



About the Author



Chief Joseph was a famous leader of the Nez Percé tribe. He was known by his people as Hin-mah-too-yah-lat-kekt, or Thunder Rolling Down the Mountain. He was born in Wallowa Valley in 1840, in what is now Oregon. In 1877, when the U.S. government threatened to forcefully move the Nez Percé to a reservation, Chief Joseph refused, choosing instead to lead his people north toward Canada. Chief Joseph died in 1904, never having returned to the land he had fought so hard to keep for his tribe. His doctor said he died “of a broken heart.”

STANDARDS

Reading Informational Text

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Language

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- Use context as a clue to the meaning of a word or phrase.
- Verify the preliminary determination of the meaning of a word or phrase.

Words Do Not Pay

Concept Vocabulary

You will encounter the following words as you read “Words Do Not Pay.”

misrepresentations

misunderstandings

Context Clues To find the meaning of an unfamiliar word, look for clues in the context, which consists of the other words that surround the unknown word in a text. If you are still unsure of the meaning, look up the word in a dictionary. Consider this example of how to apply the strategy.

Example: Good words will neither return our land nor **restore** our way of life.

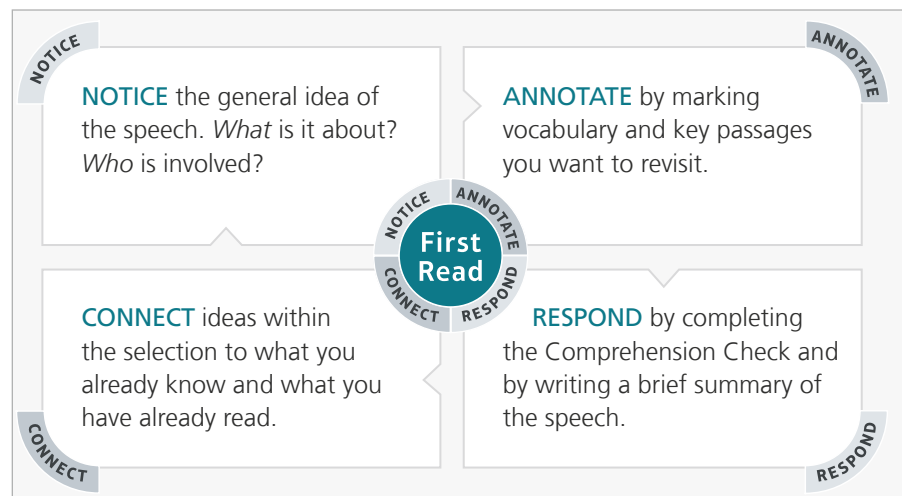
Analysis of Clues in the Text: Good words will not return or *restore* something that has been taken.

Possible Meaning: *Restore* means “to return or give back.”

Apply your knowledge of context clues and other vocabulary strategies to determine the meanings of unfamiliar words you encounter during your first read of “Words Do Not Pay.”

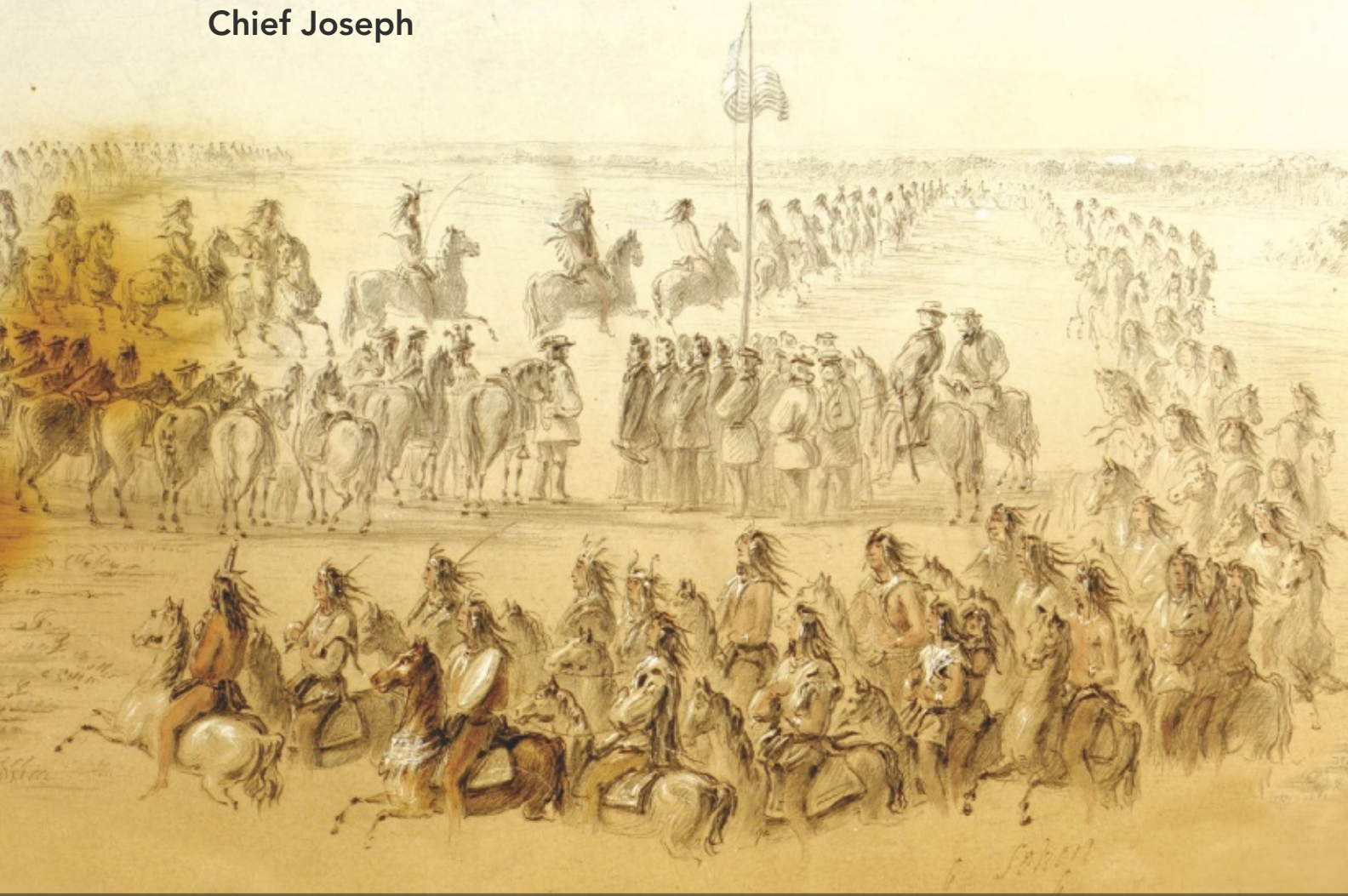
First Read NONFICTION

Apply these strategies as you conduct your first read. You will have an opportunity to complete a close read after your first read.



Words Do Not Pay

Chief Joseph



BACKGROUND

In 1863, the Nez Percé tribe refused to sign a treaty that would make them move from their ancestral land in Oregon to a much smaller reservation in Idaho. Despite the refusal, the United States government sent in federal troops to force the Nez Percé off their land. In response, Chief Joseph led his people toward Canada in a three-month, 1600-mile flight across the Rocky Mountains. He eventually surrendered to General Miles in 1877, under the terms that his tribe could return to their homeland. Instead, the Nez Percé were sent to Oklahoma, and half of them died during the trip. In one of many appeals to Congress on behalf of his people, Chief Joseph made this speech in 1879 in Washington D.C.

- 1 **I** do not understand why nothing is done for my people. I have heard talk and talk, but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They

Mark context clues or indicate another strategy that helped you determine meaning.

misrepresentations (mihs reh p rih zehn TAY shuhnz) *n.*

MEANING:

misunderstandings (mihs uhn duhr STAND ihngz) *n.*


MEANING:

do not pay for my country, now overrun by white men. They do not protect my father's grave. They do not pay for all my horses and cattle. Good words will not give me back my children. Good words will not make good the promise of your war chief General Miles. Good words will not give my people good health and stop them from dying. Good words will not get my people a home where they can live in peace and take care of themselves. I am tired of talk that comes to nothing. It makes my heart sick when I remember all the good words and all the broken promises. There has been too much talking by men who had no right to talk. Too many **misrepresentations** have been made, too many **misunderstandings** have come up between the white men about the Indians. If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. You might as well expect the rivers to run backward as that any man who was born a free man should be contented when penned up and denied liberty to go where he pleases. . . .

- 2 Let me be a free man—free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to think and talk and act for myself—and I will obey every law, or submit to the penalty. 🦁

Comprehension Check

Complete these items after you finish your first read. Review and clarify details with your group.

1. What is one problem that Chief Joseph has with the “good words” of others?
2. According to Chief Joseph, what is one thing the white man needs to do to live in peace with the Indian?
3. According to Chief Joseph, what is one thing all men have in common?
4. What activities does Chief Joseph associate with being a “free man”?
5.  **Notebook** Confirm your understanding of the speech by writing a summary.

RESEARCH

Research to Clarify Choose at least one unfamiliar detail from the speech. Briefly research that detail. In what way does the information you learned shed light on an aspect of the speech?



WORDS DO NOT PAY

TIP

GROUP DISCUSSION

As you discuss the speech, make sure that everyone listens respectfully to each other's ideas.

WORD NETWORK

Add words related to taking a stand from the text to your Word Network.

STANDARDS

Reading Informational Text
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Language

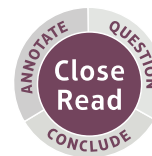
- Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. Distinguish among the connotations of words with similar denotations.

Close Read the Text

With your group, revisit sections of the text you marked during your first read. **Annotate** details that you notice. What **questions** do you have? What can you **conclude**?



Analyze the Text

CITE TEXTUAL EVIDENCE
to support your answers.

Notebook Complete the activities.

- 1. Review and Clarify** With your group, reread the speech. What do you think the author means when he claims that "words do not pay"? How does he use examples to support his claim?
- 2. Present and Discuss** Share the passages from the text that you found important. Discuss what you noticed in the text, what questions you asked, and what conclusions you reached.
- 3. Essential Question: *When is it right to take a stand?*** How is Chief Joseph taking a stand? Do you think his reasons for doing so are legitimate? Discuss with your group.

LANGUAGE DEVELOPMENT

Concept Vocabulary

misrepresentations **misunderstandings**

Why These Words? The two concept vocabulary words from the text are related. With your group, discuss the words and identify a concept they have in common. How do these words enhance the impact of the text?

Practice

Notebook Confirm your understanding of the concept vocabulary words by using each one in a sentence.

Word Study

Notebook Old English Prefix: *mis-* The Old English prefix *mis-* means "opposite," "badly," or "wrongly." When added to a word, it creates an opposing or contrasting meaning. In his speech, Chief Joseph refers to "misrepresentations," or wrong representations, of Indians. Using your knowledge of the prefix *mis-*, answer the following questions.

- What might happen if you have a *miscommunication* as to the time you are meeting a friend?
- What can happen if you *misread* the instructions for a recipe?

Analyze Craft and Structure

Persuasive Techniques and Word Choice Writers use persuasive techniques in an argument to lead an audience to agree with them. These are some of the persuasive techniques that writers use:

- **Repetition** consists of saying something repeatedly for effect.
- **Appeals to reason** invite the audience to use logic as they draw conclusions from the evidence presented by the writer.
- **Appeals to emotions** attempt to persuade readers by triggering their feelings about a subject.
- **Appeals to authority** are references to expert opinions.

A writer's **word choice** includes not only individual words but also the phrases and expressions the writer uses. Word choice can convey **tone**—the writer's attitude toward the topic or audience. These factors influence word choice:

- the writer's intended audience and purpose
- the **denotations** of words, or their dictionary definitions
- the **connotations** of words, or their negative or positive associations (For example, *assertive* and *pushy* have similar denotations but different connotations.)


A writer's word choice and tone can contribute to the power of the argument he or she presents. The denotations and connotations of the words a writer chooses as well as the phrases and expressions he or she includes in an argument can impact the effectiveness of persuasive techniques. For example, a writer may choose to create repetition in an argument using words with specific connotations in order to appeal to a specific audience.

TIP

CLARIFICATION

Consulting a dictionary for a word's denotation will help you grasp the difference between a word's precise meaning and the meaning suggested by its connotations.

Practice

 **Notebook** Use a chart like this one to analyze Chief Joseph's persuasive techniques. Then, share your chart with your group, and discuss any different examples you have noted.

CITE TEXTUAL EVIDENCE
to support your answers.

WORDS DO NOT PAY	
PERSUASIVE TECHNIQUE	EXAMPLES
repetition	
appeal to reason	
appeal to emotion	
appeal to authority	

Now, work as a group to identify words, phrases, and expressions in the examples that contribute to Chief Joseph's word choice and convey his tone. Then, discuss whether Chief Joseph's word choice and tone are effective and persuasive.



WORDS DO NOT PAY

STANDARDS

Writing

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

- Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Language

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Author's Style

Rhetorical Devices **Parallelism** is the use of similar grammatical forms or patterns to express similar ideas within a sentence. Parallelism adds rhythm and balance to writing and strengthens the connections among an author's ideas.

Writing without parallelism produces awkward, distracting shifts for readers. By contrast, parallel constructions place ideas of equal weight in words, phrases, or clauses of similar types.

Nonparallel: Dress codes are less restrictive, less costly, and are not a controversial system.

Parallel: Dress codes are less restrictive, less costly, and less controversial.

SAMPLE PARALLEL FORMS

modified nouns	bright eyes, large hands, strong fingers
verb forms	to ask, to learn, to share
phrases	under a gray sky, near an icy river
adverb clauses	when I am happy, when I am peaceful
adjective clauses	who read with care, who act with concern

Read It

Work with your group to identify examples of parallelism in Chief Joseph's speech "Words Do Not Pay." Underline the parallel constructions of words, phrases, and clauses throughout the speech. Then, discuss with your group the ways in which Chief Joseph's use of parallelism creates rhythm and balance in the speech. How do his parallel constructions strengthen the connections between his ideas? Does the use of parallelism make his argument stronger and more persuasive?

Write It

Write three sentences about the speech in which you correctly use parallelism.



Research

Assignment

Work with your group to create a **research report** about Chief Joseph or the Nez Percé people. In your report, analyze the ways in which the topic your group chooses contributes to your understanding of Chief Joseph's argument. Choose one of the following topics:

- ☐ a **historical report** on the history of the Nez Percé tribe, including information about their beliefs and culture
- ☐ a **biographical report** on the life of Chief Joseph, including his upbringing and influences

Assign Tasks Use the chart to assign tasks for each group member.

TASK	GROUP MEMBER(S)	COMPLETED
Search for and take notes on reliable sources.		
Organize the information.		
Write the report.		
Proofread and edit the report.		

Conduct Research As you conduct research, follow these guidelines:

- When researching online, choose search terms that are specific and unique to your topic. General terms may have more than one meaning, and therefore may produce unhelpful results.
- Make sure the sources you find are relevant and reliable, and take detailed notes to use in your bibliography or Works Cited page.
- Include information from several different sources. Do not rely solely on one source, even if it is a credible one.
- **Paraphrase**, or restate, information from sources, and note **direct quotations**, that are particularly powerful. Remember to put direct quotations in quotation marks to indicate that they are the exact words of another writer.

Organize Your Report Organize the information from your research logically. For example, in a historical or biographical report, you may choose to present information about events and experiences in **chronological order**, or the order in which the events happened. Conclude your report by reflecting on the ways in which the knowledge you gained from your research helped you to better understand the Chief Joseph's speech.

EVIDENCE LOG

Before moving on to a new selection, go to your Evidence Log, and record what you learned from "Words Do Not Pay."