



**Informational**

# Make Connections

**The Dust Bowl**

**Research**

This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.

# ***The Reading Edge Middle Grades 2nd Edition Teacher Edition***

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We wish to acknowledge the coaches, teachers, and children who piloted the program, provided valuable feedback, and appear in classroom and professional-development videos.



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# Make Connections

## The Dust Bowl

## The Lightning Round

- Random Reporters share team responses; team reps from other teams may agree, disagree, or add on to these responses.
- Use the following rubrics to evaluate responses and give specific feedback.
- Award points to the teams with 100-pt. responses; add the points to the Team Celebration Points poster.
- Celebrate team successes.

<b>Strategy Use</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how using the strategy helped in better understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and describes a problem and a strategy that was used to solve the problem.</b>
<b>80</b>	<b>identifies a problem that a team member had understanding the text.</b>

<b>Team Talk (oral and written)</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and connects the answer to the supporting evidence and uses academic language.</b>
<b>90</b>	gives an 80-pt. response <b>and includes supporting evidence and examples (from the text or from experience).</b>
<b>80</b>	<b>uses full sentences to clearly and correctly answer the question.</b>

<b>Word Power</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and expands on the meaning, for example, identifies</b> <ul style="list-style-type: none"> <li>• related words</li> <li>• a second meaning</li> <li>• a word connotation</li> <li>• an antonym</li> </ul>
<b>90</b>	gives an 80-pt. response <b>and explains the meaning in a definition and a meaningful sentence.</b>
<b>80</b>	<b>tells a word or phrase added to the word power journal and why it was added (what makes it important or interesting).</b>

<b>Fluency</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and reads smoothly and with expression (shows emotion and changes with punctuation and dialogue).</b>
<b>90</b>	gives an 80-pt. response <b>and reads at just the right pace to understand the text—not too slow and not too fast.</b>
<b>80</b>	<b>reads a short passage and pronounces most of the words correctly.</b>

<b>Summary</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and uses key vocabulary correctly.</b>
<b>90</b>	gives an 80-pt. response <b>and clearly connects relevant ideas in a logical order.</b>
<b>80</b>	<b>presents main ideas and important details in his or her own words and without personal opinion.</b>

<b>Graphic Organizer/Notes</b> The Random Reporter:	
<b>100</b>	gives a 90-pt. response <b>and explains how the graphic organizer helped in understanding the text.</b>
<b>90</b>	gives an 80-pt. response <b>and includes main points or events and important details.</b>
<b>80</b>	<b>selects a graphic organizer that is appropriate for the text.</b>

## Unit Objectives

**Reading:** Analyze primary and secondary sources, and make cause-and-effect connections.

**Writing:** Introduce a topic clearly, and provide a concluding statement that supports the information.

## Unit Overview

The focus of this unit is analyzing primary and secondary sources and making cause-and-effect connections within the text. This skill will help students to better understand the context of the first-person accounts as well as the contributions of the editor in the text and will enable them to extend their thinking to develop cause-and-effect relationships. The writing goal for the unit focuses on introducing a topic clearly and providing a concluding statement that supports the information. To reinforce this concept throughout the text, ask students to identify and explain the topic and concluding statements within the newspaper, letters, memoirs, government documents, and interviews they are reading.

### Unit Topic/Content

The text for this unit is *The Dust Bowl*, edited and introduced by David C. King. It is a collection of stories and photographs taken for the Farm Security Administration by Arthur Rothstein and Dorothea Lange. It is largely a documentation of the Dust Bowl, which refers to a time in American history (the mid-1930s) and to a region of the country (the Great Plains). Severe weather, including droughts and horrific dust storms, misuse of the land by farmers, and the economic fallout of the Great Depression created unusable land, mass unemployment, and extreme poverty. This led a large percentage of individuals in the Great Plains areas to migrate to other parts of the country, most often the West, where they faced additional hardships. *The Dust Bowl* text includes newspaper accounts, letters, interviews, memoirs, songs, government documents, FDR’s “Second New Deal,” and an excerpt from *The Grapes of Wrath* by John Steinbeck.

## Text and Media Selections

### Internet/Media Options

To expand your students’ background knowledge, consider using Internet/media options with lessons. Always preview sites for availability and suitability. Please make sure you have the correct plug-ins.

## At a Glance

## The Dust Bowl

Cycle 1		
Lesson	Text	Media
Lesson 1	pages 5–8	(Embedded) Background video: “The Dust Bowl” (Embedded) “Team Talk Response”
Lesson 2	pages 9–12	
Lesson 3	pages 13–18	
Lesson 4	pages 19–26	
Lesson 5	writing in response to reading	
Lesson 6	pages 27–30	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	

## The Dust Bowl

Cycle 2		
Lesson	Text	Media
Lesson 1	pages 31–39	(Embedded) “Fluency”
Lesson 2	pages 40–46	
Lesson 3	pages 47–49	
Lesson 4	pages 50–55	
Lesson 5	writing in response to reading	
Lesson 6	pages 56 and 57	
Lesson 7	self-selected reading	
Lesson 8	Getting Along Together	



## Cycle 1:

Make  
Connections

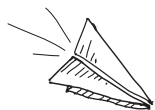
## Lesson 1

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

**Teacher Background**

Today students will read the author's introduction, which summarizes the contributing factors that helped to create the Dust Bowl and its effects. The author describes the history that was recorded during this period, including thousands of photographs and firsthand eyewitness accounts of the individuals who suffered through and were affected by the fallout of the Dust Bowl.

The Big Question for this cycle asks students to determine which makes for a better, more compelling historical record—a secondhand account written after the event by someone who did not experience the event, or a firsthand eyewitness account written by a person who witnessed and experienced the event personally?

**Active Instruction** 

(22 minutes)

**Big Question**

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** Which is a more reliable and compelling historical record—a secondhand account written by someone who did not experience the event, or a firsthand eyewitness account written by someone who witnessed the event? Why?

**Set the Stage**

1. Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

**Which is a more reliable and compelling historical record—a secondhand account written by someone who did not experience the event, or a firsthand eyewitness account written by someone who witnessed the event? Why?**

*A firsthand eyewitness account is more reliable because the person actually lived through the event and experienced it personally, so he or she is able to give accurate first-person details about what happened.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them they earn team celebration points during the Lightning Round.

Students write responses to the Big Question.

Discuss the Big Question.



Teams review their cycle goal.

## Make Connections

Post and present the reading objective.



Students identify the strategies that they use to prepare to read informational text.

Build Background about the historical content of the Dust Bowl.

Show the video.



**Teacher:** Read aloud and think aloud to model the target skill or strategy use within the TIGRRS process.

**Students:** Actively listen.

3. Introduce the text, author, and reading objective.
4. Have teams discuss the strategies that they use when they first pick up a text. Use **Random Reporter** to share team responses.

*For example, I scan the text to see if it is informational or literature; look for clues to predict the topic and the author's intent; figure out how the text is set up so I can choose a graphic organizer for notes.*

**T:** The Dust Bowl years during the Great Depression

**I:** To inform the reader about what occurred during the Dust Bowl period of the Great Depression

**G:** T-Chart, table, outline, etc.

3. Show the video "The Dust Bowl." Use **Think-Pair-Share** to debrief the video.

**What cause-and-effect connections were you able to make in the video?**

*One connection is that drought and poor farming practices caused erosion of soil and led to the Dust Bowl. A result was that people couldn't farm and had to move to other places like California to make a living.*

4. Explain to students that ineffective farming contributed significantly to the struggles of the farm families in the Dust Bowl region, though there were other contributing factors as well. Tell students that they will learn more about the factors that caused the Dust Bowl crisis and the effects the crisis had on the land and people of the Great Plains as they read the text for this unit.

### Interactive Read Aloud

1. This cycle our reading goal is to analyze primary and secondary sources, and make cause-and-effect connections.
2. Read page 5 (stopping at the end of the first paragraph) aloud. A sample Think Aloud follows.

#### Sample Think Aloud

At the top of page 5, there are two quotes in italicized print. By using the quotations, the author helps me to see that these lines are from sources that were actually there. They are primary sources.

**(Read the quotes aloud.)**

So, what information do these quotes give me? Well, the first quote says that this land is dust storm country, and the reporter says that it is the saddest land he has ever seen. From this quote, I can tell that this area of the country was really struggling. The next quote tells me that these people were facing big problems and that their physical demeanors "transcend misery." I wonder what struggles are causing this area to be sad and the people to be miserable. I will keep this question in mind as I read this section of text.

*continued*

Sample Think Aloud *continued*

**(Read the next paragraph on page 5 aloud).**

This paragraph gives me a lot of information. I think I have a better idea of why the quotes indicate that this is the saddest land and that the people here are facing miserable circumstances. I see now that the quotes at the beginning of this introduction identify the *effects*, while this first paragraph describes the *causes* that created the sadness and misery. (This statement directly connects the text reading to the reading goal.)

What have I learned specifically in this first paragraph? First, I learned that the term “Dust Bowl” refers to a region of the United States, as well as a time period in the mid-1930s. It also informs me that the Great Plains had years of drought and were devastated by dust storms. Now I am starting to get an idea of why the people of this region were sad and miserable.

**Teacher:** Restate important ideas in the text, and add notes to the graphic organizer.



3. Use **Think-Pair-Share** to ask:

**What cause-and-effect relationship has the author already shown us in this reading?**

*The author has shown us that the people of this Dust Bowl region were sad and were facing miserable circumstances caused by years of drought, dust storms, and soil that couldn't support crops.*

**Why do you think the author begins the introduction with these quotes?**

*I think the author begins the introduction with quotes to set up the effects of what happened to these people and to capture the reader's interest in the reasons why the land was the saddest that the reporter had seen and the people were so miserable.*

4. Explain to students that this text contains primary sources, which are eyewitness firsthand accounts from individuals who directly experienced the events that are described in the text. Tell students that the text also contains secondary sources, written about the events secondhand, after the event, by people who did not experience the events themselves. Note that the author himself is a secondary source in the text, as he is writing about the events secondhand, using information from other sources. Tell students that as we read this text, we will use what we learn from the primary and secondary sources to make cause-and-effect connections.
5. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the remainder of page 5 and 6, stopping at the end of the first full paragraph. Remind students to record their notes on their graphic organizer as they are reading the text.
- Use **Random Reporter** to debrief.
6. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

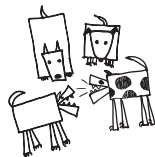
**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer. A sample graphic organizer follows.

Sample Graphic Organizer	
<i>The Dust Bowl: Great Plains region of US, period of time in mid-1930s</i>	
Cause	Effect
years of drought	reporter called the region “the saddest land I have ever seen”
topsoil blew away	people of the region are miserable, depressed
	land became parched ruins, desert
	devastating dust storms called “black blizzards”



## Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 6 (starting at the second full paragraph)–8 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Cue students to use their student routines for strategy use and Team Talk discussion.

## Team Talk Questions

1. The author states that there is a remarkable historic record of the Dust Bowl. Explain why. **(Write) [RE, SA]** (Team Talk rubric)

100 = *There were a few **developments** that helped to create the historic record of the Dust Bowl. One development was the **increased interest** in getting eyewitness accounts, which led journalists and government workers to **collect** information about the people and their experiences through the Great Depression. Another development was the **creation** of the “Historical Section” of the Farm Security Administration (FSA), which sent some of America’s best photographers out to **document history**. The last development that affected the creation of the unique historical record was John Steinbeck’s novel *The Grapes of Wrath*, which was **inspired** by the FSA photographs and tells the tale of a family suffering through the Dust Bowl experience.*

90 = *There were a few things that helped to create the historic record of the Dust Bowl. One thing was the idea of getting eyewitness accounts, which led to journalists and government workers getting information about the people and their experiences through the Great Depression. Another thing was the start of the “Historical Section” of the Farm Security Administration (FSA), which sent some of America’s best photographers out to take pictures.*

80 = *Things like photographs and eyewitness accounts helped to create the historic record of the Dust Bowl.*

2. According to the text, the photographers who documented the Dust Bowl experience were told to “look for the significant detail—the kinds of things that a scholar a hundred years from now is going to wonder about.” What effect and impact did this direction have on the way this time period was documented in history? Use information from the text to support your answer. **[RE, MI, SA]** (Team Talk rubric)

100 = *This direction had a huge impact and long-ranging effects on the way this time period was documented in history. **The text states** that because of this direction from the director of the FSA, photographers **compiled** 270,000 photographs that recorded this period of history for all time. **Furthermore, the text states** that this direction resulted in photographs streaming in constantly from the field, which were then printed in newspapers, magazines, and books. Another effect this direction had was that the people of the nation saw the suffering that was **occurring** and realized how badly FDR’s New Deal was needed. **Additionally, this direction helped to produce a photographic record of history for the generations to come.***

90 = *This direction had a huge impact and long-ranging effects on the way this time period was documented in history. Photographers took 270,000 photographs that were then printed in newspapers, magazines, and books. The people of the nation were able to see the suffering that was happening and realized how badly FDR’s New Deal was needed.*

80 = *This direction had a huge impact and long-ranging effects on the way this time period was documented in history because people could see all the pictures that were taken.*

*continued*

Team Talk Questions *continued*

3. What effect did John Steinbeck have on the documentation of the Dust Bowl? Use support from the text in your answer. **[RE, MI, SA]** (Team Talk rubric)
- 100 = *John Steinbeck greatly affected the documentation of the Dust Bowl through his novel The Grapes of Wrath. The text states that this novel was deeply influenced by the FSA photographs, and that the story revolved around a family that was driven from their farm and became migrant workers looking for a fresh start. Through John Steinbeck's work, generations of people have been able to better understand and empathize with the plight of those that suffered through the Dust Bowl experience.*
- 90 = *John Steinbeck greatly affected the documentation of the Dust Bowl through his novel The Grapes of Wrath. This novel was deeply influenced by the FSA photographs, and that the story revolved around a family that was driven from their farm and became migrant workers looking for a fresh start.*
- 80 = *John Steinbeck greatly affected the documentation of the Dust Bowl through his novel The Grapes of Wrath.*
4. Why do you think the author included this introduction in the text, and what purpose does it serve for the reader? Support your answer with information from the text. **[AP, RE, SA]** (Team Talk rubric)
- 100 = *I think the author included this introduction because it gives important background information on the text. For example, the introduction explains what happened during the Dust Bowl and informs the reader where the photographs and information in the book originated. That way the reader can understand the information in the text. These are the reasons the author includes this introduction in the text.*
- 90 = *I think the author included this introduction because it provides important background information on the text. The introduction tells what happened during the Dust Bowl and where the photographs and information in the book came from. This helps the reader to better understand the text.*
- 80 = *I think the author included this introduction because it provides important background information on the text.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Show the video.

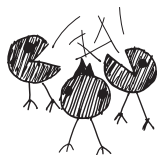


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(18 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show video “Team Talk Response.”

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

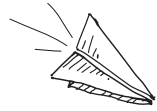
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

# Lesson 2

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

## Teacher Background

Today students will read a section of text that provides information about the causes that led to the Dust Bowl crisis, such as overfarming, overgrazing of livestock, excessive cropping, and the use of plowing patterns that encouraged erosion.



## Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

## Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>migrants</b> (noun) page 6	mi-grants (MY-gruhnts)	people who travel from one place to another, usually to find work	<i>Migrants</i> have picked and harvested crops on farms for decades.
<b>exemplifies</b> (verb) page 14	ex-em-pli-fies (ex-ZEM-pluh-fyz)	shows something very clearly, serves as a very good example of something	My teacher told me that my attentive and respectful behavior <i>exemplifies</i> how a student should act in class.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>plummeted</b> (verb) page 15	plum-met-ed (PLUHM-it-id)	fell or dropped suddenly in amount or value	After the economic crash, home sales <i>plummeted</i> as people were worried about losing their jobs.
<b>stalwart</b> (adjective) page 15	stal-wart (STAWL-wert)	physically strong	My mother told me that if I want to join the Army, I will have to be a <i>stalwart</i> , respectful, and dedicated individual.
<b>speculative</b> (adjective) page 16	spec-u-la-tive (SPEK-yuh-ley-tiv)	based on guesses or ideas about what could happen or be true rather than on facts	I told my friend that I thought the Orioles would win the World Series, but that is purely <i>speculative</i> since it is only June.
<b>tenancy</b> (noun) page 16	ten-an-cy (TEN-uhn-see)	the right to use another person's property, such as land, house, etc.	When my uncle rented his house, he drew up a contract for <i>tenancy</i> that gave permission for the renter to live there.
<b>delinquencies</b> (noun) page 16	de-lin-quen-cies (dih-LING-kwuhn-seez)	the condition of someone who owes money and is not making payments on time or as expected	When the flood destroyed the farmer's crops and there was no money, the family's bills went into <i>delinquencies</i> .
<b>impenetrable</b> (adjective) page 28	im-pen-e-tra-ble (im-PEN-i-truh-buhl)	impossible to pass or see through	The heavy fog outside was nearly <i>impenetrable</i> , as I couldn't see past our front porch.

- Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
- Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

Refer students to pages 9–12 in the text.

Review the skill as necessary.

**Teacher:** Read aloud and think aloud to model target skill or strategy use within the TIGRRS process.

**Students:** Actively listen.

**Teacher:** Restate important ideas in the text, and add notes to the graphic organizer.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 9–12 in *The Dust Bowl*.

**Interactive Read Aloud**

1. Refer students to the reading objective.
2. Read page 9 (the first three paragraphs) aloud. A sample Think Aloud follows.

Sample Think Aloud
<p>From these first few paragraphs, I can see that the author is presenting another cause-and-effect connection. The first paragraph informs me of dust storms that occurred in 1933 and also explains that the factors that caused these dust storms had been going on for nearly a century.</p> <p>The second paragraph provides me with background information about the Great Plains. This is important for me to understand so that I will be able to identify the negative effects poor farming techniques had on this region.</p> <p>The third paragraph gives information about the factors that caused the dust storm and begins to give more information on how the farmers and ranchers started to upset the balance of the land.</p>

3. Use **Think-Pair-Share** to ask:

**How does the author help you to see the cause-and-effect connections from this period in history?**

*The author helps me by explaining the effects that these negative farming techniques had on the Great Plains and how they contributed to the dust storms and devastation of the land.*

4. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 9 and 10, recording information on their graphic organizer as they read the text.
5. Explain to students that, as we discussed yesterday, this text includes primary and secondary sources. Remind students that primary sources are original works in various formats, such as photographs, drawings, letters, diaries, etc., and are first-person accounts that are recorded at the time of an event, and that secondary sources are sources created by someone either not present when the event took place or removed by time from the event. Examples of secondary sources include textbooks, journal articles, histories, and encyclopedias. Tell students that this text helps us to distinguish between the two source types by using italicized print for the secondary source (the author/editor) and using normal font for the primary sources.

Use **Random Reporter** to debrief.

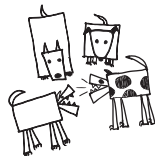
**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

6. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
<u>The Dust Bowl</u>	
Cause	Effect
Farmers and ranchers overfarmed, allowed overgrazing by livestock, plowed up prairie sod	Dust storms struck in 1933 Harvested fields baked in sun Soil washed away from rain and snowfall



## Teamwork tp

(20 minutes)

### Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 11 and 12 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sf
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

Cue students to use their student routines for strategy use and Team Talk discussion.

3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Team Talk Questions	
<p>1. What caused millions of tons of topsoil to wash away into lakes, rivers, and streams? Use information from the text. <b>[RE, MI, SA]</b> (Team Talk rubric)</p>	<p><i>100 = Farmers used incorrect plowing techniques which caused millions of tons of topsoil to wash away. The text states that the farmers in this region were not using contour farming, which means that they weren't plowing according to the lay of the land. The farmers were farming in straight lines, which contributed to erosion of the soil. The result was that millions of tons of topsoil washed away into lakes, rivers, and streams.</i></p> <p><i>90 = Farmers used incorrect plowing techniques which caused millions of tons of topsoil to wash away. Farmers in this region were not plowing to follow the contours of the land. They were plowing in straight lines, which caused the topsoil to wash away.</i></p> <p><i>80 = Farmers used incorrect plowing techniques which caused millions of tons of topsoil to wash away.</i></p>
<p>2. Do you think World War I had a positive impact or a negative impact on the farmers of the Great Plains? Support your answer with information from the text. <b>[MI, SA, DC]</b> (Team Talk rubric)</p>	<p><i>100 = World War I had a very positive impact on American agricultural products and the farmers of the Great Plains region. For example, the text states that during World War I, the demand for American agricultural products rapidly increased, as did the prices paid to farmers. Also, the text says that the farmers in the Great Plains region were able to lease or buy more land to increase their productivity and profits during the war. In these ways, World War I had positive effects on farmers of the Great Plains region.</i></p> <p><i>90 = World War I had a good effect on American agricultural products and the farmers of the Great Plains region. During World War I, the demand for American agricultural products soared, as did the prices paid to farmers, and farmers in the Great Plains region were able to lease or buy more land to increase their crops and income during the war.</i></p> <p><i>80 = World War I had a good effect on American agricultural products and the farmers of the Great Plains region.</i></p>

continued

Team Talk Questions *continued*

3. What caused the Great Depression to affect the nation's farmers before the rest of America? Support your answer with information from the text. **(Write)** **[RE, MI, SA]** (Team Talk rubric)

100 = *Several factors caused the Great Depression to affect the nation's farmers before the rest of America. First, the text states that after the war ended, the boom for prairie farmers and ranchers ended also. Additionally, farmers were trying to grow crops on poor soil that had been destroyed by soil erosion and over cropping. Also, many farmers were using poor farming techniques, which caused the topsoil to erode and wash away, leaving dry, desert-like land to farm. So, demand dropped after the war, and farmers couldn't produce crops in the poor soil.*

90 = *The Great Depression affected the nation's farmers before the rest of America because the war ended and they couldn't grow crops on the poor soil. After the war ended, the boom for prairie farmers and ranchers ended also. Farmers were trying to farm on poor soil that had eroded. Many farmers were using poor farming techniques, which caused the topsoil to erode and wash away, leaving dry, desert-like land to grow crops on.*

80 = *Several factors caused the Great Depression to affect the nation's farmers before the rest of America because the war ended and they couldn't grow crops well.*

4. According to the government report, who is to blame for the troubles farmers had to face? How do you know? Use support from the text. **[DC, RE, SA]** (Team Talk rubric)

100 = *The government report states that farmers were the ones to blame for the troubles they faced. For example, in the text, the report says that farmers ruined good land by not conserving the soil and causing soil erosion. Also, the report states that farmers ignored the warnings and overcropped the land. Additionally, farmers were encouraged to break more and more sod to meet the wheat demands during World War I, so the land was not protected against drought, sun, and wind. These factors helped to create the hardships that the farmers faced.*

90 = *The government report believes that farmers were the ones to blame for the troubles they faced. The report says that farmers ruined good land by not conserving the soil and causing soil erosion. Farmers ignored the warnings and overcropped the land. Farmers were encouraged to break more and more sod to grow wheat during World War I, so the land was not protected against drought, sun, and wind.*

80 = *The government report believes that farmers were the ones to blame for the troubles they faced because they didn't take care of the land.*

5. What is a synonym for the word *stalwart*? What is an antonym for the word *stalwart*? **[CV]**

*A synonym for the word stalwart is tough. An antonym for the word stalwart is weak.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their answers after further discussion if necessary.

## Make Connections

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

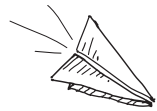
Word	Pronunciation	Definition	Sample Sentence
<b>migrants</b> (noun) page 6	mi-grants (MY-gruhnts)	people who travel from one place to another, usually to find work	<i>Migrants</i> have picked and harvested crops on farms for decades.
<b>exemplifies</b> (verb) page 14	ex-em-pli-fies (ex-ZEM-pluh-fyz)	shows something very clearly, serves as a very good example of something	My teacher told me that my attentive and respectful behavior <i>exemplifies</i> how a student should act in class.
<b>plummeted</b> (verb) page 15	plum-met-ed (PLUHM-it-id)	fell or dropped suddenly in amount or value	After the economic crash, home sales <i>plummeted</i> as people were worried about losing their jobs.
<b>stalwart</b> (adjective) page 15	stal-wart (STAWL-wert)	physically strong	My mother told me that if I want to join the Army, I will have to be a <i>stalwart</i> , respectful, and dedicated individual.
<b>speculative</b> (adjective) page 16	spec-u-la-tive (SPEK-yuh-ley-tiv)	based on guesses or ideas about what could happen or be true rather than on facts	I told my friend that I thought the Orioles would win the World Series, but that is purely <i>speculative</i> since it is only June.
<b>tenancy</b> (noun) page 16	ten-an-cy (TEN-uhn-see)	the right to use another person's property, such as land, house, etc.	When my uncle rented his house, he drew up a contract for <i>tenancy</i> that gave permission for the renter to live there.
<b>delinquencies</b> (noun) page 16	de-lin-quen-cies (dih-LING-kwuhn-seez)	the condition of someone who owes money and is not making payments on time or as expected	When the flood destroyed the farmer's crops and there was no money, the family's bills went into <i>delinquencies</i> .
<b>impenetrable</b> (adjective) page 28	im-pen-e-tra-ble (im-PEN-i-truh-buhl)	impossible to pass or see through	The heavy fog outside was nearly <i>impenetrable</i> , as I couldn't see past our front porch.

## Lesson 3

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

### Teacher Background

Today students will read a case study of one farm family during the years 1920 to 1932. Additionally, students will read about the impact of the Great Depression on the farm families of the Dust Bowl and the steady decline in the quality of life of those living in the Dust Bowl during this time period.



## Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

### Sample Think Aloud

I chose the word *conducive* on page 12. This word is interesting to me, as it is an unfamiliar word.

By the context of the sentence, it seems like *conducive* might mean causing to or contributing to. I will verify the meaning of this word in the dictionary.

**(Model verifying the meaning of *conducive* in the dictionary.)**

I see from the dictionary that *conducive* means to make something possible or more likely for something to happen. So, that is similar to what I was thinking. The dictionary also shows me that *conducive* is an adjective.

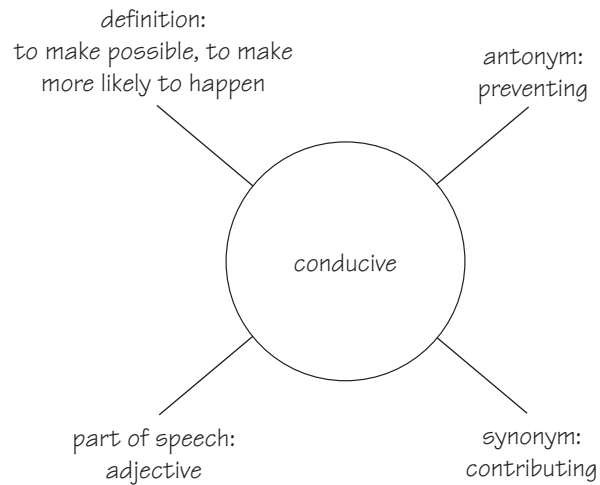
*continued*

Sample Think Aloud *continued*

A synonym for *conducive* is *contributing*. An antonym for *conducive* is *preventing*.

A meaningful sentence for this word would be: My mother is tilling up the garden before the first frost hits, to make the ground more *conducive* for planting in the spring.

Sample Word Map



My mother is tilling up the garden before the first frost hits, to make the ground more *conducive* for planting in the spring.

Review Vocabulary Vault.

Teams review their cycle goals.

Post and present the reading objective.

Refer students to pages 13–18 in the text.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 13–18 in *The Dust Bowl*.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

**Interactive Read Aloud**

1. Read page 13 (stopping at the end of the third paragraph) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Use **Think-Pair-Share** to ask:

**How does this case study help you to understand the causes and effects of the Dust Bowl crisis?**

*It allows us to see what happened to this family and to see what caused the Dust Bowl crisis to happen and the effect it had on this particular family.*

**What value does a personal historical account such as this have for a reader in modern times?**

*The value is that it helps us in modern times to understand what these people went through, what happened to them, what caused the crisis, how it affected them, and how it felt to live through this experience. It also helps us to learn what not to do so we can try to prevent a situation like this from happening again.*

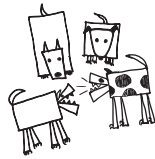
2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 13 and 14, adding information to the graphic organizer as they read.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer	
Cause	Effect
Financial setbacks	farmers becoming poorer and poorer
Financial catastrophe of 1930	



# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 15–18 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

### Team Talk Questions

1. What factors caused more and more farmers to be forced to become tenants on their farms? Use support from the text in your answer. **[RE, MI, SA]**  
(Team Talk rubric)
  - 100 = *A couple of factors caused more and more farmers to become tenants on their farms. The text states that in the early 1930s, the plight of the farm families steadily worsened, as they were farming dangerously eroded soil for crops that were steadily declining in price. For these reasons, more and more farmers were forced to become tenants on their farms.*
  - 90 = *There were a few factors that caused more and more farmers to become tenants on their farms. In the 1930s, farm families' problems steadily worsened, as they were farming eroded soil for crops that were dropping in price.*
  - 80 = *There were a few factors that caused more and more farmers to become tenants on their farms, like bad soil and low prices.*

*continued*

Team Talk Questions *continued*

2. What effects did the increase in tenancy have on the region? Explain, using support from the text. **(Write) [RE, MI, SA]** (Team Talk rubric)

100 = *The increase in tenancy had several negative effects on the region.*

*The article says that tenancy contributed to the instability of the population within the region, the lack of improvements, low living standards, insistence by landowners for cash crops, destruction of the grass cover by overgrazing, depletion of the soil, and a decline in the values of community life. These represent the negative effects the increase in tenancy had on the region.*

90 = *The increase in tenancy had several negative effects on the region, such as population changes within the region, low living standards, landowners demanding that tenants grow cash crops, destruction of the soil, and a drop in the values of the community.*

80 = *The increase in tenancy had several negative effects on the region, like hurting the soil.*

3. Explain the effect that overproduction, combined with underconsumption, had on farmers in Oklahoma, as described on page 18. **[RE, MI, SA]** (Team Talk rubric)

100 = *Overproduction and underconsumption had a very negative effect on farmers in Oklahoma, as described on page 18. The text states that due to overproduction and underconsumption, 70 percent of farmers in Oklahoma were unable to pay the interests on their mortgages. The prices they were getting for their products was not enough to make it worth raising them.*

90 = *Overproduction and underconsumption had a bad effect on farmers in Oklahoma, as 70 percent of farmers in Oklahoma were unable to pay the interests on their mortgages.*

80 = *Overproduction and underconsumption made farmers unable to pay interest.*

4. How does the photograph on page 18 support the text, and what does it show the reader? **[DC, RE, SA]** (Team Talk rubric)

100 = *The photograph on page 18 supports the text and shows the reader what a typical farm in the region looked like. For instance, the photograph shows a farmhouse, and the land surrounding it is parched and barren. The photograph shows how the weather, poor plowing practices, overgrazing, and overfarming created desolate, barren farms.*

90 = *The photograph on page 18 goes along with the text and shows the reader what a farm in the region looked like. The photograph shows a farm house, and the land surrounding it is dried up and in ditches, just like the text explains.*

80 = *The photograph on page 18 supports the text and shows the reader what a farm in the region looked like.*

5. Write a meaningful sentence using the word *plummeted*. **[CV]**

*My parents were upset to find out that my science grade had plummeted from an A to a C.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection

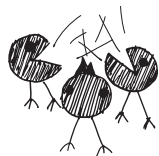


Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

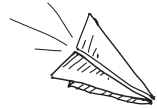
## Lesson 4

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

### Teacher Background

Today students will read about the protest by farmers in which farmers tried a “holiday” on farm selling. This agricultural strike joined farmers together in trying to prevent products from getting to the markets. Additionally, the text provides information on farm auctions during which neighbors “forced” prices down so the farmers could buy back their property.

Also, students will read excerpts from letters by the journalist Lorena Hickok, who journeyed through the Dust Bowl documenting the situation through photographs and letters. Her letters describe the struggles, extreme poverty, and miserable conditions of farm families in the Dust Bowl region.



## Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.

Post and present the reading objective.

Refer students to pages 19–26 in the text.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

3. Remind students of the text, author, and reading objective.
4. Refer students to today’s reading, pages 19–26 in *The Dust Bowl*.

**Interactive Read Aloud**

1. Read pages 19 and 20 (paragraph 1) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Use **Think-Pair-Share** to ask:

**What desperate measures did the suffering farmers resort to, and what was their objective?**

*The suffering farmers resorted to having a strike on all farm products, and they picketed the roads to try to stop farm items from getting to the markets. Their objective was to try to persuade their neighbors to join in holding produce back to increase the prices.*

**What effect did the local milk war have?**

*The local milk war ended with a price compromise, so the protest did have a positive effect in that way.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the next paragraph, adding information to the graphic organizer as they read.

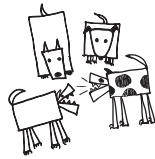
Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Cause	Effect
Farmers protested, blocking milk and other farm products from reaching the markets to try to raise prices.	A compromise was reached on milk prices.
Banks foreclosed on farms and auctioned off animals and equipment.	Neighbors bid low and gave items back to families.



# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr

**pages 20–26 (starting at the end of the page) aloud with partners.**

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

### Team Talk Questions

1. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes? CV

*100 = I chose to reread the section “Poverty Amid Plenty” because I needed clarification about the case study of Ole Swanson. I had a hard time understanding this section the first time I read it because it has a lot of data and facts about the farmer’s experience during this time period, and I wanted to make sure that I understood his story. By rereading and reviewing my notes, I was able to connect with the information more clearly, and now I have a better understanding of how Mr. Swanson’s financial downfall and sad experience of losing all reflects that of farmers during the Dust Bowl time period.*

*90 = I chose to reread the section “Poverty Amid Plenty” because I needed clarification about the case study of Ole Swanson. I had a hard time understanding this section the first time I read it because it has a lot of data and facts about the farmer’s experience during this time period, and I wanted to make sure that I understood his story.*

*80 = I chose to reread the section “Poverty Amid Plenty” because I needed clarification about the case study of Ole Swanson since there was a lot of data included.*

*continued*

Team Talk Questions *continued*

2. Write a summary of the section of text you reread. **(Write) [MI]** (summary rubric)

100 = *The case study of the farmer Ole Swanson illustrates the plight of farmers in the Dust Bowl region. Ole Swanson was a farmer who experienced prosperity and then slowly descended into extreme poverty, eventually losing everything he had. During the years 1912–1920, Ole made a good living and was able to provide very well for his family. However, through the 1920s, agricultural prices were falling, and his income was dropping. Ole fell behind on his mortgage and taxes as his financial situation grew worse and worse until the bank foreclosed on the mortgage in early 1932. Ole became a renter on his father’s farm and lost everything. This case study demonstrates the severe struggles of a farmer in the Dust Bowl region at this time in history.*

90 = *The case study of the farmer, Ole Swanson, shows the problems of farmers in the Dust Bowl region. Ole Swanson was a farmer who was successful but then eventually lost everything he had. During the years 1912–1920, Ole made a good living and was able to provide very well for his family. Through the 1920s, he found that his expenses were steadily increasing while prices on farm products were falling, and his income was dropping. When he was unable to pay taxes or interest, the bank took the farm in early 1932. Ole became a renter on his father’s farm and lost everything.*

80 = *The case study of the farmer, Ole Swanson, shows the problems of farmers in the Dust Bowl region. Ole Swanson was a farmer who experienced prosperity and then slowly descended into extreme poverty, eventually losing everything he had.*

3. How did neighbors support and assist farmers whose property was foreclosed on during auctions by the bank? Support your answer with information from the text. **[RE, MI, SA]** (Team Talk rubric)

100 = *Neighbors **supported and assisted** farmers whose property was foreclosed on during auctions by the bank by helping them to get their property back. For example, the text states that many times during auctions, neighbors would buy the farmer’s stock or equipment for a few dollars and would then give it back to the family. Also, neighbors would force the auctioneer to sell the items back to the farmer for incredibly low prices. This showed a willingness by farmers to support each other.*

90 = *Neighbors helped farmers whose property was foreclosed on during auctions by the bank by helping them to get their property back. Many times during auctions, neighbors would buy the farmer’s stock or equipment for a few dollars and would then give it back to the family. Also, neighbors would make the auctioneer sell the items back to the farmer for very low prices.*

80 = *Neighbors helped farmers whose property was foreclosed on during auctions by the bank by helping them to get their property back.*

*continued*

Team Talk Questions *continued*

4. Lorena Hickok was a private investigator for the head of Roosevelt's Federal Emergency Relief Administration. How do you think her letters impacted the decision to provide aid to the farmers? Explain. **(Write)** **[RE, DC, SA]** (Team Talk rubric)

100 = *I think Lorena Hickok's letters contributed significantly toward the decision to provide aid to the farmers. For example, in the text, Lorena Hickok says in her letter that most of these farmers have 640 acres or so of land. But since each acre is only worth \$10, that's only \$6,400 worth of land, and the farmers' lands and livestock are mortgaged to the very limit. Most are behind on their taxes, and their livestock are starving. For these reasons, Lorena Hickok says that the farmers are "land poor," and her letters show the tremendous suffering of the farmers in the Dust Bowl region.*

90 = *I think Lorena Hickok's letters helped a lot toward the decision being made to give aid to the farmers. She says in her letter that most of these farmers have 640 acres or so of land. But since each acre is only worth \$10, that's only \$6,400 worth of land, and the farmers' lands and livestock are mortgaged to the very limit. Most are behind on their taxes, and their livestock are starving.*

80 = *I think Lorena Hickok's letters helped significantly toward the decision being made to provide aid to the farmers.*

5. Which vocabulary word belongs in the blank? How do you know? **[CV]**

The heavy darkness seemed \_\_\_\_\_ from the window of our car.

Impenetrable. *I know because impenetrable means impossible to go through or see through, and the sentence talks about the heavy darkness, so I know the word that belongs in the blank is impenetrable.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



## Class Discussion tp

(15 minutes)

### Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

### Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

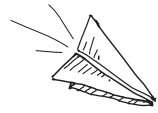
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Introduce a topic clearly, and provide a concluding statement that supports the information.

### Teacher Background

Students will use what they have learned in this cycle to introduce a topic clearly and provide a concluding statement that supports the information.



## Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Explain to students that they will use what they have learned about analyzing primary and secondary sources and making cause-and-effect connections to assist them with introducing a topic clearly and providing a concluding statement that supports the information.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt
<p>Analyze the information Lorena Hickok provides about the farm families of Bottineau County, ND, and answer the following:</p> <p>What has caused the current conditions of families in Bottineau County, and what have been the effects of the struggles they have endured for the past four years?</p> <p>Use support from the text in your answer.</p>



Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*Explain ideas or information on a topic because it is asking about information on the farm families of Bottineau County, ND, and their conditions.*

Students identify the purpose for writing.

6. Refer students to the following writer’s guide in their student editions. Point out that this Writing to Inform or Explain writer’s guide is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

Refer students to the appropriate writer’s guide in their student editions.

Writing to Inform or Explain	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduce the topic.</li> <li>Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by introducing the topic.</li> <li>In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help a reader understand how the facts or events are related.</li> <li>Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Highlight the writing goal.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guideline relates to our writing goal: introduce a topic clearly, and provide a concluding statement that supports the information?**

*Organization because the goal is to begin by introducing the topic and end with a closing statement that supports the information.*

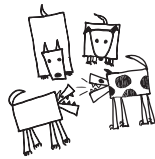
- Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model planning using a graphic organizer.

**Model a Skill**

Remind students that the first step in the writing process is planning, or prewriting. Model using the writing prompt and writer’s guide to create a prewriting graphic organizer. Point out that planning helps them organize their ideas and makes drafting easier.

Sample Graphic Organizer			
Topic	Causes of Struggles	Effects on Families	Conclusion
farm families of Bottineau County, ND	<ul style="list-style-type: none"> <li>hail storms</li> </ul>	<ul style="list-style-type: none"> <li>people need</li> </ul>	



**Teamwork** tp

(20 minutes)

Students write for 10 minutes.

**Independent Work**

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer’s guide to check the quality of their response.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

**Team Discussion**

- Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
- Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
- Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



# Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

## Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the writer's guide for writing to inform and the writing goal—introduce a topic clearly, and provide a concluding statement that supports the information.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer introduce the topic clearly?**
- **Does the writer include facts and examples to help a reader understand the information?**
- **Does the writer end with a concluding statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

Award points to teams whose writing projects meet the criteria. Record these points on the team poster.

## Reflection on Writing

Have students reflect on their use of the writing process. Ask:

**How did creating and using a graphic organizer work for you? How did it help you write your draft?**

*Answers will vary.*

**What was the most useful feedback that you received? How did it affect your revisions?**

*Answers will vary.*

**Did you find it easy or difficult to introduce the topic clearly and provide a concluding statement that supports the information?**

*Answers will vary.*

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Writing Prompt

Analyze the information Lorena Hickok provides about the farm families of Bottineau County, ND, and answer the following:

What has caused the current conditions of families in Bottineau County, and what have been the effects of the struggles they have endured for the past four years?

Use support from the text in your answer.

Writing to Inform or Explain	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>• Clearly introduce the topic.</li> <li>• Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Begin by introducing the topic.</li> <li>• In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>• End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>• Use words and phrases that help a reader understand how the facts or events are related.</li> <li>• Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>• Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

## Lesson 6

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

**Writing Objective:** Introduce a topic clearly, and provide a concluding statement that supports the information.

### Teacher Background

Today's cycle test challenges students to apply what they have learned about analyzing primary and secondary sources and making cause-and-effect connections in the text.

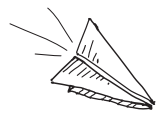
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.



## Active Instruction tp

(5 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



## Prepare Students for the Test tp

(5 minutes)

### Partner Review

1. Remind students that they have been practicing analyzing primary and secondary sources and making cause-and-effect connections in the text, as well as introducing a topic clearly and providing a concluding statement that supports the information.

tps

Use **Think-Pair-Share** to ask:

**What have we used to help us identify and make cause-and-effect connections in the text?**

*We have used the information from the primary and secondary sources, along with our graphic organizers, to identify and make cause-and-effect connections in the text.*

Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

**Test Directions**

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #3 and #5 ask about cause-and-effect connections.
4. Ask students to identify key words or phrases in question #5.

5. What effects did the dust storms have? Support your answer with information from the text. **[RE, DC, SA]**

5. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

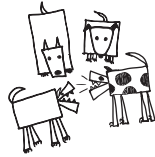
**Today you will read about dust storms that affected the Dust Bowl region.**



## Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



## Teamwork tp

(10 minutes)

Teams discuss the answers to the test questions.

### Team Discussion

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

Random Reporters share team discussion of a test question.



### Lightning Round

1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

Use **Think-Pair-Share** to ask:

**What effect did the weather have on this region, and how did the weather help to cause the Dust Bowl crisis?**

*The Dust Bowl region was hit with droughts and hail storms, which caused a huge loss of crops and significant financial losses to the farmers.*

Explain to students that the weather played a significant role in the Dust Bowl crisis and that in today's reading they will read about how the weather caused additional ill effects for the farmers of the region.

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

### **Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Cycle 1 Test

# Make Connections

**Directions:** Read *The Dust Bowl*, pages 27–30. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today’s reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. What is the topic?

*5 points = The topic is the dust storms that occurred in the Great Plains from 1933 to 1936.*

What is the author’s intent?

*5 points = The author’s intent is to inform the reader about several dust storms that occurred in the Great Plains from 1933 to 1936.*

Write a short summary of the text. Include the graphic organizer, or notes that you used to organize the information, and your thoughts. **[MI, AP]**

*10 points = Between 1933 and 1936, the Great Plains were hit with harsh dust storms that were caused by three years of severe drought and turned the topsoil into powdery dust. These dust storms were referred to as “black blizzards,” causing massive damage and destruction that resulted in hundreds of millions of tons of topsoil being blown away. The storms created even more misery and depression for the suffering farmers, who were already in horrendous financial conditions due to falling agricultural prices, a surplus of crops, and the Great Depression.*

2. What comparison does the reporter who wrote the article make at the bottom of page 29, and what does this comparison indicate to you about the dust storm she witnessed? Support your answer with information from the text. **[RE, MI, SA]**

*20 points = The reporter who wrote the article compares the day the second dust storm hit to the day the United States entered into the First World War. This comparison indicates to me that the dust storm was as **significant an event and created as much devastation as a war.** So, the reporter’s comparison expresses **how devastating and damaging the storm was.***

*15 points = The reporter who wrote the article compares the day the second dust storm hit to the day the United States entered into the First World War. This shows me that the dust storm created **damage like a war.***

*10 points = The reporter who wrote the article compares the day the second dust storm hit to the day the United States entered World War I.*

3. What factors contributed to the dust storms occurring? Use information from the text to support your answer. **[DC, RE, SA]**

20 points = *Two main factors contributed to the dust storms occurring.*

*The text indicates that the factors that contributed to the dust storms were the three years of severe drought that turned the topsoil to powder, and fierce, strong wind that caused the dusty topsoil to blow everywhere. These factors contributed to the dust storms, which created massive damage and problems.*

15 points = *Two main things caused the dust storms to happen. The dust storms happened because there were three years of severe drought that turned the topsoil to powder, and fierce, strong winds that blew the topsoil everywhere.*

10 points = *Drought and winds made the dust storms happen.*

4. How do firsthand eyewitness accounts in historical texts help the reader, and why might an author choose to use eyewitness accounts when writing about historical events? Support your answer. **[AC, AP, SA]**

20 points = *Firsthand accounts in historical texts help the reader better understand the events that **occurred**. Authors use these eyewitness accounts to **allow** the reader to imagine what the event was like when it happened. **For example**, the individuals who wrote the firsthand accounts included in this section describe in great detail what the dust storms were like, so I can picture it in my mind, like a movie. For example, the letter from Lorena Hickok describing the dust storm states that she couldn't see the sun at all, and she couldn't even see across the street. Also, she says that it was blacker than night and that there was a wall of dirt that penetrated the lungs. **In these ways**, firsthand eyewitness accounts help the reader **make connections** to what he or she is reading.*

15 points = *Firsthand accounts in historical texts help the reader better understand the events. Authors use these eyewitness accounts to help the reader imagine what the event was like when it happened. The reporters describe what the dust storms were like, so I can picture it in my mind, like a movie.*

10 points = *Firsthand accounts in historical texts help the reader better understand the events that happened. Authors use these accounts to help the reader imagine what the event was like.*

5. What effects did the dust storms have? Support your answer with information from the text. **[RE, DC, SA]**

20 points = *The dust storms had incredibly devastating effects on the Dust Bowl farmers and the region itself. For example, the text states that the dust storms resulted in hundreds of millions of tons of topsoil being blown away. Additionally, the dust storms caused railroad schedules to be interrupted, roads were blocked, homes were filled with shifting sand, debris ruined thousands of dollars' worth of merchandise, and "dust pneumonia" killed many people. The dust storms further added to the misery the farmers of this region were already experiencing.*

15 points = *The dust storms had incredibly devastating effects on the Dust Bowl farmers and the region itself. The dust storms blew away millions of tons of topsoil, railroad schedules were interrupted, roads were blocked, homes were filled with shifting sand, ruined thousands of dollars' worth of merchandise in stores, and "dust pneumonia" killed many people.*

10 points = *The dust storms had incredibly devastating effects on the Dust Bowl farmers and the region itself.*

**Part II. Writing (100 points)**

Write at least a paragraph to answer the following question:

Analyze this passage from page 27 of the text: "I thought that I had already seen about everything in the way of desolation, discomfort, and misery that could exist, right here in South Dakota. Well, it seems that I hadn't." What does the author, Lorena Hickok, mean by this statement, and what information included in her letter supports her statement?

*Lorena Hickok means that she thought she had seen the worst and most miserable experiences that were possible, but she really hadn't, and the information she includes in her letter supports this statement.*

*For example, in the previous section of text, Lorena Hickok describes the horrors of a devastated farm family in South Dakota who had barely anything to eat, rags for clothes, no bedding, coats, or shoes, and whose house was falling apart. On the next page, she describes the horrific dust storm that struck, causing massive damage to an already devastated area. In the letter, she says that during the dust storm, they had to turn back when they tried to drive because of the horrible winds and blackness all around. Lorena Hickok says that she was terrified because of the fierce winds that threatened to pick their car up, and that when they made it back to town, it was so dark that the streetlights were on. Later, on page 28, the author says that it was so black, you couldn't even see across the street. It seemed like the end of the world.*

*For these reasons, Lorena Hickok makes the statement that she thought she had seen everything that was miserable and uncomfortable, but she was wrong. The details in her letter support this statement.*

The following guide is used to score part II of the cycle test.

Writing to Inform or Explain		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduces the topic</li> <li>Develops the topic with relevant details</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by introducing the topic</li> <li>In the middle, provides facts, examples, or events that help a reader understand the information</li> <li>Ends with a closing statement that supports the information</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help a reader understand how the facts or events are related</li> <li>Includes details or examples that help a reader make a mind movie</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing objective</b>	<ul style="list-style-type: none"> <li>Introduce a topic clearly, and provide a concluding statement that supports the information.</li> </ul>	<b>0–15 pts.</b>

**Part III. Vocabulary** (100 points)

1. Write a meaningful sentence using the word *speculative*. **[CV]**

*Accept reasonable responses that show the student knows the meaning of the word and can use it correctly. For example: This is purely speculative, but if I study hard and do my best, I think I can earn straight A's.*

2. In which of the following sentences is the word *tenancy* used incorrectly? **[CV]**

- The farm owner gave the farmhand tenancy to live in the old home on the farm.
- The lease for our apartment has no tenancy for the owner.*
- To earn tenancy, the renter had to clean out the barns and care for the livestock.
- Allowing another person to rent our old home gives that person tenancy to live there.

3. Use two vocabulary words in a question. **[CV]**

*How often do migrants get tenancy to live on the farms where they work?*

4. When my friend and I were late for school, the assistant principal warned us that our \_\_\_\_\_ were getting excessive and that we should start leaving earlier for school.

Choose the word that belongs in the blank. **[CV]**

- A. deprivations
- B. delegations
- C. destinations
- D. *delinquencies*

5. Write a meaningful sentence using the word *exemplifies*. **[CV]**

*Accept reasonable responses that show the student knows the meaning of the word and can use it correctly. For example: Our teacher told us that our class exemplifies what middle school behavior should look like.*

6. What is a synonym for the word *plummeted*? What is an antonym for the word *plummeted*? **[CV]**

*A synonym for plummeted is dropped. An antonym for plummeted is risen.*

7. In which of the following sentences is the word *stalwart* used incorrectly? **[CV]**

- A. *The smallest puppy was the runt of the litter, and he was quiet and stalwart.*
- B. *My grandmother always tells my brother and me that we are getting to be stalwart.*
- C. *The Marines that came to our school told us that they train daily to stay stalwart.*
- D. *While being stalwart is important in playing football, you also need to have skill.*

8. Use two vocabulary words in a sentence.

*Has the rock plummeted down the impenetrable darkness of the deep cavern?*

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

*One word that my teammates and I explored in our word power journal was the word accentuated, on page 16. Accentuated means to make more noticeable, as in: My paper accentuated my writing skills, since it was creative writing.*

10. As used in this sentence on page 20 describing the protests taking place by farmers, "Skirmishes have taken place along some of the roads," *skirmishes* most nearly means— **[CV]**

- A. arguments.
- B. agreements.
- C. altitudes.
- D. avenues.

Explain how you figured out the meaning of *skirmishes*.

*Students will explain their thinking. For example, I used the context. The passage talks about the farmers stopping trucks from taking farm goods into the cities, and how the police had to step in, so I know that skirmishes most nearly means arguments.*

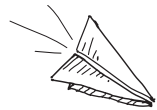
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author's intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author's craft; literary devices

# Lesson 7

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

## Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



## Active Instruction tp

(20 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

### Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

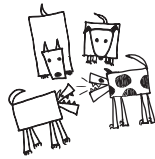
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students’ homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

### Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

## Read and Respond Questions

1.	Is your selection informational or literature? Summarize your reading. (summary rubric)
2.	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
3.	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
4.	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
5.	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
6.	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



# Class Discussion

(15 minutes)



Team responses and feedback

Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

## Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

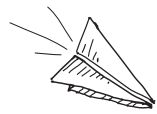
# Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council.

## Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle, and compare them with their goals. They celebrate success, and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



## Active Instruction

(2 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



## Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!  
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.

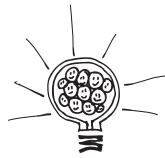


Use **Random Reporter** to ask:

**What is your team's goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing about how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



## Brain Game

(5 minutes)

1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

**What did this game require your brain to do?**

**How will use of this skill improve your success in other classes?**

## Cycle 2:

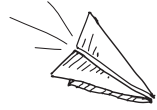
Make  
Connections

## Lesson 1

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

**Teacher Background**

In today's reading, students will read about one of the most destructive floods in history, which occurred in 1936 and affected the states east of the Mississippi.

**Active Instruction** **tp**

(22 minutes)

**Big Question**

Post and present this cycle's Big Question. Have students write a response to the question as they arrive for class.

**The Big Question:** Does the federal government have an obligation to step in and provide aid during crisis in the country? Why or why not?

**Set the Stage** **tp**

1. The purpose of today's Big Question is to engage students in a dialogue related to the role of the federal government during crisis in the nation. The Big Question should be revisited throughout the cycle as students gain additional knowledge through the related information presented in the text.

Refer students to today's Big Question. Use **Think-Pair-Share** to ask:

**Does the federal government have an obligation to step in and provide aid during a crisis in the country? Why or why not?**

*Yes, the federal government has an obligation to step in and provide aid during a crisis in the country because the government is supposed to care for and support its citizens in a time of need.*

2. Ask students to review their cycle goal. Remind students how to earn team celebration points. Remind them that team celebration points help them to become super teams. Tell them that they can earn team celebration points during the Lightning Round.
3. Introduce the text, author, and reading objectives.

Students write responses to the Big Question.

Discuss the Big Question.

**tps**

Teams review their cycle goal.

Post and present the reading objective.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

**Interactive Read Aloud**

1. Refer to the reading objective, and review the skill if necessary.
2. Read page 31 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Use **Think-Pair-Share** to ask:

**Why do you think the author includes this section in the text, and what does it help to illustrate to the reader?**

*I think the author includes this section in the text because it helps illustrate the impact that the poor farming and deforestation had on other parts of the country. Since the farmers eroded the soil so badly, cut down all the trees, and took away all the sod, there was nothing to stop the water from flooding other regions and cities.*

**Do you think some of the damage could have been avoided? Explain.**

*Some of the damage could have been avoided if farmers hadn't stripped the land of all the trees, which would have created a kind of barrier and would have helped to hold back the waters from the flood.*

3. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read page 32, adding notes to their graphic organizers as they read the text.

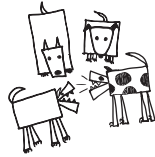
Use **Random Reporter** to debrief.

4. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Flood of 1936	
Causes	Effects
overfarming, loss of topsoil	no barriers to hold water back
overgrazing, loss of prairie sod	rivers overflowed
erosion	City of Pittsburgh had no power, no transportation, no lights.
deforestation of trees	Food supplies were ruined.
	Steel industry was at a standstill.
	Large, deep ruts formed in soil from water runoff.



# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 33 and 34 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

Cue students to use their student routines for strategy use and Team Talk discussion.

### Team Talk Questions

1. According to the information on page 33, what effect did the dust storms have on the farmers and ranchers of the Midwest? Support your answer with information from the text. **[RE, SA]** (Team Talk rubric)
 

*100 = According to the information on page 33, the dust storms were the "final, crushing blow" for the farmers and ranchers of the Great Plains. Furthermore, the text states that the farmers' fields were lifeless and that all of their equipment and buildings were covered and buried in dust. The dust storms had a devastating effect on the farmers and ranchers of the region, creating a "final, crushing blow" after years of hardship.*

*90 = The dust storms were the "final, crushing blow" for the farmers and ranchers of the Great Plains. The farmers' fields were lifeless and all their equipment and buildings were covered and buried in dust.*

*80 = The dust storms were the "final, crushing blow" for the farmers and ranchers of the Great Plains.*

*continued*

Team Talk Questions *continued*

2. What does John Steinbeck mean when he writes, “The bank is something more than men, I tell you. It’s the monster. Men made it, but they can’t control it”? What caused him to view the bank in this way? Support your answer with information from the text. **[AP, DC, SA]** (Team Talk rubric)

100 = *When John Steinbeck writes that, I think he imagines that the bank is an invisible force, like a monster that comes after people’s land, even though the men who work for the bank don’t want to do it. **For example, in the text**, it says that the banks take the land if the farmers can’t pay their taxes or their mortgages, and the men who work for the bank say that they don’t want to do it, but they have to. **Even though men technically started the bank, it is out of their control.***

90 = *When John Steinbeck writes that, I think he means that the bank is an invisible force, like a monster that comes after people’s land, even though the men who work for the bank don’t want to do it. **The banks take the land if the farmers can’t pay their taxes or their mortgages, and the men who work for the bank say that they don’t want to do it, but they have to.***

80 = *When John Steinbeck writes that, I think he means that the bank is an invisible force, like a monster that comes after people’s land, even though the men who work for the bank don’t want to do it.*

3. What caused the banks to plow everything under with tractors and plant one last cash crop? Use information from the text to support your answer. **(Write) [RE, MI, SA]** (Team Talk rubric)

100 = *There were a few factors that caused the banks to begin plowing everything under with tractors and planting one last cash crop. **First, the text states** that the farmers had nothing left and that their land, buildings, and equipment were ruined from the dust storms. **Also, the text says** that the banks that held the mortgages didn’t want the land, but they needed to plant one cash crop to recover some of the money that they had lost. **The banks wanted to recoup something of value from the ruined farms.***

90 = *There were a few factors that caused the banks to plow everything under with tractors and plant one last cash crop. **The farmers had nothing left, and their land, buildings, and equipment were ruined from the dust storms. The banks that held the mortgages didn’t want the land, but they needed to plant one cash crop to recover some of the money that they had lost.***

80 = *The banks wanted to get money, so they began plowing everything under with tractors and planted one last cash crop.*

*continued*

Team Talk Questions *continued*

4. Were the banks justified in their actions? Why or why not? Use information from the text to support your answer. **[AA, RE, SA]** (Team Talk rubric)

(Answers may vary.)

100 = *Yes, I think that the banks were **justified in their actions**. First, the text tells me that the banks had loaned the money to the farmers, and they were all behind on their interest and taxes. If the bank doesn't get the money for the loans, they can't stay in business. To try to harvest one last crop on the ruined land, they moved in and planted a cash crop. The banks needed to do this to try to get back some of the money they lost when the farmers were unable to pay.*

90 = *Yes, I think that the banks were right because the banks had loaned the money to the farmers, and they were all behind on their interest and taxes. If the bank doesn't get the money for the loans, they can't stay in business.*

80 = *Yes, I think that the banks were justified in their action because they needed money.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked "(Write)." Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Show the video.



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion tp

(18 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.
3. Show video “Fluency.”

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

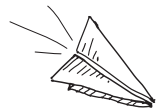
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

# Lesson 2

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

## Teacher Background

Today students will read about dispossessed teenagers who became transients. Today’s reading also includes information about the flood of farm families fleeing the Dust Bowl to become migrant workers in California.



## Active Instruction tp

(25 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Introduce vocabulary.

## Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they copy the words in their word power journals and rate their knowledge of each as they arrive for class.
2. Spot check the Read and Respond homework.

## Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Award team celebration points.
3. Introduce the vocabulary for this cycle. Read each word aloud, and model chunking as needed. Then read the meaning of each word.

Word	Pronunciation	Definition	Sample Sentence
<b>dispossessed</b> (adjective) page 40	dis-poss-essed (dis-puh-ZEST)	having had land, possessions, etc. taken away	The government was helping the poor and <i>dispossessed</i> to find shelter and food.
<b>transient</b> (noun) page 40	tran-si-ent (TRAN-zee-uhnt)	person that moves around often and temporarily	The <i>transient</i> man tried to ride on the train, but the conductor forced him off.

*continued*

Word	Pronunciation	Definition	Sample Sentence
<b>fumigation</b> (noun) page 40	fum-i-ga-tion (FYOO-mi-gey-shuhn)	to remove germs, insects, etc. with a substance, usually gas or smoke, that destroys them	<i>Fumigation</i> was used in the basement to get rid of the germs from the rats that had lived there.
<b>idealistic</b> (adjective) page 49	i-de-a-lis-tic (eye-dee-uh-LIS-tik)	having a belief that high standards of behavior and honesty are possible	My father is <i>idealistic</i> and thinks that my sister and I can resist making poor choices all the time.
<b>compels</b> (verb) page 52	com-pels (kuhm-PELZ)	forces something to happen	The approaching tornado <i>compels</i> us to take shelter in the basement.
<b>preeminently</b> (adverb) page 52	pre-em-i-nent-ly (pree-EM-uh-nuhnt-ly)	to a very great degree	The boats in the harbor were <i>preeminently</i> fishing vessels, with almost no recreational or luxury boats to be seen.
<b>pastoral</b> (adjective) page 52	pas-tor-al (PAS-ter-uhl)	of or relating to the countryside or to the lives of people in country areas	We read a book in reading class with a <i>pastoral</i> setting, as it took place on a farm in Scotland.
<b>bureaucratic</b> (adjective) page 57	bur-eau-cratic (byoor-uh-KRAT-ik)	involving complicated ways of doing things, usually relating to the government	The mayor said she was tired of trying to fight the <i>bureaucratic</i> red tape and just wanted to help the people of the city as quickly as possible.

4. Use **Random Reporter** to have teams share a new sentence that uses one of their vocabulary words. Award team celebration points.
5. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

**Interactive Read Aloud**

1. Read page 40 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Use **Think-Pair-Share** to ask:

**What effect has the Dust Bowl crisis had on these dispossessed teenagers without families?**

*The dispossessed teenagers that don’t have families wind up in shelters, looking for clothing and food. The teenagers become tramps with nowhere to go.*

2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read pages 41 and 42 and record cause-and-effect relationships on their graphic organizers.

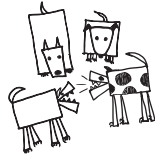
Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
Causes	Effects
Teenagers are dispossessed and have no families.	Teenagers become tramps, living in shelters and trying to get clothing and food.



# Teamwork tp

(20 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 43–46 aloud with partners.**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. What effect did the flood of migrant workers to California have on the competition for work? Support your answer with information from the text. <b>(Write) [RE, MI, SA]</b> (Team Talk rubric)</p> <p><i>100 = The flood of migrant workers to California caused the competition for work to be very intense. For example, the text says that there were so many workers trying to find jobs to earn money that when there was news that a farm owner needed pickers, thousands would show up to the farm when they only needed hundreds. The result was that the owners started lowering wages, and people were so desperate, they fought for the job, no matter how low the wages were.</i></p> <p><i>90 = The flood of migrant workers to California caused the struggle for work to be very difficult. There were so many workers trying to find jobs to earn money that when there was news that a farm owner needed pickers, thousands would show up to the farm when they only needed hundreds.</i></p> <p><i>80 = The flood of migrant workers to California caused it to be hard for the people to find work.</i></p>

*continued*

Team Talk Questions *continued*

2. Why do you think the author includes the timeline on page 44 of the text, and what does it help the reader to better understand? Use support from the text in your answer. **[AP, DC, SA]** (Team Talk rubric)

100 = *The author includes the timeline on page 44 to provide information related to the migrants' life during this time period. The timeline helps the reader to better understand what a year in the life of a typical migrant worker was like. For example, the timeline shows how the migrant workers travelled from place to place, struggling to find jobs to do and working for very low wages. The timeline gives the details that help a reader imagine how hard it was for a migrant worker to survive.*

90 = *The author has the timeline because it tells about the migrants' life during this time period. The timeline shows how the migrant workers travelled from place to place, struggling to find jobs to do and working for very low wages.*

80 = *The author has the timeline to tell about the migrants' life.*

3. What can you determine about the migrant camps from the description the reporter, John Spivak, provides in the article? Support your answer with information from the text. **[MI, SA]** (Team Talk rubric)

100 = *From the reporter's description, I can determine that conditions in the migrant camps were deplorable. In the article, he says that the migrant workers are living in outhouses, sleeping on the floor in hunger and filth. Also, the article illustrates that the families have to drive eight miles to get fresh water, so they have to conserve water by not bathing. In these ways, the reporter, John Spivak, describes the conditions in one of the migrant camps as pitiful and horrible.*

90 = *The reporter's article helps me to see that the conditions in the migrant camps were terrible because the migrant workers are living in outhouses, sleeping on the floor in hunger and filth, with very little water since they can't afford to drive to get it.*

80 = *The reporter makes the migrant camps seem very dirty and sad.*

*continued*

Team Talk Questions *continued*

4. What specific factors mentioned on page 46 caused FDR’s administration to enact the New Deal? Support your answer with information from the text.

**[RE, DC, SA]** (Team Talk rubric)

100 = *There were several factors that caused FDR’s administration to enact the New Deal. For example, the text states that the people came to realize that only the national government had the resources to help them get relief. FDR and his administration were the first to see that massive government action was needed. FDR made a statement that when people’s efforts fail from no fault of their own, they have a right to call on the government for help and aid for their suffering.*

90 = *There were a few things that caused FDR’s administration to start the New Deal. First, the people came to realize that only the national government had the resources to help them get relief. FDR and his administration were the first to see that massive government action was needed.*

80 = *The people were suffering and needed help, so they started the New Deal.*

5. What is a synonym for *transient*? What is an antonym for *transient*? **[CV]**

*A synonym for transient is the word drifter. An antonym for transient is the word resident.*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

**Randomly select team representatives who will share:**

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion tp

(15 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

**Make Connections**

Word	Pronunciation	Definition	Sample Sentence
<b>dispossessed</b> (adjective) page 40	dis-poss-essed (dis-puh-ZEST)	having had land, possessions, etc. taken away	The government was helping the poor and <i>dispossessed</i> to find shelter and food.
<b>transient</b> (noun) page 40	tran-si-ent (TRAN-zee-uhnt)	person that moves around often and temporarily	The <i>transient</i> man tried to ride on the train, but the conductor forced him off.
<b>fumigation</b> (noun) page 40	fum-i-ga-tion (FYOO-mi-gey-shuhn)	to remove germs, insects, etc. with a substance, usually gas or smoke, that destroys them	<i>Fumigation</i> was used in the basement to get rid of the germs from the rats that had lived there.
<b>idealistic</b> (adjective) page 49	i-de-a-lis-tic (eye-dee-uh-LIS-tik)	having a belief that high standards of behavior and honesty are possible	My father is <i>idealistic</i> and thinks that my sister and I can resist making poor choices all the time.
<b>compels</b> (verb) page 52	com-pels (kuhm-PELZ)	forces something to happen	The approaching tornado <i>compels</i> us to take shelter in the basement.
<b>preeminently</b> (adverb) page 52	pre-em-i-nent-ly (pree-EM-uh-nuhnt-ly)	to a very great degree	The boats in the harbor were <i>preeminently</i> fishing vessels, with almost no recreational or luxury boats to be seen.
<b>pastoral</b> (adjective) page 52	pas-tor-al (PAS-ter-uhl)	of or relating to the countryside or to the lives of people in country areas	We read a book in reading class with a <i>pastoral</i> setting, as it took place on a farm in Scotland.
<b>bureaucratic</b> (adjective) page 57	bur-eau-crat-ic (byoor-uh-KRAT-ik)	involving complicated ways of doing things, usually relating to the government	The mayor said she was tired of trying to fight the <i>bureaucratic</i> red tape and just wanted to help the people of the city as quickly as possible.

## Lesson 3

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

### Teacher Background

Today students will read about several of the New Deal policies and programs that were designed to aid those suffering through the Dust Bowl.

#### Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

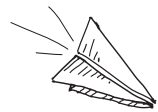
Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Model exploring a word in the word power journal.



## Active Instruction

(15–25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Choose an important word from the text or class discussion, and model how to explore it in a word power journal entry. A sample Think Aloud and word map follow.

### Sample Think Aloud

I chose the word *meager* from page 35, because I find it to be interesting. It reminds me of the word *eager*, because it contains the word *eager*. I wonder if *meager* has something to do with *eager*. The sentence talks about how the farm families were collecting their belongings and moving on to other parts of the country to find work. Based on the context of the sentence, I don't think *meager* is related to *eager* because *eager* means excited or ready to do something, but this sentence is talking about the few possessions the families have. This tells me that *meager* means little or few. I will verify this meaning in the dictionary.

**(Model verifying the meaning of *meager* in the dictionary.)**

OK, I see in the dictionary that my thinking is verified. The dictionary tells me that *meager* means lacking desirable qualities, deficient in quality or quantity. That means that *meager* means few, as I thought.

Antonyms for *meager* would be *rich* and *plentiful*. Synonyms would be *scant*, *sparse*, or *pitiful*.

A sentence for this word would be: We took our *meager* savings and went to the store to try to buy some groceries.

### Sample Word Map

definition:  
lacking desirable qualities  
deficient in quality or quantity

antonyms:  
rich, plentiful

*meager*

part of speech:  
adjective

synonyms:  
*scant*, *sparse*, *pitiful*

We took our *meager* savings and went to the store to try to buy some groceries.

Review Vocabulary Vault.

4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

Teams review their cycle goal.

Post and present the reading objective.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



**Partner pairs:** Read aloud/think aloud with the next passage to practice the skill/strategy.



**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.

**Set the Stage**

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

**Interactive Read Aloud**

1. Read page 47 (paragraphs 1 and 2) aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Use **Think-Pair-Share** to ask:

**What effects did FDR’s administration hope to have through these new programs?**

*They hoped to relieve as much human suffering as possible, as quickly as possible, and to correct some of the underlying conditions that caused the suffering.*

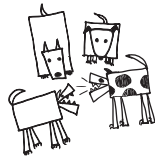
2. Partner Practice: Student partner pairs use the read-aloud/think-aloud process to practice the skill or strategy with the next passage in the text. Have students read the rest of page 47, adding details to their graphic organizers as they read.

Use **Random Reporter** to debrief.

3. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

Sample Graphic Organizer	
<u>FDR’s New Deal Programs</u>	
Causes	Effects
human suffering	government steps in to provide aid, launches new programs



# Teamwork tp

(20–30 minutes)

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

## Partner Prep

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate: sr  
**pages 48 and 49 aloud with partners.**  
**(if skipping Interactive Read Aloud, pages 47–49)**
2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

## Team Discussion

Cue students to use their student routines for strategy use and Team Talk discussion.

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. sr
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team’s strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team’s graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students’ reflection as they determine the meaning of the “(Write)” question.

Team Talk Questions
<p>1. What effects did the Civilian Conservation Corps (CCC) have, and what need caused it to be launched? Use support from the text in your answer. <b>(Write)</b>  <b>[RE, MI, SA]</b> (Team Talk rubric)</p> <p><i>100 = The Civilian Conservation Corps (CCC) had many <b>positive</b> effects, and there was a big need that caused it to be launched. The effects the CCC had <b>included</b> building roads, fighting fires, building campgrounds and picnic areas, installing telephone wire in government parks and forest reserves, and planting 1.3 billion trees. The CCC was formed because of the need to <b>provide immediate relief</b> to the huge number of unemployed young men in the nation.</i></p> <p><i>90 = The Civilian Conservation Corps (CCC) had many good effects, and there was a big need that caused it to be launched. Some of the effects the CCC had were building roads, fighting fires, building campgrounds and picnic areas, and planting 1.3 billion trees.</i></p> <p><i>80 = The Civilian Conservation Corps (CCC) had many good effects, and there was a need for young men to work that caused it to be launched.</i></p>

continued

Team Talk Questions *continued*

2. Who were the “soil soldiers,” and what effect did their work have? Support your answer with information from the text. **[RE, DC, SA]** (Team Talk rubric)

100 = *The “soil soldiers” were workers who were part of the CCC, and they had a very **positive** effect on the land. **Specifically**, the “soil soldiers” were young men who were working through the CCC to plant 1.3 billion trees. The effect of their work was helping to end the tremendous soil erosion that had caused so much horrible damage and destruction.*

90 = *The “soil soldiers” were workers who were part of the CCC, and they had a very good effect on the land. The “soil soldiers” were young men who were working through the CCC to plant 1.3 billion trees.*

80 = *The “soil soldiers” were workers who planted trees for the CCC, and they had a very good effect on the land.*

3. Why did the Federal Emergency Relief Administration become the Civil Works Administration? **[DC, RE]** (Team Talk rubric)

100 = *The name of the FERA was changed because Roosevelt and others did not like the idea of just giving government handouts of food and money. Putting people to work on civil works projects, such as building roads and schools, and paying them seemed like a better way to give families support. It also resulted in improvements of **facilities** for the public. The name of the **agency** was changed to **reflect its purpose**.*

90 = *The name of the FERA was changed because Roosevelt and others did not like the idea of just giving government handouts of food and money. Putting people to work on civil works projects, such as building roads and schools, and paying them seemed like a better way to give families support.*

80 = *The name of the FERA was changed because Roosevelt and others did not like the idea of just giving government handouts of food and money.*

4. Use two vocabulary words in a question. **[CV]**

*Was the delay of the passing of the bill caused preeminently by the bureaucratic process?*

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Cue students to discuss strategy use, graphic organizers, and word power journals.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion

(20 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 4

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

### Teacher Background

Today students will read about new agricultural policies that were enacted as part of the New Deal programs in attempts to prevent another Dust Bowl crisis for farmers.

#### Teacher's Note:

Use the Interactive Read Aloud if your students need additional support. Otherwise, build background, and then go directly to teamwork. Adjust partner reading page numbers accordingly.

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

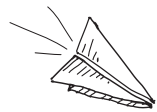
Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the reading objective.



## Active Instruction

(15–25 minutes)

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading objective.

**Teacher:** Read aloud.

**Students:** Practice the skill or strategy.



**Partner pairs:** Review, reread to clarify, and add to the graphic organizer.



**Interactive Read Aloud**

1. Read page 51 aloud. Use **Think-Pair-Share** to prompt use of the skill or strategy.

Use **Think-Pair-Share** to ask:

**What caused Roosevelt to be so convinced that the government needed to take bold steps to help the economic uncertainty of farming?**

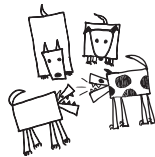
*He believed that the agricultural ladder had fallen apart and that farming was too uncertain. Roosevelt thought the government should regulate the prices and production in farming to help create stability for farmers.*

2. Ask partners to review this section of text, check their understanding with each other, reread what they need to clarify, and add notes to their graphic organizers.

Use **Random Reporter** to debrief. Add student responses to the graphic organizer.

A sample graphic organizer follows.

Sample Graphic Organizer	
FDR's New Agricultural Policies	
Causes	Effects
agricultural ladder had broken down	government regulation of farm prices, production
farming too economically insecure	launching of new agricultural policies AAA launched



**Teamwork**

(20–30 minutes)

**Partner Prep**

1. Explain, or review if necessary, the student routines for partner reading, word power, fluency, and the TIGRRS process before having students read and restate:

**pages 52–55 aloud with partners.**

**(if skipping Interactive Read Aloud, pages 51–55)**

Cue students to use their student routines for partner reading, word power, fluency, and the TIGRRS process.

2. Circulate and check for comprehension, evidence of strategy use, and use of the TIGRRS process, for example, restating ideas on the graphic organizer. Give students feedback. Prompt and reinforce their discussions.
3. If some partners finish ahead of their teammates, have them begin looking over the Team Talk questions.

### Team Discussion

1. Explain, or review if necessary, how to use role cards and the student routines for strategy use and Team Talk discussion. **SF**
2. Remind students to use the rubrics on their team folders to prepare each team member to discuss the team's strategy use, oral and written Team Talk responses, word power, and fluency. Each team member must be able to summarize the text and discuss the team's graphic organizer/notes during Class Discussion as indicated.
3. Preview the Team Talk questions. If necessary, ask questions to guide students' reflection as they determine the meaning of the "(Write)" question.

#### Team Talk Questions

1. What section of text did you choose to reread, and why? What new connection did you make by rereading and reviewing your notes? **[CV]**

*100 = I chose to reread page 51 because I didn't really understand the information about the new agricultural policies regarding the government regulating the prices and production of farm products. After rereading the text, I made a new connection because I saw that the AAA would help to ensure that farmers were not overproducing and causing a ruinous drop in crop prices. So, rereading this section of text helped me to better understand the new agricultural policies of the New Deal.*

*90 = I chose to reread page 51 because I didn't really understand the information about the new agricultural policies in the government regulating farm products. I saw that the AAA would help to ensure that farmers were not overproducing and causing a ruinous drop in crop prices.*

*80 = I chose to reread page 51 because I didn't really understand the information about the government regulating the prices and production of farm products.*

*continued*

Cue students to use their student routines for strategy use and Team Talk discussion.

Team Talk Questions *continued*

2. Write a summary of the section of text you reread. **(Write) [MI]** (summary rubric)

100 = *The Agricultural Adjustment Administration was started in 1933 to help stabilize agricultural prices to ensure that overproduction did not lead to drops in crop prices. The AAA provided money for farmers to plow under up to half of their cash crops, which would cause there to be fewer crops, driving up prices for the farmers' products. In this way, the AAA helped keep agricultural prices stable to provide better economic security for the farmers.*

90 = *The Agricultural Adjustment Administration was launched in 1933 to help stabilize agricultural prices to ensure that overproduction did not lead to drops in crop prices. The AAA provided money for farmers to plow under up to half of their cash crops, which would cause there to be fewer crops, driving up prices for the farmers' products.*

80 = *The Agricultural Adjustment Administration was launched in 1933 to help stabilize agricultural prices to ensure that overproduction did not lead to drops in crop prices.*

3. What supporting reasons does Chester Davis, the director of the AAA, give for recommending farmers plant grass on their unused acres? Provide support from the text. **[DC, MI, SA]** (Team Talk rubric)

100 = *The director of the AAA, Chester Davis, gives several reasons for **recommending** that farmers plant grass on their unused acres. First, Mr. Davis says in this article that the land and the people who farm it need a rest. He **states in the text** that women and children in farm families have been especially overworked without reward. **Furthermore**, he states that land with grass doesn't wash away, and it is a more pleasant life to live on grassland. **Finally**, Mr. Davis explains that livestock can eat on grassland more cheaply. **For these reasons, Chester Davis recommends farmers plant grass on their unused acres.***

90 = *The director of the AAA, Chester Davis, gives several reasons for farmers to plant grass on their unused acres. First, the land and the people who farm it need a rest. He says that women and children in farm families have been especially overworked without reward. He also says that land with grass doesn't wash away and that grassland life is more pleasant.*

80 = *The director of the AAA, Chester Davis, gives several reasons for farmers to plant grass on their unused acres, like people were working too hard on the farms.*

*continued*

Team Talk Questions *continued*

4. What new law is described on page 55, and what did the new law do? Use information from the text in your answer. **(Write) [RE, MI, SA]**  
(Team Talk rubric)

100 = *The new law described on page 55 was the Emergency Farm Mortgage Act, which helped farm families with their mortgages. The text states that this new law stopped banks from foreclosing and allowed the government to refinance thousands of mortgages. By refinancing the mortgages, the government was able to give families lower interest rates and a longer time period to pay off their debt. In these ways, the Emergency Farm Mortgage Act helped farm families keep their farms.*

90 = *The new law described on page 55 was the Emergency Farm Mortgage Act, which helped farm families with their mortgages. The new law stopped banks from foreclosing and allowed the government to refinance thousands of mortgages. The government could then give families lower interest rates and a longer time period to pay off their debt.*

80 = *The new law described on page 55 was the Emergency Farm Mortgage Act, which helped farm families with their mortgages.*

5. To get rid of the termites, we used a \_\_\_\_\_ system that was guaranteed to stop the infestation.

Which word belongs in the blank? How do you know? **[CV]**

*Fumigation because the sentence is talking about getting rid of termites, and fumigation means to get rid of insects, so I know the word that belongs in the blank is fumigation.*

Cue students to discuss strategy use, graphic organizers, and word power journals.

4. Have students thoroughly discuss Team Talk questions before they write individual answers to the skill question marked “(Write).” Allow students to revise their written answers after further discussion if necessary.
5. Prompt teams to discuss comprehension problems and strategy use (their sticky notes), important ideas that they added to their graphic organizers, and words that a team member added to the word power journal.
6. Circulate and give feedback to teams and students. Use rubrics to give specific feedback. Ask questions to encourage further discussion. Record individual scores on the teacher cycle record form.
7. If some teams finish ahead of others, have them practice their fluency.
8. Award team celebration points for good team discussions that demonstrate 100-point responses.

Randomly select team representatives who will share:

- strategy use
- oral and written Team Talk responses
- word power discussions
- fluency selection



Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.



# Class Discussion

(20 minutes)

## Lightning Round

1. Use **Random Reporter** to have teams share strategy use, oral and written Team Talk responses, word power discussions, and fluency. Ask other teams to agree, disagree, or add on to responses.
2. Use rubrics to evaluate responses and give specific feedback. Award team celebration points for 100-point responses. Record individual scores on the teacher cycle record form.

## Celebrate

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

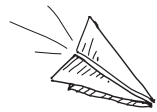
- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.
2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Lesson 5

**Writing Objective:** Introduce a topic clearly, and provide a concluding statement that supports the information.

### Teacher Background

Students will use what they have learned throughout this cycle about making cause-and-effect connections in the text to clearly introduce a topic, and provide a concluding statement that supports the information.



## Active Instruction

(10 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams discuss their vocabulary ratings.



Review Vocabulary Vault.

Teams review their cycle goal.

Post and present the writing objective.

Introduce the writing project.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Vocabulary

1. Have teams discuss their ratings of the words. Ask teams to make a tent with their hands when they are ready to tell a word the entire team rated with a “+” and a word the entire team rated with a “?”.
2. Use **Random Reporter** to have the teams share one word that they know and one word that they need to study further. Use **Random Reporter** to have teams report on a new sentence using a vocabulary word. Award team celebration points.
3. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.

### Set the Stage

1. Ask students to review their team’s goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and writing objective.
4. Explain to students that they will use what they have learned throughout the unit about analyzing primary and secondary source and making cause-and-effect connections in the text. Tell students that this will help them to identify their topic clearly and support their information with a concluding statement.

5. Refer students to the following writing prompt in their student editions. Read the writing prompt aloud.

Read the prompt aloud.

Writing Prompt
What positive changes and effects occurred because of the Dust Bowl experience? Explain, using information from the text.



Use **Think-Pair-Share** to ask:

**Read the prompt. What is it asking you to do: support a claim with reasons, explain ideas or information on a topic, or write a literary response? How do you know?**

*It is asking me to explain ideas or information on a topic because it uses the word explain.*

Students identify the purpose for writing.

6. Refer students to the following writer’s guide in their student editions. Point out that this Writing to Inform or Explain writing guide is the criteria for writing. Point out that using the writer’s guide will help them write a quality response.

Refer students to the appropriate writer’s guide in their student editions.

Writing to Inform or Explain	
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduce the topic.</li> <li>Develop the topic with relevant details.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begin by introducing the topic.</li> <li>In the middle, provide facts, examples, or events that help a reader understand the information.</li> <li>End with a closing statement that supports the information.</li> </ul>
<b>Style</b>	<ul style="list-style-type: none"> <li>Use words and phrases that help a reader understand how the facts or events are related.</li> <li>Include details or examples that help a reader make a mind movie.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Use correct punctuation, capitalization, spelling, and grammar.</li> </ul>

Highlight the writing objective.

Briefly review the guide, noting the four aspects of writing: ideas, organization, style, and mechanics.

Use **Think-Pair-Share** to ask:

**Which guideline relates to our writing objective: introduce a topic clearly, and provide a concluding statement that supports the information?**

*Organization relates to our writing objective, because it involves introducing the topic and ending with a closing statement that supports the information.*

7. Tell students that this 10-minute writing project is practice to prepare them to write a quality answer for the writing section (part II) of the cycle test. Remind them that this section of the test is worth one third of their test score.

Model editing and revising a paragraph for content.

Blackline master provided.



### Model a Skill

Display the following paragraph.

The London Olympics took place in July 2012. They included many countries from all over the world, competing against one another in various sports. The Olympics are exciting events that bring athletes together from all around the world. These athletes are the best in their country, in their designated sports. In conclusion, I enjoy watching the Olympics and cheering for the countries I like.

Use **Think-Pair-Share** to ask:

**Does the paragraph contain an introduction?**

*Yes, the introduction is the first sentence.*

**Is the introduction presented clearly?**

*Yes, it gives the date of the London Olympics and provides information about the Olympics.*

**Does the concluding statement support the information included?**

*No, it just says that the person enjoys watching the Olympics and cheering for the countries he or she likes.*

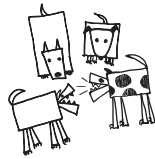
**How could we change this paragraph to improve its conclusion?**

*We could change the conclusion to align more with the information that is included in the paragraph.*

Explain to students that the conclusion to a paragraph should be a closing statement that summarizes the information in the paragraph. Model changing the conclusion to summarize the paragraph (see sample revised paragraph below).

### Sample revised paragraph

The London Olympics took place in July 2012. They included many countries from all over the world, competing against one another in various sports. The Olympics are exciting events that bring athletes together from all around the world. These athletes are the best in their country, in their designated sports. In conclusion, the London Olympics was an exciting opportunity to see athletes from around the world compete in various summer games and events.



## Teamwork tp

(20 minutes)

Students write for 10 minutes.

Monitor discussions as partners and teams give feedback.

Students revise and edit their writing projects.

### Independent Work

Tell students that they have 10 minutes to plan and write drafts of their responses to the writing prompt. Remind them to write on every other line to leave room for revisions. Suggest that they refer to the writing prompt to be sure that they include all the required elements and to the writer's guide to check the quality of their response.

### Team Discussion

1. Refer students to the peer feedback checklist in their student editions, and review how to get/give feedback.
2. Have students share their drafts in teams. Allow 5 minutes for students to revise their writing projects based on feedback and to edit them using the editing checklist in their student editions.
3. Have teams put their writing projects in a pile in the middle of their tables so a writing project can be randomly selected.



## Class Discussion tp

(30 minutes)

Display and evaluate randomly selected writing projects using the writer's guide.

### Lightning Round

Randomly select a writing project from one or two teams' piles without revealing their authors. Display a writing project, and read it aloud.

Refer students to the Writing to Inform or Explain writer's guide and the writing objective—introduce a topic clearly, and provide a concluding statement that supports the information.

Using the writer's guide, discuss and evaluate the selected writing project(s) with the class.

For example, ask:

- **Does the writer clearly introduce the topic?**
- **Does the writer include facts and examples to help a reader understand the information?**
- **Does the writer end with a concluding statement that supports the information?**
- **Does the writer use appropriate academic language and full sentences?**

### Reflection on Writing

Have students reflect on their use of the writing process. Ask:

**How did creating and using a graphic organizer work for you? How did it help you write your draft?**

*Answers will vary.*

**What was the most useful feedback that you received? How did it affect your revisions?**

*Answers will vary.*

**Did you find it easy or difficult to introduce the topic clearly and provide a concluding statement that supports the information?**

*Answers will vary.*

### Celebrate

Celebrate team successes!

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

The top team chooses a cheer.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

Remind students of the Read and Respond homework assignment.

## Writing Prompt

What positive changes and effects occurred because of the Dust Bowl experience? Explain, using information from the text.

Writing to Inform or Explain	
<b>Ideas</b>	<ul style="list-style-type: none"><li>• Clearly introduce the topic.</li><li>• Develop the topic with relevant details.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>• Begin by introducing the topic.</li><li>• In the middle, provide facts, examples, or events that help a reader understand the information.</li><li>• End with a closing statement that supports the information.</li></ul>
<b>Style</b>	<ul style="list-style-type: none"><li>• Use words and phrases that help a reader understand how the facts or events are related.</li><li>• Include details or examples that help a reader make a mind movie.</li></ul>
<b>Mechanics</b>	<ul style="list-style-type: none"><li>• Use correct punctuation, capitalization, spelling, and grammar.</li></ul>

The London Olympics took place in July 2012. They included many countries from all over the world, competing against one another in various sports. The Olympics are exciting events that bring athletes together from all around the world. These athletes are the best in their country, in their designated sports. In conclusion, I enjoy watching the Olympics and cheering for the countries I like.

## Sample revised paragraph

The London Olympics took place in July 2012. They included many countries from all over the world, competing against one another in various sports. The Olympics are exciting events that bring athletes together from all around the world. These athletes are the best in their country, in their designated sports. In conclusion, the London Olympics were an exciting opportunity to see athletes from around the world compete in various summer games and events.

## Lesson 6

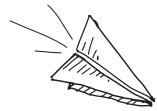
**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

**Writing Objective:** Introduce a topic clearly, and provide a concluding statement that supports the information.

### Teacher Background

Today's cycle test challenges students to use what they have learned about analyzing primary and secondary sources and making cause-and-effect connections in the text.

In today's reading, students will read about the Second New Deal, the programs and policies launched by FDR's administration to assist those suffering from the fallout of the Dust Bowl crisis.



## Active Instruction tp

(5 minutes)

Students use the vocabulary study routine to rate their knowledge of each vocabulary word:

- + I know this word and can use it.
- ✓ This word looks familiar; it has something to do with...
- ? I don't know this word; it's totally new to me.

Teams review their cycle goal.

Post and present the reading and writing objectives.

Review Vocabulary Vault.

### Partner Vocabulary Study

1. Display the vocabulary words. Have students use the vocabulary study routine as they rerate their knowledge of each vocabulary word as they arrive for class.
2. Spot check the Read and Respond homework.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Remind students of the text, author, and reading and writing objectives.
4. Remind teams that if they find a word from the vocabulary list used in another place, such as in a magazine, textbook, TV ad, etc., they can bring in or copy the sentence in which the word was used and put it in the Vocabulary Vault to earn team points.



# Prepare Students for the Test tp

(5 minutes)

tps

## Partner Review

1. Remind students that they have been practicing analyzing primary and secondary sources and making cause-and-effect connections in the text, as well as introducing a topic clearly and providing a concluding statement that supports the information.

Use **Think-Pair-Share** to ask:

### **What have we been using to help us make cause-and-effect connections in the text?**

*We have been using the information provided by the primary and secondary sources in the text to make cause-and-effect connections.*

Tell students that they will use this skill as they take the cycle test.

2. Have partners review their notes and word power journals for this cycle. Allow 2 or 3 minutes for this activity.

## Test Directions

1. Remind students that the test is independent work. Students should not ask their partners for help as they read, but they may use sticky notes if they would like.
2. Distribute the test so students can preview the questions. Point out that some of the test questions are multiple choice for which they will choose the best answer. Other questions require them to write a short answer or create a graphic organizer. Part II of the cycle test requires them to write a long answer. Remind them that their writing project was practice for writing the long answer for part II of the test.
3. Point out that questions #2 and #3 ask about cause-and-effect relationships.

Ask students to underline key words or phrases in question #4.

4. What event caused criticism of the programs to cease, and what results did the New Deal programs have? Support your answer with information from the text. **[RE, DC, SA]**

4. Introduce the text that students will read. Tell what it is about, but do not give additional information or details.

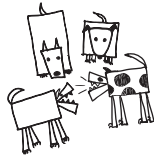
**Today you will read about the Second New Deal.**



## Test tp

(30 minutes)

Tell students that they have 30 minutes for the test and that they may begin. Give students a 5-minute warning before the end of the test.



## Teamwork tp

(10 minutes)

### Team Discussion

Teams discuss the answers to the test questions.

1. Pass out a colored pen to each student.
2. Explain or review, if necessary, the student routine for team discussions after the test.
3. Have teams discuss their answers to the test questions. As you monitor team discussions, ask additional questions to prompt their thinking about the important ideas in the reading and about the skills and strategies that they have been using.



## Class Discussion tp

(10 minutes)

### Lightning Round

Random Reporters share team discussion of a test question.



1. Use **Random Reporter** to have teams share team discussions of the test questions and explain their thinking.

Use **Think-Pair-Share** to ask:

**What caused the federal government to step in and help those suffering through the Dust Bowl experience?**

*The federal government realized that only they could help the people because it wasn't the people's fault, and they couldn't help themselves. They needed the resources of the federal government to help them.*

2. Award team celebration points.
3. Collect test answers. Score original answers, and add extra points for improved answers.

Celebrate team successes!

The top team chooses a cheer.

Remind students of the Read and Respond homework assignment.

**Celebrate**

1. Tally the team scores on the poster, and celebrate teams that are accumulating points. Have teams reflect on the following questions:

**How many points did your team earn today?**

**How can your team earn more points?**

Remind students that top-scoring teams will earn bonus points that will be added to their cycle scores.

- Something to cheer about: Choose a behavior or learning outcome that you would like to reinforce, and reward that behavior by asking students to lead a cheer of their choice.

2. As a reminder, refer students to the Read and Respond homework assignment described in their student editions.

## Cycle 2 Test

## Make Connections

**Directions:** Read *The Dust Bowl*, pages 56 and 57. Use the TIGRRS process, and answer the following questions on a separate piece of paper.

Some of the questions are based on today's reading, and other questions are about the text that you read in previous lessons. You may refer to your notes from this cycle.

**Part I. Comprehension** (100 points)

1. What is the topic?

*5 points = The topic is the Second New Deal.*

What is the author's intent?

*5 points = The author's intent is to inform the reader about the Second New Deal.*

Write a short summary of the text. Include the graphic organizer or notes that you used to organize the information and your thoughts. **[MI, AP]**

*10 points = After FDR's reelection in 1936, several new programs were implemented to attempt to help the farmers in the Dust Bowl and other agricultural areas. These programs were designed to provide additional relief to those suffering from the economic fallout as a result of the Great Depression, falling crop prices, the over surplus of crops and livestock, dust storms, and flooding. Though these programs had flaws and were criticized, they achieved many successes and helped farmers to feed the country and the world during WWII.*

2. What specific new programs in the second New Deal were implemented by Roosevelt's administration to aid the Dust Bowl region? Use information from the text to support your answer. **[RE, MI, SA]**

*20 points = There were several specific new programs that were implemented by the Roosevelt administration to aid the Dust Bowl region. First, the Soil Conservation and Domestic Allotment Act offered benefits to farm families who participated in soil conservation efforts by planting clover and trees on their land. Another program, the Rural Electrification Administration, was designed to bring electricity to farms in rural areas. The Bankhead-Jones Farm Tenant Act created the Farm Security Administration (FSA), which loaned money to tenant farmers to help them buy the farms on which they worked. The FSA also worked to improve living conditions in migrant camps. A new Agricultural Adjustment Administration was established, which helped to manage crop and livestock surpluses and prices. These programs helped to keep farm families going and to keep their farms in operation.*

15 points = *There were programs that were started by the Roosevelt administration to aid the Dust Bowl region and other agricultural areas. The Soil Conservation and Domestic Allotment Act gave benefits for soil conservation efforts like planting clover and trees on farm land. The Rural Electrification Administration brought electricity to farms in rural areas. The Farm Security Administration (FSA) loaned money to tenant farmers to help them buy their farms and also cleaned up the migrant camps.*

10 points = *There were new programs that were started by the Roosevelt administration to aid the Dust Bowl region and other agricultural areas.*

3. What reaction or criticism did the Second New Deal AAA receive? **[MI, RE]**

20 points = *The second AAA was criticized because taxpayers and consumers had to pay for the aid to farmers, and many people felt that was not fair. Another criticism was from farmers who did not like the complicated paperwork necessary to get aid from the government agencies or did not like **interference** from the government on farming practices or pricing. **The author states that, like the first New Deal, the Second New Deal programs were not perfect and were criticized.***

15 points = *The second AAA was criticized by both taxpayers and farmers. Taxpayers thought it was unfair that they had to support farmers, and farmers didn't like all the paperwork.*

10 points = *The second AAA was criticized by both taxpayers and farmers.*

4. What event caused criticism of the programs to cease, and what results did the New Deal programs have? Support your answer with information from the text. **[RE, DC, SA]**

20 points = *The event that caused criticism of the programs to cease was the onset of World War II, and the New Deal programs did have **positive** results. For example, the text says that "most of the criticisms melted away" after December 1941, when the United States entered World War II. The results of the New Deal programs were that 90 percent of rural farms eventually had electric power, farm families were earning benefits for putting their land in soil conservation, migrant camps were cleaned up, thousands of tenant farmers were able to buy their farms, and crop and livestock surpluses and prices were **monitored and managed** more closely by the government. **So, the criticisms of the New Deal programs ceased at the beginning of WWII, and the programs had positive results.***

*15 points = The event that caused criticism of the programs to stop was the start of World War II, and the New Deal programs did have good results. The text says that after December 1941, when the United States entered World War II, most criticisms stopped. Some results of the New Deal programs were that 90 percent of rural farms got power, farm families were putting their land in soil conservation, migrant camps were cleaned up, thousands of tenant farmers bought their farms, and the government controlled surpluses and prices.*

*10 points = The event that stopped criticism of the programs was the start of World War II, and the New Deal programs did have good results such as the Soil Conservation and Domestic Allotment Act.*

5. Analyze and compare the photograph on page 57 with the photograph on page 4. Why do you think the author chose to use these photographs? Do they reflect the content of the text? Explain, using support from the text. **[RE, DC, SA]**

*20 points = I think the author chose to use the photographs on pages 4 and 57 because they help the reader better understand the **sequence** of events. I think the photographs represent the suffering that farmers endured during the Dust Bowl years, created by over farming the land, overgrazing by cattle, soil erosion, and financial fallout from the Great Depression, among other factors. The photograph at the end of the text shows hope and happiness due to the changes and successes created from Roosevelt's New Deal programs. In these ways, the photographs **reflect** the content of the text.*

*15 points = I think the author chose to use the photographs on pages 4 and 57 because they help the reader to get an idea of what happens at the beginning of the book, what happens by the end of the text, and through the years covered in the text. I think the photographs represent the suffering that farmers endured during the Dust Bowl years, created by over farming the land, overgrazing by cattle, soil erosion, and financial fallout from the Great Depression, among other factors. The photograph at the end of the text shows hope and happiness due to the changes and successes created from Roosevelt's New Deal programs.*

*10 points = I think the author chose to use the photographs on pages 4 and 57 because they help the reader to get an idea of what happens at the beginning of the book and what happens by the end of the text.*

**Part II. Writing** (100 points)

Write at least a paragraph to answer the following question:

Was the federal government justified in getting involved in the Dust Bowl crisis? Why or why not? Explain your thinking, using support from the text.

*Yes, the federal government was justified in getting involved in the Dust Bowl crisis for several reasons.*

*First, the government had to get involved because the text explains that Dust Bowl farmers were not contour farming, and this was causing problems like stripping the land of topsoil by creating erosion. Additionally, the text says that the farmers of this region had been over farming for decades, which caused deforestation and destruction of trees. On page 31, the text states that without trees as a barrier, heavy rains created one of the worst floods in history. This affected the whole East Coast and caused 500,000 people to be evacuated. Also, there were hundreds of thousands of displaced migrant families living in filthy, unfit conditions, which could create a disease outbreak and death. Additionally, there were huge numbers of unemployed men who had been farmers but who were driven off their farms. Something had to be done so that these men could feed their families and earn a wage.*

*For these reasons, the federal government was justified in getting involved in the Dust Bowl crisis.*

The following guide is used to score part II of the cycle test.

Writing to Inform or Explain		
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Clearly introduces the topic</li> <li>Develops the topic with relevant details</li> </ul>	<b>0–25 pts.</b>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Begins by introducing the topic</li> <li>In the middle, provides facts, examples, or events that help a reader understand the information</li> <li>Ends with a closing statement that supports the information</li> </ul>	<b>0–25 pts.</b>
<b>Style</b>	<ul style="list-style-type: none"> <li>Uses words and phrases that help a reader understand how the facts or events are related</li> <li>Includes details or examples that help a reader make a mind movie</li> </ul>	<b>0–25 pts.</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Uses correct punctuation, capitalization, spelling, and grammar</li> </ul>	<b>0–10 pts.</b>
<b>Writing objective</b>	<ul style="list-style-type: none"> <li>Introduce a topic clearly, and provide a concluding statement that supports the information.</li> </ul>	<b>0–15 pts.</b>

**Part III. Vocabulary** (100 points)

1. Write a meaningful sentence using the word *bureaucratic*. **[CV]**

*The government's bureaucratic red tape makes it very difficult to get anything accomplished.*

2. In which of the following sentences is the word *idealistic* used incorrectly? **[CV]**
- A. The idealistic setting was perfect and relaxing for our beach vacation.
  - B. My art teacher has an idealistic philosophy that the world is wonderful.
  - C. *My uncle is very idealistic and thinks the worst of everyone.*
  - D. In the book, the character is very idealistic and believes everyone is good.

3. What is a synonym for *pastoral*? What is an antonym for *pastoral*? **[CV]**

*A synonym for pastoral is rural. An antonym for pastoral is urban.*

4. The soaring price of gas \_\_\_\_\_ us to find a better source of fuel for our vehicles.

Choose the word that belongs in the blank. **[CV]**

- A. convicts
  - B. *compels*
  - C. controls
  - D. computes
5. Use two vocabulary words in a question. **[CV]**
- Has the dispossessed transient found a regular job and a permanent home yet?*
6. Write a meaningful sentence using the word *preeminently*. **[CV]**

*The migrants were preeminently farmers who were looking for work.*

7. What is a synonym for the word *dispossessed*? What is an antonym for the word *dispossessed*? **[CV]**

*A synonym for the word dispossessed is evicted. An antonym for the word dispossessed is occupying.*

8. In which of the following sentences is the word *fumigation* used incorrectly? **[CV]**

- A. *We had to use fumigation to get the tractor to start.*
- B. My dad used fumigation to kill the wasps on the deck.
- C. To get rid of the ants, the man suggested we use fumigation.
- D. In the book, the characters use fumigation to kill off the germs.

9. What is one word that you or your teammates explored in your word power journal this cycle? Give the meaning of this word, and then use it in a meaningful sentence. **[CV]**

*The word we explored was solicit from page 41. Solicit means to ask for help, as in: The homeless man tried to solicit the restaurant for food.*

10. As used in the sentence “For the victims of the Dust Bowl—as for those who suffered during the Great Depression—one of the overriding emotions was one of bewilderment,” *bewilderment* most nearly means— **[CV]**
- A. conflict.
  - B. contentment.
  - C. confidence.
  - D. confusion.

Explain how you figured out the meaning of *bewilderment*.

*Students will explain their thinking. For example, I used the context. The passage talks about the people of the Dust Bowl suffering. It says that they wondered what happened to the American dream, and they questioned everything. So, I know that bewilderment here most nearly means confusion.*

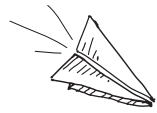
Question Codes			
<b>[DC]</b>	Make inferences; interpret data; draw conclusions.	<b>[AA]</b>	Analyze an argument.
<b>[SA]</b>	Support an answer; cite supporting evidence.	<b>[AP]</b>	Identify author’s intent or purpose.
<b>[MI]</b>	Identify the main idea that is stated or implied.	<b>[RE]</b>	Analyze relationships (ideas, story elements, text structures).
<b>[CV]</b>	Clarify vocabulary.	<b>[AC]</b>	Author’s craft; literary devices

## Lesson 7

**Reading Objective:** Analyze primary and secondary sources, and make cause-and-effect connections.

### Teacher Background

During Class Discussion, students orally present evaluations of their homework reading selections. During Teamwork, students use their Read and Respond notes and answers to the homework questions to make final preparations for these presentations. Team members share their responses and give one another feedback. During the oral presentations, students use their revised responses to the questions to describe the kind of texts they read, the strategies that helped them understand the text, and whether they will recommend their reading selections to others.



## Active Instruction

(20 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.

### Vocabulary

Ask teams if they have a Vocabulary Vault word that they would like to share. Award team celebration points.

### Set the Stage

1. Ask students to review their team's goal for this cycle and assess their progress.
2. Review the Team Celebration Points poster, and challenge teams to build on their successes.
3. Have students get out their reading selections and Read and Respond forms. Remind them that today, with the help of their teams, they will each prepare a presentation about their individual reading selections.

Challenge students to think about the strategies and skills that they used to read their self-selected texts, share their answers to the Read and Respond questions, discuss their thinking, and prepare evaluations of their selections.

4. Remind students to add to the notes on their Read and Respond forms as they discuss their selections and prepare oral presentations about their selections. Students will use their answers to the questions on the Read and Respond form as the basis for their presentations.

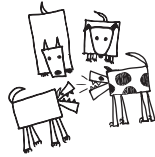
Two-Minute Edit



Vocabulary Vault

Teams review their cycle goal.

Connect the cycle objective to students' homework reading selections.



# Teamwork tp

(25 minutes)

## Team Discussion

1. Tell students that they will use the Read and Respond questions as a guide as they discuss their homework reading and prepare evaluations of their reading selections to share with their teams.
2. As students prepare their answers, check in with those students for whom you do not have individual scores for graphic organizer/notes, written Team Talk responses, word power journal, and/or a fluency score. Have them show you examples from the cycle. Point out areas of success, and give feedback to improve student performance.
3. As you visit teams, take this opportunity to check students' homework for completion (Read and Respond forms). Enter the information on your teacher cycle record form.

Students prepare, share, and revise presentations about their reading selections.

Give students feedback on classwork.

### Teacher's Note:

Have students who are ready for a new selection take turns choosing reading material from the classroom library. Make sure that every student has a Read and Respond form for next cycle.

## Read and Respond Questions

<b>1.</b>	Is your selection informational or literature? Summarize your reading. (summary rubric)
<b>2.</b>	Why did you choose this reading? What is your purpose for reading? (Team Talk rubric)
<b>3.</b>	Choose a word, phrase, or passage that you did not understand at first. How did you figure it out? (strategy-use rubric)
<b>4.</b>	Write down a question that you had or a prediction that you made as you read. Were you able to answer or confirm it? Explain. (strategy-use rubric)
<b>5.</b>	Would you recommend this selection to others to read? State your opinion, and support it with reasons. (Team Talk rubric)
<b>6.</b>	Choose a short section of the text that you think is important or especially interesting. Tell your teammates why you chose it. Read it aloud smoothly and with expression. (fluency rubric)



# Class Discussion tp

(15 minutes)



Team responses and feedback

Teams report on their review of the texts and Read and Respond discussions.

Celebrate team successes!

Final tally for this cycle

Record team celebration points on the teacher cycle record form.

Collect Read and Respond forms for this cycle.

## Lightning Round

Use **Random Reporter** to have students present their evaluations of their homework reading selections (responses to the Read and Respond questions). Use rubrics to evaluate responses, give specific feedback, and award points.

## Celebrate

1. Tally up this cycle's points on the poster.
2. Tell students that their scored tests will be returned at the beginning of the next lesson. Poster points and the teams' test scores will determine which teams earn the status of super team, great team, or good team for the cycle.
3. Be sure to record each team's total celebration points from the poster into the teacher cycle record form. Remind students that team celebration points and team test averages are used to determine team scores.
4. Collect students' Read and Respond forms, and pass out new forms.
5. Tally up the number of Read and Respond signatures on students' forms, and record the number on the teacher cycle record form after class.

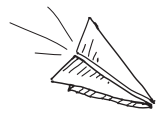
# Lesson 8

**Objectives:** Celebrate successes, and set new goals. Hold a Class Council.

## Teacher Background

In the first part of this lesson, students review their test results and their final scores for the cycle and compare them with their goals. They celebrate success and set new objectives for further improvement.

In the second part of the lesson, students participate in Class Council.



## Active Instruction

(2 minutes)

### Two-Minute Edit

1. Display and have students complete the Two-Minute Edit as they arrive for class.
2. Use **Random Reporter** to check corrections. Award team celebration points.



## Celebrate/Set Goals

(20 minutes)

1. Distribute students' scored cycle tests. Allow a few moments for students to review them.
2. Distribute team score sheets to teams and celebration certificates to students. Remind students that the cycle's top-scoring teams are determined by their points on the poster and their test scores.
3. Recognize and celebrate the super, great, and good teams. Remind the teams of the impact of bonus points that are added to team members' cycle scores.
4. Have each team discuss and set a goal for the next cycle and record it on their team score sheet. Use the questions below to analyze and discuss the students' scores.

**What was your team's highest score?**

**What score do you want to improve?**

**What can the team do to improve that score?**

Two-Minute Edit



Distribute scored cycle tests.

Distribute team score sheets and celebration certificates.

Class celebration!  
Celebrate team successes with a class cheer.

Each team sets a team goal for the next cycle.



Use **Random Reporter** to ask:

**What is your team's goal for the next cycle? Why did you choose that goal?**

*Accept supported answers.*

5. Use the poster to award team celebration points for responses that include the team's reasons for choosing the goal, thus beginning the accumulation of points for the next cycle.
6. Have students record their cycle test scores and their areas of greatest strength and improvement on their progress charts.



## Class Council

(30 minutes)

1. Share class compliments.
2. Review the class goal that was set at the last Class Council. Using the agreed-upon measure of progress, was the goal met? Why or why not?
3. Discuss a class concern, or use the scenario and discussion hints provided.
4. Have teams discuss and then use **Random Reporter** to share responses.
5. After debriefing how they resolved the problem, help students set a goal and a measure of progress that they can use at the next Class Council.



## Brain Game

(5 minutes)

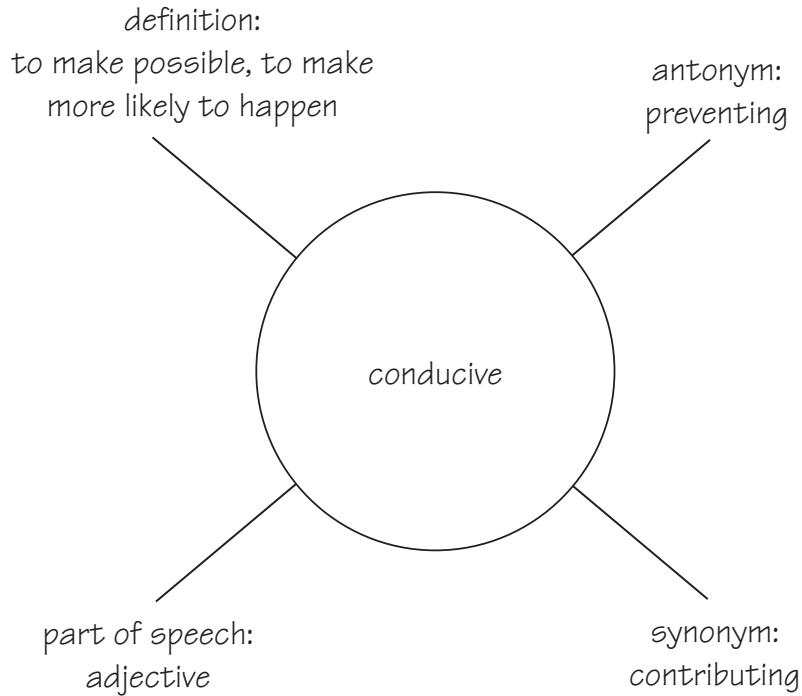
1. Choose a brain game from the card set, and then play the game.
2. Use the following questions to debrief and remind students of self-regulatory strategies:

**What did this game require your brain to do?**

**How will use of this skill improve your success in other classes**

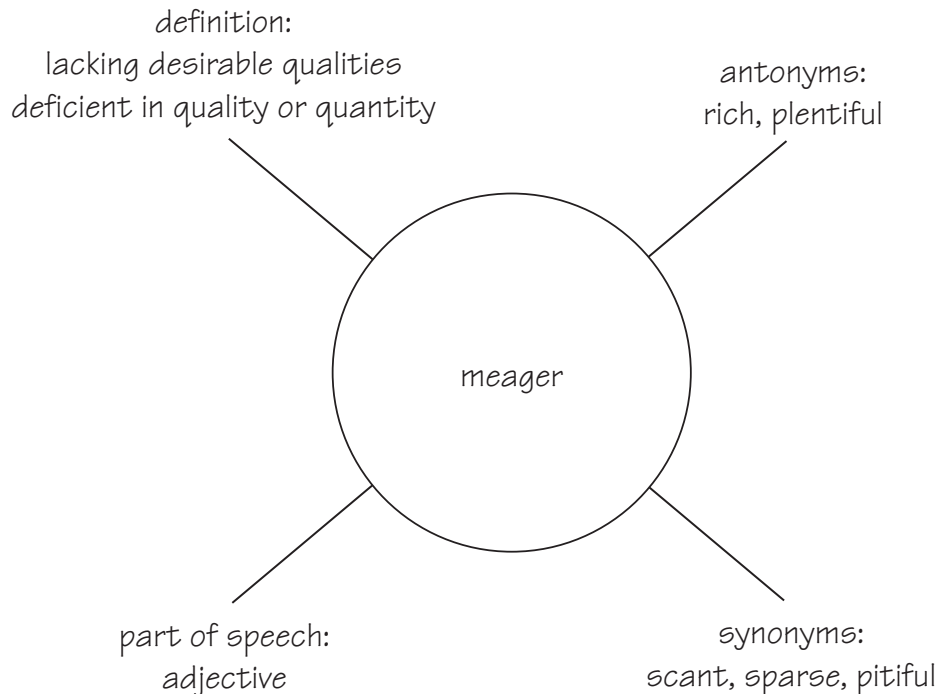
Word Power Journal Sample Entries

Sample Word Map  
Cycle 1



My mother is tilling up the garden before the first frost hits to make the ground more *conducive* for planting in the spring.

Sample Word Map  
Cycle 2



We took our *meager* savings and went to the store to try to buy some groceries.

# Step Up to Research

1. Team score sheets for this unit should be distributed during lesson 1. Students will use this modified version of the team score sheet to review their goals, track their progress through the six-step research process, and tally team celebration points throughout each lesson.
2. All teams will have the same team goal for this unit—to earn as many team celebration points as possible.
3. The teacher cycle record form has also been modified for the research unit.
  - Track student completion of the research steps, using check marks to indicate done or not done.
  - Note the writing purpose each student selects to evaluate the individual research presentations.
  - Record the writing/presentation score for each student based on the scoring guide for writing that each student chose. This is the only score from the research unit that will roll up into the averages on the classroom assessment summary for the grading period.
  - Record tallies for completion of Read and Respond homework.
4. This is a short, focused research opportunity. While a one-page written product and a three-minute presentation are recommended at this level, please consider your available time and research materials and your students' internet access and needs to choose a product that is appropriate for your class.

## Unit Overview

This research unit follows the level 7H unit *Make Connections: The Dust Bowl*.

The focus for this unit is preventing another Dust Bowl. This focus provides the motivation for students to generate questions and to stimulate new thinking about the books read in the previous unit.



**Research Purpose:** In this unit, you will ask questions, find and organize information, and present your findings to others.

**Research Focus:** Preventing another Dust Bowl

2. Have teams use the Questioning Formulation Technique (QFT: Rothstein, 2012) to write as many questions about the research focus as they can in ten minutes.
  - Ask as many questions as you can.
  - Do not stop to answer, discuss, or judge the questions.
  - Write down every question just as you hear it.
  - If a teammate makes a statement, turn it into a question.
3. Use **Random Reporter** to select a student from each team to share a question or two.

### **Prioritize and Improve Your Questions** (10 minutes)

1. Present the research product:

**Research Product:** You will write two to three pages that answer your research question and include at least one text feature that helps to inform the audience. You will prepare and deliver a three-minute presentation of your written information.

2. Present the materials that students will use to research their questions.
3. Have each student use the team list to choose up to three questions that he or she finds important or interesting.
4. Have students share their questions with their teams and discuss how realistic it is to research each question, given the time and materials available. Teammates help one another narrow down questions to make them more researchable. Each student chooses one question to research.
5. Have students choose the scoring guide that they will use based on the research project (Writing to Support a Claim with Reasons or Writing to Inform or Explain).
6. Use **Random Reporter**, and award team celebration points to teams whose representatives can share the research question and scoring guide that they chose and explain why.
7. Have students review their research purpose, team goal, and team cooperation goal for this cycle. Tell teams to discuss how they are going to earn more team celebration points during this unit, and have them write that goal in the allotted space.
8. Explain to students that they will earn super, great, or good team status based only on the team celebration points that they earn in this unit.



9. Tell students that the only score they will earn this cycle is a writing score that will be based on the scoring guide that they select for evaluation of their research presentation.
10. Tell students to initial each step of the writing process as it is completed during the unit.

**Interactive Skill Instruction** (25 minutes)

1. Present the mini-lesson on Internet searches.

Using Thumbs Up or Down, ask students:

**Have you ever started searching on the Internet for something, and before you knew it, time passed and you were looking at something else? There is so much information available online that it is very easy to get distracted.**

Explain that when you use the Internet for academic research, the first and most important step is to have a plan. A search is only as good as the thinking you do before you start.

2. Refer students to the following steps in An Internet Research Plan in their student editions. Review and discuss each step. Have partners work together on step 2 to identify key terms and phrases that they will use to research their questions and to identify + terms and – terms that will help them narrow their searches.

Blackline master provided.

Step Up to Research

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**An Internet Research Plan**

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**Step 1: Think about your questions.** Are they closed-ended or open-ended? Are you looking for a specific answer, or are you trying to find evidence to connect several ideas?

For example:

- Closed-ended: What year did the Americans enter World War II?
- Open-ended: Why did the Americans enter World War II?

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**Step 2: Narrow your search.** Write your query (question) or the keywords that you will enter in the search box. For a closed-ended question, you can use natural language to find an answer. Just enter "What year did the Americans enter World War II?"

- For an open-ended question, you may also use precise, natural language, but sometimes that will yield too much information or not enough reliable sites.
- You may need to use key terms or phrases. To search with keywords, there are a few tricks that are useful to know. First, make two lists of words that *Must Appear* and *Must Not Appear*.
- Putting words in quotation marks will find sites that use those words together in that exact order, for example, "The Three Musketeers."
- Putting a minus sign (not a hyphen) in front of a word or several words in quotation marks will exclude those words from the search results. For example, "The Three Musketeers"-"candy bar" will eliminate information about the treat and find information about the historical figures.
- Another way to narrow a search is to connect two ideas. For example, to find out what President Kennedy said in speeches about going to the moon, try: "President Kennedy" + "moon"

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**Step 3: Use all the help you can get.** Your librarian is an expert on how to find information. You can go to the library and get help from the librarian there, or you can go online to get help. You can use your school, community, or university libraries to get help.

- If you find a URL (the Internet address for a site) that you like but need more information, try the home page of the site, review the site map (there is usually a clickable button on the bottom of the home page), or try trimming the URL back to get to more general information. For example, [www.jfklibrary.org/JFK/JFK-in-History](http://www.jfklibrary.org/JFK/JFK-in-History) will bring you to President Kennedy's speech about going to the moon. To know more about him, try just [www.jfklibrary.org/JFK](http://www.jfklibrary.org/JFK).
- Use search engines that are designed for students. Search engines are computer programs that use huge clusters of computers to search the web. Each search engine is a little different. There are some, such as Sweet Search, that are designed to be student friendly.
- Search engines cannot find information that must be paid for or information in databases. However, your library will have subscriptions to very useful databases that contain the kind of information that students often need.

Step Up to Research

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**Step 4: Check your sites for credibility.** Think like a detective. Be skeptical.

Always check your answers at more than one site.

- Primary sources, databases, and books online can be accessed through your school or library and are usually more trustworthy than commercial sites (these have URLs that end in .com or .net). Librarians can teach you how to use these databases, for example, the American Revolution Reference Library or American Decades: Primary Sources. The information that you find here has been checked by experts in the field.
- Know how the information got to a site. Wiki sites can be useful, but they are open to anyone to post information. You must check who put it there and if others have verified the information.
- Do not assume that the first several sites that come up are the best or the most accurate. There are many reasons besides quality that a site is on the first page. Always dig deeper.
- If you suspect that a site is not original but is just copied from another site, search with some key phrases or sentences from the site and see if they come up on other sites. Then check the reliability of those sites. (By the way, this is also how your teacher can tell if you stole someone else's words.)
- To decide if a site is reliable, ask these questions:
  - Are the author and publisher of the site well-respected authorities? You can search their names to find out more about their backgrounds.
  - Why did the writer create this site? Be very critical of sites that blend information and advertisements.
  - Is the writer asking you to buy anything or give information about yourself? Don't do it!
  - Does the site have a social or political bias? For example, [whitehouse.gov](http://whitehouse.gov) is not neutral on presidents. Is the information current? Check when the information was published or last updated.
- Remember that blogs (short for web logs) are logs, journals, diaries, or editorials that people keep online to spread information or exchange thoughts with others. They are informal and may spark ideas, but information must be verified elsewhere.

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**Step 5: Keep track of the sites that you visit.** Keep a written record of what you use. Use bookmarks to save time.



3. Use **Random Reporter** to share team practice answers, and then award team celebration points.
4. Present the target(s) for scoring from the scoring guides: ideas, organization, style, and mechanics.



## Step Up to Research

# An Internet Research Plan

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## Step Up to Research

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Always check your answers at more than one site.

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- Know how the information got to a site. Wiki sites can be useful, but they are open to anyone to post information. You must check who put it there and if others have verified the information.
- Do not assume that the first several sites that come up are the best or the most accurate. There are many reasons besides quality that a site is on the first page. Always dig deeper.
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- To decide if a site is reliable, ask these questions:

Are the author and publisher of the site well-respected authorities? You can search their names to find out more about their backgrounds.

Why did the writer create this site? Be very critical of sites that blend information and advertisements.

Is the writer asking you to buy anything or give information about yourself? Don't do it!

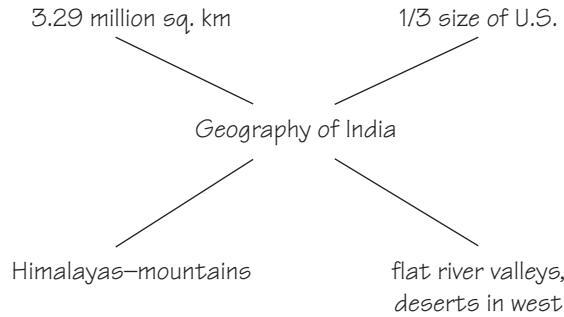
Does the site have a social or political bias? For example, whitehouse.gov is not neutral on presidents. Is the information current? Check when the information was published or last updated.

- Remember that blogs (short for web logs) are logs, journals, diaries, or editorials that people keep online to spread information or exchange thoughts with others. They are informal and may spark ideas, but information must be verified elsewhere.

### Step 5: Keep track of the sites that you visit. Keep a written record of what you use. Use bookmarks to save time.

## Step Up to Research

### Sample Notes



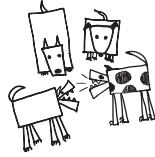
(Source: Background Note: India. U.S. Department of State. April 17, 2012. [www.state.gov](http://www.state.gov))

### Sample Note Cards

Country – Republic of India
Capital – New Delhi
Geography – 3.29 million sq. km., about 1/3 U.S.
Mountainous (Himalayas), West – flat river valleys and deserts

Source:  
Background Note: India. U.S. Department of State.  
April 17, 2012. [www.state.gov](http://www.state.gov)

## Lesson 2



# Teamwork

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## Keep Digging: Search and Process (50 minutes)

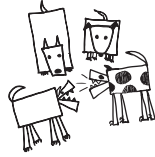
1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students continue to use the research materials to search for information, and have them use their graphic organizer or notecards to record relevant information.
3. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
4. Spot check the Read and Respond homework.
5. Ask partners to share what they have found with each other and prepare to share an important piece of information and its source with the class prior to class discussion.

## Class Discussion (10 minutes)



1. Use **Random Reporter** to have students share an important piece of information, the source, and why they think the information is important with the class. Award team celebration points.
2. Award extra team celebration points to volunteers who answer the following question: "Did your research change your question or your thinking about what you thought you would find?"
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

## Lesson 3



# Teamwork

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During this class period, students review their research and write an answer to their questions.

### **Put It All Together: Draw Conclusions, Write, and Practice** (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Have students make a plan for their written product and review it with a teammate.
3. Ask each student to draft his or her research product. Have them record the type of writing (writing to support a claim with reasons or writing to inform or explain) at the top of the page.

### **Team Feedback** (20 minutes)

1. Have each team member share his or her presentation with another member of the team.
2. Ask team members to use the evaluation form to give feedback.
3. Tell students to make improvements and prepare for their presentations.
4. Circulate, check students' progress, and record each completed step on the teacher cycle record form.
5. Spot check the Read and Respond homework.

### **Class Discussion** (10 minutes)

1. Award team celebration points to Random Reporters who can report a strength that teammates shared with them about their presentations.
2. Award extra team celebration points to volunteers who share what they have learned about the research, writing, and presentation process.
3. Commend students for their progress through the research process during the lesson as recorded in the Research Process section of their team score sheets.
4. Add up the team celebration points earned by each team during the lesson, and record them on the Team Celebration Points poster.

Remind students of the Read and Respond homework assignment.

## Lesson 4



# Present and Evaluate

In this lesson, students will present their research to groups other than their own teams, and students will use the evaluation form to provide a written evaluation of each presentation that they hear. There will be four rounds of presentations, during which each student will have three to five minutes to present.

Choose group assignments in advance, or use the following process:

- Count the number of teams.
- Have students count off from 1 to the number of teams. There will be four or five students with each number.
- Have the students who counted off as 1s go to table 1, 2s go to table 2, and so on.

Allow a volunteer to give the first presentation, or designate an individual within each group. Presentations then proceed to the right until everyone has presented. As each presentation concludes, the evaluators complete the evaluation sheets and give them to the presenter.

## Present (30 minutes)

1. Have students review their research purpose, team goal, and team cooperation goal as recorded on their team score sheets. Remind teams that they will earn super, great, or good team status based on how many team celebration points they earn.
2. Review the criteria for evaluating a presentation, and demonstrate how to complete the evaluation. Remind students that you will collect the evaluation forms.
3. Designate group assignments, and pass out evaluation forms.
4. Have students move to their designated groups. Begin the presentations.
5. Make sure that each student presents and receives evaluations after the presentation.

## Team Discussion (20 minutes)

1. When all presentations are finished, have students return to their teams to review the feedback that they received.
2. Ask team members to share their strengths and suggestions in each category.

Research Evaluation	
Presenter _____	Evaluator _____ Date _____
<b>Writing Purpose</b> (Circle one) To inform or explain To support a claim with reasons	
<b>Writing Quality:</b> Note one area of strength, and give evidence to support your choice.	
Ideas	
Organization	
Style	
Mechanics	
Make a suggestion for improvement and a reason for your suggestion.	
<b>Research Skills</b> (Note one or two strengths.)	
Answers a focused question	
Uses multiple sources	
Quotes and paraphrases sources	
Cites trustworthy sources	
<b>Presentation Skills</b> (Note one or two strengths.)	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	
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Remind students of the Read and Respond homework assignment.

**Class Discussion** (10 minutes)

1. Review each target and ask for a show of hands indicating areas of strength and areas that need improvement.
2. Use **Random Reporter** to hold a discussion during which students reflect on the research process and the products that they produced and draw conclusions about successes and areas in need of improvement. Award team celebration points.
3. Collect the written materials, including the plans, drafts, and evaluations. Plan to score and return the research products by the end of the next unit. Award up to 100 points for evidence that the chosen targets were met.
4. Review the total number of team celebration points earned by each team. Use the poster overlay to determine team status (super, great, or good) for this unit.
5. Enter the writing, Read and Respond, and team celebration points scores into the Member Center.
6. Generate the teacher cycle record results report to review team and class averages for the unit.

# Research Evaluation

Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Writing Purpose** (circle one): To inform or explain To support a claim with reasons

<b>Writing Quality:</b> Note one area of strength, and give evidence to support your choice.			
Ideas			
Organization			
Style			
Mechanics			
Make a suggestion for improvement and a reason for your suggestion.			

<b>Research Skills</b> (Note one or two strengths.)	
Answers a focused question	
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Good eye contact	
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Enthusiastic presentation	

# Research Evaluation

Presenter \_\_\_\_\_ Evaluator \_\_\_\_\_ Date \_\_\_\_\_

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Cites trustworthy sources	

<b>Presentation Skills</b> (Note one or two strengths.)	
Good eye contact	
Good volume	
Clear pronunciation	
Enthusiastic presentation	

## Common Core State Standards

The following Common Core State Standards are addressed in this unit. Full program alignments can be found on the Reading Edge online resources. Contact your SFA coach for more information.

### Level 7H Make Connections

#### **English Language Arts Standards: Reading: Informational Text**

##### **Key Ideas and Details**

RI.8.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

#### **English Language Arts Standards: History/Social Studies**

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

##### **Integration of Knowledge and Ideas**

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

#### **English Language Arts Standards: Writing**

##### **Text Types and Purposes**

W.8.2-1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2-6. Provide a concluding statement or section that follows from and supports the information or explanation presented.

##### **Research to Build and Present Knowledge**

W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### **English Language Arts Standards: Speaking and Listening**

##### **Presentation of Knowledge and Ideas**

SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Media Acknowledgements**

We wish to acknowledge the following organizations and individuals for allowing their background videos to be included in the Reading Edge:

Twin Cities Public Television (DragonflyTV)

National Science Foundation (Science Nation online magazine)

The National Park Service

The Maryland Zoo and Gorilla Doctors (gorilladoctors.org)

National Oceanic and Atmospheric Administration, National Ocean Service  
(Ocean Today video series)

Pardada Pardadi Educational Society and Rohit Ghandi

WNET

Charles R. Smith, Jr.

National Aeronautics and Space Administration and the California Institute  
of Technology

We would also like to thank Robert Lippencott and Alicia Levi at PBS LearningMedia for their advice and assistance with this project.

