

Teacher: Deanna Strait

Title: "I will fight no more, forever"

Subject: U. S. History

Topic: Chief Joseph and the Nez Perce

Grade: 10<sup>th</sup>-11<sup>th</sup>

Lesson Duration: approximately 2-3 class sessions of 1.5 hours each

School: South High

<b>Education Designs Lesson/ Unit Plan</b>	
<b>Lesson Summary:</b> <i>(A short 3-5 sentence summary of the lesson and how it will be delivered)</i>	This lesson is on Chief Joseph and the Nez Perce Indians and their heroic journey. Students will analysis the primary source document, Chief Joseph "I will fight no more forever" surrender speech, 1877, through the historical fingerprinting model. Students will watch the movie, "I will fight no more forever" and write a one page reflection paper explaining why Chief Joseph was an American hero and what his legacy was to America. Students will cite a minimum of 5 sacrifices made by Chief Joseph on behalf of his people.
<b>National Standards for History Era:</b> <a href="#">Link</a>	<b>National Council for Social Studies Standard III, People, Places, &amp; Environments</b> <b>Performance Expectations b:</b> Create, interpret, use, and synthesize information from various representations of the earth, such as maps, globes, and photographs.  <b>National Council for Social Studies Standard VI Power, Authority, &amp; Governance</b> <b>Performance Expectations a:</b> examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare  <b>Performance Expectations d:</b> compare and analyze the ways nations and organizations respond to conflicts between forces of unity and forces of diversity.
<b>Standard(s):</b> <i>State, Local or National</i>	National
<b>Themes/Concept:</b>	Cultural and Political
<b>Essential questions (2-5 questions)</b> <i>(What you want the students to know)</i>	<ol style="list-style-type: none"><li>1. Why is Chief Joseph considered an American hero and what is his legacy to America?</li><li>2. What did General Howard mean when he said "I have fought 2 great men in my life, Grant and Chief Joseph"? How did Howard compare the two men?</li><li>3. How Chief Joseph was considered an excellent war strategist?</li><li>4. What motivated the government to violate the treaty with the Nez Perce?</li></ol>

	<ol style="list-style-type: none"> <li>5. In the movie, what did it signify when the doll was left at one of the destroyed camps?</li> <li>6. What effect have Chief Joseph's words had on America's conscience?</li> </ol>		
<b>Elements</b> ( <i>What you want the students to understand</i> )	<ol style="list-style-type: none"> <li>1. Students should understand how Indian lands were taken by the government on a regular basis.</li> <li>2. Students will understand the expansion of the United States from the Nez Perce perspective.</li> <li>3. Students should understand that not all Indians wanted war with the white man.</li> <li>4. Students should understand the responsibility of leadership.</li> </ol>		
<b>Launch Activity (Hook)</b>	Historical fingerprinting, using the primary source document, Chief Joseph "I will fight no more forever" surrender speech, 1877.		
<b>Knowledge &amp; Skills</b>  ( <i>People, Places, times and vocabulary-what the student should be able to do. What skills will they use?</i> )	Chief Joseph General Howard Nez Perce Indians Treaty General Miles surrender Wallowa Valley	Colville Reservation Yellowstone River	<b>Skills:</b> <b>Reading, writing, socialization, Reflection, detect cause-and-effect relationships, listen carefully for information, analysis</b>
<b>Lesson Methodology</b> ( <i>How will you conduct the lesson; activities...?</i> )			
<p>Activities:</p> <ul style="list-style-type: none"> <li>• Distribute copies of the primary source document, Chief Joseph's "I will fight no more forever" surrender speech, 1877.</li> <li>• Have students analyze (SOAP) the document and use the historical fingerprinting model (from <u>Teaching U.S. History Beyond the Textbook</u>, by Yohuru Rashied Williams)</li> <li>• Watch the movie, "I will fight no more forever". Have students pay particular attention to the relationship between General Howard and Chief Joseph for their reflection paper.</li> <li>• At the end of the movie, have the students write their reflection paper about the treatment of the Nez Perce and the sacrifices made by Chief Joseph.</li> <li>• Distribute maps to the student groups and have them follow and sketch in the route the Nez Perce traversed. Students will then list the most significant aspects/battles of the journey.</li> </ul> <p>Art Activity:</p> <ul style="list-style-type: none"> <li>• Have the students write how they felt about the speech or depending on their level, re-copy the speech on poster paper and then add art work depicting the emotions they feel about the speech.</li> </ul>			

**Assessment Evidence:** *What evidence will show that students met the learning goal?*

**Traditional Assessment** (*Quizzes, Test, Selected Responses*)

After viewing the movie, the students will write a one page reflection paper about how they feel about the treatment of the Nez Perce. They need to demonstrate that they recognize Chief Joseph's sacrifice for his people. The final paper work should reflect on at least 5 sacrifices made by the Chief.

Students will work with a partner and sketch in the journey traveled by Chief Joseph and the Nez Perce on their map. The partners will then review their maps and list what they think are the most significant aspects of the journey (no really wrong answers here as long as students can justify or defend their answers).

**Authentic Assessment** (*Performance Tasks, Rubrics, Projects, Dialogues, Portfolio, etc.,*)

Break into heterogeneous groups and have each group create comprehension questions and answers about the movie. Post the questions at different stations and have them do a peer review about the questions each group developed about the movie and correct if needed with another colored marker.

**Student Self-Assessment**

Students can re-write the speech on a poster and add their own individual artwork to depict the surrender. Students can also put their own feeling about what Chief Joseph was saying on a poster and add artwork.

**Differentiation Associated with this unit**

**Lower level, ESL, Special Education:** Extended time for map work, cooperative grouping for re-writing the speech. Vocabulary can be modified as needed. Flash cards can be created and used for review.

Students may choose to work individually on the map component.

**Gifted/talented students:** May choose to research Chief Joseph's life prior to and/or after his involvement in Indian Affairs with the United States Government.

**Resources and instructional tools:** (*Including Video Sources, Text Resources, Research Strategy*)

- Textbook
- Maps of the area traversed in the 1700 mile journey
- Movie "I Will Fight No More Forever" (w/ Ned Romero) distributed by Questar Video (this is the best portrayal of events)
- Teaching U.S. History Beyond the Textbook, by Yohuru Rashied Williams)
- Computers with internet access
- Primary Sources: The surrender speech by Chief Joseph (see hyper link and hard copy below)

Surrender Speech by Chief Joseph of the Nez Perce from

<http://www.u-s-history.com/pages/h3813.html>

"Tell General Howard I know his heart. What he told me before; I have it in my heart. I am tired of fighting. Our chiefs are killed; Looking Glass is dead, Ta-Hool-Hool-Shute is

dead. The old men are all dead. It is the young men who say yes or no. He who led on the young men is dead. It is cold, and we have no blankets; the little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food. No one knows where they are — perhaps freezing to death. I want to have time to look for my children, and see how many of them I can find. Maybe I shall find them among the dead. 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.”

**Additional Websites:**

<http://www.legendsofamerica.com/NA-ChiefJoseph.html>

[http://www.pbs.org/weta/thewest/people/a\\_c/chiefjoseph.htm](http://www.pbs.org/weta/thewest/people/a_c/chiefjoseph.htm)

<http://www.juntosociety.com/native/nezperce.htm>

<http://www.indigenouspeople.net/joseph.htm>

<http://www2.gsu.edu/~eslmlm/chiefjoseph.html>

<http://www.answers.com/topic/chief-joseph>

<http://www.danielnpaul.com/ChiefJoseph-NezPerce.html>



Picture from

<http://www.nezperce.com/images/786-45r.jpg>