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| Unit: \_\_\_\_\_6\_\_\_\_  Week: \_\_\_\_2\_\_\_  Great Depression and Dust Bowl | | Focus Standards:   * **RL.5.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). * **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. * **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension. * **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. * **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. * **SL.5.5:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. * **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening. * **L.5.3 (a):** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. * **L.5.3 (b):** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | | | | |
| Student Objectives: | | | | | | |
| Terminology:  climax, resolution, foreshadowing, style | | | | Comprehension Strategy:  Genre Focus: Letters | | |
| Read Aloud | Shared Reading | | Guided Reading/Book Clubs/Reciprocal Teaching | | Independent Reading | Word Work |
| Russell Freedman(2010) *Children of the Great Depression*  Jerry Stanley (1994) *Children of the Dust Bowl: The True Story of the School at Weedpatch Camp*  Michael L. Cooper (2004) *Dust to Eat: Drought and Depression in the 1930s*  Connell, Kate (2004) *Hoping for Rain: The Dust Bowl Adventures of Patty and Earl Buckler (I Am American)* | Lied, Kate (2002) *Potato: A Tale From The Great Depression*  *Kids Discover – Great Depression* | | Vanderpool, Claire (2010) *Moon Over Manifest* – use to teach **foreshadowing** – book is full of examples  Hesse, Karen (1999) *Out of the Dust* – see independent writing link  Curtis, Christopher Paul (2004) *Bud, Not Buddy*  Koller, Jackie French (1993) *Nothing to Fear* | | Houghton Mifflin Social Studies text, *United States History,* Chapter 16, p.592-595 |  |
| Interactive Writing/Edit | Independent Writing | | Vocabulary | | Assessment/Rubrics | Technology |
| Compare and Contrast the current recession with the Great Depression of the 1930’s  <http://www.readwritethink.org/classroom-resources/lesson-plans/plot-structure-literary-elements-904.html> - plot diagram, model as a class, have class do one individually – point out climax and resolution of problem/conflcit | Students write a letter to Eleanor Roosevelt asking for some kind of help or making a suggestion, or have each student write a follow-up letter to Mrs. Roosevelt, explaining how his or her life unfolded since the first letter. (see link to website for letters)  <http://newdeal.feri.org/eleanor/index.htm>  Lesson on **style** from Read, Write, Think using Out of the Dust <http://www.readwritethink.org/classroom-resources/calendar-activities/karen-hesse-author-newbery-20673.html> | | stock market, unemployment, depression | |  | DVD – Surviving the Dust Bowl  Out of the Dust lesson plan-<http://www.loc.gov/teachers/classroommaterials/lessons/dust/index.html>  <http://www.pbs.org/wnet/historyofus/teachers/guides.html>  <http://home.centurytel.net/mr-h/dustbowl/introduction.html>  <http://teacher.scholastic.com/activities/teachdearamerica/depression.htm>  <http://www.brainpop.com/socialstudies/ushistory/greatdepressioncauses/>  <http://www.brainpop.com/socialstudies/ushistory/greatdepression/>  <http://homefront.mrdonn.org/Dec7.html>  <http://newdeal.feri.org/eleanor/index.htm> |