



6TH GRADE

VOLUME 6.2

Historical Nonfiction *Children of the Dust Bowl*

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with Bethany Robinson

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First Printing July 2014
Second Printing September 2021

ISBN: 978-1-59849-170-8
Library of Congress Control Number: 2014912331

Printed in the United States of America

Design: Soundview Design

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Welcome to the C. I. A. Unit of Study for the book *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp* by Jerry Stanley

This unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach*. I hope you enjoy guiding your students through the authentic work of expert readers!

Children of the Dust Bowl is one of many photo essays written by Jerry Stanley. This historical nonfiction text tells the story of the Okie migration from the Southern Plains to California between 1935 and 1940. Students will read about the hardships this group of people endured and come to understand the pride of the Okies and their determination to accept hardship without showing weakness. *Children of the Dust Bowl* also highlights the inspiring story of Leo Hart, the man who helped the Okie children build their own school.

This unit of study connects well to the previous unit, 6.1, *The Westing Game*. Students will draw upon their understanding of the American Dream.

Jerry Stanley blends the chronological story of the Okies with photographs and interviews that document the migrants' shocking circumstances. You and your students will become emotionally engaged by the text as you learn about the realities of the poverty and injustice the Okies faced.

Children of the Dust Bowl is a challenging text for sixth-graders because it demands a great deal of background knowledge about this time in history. The first several lessons in this unit will give students an opportunity to expand their background knowledge on the topic of the Great Depression. Throughout the unit of study, students will view the PBS documentary, *American Experience: Surviving the Dust Bowl* (2007). (To support these lessons, you will need to purchase or download this video from the PBS website.) In addition, students will read various supporting articles about the people and events of this time period. Students will take time to study the photographer Dorothea Lange and consider how her photograph "Migrant Mother" has become an American icon.

Notes taken from multiple sources throughout the unit of study will support a formal writing piece that students will write at the conclusion of the unit. This formal writing piece will explain the geographic and economic challenges the Okies faced, and will also highlight the strength of this group of people.

Included at the back of this unit is a section titled "Supplementary Materials for Social Studies Connections." Here I make suggestions for additional related projects and lessons that might be conducted during your content area literacy block while teaching this unit. If time allows, I highly recommend participating in some or all of these activities or using your own resources to further students' understanding.

Finally, this unit of study is also designed to teach students the features of historical nonfiction and familiarize them with the text structure of a photo essay. They will learn the importance of recognizing cause and effect relationships and consider how the message in *Children of the Dust Bowl* has significance for and influence on our lives today.

Throughout this unit, it will be important to keep charts easy to read, colorful, and displayed on the classroom wall, as they will be used often for referencing and for monitoring comprehension. I suggest having a United States history timeline displayed somewhere in your classroom. Mark his-

torical events already covered in your school-wide social studies curriculum on the timeline, along with the events of the Great Depression. This offers students a visual representation of the relationship between events throughout history. I have used the U.S. History Timeline Topper Bulletin Board Set found at Mark Twain Media Publishing Company (#CD 1921).

I know you will enjoy immersing yourself in this beautiful book. Remember, the purpose is to bring history alive for your students by letting them see history through the eyes of the people who experienced it. Use all the resources available to you to help students visualize and understand this time period. For them, the experience will be memorable!

Before starting this unit of study with your students, you will want to read and label a copy of the book *Children of the Dust Bowl*, to be used as a teacher guide. You will also want to acquire a class set of books for students to use during read-aloud. Take time to get to know the scope and sequence, and input lessons into your plan book ahead of time. Plan for social studies connections in your content area literacy block.

At the back of this unit you will find a vocabulary handbook. Please print a copy of this handbook for each student. It will be used almost daily and is an essential component of this unit of study.

If this is your first time teaching a C. I. A. unit, you will want to first familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a reading block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Preparing for assessment

Get Ready for Vocabulary Instruction

“Teacher read-aloud is one of the major opportunities for children to learn new word meanings” (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

Vocabulary Mini-Lesson Routine

| | |
|---|---|
| <p>1. Introduce the word and highlight morphemes.</p> | <p><i>Today our target word is...</i> If applicable: <i>What is the root?</i> <i>What is the prefix? What does the prefix mean?</i> <i>What is the suffix? What does the suffix mean?</i></p> |
| <p>2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.</p> | <p><i>Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?</i></p> |
| <p>3. Turn and talk: What does the word _____ mean?</p> | <p><i>Based on the clues, what words or phrases describe this word?</i> <i>Turn and talk.</i></p> |
| <p>4. Share-out and add to chart.</p> | <p><i>What did you come up with?</i> *add accurate examples to the chart</p> |
| <p>5. Brainstorm other contexts for this word.</p> | <p><i>In what other contexts might we find this word?</i> *add accurate examples to the chart</p> |
| <p>6. Turn and talk: What are opposites of this word?</p> | <p><i>What words or phrases describe the opposite of this word? Turn and talk.</i></p> |
| <p>7. Share-out and add to chart.</p> | <p><i>What did you come up with?</i> *add accurate examples to the chart</p> |
| <p>8. I will remember this word...</p> | <p><i>How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.</i></p> |
| <p>9. Link...</p> | <p><i>Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.</i></p> |

Children of the Dust Bowl Text Complexity

| QUALITATIVE MEASURES | QUANTITATIVE MEASURES |
|---|---|
| <p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to culture, overcoming hardships, the spirit of optimism, and the historical importance of how a group of people lived in past times.</p> <p>Structure The narrative of this informational text is told in sequential order, with a detailed focus on Leo Hart’s involvement with the Okies. Photos, maps, and interviews that the author showcases in the book add depth to the story. Cause and effect relationships contribute to the overall structure of this text.</p> <p>Language Conventionalty and Clarity Historical language adds depth to the language of this text. In addition, vocabulary used throughout the text is advanced vocabulary for sixth-grade students.</p> <p>Knowledge Demands Students will need to have a great deal of background knowledge about American history in the time period around the Great Depression.</p> | <p>The Lexile level for <i>Children of the Dust Bowl</i> is 1120, based on word frequency and sentence length. This is in the high range of the complexity band for 6th–8th grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p> |

Children of the Dust Bowl Scope and Sequence

NOTE: The lessons for this unit give page references for the Crown Publishers paperback edition of *Children of the Dust Bowl* published in 1992.

Unit of Study: *Children of the Dust Bowl*

Genre: Historical Nonfiction

| DAY | CHAPTER(S)/ PAGES | MINI-LESSON | READ-ALoud |
|-----|--|--|---|
| 1 | Blurb | Use the genre chart to help students understand what to expect from historical nonfiction. | Search for key story elements in the blurb. <ul style="list-style-type: none"> • Complete story elements handout together • Make a prediction |
| 2 | Selected pages from <i>Children of the Dust Bowl</i> | Generate questions from the text features prior to reading. | |
| 3 | Introduction (pp. 1–2) and Author’s Note | Vocabulary: <i>migrants</i> | Focus on identifying the important characters in the text. <ul style="list-style-type: none"> • Co-create a character list |
| 4 | Outside Text: The Stock Market and the Crash of 1929 | Vocabulary: <i>unemployment</i> | Focus on gathering important information about the topic prior to reading. <ul style="list-style-type: none"> • Co-create an important events list |
| 5 | | Cause and Effect Writing | |
| 6 | Introduction & Chapter 1 pp. 2–10 | Vocabulary: <i>unprofitable</i> Mark the quadrants. | Focus on identifying the important events and cause and effect. <ul style="list-style-type: none"> • Co-create an important events list |

| DAY | CHAPTER(S)/ PAGES | MINI-LESSON | READ-ALoud |
|-----|--|--|--|
| 7 | Chapter 2 pp. 11–15 | Vocabulary: <i>hardship</i> | Focus on identifying the important events and cause and effect. <ul style="list-style-type: none"> Continue to co-create an important events list View setting map |
| 8 | Chapter 2 pp. 16–20 | | Show empathy for the characters. |
| 9 | | Retell Summary Writing | |
| 10 | Outside Text: <i>Surviving the Dust Bowl</i> Documentary Chapter 1, p. 5 | Vocabulary: <i>bountiful</i> vs. <i>barren</i> | Use outside sources to gain a deeper understanding of the topic and setting. Recognize cause and effect relationships. <ul style="list-style-type: none"> Transcript Setting map |
| 11 | Outside Text: <i>Surviving the Dust Bowl</i> Documentary | Vocabulary: <i>despair</i> | Use outside sources to gain a deeper understanding of the topic and setting. Recognize cause and effect relationships. <ul style="list-style-type: none"> Transcript |
| 12 | Chapter 1, pp. 3–10 Outside Text: <i>Surviving the Dust Bowl</i> Documentary | Note taking from multiple sources. <ul style="list-style-type: none"> Co-create a T-chart | |

| DAY | CHAPTER(S)/ PAGES | MINI-LESSON | READ-ALoud |
|-----|--|---|--|
| 13 | Chapter 3 pp. 22–28 | Vocabulary: <i>squatter community</i> | Show empathy for the characters. |
| 14 | Chapters 3–4 pp. 29–39 | Vocabulary: <i>injustice</i> | Show empathy for the characters. |
| 15 | Chapters 3–4 pp. 22–39 | Vocabulary: <i>squalor</i> Note taking from multiple sources. <ul style="list-style-type: none"> • Co-create a list of hardships | |
| 16 | Outside Text: “Dorothea Lange’s Social Vision: Photography and the Great Depression” | Vocabulary: <i>humanized</i> | Focus on learning more about important characters in the text (Key Player—Dorothea Lange) <ul style="list-style-type: none"> • Continue to co-create a character list |
| 17 | Video: <i>Dorothea Lange, Migrant Mother, 1936</i> Photographs of the migrant woman | Vocabulary: <i>preserve</i> | Identify the author’s craft. <ul style="list-style-type: none"> • Icon (symbolism) |
| 18 | | Opinion Writing | |

| DAY | CHAPTER(S)/ PAGES | MINI-LESSON | READ-ALoud |
|-----------|--|--|---|
| 19 | Selected pages from quadrants 1–2 | Identify a line of thinking. <ul style="list-style-type: none"> Co-create an evidence collection box | |
| 20 | Chapters 5–6 pp. 40–49 | Vocabulary: <i>opposition vs. acceptance</i> | Focus on identifying the important characters in the text (Key Player—Leo Hart) <ul style="list-style-type: none"> Continue to co-create a character list |
| 21 | Chapter 7 pp. 50–59 | Vocabulary: <i>self-sufficient</i> | Identify the turning point. <ul style="list-style-type: none"> Continue to co-create an evidence collection box |
| 22 | | Turning Point Writing | |
| 23 | Chapters 8–9 & Afterword pp. 60–77 | Vocabulary: <i>memorable</i> | Read-In |
| 24 | | Synthesis Summary Writing | |
| 25 | <i>Children of the Dust Bowl</i> charts | Note taking for formal writing. | |
| 26 | Outside Text: <i>Surviving the Dust Bowl</i> Documentary | Note taking for formal writing. | |
| 27- 32 | | Formal Writing: Expository Writing | |

Children of the Dust Bowl Stems List

Day 1 – Part 1: Blurb

When the blurb said _____, I was thinking _____. This helps me understand _____.

Day 1 – Part 2: Genre

When the chart said _____, I made a prediction. I think _____ because _____.

Day 2 – Generate Questions from Text Features

One detail from the _____ (text feature) that I think is important is _____.
This makes me wonder, “ _____?”

Day 3 – Character

When the book said _____, I thought this was important because _____.
This helps me understand _____.

Day 4 – Outside Text

When the article said _____, I thought this was an important event. This event caused _____.

Day 6 – Part 2: Important Events

When the book said _____, I thought this was an important event. This event caused _____.

Day 7 – Important Events

When the book said _____, I thought this was an important event. This event caused _____.

Day 8 – Empathy

When the book said _____, I felt _____. This helps me understand _____.

Day 10 – Outside Text

When the video said _____, I was thinking this was important because _____.
This makes me think _____.

Day 11 – Outside Text

When the video said _____, I was thinking this was important because _____.
This makes me think _____.

Day 13 – Empathy

When the book said _____, I felt empathetic because _____. This helps me understand _____.

Day 14 – Empathy

When the book said _____, I felt empathetic because _____. This helps me understand _____.

Day 16 – Character—Outside Text

When the text said _____, I thought this was important because _____.
This helps me understand _____.

Day 17 – Icon—Outside Text

In the picture, I observe _____. This helps me understand that the photograph symbolizes _____.

Day 19 – Line of Thinking

When the book said _____, I thought this was important. The author might be telling me _____.

Day 20 – Character

When the book said _____, I thought this was important because _____.

This helps me understand _____.

Day 21 – Turning Point

When the book said _____, I thought this was an important piece of evidence.

This makes me think _____.

Day 23 – Read-In

When the book said _____, I was thinking _____ because _____.

C. I. A. Lesson Plans

Children of the Dust Bowl

NOTE: The lessons for this unit give page references for the Crown Publishers paperback edition of *Children of the Dust Bowl* published in 1992.

C

Collect Critical Information

Identify the main story elements:

- Character
- Setting
- Problem
- Main Events



In this quadrant, readers read slowly and often reread in order to monitor their comprehension.



After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–9, Chapters 1–2

Instructional Read-Aloud

In this lesson... you will be modeling for students how you use clues in the blurb to help you get the main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of Notebook Entry #1 for each student. Students will insert this handout into their reader's notebooks.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Make predictions

Show understanding of story elements (RI 3)

- Main characters
- Setting
- Problem

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers preview a book before they read to help them form ideas about the text and to set a purpose for reading.

Teach:

Today I am going to teach you...

...that good readers look carefully at the cover of a book and read the blurb prior to starting to read the text so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together, after which you will insert your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:

When the blurb said _____, I was thinking _____. This helps me understand _____.

Listen and follow along while I read the blurb.

Read the entire blurb aloud.

Model:

As I read the blurb, I noticed references to groups of people that will be introduced in this book. To help me remember these important groups of people as I read, I am going to add them to my handout. I will also add any important information I have learned about each of these groups of people.

When the blurb said that the book tells the story of the “Okie” migration of the 1930s, **I was thinking** that the characters in this book will be people who migrated to California in the 1930s. **This helps me understand** that the term Okie refers to these migrants.

(Model adding this information to the handout.)

Guided Practice:

What else do we know about the Okies?

Turn and talk to your partners using this stem:

When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding this information to the handout.)

Model:

Now let's think about what information we found in the blurb about the setting.

When the blurb said that the book tells the story of the Okie migration of the 1930s, **I was thinking** that the story is going to be about this important time in history. **This helps me understand** that the story will be a story from the past.

(Model adding this information to the handout.)

Guided Practice:

Did you learn any other important details about the setting?

Turn and talk to your partners using this stem:

When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding this important information to the handout.)

Guided Practice:

We can also use the blurb and the book's cover to identify the problem in the story.

What do you think the problem is in this story?

Turn and talk to your partners using this stem:

When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding this important information to the handout.)

Guided Practice:

Good readers not only gather key information about the characters, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre to help them make predictions.

Write a prediction you can make about the text on your handout. Then, turn to your partner and share your prediction. Remember to share evidence of your thinking.

Link:

Today and every day when you read...

...I want you to think about the story elements before you start reading the text, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Notebook Entry #1: Finding Story Elements in the Blurb

Blurb (Crown Publishers, 1992)

Children of the Dust Bowl is the compelling story of the “Okie” migration to California of the 1930s and of the construction and life of a remarkable school at a farm workers’ camp there. Told largely in the words of the migrants themselves, and generously illustrated with period photographs, this memorable book provides a glimpse of a neglected period of American history and tells a story of prejudice being transformed into acceptance, and despair into hope.

Groups of people:

Setting (place):

Setting (time):

Problem:

Prediction:

Notebook Entry #1: Finding Story Elements in the Blurb

Before starting to read a book, good readers get the story in their heads by reading the blurb and identifying story elements.

Blurb (Puffin, 2004):

A bizarre chain of events begins when sixteen unlikely people gather for the reading of Samuel W. Westing's will. And though no one knows why the eccentric, game-loving millionaire has chosen a virtual stranger—and a possible murderer—to inherit his vast fortune, one thing's for sure: Sam Westing may be dead...but that won't stop him from playing one last game!

Characters: Samuel W. Westing - millionaire
16 unlikely people

Setting (place):

Setting (time):

Problem: Samuel W. Westing is dead and
has left behind a vast fortune.

Mini-Lesson

In this lesson... you will be activating students' background knowledge about the genre historical nonfiction. You will also be drawing students' attention to the text structure of *Children of the Dust Bowl*, which is chronological. You will explicitly explain how the text structure influences the way you will read this text.

For this lesson, I suggest either transferring the sample genre chart for historical nonfiction onto chart paper or using the historical nonfiction poster found at shop.readsidebyside.com. Post this chart or poster in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide handouts of this chart for students to insert into their notebooks.

Learning Targets:

Show understanding of story elements (RI 3)

- Character
- Setting
- Plot

Use what you know about genre and text structure to help you understand the story better and compare texts (RI 5)

- Historical nonfiction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers preview a book before reading it, to help them form ideas about the text and to set a purpose for reading.

Teach:

Today I am going to teach you...

...that good readers also use what they know about a book's genre and text structure to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the text. Today we are going to analyze the genre historical nonfiction, which is the genre of *Children of the Dust Bowl*.

Notice how I use the information on this chart to help me make predictions about the book *Children of the Dust Bowl*.

Today we will be using this stem for turn and talk:

When the chart said _____, I made a prediction. I think _____ because _____.

Model:

When reading historical nonfiction, you can expect the setting to be a real place that existed in the past. You can also expect the text to teach you about real groups of people from history.

When the chart said that historical nonfiction is about a real place in the past and real groups of people from the past, **I made a prediction. I think** this book will tell about the Okies who migrated to California during the 1930s, especially the children **because** the title focuses on the children.

When reading historical nonfiction, you can expect the author to tell you about key players—important people from the past that the author thinks the reader should know about.

During the 1930s, the United States was led by President Herbert Hoover, and later, Franklin Delano Roosevelt. I predict we might read about these key players in this book.

Guided Practice:

When reading historical nonfiction, you can expect the plot of the story to be centered on historical events. The author will reveal how these events impact the characters.

What events do you think this book is going to focus on, and how do you think these events might impact the characters?

Turn and talk to your partners using this stem:

When the chart said _____, I made a prediction. I think _____ because _____.

Guided Practice:

When reading historical nonfiction, the most important element to focus on is the setting. You can expect to think about how the central historical event of the text impacts the characters and the world.

What can you predict you will think about while reading the book *Children of the Dust Bowl*?

Turn and talk to your partners using this stem:

When the chart said _____, I made a prediction. I think _____ because _____.

Model:

When we read nonfiction, the way the text is organized influences how we read and think about that text. From the blurb, we learned that this nonfiction text will tell the *story* of the Okie migration. This means the text is written in chronological order. We will need to read the chapters of this nonfiction text in the order given by the author.

Link:

Today and every day when you read...

...I want you to think about the genre and text structure of the book and use what you know about the genre to make predictions.

Narrative Nonfiction / Historical Nonfiction

| | |
|---------------------------|--|
| Setting | Real place Real time (past or present-day) |
| Characters | Key players (important people the author thinks we should know about) Groups of people |
| Plot | The characters deal with a real-life problem (current or historical event). The characters are changed by the setting and events. |
| Most important element | Setting (this could be place, time, and/or circumstance) |
| Readers will think about: | How circumstances shape one's life. The impact of events on our world. Cause and effect. Right vs. wrong. |

DAY 2, GENERATE QUESTIONS FROM TEXT FEATURES

Mini-Lesson

In this lesson... you be modeling how readers use text features to generate questions prior to reading a text. Students will respond to chapter titles, maps, and photographs throughout *Children of the Dust Bowl*, asking questions in order to set a purpose for reading. You will record students' questions on chart paper as they are generated.

Learning Targets:

Use what you know about genre and text structure to help you understand the story better and compare texts (RI 5)

- Historical nonfiction

Draw on information from images prior to reading (RI 7)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers read the blurb prior to reading the text in order to help them recognize important story elements and set a purpose for reading.

Teach:

Today I am going to teach you...

...that good readers establish a purpose for reading by generating questions in response to the text features found in nonfiction.

Text features are used to draw attention to or emphasize certain facts or ideas within a text. Examples of text features include bold print, italics, pictures, captions, and maps.

Watch me as I model how I generate questions in response to the text features in *Children of the Dust Bowl*.

Notice how I think about the people and the setting.

Today we will be using this stem for turn and talk:

One detail from the _____ (text feature) that I think is important is _____. This makes me wonder, "_____?"

Model:

In the book *Children of the Dust Bowl*, chapter titles are an important text feature. Chapter titles help the reader think about what a section of the text will be about. Good readers use chapter titles to generate questions and set a purpose for reading.

Please turn to the “Contents” page in your book. This is where you will see a list of all the chapters, their titles, and the page each chapter begins on. Chapter 1 is titled “Mean Clouds.” Chapter 1 begins on page 3. Please turn to page 3 now.

One detail from the *chapter title* that I think is important is the word “mean.” **This makes me wonder**, “how can clouds be mean?”

Now it is your turn to generate questions from the chapter titles.

Guided Practice:

Glance through the contents page at all of the chapter titles for this book. Select one title to discuss with your partner.

While discussing the chapter title, please use the turn and talk stem:

One detail from the *chapter title* that I think is important is _____. This makes me wonder, “_____?”

(Have partners share with the class their big questions. Post these questions on chart paper.)

Model:

When we read the blurb of our book, we learned that the story of the Okie migration would be told not only through the words in the story, but also through the many photographs from the 1930s that are used to illustrate the story.

Today, you will be looking at these photographs and writing down questions that you have after viewing these photographs. Asking questions in response to the photographs in this book will help you set a purpose for reading.

Please turn to page 6 in your book, *Children of the Dust Bowl*. Notice the picture on page 6. Below the image the caption reads, “March 1936: A dust storm rises over the Texas Panhandle. Horace Ray Conley of Foss, Oklahoma, said storms like these made the sky ‘boil red, blood red.’ ”

One detail from the *image* that I think is important is how thick the dust cloud is. You cannot see beyond the dust cloud. **This makes me wonder**, “how did such a big dust cloud form?”

Now it is your turn to generate questions from the photographs.

Guided Practice:

Glance through your book at the many images from the 1930s. Select one image to observe with your partner.

While observing the image, please use the turn and talk stem:

One detail from the *image* that I think is important is _____. This makes me wonder, “_____?”

(Have partners share with the class their big questions. Post these questions on chart paper.)

Model:

Maps are another important text feature in the book *Children of the Dust Bowl*. Maps help the reader visualize where the story takes place. Good readers use maps to generate questions and set a purpose for reading.

Please turn to pages 14 and 15 in your book. The title of the map on these pages is “Route 66, ‘Mother Road.’” I can see that the map shows a road that goes from Oklahoma City, Oklahoma, to Bakersfield, California.

One detail from the *map* that I think is important is that many states are shown on the map, including Oklahoma, Texas, New Mexico, Arizona, and California. **This makes me wonder,** “how long did it take to travel from Oklahoma City to Bakersfield on Route 66?”

Now it is your turn to generate questions from the maps.

Guided Practice:

Glance through your book looking for maps. Select one map to observe with your partner.

While observing the map, please use the turn and talk stem:

One detail from the *map* that I think is important is _____. This makes me wonder, “_____?”

(Have partners share with the class their big questions. Post these questions on chart paper.)

Model:

Good readers, before they begin to read, think about their purpose for reading the text. Thinking about our purpose for reading is especially important when we read nonfiction. Based on the questions we generated as a class, I think our purpose for reading *Children of the Dust Bowl* is to learn

- What happened in Oklahoma during the 1930s;
- Why the Okies traveled to California in the 1930s;
- What life was like for the Okies during the 1930s.

(You will need to adjust this list based on the questions your students generate.)

Link:

Today and every day when you read...

...I want you to ask questions before you read a book in order to help establish a purpose for reading.

Mini-Lesson

Vocabulary Routine: *migrants* (L 4, 5)

The base word ‘migrant’ means *a person that moves from one region, place, or country to another*. The suffix ‘s’ makes this word plural.

Instructional Read-Aloud

In this section of the text...the author gives information he believes is necessary for the reader to know prior to reading the story. The introduction summarizes some of the important events from the time period of the 1930s and includes information about John Steinbeck and his famous book *The Grapes of Wrath*.

In this lesson...you will be modeling how readers focus on important characters in the text. You will demonstrate how readers keep track of important characters as they read.

Learning Targets:

Read closely to monitor comprehension (RI 1)

- Visualize
- Infer

Show understanding of important story elements (RI 3)

- Character

Understand text structure (RI 5)

- Introduction

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers generate questions from the text features in order to set a purpose for reading.

Teach:

Today I am going to teach you...

...that good readers gather important information about characters as they read. When reading historical nonfiction, you can expect those characters to be real people who lived during that time in history.

Today we will be using the author's note and the introduction to help us recognize the important groups of people and key players in our text and gather important information about them.

Watch me as I model how I locate important information about the groups of people and key players in our text.

Today we will be using this stem for turn and talk:

When the book said _____, I thought this was important because _____. This helps me understand _____.

Open up your reader's notebooks to two clean pages. Title these pages **Character List**. This is where we will be keeping track of the important groups of people and key players in our text, as well as details about them.



Begin reading the introduction on page 1.

Model:



Stop after: "...and orchards of the San Joaquin Valley." (p. 1)

When the book said that there was a group of people in California in the 1930s who called themselves Okies, **I thought this was important because** the Okies were the people who moved to California from Oklahoma, Texas, Arkansas, and Missouri during the 1930s. **This helps me understand** that we will be reading about what their life was like during that time period.

(Model adding this group of people to the character list, and details about them.)

Guided Practice:



Stop after: “They were called ‘dumb Okies’ by the Californians.” (p. 1)

What other details did you learn about the group of people who called themselves Okies?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was important because _____. This helps me understand _____.

(Model adding these details to the character list.)

Another important group of people was introduced in this section, the Californians.

Discuss: What details did you learn about this group of people?

(Model adding this group of people to the character list, and details about them.)

Model:



Stop after: “Steinbeck called this, ‘a crime that goes beyond denunciation.’” (p. 1)

This is the second reference to the newspaper reporter named John Steinbeck.

When the book said John Steinbeck visited the Okies in a farm-labor camp and was upset by the starving and sickness that he saw there, **I thought this was important because** now I know that John Steinbeck will be a key player in this book because he spent time with the Okies. **This helps me understand** that he had compassion for them.

(Model adding this key player to the character list, and details about him.)

Guided Practice:



Stop after: “Today, many teachers at universities call *The Grapes of Wrath* the greatest American novel ever written.” (p. 2)

What other details did you learn about John Steinbeck?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was important because _____. This helps me understand _____.

(Model adding these details to the character list.)

Guided Practice:



Stop after: “One hundred twelve people were waiting to read it at the time.” (p. 2)

We learned more about the Californians in this section of the text. What details did you learn about the Californians?

Turn and talk to your partners using this stem:

When the book said _____, I thought this was important because _____. This helps me understand _____.

(Model adding these details to the character list.)

Stretch It:

The author’s note right before the introduction of this book tells about the term “Okie.” Please turn to that page in your book and follow along with me as I read.



Stop after: “...a determination to accept hardship without showing weakness.”

Discuss: In the author’s note, what important information do you learn about the Okies?

(Model adding these details to the character list.)

Link:

Today and every day when you read...

...I want you to gather important information about characters as you read.

The following list is an example of what your co-created list *might* look like:

Character List

Groups of People

- Okies
 - farmers from Oklahoma, Texas, Arkansas, and Missouri.
 - migrated to California in the 1930s
 - poor
 - uneducated
 - courageous
 - accepted hardship without showing weakness
- Californians
 - many didn't want Okies in the state
 - called the Okies "dumb Okies"
 - declared The Grapes of Wrath to be untrue

Key Players

- John Steinbeck
 - newspaper reporter
 - visited the Okies in the farm-labor camp
 - he had compassion for the Okies
 - author of The Grapes of Wrath

Mini-Lesson

Vocabulary Routine: *unemployment* (L 4, 5)

The base word ‘employ’ means *to keep busy or at work*. The prefix ‘un’ means *not*. The suffix ‘ment’ makes this word a noun.

Instructional Read-Aloud

Topic: The Stock Market and the Crash of 1929

Video: Investopedia Video. (2010). “What are stocks?” (1:24)

Video retrieved on February 27, 2014, from <http://www.youtube.com/watch?v=JrGp4ofULzQ>.

This video...explains that a stock is a share of the ownership of a company.

Article: UShistory.org. (2014). “The market crashes,” from *U.S. history online textbook*. Retrieved on February 27, 2014, from <http://www.ushistory.org/us/48a.asp>.

This article...will teach students about the growth in stock values throughout the 1920s, and the practice of buying stock on margin. The article also describes the fall of stock prices on October 24, 1929—a date referred to as “Black Thursday.”

Article: UShistory.org. (2014). “Sinking deeper and deeper: 1929-33,” from *U.S. history online textbook*. Retrieved on February 27, 2014, from <http://www.ushistory.org/us/48b.asp>.

This article...describes the effects of the stock market crash on banks, as well as the rise of unemployment in the U.S. following the crash. (This lesson will focus on paragraphs 1–5 only.)

In this lesson...you be modeling how readers identify important events and consider cause and effect relationships. You will model using outside texts to determine how the people and the environment were affected by the stock market crash of 1929.

To prepare for this lesson, you will want to make a photocopy of both articles for each student.

Learning Targets:

Read closely to monitor comprehension (RI 1)

Show understanding of important story elements (RI 3)

- Plot

Examine the importance of text structure (RI 5)

- Cause and effect

Draw on information from images prior to reading (RI 7)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning...

...that good readers focus on identifying the important characters in a book.

Teach:

Today I am going to teach you...

...that good readers gather background knowledge about a topic from outside text.

When we read the introduction of our book *Children of the Dust Bowl*, we learned that “the Great Depression of the 1930s and a drought in the Great Plains forced the Okies to leave their homes and head for California...” (p. 1)

But what was the Great Depression, and what caused it?

Today we are going to be learning about the stock market crash of 1929. As we read, we will pay attention to important events, and consider cause and effect relationships.

First, let’s watch a short video to help us understand what a stock is.

(Watch the Investopedia video titled “What are stocks?” retrieved from <http://www.youtube.com/watch?v=JrGp4ofULzQ>.)

Discuss: What is a stock? What makes the value of a stock go up or down? What happens to investors when the stock value goes up? What happens to investors when the stock value goes down?

Now that we understand what a stock is, we will be reading about the crash of the stock market and the time known as the Great Depression.

Today we will be using this stem for turn and talk:

When the article said _____, I thought this was an important event. This event caused _____.

Open up your reader’s notebooks and title a clean page **Important Events: The Stock Market Crash of 1929**. As we create this list together on the easel, you will each copy down the information on a list in your own reader’s notebook.



Begin reading the article “The Market Crashes.”

Model:



Stop after: “Stock fever was sweeping the nation, or at least those that had the means to invest.” (paragraph 3)

When the article said that the value of stocks rose dramatically from 1925 to 1929, **I thought this was an important event. This event caused** many Americans to invest their money in the stock market.

(Model adding this information to the important events list.)

Guided Practice:



Stop after: “Clearly, there had to be a limit to how high the market could reach.” (paragraph 4)

In this section of the article we learned that people could buy stock on margin. In other words, people were borrowing money from the bank to buy stock. Why is this event important, and what did it cause?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important event. This event caused _____.

(Nudge students to understand that this allowed middle-class citizens the opportunity to purchase stocks—something only the upper class had the money to do in the past.)

(Model adding this information to the important events list.)

Guided Practice:



Stop after: “Suicide and despair swept the investing classes of America.” (paragraph 7)

In this section of the article we learned that when all investors try to sell their shares at once, the value of the market shrinks. This is what happened on October 24, 1929—a day now called “Black Thursday.” Why was this an important event, and what did it cause?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important event. This event caused _____.

(Model adding this information to the important events list.)

The drop in the value of the stock market marks the beginning of a time period called the Great Depression, which lasted from 1929 to 1941. But what was the Great Depression?

(Model adding this information to the important events list.)



Begin reading the article “Sinking Deeper and Deeper: 1929–33.”

Guided Practice:



Stop after: “—too bad for them, all their money was lost.” (paragraph 2)

In this section of the article we learned that banks that loaned money to investors before the stock market crashed were now failing. Why was this an important event, and what did it cause?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important event. This event caused _____.

(Model adding this information to the important events list.)

Guided Practice:



Stop after: “Despair swept the nation.” (paragraph 5)

In this section of the article we learned that businesses were forced to lay off workers. Why was this an important event, and what did it cause?

Turn and talk to your partners using this stem:

When the article said _____, I thought this was an important event. This event caused _____.

(Model adding this information to the important events list.)

Stretch It:

The term the Great Depression refers to a time of high unemployment and poverty in the United States.

Discuss: How does the information we gathered today help us understand the time period of our book, *Children of the Dust Bowl*?

Link:

Today and every day when you read...

...I want you to gather information about a topic in order to increase your background knowledge.

The following list is an example of what your co-created list *might* look like:

Important Events:

The Stock Market Crash

1925-1929

- The value of stocks was on the rise.
- Many Americans began to invest their money in the stock market.
- Americans were encouraged to borrow money from the bank to buy stock.

October 24, 1929 - "Black Thursday"

- Investors began selling their shares all at once.
- The value of stocks dropped dramatically.
- These events mark the beginning of a time in history known as the Great Depression.

Important Events Cont.

1929 - 1941 The Great Depression

- Banks that loaned money to investors were now failing.

- People lost their whole life savings when banks closed.

- People began spending less money.

- Businesses were forced to lay off workers.

- Millions of Americans became unemployed.