



**Literacy Design  
Collaborative**

# Life During the Depression: Great Loss, Devastating Drought, Hopelessness across America!

by Kayla s. Davidson

Life was hard for people during the Great Depression. The Nation's economy was weakened. People all over the United States were suffering from lack of money, shelter and food. Families could not afford to keep their cars on the road or pay their electric bills. Children had to work alongside their parents to provide their basic needs. Unprecedented drought caused death and a migration to western California for jobs. In this Module, I will investigate and explore the issues of the Great Depression and how people were affected by this event in history.

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GRADES

**6**

DISCIPLINE

 **Social Studies**

COURSE

 **Social Studies**

## *Section 1: What Task?*

### **Teaching Task**

#### **Task Template 18 - Informational or Explanatory**

How did the Great Depression affect the lives of ordinary people? After researching various informational texts, classroom text, and viewing documentary videos on The Great Depression, write reports and design a project board in which you explain how the Great Depression affected the lives of ordinary people. Support your discussion with evidence from your research.

### **Common Core State Standards**

#### **Reading Standards for Literacy in History/Social Studies 6—12**

**RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

**RH.6-8.7**

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**RH.6-8.10**

By the end of grade 8, read and comprehend history/social studies texts in the grades 6—8 text complexity band independently and proficiently.

## ***Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12***

**WHST.6-8.2**

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

**WHST.6-8.2.f**

Provide a concluding statement or section that follows from and supports the information or explanation presented.

**WHST.6-8.2.e**

Establish and maintain a formal style and objective tone.

**WHST.6-8.2.d**

Use precise language and domain-specific vocabulary to inform about or explain the topic.

**WHST.6-8.2.c**

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**WHST.6-8.2.b**

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**WHST.6-8.2.a**

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**WHST.6-8.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.6-8.5**

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**WHST.6-8.7**

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.

**WHST.6-8.9**

Draw evidence from informational texts to support analysis, reflection, and research.

**WHST.6-8.10**

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### ***Additional Standards***

## Arkansas

### Arkansas Social Studies Curriculum Framework

H.6.6.8

Analyze the causes and effects of the Great Depression:

- Federal Reserve actions
- farm prices
- crop failures
- stock market crash
- Roosevelt's New Deal

E.9.6.4

Identify the purpose and function of the stock market

### Texts

 Harcourt Social Studies: The United States: The Civil War to Present by Dr. Michael Berson, Dr. Tyrone Howard, and Dr. Cinthia Salinas,  
Textbook for Social Studies

 Children of the Great Depression by Russell Freedman,  
This book offers various authentic photographs and factual stories of families across the United States during the Great Depression.

 Restless Spirit: The Life and Work of Dorothea Lange by Elizabeth Partridge,  
This book offers a real glimpse into the lives of people and migrant workers during the Great Depression and the Dust Bowl.

 Children of the Dust Bowl by Jerry Stanley  
The True Story of the School at Weedpatch Camp

 Years of Dust: The Story of the Dust Bowl by Albert Marrin  
Informational text that offers glimpses into the horror of the Dust Bowl in middle America.

 Rose's Journal: The Story of a Girl in the Great Depression by Marissa Moss  
Historical Fiction

 Six Days in October: The Stock Market Crash of 1929 by Karen Blumenthal  
A comprehensive account of the devastation of the Stock Market Crash in the United States.

 Potato: A Tale from the Great Depression by Kate Lied  
A fictional picture book about the Great Depression

 Out of the Dust by Karen Hesse  
Historical Fiction Text

## LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
<b>Focus</b>	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
<b>Controlling Idea</b>	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
<b>Reading/Research</b>	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
<b>Development</b>	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
<b>Organization</b>	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
<b>Conventions</b>	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
<b>Content Understanding</b>	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

## ***Background for Students***

Stock Market Crash of 1929, bank failures, purchasing merchandise stopped due to lack of money, high import taxes to stimulate the economy, and droughts in the Mississippi Valley and midwest----These events will be covered before and during the duration of this module.

## ***Extension***

Not provided

## *Section 2: What Skills?*

### ***Preparing for the Task***

**BRIDGING CONVERSATION > TASK ENGAGEMENT:** Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

**TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:** Ability to understand and explain the task's prompt and rubric.

### ***Reading Process***

**PRE-READING > TEXT SELECTION:** Ability to identify appropriate texts.

**ACTIVE READING > ESSENTIAL VOCABULARY:** Ability to identify and master terms essential to understanding a text.

**ACTIVE READING > NOTE-TAKING:** Ability to select important facts and passages for use in one's own writing.

**POST-READING > ENHANCING COMPREHENSION:** Ability to identify the central point and main supporting elements of a text.

**POST-READING > ACADEMIC INTEGRITY:** Ability to use and credit sources appropriately.

### ***Transition to Writing***

**BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS:** Ability to begin linking reading results to writing task.

### ***Writing Process***

**PLANNING > PLANNING THE WRITING:** Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

**DEVELOPMENT > INTRODUCTORY PARAGRAPH:** Ability to establish a controlling idea and consolidate information relevant to task.

**DEVELOPMENT > BODY PARAGRAPHS:** Ability to construct an initial draft with an emerging line of thought and structure.

**REVISION, EDITING, AND COMPLETION > REVISION:** Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

**REVISION, EDITING, AND COMPLETION > EDITING:** Ability to proofread and format a piece to make it more effective.

**REVISION, EDITING, AND COMPLETION > FINAL DRAFT:** Ability to submit final piece that meets expectations.

## Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<b>Preparing for the Task</b>				
55 mins	<p><b>BRIDGING CONVERSATION &gt; TASK ENGAGEMENT:</b> Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p><b>REFLECTION</b> You will be provided a set of 10-13 authentic photographs taken during the Great Depression that you will respond to in two ways : a reflection and a list of 5 adjectives. Each student will write a brief reflection, using guided questions given by the teacher. Students will also make a list of 5 adjectives that describe the photographs.</p>	<p>Completion 5 Points for each part of the product:</p> <ol style="list-style-type: none"> <li>1. a brief reflection, using guided questions given by the teacher</li> <li>2. A list of 5 adjectives generated by each pair of classmates that describe the photographs.</li> </ol>	<p>I will use authentic photographs (uploaded at the end of the module) to introduce the Great Depression to students. They say a pictures is worth a thousand words. I feel that the beauty of photography will provide the view with the opportunity to formulate their own interpretations. These photographs will provide an overview of the Great Depression and would be a great place to start in approaching this historic topic.</p> <ol style="list-style-type: none"> <li>1. Have the student spend 25 minutes or so writing their reactions and interpretations of the photographs provided by the teacher. The purpose of this exercise is primarily to assist students in digesting what they just witnessed and to formulate a general conception of this era in history. Students will use the following questions to guide their responses to the prompt: <ul style="list-style-type: none"> <li>-How do these images make you feel and why?</li> <li>-Based on these photographs, how do you think life was like during the Great Depression era?</li> </ul> </li> <li>2. After students have written their reflections, have them pair up with their shoulder partner to generate a list of 5 adjectives to describe the Great Depression based on the photographs (for example: poor, depressing, gloomy, desperate, etc...)</li> </ol>

Additional Attachments:

-  [Great Depression](#)
-  [Great Depression](#)
-  [Great Depression](#)
-  [Migrant Workers/Great Depression](#)
-  [Great Depression](#)
-  [Great Depression](#)
-  [Great Depression](#)
-  [Great Depression](#)
-  [Dust Bowl](#)
-  [Dust Bowl](#)
-  [Great Depression](#)
-  [Great Depression](#)
-  [Great Depression](#)

10 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>EXIT SLIP</b> Read the task carefully, underline key words, and restate the task in your own words.</p>	<p>Completion Only- Make sure everyone turned in the exit slip.</p>	<p>The students will read the task carefully, underline key words, and restate the task in their own words. Then, the students will turn in their restated tasks in the basket at the end of class.</p>
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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>RUBRIC ANALYSIS</b> With members of your group, rewrite levels 3 and 4 of your area of the rubric in student-friendly language. Be prepared to explain the elements necessary for achieving each score in your area of the rubric.</p>	<ul style="list-style-type: none"> <li>Students will create posters and explain to the class the requirements for a 3 &amp; 4 in each particular area of the rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Divide students into random groups.</li> <li>Give each student a copy of the rubric and assign areas of the rubric to each group.</li> <li>Direct students to dictionaries and thesauruses as needed.</li> <li>Provide help clarifying unfamiliar terms as needed.</li> <li>Use questioning techniques to guide students during sharing phase as needed.</li> </ul>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.4</b> : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS.ELA-LITERACY.CCRA.SL.4</b> : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>CCSS.ELA-LITERACY.CCRA.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
15 mins	<p><b>TASK AND RUBRIC ANALYSIS &gt; TASK ANALYSIS:</b> Ability to understand and explain the task's prompt and rubric.</p>	<p><b>PROJECT PLANNING : ABILITY TO DEVELOP A TIMETABLE FOR COMPLETION OF THE FINAL PRODUCT.</b> Review the dates and time frames of the activities in the modules.</p> <p><b>Product:</b> Calendar with the dates and time frames for each activity in the module.</p>	<p>Completion only-No score. Teacher will monitor via walk-around</p>	<p>The students will fill in the dates and times for the activities on a calendar template.</p>
<p><b>Reading Process</b></p>				
15 mins	<p><b>PRE-READING &gt; TEXT SELECTION:</b> Ability to identify appropriate texts.</p>	<p><b>MODEL PROCESS OF SELECTING TEXTS</b> How can I determine whether or not a piece of text is a credible source?</p>	<p>Class Discussion-No Score</p>	<p>I will take one of the selected texts and model for the students the process I use to make sure the text is appropriate and suitable for a particular task or topic. I will give them examples of valid texts and where to find them. Explain that the librarian is a great resource person to help you validate texts. You can also go to the internet and find reviews of a particular text.</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	<p><b>ACTIVE READING &gt; ESSENTIAL VOCABULARY:</b> Ability to identify and master terms essential to understanding a text.</p>	<p><b>ESSENTIAL VOCABULARY WORKSHEETS</b> Write vocabulary definitions and explain concepts in your own words.</p>	<ul style="list-style-type: none"> <li>Words/phrases essential to understanding the text are identified</li> <li>Essential vocabulary is defined in student's own words</li> <li>Rest of worksheet is completed for sufficient number of key terms</li> </ul>	<ol style="list-style-type: none"> <li>Teacher models for students how to interact with essential vocabulary in one reading using the first page of the student handout</li> <li>Teacher models how to identify essential vocabulary and define in own words; teacher has other students model</li> <li>Individually or with partners, students complete second page of handout for one reading</li> <li>Students share out their vocabulary, definitions, and other work; other students add essential vocabulary to their own worksheets</li> <li>Teacher provides additional worksheets (page 2) for each additional reading</li> <li>Teacher collects and scores all worksheets and returns to students so they can use as notes going forward</li> </ol> <p><b>Additional Instruction</b></p> <p>This mini-task was originally designed for a high school social studies module on the British Industrial Revolution, and includes sample vocabulary worksheets that show how those teachers tailored this Essential Vocabulary activity for that module. Attached is a template version of that worksheet that teachers can use to adapt for their own module depending on content and the teacher's choice in terms of how to have students interact with key vocabulary as they read.</p>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.CCRA.R.10</b> : Read and comprehend complex literary and informational texts independently and proficiently.</p>				
<p>Additional Attachments:</p> <p> <a href="#">Essential_Vocabulary.doc</a></p> <p> <a href="#">Essential_Vocabulary.pdf</a></p> <p> <a href="#">Vocabulary-Student Work.pdf</a></p> <p> <a href="#">Essential_Vocabulary_TEMPLATE.doc</a></p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
40 mins	<p><b>ACTIVE READING &gt; NOTE-TAKING:</b> Ability to select important facts and passages for use in one's own writing.</p>	<p><b>CORNELL NOTES</b> Take notes from an article using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.</p>	<p><b>ALWAYS:</b></p> <ul style="list-style-type: none"> <li>• Defines unknown words from the text</li> <li>• Asks thoughtful questions about the text</li> <li>• Uses abbreviations/symbols in their notes when possible</li> <li>• Summarizes the most important information in a paragraph</li> </ul> <p><b>SOMETIMES:</b></p> <ul style="list-style-type: none"> <li>• Defines unknown words from the text</li> <li>• Asks thoughtful questions about the text</li> <li>• Uses abbreviations/symbols in their notes when possible</li> <li>• Summarizes the most important information in a paragraph</li> </ul> <p><b>NEVER:</b></p> <ul style="list-style-type: none"> <li>• Defines unknown words from the text</li> <li>• Asks thoughtful questions about the text</li> <li>• Uses abbreviations/symbols in their notes when possible</li> <li>• Summarizes the most important information in a paragraph</li> </ul>	<p><b>WARM UP</b></p> <ol style="list-style-type: none"> <li>1. Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use?</li> <li>2. Ask students to turn to the person sitting next to them and share out.</li> <li>3. Have the entire class share out their ideas.</li> <li>4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say:             <ul style="list-style-type: none"> <li>- Pick out main ideas</li> <li>- Summarize with short phrases and keywords</li> <li>- Note important facts and vocabulary words</li> <li>- Use symbols and abbreviations</li> <li>- Put into your own words</li> <li>- Ask questions</li> </ul> </li> <li>5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information.</li> </ol> <p><b>MODELING</b></p> <ol style="list-style-type: none"> <li>1. Distribute the blank Cornell Notes handout and the Sample Article to students.</li> <li>2. Using either an overhead projector or computer, display the blank handout.</li> <li>3. Explain to students you will model how to fill in the handout while the class reads the article.</li> <li>4. Have one student read aloud the article.</li> <li>5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout.</li> <li>6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form?</li> <li>7. Have the entire class share out their ideas.</li> </ol> <p><b>PRACTICE</b></p> <ol style="list-style-type: none"> <li>1. Assign partners and have students take turns reading the new article. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage</li> <li>2. Have students work individually to complete their Cornell Notes Handout.</li> </ol>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				<p>3. Have students share out their ideas with their partner.</p> <p>4. Ask each pair to discuss - What information did you think was important to include on your handout? Why?</p> <p>5. Have the entire class share out their ideas.</p> <p><b>CLOSING</b></p> <p>1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year?</p> <p>2. Have the entire class share out their ideas.</p> <p>Additional Instruction</p> <p>Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.</p>

Standards:

**CCSS.ELA-LITERACY.CCRA.R.1** : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-LITERACY.CCRA.W.5** : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCSS.ELA-LITERACY.CCRA.R.2** : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Additional Attachments:



[Cornell\\_Note\\_Taking\\_System - Sample.pdf](#)



[Practice Article.pdf](#)



[Sample Article .pdf](#)



[Cornell Notes-student work.pdf](#)



[Cornell\\_Note\\_Taking\\_System.pdf](#)

[Cornell\\_Note\\_Taking\\_System.doc](#)

Not provided

**POST-READING > ENHANCING COMPREHENSION:**  
Ability to identify the central point and main supporting elements of a text.

**SHRINKING NOTES: PURPOSE OF THIS LESSON: STUDENTS WILL CONDENSE THEIR NOTES DOWN TO IDENTIFY WHAT IS MOST IMPORTANT.**

1. You will work together in small groups to discuss the article and the most important parts of the text. You will then reduce your notes twice to narrow them down to the most important two-three words that adequately describes the information in the text.

Final Note card with two or three words that adequately represent a particular piece of text. This assignment will be worth 10 points.

1. Pull out Cornell notes from the class reading on previous days.
2. Have students work in small groups to discuss the text and the most important parts of the piece.
3. Pass out the index cards, one per student, and ask students to write the important information from the text. Give them about 3 minutes. Be sure they put their name on all three sets of notes.
4. Pass out the medium sized post-it-note to students and ask them to pull out of their index card only the most important details from the text. (The idea is to not write smaller but to shorten their notes to fewer words.) Give them 2 minutes.
5. Pass out the small sized post-it-note to students and ask them to bullet point in only 1 or 2 words the most important information from the text. Give them 1 minute.
6. In a whole class discussion, ask students to summarize the text using only their smallest post-it-note information. Collect the index cards and post-it-notes for another class session.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
45 mins	<p><b>POST-READING &gt; ACADEMIC INTEGRITY</b>: Ability to use and credit sources appropriately.</p>	<p><b>ACADEMIC INTEGRITY</b> After discussing plagiarism, practice quoting evidence using the appropriate conventions.</p>	<ul style="list-style-type: none"> <li>Provides an accurate definition of plagiarism.</li> <li>List several appropriate strategies for avoiding plagiarism.</li> <li>Quotes evidence using the correct conventions.</li> </ul>	<ol style="list-style-type: none"> <li>Define "plagiarism" and list ways to avoid it.</li> <li>Have students talk in pairs and discuss respect for others' work to assemble evidence and create texts. Share out as a whole class.</li> <li>Discuss academic penalties for stealing others' thoughts and words.</li> <li>Show students the citations that are provided at the end of a sample text. Explain that students are responsible for citing texts properly.</li> </ol>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.8</b> : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><b>CCSS.ELA-LITERACY.CCRA.W.9</b> : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCSS.ELA-LITERACY.CCRA.R.1</b> : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
<p>Additional Attachments:</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <p><b>Student Citation Worksheet</b></p> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">  <p><b>MLA citing PowerPoint for siting sources</b></p> </div>				
<p><b>Transition to Writing</b></p>				
55 mins	<p><b>BRIDGING CONVERSATION &gt; IDENTIFYING SIGNIFICANT ELEMENTS</b>: Ability to begin linking reading results to writing task.</p>	<p><b>DISCUSSION ACTIVITY</b> Students will engage in a discussion activity to ensure the understanding of what we read in class about the Great Depression and the Dust Bowl.</p>	<p>This will be a participation grade. Teacher will monitor understanding from the discussions and the sharing activity.</p>	<p>Form a group of 6-8 classmates, divide into two groups. Hold a discussion session where students talk about the topic they chose. Allow 20 minutes for discussion. Then, have groups share in whole group what their group talked about in their group about their assigned topic.</p>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.SL.6.1C</b> : Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p>				
<p>Additional Attachments:</p> <p><b>Discussion Activity</b></p>				
<p><b>Writing Process</b></p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 45 mins	<p><b>PLANNING &gt; PLANNING THE WRITING:</b> Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p><b>GRAPHIC ORGANIZER</b> The students will complete a graphic organizer over their assigned topic to prepare for writing a research paper.</p>	<p>Checklist completed to verify if students has completed the graphic organizer over their assigned topic.</p>	<p>The students will complete a graphic organizer to organize their researched information about the Great Depression and/or the Dust Bowl. They will expand their thoughts in written form that shows their understanding of the texts read on their topic.</p>
<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8.2B</b> : Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8.2A</b> : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p>				
<p>Additional Attachments:</p> <p> <b>Whos Who Writing Assignment</b></p> <p> <b>Graphic Organizer</b></p>				
1 hr and 55 mins	<p><b>DEVELOPMENT &gt; INTRODUCTORY PARAGRAPH:</b> Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p><b>INTRODUCTORY PARAGRAPH</b> Consider the conversation you just had about our essential question and the notes you've taken from all the readings and resources on this subject. Write the first paragraph of an answer to the full prompt:</p> <p><b>According to these texts, what effect did the Great Depression have on people who lived through it? Be sure to use evidence from the texts to support and develop your thinking.</b></p>	<p>Conference with students to make sure they have addressed each part of the prompt in their introductory paragraph. They need to have enough details to show what their essay/paper will be about.</p>	<p>Use a graphic organizer to help them set up their paragraph.</p>

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	<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8.2D</b> : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8.2B</b> : Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8.2A</b> : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><b>CCSS.ELA-LITERACY.WHST.6-8.1A</b> : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>			
	<p>Additional Attachments:</p>  <p><b>Intro Paragraph Organizer</b></p>			
<p>1 hr and 55 mins</p>	<p><b>DEVELOPMENT &gt; BODY PARAGRAPHS:</b> Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p><b>OUTLINING BODY PARAGRAPHS</b> The student will use a graphic organizer to organize their information and ideas about the topic.</p>	<p>Completion grade over graphic organizer.</p>	<p>Introduce and support each supportive idea with at least three pieces of evidence. There will be three body paragraphs. Each body paragraph will have to have three pieces of evidence and a concluding statement. Each will contain an introductory sentence, three evidence sentences and a concluding sentence.</p>
	<p>Standards:</p> <p><b>CCSS.ELA-LITERACY.W.6.3D</b> : Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p><b>CCSS.ELA-LITERACY.W.6.3C</b> : Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p><b>CCSS.ELA-LITERACY.W.6.1D</b> : Establish and maintain a formal style.</p> <p><b>CCSS.ELA-LITERACY.W.6.2</b> : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content</p> <p><b>CCSS.ELA-LITERACY.W.6.2B</b> : Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p>			
<p>1 hr and 55 mins</p>	<p><b>REVISION, EDITING, AND COMPLETION &gt; REVISION:</b> Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p><b>REVISIONS-SELF AND PEER</b> Students will revise their work and also receive peer revisions before they present their rough draft to the teacher for review.</p>	<p>Self revision check list completed by student. The checklist must also be presented to a peer for review. Both student and peer will initial the check to show completion.</p>	<p>Each student must review their own work. They will read their essay and as they read they must evaluate it using the checklist provided. Then, the student must have a peer read their paper and document the errors on the checklist and initial it when they are finished. After the student and their peer have read the essay for revising purposes, they can pass the paper to the teacher for final approval before they edit and rewrite their final draft.</p>

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Standards:

**CCSS.ELA-LITERACY.WHST.6-8.5** : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Additional Attachments:



 **Revision checklist**

### ***Instructional Resources***

No resources specified

## *Section 4: What Results?*

### ***Student Work Samples***

No resources specified

### ***Teacher Reflection***

Not provided