

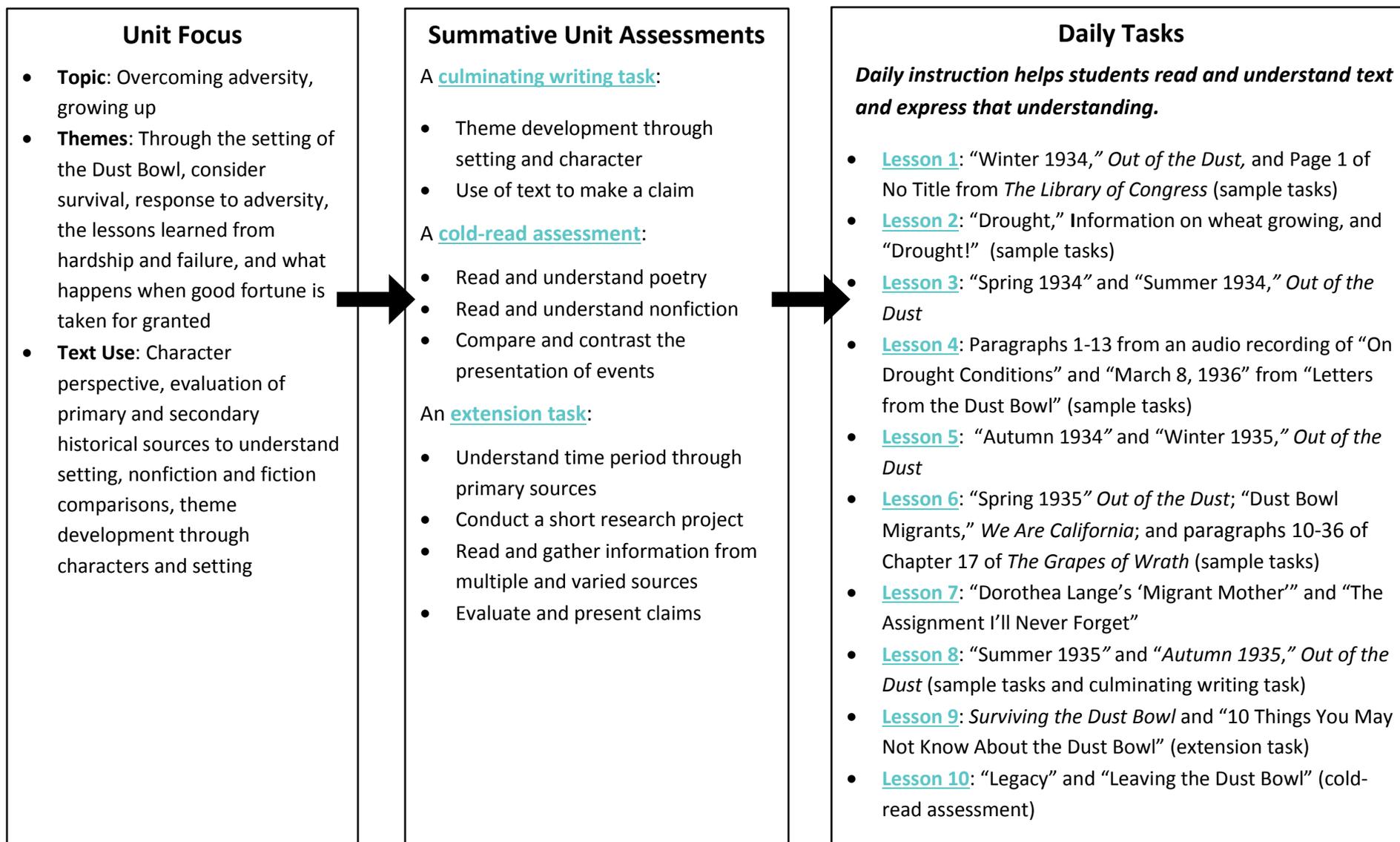
UNIT: OUT OF THE DUST

<p>ANCHOR TEXT¹ <i>Out of the Dust</i>, Karen Hesse (literary/novel in verse)</p> <p>RELATED TEXTS</p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> • Paragraphs 10-36 of “Chapter 17” from <i>The Grapes of Wrath</i>, John Steinbeck • “Leaving the Dust Bowl,” Bob Bradshaw (Poem) <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> • Page 1 of No Title from The Library of Congress, Woody Guthrie² • “Drought” from <i>American Experience</i> on PBS.org and “Drought!” from <i>Farming in the 1930s</i> • Paragraphs 1-13 from an audio recording of “On Drought Conditions,” Franklin D. Roosevelt • “March 8, 1936” from “Letters from the Dust Bowl” from <i>The Atlantic</i>, Caroline Henderson • “Dust Bowl Migrants,” <i>We Are California</i> • “The Assignment I’ll Never Forget,” Dorothea Lange • “10 Things You May Not Know About the Dust Bowl,” <i>History.com</i>, Christopher Klein • “Legacy” from <i>The Dust Bowl</i> on PBS.org <p><u>Nonprint Texts (Fiction or Nonfiction)</u> (e.g., Media, Video, Film, Music, Art, Graphics)</p> <ul style="list-style-type: none"> • Information on wheat growing from World War I through the Great Depression (“Wheat Prices,” <i>U-SHistory.com</i>; World War I U.S. Food Administration propaganda: “Stamina,” “Save the Wheat,” “Will You Give Them Wheat?,” and “Little Americans”) • “Dorothea Lange’s ‘Migrant Mother’ Photographs in the Farm Security Administration Collection: An Overview,” <i>Library of Congress</i> • <i>Surviving the Dust Bowl</i> from <i>American Experience</i> on PBS.org 	<p>UNIT FOCUS</p> <p>Focused on the Dust Bowl and how families fought for a meaningful existence and survival, this unit will offer students different perspectives on how people respond to adversity, the lessons that can be learned from hardship and failure, and what happens when we take good fortune for granted. Students will also gain a basic understanding of the social and environmental issues farmers faced in the 1930s, noting how reading literary and informational texts enhances their understanding of the topic. This unit connects to social studies and science.</p> <p>Text Use: Character perspective, evaluation of primary and secondary historical sources to understand setting, nonfiction and fiction comparisons, theme development through characters and setting</p> <p>Reading: RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10, RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9, RI.6.10</p> <p>Writing: W.6.1a-e; W.6.2a-f; W.6.3a-b, d; W.6.4; W.6.5; W.6.6; W.6.7; W.6.8; W.6.9a-b; W.6.10</p> <p>Speaking and Listening: SL.6.1a-d, SL.6.2, SL.6.3, SL.6.4, SL.6.5, SL.6.6</p> <p>Language: L.6.1a, c, d, e; L.6.2a-b; L.6.3a-b; L.6.4a-d; L.6.5a-c; L.6.6</p> <p>CONTENTS</p> <p>Page 32: Text Set and Unit Focus</p> <p>Page 33: <i>Out of the Dust</i> Unit Overview</p> <p>Pages 34-37: Summative Unit Assessments: Culminating Writing Task, Cold-Read Assessment, and Extension Task</p> <p>Page 38: Instructional Framework</p> <p>Pages 39-48: Text Sequence and Sample Whole-Class Tasks</p>
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¹ A complete version of this unit is available as a Grade 6 Sample Unit Plan at <http://www.louisianabelieves.com/resources/library/year-long-scope-sequence>.

² **Note:** The full text contains sensitive material. The excerpt used in the unit does not contain sensitive material.

Out of the Dust Unit Overview



SUMMATIVE UNIT ASSESSMENTS

CULMINATING WRITING TASK³

Consider the title of the novel: *Out of the Dust*. How does the phrase “out of the dust” relate to a theme of the novel? Write a multi-paragraph argumentative essay that analyzes how Hesse conveys the meaning of the title and develops a theme through particular details, including the setting and how Billie Jo changes as the story unfolds. (RL.6.2, RL.6.3, RL.6.5) Introduce and support your claims about the theme of the novel with clear reasons and relevant textual evidence, including direct quotations with page numbers. (RL.6.1; W.6.1a, b, c, e; W.6.9a; W.6.10)

Teacher Note: The writing includes grade-appropriate words and phrases and a variety of sentence patterns and demonstrates command of proper grammar and usage, punctuation, and spelling. (W.6.1d; L.6.1a, c, d; L.6.2b; L.6.3a-b; L.6.6) Use peer and teacher conferencing to improve student writing. (W.6.4, W.6.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Overcoming adversity, growing up • Themes: Through the setting of the Dust Bowl, consider survival, response to adversity, the lessons learned from hardship and failure, and what happens when good fortune is taken for granted • Text Use: Character perspective, evaluation of primary and secondary historical sources to understand setting, nonfiction and fiction comparisons, theme development through characters and setting 	<p>What shows students have learned it?</p> <p>This task assesses:</p> <ul style="list-style-type: none"> • Assessing theme development through setting and character • Using of text to make a claim 	<p>Which tasks help students learn it?</p> <p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 3 • Lesson 6 (sample tasks) • Lesson 7 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 5 • Lesson 8 (sample tasks and use this task)

³ Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

COLD-READ ASSESSMENT⁴

Have students read “[Legacy](#)” from *The Dust Bowl* ([PBS.org](#)) and “[Leaving the Dust Bowl](#)” by Bob Bradshaw independently and then answer a combination of multiple-choice and constructed-response questions⁵ about the text. Sample questions may include:

1. According to “Legacy,” what were the causes of the Dust Bowl? Identify at least three causes and provide evidence for each cause. What lessons were learned? What evidence does the article provide in support of this idea? **(RI.6.1, RI.6.2, RI.6.8)**
2. Explain the meaning of the following lines from “Leaving the Dust Bowl”: “California/is like a big green harbor/waiting for us.” **(RL.6.1, RL.6.4, L.6.5a)**
3. How did people survive the Dust Bowl? Identify at least two actions people took for survival and their resulting outcomes. Explain how the ideas of survival are introduced and elaborated upon in the two texts. **(RI.6.1, RI.6.3, RI.6.7)**
4. How does information about the Dust Bowl in “Legacy” support or contradict information provided in *Out of the Dust*? Compare and contrast the presentation of events in each text. **(RL.6.1, RI.6.1, RI.6.9, W.6.9a-b, W.6.10)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
What should students learn from the texts?	What shows students have learned it?	Which tasks help students learn it?
<ul style="list-style-type: none"> • Topic: Overcoming adversity, growing up • Themes: Through the setting of the Dust Bowl, consider survival, response to adversity, the lessons learned from hardship and failure, and what happens when good fortune is taken for granted • Text Use: Character perspective, evaluation of primary and secondary historical sources to understand setting, nonfiction and fiction comparisons, theme development through characters and setting 	<p>This task focuses on:</p> <ul style="list-style-type: none"> • Reading and understanding poetry • Reading and understanding nonfiction • Comparing and contrasting the presentation of events 	<p>Read and understand text:</p> <ul style="list-style-type: none"> • Lesson 1 (sample tasks) • Lesson 2 (sample tasks) • Lesson 5 • Lesson 6 (sample tasks) • Lesson 8 (sample tasks) <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 10 (use this task)

⁴ Cold-Read Assessment: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

⁵ Ensure that students have access to the complete texts as they are testing.

EXTENSION TASK⁶

Watch *Surviving the Dust Bowl, American Experience, PBS.org*, and read “[10 Things You May Not Know About the Dust Bowl](#),” Christopher Klein. Then research answers to one of the following questions, gathering relevant information from credible sources:

1. What were the causes of the Dust Bowl, and what efforts have been made to prevent similar disasters?
2. What was daily life like in the 1930s?

Following the research, create an electronic and interactive news article featuring the answers to one of the questions. **(W.6.7)** Each article should include:

- “firsthand accounts” (i.e., quotes from the texts of the unit) and quotes from at least one source;
- multimedia components (e.g., links to videos, interactive timelines, songs, etc.);
- visuals; and
- basic bibliographic information for sources. **(RI.6.2; RI.6.7; RI.6.10; W.6.2a, b, c, d, f; W.6.9a-b; W.6.10; SL.6.5; L.6.1e; W.6.8)**

Teacher Note: *The writing should use grade-appropriate words and phrases and a variety of sentence patterns. (W.6.2e, W.6.4, L.6.3a-b, L.6.6) It should also demonstrate command of proper grammar and usage, punctuation, and spelling. (W.6.5; L.6.1a, c, d; L.6.2b) Similar to an online newspaper, ask students to read and comment on articles written by their peers. (W.6.6) Then engage in a reflection about the process and what students learned from the research experience.*

Access sample student writing based on a similar topic [here](#).⁷

Possible articles for student research:

- <http://www.pbs.org/wgbh/americanexperience/features/introduction/dustbowl-introduction/>
- <http://www.u-s-history.com/pages/h1583.html>
- <http://www.history.com/topics/dust-bowl>
- <http://www.kansashistory.us/dustbowl.html>
- <http://www.livinghistoryfarm.org/farminginthe30s/farminginthe1930s.html>
- <http://kclibrary.lonestar.edu/decade30.html>

⁶ **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

⁷ <http://www.achievethecore.org/file/1005>

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<p>What should students learn from the texts?</p> <ul style="list-style-type: none"> • Topic: Overcoming adversity, growing up • Themes: Through the setting of the Dust Bowl, consider survival, response to adversity, the lessons learned from hardship and failure, and what happens when good fortune is taken for granted • Text Use: Character perspective, evaluation of primary and secondary historical sources to understand setting, nonfiction and fiction comparisons, theme development through characters and setting 	<p>What shows students have learned it?</p> <p>This task focuses on:</p> <ul style="list-style-type: none"> • Understanding of theme (time period) through primary sources • Conducting a short research project unit topic • Reading and gathering information from multiple and varied sources • Evaluating and presenting claims 	<p>What tasks help students learn it?</p> <p>Read and understand the text:</p> <ul style="list-style-type: none"> • Lesson 2 (sample tasks) • Lesson 3 • Lesson 4 (sample tasks) • Lesson 7 <p>Express understanding of text:</p> <ul style="list-style-type: none"> • Lesson 6 (sample tasks) • Lesson 9 (use this task)

INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)⁸ to locate additional information about this interactive framework.

Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports language and comprehension development necessary for continual reading growth. *This plan presents sample whole-class tasks to represent how standards might be met at this grade level.*

Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

Small-Group Writing

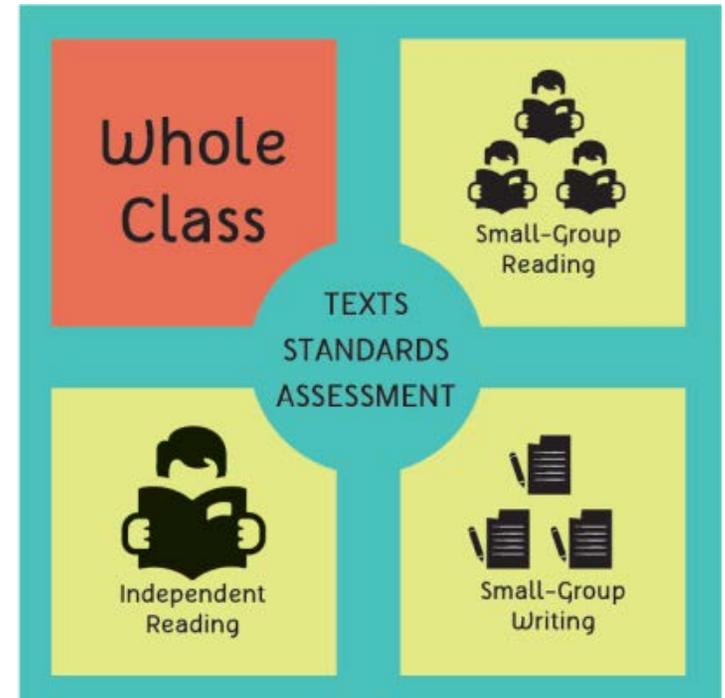
Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level; and
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.



⁸ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>

TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p>LESSON 1:⁹</p> <p>“Winter 1934” from <i>Out of the Dust</i>, Karen Hesse</p> <p>Page 1 of No Title from <i>The Library of Congress</i>, Woody Guthrie¹⁰</p>	<p>TEXT DESCRIPTION: “Winter 1934” introduces Billie Jo and her parents. Readers learn about the setting and the way of life for many Oklahoma farmers in the 1930s. Page 1 of No Title captures the spirit and language of the people of Oklahoma in the 1930s.</p> <p>TEXT FOCUS: Students begin understanding the setting, which will inform their understanding of the theme of the text. “Fields of Flashing Light” from “Winter 1934” is helpful in analyzing how words and phrases contribute to setting. (RL.6.4) This also gives students exposure to poetry as a text type that helps them understand the era and its approach to survival (preparing them for the cold-read summative task). (RL.6.5) Setting is an important element in <i>Out of the Dust</i>. How the characters respond to the setting is what builds the theme of this text. (RL.6.2, RL.6.3, RL.6.10)</p> <p>NOTE ABOUT THE LESSONS: Throughout this unit students will build knowledge through three tools. These tools will be reference for students to build on throughout the unit.</p> <ul style="list-style-type: none"> • Vocabulary Exploration: Students identify unknown vocabulary and figurative language to understand the texts and explore tone. Have students identify unknown words, identify meaning using context clues, and describe how the words contribute to the meaning of the text. Students keep this vocabulary in a consistent location (e.g., journals) so they can return to and build on it throughout the lessons. <i>Begin in Lesson 1.</i> • Character Analysis Graphic Organizer: Examining character development helps students analyze the novel’s theme. Have students keep a graphic organizer focused on the main characters that they return to throughout the unit. <i>Begin in Lesson 1.</i> • Timeline Graphic Organizer: Understanding the setting of the time period deepens student understanding of the main characters and the theme of the novel. Thus, have students keep a timeline of the Dust Bowl. On this timeline they should record facts about events. Have students include details that help them understand the context of each event. <i>Begin in Lesson 2.</i> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read the texts aloud as a class. Identify and determine the meaning of words and figurative language to ensure comprehension of the text. In groups, students describe and discuss how the vocabulary impacts their initial understandings. Then students identify the main characters and their response to the setting. Finally, students describe the people and setting of Oklahoma in the 1930s by writing a descriptive essay.</p>

⁹ **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

¹⁰ **Note:** The full text contains sensitive material. The excerpt used in the unit does not contain sensitive material.

TEXT SEQUENCE	TEXT USE
	<p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Read “Winter 1934” aloud as students follow along to get a feel for the structure of a novel in verse. Then have students reread “Fields of Flashing Light” independently. (RL.6.10) • Begin vocabulary exploration. Prompt students to identify and determine the meaning of unknown words and figurative phrases by using context as a clue (e.g., <i>fidgety, civil, scowl, slants, riled, pestering, whittled, clanked, feuding, foul, spindly, ratcheted, and snatched</i> and phrases such as “I hollered myself red the day I was born/Red’s the color I’ve stayed ever since”; “cheekbones like bicycle handles”; and “wind/[. . .] ripped wheat straight out of the ground”). (L.6.4a, L.6.5a) Then verify the meaning of the words by using a dictionary. (L.6.4d) Keep a vocabulary display in a consistent location to build as students read the text. (L.6.6) • Have students begin the character analysis graphic organizer to chart the development of Billie Jo and Pa throughout the novel: (1) Keep track of their descriptions (physical and emotional), (2) evidence/quotations that reveal their thoughts and point of view regarding various events, (3) their responses to and interactions with other characters, (4) the consequences of their actions, and (5) the possible lessons learned from those actions. (RL.6.1, RL.6.3, RL.6.6, W.6.9a) Then discuss as a class how Hesse uses language to establish Billie Jo’s character. (RL.6.4, L.6.1e) • Using TP-CASTT,¹¹ have students analyze “Fields of Flashing Light.” (RL.6.1, RL.6.2, RL.6.4, L.6.5a) Then conduct a classroom discussion. Provide structure and routines for student interaction, such as using accountable talk¹² and citing evidence from their analysis. Model how to discuss ideas and provide evidence as support and allow students to practice. (SL.6.1a, c, d; SL.6.6) Example discussion questions: How do Hesse’s words and phrases establish the setting and tone? How does this poem contribute to the development of the novel’s setting and plot? (RL.6.5) Why is understanding the setting important for understanding <i>Out of the Dust</i>? How do Ma, Pa, and Billie Jo respond to the events? (RL.6.3) How does the setting influence their actions? • Read aloud Page 1 of No Title for students to hear Guthrie’s “voice.” The conversational tone and heavy dialect conveys information about the time and place in which Page 1 of No Title was written. • Ask students to work in groups to compare and contrast the content of Guthrie’s brief autobiographical essay with the content of “Winter 1934.” How does the portrayal of Billie Jo’s community resemble that of Guthrie’s experiences? (RL.6.1, RL.6.9) How does each author’s language deviate from standard English? Why might Guthrie choose to use a dialect in his writing? (RL.6.1, RL.6.6, L.6.1e)

¹¹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹² <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Ask student pairs to write a descriptive summary of the people of Oklahoma in the 1930s, using details from either the poem or Page 1 of No Title to support the response. (RI.6.2, W.6.9a-b, W.6.10)
<p>LESSON 2:</p> <p>“Drought,” <i>American Experience</i>, <i>PBS.org</i></p> <p>Information on wheat growing from World War I through the Great Depression (“Wheat Prices,” <i>U-SHistory.com</i>; World War I U.S. Food Administration propaganda: “Stamina,” “Save the Wheat,” “Will You Give Them Wheat?,” and “Little Americans”)</p> <p>“Drought!,” <i>Farming in the 1930s</i></p>	<p>TEXT DESCRIPTION: The articles explain some of the causes of the Dust Bowl. The visual texts support information provided in the articles. Since “Drought!” from <i>Farming in the 1930s</i> is interactive, students should be given time to independently read and interact with the multimedia features, particularly the various drought maps over the decade.</p> <p>TEXT FOCUS: Present all these texts together, as students can analyze the different presentations of information to corroborate information and build an understanding of the Dust Bowl era. (RI.6.9)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students will end this lesson with an initial timeline about the facts of the Dust Bowl (timeline graphic organizer) and an explanation of how primary and secondary sources help them understand an historical time period. Students will first read the texts aloud as a class. They will identify and determine the meaning of words to ensure comprehension of the text. Students will compare the claims presented in each text. They will end by creating a timeline of the facts from various texts.</p> <p>READ AND UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> In pairs, have students read and create a written summary of “Drought” from <i>American Experience</i> on <i>PBS.org</i>. Then have students reread the text independently. (RI.6.10) Have students build on the vocabulary exercise from Lesson 1. In pairs and then as a whole group, determine the meaning of words and phrases in the various texts using context clues (e.g., <i>drought, achingly, diminishing, unavoidable, devastation, desolation, penetrates, rehabilitate, stamina, depression, frantically, scrapped</i>). (RI.6.4, L.6.4a) Ask students to verify the meaning of the words and select two or three words to create semantic maps.¹³ (L.6.4b, c, d; L.6.5b) Have students individually annotate¹⁴ “Drought” from <i>American Experience</i> on <i>PBS.org</i>, focusing on how the drought of the 1930s is introduced, illustrated, and elaborated in the text. (RI.6.1, RI.6.3) Label the technique(s) the author uses in each paragraph (e.g., example, anecdote, quotation, definition, etc.) and explain how each technique builds understanding of the drought. (RI.6.1, RI.6.2, RI.6.5) Conduct a class discussion in which students determine the central idea of “Drought” from <i>American</i>

¹³ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁴ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><i>Experience</i> on <i>PBS.org</i>. (RI.6.2) Then discuss the author’s purpose and how the purpose is conveyed through particular details. (RI.6.6)</p> <ul style="list-style-type: none"> Working in groups or pairs, have students record notes of the information shared in “Wheat Prices” from <i>U-SHistory.com</i>, World War I U.S. Food Administration propaganda: “Stamina,” “Save the Wheat,” “Will You Give Them Wheat?,” and “Little Americans,” and “Drought!” from <i>Farming in the 1930s</i>. (RI.6.7, SL.6.2) Then have students compare and contrast the various presentations to “Drought” from <i>American Experience</i> on <i>PBS.org</i>. (RI.6.9, SL.6.1a) What information is supported in all texts? What new information do the additional texts provide? What information provided in “Drought” from <i>American Experience</i> on <i>PBS.org</i> is contradicted by the additional texts? Finally, as a class, discuss which claims in “Drought” from <i>American Experience</i> on <i>PBS.org</i> are not supported or are better supported with the additional texts and why. Again, students should use evidence from the texts to back their statements. (RI.6.1, RI.6.8, SL.6.2) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students write an explanation of how the author of “Drought” conveys the central idea and purpose through the use of details. (RI.6.2, RI.6.6) Students should select an identified technique from their annotations to support the written explanation. (RI.6.1, RI.6.5, RI.6.10, W.6.2a-c, W.6.9b, W.6.10, L.6.6) Provide students with an answer frame¹⁵ to help them organize their writing.¹⁶ (RI.6.1, RI.6.8, W.6.9b, W.6.10, L.6.6) Finally, have students individually create a graphic organizer, such as a timeline to record information gathered from the various texts, to create an accurate understanding of the historical context of the Dust Bowl. (RI.6.1, RI.6.1, RI.6.9) Have students share and compare their timelines and make adjustments to their own. As a class, discuss how people’s stories and primary and secondary source documents help us to develop an understanding of people and a time period. (W.6.9a-b, W.6.10, SL.6.2)

¹⁵ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

¹⁶ Support students in using the answer frame structure by providing them with models strong in the targeted area and discussing the strengths based on a rubric. Then present a model that is weak in the targeted area and have the small group of students suggest revisions based on the rubric. For example, if students are struggling using strategies to organize ideas and develop the topic with quotations and appropriate transitions to clarify the relationships among the ideas, evidence, and explanation, conduct a [mini-lesson](#) in which students learn to use sentence frames such as “I know this because the text says…” and “This means…” to support their use of evidence and prompt them to provide an explanation. Work with the same students over time to add more sophisticated transitions and decrease their reliance on the sentence frame “crutches.” Present students with mentor texts (excerpts from informational texts being read during whole-class instruction when strong organization and transitions are used), and have them analyze how authors organize and transition between ideas to connect sentences and paragraphs. Then work with students to show them how to [imitate the sentences](#) from the mentor texts to develop proficiency with using more varied and sophisticated transitions between ideas, limiting the use of the sentence frame “crutches” over time. (W.6.2a, b, c; W.6.4; W.6.5; L.6.6)

TEXT SEQUENCE	TEXT USE
<p>LESSON 3:</p> <p>“Spring 1934” and “Summer 1934” from <i>Out of the Dust</i>, Karen Hesse</p>	<p>TEXT DESCRIPTION: These sections of the text help students continue to develop their understanding of Billie Jo, her family, daily life in the 1930s, and the experiences of farmers in the Dust Bowl.</p> <p>TEXT FOCUS: The phrases in these sections are rich and provide opportunities to discuss how Hesse uses words and phrases figuratively to develop the tone, setting, and characters. (RL.6.4, L.6.5a, L.6.5c, L.6.6) At this point in the text, students are likely to be familiar with the format. They will likely consider it easier to read individually or in small groups because poetry is often quicker to read than narrative text. To understand the meaning and make connections across the text, though, students will likely need to be prompted to reread and discuss key passages as a whole class or in small groups. (RL.6.10)</p>
<p>LESSON 4:</p> <p>Paragraphs 1-13 (until “And this was on Saturday, the farmers’ marketing day!”) from an audio recording of “On Drought Conditions,” Franklin D. Roosevelt</p> <p>“March 8, 1936” from “Letters from the Dust Bowl” from <i>The Atlantic</i>, Caroline Henderson</p>	<p>TEXT DESCRIPTION: This excerpt is from one of Franklin D. Roosevelt’s Fireside Chats and details his experiences and observations as he toured the Dust Bowl. The letters from Caroline Henderson are one of the most famous firsthand accounts of life during the Dust Bowl.</p> <p>TEXT FOCUS: These texts provide students with exposure to primary source documents to better understand the time period (and thus the setting of <i>Out of the Dust</i>). Additionally, these texts can be compared for how each presents similar information, delineating the claims and evaluating the supporting evidence, to get at the different purposes of each text. Those comparisons can also be made with the anchor text. (RL.6.9, RI.6.6, RI.6.8, RI.6.9, L.6.3a)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Given the complexity and importance of these texts, students should have multiple exposures to them as a group. As a class, read, listen to, and reread the texts. Then help students make meaning of what the texts say about the time period. Finally, apply what students learn from these texts to <i>Oust of the Dust</i>.</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> • These texts are complex and should first be read aloud as students follow along. Use the audio version for students to hear the speech in its original form. • Have students summarize the main points of each text. (RI.6.1, RI.6.2, W.6.10) <p>UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • Conduct a series of class discussions based on the following questions: <ul style="list-style-type: none"> ○ <i>Husbandry</i> is defined as “the management and conservation of resources.” Why does FDR open his speech and describe his journey this way? How does FDR establish his knowledge of the issues in the Dust Bowl? Explain how FDR’s explanation in paragraphs 12 and 13 support his claim that his journey was one of <i>husbandry</i>? (RI.6.1, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.9)

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	<ul style="list-style-type: none"> ○ According to Caroline Henderson, “My own verdict in regard to plans for the reclaiming of such land would be, ‘Too late.’” Why does she believe it is “too late” to reclaim the land? (RI.6.1, RI.6.5, RI.6.6) ○ How does Henderson’s letter give insight into the thoughts and traits of the people of the Dust Bowl? For example, read the following quotation from Caroline Henderson: “I suppose there is something of the gambler in all of us. We instinctively feel that the longer we travel on a straight road, the nearer we must be coming to a turn. People here can’t quite believe yet in a hopeless climatic change which would deprive them permanently of the gracious gift of rain.” What information does this quotation provide about the thoughts and traits of the people of the Dust Bowl? How does Henderson’s view of the people of the Dust Bowl relate to FDR’s observation in paragraph 7? (RI.6.1, RI.6.5, RI.6.6, RI.6.9) ○ How do Henderson and FDR each view the following: Government aid? Preservation of the environment? What claims does each make, and how are those supported in each text? Which claims are not supported? (RI.6.1, RI.6.6, RI.6.8, SL.6.3) <ul style="list-style-type: none"> ● Prompt students to review the timeline graphic organizer from Lesson 2. Have them compare information expressed in either Henderson’s letters or FDR’s speech to information expressed in the poetry of <i>Out of the Dust</i> and information about the Dust Bowl on the timeline: How are the various presentations different? Which format is more interesting, convincing, and effective to you? What additions would you make to the timeline? Have students update their timeline graphic organizer. (RL.6.1, RL.6.9, RI.6.1, RI.6.9, L.6.3a) <p>UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> ● As a class, discuss how the students’ new understanding of the time period helps them better describe the setting and the challenges the characters are facing in <i>Out of the Dust</i>. ● Then ask students to work in groups to create a formal written response for at least one of the above tasks. (W.6.5, W.6.9b, W.6.10, SL.6.1a-b, L.6.3a, L.6.6) <p>Note: These tasks are based on lessons available at Reading Like a Historian by Wineburg, Martin, and Monte-Sano.</p>
<p>LESSON 5:</p> <p>“Autumn 1934” and “Winter 1935” from <i>Out of the Dust</i>, Karen Hesse</p>	<p>TEXT DESCRIPTION: These sections of the text contain several poems that provide further information about Billie Jo’s changing point of view regarding her surroundings, the Dust Bowl, and her feelings toward her parents.</p> <p>TEXT FOCUS: This section of text begins to deeply connect the characters’ point of view with the setting of the novel. Students should use their understanding of previous outside texts to deeply describe the setting and challenges Billie Jo is up against and explain how her character is changing as a result.</p> <p>TEXT NOTES: “Autumn 1934” can be read independently with class time spent on analyzing “Art Exhibit.” “Winter 1935” is a longer section with several poems and lines worth exploring. Have students read the entire section</p>

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	<p>independently, and then break the class into small groups or pairs. (RL.6.10) Use these sections to continue studying vocabulary and analyzing character, point of view, and theme development. Continue to have students locate information that corroborates or supports previous ideas and thoughts, information that offers a new perspective or new event or idea, or information that contradicts or challenges previous information about the Dust Bowl. (RL.6.1, RL.6.2, RL.6.3, RL.6.6, RI.6.9)</p>
<p>LESSON 6:</p> <p>“Spring 1935” from <i>Out of the Dust</i>, Karen Hesse</p> <p>“Dust Bowl Migrants,” <i>We Are California</i></p> <p>Paragraphs 10-36 (“The families moved westward, and the technique of building the worlds...” [Paragraph 10] until “They were known people—good people.” [Paragraph 36]) of “Chapter 17” from <i>The Grapes of Wrath</i>, John Steinbeck</p>	<p>TEXT DESCRIPTION: This section contains several poems that provide further information about Billie Jo’s changing point of view regarding her surroundings, the Dust Bowl, and her feelings toward her parents. “Dust Bowl Migrants” provides additional information about the Dust Bowl and the migration of farmers to California. The excerpt from <i>The Grapes of Wrath</i> presents the story of the Joad family, who migrated out of the Dust Bowl, and describes life on the road and the migrant camps that popped up along Route 66.</p> <p>TEXT FOCUS: Use these sections to continue studying vocabulary and verifying how the various texts provide similar or different information about the Dust Bowl. (RL.6.4, RL.6.9) Explore point of view based on character analysis and theme development to demonstrate understanding of the characters. (RL.6.1, RL.6.2, RL.6.3, RL.6.6)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Read and summarize the texts. As a class, continue to interpret vocabulary and figurative language to comprehend the text. Discuss how the two supporting texts continue to help students understand the setting and theme of <i>Out of the Dust</i>. Finally, have students write a poem expressing Pa’s point of view.</p> <p>READ THE TEXTS:</p> <ul style="list-style-type: none"> • Focus students on reading and rereading “Dust Bowl Migrants” from <i>Out of the Dust</i>. “Dust Bowl Migrants” can be read aloud as students follow along. While the readability of the excerpt from <i>The Grapes of Wrath</i> is well below grade 6, the concepts and ideas are abstract. As such, this text is best read and summarized independently, and then discussed as a whole class. (RL.6.2, RL.6.10) <p>UNDERSTAND THE TEXTS:</p> <ul style="list-style-type: none"> • As a class, continue to determine the meaning of unknown words and figurative phrases in <i>Out of the Dust</i> by using context clues (begun in Lesson 1). (L.6.4a, L.6.5a, L.6.5c, L.6.6) In this section of the text, ask student groups to select at least two significant phrases and interpret the phrases based on context. Then, ask each group to present the phrases to the class, providing evidence for the interpretation, and logically explaining how the phrases contribute to the development of a theme. (RL.6.1, RL.6.2, RL.6.4, SL.6.1a-b, SL.6.4, SL.6.6) Have the audience ask questions of the presenters and challenge any interpretations that are not supported by evidence. (SL.6.1c-d, SL.6.3) • Have students review the character graphic organizer begun in Lesson 1. Add details from this section of <i>Out of</i>

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	<p><i>the Dust</i> that describe Billie Jo and Pa, their responses to and interactions with other characters, the consequences of their actions, and the possible lessons learned from those actions. (RL.6.1, RL.6.3, RL.6.6, W.6.9a)</p> <ul style="list-style-type: none"> • Conduct a class discussion in which students discuss the following question: What do <i>Out of the Dust</i> and the excerpt from <i>The Grapes of Wrath</i> convey about the people of the Dust Bowl? (RL.6.1; RL.6.2; RL.6.9; SL.6.1a, c, d; SL.6.6) • Prompt students to review the timeline graphic organizer created in Lesson 2 to consider how information in these texts reflects and relates to information from other texts. (RL.6.9, RI.6.1, RI.6.2, RI.6.9) Have them look in these texts for information that corroborates or supports previous details on the timeline, information that offers a new perspective or new event or idea not included on the timeline, or information that contradicts or challenges previous information learned about the Dust Bowl. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> • Have students individually create an original poem from Pa’s point of view that connects to the events of <i>Spring 1935</i>. (W.6.3a-b, d; L.6.1e; L.6.2a-b; L.6.6) Have students publish their poems on a shared class site. (W.6.6) Ask students to annotate their poems with an explanation of where the poem will go within the section of <i>Out of the Dust</i> and why based on how the poem explains Pa’s character. (RL.6.1, RL.6.5) In addition, have students explain what they hoped to emphasize about Pa in their poem, drawing evidence from <i>Out of the Dust</i> to support the explanation. (RL.6.1, RL.6.3) Have students read at least two poems by a peer and provide feedback based on effectiveness of meeting the stated purpose, reader interest, and language use (W.6.4, W.6.5, L.6.3a)
<p>LESSON 7:</p> <p>“Dorothea Lange’s ‘Migrant Mother’ Photographs in the Farm Security Administration Collection: An Overview,” Library of Congress</p> <p>“The Assignment I’ll Never Forget,” Dorothea Lange</p>	<p>TEXT DESCRIPTION: This is arguably the most famous photograph from the 1930s and illustrates the challenges of the time. The text with the photograph provides technical information about the context in which the photograph was taken and should be read alongside Lange’s essay. “The Assignment I’ll Never Forget” provides insight into Lange’s thoughts, actions, and intentions when she took the famous photograph.</p> <p>TEXT FOCUS: The photograph can be analyzed for how it contributes to an understanding of a theme in <i>Out of the Dust</i>. (RL.6.2, RI.6.7) Since both texts provide similar information, they can be compared and contrasted based on their purposes and the effectiveness of each. (RI.6.6, RI.6.9) Lange makes several claims, and the essay can be evaluated for how particular phrases, sentences, and/or paragraphs contribute to her claims, as well as how she uses sentences for variety, effect, and to capture reader interest. (RI.6.2, RI.6.3, RI.6.5, RI.6.8, L.6.3a)</p>
<p>LESSON 8:</p> <p>“Summer 1935” and “Autumn 1935”</p>	<p>TEXT DESCRIPTION: In these sections Billie Jo learns to forgive herself and her father, and they begin to see more promising times ahead both in their relationship and in their surroundings.</p>

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<p>from <i>Out of the Dust</i>, Karen Hesse</p>	<p>TEXT FOCUS: As these sections resolve the plot of the novel, use them to study theme development based on the characters. (RL.6.2, RL.6.3)</p> <p>MODEL TASKS</p> <p>LESSON OVERVIEW: Students read the text independently. Students continue their character and vocabulary exploration. Students discuss the relationships between the characters. The lesson ends with students writing a narrative from the perspective of the character Pa.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> Ask students to read these sections independently or in pairs. Then have students reread “Midnight Truth,” “Out of the Dust,” and “Something Lost, Something Gained” (“Summer 1935”). <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> Prompt students to analyze “Midnight Truth,” “Out of the Dust,” and “Something Lost, Something Gained” (“Summer 1935”) using TP-CASTT.¹⁷ (RL.6.1, RL.6.2, RL.6.4, L.6.5a) Record the analysis on a graphic organizer. Have students review the character graphic organizer begun in Lesson 1. Add details from this section of <i>Out of the Dust</i> that describe Billie Jo and Pa, their responses to and interactions with other characters, the consequences of their actions, and the possible lessons learned from those actions. (RL.6.1, RL.6.3, RL.6.6, W.6.9a) Conduct a fishbowl discussion¹⁸ based on the following questions: <ul style="list-style-type: none"> How are the various relationships (between Billie Jo and her dad, the people and the land, Billie Jo and herself, etc.) centered on the need for forgiveness? Is the concept of forgiveness present in any other texts in the unit? How are the approaches similar or different? How does the format of the novel contribute to the reader’s understanding of Billie Joe? (RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.9, RI.6.9) <p>Form two circles (one person from each pair is in the inner circle, and one person from each pair is in the outer circle). Provide each pair eight minutes to devise answers to the discussion questions and locate specific evidence. Then have the inner circle discuss their answers to the questions for five minutes, providing evidence from the text. (SL.6.1a, b, c) While the inner circle discusses, prompt students in the outer circle to</p>

¹⁷ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

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	<p>note the claims made during the discussion, locate evidence that supports or contradicts those claims, and develop additional claims. (SL.6.3) After the five-minute discussion, have the pairs consult each other to revise and refine their claims and evidence. Then have the inner circle continue the discussion for five more minutes.</p> <ul style="list-style-type: none"> Prompt students to review the timeline graphic organizer from Lesson 2 and consider how information in these texts reflects and relates to information from other texts. (W.6.9a, W.6.10) Have them look in these sections for information that supports previous ideas, details on the timeline, or offers a new perspective on previous information learned about the Dust Bowl. (RL.6.9, RI.6.2, RI.6.9) <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> Have students write an answer to the following questions: Why does Billie Jo decide to leave, and why does she return? Why are Billie Jo’s choices important to the plot of the novel? Analyze how “Midnight Truth,” “Out of the Dust,” and “Something Lost, Something Gained” contribute to the development of a theme of <i>Out of the Dust</i>. (RL.6.1, RL.6.2, RL.6.3, RL.6.5) Provide students with an answer frame¹⁹ to support them in organizing their response. (W.6.9a, W.6.10, L.6.6) <p>SAMPLE SUMMATIVE TASK: Culminating Writing Task</p>
<p>LESSON 9: <i>Surviving the Dust Bowl</i> from <i>American Experience</i> on <i>PBS.org</i></p> <p>“10 Things You May Not Know About the Dust Bowl,” Christopher Klein</p>	<p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Extension Task</p>
<p>LESSON 10:</p> <p>“Legacy” from <i>The Dust Bowl</i>, <i>PBS.org</i></p> <p>“Leaving the Dust Bowl” by Bob Bradshaw</p>	<p>MODEL TASKS</p> <p>SAMPLE SUMMATIVE TASK: Cold-Read Assessment</p>

¹⁹ <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>