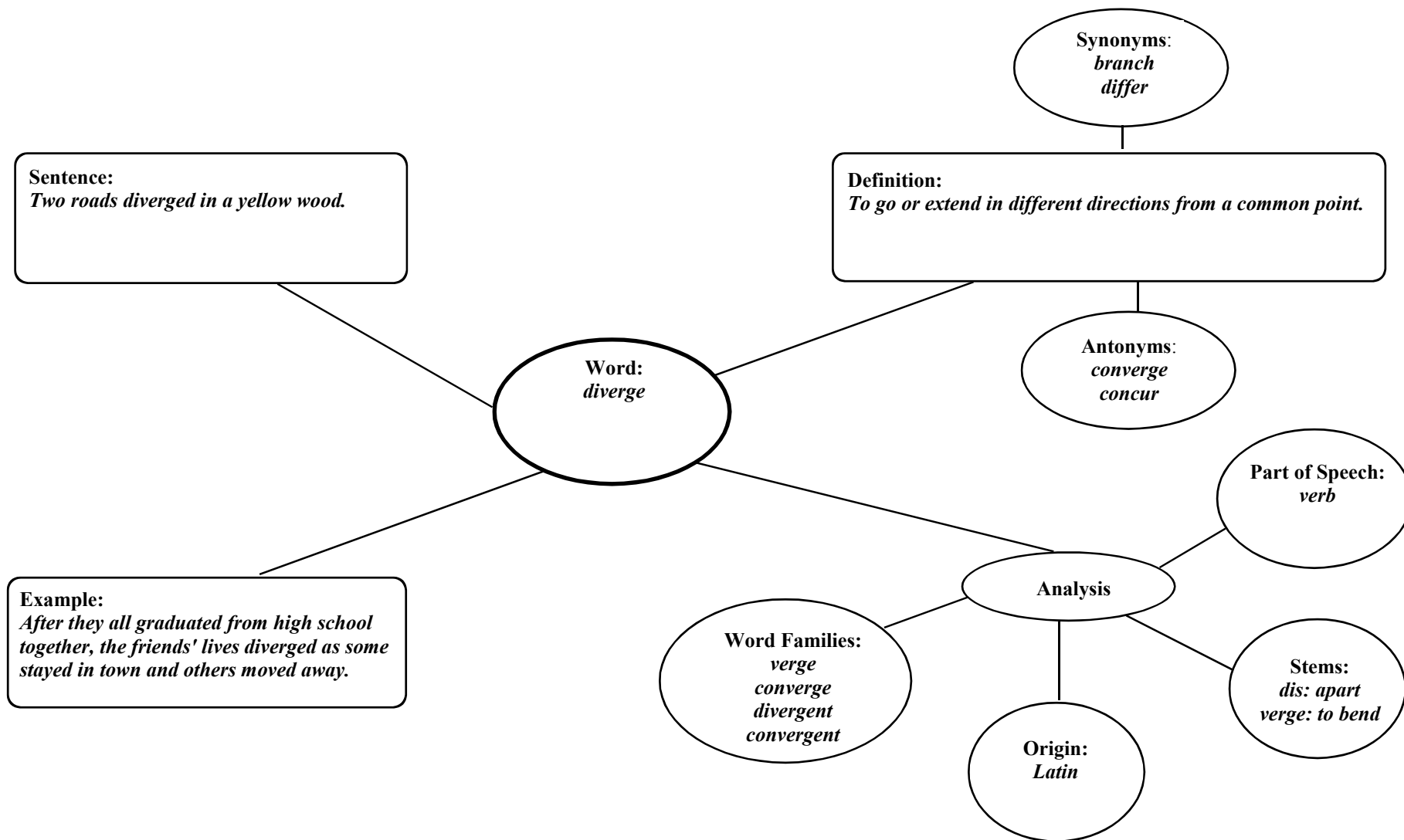
1. Introduce a Vocabulary Web. Put students in groups of no more than four, with a dictionary available as a resource in each group. Distribute copies of a blank Vocabulary Web and ask students to write the word *diverge* in the center. Ask for an explanation of what the word means within the context of a given piece of literature. Have students find the word in the story and write the sentence in which it is found in the "Sentence" cell of the Vocabulary Web.
2. Ask students to look in their dictionaries to find the definition of the word. Display an enlarged copy of the definition on the board or overhead. Have students write the definition relevant to the story into the "Definition" cell of the Vocabulary Web.
3. In their groups, have students develop their own sentences using the word. Ask them to write the sentence in the "Example" cell.
4. Discuss the meanings of the words *synonym* and *antonym*. Have students check the dictionary and think about possible synonyms and antonyms for the word and fill them into the appropriate cells. (Note: Not all cells must be filled for all words; there may not be synonyms and antonyms for all of the words studied.)
5. Ask students what is meant by the phrase "part of speech." Have them locate the part of the dictionary definition that identifies a word's part of speech. Students should then write the part of speech for the word *diverge* into their group webs.
6. Encourage students to think about the *stems* of the word, or the smaller words and pieces of words from which the larger word is made. These include prefixes, suffixes, and roots. Encourage students to check the dictionary for possible stems. Write any identified stems into the appropriate cell of the Vocabulary Web.
7. Have students locate the origin of the word (Latin, French, Greek, etc.) in the definition and write it in the "Origin" cell of the Vocabulary Web.
8. Ask students to think of other words in the same family as the word *diverge* or other words which use one or more of the same stems. Encourage them to use their ideas from the stems cell to give them ideas.
9. Discuss the Vocabulary Webs developed by the student groups.

See an example of the next page.

GRAPHIC ORGANIZER
VOCABULARY WEB EXAMPLE

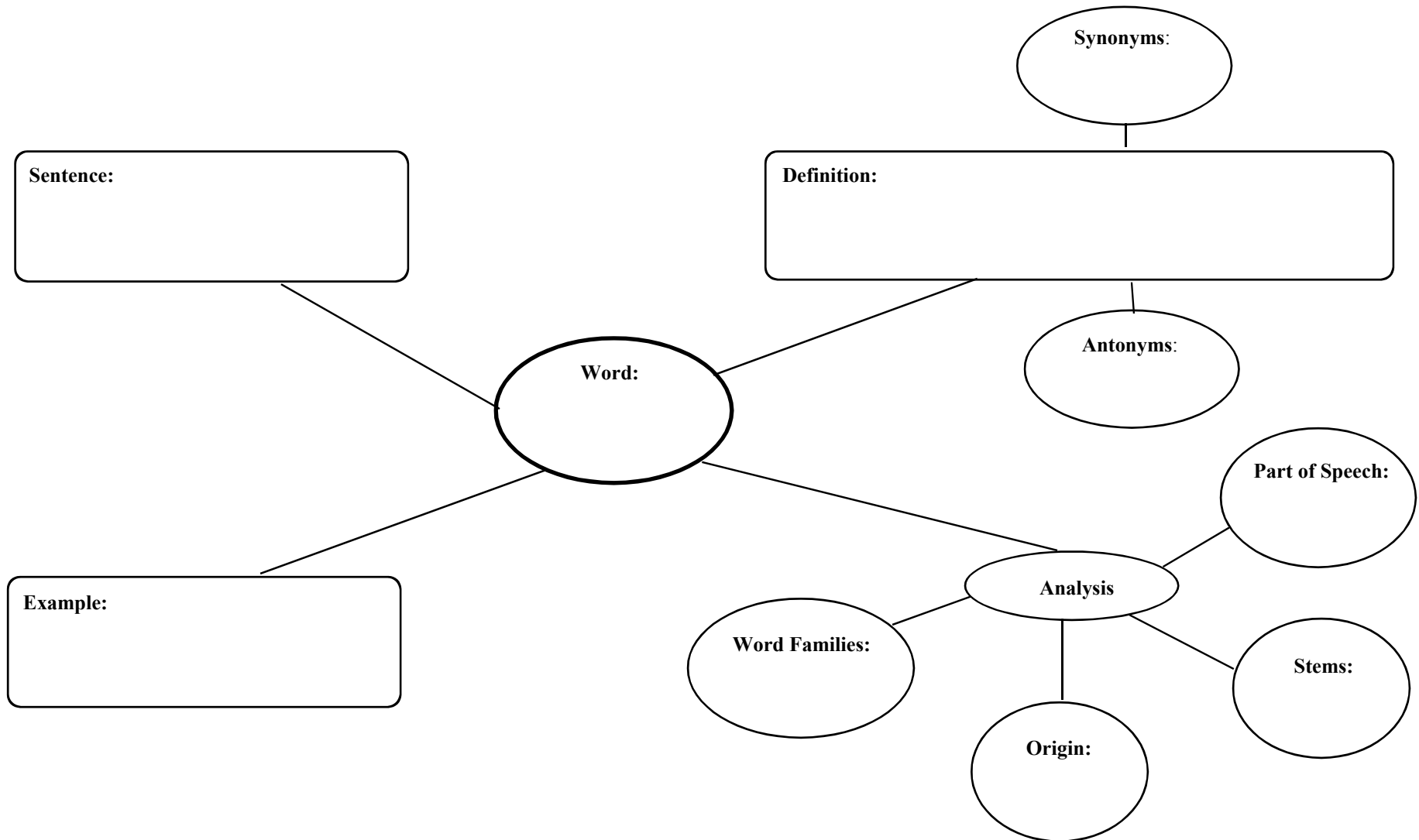
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Name _____ Title _____



GRAPHIC ORGANIZER
VOCABULARY WEB

Name _____ Title _____



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TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENGLA	ACADEMICALLY TALENTED SOCIAL STUDIES	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<input checked="" type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input checked="" type="checkbox"/> Creative Problem Solving with Real Problems/Audiences <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development	<input checked="" type="checkbox"/> Advanced Critical Thinking in LA <input type="checkbox"/> Continuous Progress/Level and Rate* in LA <input type="checkbox"/> Challenging LA Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in LA <input type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA peers <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA	<input checked="" type="checkbox"/> Advanced Critical Thinking in Soc Science <input type="checkbox"/> Continuous Progress/Level and Rate* in Soc Science <input type="checkbox"/> Challenging Soc Science Resources <input checked="" type="checkbox"/> Creative Problem Solving Strategies in Soc Science <input type="checkbox"/> Soc Science Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented Soc Science Peers <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in Social Studies	<input type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development	<p>English/LA:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM <p>Social Science:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts</p>				
<p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>Check TAG Identification category: <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA</p>				