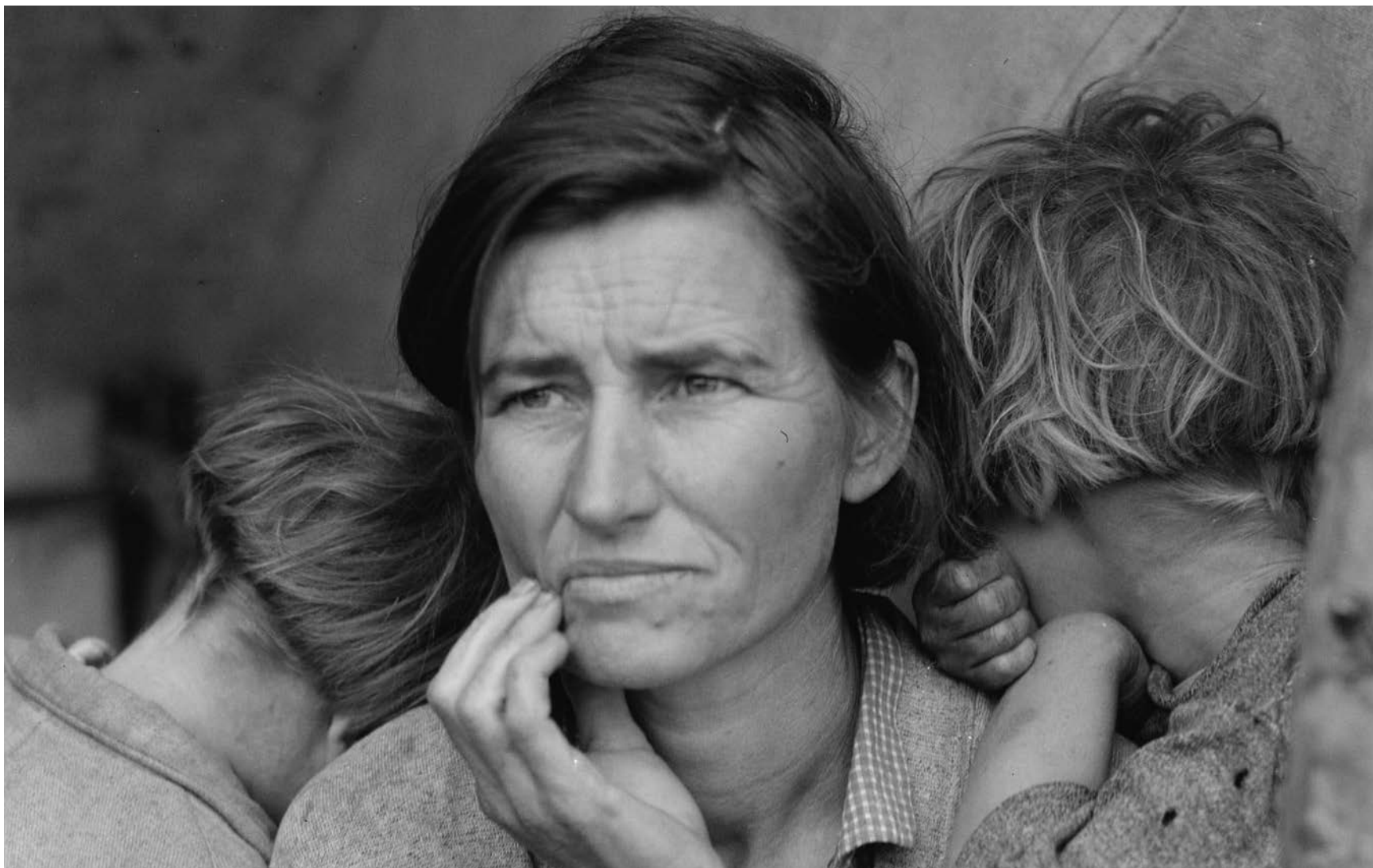






6 | Module 1

The Great Depression

How do people persevere through hardship?



Great Minds® is the creator of *Eureka Math*®, *Eureka Math*²®, *Wit & Wisdom*®, *Arts & Letters*™, and *PhD Science*®.

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L8 | Distill 92

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L11 | Responsive Teaching 120

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L15 | Reveal 158

- Analyze a metaphor.
- Write a metaphor.

L16 | Know 168

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L17 | Organize 176

- Identify supporting characters in *Bud, Not Buddy*.
- Examine juxtaposition in *The Louisville Flood*.

L18 | Know 190

- Express knowledge of children's experiences during the Great Depression.
- Use intensive pronouns to create emphasis.

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- Explain what happens in *Bud, Not Buddy*.
- Examine dialogue tags and action beats in the writing model.

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- Examine how dialogue develops events.

L21 | Distill 224

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L22 | Know 234

- Reflect on knowledge gained about responses to hardship during the Great Depression.
- For Module Task 1, draft the beginning of a story about perseverance during the Great Depression.



Arc C | *Bud, Not Buddy*

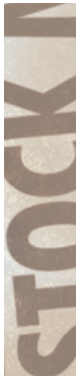
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Module Finale

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L39 | Know 410

- For the End-of-Module Task, provide peer feedback.
- For the End-of-Module Task, revise a draft of a narrative.

L40 | Closing Bookend 418

- Share knowledge gained from the module about the Great Depression.
- Reflect on the module topic.



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ESSENTIAL QUESTION

How do people persevere through hardship?

SUMMARY

People can demonstrate impressive resilience when faced with challenges. Analyzing historical periods of significant adversity illuminates the strategies and resources that aid survival. In *The Great Depression*, students examine two texts that highlight people's responses to the specific trials they experienced during this difficult time. Throughout the module, they explore the Essential Question: How do people persevere through hardship?

The module opens with Martin W. Sandler's *Picturing a Nation*, a compilation of photographs from the Historical Section of the Farm Security Administration. The text invites readers to consider how different regions were uniquely affected by the Great Depression. Students look closely at how widespread economic and agricultural collapse changed people's lives in the southern, midwestern, western, and northeastern areas of the United States. Students then view "The Dust Bowl" to learn about how human impact on the environment ultimately affected migration. This viewing prepares them for their study of Dorothea Lange's *Migrant Mother*, one of the world's best-known photographs, widely considered a symbol of resilience. Learning the photograph's history contextualizes its influence, both as an art requiring sensitivity toward subjects and as a powerful force for change.

Following their review of the devastating nationwide effects of the Great Depression, students focus on one African American boy's experience in Christopher Paul Curtis's book *Bud, Not Buddy*, which details an orphan's search for family during the Great Depression. Readers meet 10-year-old Bud, as well as people he encounters while traveling through Michigan in hopes of finding his father. Students learn how the





community and kindness Bud encounters in his travels shape his resilience and allow him to persevere in the face of hardship.

In *Bud, Not Buddy*, students build knowledge of how the Great Depression shaped children's lives and of the human impulse to find opportunities for levity and hope amidst darkness. To highlight the importance of perseverance and the ways in which Bud's relationship with his late mother sustains and empowers him, students study Langston Hughes's poem "Mother to Son." After reading about Bud's travels through a Hooverville, students build knowledge of young people's experiences as migrants riding the rails by reading "Hoover's Prodigal Children" and "What a Cruel Thing to Do on Mother's Day." These informational texts prompt students to consider how numerous acts of kindness, often from total strangers, buoyed and sustained people experiencing transience. When Bud encounters Herman E. Calloway and the Dusky Devastators, students view "Jazz" to understand the role of music and entertainment during the Great Depression. Students then study the melodies and lyrics of popular music of the Great Depression to build knowledge of music as a vital source of levity.

In writing instruction, students craft narratives related to the Great Depression. Building on their knowledge of the narrative arc, they analyze plot development and language in the writing model and *Bud, Not Buddy*. They learn how to develop exposition, rising action, climax, falling action, and resolution. They practice writing dialogue and using precise words and phrases, relevant descriptive details, and sensory language to convey events and experiences. At the end of the module, students craft a third-person narrative about a resilient character who lives during the Great Depression.

Throughout the module, students investigate how people responded to the challenges of the Great Depression. Students gain insight into people's reliance on kindness, community, and levity, enabling them to answer the Essential Question: How do people persevere through hardship?

TEXTS

Books

Literary

- *Bud, Not Buddy*, Christopher Paul Curtis

Informational

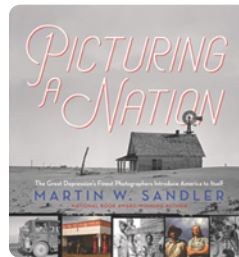
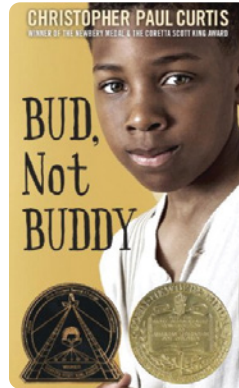
- *Picturing a Nation: The Great Depression's Finest Photographers Introduce America to Itself*, Martin W. Sandler

Videos

- "The Dust Bowl," Cerebellum
- "Jazz," Great Minds®
- "Migrant Mother Photo," History Channel

Art

- *The Louisville Flood*, Margaret Bourke-White
- *Migrant Mother*, Dorothea Lange



Poetry

- "Mother to Son," Langston Hughes

Articles

- "Ethel Waters," *Britannica Kids*
- "George Gershwin," *Encyclopedia Britannica*
- "Hoover's Prodigal Children: Hungry Times on Mean Streets," Errol Lincoln Uys
- "Hooverilles," History.com Editors
- "Pullman Porters," History.com Editors
- "The Real Story Behind the 'Migrant Mother' in the Great Depression-Era Photo: Uncovering the Woman Behind Dorothea Lange's Famous Depression-Era Photograph," Sarah Pruitt
- "Sundown Town," Will Gosner
- "What a Cruel Thing to Do on Mother's Day," Claude Franklin





KNOWLEDGE THREADS

- During the Great Depression, people throughout the United States struggled with common economic problems as well as regionally specific hardships.
- When people experience adversity, their definitions of home and family may shift to include larger communities that provide help and support.
- Individual people and communities survive hardship by attempting to change circumstances or by refusing to give up.
- People turn to music and other forms of entertainment to give them hope in difficult times.
- African American culture, including musical innovations, fostered community resilience during the Great Depression.

MATERIALS AND PREPARATION

- Module 1 Knowledge Chart
- Module 1 Word Analysis Chart (digital platform)
- Module 1 Question Board
- Module 1 Speaking and Listening Goals Tracker (digital platform)

Determine how to display class versions of *Learn* book pages and lesson materials throughout the module. Use the slides available on the digital platform, or use another method of display, such as chart paper or a document camera. For a comprehensive list of all the materials used in the module, see the digital platform.

LEARNING GOALS

- Build understanding through literary and informational texts about how people persevere through hardship.
- Describe how Bud responds to challenges and develops as a character across *Bud, Not Buddy*.
- Explain how the author of *Bud, Not Buddy* conveys Bud's point of view in the novel.
- Integrate information from texts and photographs to build a coherent understanding of the Great Depression.
- Write narratives about resilient characters in a range of settings, such as in the Dust Bowl or during the Great Depression.
- Strengthen narrative writing by using transition words and phrases to organize events, incorporating a range of descriptive details, and using pronouns correctly.
- Participate in class discussions about perseverance through hardship, speaking at an understandable rate and volume, supporting ideas with relevant text evidence, explaining how information presented in multiple formats deepens understanding, and setting and revising discussion goals.



ASSESSMENTS

In every *Arts & Letters*™ module, students complete three types of formal assessments: module tasks, Reading Comprehension Assessments, and an End-of-Module Task. For the module tasks in this module, students write narrative pieces. Each module task prepares students for the End-of-Module Task.

For additional information about assessments, including texts, rubrics, achievement descriptors, scoring guidance, and report analysis, see the Assessment Guide on the digital platform.

End-of-Module Task | Narrative

For the End-of-Module Task, students write a third-person narrative about a resilient character who lives during the Great Depression. Students can set their narrative in the Dust Bowl, in a Hooverville, or at a music club. To prepare to write, students participate in a Socratic seminar during which they discuss how people persevered through the Great Depression. Students plan by using a narrative writing planner, after reviewing those written for Module Tasks 1 and 2. After drafting their narratives, students participate in a peer review and revise their writing based on the feedback they receive.

Summary of Assessments

Lesson 10 | Reading Comprehension Assessment 1

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know,

assesses content knowledge and vocabulary built during the first half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how people experienced hardships during the Great Depression. The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 20–23 | Module Task 1

Students write the exposition and rising action of a narrative set in a Hooverville that demonstrates how kindness and community help Bud from *Bud, Not Buddy* to persevere. Students use historical details to enhance their narratives. They also focus on developing the characters and events through their use of dialogue.

Lessons 29–33 | Module Task 2

Students choose a character from the Dusky Devastators in *Bud, Not Buddy* and write the climax, falling action, and resolution of a narrative that describes how music offers that character levity or hope. Students focus on using pacing to develop characters and events.

Lesson 34 | Reading Comprehension Assessment 2

Students complete a four-section Reading Comprehension Assessment. The first section, Fluency, assesses rate, accuracy, phrasing, and expression. The second section, Show What You Know, assesses content knowledge and vocabulary built during the second half of the module. The third section, Grow What You Know, assesses comprehension of a new topically related text about how people persevered through the challenges of the Great Depression.

The fourth section, Self-Reflection, gives students an opportunity to evaluate their own confidence about the assessment and identify challenges posed by the assessment text.

Lessons 36–39 | End-of-Module Task

Students write a third-person narrative in which a resilient character faces challenges during the Great Depression.

ACHIEVEMENT DESCRIPTORS OVERVIEW

Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on instruction. ADs are written by using portions of various standards to form a clear, concise description of the work covered in each module. Grade-level ADs may appear in multiple modules.

Arts & Letters alignment to state standards is available on the digital platform.

The ADs are organized into five strands.

Each strand is composed of grade-level parent ADs. Some parent ADs are further divided into child ADs, and some child ADs are further broken down into grandchild ADs.

Each AD has a unique code, which indicates the strand, the AD number, and the grade to represent the parent AD. If applicable, the code may also include a capital letter to indicate a child AD and a lowercase letter to indicate a grandchild AD.

The example shows the relationship of parent, child, and grandchild ADs.

The first number in the code is the AD number, which corresponds to the list of Achievement Descriptor Numbers by Strand. The second number in the code is the grade-level number.

For a list of this module's Achievement Descriptors, see the appendix.

Achievement Descriptor Strands

MM Make Meaning from Texts

CP Compose and Present Content

BU Build Understanding

DF Develop Foundations

DM Develop Metacognition

Grade Level 6 Achievement Descriptor

CP.4.6.A.a

Parent

CP.4.6 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

Child

CP.4.6.A: Develop an introduction.

Grandchild

CP.4.6.A.a: Introduce claim(s) clearly.

ENGLISH LANGUAGE DEVELOPMENT STANDARDS

By engaging students in a variety of language- and text-based activities, module 1 lessons align with the following English Language Development (ELD) standards. *Arts & Letters Prologue™* lessons provide additional language support to develop ELD standards. Educators should consult their state's ELD standards and proficiency descriptors to identify the best ways to help multilingual learners reach the module's learning goals. See the digital platform for a lesson-by-lesson breakdown of ELD standards.

WIDA Standards

ELD-SI.4-12.Narrate: Multilingual learners will

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform: Multilingual learners will

- Report on explicit and inferred characteristics, patterns, or behavior
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain: Multilingual learners will

- Generate and convey initial thinking
- Compare changing variables, factors, and circumstances

ELD-SI.4-12.Argue: Multilingual learners will

- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

ELD-LA.6-8.Narrate.Interpretive: Multilingual learners will interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive: Multilingual learners will construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships

- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

ELD-LA.6-8.Inform.Interpretive: Multilingual learners will interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Evaluating the impact of author's key word choices over the course of a text

ELP Standards

Standard 1: An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Standard 2: An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Standard 3: An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.

Standard 4: An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Standard 5: An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Standard 9: An ELL can create clear and coherent grade-appropriate speech and text.

Standard 10: An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.

MODULE PLAN

Essential Question | How do people persevere through hardship?

KEY

 = **assessment**

 = **Prologue lesson**

Arc A | *Picturing a Nation*

Lesson 1 Opening Bookend	Lesson 2 Wonder <i>Picturing a Nation</i> <i>Migrant Mother</i>	Lesson 3 Organize <i>Picturing a Nation</i> 	Lesson 4 Organize <i>Picturing a Nation</i> 	Lesson 5 Organize <i>Picturing a Nation</i>	Lesson 6 Reveal <i>Picturing a Nation</i> 	Lesson 7 Distill <i>Picturing a Nation</i> 
Lesson 8 Distill <i>Migrant Mother</i>	Lesson 9 Know <i>Picturing a Nation</i> <i>Migrant Mother</i> 	Lesson 10  Reading Comprehension Assessment 1	Lesson 11 Responsive Teaching			

Arc B | *Bud, Not Buddy*

Lesson 12 Wonder <i>Bud, Not Buddy</i> P	Lesson 13 Organize <i>Bud, Not Buddy</i>	Lesson 14 Organize <i>Bud, Not Buddy</i> P	Lesson 15 Reveal <i>Bud, Not Buddy</i> P	Lesson 16 Know “Mother to Son” <i>Bud, Not Buddy</i>	Lesson 17 Organize <i>Bud, Not Buddy</i> <i>The Louisville Flood</i>	Lesson 18 Know <i>Bud, Not Buddy</i> “Hoover’s Prodigal Children” “What a Cruel Thing to Do on Mother’s Day” P
Lesson 19 Organize <i>Bud, Not Buddy</i> “Sundown Town”	Lesson 20 Reveal <i>Bud, Not Buddy</i> P	Lesson 21 Distill <i>Bud, Not Buddy</i> P	Lesson 22 Know <i>Bud, Not Buddy</i>			

Arc C | *Bud, Not Buddy*

Lesson 23 Organize <i>Bud, Not Buddy</i>  Module Task 1 completed 	Lesson 24 Organize <i>Bud, Not Buddy</i> 	Lesson 25 Organize <i>Bud, Not Buddy</i> 	Lesson 26 Know <i>"I Got Rhythm"</i>	Lesson 27 Reveal <i>Bud, Not Buddy</i> 	Lesson 28 Organize <i>Bud, Not Buddy</i> 	Lesson 29 Organize <i>Bud, Not Buddy</i>
Lesson 30 Organize <i>Bud, Not Buddy</i> 	Lesson 31 Reveal <i>Bud, Not Buddy</i>	Lesson 32 Distill <i>Bud, Not Buddy</i> 	Lesson 33 Know <i>Bud, Not Buddy</i>  Module Task 2 completed	Lesson 34  Reading Comprehension Assessment 2	Lesson 35 Responsive Teaching	

Module Finale

Lesson 36 Know module texts	Lesson 37 Know specified texts	Lesson 38 Know specified texts	Lesson 39 Know specified texts  End-of-Module Task completed	Lesson 40 Closing Bookend



Lesson 1

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

In this opening Bookend lesson, students explore the module topic and the Essential Question. Students share what they know about the Great Depression. They continue to engage with the module topic through an experience that the teacher chooses. Students may create a photograph, experience an exhibit or lecture, read a text about the Great Depression, or engage in a teacher-created experience.

Learning Goals

- Share knowledge about the Great Depression.
- Explore the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss Prior Knowledge
- **Engage:** Create, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

hardship (n.)

perseverance (n.)

Materials and Preparation

- Knowledge Cards: *perseverance*, *hardship*
- Rule of Thirds Rectangle (Reference Charts appendix)
- Determine how to display the Essential Question. See the Launch section for details.
- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Tell students that today they are starting a new module about the Great Depression.
2. Display and Choral Read the Essential Question: How do people persevere through hardship?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN 53 minutes

Share | Discuss Prior Knowledge | 10 minutes

1. Tell students that today they will share what they know about the module topic. Ask these questions:

💬 **What do you know about the word *perseverance*?**

💬 **What do you know about the word *hardship*?**

💬 **What do you know about the Great Depression?**

Teacher Note

As students share, listen closely for what they already know about the topic. Note students' prior knowledge to activate and incorporate into future discussions. Note misconceptions to correct in future instruction.

2. Introduce the vocabulary term *perseverance* by displaying the Knowledge Card, saying the term, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.



Definition

perseverance (n.): the quality that allows someone to continue trying to do something even though it is difficult

3. Explain that *perseverance* includes the prefix *per-*, which means “forward or through.”

Ask this question:

💬 **What might the word *perseverance* mean based on the prefix *per-*?**

4. As students share, reinforce the correct definition.
5. Remind students of the Essential Question: How do people persevere through hardship?

Explain that the term *perseverance* is the noun form of the verb *persevere*.

6. Introduce the vocabulary term *hardship* by displaying the Knowledge Card, saying the term, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.



Definition

hardship (n.): pain and suffering

7. Display and read aloud these word parts and their definitions:
 - **hard (root)**—difficult to experience; severe or harsh
 - **-ship (suffix)**—the state or condition of being something
8. Instruct students to work with a partner to infer the term’s meaning. Invite a few students to share their ideas. As students share, reinforce the correct definition.
9. Instruct students to think about a book or movie that involves a character who perseveres through hardship. Ask this question:

💬 **What makes it possible for the character in your selected book or movie to persevere?**

Engage | Create, Experience, or Read | 43 minutes

Choose a Create, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Create Photography

1. Display this sentence: A picture is worth a thousand words. Ask this question:

 **What does this statement mean?**

Reinforce that a single image has the power to convey complex emotions and experiences.

Teacher Note

Frederick R. Barnard was likely the first to introduce this adage in the United States when he published it in *Printer's Ink* in 1921.

2. Explain that in this module students will learn about photography. Ask this question:

 **Where does photography appear in your daily life?**

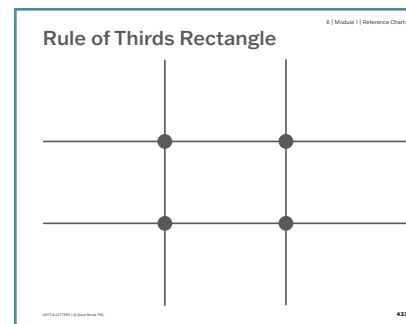
Use responses to emphasize that photography is ubiquitous in modern life, playing a central role in advertisements, instructional manuals, family albums, social media, and other platforms.

3. Facilitate a brief discussion of this question:

 **What makes a good photograph?**

4. Tell students that while photographers employ many artistic strategies, two particularly important ones are light and the rule of thirds.
5. Explain the strategy of light:
 - **light**—Photographers look for moments of bright light and darkness. Photographs originally were black and white, which required photographers to look carefully at how light appeared in their images. High-contrast photographs juxtapose light and dark. Light can emphasize an object or a person in the photograph. Photographers consider the angle of light and the shadows it creates.
6. Explain the strategy of the rule of thirds:

- **rule of thirds**—This rule is a guideline for photographic composition. Display the Rule of Thirds Rectangle. Point out that equal lines divide the rectangle horizontally into top, middle, and bottom; and vertically into left, middle, and right. Setting a subject at one of the intersecting points instead of at the center creates interest for the viewer and emphasizes the subject.



Teacher Note

Consider contacting an art colleague for ideas or suggested resources, or to serve as a co-teacher for lesson 1.

7. Instruct students to use smartphones or digital cameras to create photographs that incorporate light and the rule of thirds to capture the human experience.
8. Invite a few students to share their photographs. Ask these questions:



How did you use light and the rule of thirds to capture the human experience?



What do you think is a more effective way to document the experience you captured: a photograph or words?

Option 2 | Experience the Great Depression

1. Facilitate a visit to a local historical society or library to view a Depression-era exhibit.

Teacher Note

If an off-site activity is not feasible, consider facilitating a virtual field trip to a museum in your community or state.

2. As students learn about the Great Depression, ask these questions:



When was the Great Depression?



What was it like to live during the Great Depression?



What hardships did people face during the Great Depression?

3. Direct students to their journals. Instruct them to write down what they learned about the Great Depression.
4. Invite a few students to share their ideas.

Option 3 | Read a Book About the Great Depression

1. Display and briefly introduce the volume of reading texts, and allow students to select which text to read. Invite a few students to share their initial impressions of the books they have chosen.
2. Instruct students to begin reading their selected volume of reading text.

Teacher Note

If you do not choose option 3 during this lesson, be sure to complete these steps at another time near the beginning of the module so students can familiarize themselves with the volume of reading choices and make their selections.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—How might you use photography to document hardship and perseverance?
 - **Option 2**—How did people in our community experience the hardships of the Great Depression?
 - **Option 3**—How does your chosen text give you insight into the Great Depression?
2. Tell students that throughout the module they will continue to build knowledge about the Great Depression.

Teacher Note

Arts & Letters student and teacher materials feature borders, header images, and other carefully chosen visuals to align with each module's knowledge. Consult *About the Images*, located in the appendices, to learn more about how these elements connect to the module's knowledge. As students progress through the module, share related information about the images and encourage them to make connections to what they are learning.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.C

BU.4.6 Expression

DM Develop Metacognition

DM.3.6 Schema Building



Lesson 2

Essential Question | How do people persevere through hardship?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students begin their exploration of the Great Depression by exploring the text features and first page of *Picturing a Nation*. Students share what they notice and wonder about the text. They then practice accurately reading a passage from *Picturing a Nation*. During visual art instruction, students notice and wonder about *Migrant Mother*.

Learning Goals

Notice and wonder about *Picturing a Nation*.

 **LEARNING TASK:** Write at least one thing you notice about *Picturing a Nation* and at least one related question.

Notice and wonder about *Migrant Mother*.

 **LEARNING TASK:** Write at least two things you notice and at least two related questions about the work of art.

Vocabulary

depression (n.)

economy (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Notice and Wonder About *Picturing a Nation*
- **Respond:** Connect Questions and What You Notice
- **Observe:** Notice and Wonder About *Migrant Mother*

LAND

Reflect on Learning

Materials

TEACHER

- *Picturing a Nation*
- class Notice and Wonder Checklist for *Picturing a Nation* (*Learn book*)
- Module 1 Question Board
- Knowledge Cards: *economy, depression*
- *Migrant Mother* (digital platform)
- class Notice and Wonder Chart for Work of Art 1 (*Learn book*)

STUDENTS

- *Picturing a Nation*
- journal
- Notice and Wonder Checklist for *Picturing a Nation* (*Learn book*)
- Fluency Practice for *Picturing a Nation* (*Learn book, Fluency*)

- Notice and Wonder Chart for Work of Art 1 (*Learn book*)
- Knowledge Statements for Module 1 (*Learn book*)

Preparation

- Determine how to display the Question Board. Students continue adding to the board throughout the lessons. If the class uses chart paper and sticky notes, ensure students have access to sticky notes during each lesson.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *Picturing a Nation* (*Learn book, Fluency*), reading all parts themselves, and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Picturing a Nation*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Explain that during a Wonder lesson the class begins to read the book for the first time to spark their curiosity. Students share what they notice and wonder about the book. Introduce *Picturing a Nation* by reading aloud the title and author. Tell students that in this lesson they will examine text features, write about what they notice and wonder, and practice fluency by reading aloud a passage from the book.

LEARN 53 minutes

Read | Notice and Wonder About *Picturing a Nation* | 28 minutes

1. Read aloud the first sentence on page 1, starting with “The year was.” Tell students that they will follow the instructional routine Jot–Pair–Share to respond to a question. Explain that this routine has three parts. First, students jot in their journals a short answer to the question. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class.

Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **What do you think life was like for Americans in 1935?**

Tell students that they will revisit the question later in this lesson.

2. Explain that *Picturing a Nation* is an informational text and that students will notice and wonder about its text features. Display the class Notice and Wonder Checklist for *Picturing a Nation*, and direct students to the page in their *Learn* book.

3. Think aloud to model how to use the first item on the checklist. Add to the class checklist what you notice and wonder about the text.

Differentiation Support

To help students identify questions and observations about the table of contents, direct them to the page in *Picturing a Nation* and ask this question: What might the table of contents suggest about the structure of the book?

4. Instruct students to complete the tasks noted in the Notice and Wonder Checklist.
5. Tell students that they will take a closer look at the first page of the text. Read aloud the portion of page 1 from “The nation had” to “unplatable dust bowl.” Instruct students to follow along and to add what they notice, as well as their questions, to their Notice and Wonder Checklist.

Teacher Note

As students share, listen for what they already know about the topic. Note students’ prior knowledge to activate and incorporate into future discussions. Note misconceptions to correct in future instruction.

6. Display the Module 1 Question Board. Explain that the class will use Question Boards throughout the year to track lingering questions about the texts and motivate themselves and their peers to work toward answering these questions as they continue to study the topic.
7. Instruct students to identify a question from the Wonder column of their Notice and Wonder Checklist that they think is especially important to answer throughout the module. Invite a few students to share their responses, and add those responses to the Question Board.

Teacher Note

As questions emerge throughout the module, consider which should be answered immediately to remove comprehension roadblocks, and which might be answered naturally in subsequent lessons or through student curiosity. Invite students to add their questions to the Question Board during Land instruction.

1.1 Notice and Wonder Checklist
Picturing a Nation | Use this checklist to notice and wonder about *Picturing a Nation*.

Informational

- 1. Examine the front and back covers.
- 2. Read the title page and copyright page to gather information about the publication.
- 3. Read the table of contents to get an understanding of the book's structure.
- 4. Examine the index to determine the book's page layout.
- 5. Read the text (introduction, chapters, section headings, footnotes or additional reading).
- 6. Examine images in the text.

Notice	Wonder

Sample Think Aloud

I will follow the checklist by looking at the front and back covers of *Picturing a Nation*. On the front cover I notice photos that show old-timey vehicles and clothing. This makes me wonder when and where the photos were taken. On the back cover I notice a reference to the Farm Security Administration and wonder what that is.

8. Explain that to fully understand the passage on page 1, students must learn and understand two key terms.
9. Introduce the vocabulary term *economy* by displaying the Knowledge Card. Explain that the Vocabulary Exploration routine has four parts. First, you say the term and simultaneously clap once for each syllable. Then, students copy the action by repeating the term and clapping once for each syllable. Next, you identify and share word parts or challenging letter-sound correspondences that can help students accurately decode the word. Finally, you invite a student to read aloud the definition.



Definition

economy (n.): the process or system by which people produce, sell, and buy goods and services in a country or region

Teacher Note

The Word Analysis Chart, located on the digital platform, identifies relevant word-part information for each vocabulary term defined in the module. Use the chart to inform additional phonics and word analysis support for students.

10. Practice this routine with the term *economy*. Explain that the adjective form of the term, *economic*, appears in the first paragraph of *Picturing a Nation*.
11. Introduce the vocabulary term *depression* by displaying the Knowledge Card. Engage students in Vocabulary Exploration. Explain that the term *depression* includes the prefix *de-*, which means “down.”
12. Direct attention to *Picturing a Nation*. Instruct students to reread the first sentence on page 1, starting with “The year was.” Ask this question:



Definition

depression (n.): a period of time in which there is little economic activity and many people do not have jobs

 **How do the definitions of *economy* and *depression* help you better understand the sentence?**

13. Direct students to Fluency Practice for *Picturing a Nation*, located in the *Learn* book. Tell students that they will now practice reading with accuracy by correctly decoding each word.

Teacher Note

As needed, review the definition of *fluency*.

	Initials	Comments
Step 1: Accuracy		
Step 2: Fluency		
Step 3: Repetition		
Step 4: Rate		
Performance		

Read the words.
Repeat the words.
Read the words and the passage.
Repeat the words and the passage.
Read the words and the passage.

14. Form groups of three. Appoint a reader 1, reader 2, and reader 3 in each group. Explain that each group will read together the lines assigned to “All.”

Language Support

To support multilingual learners with beginning and intermediate English proficiency, group them with students who fluently speak and read English.

15. Instruct students to silently read their assigned lines, underlining words they might struggle to pronounce. Tell students to share their words with their group and work together to sound the words out.
16. Instruct students to read their assigned lines and then read together the lines assigned to “All” for part 1 of Fluency Practice.

Respond | Connect Questions and What You Notice | 15 minutes

1. Tell students that they will follow the instructional routine Whip Around to share an idea about *Picturing a Nation*. Explain how this routine works. First, you pose a prompt that students can answer in a word or short phrase. Next, each student shares their response in rapid succession until all students share. Practice this routine by posing the following prompt and choosing a student to begin:



Share one question or observation from your Notice and Wonder Checklist.

Add a few responses to the class Notice and Wonder Checklist.

2. Explain that when students notice and wonder about a text, they should think about how their questions relate to what they notice. Think aloud to model how to connect a question to something you notice in the text.
3. **Introduce the learning task.** Direct attention to the Notice and Wonder Checklist. Instruct students to write at least one thing they notice about *Picturing a Nation* and at least one related question.

Sample Think Aloud

When I observe something in a text, I often think of related questions. For example, I notice that the main cover image for *Picturing a Nation* shows a house in a barren landscape and another house in the far distance. This makes me wonder why there are so few plants and why the houses are so far apart.

Analyze Student Progress

Monitor: Do students make coherent connections between what they notice and what they wonder?

Offer Immediate Support: If students need additional support noticing something and asking a related question, ask these questions: What is one thing you notice about the front cover? What does this make you wonder?

Plan Future Practice: Students practice noticing things and asking questions about *Bud, Not Buddy* in lesson 12.

4. Read aloud the first sentence on page 2, starting with “The year was.” Ask this question:

 **What do you think life was like for Americans in 1935?**

Instruct students to add to or change their response based on what they learned from the text.

Key Ideas

- Many people struggled to earn enough money to live.
- Many people could not find jobs.

Differentiation Challenge

Prompt students to use their knowledge of the terms *economy* and *depression* in their responses.

Observe | Notice and Wonder About *Migrant Mother* | 10 minutes

1. Tell students that they will notice and wonder about a work of art.
2. Display *Migrant Mother* without telling students the title of the photograph or name of the artist.

Teacher Note

During visual art instruction, students develop skills to examine and analyze art, which help them build stamina for looking closely at works of art. For this reason, lessons include specific amounts of time for examining works of art. The time for looking closely increases across modules and levels.

3. Instruct students to look closely at the work of art in silence. After at least three minutes, direct attention to different parts of the work of art, including the top, bottom, middle, and corners. Ask this question:

 **What do you notice and wonder about this work of art?**

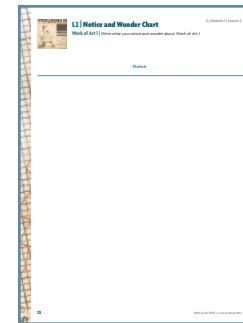
Teacher Note

To promote looking closely at the work of art, do not provide background information about it at this point. Rather, encourage students to share and expand on what they initially notice and wonder.

4. As students share, add a few responses to the class Notice and Wonder Chart for Work of Art 1.
5. Direct students to the Notice and Wonder Chart for Work of Art 1, located in the *Learn* book. Instruct students to look closely at the work of art in silence for at least one minute.
6. Instruct students to Think–Pair–Share to identify two things they notice and wonder about this work of art.

Teacher Note

Students revisit this work of art in lesson 8 and learn more about its history and its title.



7.  **Introduce the learning task.** Instruct students to write at least two things they notice and at least two related questions about the work of art on the Notice and Wonder Chart.

Analyze Student Progress

Monitor: Do students write at least two things they notice and at least two related questions?

Offer Immediate Support: If students need additional support noticing something about the work of art, direct attention to a section of the work of art and ask them to identify one object in that section.

Plan Future Practice: Students practice describing what they notice and wonder about a work of art in lesson 17.

LAND 5 minutes**Reflect on Learning**

1. Direct attention to the Module 1 Knowledge Chart, and read aloud each column heading. Explain that knowledge of the world is knowledge students gain from texts in the module. Explain that knowledge of English is knowledge students gain as they learn reading, writing, and speaking skills. Writing statements about new learning helps people remember and track the knowledge they gain.
2. Think aloud to model how to form a knowledge statement relevant to the lesson, and add it to the knowledge chart.
3. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to form knowledge statements and add them to the page in their *Learn* book. To spark discussions, ask this question:

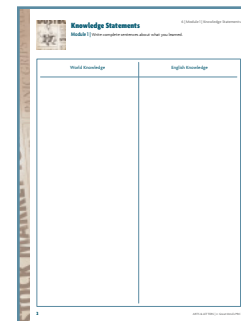
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from *Picturing a Nation*?
- What did you learn to do?

World Knowledge	ELA Knowledge


Sample Think Aloud

Today, I learned that the Great Depression was a time of economic difficulty when many people were out of work. Since this period is a major part of world history, I will write this World Knowledge statement: During the Great Depression, many people had trouble finding work and experienced economic difficulty.

I also gained important information about *Picturing a Nation* by examining text features such as the title, the covers, and the table of contents. I will write this English knowledge statement: Examining text features is a helpful first step when reading a new text.

4. Invite a few students to share their statements, and add them to the knowledge chart. As they share, encourage them to add new and intriguing statements to the page in their *Learn* book. Tell students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

Teacher Note

Adding all students' knowledge statements to the chart is not necessary. Encourage all students to share their knowledge statements, and then choose a few to add to the chart. We do not include a prescribed list of student knowledge statements because the discussion should flow organically and the statements should represent the authentic learning of each class. As needed, ask follow-up questions to guide students toward key ideas from the lesson, world knowledge from the texts, or English knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.5.6 Vocabulary: MM.5.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.A

DM.3.6 Schema Building



Lesson 3

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students continue to develop fluency by reading aloud a key passage in *Picturing a Nation* with a focus on phrasing. They build knowledge of the Historical Section of the Resettlement Administration and summarize what they learn. During writing instruction, students examine exposition, rising action, climax, falling action, and resolution. They use annotations to identify these five narrative elements in a writing model.

P A Prologue to lesson 3 is available for students who need additional support.

Learning Goals

Summarize information about the Historical Section presented in the opening pages of *Picturing a Nation*.

LEARNING TASK: Write a summary of the Historical Section by using 5 W's and 1 H for *Picturing a Nation*.

Identify narrative elements in a writing model.

LEARNING TASK: Annotate the Writing Model for Module 1 for rising action, climax, falling action, and resolution.

Vocabulary

devastating (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Key Information in *Picturing a Nation*
- **Respond:** Summarize the Text
- **Write:** Explain Narrative Elements

LAND

Reflect on Learning

Materials

TEACHER

- *Picturing a Nation*
- “The Dust Bowl” (digital platform)
- Knowledge Card: *devastating*
- class 5 W’s and 1 H for *Picturing a Nation* (Learn book)
- class Writing Model for Module 1 (Learn book, Writing)

STUDENTS

- *Picturing a Nation*
- Fluency Practice for *Picturing a Nation* (Learn book, Fluency)
- journal
- 5 W’s and 1 H for *Picturing a Nation* (Learn book)
- Writing Model for Module 1 (Learn book, Writing)
- Knowledge Statements for Module 1 (Learn book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *Picturing a Nation* (Learn book, Fluency), reading all parts themselves, and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Picturing a Nation*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Explain that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the book. Tell students that in this lesson they will summarize what they learn about the Great Depression and the Historical Section of the Resettlement Administration (RA).

LEARN 53 minutes

Read | Identify Key Information in *Picturing a Nation* | 25 minutes

1. Direct students to the photograph facing page 1 of *Picturing a Nation*. Ask this question:



How does this photograph connect to what you know about the Great Depression?

Key Ideas

- The landscape looks dry and rural.
- The person in the photograph rides a horse, which could mean they are one of the farmers affected by the Dust Bowl.

2. Direct students to Fluency Practice for *Picturing a Nation*, located in the *Learn* book. Explain that they will practice fluency with a focus on phrasing, which involves pausing for punctuation and grouping words into phrases. Tell students that they will continue to use their reader assignments from the previous fluency practice.
3. Instruct students to read aloud together their assigned lines in part 2, pausing at punctuation or when speakers change.
4. Instruct students to read aloud together their assigned lines in part 2 without pausing at all.
5. Ask these questions:



Which way was easier for you to understand: pausing or not pausing? Why?

6. Instruct students to annotate their assigned lines, showing where they would pause for punctuation, and to group words into meaningful phrases.
7. Instruct students to read aloud together the entire fluency passage.
8. Introduce the vocabulary term *devastating* by displaying the Knowledge Card, saying the term, and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
9. Display and read aloud these word parts and their definitions:

- **de-** (prefix)—down, reduce, away
- **vast** (root)—empty
- **state** (root)—state or status

	Initial	Comments
Step 1: Read aloud		
Step 2: Pausing		
Step 3: Repetition		
Step 4: Read		
Performance		

Fluency Strategies
 Students should be able to read the words.
 Reading fluency means to read quickly and accurately.
 Repetition (the word is being said)
 Pause (the word is being said)
 Read (the word is being said)



Definition

devastating (adj.): causing great damage or harm

- 10.** Instruct students to use the word parts to infer, or figure out, the meaning of *devastating*. Ask this question:

 **What might *devastating* mean based on the combined word parts “reduced to an empty status”?**

Invite a few students to share their ideas. As students share, reinforce the correct definition.

- 11.** Direct attention to *Picturing a Nation*. Tell students that they will now learn about how people in different regions of the United States experienced the Great Depression. Pair students, and explain that one partner will read the portion of page 1 from “There were several” to “people becoming unemployed,” and the other partner will read the portion on page 1 from “The Great Depression” to “unplatable dust bowl.” Tell them to annotate the paragraph they read to answer this question:

 **What event does this paragraph describe?**

Teacher Note

Annotation is a core practice in *Art & Letters*. As students annotate texts throughout module 1, introduce a consistent annotation system. Use your own system, or see Implementation Resources for suggestions.

Language Support

Provide student-friendly definitions for *stock market crash* and *drought*.

- 12.** Invite a few students to share their responses, and reinforce the correct responses:

- The first paragraph describes the stock market crash.
- The second paragraph describes a severe drought.

- 13.** Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:

 **Write a summary sentence explaining the event in your assigned paragraph.**

- 14.** Remind students that the first paragraph of *Picturing a Nation* introduces the Great Depression. Ask this question:



Why are the stock market crash and the drought also described on the first page of *Picturing a Nation*?

Differentiation Support

To help students differentiate between the two problems, create a T-chart labeled “stock market crash” and “drought.” Write important details as students share.

Key Ideas

- The stock market crash led to the economic problems of the Great Depression.
- The drought resulted in widespread crop failures, which intensified the Great Depression.
- Both events affected people throughout the nation.

- 15.** Explain that the geographic area that faced a unique combination of drought, overplowing, and high winds (mentioned on page 1) was known as the Dust Bowl. Play “The Dust Bowl.”

Teacher Note

If time allows, explain why carefully selecting video sources is an important part of gathering information online. Tell students to use trusted sources, prioritize accuracy, and be cautious of sharing any personal data.

- 16.** Tell students that they will learn about the history of the photographic collection represented in *Picturing a Nation*. Read aloud the portion of pages 1–3 from “In 1933, as” to “need from Congress.” Instruct students to follow along.

17. Display 5 W's and 1 H for *Picturing a Nation*, and direct students to the page in their *Learn* book. Read aloud each question.
18. Think aloud to model how to record answers for What, When, and Why based on information from page 2.
19. Instruct students to work with a partner to read and annotate the portion of pages 3–4 from “Tugwell’s other key” to “the United States.” Prompt them to write answers for the remaining sections of 5 W’s and 1 H: Who, How, and Where.
20. Invite a few students to share their responses, and reinforce the correct responses:
 - **Who**—Roy Stryker directed the Historical Section.
 - **How**—Stryker collected photographs by hiring a team of the nation’s best photographers.
 - **Where**—The photographs were taken in every part of the country.
 - **Where**—The photographs depicted both cities and rural areas.

Sample Think Aloud

On page 2, I see that *RA* stands for Resettlement Administration, an agency created to “support families about to lose their farms.” The Historical Section was a part of the RA that included a staff of photographers, so I can record that answer under What. I see that the RA was established in 1935, and it looks like the Historical Section was developed at the same time, so I’ll record that date for When. As I see on page 3, the Historical Section was developed to “document the ways the RA was helping distressed farmers.” Under Why, I’ll write that its purpose was to show how the RA was helping farmers in need.

Respond | Summarize the Text | 10 minutes

1. Ask this question:



How can the 5 W’s and 1 H help you summarize information about the Historical Section presented in *Picturing a Nation*?

Key Ideas

- My answers to the 5 W’s and 1 H questions include essential information about the Historical Section.
- The wording of the 5 W’s and 1 H questions can help me phrase each part of the summary.

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a summary of the Historical Section by using the 5 W's and 1 H.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses for all elements from the 5 W's and 1 H?

Offer Immediate Support: If students need additional support using the phrasing from 5 W's and 1 H, provide these sentence frames: The Historical Section was _____. It was founded in _____ to _____. It was directed by _____, who collected photographs by _____. The photographs came from _____.

Plan Future Practice: Students practice writing a summary in lesson 4.

3. Invite a few students to share their responses.

Key Ideas

- The Historical Section of the RA, directed by Roy Stryker, was founded to show how the agency helped farmers during the Great Depression.
- Stryker recruited well-known photographers to document life throughout the US during the Great Depression.

Write | Explain Narrative Elements | 18 minutes

1. Read aloud the portion of page 127 from “I always had” to “to be there.” Ask this question:



How do photographs tell stories?

2. Direct attention to the photograph titled *Parade at the Fair* on page 127. Explain that students will read a fictional narrative that is based on this photograph in preparation for drafting their own narrative paragraphs based on photographs in later lessons.

3. Ask this question:

 **What do you know about narrative elements?**

Reinforce the correct responses:

- **exposition**—background information about characters, setting, and conflict
- **rising action**—the events leading up to the climax of a story
- **climax**—the point in a story at which characters either face or solve their most important problem
- **falling action**—events that occur after a story's climax and before the ending
- **resolution**—the point in a story at which the main conflict is solved or ended

4. Display the class Writing Model for Module 1, and direct students to the page in their *Learn* book. Instruct students to work with a partner to read the model and discuss narrative elements as they arise.

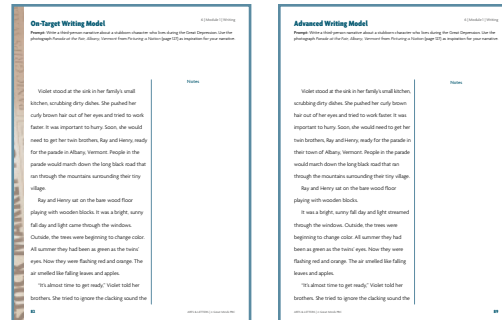
Teacher Note

Students use the writing model throughout the module. It shows them the structure they will be expected to follow in their writing. The on-target writing model is an example of a narrative that fully meets the on-target criteria from the End-of-Module Task rubric. The advanced writing model is an example of a narrative that exceeds some criteria for the End-of-Module Task. See the Assessment Guide for more information. Examples in lessons and key ideas align with the on-target writing model.

The *Learn* book also includes a checklist for the writing model. This checklist can be used to clarify expectations for narrative writing.

Differentiation Challenge

Some students may be able to write advanced responses. For example, they may be able to incorporate especially vivid imagery or historical details. Use the advanced writing model to support instruction for these students.



5. Think aloud to model how to annotate the writing model for exposition. Add your annotations to the class writing model.
6. Instruct students to Think–Pair–Share to answer this question:



What elements of the writing model's exposition appear to be inspired by the photograph *Parade at the Fair*?

Reinforce the correct responses:

- **characters**—two young boys, who look like they could be twins, wearing pants, coats, and top hats
- **setting**—Albany, Vermont, on the day of a parade

Teacher Note

While the writing model is inspired by the photograph, the character Violet does not appear in the photograph. This reflects creative liberty—an instance where the writer imagines additional parts of a story based on a source of inspiration. Students may also take creative liberties when writing narrative paragraphs based on photographs.

7. **Introduce the learning task.** Direct students to the Writing Model for Module 1. Instruct them to annotate for rising action, climax, falling action, and resolution.

Analyze Student Progress

Monitor: Do students correctly identify rising action, climax, falling action, and resolution in their annotations?

Offer Immediate Support: If students need additional support identifying the climax, instruct them to identify the moment when the characters face the consequences of their conflict.

Plan Future Practice: Students practice working with narrative elements in lesson 6.

Sample Think Aloud

For the element of exposition, I look for information about characters, setting, and conflict. In the first six paragraphs of the writing model—through “stamping his small feet”—I see references to Violet and her brothers, to where they live in Vermont, and to their main problem, or conflict: Ray and Henry don’t want to get ready for the parade. I annotate all these items in the writing model.

8. Invite a few students to share their annotations.

Sample Annotations

- **rising action:** the portion of text from “Violet finished scrubbing” to “the kitchen table”
- **climax:** the portion of text from “The sound of” to “were so little”
- **falling action:** the portion of text from ““Did you hurt” to “‘outfits,’ Violet said”
- **resolution:** the portion of text from “Ray and Henry looked” to “her father smiling”

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

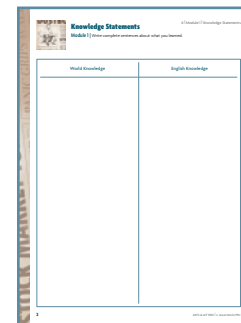
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the Historical Section of the RA?
- What did you learn from *Picturing a Nation*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.



3. Conclude the lesson by inviting students to add their questions to the Question Board.

Teacher Note

Writing knowledge statements is a concrete way for students to self-assess how their learning has progressed. They reflect on their growing knowledge of the module topic and their own development as readers and writers. This reflection helps students identify what they may need to learn more about, including topic- and text-related knowledge and ELA knowledge related to the learning goals.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.3.6 Summary: MM.3.6.B

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.b, MM.5.6.A.d, MM.5.6.C

MM.9.6 Media: MM.9.6.B, MM.9.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 4

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students continue to build knowledge of the Farm Security Administration project, exploring how it captured experiences in different regions of the United States during the Great Depression. They practice summarizing a section of text and further develop fluency by reading aloud a key passage of *Picturing a Nation* with a focus on expression. During writing instruction, students review point of view and pronouns. They practice describing a photograph, using third-person pronouns.

P A Prologue to lesson 4 is available for students who need additional support.

Learning Goals

Summarize the Great Depression by regions in *Picturing a Nation*.

LEARNING TASK: Summarize how the Great Depression affected your group's assigned region.

Describe a photograph, using third-person description and pronouns.

LEARNING TASK: Write a description of Ella Watson as she appears in a photograph, using third-person narration and at least two different pronoun cases.

Vocabulary

pronoun (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Regional Information in *Picturing a Nation*
- **Respond:** Summarize a Section of the Text
- **Write:** Describe a Photograph

LAND

Reflect on Learning

Materials

TEACHER

- *Picturing a Nation*
- Pronoun Case Reference Chart (Reference Charts appendix)

STUDENTS

- *Picturing a Nation*
- US Regions During the Great Depression for *Picturing a Nation* (*Learn* book)
- journal
- Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency)
- Checklist for the Writing Model for Module 1 (*Learn* book, Writing)
- Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Familiarize yourself with the term *point of view*. See the Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency), reading all parts themselves, and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Picturing a Nation*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Remind students that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the book. Tell students that in this lesson they will summarize what they learn about how the Farm Security Administration (FSA) project reflected life in different regions of the country during the Great Depression.

LEARN 53 minutes

Read | Identify Regional Information in *Picturing a Nation* | 20 minutes

1. Remind students that the Resettlement Administration (RA) (which contained the Historical Section) was renamed the FSA in 1937. Read aloud page 11 of *Picturing a Nation*, starting with “A Regional Approach,” and instruct students to follow along.
2. Ask this question:

 **Why do you think the author organized this book by region?**

Key Ideas

- Arranging the photographs by region helps illustrate similarities and differences in how people experienced the Great Depression in diverse areas of the country.
- Showing what life was like in different regions helps readers develop sympathy for each unique situation.
- The FSA photographers traveled throughout the country, so organizing the book by region ensures inclusion of the full range of experiences they documented in their photographs.

3. Tell students that they will follow the instructional routine Jigsaw to closely study something about the text and share their learning with students who studied something different. Explain how this routine works. First, you assign each student to an expert group to study their assigned text. Next, students work in their expert groups to gain a deep understanding of their assigned text. Then, you form new groups that include at least one student from each expert group. Finally, students take turns sharing their learning about their assigned text.
4. Begin the Jigsaw by assigning each student to an expert group to study one of these text sections:
 - The South (pages 10–47)
 - The Midwest (pages 48–77)
 - The West (pages 78–105)
 - The Northeast (pages 106–133)

Teacher Note

Incorporate strategic, flexible ways to form groups of students throughout the module. Bringing together students who have different levels of reading, writing, or English language proficiency can promote rich conversation and exchange of ideas. Also, grouping students with similar levels of reading, writing, or English language proficiency can help focus students on a specific task with teacher support. As applicable, complement any of these groups by pairing students who speak the same home language.

5. Direct students to US Regions During the Great Depression for *Picturing a Nation*, located in the *Learn* book. Instruct them to read the introductory pages for their assigned region and then discuss and record answers to the numbered questions.

Differentiation Support

To help students demonstrate a complete understanding of each question, instruct them to rehearse their answers orally before adding to US Regions During the Great Depression.

Listen for students to determine the correct responses in their discussions:

- **The South question 1**—The South was the poorest region in the nation.
- **The South question 2**—Tenant farmers and sharecroppers worked land that they did not own. They are important in this section because they were among the worst affected in an already struggling region.
- **The South question 3**—Three million tenant farmers and sharecroppers were African American.
- **The South question 4**—The photographers tried to portray people with dignity.
- **The Midwest question 1**—The Midwest was commonly called “America’s Heartland.” The region was known for the fertile farmland of its Great Plains and for its patchwork of large cities and small towns.
- **The Midwest question 2**—The Dust Bowl disaster affected much of the Midwest, along with Texas and Oklahoma in the South.
- **The Midwest question 3**—The Midwest was known for its small towns.
- **The West question 1**—The “story of the American West” is the story of millions of people who left the Dust Bowl and headed west to find work.
- **The West question 2**—People who traveled to the West for work were called migrants.
- **The West question 3**—Those who migrated west often didn’t find the jobs that they were looking for.

- **The Northeast question 1**—Stryker was concerned that the Northeast was being ignored.
 - **The Northeast question 2**—The photographers focused on winter scenes in the Northeast.
 - **The Northeast question 3**—Jack Delano was the most productive photographer of the Northeast.
- 6.** Form new groups that include at least one student from each expert group. Instruct students to take turns sharing their learning about each text section. Listen for students to share the correct responses that they distilled from their expert groups.

Differentiation Challenge

To encourage students to make connections across regions, instruct students to compare people's experiences in two different regions.

Respond | Summarize a Section of the Text | 13 minutes

- 1.** Tell students that they will write a summary about the Great Depression in their assigned region. Instruct students to discuss the following question in their expert Jigsaw groups:

 **How would you structure a summary for your assigned region?**

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a summary explaining how the Great Depression affected their assigned region. Tell them to include an introductory sentence that states the author's name and the title of the text section, as well as at least two sentences about their region.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses for all elements from the US Regions During the Great Depression page?

Offer Immediate Support: If students need additional support structuring their summaries, direct them to their section's questions. Provide the following structure: In the first sentence, explain what made the region unique during the Great Depression. Then use two specific details to support why the region is unique.

Plan Future Practice: Students practice writing a summary in lesson 5.

Key Ideas

- The South was the poorest region in the nation during the Great Depression.
- Portions of the Midwest were known as the Dust Bowl due to dust that was caused by overplowing, wind, and drought.
- Millions of people migrated to the West to escape the Dust Bowl.
- The Northeast provided opportunities for FSA photographers to take photographs of winter scenes and portraits of people on FSA relief.

3. Instruct students to rejoin their teaching Jigsaw group and share their summaries.
4. Tell students that they will practice reading with expression by using their voice to show feeling. Direct students to Fluency Practice for *Picturing a Nation*, located in the *Learn* book. Read aloud all parts of the fluency passage two times, once in a monotone and once with expression. Instruct students to follow along.



Fluency Practice
Picturing a Nation

1. Read the passage aloud to the class.
 2. Read about the fluency passage shown to the class.
 3. Read the fluency passage aloud to the class.
 4. Ask the student to read and summarize the passage.

Day	Initials	Comments
Day 1		
Accuracy		
Day 2		
Fluency		
Day 3		
Expression		
Day 4		
Rate		
Performance		

Fluency Passage:
 Picturing a Nation
 Reading: Read the passage aloud to the class.
 Fluency: Read the passage aloud to the class.
 Expression: Read the passage aloud to the class.
 Rate: Read the passage aloud to the class.

5. Ask this question:

☞ **What differences between the two readings did you notice?**

6. Tell students that they will follow the instructional routine Think–Pair–Share to discuss strategies that they could use to read with expression. Explain that this routine has three parts. First, students silently think about their response. Next, they share their response with a partner. Finally, you facilitate a brief discussion with the whole class. Instruct students to Think–Pair–Share to answer this question:

☞ **How can you use your voice to express feeling?**

Key Ideas

- adjust volume
- emphasize certain words or phrases

7. Tell students that they will continue to use their reader assignments from the previous lesson. Prompt them to select one of their assigned lines from either part 1 or part 2 of the fluency practice. Instruct students to work with a partner to take turns reading their chosen lines with expression.

8. Choral Read the entire fluency practice with expression.

Write | Describe a Photograph | 20 minutes

1. Remind students that in an upcoming lesson they will draft narrative paragraphs based on photographs. Direct students to the Checklist for the Writing Model for Module 1 and to this checklist row: uses a third-person narrator.
2. Display the Writing Model for Module 1, and direct students to the page in their *Learn* book. Instruct students to annotate the first paragraph to answer this question:

☞ **Which words show that this narrative is written in third person?**

Reinforce the correct response: The words “Violet,” “her,” and “she” show that the writing model is written in third person.

	Review 1	Review 2
Knowledge		
• description of the Northwest region during the Great Depression	☐	☐
• description of a building experienced during the Great Depression	☐	☐
• description of a building as a character trait	☐	☐
Writing		
• use of narrative elements to create a clear narrative structure	☐	☐
• use of a third-person narrator	☐	☐
• use of at least two narrative techniques including dialogue, point of view, description, character, and events	☐	☐
• use of at least three narrative elements from reader text to enhance narrative	☐	☐
• use of narrative words, phrases, and clauses to compare events and objects	☐	☐
• use of narrative words, phrases, and clauses to compare events and objects	☐	☐
• use of narrative words, phrases, and clauses to compare events and objects	☐	☐
Language		
• use of a third-person narrator	☐	☐
• use of a third-person narrator	☐	☐
• use of a third-person narrator	☐	☐

3. Instruct students to Think–Pair–Share to answer this question:

 **What do the words “her” and “she” have in common?**

Key Ideas

- Both words refer to the proper noun “Violet.”
 - Both are pronouns.
4. Introduce the vocabulary term *pronoun* by displaying the term and definition. Engage students in Vocabulary Exploration.
5. Direct attention to this checklist row: uses pronouns in the proper case. Explain that pronouns change form depending on their position in the sentence.
6. Display the Pronoun Case Reference Chart. Instruct students to work with a partner to orally practice creating a sentence, using at least three different subjective pronouns.

Language Support

To help students use at least three different subjective pronouns, create a checkerboard pronoun chart and give each student three circles to cover the pronouns once they have used them.

Listen for students to address key ideas in their discussions.

Key Ideas

- We went to the store.
- I gave the ball back to him.
- She cooked dinner by herself.

Definition

pronoun (n.): a word that is used instead of a noun or noun phrase

6 | Module 1 | Reference Charts

Subjective	Objective	Possessive	Intensive
I	Me	My/Mine	Myself
We	Us	Our	Ourselves
You	You	Your	Yourselves
He	Him	His	Himself
She	Her	Hers	Herself
They	Them	Theirs	Themselves

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7. Direct attention to pages 22–23 of *Picturing a Nation*. Read aloud the portion of page 22 from “the woman in” to “in the other.” Ask this question:

 **Which word in this sentence is a pronoun?**

Reinforce the correct response: *her*.

8.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a third-person description that is inspired by the photograph of Watson. Tell them to use at least two different pronoun cases.

Analyze Student Progress

Monitor: Do students use the pronouns *she*, *her*, or *herself* to refer to Watson?

Offer Immediate Support: If students need additional support using third-person pronouns, instruct them to practice using pronouns orally in pairs. Instruct partner 1 to state a complete, descriptive sentence about the photograph. Instruct partner 2 to replace a word from that sentence with a third-person pronoun from the chart.

Plan Future Practice: Students practice using third-person narration to describe a photograph in lesson 6.

Key Ideas

- She is wearing glasses and a polka-dot dress.
- She is holding a broom.
- Her face appears calm and relaxed.

LAND 5 minutes**Reflect on Learning**

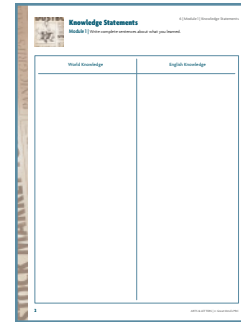
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about different regions of the United States?
 - What did you learn from *Picturing a Nation*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.3.6 Summary: MM.3.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DF.9.6 Nouns and Pronouns: DF.9.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 5

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students continue to develop fluency by reading aloud a key passage from *Picturing a Nation* with attention to rate. They examine photographs and captions to gather information about the nationwide effects of the Great Depression. Using these insights, students draw conclusions about the regional hardships that people faced. During writing instruction, students identify examples of descriptive details. They then write a caption for a photograph of their choice.

Learning Goals

Summarize knowledge gained from photographs and captions in *Picturing a Nation*.

 **LEARNING TASK:** Write a summary of what you learned about the Great Depression in your assigned region, using the Photograph and Caption Organizer for *Picturing a Nation*.

Use descriptive and precise language.

 **LEARNING TASK:** Write a photograph caption that includes precise words and phrases or sensory language.

Vocabulary

jitterbug (n.)

juke joint



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Photographs and Captions in *Picturing a Nation*
- **Respond:** Summarize Knowledge Gained
- **Write:** Use Descriptive Details

LAND

Reflect on Learning

Materials

TEACHER

- *Picturing a Nation*
- Descriptive Details in *Picturing a Nation* (Reference Charts appendix)

STUDENTS

- *Picturing a Nation*
- Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency)
- Checklist for the Writing Model for Module 1 (*Learn* book, Writing)
- journal
- Photograph and Caption Organizer for *Picturing a Nation* (*Learn* book)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency), reading all parts themselves, and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Picturing a Nation*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Remind students that during an Organize lesson the class rereads sections of the book and identifies what is happening to gain a basic understanding of the section of the book. Tell students that in this lesson they will take a closer look at photographs from their assigned region to determine what life was like in different parts of the country during the Great Depression.

LEARN 53 minutes

Read | Examine Photographs and Captions in *Picturing a Nation* | 20 minutes

1. Poll students on which region of the United States was most affected by the Great Depression. Invite a few students to share their rationale for the region they chose.
2. Tell students that today they will practice reading aloud at an appropriate speed. Display Fluency Practice for *Picturing a Nation*, and direct students to the page in their *Learn* book.
3. Instruct students to read aloud together their assigned lines in part 1 very quickly.

Instruct students to read aloud together their assigned lines in part 2 very slowly.



Fluency Practice
Picturing a Nation

1. Ask students to read the text aloud together.
 2. Read aloud the fluency passage from the text.
 3. Discuss the text and the fluency passage and the text.
 4. Ask the teacher to read and comment on the text.

	Initials	Comments
Step 1: Accuracy		
Step 2: Fluency		
Step 3: Expression		
Step 4: Rate		
Performance		

Fluency Passage
 Reading: Read the text aloud together.
 Fluency: Read the text aloud together, and listen to the pronunciation.
 Expression: Read the text aloud together.
 Rate: Read at an appropriate speed.

4. Direct students to their journals. Instruct students to review the fluency passage and create a checklist of reminders that could help them read at an appropriate rate.

Key Ideas

- If I keep forgetting what I am reading, I may be reading too slowly.
- If I keep losing focus, I may be reading too slowly.
- If I am blurring words together in a sentence, I may be reading too quickly.

5. Instruct students to read aloud together all three parts of the fluency practice at a rate that is considerate for a listener.

6. Tell students that they will continue to build knowledge of the Great Depression by examining specific photographs and captions from their assigned region. Ask this question:

... **What is the purpose of a caption in photography?**

Key Ideas

- to convey information about who or what is in the photograph or when it was taken
- to spark a viewer's interest
- to convey a photographer's intention
- to make photography more accessible for people with visual impairment

7. Display the Photograph and Caption Organizer for *Picturing a Nation*, and direct students to the page in their *Learn* book. Direct attention to the photograph and caption on page 26 of *Picturing a Nation*. Think aloud to model how to explain what they suggest about the Great Depression, using the example provided on the organizer.

Photograph	What the Photograph and Caption Suggest About the Time Period
wally.jpg, page 26	The Great Depression was a very difficult time, but people still made pleasure in small things.

Sample Think Aloud

Looking at the photograph on page 26, I see a boy who seems to be flipping a scoop of ice cream. He looks happy even though this photograph was taken during the Great Depression. The caption confirms what I notice: The boy is indeed flipping ice cream. The caption also notes that the photographer, Russell Lee, “was determined to take as many pictures as he could revealing the pleasant activities that went on despite hard times.” I learn from this photograph and caption that even though the Great Depression was a very difficult time, people still found ways to take pleasure in small things.

8. Direct attention to the photograph and caption on pages 58–59. Instruct students to Jot–Pair–Share to answer this question:



What do the photograph and caption suggest about the Great Depression?

Key Ideas

- In the Dust Bowl, many houses were abandoned.
 - Some people living in the Dust Bowl chose to stay in their homes.
9. Instruct students to assemble into their Jigsaw expert groups from the previous lesson and to select a few photographs from their group’s assigned region. Tell them to note on the organizer what the photographs and their captions suggest about the Great Depression.

Respond | Summarize Knowledge Gained | 13 minutes

1. Invite students from each group to share one thing that they learned from a caption that they could not have learned from the photograph alone.
2.  **Introduce the learning task.** Instruct students to write on their organizer a summary of what they learned about their assigned region from photographs and captions.

Analyze Student Progress

Monitor: Do students use specific details to support what they learned about the Great Depression from the photographs and captions?

Offer Immediate Support: If students need additional support summarizing with details, instruct them to answer the 5 W’s and 1 H with as much information as they can determine from the photographs and captions.

Plan Future Practice: Students practice identifying how a photograph conveys information about the Great Depression in lesson 6.

3. If time allows, invite a few students to share their summaries.
4. Form new groups that include at least one student from each expert group. Instruct students to share their responses to the learning task.

Write | Use Descriptive Details | 20 minutes

1. Instruct students to choose one of the photographs they wrote about for the learning task.
2. Lead students in a Whip Around to discuss this question:

 **What is one word that describes the photograph you chose?**

Language Support

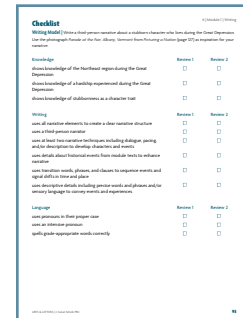
To help students find a word to describe the photograph they chose, create a word bank of topic-specific vocabulary about the Great Depression, including words such as *devastating*, *dignity*, and *struggling*.

3. Instruct students to Think–Pair–Share to answer this question:

 **What is the purpose of description?**

Reinforce the correct response: to help readers visualize a person, a place, a thing, or an event.

4. Display the Checklist for the Writing Model for Module 1, and direct students to the page in their *Learn* book. Direct attention to this checklist row: uses descriptive details including precise words and phrases and/or sensory language to convey events and experiences.



Checklist		Writing Model	
Writing Model: Write a third-grade narrative about a historical figure who lived during the Great Depression. Use the photograph from the first library. Connect from history to today (page 12) as evidence for your writing.			
Knowledge		Review 1	Review 2
Knowledge of the historical region during the Great Depression	☐	☐	☐
Knowledge of a building experienced during the Great Depression	☐	☐	☐
Knowledge of hardships as a character trait	☐	☐	☐
Writing		Review 1	Review 2
Use of narrative elements to create a clear narrative structure	☐	☐	☐
Use of vivid sensory details	☐	☐	☐
Use of text revision techniques including dialogue, pacing, and descriptive details (phrases and events)	☐	☐	☐
Use of precise words and phrases to enhance narrative	☐	☐	☐
Use of descriptive words, phrases, and details to compare events and objects (phrases and phrases)	☐	☐	☐
Use of descriptive details including precise words and phrases and/or sensory language to convey events and experiences	☐	☐	☐
Language		Review 1	Review 2
Use of precise words and phrases	☐	☐	☐
Use of descriptive phrases	☐	☐	☐
Use of precise words and phrases	☐	☐	☐

5. Display Descriptive Details in *Picturing a Nation*, and direct attention to the photograph on pages 112–113 of *Picturing a Nation*. Read aloud the portion of page 113 from “There they stood” to “were really like.” Instruct students to follow along.
6. Think aloud to model how to identify words and phrases that describe the couple in the photograph. Explain that both examples use descriptive language about actions and reactions that reveal the character of the couple.
7. Instruct students to identify an additional descriptive phrase about the character of the people in the photograph. Reinforce the correct response: “staring morosely.”

Teacher Note

Provide a student-friendly definition for *morosely* as needed.

8. Direct attention to the photograph on page 27. Read aloud the portion of page 27 from “a couple jitterbugs” to “outside Clarksdale, Mississippi.” Instruct students to annotate the caption to answer this question:



Which words do you need to know to understand the caption?

Reinforce the correct response: To understand the caption, I need to know the words *jitterbug* and *juke joint*.

9. Introduce the vocabulary terms *jitterbug* and *juke joint* by displaying the terms and definitions. Engage students in Vocabulary Exploration.

Photograph	Sensory Language	Precise Words and Phrases
page 27		“jitterbug” (instead of dance), “juke joint” (instead of building), “outside Clarksdale, Mississippi” (instead of in the South)
pages 60–61	“in a dusty field” (sight), “almost buried by drifts” (sight), “so heavy in the air” (touch)	“forlornly” (instead of sadly)
pages 112–113	“peals of laughter” (sound)	“jolly” (instead of happy), “posing stiffly” (instead of posing), “staring morosely” (instead of staring)

Sample Think Aloud

As I read the quotation, I notice the phrase “posing stiffly,” which uses an adverb to describe how the people were posing before the photographer made them laugh. The adjective *jolly*, which the photographer says is what they were really like, describes the emotion I actually see on their faces.

Definitions

jitterbug (n.): a very lively type of dance from the 1940s

juke joint: a cheap bar or club that has a jukebox

10. Display the following sentence: A couple dances in a building in the South. Facilitate a brief discussion about how that sentence could be improved by replacing general words with precise terms—such as *jitterbug*, *juke joint*, and *Clarksdale, Mississippi*—to specifically explain what people in the photograph are experiencing.
11. Direct attention to the photograph on pages 60–61 of *Picturing a Nation*. Read aloud the portion of page 61 from “A single cow” to “was no horizon.” Explain that sensory language appeals to the five senses.
12. Instruct students to reread the quotation on page 113 and to identify a phrase that uses sensory language to develop events and experiences. Reinforce the correct response: “peals of laughter.” Explain that the phrase develops events and experiences by using sensory language to describe the sound of people laughing, which shows that the people are having a good time.

Differentiation Support

To help students understand the distinction between precise words and phrases and sensory language, display a Venn diagram affirming that while both precise words and phrases and sensory language develop events and experiences through description, precise language describes something with specificity, and sensory language incorporates the five senses.

13. Direct students to their journals. Instruct them to choose one photograph in this lesson and Jot–Pair–Share to answer this question:



How could you use precise words and phrases or sensory language to develop an event or experience in this photograph?

14.  **Introduce the learning task.** Instruct students to choose one photograph in this lesson and write a caption that develops an event or experience by using precise words and phrases or sensory language.

Analyze Student Progress

Monitor: Do students use descriptive language in their captions?

Offer Immediate Support: If students need additional support using descriptive language, help them brainstorm a list of adjectives and adverbs to describe how people in the photograph might be reacting or feeling.

Plan Future Practice: Students practice using sensory language to describe a character in lesson 15.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

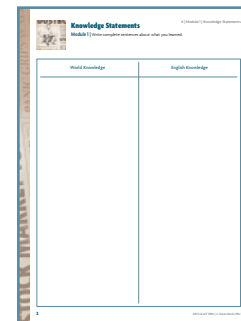
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about photograph captions?
- What did you learn from *Picturing a Nation*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 1: Knowledge Statements". It features two large empty rectangular boxes side-by-side, labeled "What I Learned" and "What I Learned". The form is designed for students to write their knowledge statements.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.3.6 Summary: MM.3.6.B

MM.7.6 Structure: MM.7.6.D

MM.9.6 Media: MM.9.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C

CP.2.6 Planning: CP.2.6.A

CP.5.6 Language: CP.5.6.D

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 6

Essential Question | How do people persevere through hardship?

Content Framing Question | **Reveal:** What does a deeper look at rhetorical elements reveal?

OVERVIEW

Preview

In this Reveal lesson, students analyze the use of juxtaposition in *Picturing a Nation*. Students explain how juxtaposed terms and images from the book illustrate how people during the Great Depression experienced diverse hardships yet sought similar comforts. During writing instruction, students review point of view and pronouns. They practice describing a photograph of their choosing, using third-person pronouns.

P A Prologue to lesson 6 is available for students who need additional support.

Learning Goals

Analyze the effect of juxtaposition in *Picturing a Nation*.

LEARNING TASK: Write an explanation about how juxtaposing two photographs from *Picturing a Nation* reveals Roy Stryker's goal for the project.

Describe a photograph, using third-person narration and pronouns.

LEARNING TASK: Write a description of a photograph, using third-person narration and at least two different pronoun cases.

Vocabulary

elation (n.)

juxtapose (v.)

misery (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Juxtaposition of Text in *Picturing a Nation*
- **Respond:** Analyze Juxtaposition of Photographs
- **Write:** Describe a Photograph

LAND

Reflect on Learning

Materials

TEACHER

- *Picturing a Nation*
- Pronoun Case Reference Chart (Reference Charts appendix)

STUDENTS

- *Picturing a Nation*
- index cards
- journal
- Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Create two index cards for each student pair with the following terms and definitions: *erode* (v.): to be gradually destroyed by natural forces such as water, wind, or ice; *fertile* (adj.): producing many plants or crops. See the Read section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Picturing a Nation*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at rhetorical elements reveal?
3. Explain that during a Reveal lesson the class focuses on only a part of the text—a part that is particularly complex or important. The class closely rereads and discusses this part to gain a deeper understanding of it. Tell students that in this lesson they will consider the use of language and photographs in *Picturing a Nation*.

LEARN 53 minutes

Read | Analyze Juxtaposition of Text in *Picturing a Nation* | 20 minutes

1. Direct students to *Picturing a Nation*, and instruct them to read the portion of page 4 from “Later, Stryker would” to “and human elation” with a partner. Tell them to annotate terms and phrases that answer these questions:



What word did Roy Stryker use to describe how he felt about the project? Why did he use that word?

Reinforce the correct response: Stryker used the word *proud* to explain how he felt about “the way his photographers were able to ‘record on film as much of America as we could.’”

2. Introduce the vocabulary terms *misery* and *elation* by displaying the terms and definitions. Engage students in Vocabulary Exploration.

Definitions

misery (n.): extreme suffering or unhappiness

elation (n.): a feeling of happiness or excitement

3. Form pairs and distribute the prepared index cards that show the following terms along with their definitions: *eroded* and *fertile*. Instruct students to compare the definitions to deepen understanding of both words.

Language Support

To support students in understanding positive and negative connotations of words, display visuals of an eroded landscape and a fertile landscape and of a miserable face and an elated face. Ask these questions:

- Is it better for someone to farm land that is eroded or fertile?
- Is it better for someone to feel misery or elation?

4. Direct attention to the portion of text on page 4 from “Later, Stryker would” to “and human elation.” Ask this question:



What do you notice about Stryker’s use of the word *and*?

Reinforce the correct response: The word *and* is used to pair opposite terms.

5. Introduce the vocabulary term *juxtapose* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that there are many ways to use juxtaposition and that one powerful method is to juxtapose elements that share a similarity as well as a difference. For example, a toddler standing next to a basketball player is interesting because both are people, but they are vastly different in size.

Definition

juxtapose (v.): to place different things together in order to create an interesting effect or to show how they are the same or different

Differentiation Support

To support students’ understanding of the effect of juxtaposition, display pairs of images or items that highlight each other’s characteristics when juxtaposed (e.g., the world’s tallest person versus shortest person, a misshapen piece of fruit versus a perfect specimen, a tidy room versus a cluttered room, or an elderly person holding a young baby).

6. Instruct students to Think–Pair–Share to answer this question:

 **Why did Stryker juxtapose opposite terms to describe his project?**

Key Ideas

- to show how much diversity America contains
- to emphasize how well the project captured a wide range of experiences during the Great Depression

Respond | Analyze Juxtaposition of Photographs | 18 minutes

1. Explain that while juxtaposition is a literary device, it can also be applied to images.

Differentiation Challenge

To extend students' understanding of how juxtaposition can be used in photography, ask students whether they can think of other fields in which juxtaposition can be useful. They might refer to interior design, fashion design, architecture, and other artistic pursuits.

2. Direct students to the photograph on page 127 that shows two little boys at the fair in Albany, Vermont, and the photograph on page 62 that shows another young boy dressed in old clothes and apparently choking on dust. Ask this question:

 **What do you notice about these two pictures?**

Key Ideas

- Some children experienced happiness during the Great Depression.
 - Some children experienced poverty and hardship during the Great Depression.
3. Emphasize that the photographs reveal Stryker's use of juxtaposition in his work for the FSA project.
4.  **Introduce the learning task.** Instruct students to locate two photographs from *Picturing a Nation*, each from a different region, that show the range of experiences people had during the Great Depression. Direct students to their journals. Tell them to write an explanation about how juxtaposing two photographs reveals Stryker's goal for the project.

Analyze Student Progress

Monitor: Do students explain how the contrast between their photographs reveals people's varying experiences during the Great Depression?

Offer Immediate Support: If students need additional support articulating how their photographs reveal the diversity that the FSA project tried to capture, have them refer to their photograph for inspiration.

Plan Future Practice: Students practice explaining how juxtaposition reveals truths about America during the Great Depression in lesson 17.

5. Invite a few students to share their responses. Use responses to emphasize how juxtaposing the photographs reveals people's diverse experiences during the Great Depression in America.

Key Ideas

- When two photographs are juxtaposed, they show that America was a diverse place where people had very hard times, but they also found joy in life.
- The photographs show that during the Great Depression some people did farmwork in the country, while other people lived in the city.

6. Explain that now that students have reviewed and practiced all the elements of fluency, they will have a chance to perform in small groups.

Teacher Note

After this arc of explicit instruction on the elements of fluency (accuracy, phrasing, expression, and rate), students have numerous opportunities to practice fluent oral and silent reading during lessons. Encourage students to apply what they have learned about fluent reading when they read in class, and reinforce these skills with the fluency passages assigned for follow-up. See Implementation Resources for additional fluency resources and advice on identifying readers who need regular fluency support, setting goals, and tracking progress.

7. Direct students to Fluency Practice for *Picturing a Nation*, located in the *Learn* book. Instruct students to perform the entire passage.
8. Instruct students to Think–Pair–Share to answer this question:

💬 **Is there anything we could do to improve our performance?**

Instruct students to use relevant suggestions to perform the entire Fluency Practice from *Picturing a Nation*.

The image shows a worksheet titled "Fluency Practice" for the book "Picturing a Nation". It includes a small illustration of a person and a list of four steps for the practice. Below the steps is a table with two columns: "Index" and "Comments". The table has five rows, each corresponding to a step: Step 1: Accuracy, Step 2: Fluency, Step 3: Expression, Step 4: Rate, and Performance. At the bottom of the worksheet, there is a section titled "Fluency Elements" with a list of items to be practiced.

Teacher Note

Consider making a recording or inviting someone to be in the audience for the final performance.

Write | Describe a Photograph | 15 minutes

1. Remind students of their work describing a photograph of Ella Watson, using third-person pronouns. Explain that today students will practice describing a photograph of their choosing.
2. Direct students to *Picturing a Nation*. Instruct them to select a photograph that they would like to describe in small groups.
3. Assess and activate prior knowledge by asking this question:

💬 **What is a pronoun?**

Reinforce the correct response: a word that is used instead of a noun or noun phrase.

4. Display the Pronoun Case Reference Chart. Instruct students to work in small groups to orally practice creating a sentence that is inspired by their selected photograph, using at least three different pronoun cases.

Teacher Note

Prompt students to read any captions or other text that might help them identify the pronouns of the people in the photographs that they choose to describe.

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to write a third-person description that is inspired by a photograph of their choosing. Tell them to use at least two different pronoun cases.

Analyze Student Progress

Monitor: Do students use third-person pronouns?

Offer Immediate Support: If students need additional support using third-person pronouns, instruct them to practice using pronouns orally in pairs. Instruct partner 1 to state a complete, descriptive sentence about the photograph. Instruct partner 2 to replace a word from that sentence with a third-person pronoun from the chart.

Plan Future Practice: Students practice using third-person narration to describe a photograph in lesson 7.

LAND 5 minutes**Reflect on Learning**

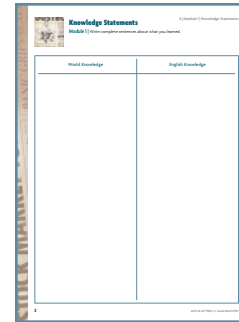
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about juxtaposition?
 - What did you learn from *Picturing a Nation*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 1 | Knowledge Statements". It features two large empty rectangular boxes side-by-side, labeled "World Knowledge" and "English Knowledge" at the top. The form is designed for students to write their knowledge statements.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.d

MM.9.6 Media: MM.9.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.B

DF.9.6 Nouns and Pronouns: DF.9.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.3.6 Schema Building



Lesson 7

Essential Question | How do people persevere through hardship?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students compare two sections of *Picturing a Nation* to describe a central idea of the FSA project. Students share how the FSA project achieved the goal of illustrating how different people and communities survived hardship during the Great Depression. Students examine class norms for productive discussions. During writing instruction, students examine exposition in the writing model. They draw inspiration from a photograph in *Picturing a Nation* to draft a narrative paragraph that includes exposition.

P A Prologue to lesson 7 is available for students who need additional support.

Learning Goals

Explain a central idea in *Picturing a Nation*.

LEARNING TASK: During a class discussion, share a central idea that is supported by *Picturing a Nation*.

Examine exposition.

LEARNING TASK: Write a narrative paragraph inspired by a photograph in *Picturing a Nation* that includes exposition.

Vocabulary

achievement (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Examine Exposition

LAND

Reflect on Learning

Materials

TEACHER

- *Picturing a Nation*

STUDENTS

- *Picturing a Nation*
- journal
- Glossary for Module 1 (*Learn* book)
- Writing Model for Module 1 (*Learn* book, Writing)
- Checklist for the Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Picturing a Nation*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Explain that during a Distill lesson the class puts together what they learned from different parts of the book. The class uses the evidence they gathered from the book to discuss a central idea. Tell students that in this lesson they will compare text sections to support their distillation of central ideas in *Picturing a Nation*.

LEARN 53 minutes

Read | Prepare for a Discussion | 20 minutes

1. Explain that students will discuss the opening and closing sections of *Picturing a Nation* to distill the central ideas of the text.
2. Direct students to page 1 of *Picturing a Nation*, and tell them to read the title of the first chapter. Instruct students to Think–Pair–Share to answer this question:

 **Why did the author choose “An Extraordinary Time” for the title of the first chapter?**

Key Ideas

- greatest economic depression ever
- stock market collapse
- millions unemployed
- severe drought

3. Instruct students to read page 1, starting with the heading “An Extraordinary Time,” and page 135, starting with the heading “An Extraordinary Achievement.” Instruct students to Think–Pair–Share to answer this question:

 **Are the uses of the term *extraordinary* the same in each section? Why or why not?**

Key Ideas

- In “An Extraordinary Time,” *extraordinary* suggests that it was a remarkable period in a bad way, but in “An Extraordinary Achievement,” *extraordinary* suggests that the achievement was extraordinary in a good way.
- In both “An Extraordinary Time” and “An Extraordinary Achievement,” *extraordinary* is used to mean “remarkable.”

4. Introduce the vocabulary term *achievement* by displaying the term and definition. Engage students in Vocabulary Exploration. Ask this question:

 **What might make something an extraordinary achievement?**

Reinforce the correct response: a success that was unusual or extremely impressive.

Language Support

Display the definition of *achievement* so that students can refer to it throughout the lesson.

Definition

achievement (n.): something that has been done or achieved through effort; a result of hard work

5. Instruct students to read the portion of page 135 from “In a world” to “the art form” and annotate to answer the following question:

 **Based on details in this sentence, how was the FSA project an extraordinary achievement?**

Key Ideas

- People began to consider photographs an art form.
- Prestigious museums exhibited the photographs.
- The photographs made a major social impact.

6. Read aloud the portion of page 136 from “One of the” to “life as possible.”

7. Ask these questions:

 **What was Roy Stryker's goal?**

 **Did he and the FSA project achieve it?**

Reinforce the correct response: Stryker and the FSA project achieved his goal to “capture on film as much of America and American life as possible.” Instruct students to work with a partner to find two photographs that connect to the goal of the FSA project. Invite a few students to share their selected photographs and explain their connections.

Differentiation Support

To help students explain the importance of their photographs, ask these questions:

- Why was the FSA project so important?
- What was a major accomplishment of the project?

8. Remind students of the term *central idea*. Explain that we formulate central ideas based on particular details that arise in the text.

Invite a student to perform a fluent reading of the portion of page 136 from “The FSA photographs” to “vastness and diversity.”

9. Direct students to their journals. Instruct them to Jot–Pair–Share to answer these questions:

 **How did Stryker accomplish his goal to “introduce America to Americans”?**

 **What is a central idea in *Picturing a Nation*?**

Language Support

To leverage students’ home languages as resources to support learning, encourage students who share the same home language to discuss questions like this together, especially in preparation for larger class discussions.

Respond | Discuss a Central Idea | 20 minutes

1. Tell students that during a class discussion, following norms or rules that make the conversation productive is important. Instruct students to Think–Pair–Share to answer this question:

 **What class norms would support productive discussions?**

Teacher Note

Creating class discussion norms can help students feel invested in classroom conversations. Keep the discussion norms visible to help students remain productive and respectful during Distill discussions, Socratic seminars, or other rich conversations. Review the discussion norms as needed and invite the class to set goals about the areas that they can improve on. We encourage you to create norms that best meet the needs of your students, but here are some common discussion norms: listen respectfully, include everyone, use textual evidence, debate ideas and not people.

2. Reinforce that students should follow these discussion norms in all class conversations. Tell students that today they will have an opportunity to practice another speaking and listening goal. Display and introduce the goal for today's discussion: Explain how information presented in multiple formats deepens your understanding. Instruct students to Think–Pair–Share to answer this question:

 **What formats of presentation help deepen your own understanding?**

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward this goal. As students practice their speaking and listening skills throughout the module, continue to use the tracker to monitor students' progress toward each goal.

Key Ideas

- reviewing historical documents, including photographs
- watching a video
- listening to a recording

- 3. 🎯 Introduce the learning task.** Direct students to the Glossary for Module 1 in their *Learn* books and the responses in their journals. Instruct them to use these resources to support their ideas during the class discussion. Begin the discussion by asking these questions:

How did Stryker accomplish his goal to “introduce America to Americans”?

 What is a central idea in *Picturing a Nation*?



Analyze Student Progress

Monitor: Do students use language that references the scope of Stryker's project and its extraordinary artistic documentation of experiences in the United States during the Great Depression?

Offer Immediate Support: If students need additional support using textual evidence, direct them to their notes on “An Extraordinary Achievement.”

Plan Future Practice: Students practice distilling central ideas in lesson 21.

- 4.** At the end of the discussion, reinforce key ideas.

Key Ideas

- Photographers played a key role in communicating about the Great Depression.
- Photographs helped people see how vast and diverse the US landscape and people are.
- The photographs reminded people that everyone in all parts of the country had dignity regardless of race or class.
- The FSA project showed how people in different parts of the country endured hardships and experienced happiness.

Write | Examine Exposition | 13 minutes

1. Direct students to the Writing Model for Module 1, located in the *Learn* book. Instruct them to read the exposition from “Violet stood at” to “his small feet” with a partner. Tell them to annotate details about the setting, characters, and conflict.

Sample Annotations

- **setting:** “her family’s small kitchen”
- **setting:** “Albany, Vermont”
- **setting:** “sunny fall day”
- **characters:** “Violet” and “twin brothers, Ray and Henry”
- **conflict:** “‘We’re not getting dressed for the parade!’”

Invite a few students to share their annotations.

2. Ask this question:



How does the writing model use details to develop the setting, characters, and conflict?

Key Ideas

- Specific characters are named (Violet, Ray, and Henry), and their relationships are established (Ray and Henry are Violet’s twin brothers).
- The setting is established (Albany, Vermont) and described with the adjectives *sunny* and *fall*.
- Conflict is established in what Ray and Henry say (they do not want to get ready for the parade) and in Violet’s reaction (not wanting to lose her temper, sighing, trying to stay calm).

Checklist (Students should complete each of the following questions by the time they have finished the course. The following questions are taken from the <i>Assessment and Reporting of Learning Outcomes</i> (ARLO) questionnaire for your course)		Assessment 1 (ARLO questionnaire)		Assessment 2 (ARLO questionnaire)	
Knowledge		Question 1		Question 2	
Does knowledge of the North-East region under the Great Depression	☐		☐		☐
Does knowledge of the working experience under the Great Depression	☐		☐		☐
Does knowledge of childlessness as a character trait	☐		☐		☐
Writing		Question 3		Question 4	
Use of of various elements to create a clear narrative structure	☐		☐		☐
Use of a third person narrator	☐		☐		☐
Use of a range of narrative techniques including dialogue, past tense and other literary techniques	☐		☐		☐
Use of a range of literary techniques from basic to more advanced	☐		☐		☐
Use of various nouns, phrases, and clauses to engage readers and signal the end of their journey	☐		☐		☐
Use of descriptive details including gender roles and class and/or social identity to create a sense of experience	☐		☐		☐
Language		Question 5		Question 6	
Uses personae in their own way	☐		☐		☐
Uses an extensive passive voice	☐		☐		☐
Writes good quality personal narrative consistently	☐		☐		☐

Monitor: Do students include specific details about characters, setting, and conflict?

Plan Future Practice: Students practice writing exposition in lesson 22.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

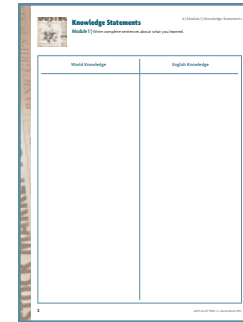
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the FSA project?
- What did you learn from *Picturing a Nation*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.D, MM.2.6.E

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.B, MM.5.6.B.b

MM.9.6 Media: MM.9.6.B, MM.9.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.I

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.5.6 Language: CP.5.6.B

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 8

Essential Question | How do people persevere through hardship?

Content Framing Question | **Distill:** What is the central idea of this work of art?

OVERVIEW

Preview

In this Distill lesson, students examine *Migrant Mother*, looking at the work of art as a whole and in parts to determine a central idea. After describing details in *Migrant Mother*, students identify the people in the photograph to inform their description of the work of art. Students examine the photograph's composition, explaining the use and effect of line in the work of art. This work prepares students to explain what *Migrant Mother* captures about the migrant experience during the Great Depression.

Learning Goals

Examine the composition of *Migrant Mother*.

 **LEARNING TASK:** Explain what the composition of *Migrant Mother* highlights about the people it features.

Determine a central idea in *Migrant Mother*.

 **LEARNING TASK:** Write an explanation of what *Migrant Mother* captures about the migrant experience during the Great Depression.

Vocabulary

composition (n.)

migrate (v.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Observe:** Describe Details in *Migrant Mother*
- **Observe:** Examine Composition
- **Observe:** Interpret the Meaning of *Migrant Mother*

LAND

- Reflect on Learning

Materials

TEACHER

- *Migrant Mother* (digital platform)
- “Migrant Mother Photo” (digital platform)
- *Picturing a Nation*
- “The Real Story Behind the ‘Migrant Mother’”(digital platform)
- “Migrant Mother Series of Images” (digital platform)
- Knowledge Card: *migrate*

STUDENTS

- “The Real Story Behind the ‘Migrant Mother’” (*Learn* book)
- journal
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Migrant Mother*.
2. Display and Choral Read the Content Framing Question: What is the central idea of this work of art?
3. Tell students that they will describe what is happening in a work of art, examine a particular element, and consider ideas raised by studying the work of art, framed by this larger question: What does the artist help me see? Tell students that in this lesson they will consider what the photographer hoped the world would see in the photograph and what the subject of this work experienced.

LEARN 53 minutes

Observe | Describe Details in *Migrant Mother* | 18 minutes

1. Divide the photograph into three sections: top, middle, and bottom. For each section, ask these questions:



How many people do you see?



How would you describe them?

Teacher Note

Describing a work of art's visual organization is a key component of art analysis. Encourage students to provide evidence from the work to support their thinking, just as they would use textual evidence when responding to questions about a story.

Key Ideas

- There are four people.
- One appears to be an adult, and three appear to be children.
- Some of the people are turned away from the camera.
- The people and clothing look like they're covered with dirt or dust.

2. Ask these questions:

 **How would you describe this photograph to someone who is not in the room? What details would you include?**

Key Ideas

- positions of figures
- state of clothing
- expressions on faces

3. Tell students that the title of this photograph is *Migrant Mother*. Explain that photographer Dorothea Lange took the photograph and that a woman named Florence Owens is the subject. Remind students that they have encountered this work of art in *Picturing a Nation*. Assess and activate prior knowledge by asking this question:

 **What do you remember about *Migrant Mother* from *Picturing a Nation*?**

4. Introduce the vocabulary term *migrate* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

To help students understand the relationship between *migrate* and *migrant*, explain that the terms *migrate*, *migrant*, *immigrate*, and *immigrant* all include the root *migr*, which means “move to a new place.”



Definition

migrate (v.): to move from one country or place to live or work in another

5. Tell students that they will view a video to learn more about *Migrant Mother*. Play “Migrant Mother Photo.”

6. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:



How did the video enhance your understanding of *Migrant Mother*?

Differentiation Support

To help students understand the issues surrounding *Migrant Mother*, ask them to identify one way the video juxtaposes or compares what the artist said about the photograph and the subjects of the photograph.

Teacher Note

If time allows, explain why carefully selecting video sources is an important part of gathering information online. Tell students to use trusted sources, prioritize accuracy, and be cautious of sharing any personal data.

7. Instruct students to work in small groups and use evidence from the photograph to describe the people in *Migrant Mother*.
8. Listen for students to address key ideas in their discussions. Invite one or two students from each group to share.

Key Ideas

- The woman is holding her head in her hand.
- The children are hiding their faces.
- The woman is not smiling.

Observe | Examine Composition | 18 minutes

1. Instruct students to look closely at *Migrant Mother* in silence. After at least 30 seconds, instruct students to Think–Pair–Share to answer this question:



What new details do you notice?

2. Use responses to emphasize that repeatedly viewing a work of art often leads to new, more detailed insights. Prompt students to consider what captures their attention (e.g., shadow and light, size, lines that lead their eye around the image). Emphasize that there are no right or wrong answers to these questions.

Teacher Note

In the Reveal stage of visual art instruction, students move beyond a literal understanding of the work of art. They consider the artist's creative choices and how these choices affect the work as a whole. Students learn more information about the work of art in the third Observe section.

3. Introduce the vocabulary term *composition* by displaying the term and definition. Engage students in Vocabulary Exploration.

Explain that examining the composition of a work of art helps viewers map all the components and tells them something about how the artist approaches balancing, or not balancing, elements and principles of art and design.

Language Support

To reinforce the idea that composition can involve an artistic choice, consider displaying a picture of a scarf and pointing out the various ways in which that item could be worn (e.g., tied in different ways, worn over the shoulders, worn on the waist).

4. Instruct students to Think–Pair–Share to answer this question:



How are the people arranged?

Key Ideas

- The woman is the highest point in the photograph.
- Children frame the woman.

Definition

composition (n.): in a work of art, how an artist organizes all the elements of art

5. Instruct students to Think–Pair–Share to answer this question:

 **What lines and shapes are created by the composition and the arrangement of people?**

Key Ideas

- The woman's forearm creates a vertical line from the base to the midpoint of the photograph.
- The mother and children make a triangular shape.

6. Ask this question:

 **How would you describe the composition of this photograph?**

Key Ideas

- The people are all bunched together tightly.
- The major shape made by the people is a triangle.

7. Divide the photograph into three sections: top, middle, and bottom. Facilitate a discussion of the following questions:

 **Where do you see objects or people making lines?**

 **Are the lines straight or curved?**

 **What do the lines point toward?**

Key Ideas

- Most of the strongest lines are straight, but some of the lines are curved (e.g., the mother's shoulders are curved, children are curved into the mother, the baby is curved into the mother's arm).
- A line points toward the mother's face and the face of the child on the right.
- A line in the clothing goes toward the baby.

Teacher Note

Lines are an element of art, making them a building block to many visual works. Artists use lines in many different ways: to create shapes, to show direction, to imply movement, and to add depth and texture. Artists also consider the viewer's line of sight, or the way the eye moves through the composition of a work of art. Students will continue to study lines and composition in future art instruction.

8. Display “Migrant Mother Series of Images.” Explain that Dorothea Lange took a series of images of the same subjects, one of which students are studying in depth. Explain that each photograph has a different composition, and students will look at four examples of photographs from the series.

Instruct students to look closely at the four photographs for at least one minute.

Direct attention to the first photograph, and ask these questions:



Why do you think Dorothea Lange chose this composition as the feature photograph from this series?



What emotions does the composition convey?

Differentiation Support

To help students compare these photographs, provide sticky notes in two colors. Instruct students to use one color to note compositional similarities and the other color to note compositional differences between the photographs.

Key Ideas

- **composition:** This composition zooms in on people more than the other ones do.
- **composition:** The photograph's lines are not hidden by objects or lost in the background.
- **emotions:** The woman's face clearly shows an expression of worry.
- **emotions:** The children facing away from the camera suggests sadness and the need for comfort.

9.  **Introduce the learning task.** Instruct students to write in their journals to explain what the composition of *Migrant Mother* highlights about the people it features.

Analyze Student Progress

Monitor: Do students use vocabulary from the lesson to explain how *Migrant Mother* tells the experience of its subjects?

Offer Immediate Support: If students need additional support explaining what the composition of the photograph highlights about the people it features, ask them what the woman's face suggests about her emotions.

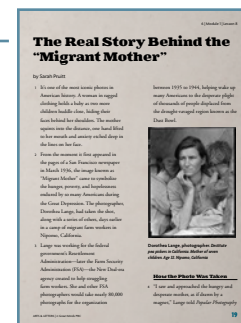
Plan Future Practice: Students practice analyzing the connection between a photograph and the experience of the Great Depression in lesson 9.

Key Ideas

- The mother and children are grouped closely together, which shows the need for community.
- The mother's face looks worried and shows strain.
- The woman shows strength by holding up her children.
- People and objects look dirty and worn, showing hardship.

Observe | Interpret the Meaning of *Migrant Mother* | 17 minutes

1. Display *Picturing a Nation*, and read aloud the portion of page 92 from “You were turned” to “the human condition.”
2. Direct students to “The Real Story Behind the ‘Migrant Mother,’” located in the *Learn* book. Instruct students to read the article.



3. Ask these questions:

-  **Who was the migrant mother in the photograph?**
-  **What did the subject feel about the experience of being photographed?**
-  **What was Lange trying to communicate with her photograph?**

Key Ideas

- **who:** Florence Owens Thompson was a Cherokee woman and a single mother.
- **experience:** Florence Owens Thompson felt she was exploited by Lange's photograph.
- **communicating:** Lange was trying to wake up Americans to the plight of migrants in the Dust Bowl.
- **communicating:** Lange wanted to increase awareness and aid.

4. Display these response options around the room:

- *Migrant Mother* met her goal of capturing “what is really there.”
- *Migrant Mother* did not meet her goal of capturing “what is really there.”

5. Tell students that they will follow the instructional routine Take a Stand to answer this question:

-  **Did Dorothea Lange's photograph *Migrant Mother* capture “what is really there”?**

Explain how this routine works. First, you read aloud the displayed response options. Next, students decide which displayed response option best represents their thoughts. Then, they move to the area of the room labeled with that response and discuss with others who chose the same response why they chose it. Each group shares their reasoning with the rest of the class. Finally, students can move to a different area of the room if they find that group's reasoning more compelling than their original group's ideas. If students have changed positions and if time allows, students may continue the discussion with their new group and share their reasoning with the class.

6. Lead students through Take a Stand.

7.  **Introduce the learning task.** Instruct students to write an explanation in their journals of what *Migrant Mother* captures about the migrant experience during the Great Depression.

Analyze Student Progress

Monitor: Do students use terms such as *accurate* or *partially* to explain what the work of art captures about the migrants' experience?

Offer Immediate Support: If students need additional support explaining what the work captures, ask them to describe what they learned about migrants' primary experience during the Great Depression.

Plan Future Practice: Students practice concluding what a work of art communicates about the work's topic in module 2.

LAND 5 minutes

Reflect on Learning

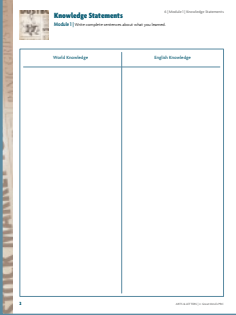
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book.
2. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about migration?
- What did you learn from *Migrant Mother*?
- What did you learn to do?



3. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.9.6 Media: MM.9.6.B, MM.9.6.C

MM.10.6 Argument: MM.10.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.b, MM.12.6.C.c

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.A

DM.3.6 Schema Building



Lesson 9

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students articulate the knowledge they learned about the Great Depression from module texts. Students express both the hardships and the levity people experienced during this time. This work prepares students to express what they learned from *Picturing A Nation* and *Migrant Mother* by writing knowledge statements that include commas. During writing instruction, students examine rising action in the writing model. They examine and draw inspiration from a photograph of the Dust Bowl to write a narrative paragraph that includes rising action.

P A Prologue to lesson 9 is available for students who need additional support.

Learning Goals

Express knowledge about the effects of the Great Depression.

LEARNING TASK: Write knowledge statements about the effects of the Great Depression, using commas to include parenthetical elements.

Examine rising action.

LEARNING TASK: Write a narrative paragraph inspired by a photograph of the Dust Bowl that includes rising action.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Synthesize Knowledge About the Great Depression
- **Respond:** Express Knowledge About the Great Depression
- **Write:** Examine Rising Action

LAND

Synthesize Learning

Materials

TEACHER

- *Picturing a Nation*
- *Migrant Mother* (digital platform)
- class Knowledge Statements for Module 1 (*Learn* book)

STUDENTS

- *Picturing a Nation*
- Knowledge Statements for Module 1 (*Learn* book)
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- journal
- Checklist for the Writing Model for Module 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Picturing a Nation* and *Migrant Mother*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Explain that during a Know lesson the class reflects on the knowledge they built and makes connections among texts to share what they know now. Tell students that in this lesson they will review and write about the knowledge they built from studying *Picturing a Nation* and *Migrant Mother*.

LEARN 53 minutes

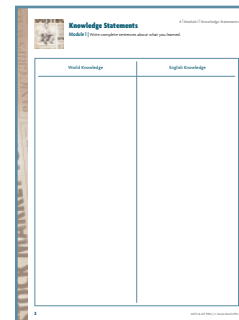
Read | Synthesize Knowledge About the Great Depression | 15 minutes

1. Display and read aloud the Essential Question: How do people persevere through hardship?
2. Remind students that they charted knowledge throughout the module. Display the class Knowledge Statements for Module 1, and direct students to the page in their *Learn* book. Instruct them to review their knowledge statements. Ask this question:

 **What did we learn about the Great Depression from *Picturing a Nation* and *Migrant Mother*?**

Teacher Note

Tell students that they can also answer any of the questions in their Notice and Wonder Checklist for *Picturing a Nation* (lesson 2) or Notice and Wonder Chart for Work of Art 1 (lesson 2), located in the *Learn* book.



World Knowledge	English Knowledge

Differentiation Support

To help students articulate their learning, ask these questions:

- Which events and circumstances caused the Great Depression?
- How did people's lives change during the Great Depression?

Key Ideas

- A stock market crash and drought caused the Great Depression.
- People in the Midwest and South left their homes and migrated to the West for work.
- Many people experienced poverty and hunger.

3. Add a few responses to the class Knowledge Statements for Module 1.
4. Tell students that they will follow the instructional routine Mix and Mingle to discuss what they've learned about the Great Depression. Explain how this routine works. First, you ask a question and students silently think about their response. Next, students find a partner and share their response. On your cue, they find a new partner and share their response. This process repeats until you end the routine. Tell students that for their first practice they will discuss their responses with three partners.
5. Instruct students to Mix and Mingle to answer these questions:



What difficulties did people experience during the Great Depression?



What were the difficulties in different regions of the United States during the Great Depression?



What did people do for fun during the Great Depression?

6. Prompt students to use module terms to support their discussion.**Language Support**

Provide a word bank of content-related terms to help students craft responses to the questions. You may include terms such as *dancing, desperate, homelessness, hunger, migrate, parades, poverty, and work*. You may include module terms such as *depression, devastating, economy, hardship, and migrate*.

Key Ideas

- **overall difficulties:** hunger, homelessness, poverty
- **difficulties/regions:** worst poverty in the South
- **difficulties/regions:** drought in the Midwest and South; land became useless and no crops grew
- **difficulties/regions:** migration to the West; not enough work
- **fun:** parades, dancing, music, swimming, shopping

Respond | Express Knowledge About the Great Depression | 18 minutes

1. Facilitate a discussion of this question:

What new knowledge did you learn about the Great Depression from your peers?

2. Direct attention to Knowledge Statements for Module 1, and instruct students to draft a knowledge statement. Encourage students to draft statements that build their knowledge, and prompt them to pursue lines of inquiry.**Differentiation Support**

To help students turn oral statements into written responses to Mix and Mingle questions, model the process by using key ideas from student conversations.

3. Explain that learning about elements of language (e.g., grammar and punctuation) helps students articulate and expand their ideas in writing.

4. Assess and activate prior knowledge by asking this question:



How do writers use commas?

Reinforce the correct responses:

- after or before the terms *but*, *for*, *so*, *nor*, and *yet* (coordinating conjunctions)
- at the beginning of a sentence after an introductory phrase
- in the middle of a sentence to set off clauses or phrases that are not essential to a sentence's meaning

Teacher Note

Students might not use the terms *coordinating conjunctions* and *clauses*. Reinforce answers that demonstrate understanding of how commas are used, regardless of students' vocabulary.

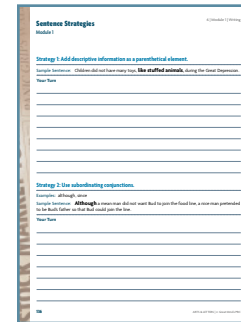
5. Tell students that they will learn about parenthetical elements. Explain that parenthetical elements are sections of a sentence that provide additional information and that writers can use commas, dashes, or parentheses to include this additional information. Tell students that they will learn to use commas to add parenthetical elements to their knowledge statements.
6. Display and Choral Read this knowledge statement: Children did not have many toys during the Great Depression.
7. Explain that to make this sentence more interesting, writers can add a descriptive but nonessential phrase.
8. Display and Choral Read this revised knowledge statement: Children did not have many toys, like stuffed animals, during the Great Depression.
9. Explain that the new knowledge statement provides additional information about toys that is informative but not essential to understanding the sentence's meaning.

- 10.** Direct students to Sentence Strategies for Module 1, located in the *Learn* book. Instruct them to work with a partner to revise one knowledge statement from the class Knowledge Statements for Module 1 or the page in their *Learn* book by adding descriptive information that includes commas. Invite a few student pairs to share their revised sentences.

Teacher Note

Throughout the year, students practice combining, expanding, and condensing sentences, which allows them to express their knowledge in a variety of ways.

They practice on the Sentence Strategies pages, located in the *Learn* book. This resource grows in subsequent modules as students learn new strategies.



- 11.** Display and Choral Read this knowledge statement: During the Great Depression, many people did not have jobs.
- 12.** Explain that to make this sentence more informative, writers can add descriptive information about the Great Depression.
- 13.** Display and Choral Read this revised knowledge statement: During the Great Depression, a period of great hardship, many people did not have jobs.
- 14.** Explain that the new knowledge statement provides additional information about the Great Depression that is informative but not essential to understanding the sentence's meaning.
- 15.** Instruct students to work with a partner to revise another knowledge statement by adding descriptive information that includes commas. Invite a few student pairs to share their revised sentences.

Differentiation Challenge

To encourage students to expand their writing, prompt them to write knowledge statements with parenthetical elements that include module terms (e.g., *economy*, *depression*, *devastating*, *migrate*).

- 16.**  **Introduce the learning task.** Direct attention to Knowledge Statements for Module 1. Instruct students to write knowledge statements about the effects of the Great Depression, using commas to include parenthetical elements.

Analyze Student Progress

Monitor: Do knowledge statements include a relevant parenthetical clause?

Offer Immediate Support: If students need additional support including parenthetical elements, instruct them to revisit their original knowledge statement and consider adding a specific example of what is described in the sentence between commas.

Plan Future Practice: Students practice forming knowledge statements about the Great Depression in lesson 22.

17. Direct students to their journals. Instruct them to write any lingering questions and save them for the end of class.

Write | Examine Rising Action | 20 minutes

1. Assess and activate prior knowledge by asking this question:

 **What is rising action?**

Reinforce the correct response: Rising action is the part of a narrative that consists of events leading to the climax.

2. Display the Writing Model for Module 1, and direct students to the page in their *Learn* book. Invite a student to fluently read the rising action portion of the writing model.
3. Facilitate a discussion of this question:

 **What does the rising action portion of the writing model include?**

Key Ideas

- The rising action includes descriptions of what the characters are thinking.
- The rising action includes descriptions of what the characters are feeling.
- The rising action includes background information about Papa losing his job.

4. Direct students to the photograph on page 60 of *Picturing a Nation*. Invite a student to read aloud the caption on page 61.
5. Tell students that they will write the rising action for a narrative paragraph inspired by this photograph. Display the following elements of exposition:
 - **setting**—Oklahoma Panhandle, Dust Bowl
 - **characters**—Billy (older brother), Clive (younger brother), Father (a farmer)
 - **conflict**—The farmer and his sons are worried about their chickens. The dust storm might have buried their chicken shack.
6.  **Introduce the learning task.** Direct students to their journals. Instruct them to use the exposition provided to write a narrative paragraph inspired by the photograph that includes rising action.

Analyze Student Progress

Monitor: Do students describe characters' actions, feelings, or thoughts?

Offer Immediate Support: If students need additional support writing rising action, instruct them to discuss the order of events with a partner.

Plan Future Practice: Students practice drafting exposition and rising action in lesson 22.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do people persevere through hardship?

2. Use responses to reinforce these Knowledge Threads:

- During the Great Depression, people throughout the United States struggled with common economic problems as well as regionally specific hardships.
- Individual people and communities survive hardship by attempting to change circumstances or by refusing to give up.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What story did the pictures tell in *Picturing a Nation*?
- What picture was most striking in *Picturing a Nation*? Why?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.I

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.c, CP.4.6.B, CP.4.6.B.d

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 10

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 1. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of the Great Depression and apply reading comprehension skills to a new text related to the Great Depression.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 1.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About the Great Depression

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 1.
- Select volume of reading books for the Read section.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do people persevere through hardship?
2. Tell students that in this lesson they will demonstrate and build what they know about the Great Depression by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to the Great Depression. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 1 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 1. Use this information to plan responsive teaching for lesson 11.

Read | Read More About the Great Depression | **15 minutes**

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about the Great Depression from the text for Reading Comprehension Assessment 1.
2. Tell students that they will continue to build knowledge about the Great Depression as they read additional module texts.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.6 Schema Building**



Lesson 11

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 1. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with roots, suffixes, and module terms. Reviewing the assessment, roots, suffixes, and module terms solidifies students' understanding of the Great Depression and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 1.



LEARNING TASK: Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 1.

Vocabulary

selected module 1 terms



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- module 1 Knowledge Cards: *depression, devastating, economy, hardship, migrate, perseverance*

STUDENTS

- Reading Comprehension Assessment 1 (Assessment Guide or digital platform)
- Glossary for Module 1 (*Learn* book)
- Word Parts Web for *-ship* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 1 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 1 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do people persevere through hardship?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 1 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, as well as strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 1, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 1. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 1.

Analyze Student Progress

Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 1?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

Plan Future Practice: Students practice discussing responses to an assessment in lesson 35.

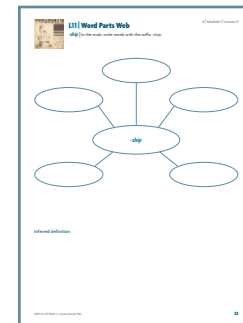
Engage | Build Vocabulary | 20 minutes

1. Explain that knowing the definition of a root or suffix can help readers understand the meanings of new words. Direct students to the term *hardship* in the Glossary for Module 1, located in the *Learn* book. Invite a few students to identify the root or suffix. Share the root's definition and the suffix's definition. Reinforce the correct responses: The term *hard* means "very firm or solid" and "difficult to experience," and the suffix *-ship* means "indicating the status, quality, or position."
2. Explain that adding a suffix to a word to make it a noun is known as nominalization.

Teacher Note

To leverage students' home languages as resources to support learning, prompt students to make cross-linguistic connections between their home languages and English through cognates and morphology.

3. Direct students to the Word Parts Web for *-ship*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the suffix *-ship* and then add those words to their webs. Remind students that the suffix *-ship* often turns a verb into a noun. Tell students to use glossaries and dictionaries as needed.
4. Invite a few students to share their words. Students may generate words such as these: *friendship*, *scholarship*, *partnership*, *championship*. Correct any misunderstandings or misapplied suffixes.



5. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their images underneath or next to the words they represent.
6. Invite a few students to share one of their images. Ask these questions:

 **What do you notice about the illustrations?**

 **How do they relate to the meaning of *-ship*?**

7. Tell students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card and read aloud the term and definition. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to write a knowledge statement containing the term and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Create a Web:** Display a Knowledge Card and instruct students to generate a web of words and phrases in their journal to express the knowledge they have gained about that term.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes**Reflect on the Assessment**

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to build their knowledge about the Great Depression as they read more module texts.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.B

BU Build Understanding

BU.2.6 Discovery and Evidence

DM Develop Metacognition

DM.4.6 Reflection and Evaluation



Lesson 12

Essential Question | How do people persevere through hardship?

Content Framing Question | **Wonder:** What do I notice and wonder about this text?

OVERVIEW

Preview

In this Wonder lesson, students notice and wonder about *Bud, Not Buddy*. Students read a portion of the foreword to preview the main character. This work prepares them to write what they notice and related questions about the text, which they will return to throughout the module as they build knowledge of the Great Depression. During writing instruction, students examine how authors use descriptive details and sensory language to convey action, events, and experiences. They revise a portion of the writing model to add descriptive details and sensory language, which prepares them to write a narrative for Module Task 2.

P A Prologue to lesson 12 is available for students who need additional support.

Learning Goals

Notice and wonder about *Bud, Not Buddy*.

LEARNING TASK: Write at least one thing you notice and at least one related question about *Bud, Not Buddy*.

Examine descriptive details.

LEARNING TASK: Revise a portion of the writing model by adding precise words and phrases or sensory language to convey events and experiences.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read *Bud, Not Buddy*
- **Respond:** Notice and Wonder About the Text
- **Write:** Add Descriptive Details

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- class Notice and Wonder Checklist for *Bud, Not Buddy* (*Learn* book)

STUDENTS

- *Bud, Not Buddy*
- Notice and Wonder Checklist for *Bud, Not Buddy* (*Learn* book)
- journal
- fresh copy of the Writing Model for Module 1 (*Learn* book, Writing)
- Checklist for the Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 1–3 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *Bud, Not Buddy*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What do I notice and wonder about this text?
3. Introduce *Bud, Not Buddy* by reading aloud the title and author. Tell students that in this lesson they will examine the text's features, read the first few pages, and then write things they notice and related questions.

LEARN 53 minutesRead | Read *Bud, Not Buddy* | 17 minutes

1. Display the class Notice and Wonder Checklist for *Bud, Not Buddy*. Remind students that they completed a Notice and Wonder Checklist for *Picturing a Nation*. Explain that informational texts have text features that are different from novels' text features.
2. Think aloud to model how to examine text features by using the class Notice and Wonder Checklist for *Bud, Not Buddy*.

Differentiation Support

To support students' exploration of text features, explain that *front matter* and *back matter* refer to elements that provide helpful context for the book but are not part of the narrative. Front and back matter can vary depending on the specific text but can include afterwords, appendices, glossaries, and indexes in addition to the introduction, foreword, and reader's guide included in *Bud, Not Buddy*. Instruct students to skim the reader's guide and Think–Pair–Share to answer this question: How could the questions in the reader's guide support your reading of *Bud, Not Buddy*?

Sample Think Aloud

To notice and wonder about a novel, I'll use this checklist of text features.

The first item on the checklist is to look at the front and back covers. I notice a shiny gold circle on the front cover that says the book won the John Newbery Medal and also a black-and-red label that says the book won the Coretta Scott King Award. I am excited to find out why this book won two awards. I notice that there's a young boy on the cover, and I wonder what happens to him in the story. When I read the back cover, I realize that the boy on the front cover might be Bud, and he is only 10 years old. I also notice that this book is not about the present day. This story takes place in 1936. I know from *Picturing a Nation* that the 1930s were the years when the Great Depression happened in the US.

3. Direct students to the Notice and Wonder Checklist for *Bud, Not Buddy*, located in the *Learn* book. Instruct them to complete the checklist on the first page.
4. Direct attention to the two-column chart on the checklist. Explain that students will take a closer look at the first few pages of the text. Tell students to write what they notice and related questions on the chart as you read aloud.
5. Read aloud the first paragraph of the foreword by Christopher Paul Curtis. Ask these questions:

111 Notice and Wonder Checklist for Bud, Not Buddy

Use the checklist before to notice and wonder about Bud, Not Buddy.

Library

- ☐ Examine the front and back covers.
- ☐ Read the title and copyright page for information about the publication.
- ☐ Read the author's biography on the inside of the back cover.
- ☐ Read the front matter, including the introduction and foreword.
- ☐ Read the back matter, including the author's note and reader's guide.
- ☐ Read the publisher's text on the back cover to determine the likely possible topics or themes.

Notice	Wonder

... **What do you notice and wonder about the first paragraph of the foreword?**

... **What does the first paragraph suggest about the text *Bud, Not Buddy*?**

Key Ideas

- It seems like this might be a story about a search for a family.
- It seems like the author thinks that books are a way to bring people together.

6. Encourage students to add to their charts as others share.
7. Read aloud the portion of pages 1–3 from “Here we go” to “down his cheeks.” Instruct students to follow along as you read and to record what they notice and wonder on their chart.
8. Ask this question:

... **What do the first three pages suggest about the text *Bud, Not Buddy*?**

Key Ideas

- It seems that the text is named after the main character.
- It seems to take place during the Great Depression when times were tough.

9. Lead students in a Whip Around to respond to this prompt:

 **Refer to your checklist and share one thing you notice and one thing you wonder about *Bud, Not Buddy*.**

10. Add a few responses to the class chart.

Respond | Notice and Wonder About the Text | 16 minutes

1.  **Introduce the learning task.** Instruct students to write on their chart at least one thing they notice and at least one related question about the first few pages of *Bud, Not Buddy*.

Analyze Student Progress

Monitor: Do students make coherent connections between what they notice and what they wonder?

Offer Immediate Support: If students need additional support noticing something and asking a related question, instruct them to revisit an item on the checklist and discuss a question they have about that part of the text.

Plan Future Practice: Students practice noticing things and asking questions about *I Am Malala* in module 2.

2. Invite a few students to share the things they notice and related questions, and to add them to the class chart.
3. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **Based on what you noticed and wondered, what predictions do you have about the main character or the story?**

4. Instruct students to read the rest of chapter 1 to determine whether their predictions are correct. Tell them to keep reading chapters 1–3 if time allows.

Write | Add Descriptive Details | 20 minutes

1. Direct students to the fresh copy of the Writing Model for Module 1, located in the *Learn* book. Read aloud the portion of the writing model from “Outside, the trees” to “leaves and apples.”
2. Ask these questions:

What type of language is this?

How do you know?

Reinforce the correct responses:

- **language**—sensory
- **know**—appeals to sight and smell

3. Direct students to the Checklist for the Writing Model for Module 1, located in the *Learn* book. Ask this question:

Which checklist row addresses the type of language used in this excerpt?

Reinforce the correct response: uses descriptive details including precise words and phrases and/or sensory language to convey events and experiences. Remind students that they discussed this checklist row in lesson 5.

	Review 1	Review 2
Knowledge		
Demonstrate knowledge of the historical context during the Great Depression	☐	☐
Demonstrate knowledge of a family experienced during the Great Depression	☐	☐
Demonstrate knowledge of a character's role	☐	☐
Writing		
Use alliteration elements to create a descriptive structure	☐	☐
Use a third person narrator	☐	☐
Use of descriptive language including dialogue, action, and/or description to develop characters and events	☐	☐
Use descriptive language to create a sense of place	☐	☐
Use descriptive language to create a sense of time and place	☐	☐
Use descriptive language to create a sense of mood and atmosphere	☐	☐
Language		
Use precise words and phrases to convey events and experiences	☐	☐
Use precise words and phrases to convey events and experiences	☐	☐
Use precise words and phrases to convey events and experiences	☐	☐
Use precise words and phrases to convey events and experiences	☐	☐

4. Explain that precise words and phrases or sensory language may include adjectives or adverbs that gives more information about events or experiences, language conveying one of the five senses, or figurative language. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:



How might you revise the portion of the writing model from “Outside, the trees” to “leaves and apples” to include additional precise words and phrases or sensory language?

Differentiation Support

To help students generate additional precise words and phrases or sensory language, direct attention to the descriptive details that they included in their lesson 5 learning task.

Differentiation Challenge

To encourage students to expand their writing, prompt them to consider a type of descriptive detail that they did not already use in their lesson 5 learning task or to use multiple types of descriptive details.

5.  **Introduce the learning task.** Direct students to the portion of the writing model from “It’s almost time” to “in his place.” Instruct them to add precise words and phrases or sensory language to convey events and experiences.

Analyze Student Progress

Monitor: Do students add to or revise the portion of the writing model to include a new descriptive detail?

Offer Immediate Support: If students need additional support adding a descriptive detail, prompt them to list the events that occur in the writing model and write down how Violet would react to each event. Then instruct them to use one of the elements listed in Write step 2 to describe that reaction.

Plan Future Practice: Students practice using sensory language in lesson 15.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book.
2. Instruct students to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

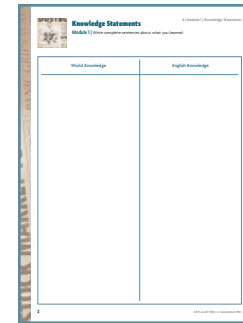
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about Bud?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?

3. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
4. Assign the follow-up work to read chapters 1–3 of *Bud, Not Buddy* before the next lesson.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.I

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.3.6 Content

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B, CP.5.6.D

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.A

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 13

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review events and experiences in chapters 1–3 of *Bud, Not Buddy*. They develop visual representations of the beginning, middle, and end of their assigned chapter. This prepares students to create original titles that summarize each of the first three chapters of the book. During writing instruction, students identify historical details in *Bud, Not Buddy* and the writing model. They explain how referencing the Great Depression can help readers understand a character's experiences, and this prepares students to write a historically informed narrative for Module Task 1.

Learning Goals

Summarize chapters in *Bud, Not Buddy*.

 **LEARNING TASK:** Write titles that summarize at least one important event in each of chapters 1–3 of *Bud, Not Buddy*.

Identify historical details.

 **LEARNING TASK:** Explain what the reference to the Great Depression in the writing model helps readers understand about the character's experiences.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Explain Events and Experiences in *Bud, Not Buddy*
- **Respond:** Summarize Chapters 1–3
- **Write:** Identify Historical Details

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*
- Beginning, Middle, and End Organizer for *Bud, Not Buddy* (*Learn* book)
- coloring utensils
- journal
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- fresh copy of the Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 4–5 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *Bud, Not Buddy*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will examine events in chapters 1–3 and then summarize each chapter.

LEARN 53 minutes

Read | Explain Events and Experiences in *Bud, Not Buddy* | 20 minutes

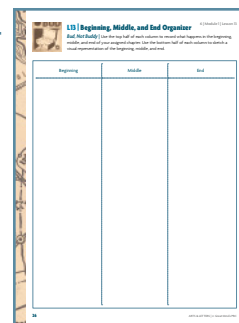
1. Ask this question:

 **What does your name or nickname mean to you?**

Use responses to emphasize that many people, like Bud, have strong opinions about what they would like to be called or a strong connection to their given name.

2. Form small groups. Assign each group one of these chapters:
 - chapter 1
 - chapter 2
 - chapter 3
3. Direct students to the Beginning, Middle, and End Organizer for *Bud, Not Buddy*, located in the *Learn* book. Instruct students to work with their groups to discuss the following question and add their ideas to the corresponding columns:

 **What happens in the beginning, middle, and end of your assigned chapter?**



131 | Beginning, Middle, and End Organizer

Bud, Not Buddy Use the top half of each column to record what happens in the beginning, middle, and end of your assigned chapter. Use the bottom half of each column to write a brief explanation of the beginning, middle, and end.

Beginning	Middle	End

Listen for students to address key ideas in their discussions.

Differentiation Support

To help students identify the beginning, middle, and end of the chapters, instruct them to list events that happen in each of these sections:

- chapter 1—Beginning (pages 1–2), Middle (pages 3–5), End (pages 6–8)
- chapter 2—Beginning (pages 9–13), Middle (pages 14–16), End (pages 17–20)
- chapter 3—Beginning (pages 21–25), Middle (pages 26–28), End (pages 29–30)

Key Ideas

chapter 1

- **Beginning:** The social worker tells Bud and Jerry that they have to leave the orphanage.
- **Middle:** Bud tries to reassure his friend Jerry; Bud reflects on what it's like to be six.
- **End:** Bud gets his suitcase; Bud examines his belongings; Bud describes a picture of the man he thinks is his father.

chapter 2

- **Beginning:** Todd punches Bud; Mrs. Amos comes in and blames Bud; Bud recalls how their fight started when Todd stuck a pencil up Bud's nose.
- **Middle:** The Amoses show Bud his suitcase but do not give it back to him; they say they'll put Bud in the shed; they tell Bud to apologize.
- **End:** Bud apologizes; Bud notices a shotgun in the kitchen; the Amoses lock Bud in the shed.

chapter 3

- **Beginning:** Bud looks around the shed; he notices monster heads on the doorknob; he remembers how Bugs got his name.
- **Middle:** Bud prepares to fight the bat; he gets stung by hornets.
- **End:** Bud jumps on the woodpile; he escapes the shed through the window.

Differentiation Challenge

To promote critical thinking, encourage students to develop their own method of taking notes.

4. Think aloud to model how to identify a single event that is most important to the plot from a chapter section.
5. Instruct students to discuss this question in their groups:



How could you design a visual representation of the beginning, middle, and end of your chapter?

Language Support

If possible, pair students who speak the same home language, and instruct them to discuss how to design a visual representation of the beginning, middle, and end of their chapter.

Tell students that while different answers may be correct for each section, they should consider which events are most important to the chapter's plot.

6. Instruct students to use coloring utensils to sketch visual representations of their assigned chapter in the corresponding columns of their organizer.

Sample Think Aloud

A lot happens at the beginning of chapter 2! Todd punches Bud, Mrs. Amos comes in the room and expresses concern, and then Todd blames Bud for the fight. Next, Bud reflects on how the fight started with Todd jamming a pencil up Bud's nose and Bud swinging his fist in response. Thinking about the event that has the biggest influence on the chapter's plot from that section, I would choose Todd hitting Bud because it happens in the present as opposed to being a memory. Without Todd initiating that fight, Bud would not have gotten in trouble and been locked in the shed.

Respond | Summarize Chapters 1–3 | 13 minutes

1. Lead students through a Jigsaw to share their visual representations.
2. Instruct students to orally summarize what happens in their assigned chapter, based on their visual representations. Listen for students to address key ideas in their discussions.

Key Ideas

- **chapter 1:** After learning he will have to leave the orphanage, Bud says goodbye to Jerry and examines his belongings.
- **chapter 2:** Bud fights with Todd, and then Mr. and Mrs. Amos scold Bud and lock him in the shed.
- **chapter 3:** Bud looks around the shed, is stung by hornets, and eventually escapes.

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to write original titles that summarize at least one important event in each of chapters 1–3 of *Bud, Not Buddy*.

Analyze Student Progress

Monitor: Do students create titles that connect to important events from each chapter?

Offer Immediate Support: If students need additional support creating a title, instruct them to refer to the top half of each column of the organizer and select two or three words that represent events to include in their title.

Plan Future Practice: Students practice summarizing key events in *Bud, Not Buddy* in lesson 24.

4. Look for students to address key ideas in their responses.

Key Ideas

- **chapter 1:** Here We Go Again; New Home
- **chapter 2:** A Confrontation; Bad News
- **chapter 3:** The Great Escape; Stuck in a Shed

5. Instruct students to Think–Pair–Share to answer this question:

 **Where do you think the events in chapters 1–3 fall on the narrative arc?**

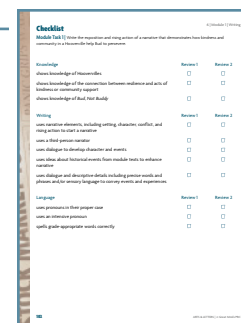
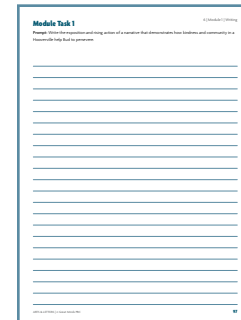
6. Instruct students to add responses in their journals to revisit later in the module.

Teacher Note

It is not necessary to present a correct answer at this stage. Students will revisit the question when they have finished reading the novel.

Write | Identify Historical Details | **20 minutes**

1. Tell students that today they will begin preparing for Module Task 1. Direct students to Module Task 1, located in the *Learn* book. Choral Read the Module Task 1 prompt: Write the exposition and rising action of a narrative set in a Hooverville that demonstrates how kindness and community help Bud to persevere.
2. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Briefly review the checklist.
3. Direct attention to the quotation from the woman at the orphanage on page 2 of *Bud, Not Buddy*: “I know you don’t understand what it means, but there’s a depression going on all over this country. People can’t find jobs and these are very, very difficult times for everybody.”
4. Instruct students to Think–Pair–Share to answer this question:



What historical information about the Great Depression does Christopher Paul Curtis include in this quotation?

Key Ideas

- Curtis uses the word “depression.”
- Curtis includes details and descriptions about the Great Depression with phrases such as “People can’t find jobs” and “difficult times.”

5. Direct students to this line from the checklist: uses ideas about historical events from module texts to enhance narrative.
6. Facilitate a brief discussion of these questions:

 **What are the likely reasons Curtis chose to set his novel during this particular time period?**

How do historical references make the story more interesting or engaging than it would have been otherwise?

7. Direct students to the fresh copy of the Writing Model for Module 1, located in the *Learn* book. Instruct them to annotate one sentence in the writing model that incorporates details about the Great Depression.

Sample Annotations

- “Most of the family’s clothes were mended in many places and hard to keep clean because they had to be worn so often.”
- “But since Papa lost his job and left town for the season to pick cranberries in New Jersey, Mama had to go in his place.”
- “so many other people Violet knew had stayed away because they were trying to find work wherever they could”
- “Violet worried that if more local jobs didn’t come back, Papa would just have to leave again.”

8.  **Introduce the learning task.** Instruct students to explain in their journals what the reference to the Great Depression in the writing model helps readers understand about the character’s experiences.

Analyze Student Progress

Monitor: Do students explain the reader’s understanding of a character using ideas about the Great Depression?

Offer Immediate Support: If students need additional support explaining how a reference to the Great Depression helps readers understand the character’s experiences, ask these questions: Where in the writing model do we see evidence that the Great Depression affected this family’s ability to meet their basic human needs, such as food and shelter? Specifically, which sentence talks about jobs?

Plan Future Practice: Students practice identifying and explaining historical references in lesson 30.

9. Invite a few students to share their responses.

Key Ideas

- Violet worries about the economy and not being able to have her father nearby because he is looking for work somewhere else.
- Violet is lonely because many people are away looking for work.
- Violet's home life is upended because her father needs to leave to find seasonal work.

LAND 5 minutes

Reflect on Learning

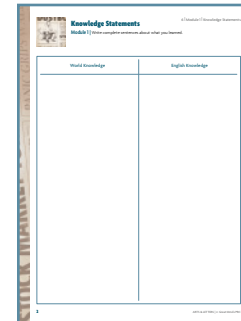
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the events and experiences in chapters 1–3?
 - What did you learn from *Bud, Not Buddy*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.



3. Assign the follow-up work to read chapters 4–5 of *Bud, Not Buddy* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 14

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapters 4–5 of *Bud, Not Buddy* to identify Bud's actions. They identify what they learn about Bud from his actions. This work prepares students to explain one of Bud's character traits using his actions as evidence. During writing instruction, students review how to use parenthetical elements to include additional information. They revise a portion of the writing model by using commas to include additional details about historical events to enhance the narrative.

P A Prologue to lesson 14 is available for students who need additional support.

Learning Goals

Explain what Bud's actions demonstrate about him in *Bud, Not Buddy*.

LEARNING TASK: Write an explanation of one of Bud's character traits.

Use commas to include additional information.

LEARNING TASK: Revise a portion of the writing model by using commas to include additional details about historical events.

Vocabulary

adversity (n.)

motivation (n.)

resilience (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Bud's Actions in *Bud, Not Buddy*
- **Respond:** Explain Bud's Actions
- **Write:** Add Historical Details

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- Knowledge Cards: *resilience, adversity*

STUDENTS

- *Bud, Not Buddy*
- Bud's Actions and Motivations Chart for *Bud, Not Buddy* (*Learn* book)
- journal
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- annotated Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *Bud, Not Buddy*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapters 4–5 of *Bud, Not Buddy* for information about Bud's actions and motivations to prepare to summarize character traits.

LEARN 53 minutes

Read | Identify Bud's Actions in *Bud, Not Buddy* | 30 minutes

1. Instruct students to review chapter 4 to answer this question:



What is Bud doing in this chapter?

Differentiation Support

To help students identify what Bud is doing in chapter 4, direct attention to pages 31, 32, 34, and 35.

Key Ideas

- gets into the Amoses' house
 - pays the Amoses back
 - pours warm water on Todd
 - leaves the Amoses' house with his suitcase
2. Introduce the vocabulary term *motivation* by displaying the term and definition. Engage students in Vocabulary Exploration.

Teacher Note

Based on your students' needs, modify the definition of *motivation* to minimize its complex vocabulary.

Definition

motivation (n.): a force or influence that causes someone to do something

- Tell students that they will identify motivations driving Bud's actions. Direct students to Bud's Actions and Motivations Chart for *Bud, Not Buddy*, located in the *Learn* book. Instruct students to list Bud's actions from chapter 4 in the first column on the first page.
- Instruct them to write Bud's motivations for those actions from chapter 4 in the second column on the first page.
- Think aloud to model how the sample text in both columns identifies Bud's actions and motivations.

Chapter 4 Bud's Actions	Chapter 4 Bud's Motivations
Bud sneaks into the house	Bud is seeking revenge on the Amoses.

Differentiation Support

To help students connect actions and motivations, ask this question: What are some reasons you come to school each day?

- Invite a few students to share their responses from each column.

Key Ideas

- action:** Bud picks up the gun and hides it outside; **motivation:** Bud knows that guns are dangerous and wants to get the gun out of the way.
- action:** Bud sticks Todd's hand into the water and pours it over him so Todd will pee on himself; **motivation:** Bud wants to get revenge on Todd by embarrassing him.

- Introduce the vocabulary term *resilience* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.
- Ask this question:



How do Bud's actions demonstrate resilience?

Key Ideas

- responds to bad treatment by coming up with a plan for revenge
- thinks of a way he can accomplish something after feeling powerless

Sample Think Aloud

In the Bud's Actions column, I wrote this sentence: Bud sneaks into the house. In the Bud's Motivations column, I wrote this sentence: Bud is seeking revenge on the Amoses. I wrote this because Bud mentions he is "paying these Amoses back" when he sneaks into the kitchen. So I see the connection between his action and the reason for that action.



Definition

resilience (n.): the ability to become strong, healthy, or successful again after something bad happens

9. Instruct students to read the portion of pages 33–35 from “I lowered the” to “Ha-ha-ha.” Ask this question:

 **What is Bud’s method of revenge?**

Reinforce the correct response: He pours warm water on Todd’s pajama pants to make Todd pee on himself.

10. Ask this question:

 **What do Bud’s comments about his revenge on Todd explain about his motivations?**

Key Ideas

- He wants to punish Todd, but he doesn’t want to do anything dangerous.
- He thinks ahead about the consequences of his actions.
- He feels responsible for teaching Todd a lesson to protect future children living with the Amoses.
- He knows how to regain a sense of power after something bad happens.

11. Ask this question:

 **What do you know about character traits?**

Use responses to reinforce that character traits are words that describe a character’s behavior and feelings.

12. Direct attention to the actions and motivations chart. Direct students to their journals. Instruct students to Jot–Pair–Share to respond to this prompt:

 **Write a one-sentence summary of chapter 4.**

13. Invite a few students to share their responses.

Key Ideas

- Bud sneaks into the Amoses' house to get revenge on Todd.
- Bud pours water on Todd to teach him not to pick on other kids.
- Bud is careful to be safe when getting revenge on Todd.

14. Instruct students to work with a partner to continue listing Bud's actions and motivations for chapter 5 on the second page of the organizer.

15. Invite a few students to share their responses.

Key Ideas

- **action:** Bud sneaks away to the library; **motivation:** Bud hopes Miss Hill may be able to help him decide what to do.
- **action:** Bud opens his suitcase; **motivation:** Bud wants to make sure all his important things are there.
- **action:** Bud takes out a picture of his mother and looks at it; **motivation:** Bud wants to make sure this important object is undamaged.
- **action:** Bud goes to sleep quickly; **motivation:** Bud knows he has to wake up early if he wants to get breakfast.

16. Read aloud the portion of pages 37–44 from “I untied the” to “a lot better.”

Ask these questions:

 **How does Bud feel about the contents of his suitcase?**

 **What does Bud’s behavior in chapter 5 tell us about him?**

Key Ideas

- **feelings:** He is very protective of the contents of his suitcase.
- **feelings:** Objects have deep meaning for him.
- **feelings:** He seems to feel confident about being alone.
- **behavior:** He prepares to sleep anywhere.
- **behavior:** He collects rocks from everywhere he goes.
- **behavior:** He studies a picture of his mother and spends a lot of time thinking about the past.

17. Lead students in a Whip Around to answer this question:

 **What character trait would you use to describe Bud based on how he feels about his suitcase?**

Language Support

To help students describe Bud based on how he feels about his suitcase, provide a word bank of character traits (e.g., *precise*, *protective*, *sentimental*).

Key Ideas

- observant
- emotional
- sensitive

18. Direct attention to the actions and motivations chart. Direct students to their journals. Instruct students to Jot–Pair–Share to respond to this prompt:

 **Write a one-sentence summary of chapter 5.**

Key Ideas

- Bud runs away from the Amoses to the library and checks to make sure everything is okay in his suitcase.
- Bud runs away from the Amoses and sleeps under a Christmas tree after he checks that nothing in his suitcase is damaged.
- Bud runs away from the Amoses and spends time thinking about what is in his suitcase before sleeping outside.

19. Introduce the vocabulary term *adversity* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

20. Read aloud the portion of pages 36–37 from “I knew a” to “keep mine handy.”

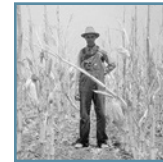
21. Ask these questions:

 **How does Bud experience adversity?**

 **How does Bud respond to adversity?**

Key Ideas

- **experience:** He experiences homelessness.
- **experience:** He has nowhere to find shelter.
- **experience:** He is physically hurt.
- **response:** He thinks about what his mother taught him.
- **response:** He relies on his good planning.
- **response:** He finds ways to take care of himself.



Definition

adversity (n.): a difficult situation or condition; misfortune or tragedy

22. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **What character trait would you use to describe Bud based on his response to adversity?**

Respond | Explain Bud's Actions | 10 minutes

1.  **Introduce the learning task.** Instruct students to write in their journals an explanation of one of Bud's character traits.

Analyze Student Progress

Monitor: Do students include examples of Bud's character traits?

Offer Immediate Support: If students need additional support finding examples of Bud's character traits, direct them to the actions and motivations chart.

Plan Future Practice: Students practice explaining Bud's behavior in *Bud, Not Buddy* in lesson 19.

2. Invite a few students to share their responses.

Key Ideas

- Bud is thoughtful about his actions.
- Bud has a sense of humor about hard situations.
- Bud observes people closely and remembers many conversations with his mom.
- Bud values objects that connect him to his past.
- Bud is strong, partially because memories of his mother give him strength.

3. Instruct students to Think–Pair–Share to answer these questions:

 **What do you think would be an appropriate title for chapters 4 and 5?**

 **Where do you think the events in chapters 4 and 5 fall on the narrative arc?**

4. Instruct students to add responses to their journals to revisit later in the module.

Write | Add Historical Details | 13 minutes

1. Remind students of their work with parenthetical elements in lesson 9. Assess and activate prior knowledge by asking this question:

... **Why do writers use parenthetical elements?**

Reinforce the correct response: to add descriptive information that is not essential to the meaning of a sentence.

2. Direct students to Sentence Strategies for Module 1, located in the *Learn* book. Instruct students to review strategy 1 with a partner.
3. Direct students to the annotated Writing Model for Module 1, located in the *Learn* book. Read aloud the portion of the writing model from “It’s almost time” to “in his place.”
4. Direct students to the Checklist for Module Task 1, and remind them of the following checklist row: uses ideas about historical events from module texts to enhance narrative.

5. Instruct students to Think–Pair–Share to answer this question:

... **Where could you use commas to add details about the Great Depression to this portion of the writing model?**

Key Ideas

- “but somehow, **despite the economic hardship the family was facing**, Mama had kept the parade outfits looking crisp and new.”
- “**Before the stock market crash**, their father had always been the one to help neighbors with that task.”

6. **Introduce the learning task.** Instruct students to annotate the writing model for at least one additional opportunity to enhance the narrative by using commas to add historical details.

Analyze Student Progress

Monitor: Do students annotate the writing model to include a relevant parenthetical clause?

Offer Immediate Support: If students need additional support adding historical details, direct them to annotate relevant details about the Great Depression on page 1 of *Picturing a Nation*.

Plan Future Practice: Students practice identifying and explaining historical references in lesson 30.

7. Facilitate a brief discussion of this question:

 **What does incorporating historical details add to a text?**

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

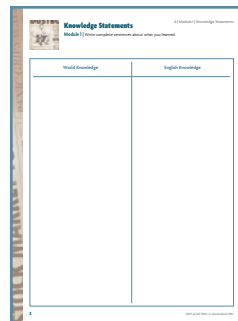
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about historical details?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

A form titled "Knowledge Statements" with a subtitle "Module 1 | Knowledge Statements". It features two large empty rectangular boxes side-by-side, labeled "World Knowledge" and "English Knowledge" at the top. The form is designed for students to write their knowledge statements.

3. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.3.6 Summary: MM.3.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.I

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.8.6 Punctuation: DF.8.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 15

Essential Question | How do people persevere through hardship?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students identify metaphorical language in *Bud, Not Buddy* and analyze how it relates to what Bud's mother wants for her son. Students explore similarities between the metaphors of buds and doors, learning that Bud's mother wanted her son to have opportunities despite his hardships. During writing instruction, students examine a metaphor in the annotated Writing Model for Module 1 and create their own metaphor to explain the experience of a character in the book.

P A Prologue to lesson 15 is available for students who need additional support.

Learning Goals

Analyze a metaphor.

LEARNING TASK: Explain in writing how one of the metaphors that Bud's mother uses shows what she wants for her son.

Write a metaphor.

LEARNING TASK: Describe a character's experience from *Bud, Not Buddy* by using a metaphor that incorporates sensory language.

Vocabulary

metaphor (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Language in *Bud, Not Buddy*
- **Respond:** Analyze Metaphor
- **Write:** Write a Metaphor

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- Blooming Bud image (digital platform)

STUDENTS

- *Bud, Not Buddy*
- journal
- Checklist for Module Task 1 (*Learn* book, Writing)
- annotated Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 6–7 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *Bud, Not Buddy*, passage 1 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Tell students that they will examine language in *Bud, Not Buddy* to better understand the relationship Bud had with his mother.

LEARN 53 minutes

Read | Examine Language in *Bud, Not Buddy* | 30 minutes

1. Display the Blooming Bud image depicting a bud in different stages of becoming a flower. Ask this question:

 **What is happening in these images?**

Reinforce the correct response: a bud is blooming.

2. Explain that students will read the portion of chapter 5 in which Bud recalls something his mother said to him. Instruct students to read the portion of page 42 from “A bud is” to “And that’s you” with a partner.
3. Remind students of the elements of fluency, and tell them to focus on phrasing and expression.

4. Instruct students to Think–Pair–Share to answer this question:

 **What do you observe about the language in this passage?**

Differentiation Support

To help students identify unique aspects of language in the passage, instruct them to reread the passage and annotate language that specifically relates to plants. Tell students that when writers use words and phrases that refer to a particular concept, that can be a signal that the concept plays an important role in the story.

Key Ideas

- Many of the words and phrases refer to flowers (e.g., “flower-to-be,” “flower-in-waiting,” “open up”).
- Bud’s mother compared him to flowers (e.g., “And that’s you”).
- Flowers are compared to fists (e.g., “a little fist of love,” “unfold”).

5. Ask this question:

 **Why did Bud’s mother choose to name him Bud?**

Key Ideas

- She liked the word *bud* because it reminded her of a flower.
- She wanted her son to be able to “unfold and be seen by the world,” like a flower.

6. Introduce the vocabulary term *metaphor* by displaying the term and definition. Engage students in Vocabulary Exploration. Explain that a metaphor is a type of figurative language.

Language Support

To clarify the meaning of figurative language, explain that it expresses meaning in a nonliteral way to create an image or effect. Provide examples of literal and figurative language that describe a familiar object (e.g., the Sun).

Definition

metaphor (n.): a phrase that shows how two things are similar by saying one thing is the other

7. Read aloud the portion of page 43 from “when one door” to “door at night.”

Ask this question:

 **Why was Bud confused by his mother’s words?**

Key Ideas

- Bud thought his mother was talking about a real door, but she was using figurative language.
- The door was a metaphor for the opportunities that Bud’s mother wanted him to notice and take advantage of.

8. Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:

 **Rewrite Bud’s mother’s message to him without using figurative language.**

Key Ideas

- There will always be another opportunity.
- No setback lasts forever.
- You can remain hopeful when you face disappointment.

Respond | Analyze Metaphor | 8 minutes

1. Reinforce that Bud’s mother used buds and doors as metaphors. Ask this question:

 **How are buds and doors similar?**

Key Ideas

- can be closed or open
- indicate opportunity
- represent change and the potential for growth

2.  **Introduce the learning task.** Instruct students to write in their journals an explanation of how one of the metaphors that Bud's mother used shows what she wanted for her son.

Analyze Student Progress

Monitor: Do students show that they understand how to use a metaphor?

Offer Immediate Support: If students need additional support explaining the mother's use of metaphor, instruct them to identify how a bud or a door could represent what a parent, caregiver, or guardian would want for their child.

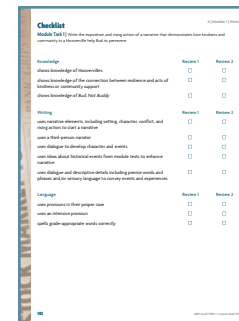
Plan Future Practice: Students practice analyzing metaphors in lesson 31.

Key Ideas

- Buds and flowers represent change, growth, and opportunity.
- Bud's mother wanted her son to grow and change.
- Bud's mother wanted her son to feel encouraged and hopeful, embracing new opportunities even when things don't go well at first.

Write | Write a Metaphor | 15 minutes

1. Direct students to this item from the Checklist for Module Task 1, located in the *Learn* book: uses dialogue and descriptive details including precise words and phrases and/or sensory language to convey events and experiences.
2. Remind students that sensory language adds descriptive details related to one of the five senses.
3. Direct students to the annotated Writing Model for Module 1, located in the *Learn* book. Instruct them to annotate sensory language in the writing model.



Checklist
Module Task 1: Write the response and use action of a metaphor that demonstrates how bud and opportunity are connected to Bud's future.

	Review 1	Review 2
Knowledge		
shows knowledge of metaphors	☐	☐
shows knowledge of the connection between evidence and use of descriptive language	☐	☐
shows knowledge of Bud's story	☐	☐
Writing		
uses specific details, including setting, characters, conflict, and resolution to tell a story	☐	☐
uses a third person narrator	☐	☐
uses dialogue to develop character and events	☐	☐
uses dialogue about future events that leads to a resolution	☐	☐
uses dialogue and descriptive details including precise words and phrases and/or sensory language to convey events and experiences	☐	☐
Language		
uses precise words to show proper use	☐	☐
uses an effective phrase	☐	☐
uses grade-appropriate words correctly	☐	☐

4. Instruct students to Think–Pair–Share to answer this question:

 **What does sensory language add to this story?**

Key Ideas

- helps readers visualize the setting where Violet and her brothers live
 - identifies the time of year when the story takes place
 - emphasizes the tension of the climax
5. Remind students of the definitions for *metaphor* and *figurative language*. Explain that although sensory language does not always have to be figurative, figurative language can be sensory if it appeals to any of these five senses: touch, taste, sight, sound, or smell.
6. Instruct students to annotate the sentence in the writing model that includes a metaphor.

Reinforce the correct response: “Papa was their rock: solid, steady, and smelling like clean air and earth. Without his strong presence to lean on, Violet felt she might flutter away.”

7. Ask these questions:

 **How does this metaphor also qualify as sensory language?**

 **How does the sensory language in this metaphor convey an aspect of Violet’s experience?**

Key Ideas

- **sensory language:** appeals to the sense of smell
- **Violet’s experience:** shows the role that Violet’s father played in her life

8.  **Introduce the learning task.** Direct students to their journals. Tell them to use a metaphor that incorporates sensory language to describe a character's experience from *Bud, Not Buddy*.

Analyze Student Progress

Monitor: Do students choose metaphors that share one or more characteristics with their chosen character?

Offer Immediate Support: If students need additional support creating a metaphor, provide a specific example from the text (e.g., Bud's ordeal in the shed) and ask students to compare the event to a type of weather.

Plan Future Practice: Students practice using sensory language when they draft Module Task 1 in lesson 22.

LAND 5 minutes

Reflect on Learning

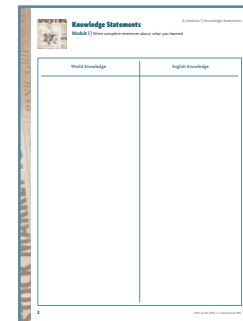
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about metaphor?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?



2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapters 6–7 of *Bud, Not Buddy* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.a, MM.5.6.B.c, MM.5.6.B.d, MM.5.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.I

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.3.6 Content

CP.5.6 Language: CP.5.6.D

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF **Develop Foundations**

DF.5.6 Fluency: DF.5.6.B

DM **Develop Metacognition**

DM.1.6 Content Stages: DM.1.6.C

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 16

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students notice and wonder about the poem “Mother to Son,” by Langston Hughes, and discuss what the speaker wants to convey. Students identify similarities between the mother in the poem and Bud’s mother in *Bud, Not Buddy* and compare the advice they offer to their sons. Students use their insights to explain how loving relationships can help people persevere during difficult times.

Learning Goal

Build knowledge of the role that loving relationships play in helping people persevere through hardship, as shown in “Mother to Son” and *Bud, Not Buddy*.

 **LEARNING TASK:** Explain how loving relationships help people persevere through hardship by using evidence from “Mother to Son” and *Bud, Not Buddy*.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Read “Mother to Son”
- **Respond:** Compare Texts

LAND

Synthesize Learning

Materials

TEACHER

- “Mother to Son” (digital platform)
- *Bud, Not Buddy*

STUDENTS

- “Mother to Son” (*Learn* book)
- *Bud, Not Buddy*
- Notice and Wonder Chart for “Mother to Son” (*Learn* book)
- journal
- Venn Diagram for “Mother to Son” and *Bud, Not Buddy* (*Learn* book)

Preparation

- Familiarize yourself with the concept of a speaker in poetry. See the Read section for details.

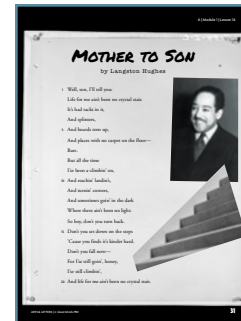
Follow-Up

- Before the next lesson, students read chapter 8 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Bud, Not Buddy*, passage 1 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display “Mother to Son.”
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will read the poem “Mother to Son” by Langston Hughes and draw connections between the poem and *Bud, Not Buddy*.

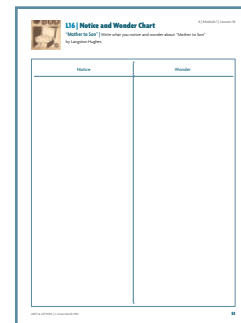
**LEARN** 53 minutes

Read | Read “Mother to Son” | 20 minutes

1. Direct students to “Mother to Son,” located in the *Learn* book. Read aloud “Mother to Son,” and instruct students to follow along.
2. Instruct students to independently read the poem. Tell them to read in a whisper.
3. Display the Notice and Wonder Chart for “Mother to Son,” and direct students to the page in their *Learn* book. Instruct them to record on the chart what they notice and wonder about the poem.
4. Facilitate a brief discussion of what students notice and wonder.

Teacher Note

This poem is written in African American English, a systematic, rule-governed variety of American English spoken by a community of speakers connected by race, culture, identity, and language. Consider playing a recording of the poem by Viola Davis or Martin Luther King Jr.



5. Explain that Langston Hughes was a celebrated African American writer in the 1920s, the decade leading up to the Great Depression. Tell students that he wrote about the joys and hardships of working-class African American life.
6. Assess and activate prior knowledge by asking this question:

 **How would you define the speaker in poetry?**

Reinforce the correct response: The speaker of a poem is the voice behind the poem but not necessarily the poet. The speaker can be a person, animal, or object.

7. Instruct students to Think–Pair–Share about these questions:

 **Who is the speaker in “Mother to Son”?**

 **Whom is the speaker talking to?**

 **What does the speaker want the listener to understand?**

Language Support

To help students describe what the speaker wants the listener to understand, provide a word bank of synonyms for *difficult* and *unknown*.

Reinforce the correct responses:

- **speaker**—a mother
- **listener**—the mother’s son
- **to understand**—that the mother has faced many obstacles in her life
- **to understand**—the importance of not giving up when life gets hard

Respond | Compare Texts | 33 minutes

1. Display *Bud, Not Buddy*. Read aloud the portion of pages 42–43 from “She’d tell me” to “door at night.” Instruct students to follow along.
2. Direct students to their journals. Instruct students to review their learning task from the Respond section of lesson 15 about a metaphor Bud’s mother used to show what she wanted for her son.
3. Ask this question:

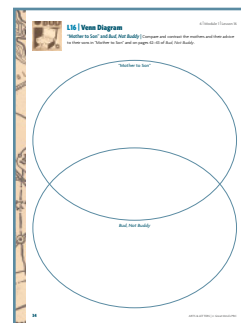
 **What did Bud’s mother want Bud to understand?**

Key Ideas

- Another opportunity will always appear.
 - No setback lasts forever.
 - People can remain hopeful even when they face disappointment.
4. Direct students to the Venn Diagram for “Mother to Son” and *Bud, Not Buddy*, located in the *Learn* book. Instruct students to complete the Venn diagram by using “Mother to Son” and Bud’s conversation with his mother.
 5. Ask these questions:

 **How are the mothers in “Mother to Son” and *Bud, Not Buddy* different?**

 **How are the mothers in “Mother to Son” and *Bud, Not Buddy* similar?**



Key Ideas

- **different:** The mother in “Mother to Son” compares the hard times in life to a broken set of stairs.
- **different:** Bud’s mother compared the hard times in life to closed doors.
- **similar:** Both mothers have sons.
- **similar:** Both mothers and their sons are African American.
- **similar:** Both mothers know that their sons will face difficult times.

6. Instruct students to Mix and Mingle to answer this question:



How is the advice the mothers give to their sons similar?

Differentiation Support

To help students explain similarities in the mothers’ advice, ask these questions:

- What did Bud’s mother mean when she said, “[W]hen one door closes, don’t worry, because another door opens” (Curtis 43)?
- What does the mother in the poem mean when she says, “Don’t you set down on the steps” (Hughes)?

Key Ideas

- Both mothers encourage their sons not to give up when times get hard.
- Both mothers use metaphors to help their sons understand their advice.

Differentiation Challenge

Tell students that “Mother to Son” was published in 1922 and that *Bud, Not Buddy* was published 77 years later, in 1999. Ask this question: Why might literature published so many years apart have a common message?

7.  **Introduce the learning task.** Instruct students to write in their journals an explanation of how loving relationships help people persevere through hardship by using evidence from “Mother to Son” and *Bud, Not Buddy*.

Analyze Student Progress

Monitor: Do students mention encouragement or support in their explanation?

Offer Immediate Support: If students need additional support identifying encouragement as a factor in perseverance, ask them to think of a time when someone encouraged them. Then ask this question: How might encouragement help someone like Bud or the son in “Mother to Son”?

Plan Future Practice: Students practice examining factors that contribute to perseverance in lesson 22.

Key Ideas

- The mothers in both texts offer encouragement to their sons.
- The mothers in both texts advise their sons not to give up.
- The mother in “Mother to Son” prepares her son for the future by telling him that he can expect to face circumstances that will be very hard.
- Bud remembers to draw on his mother’s advice when he encounters difficulties.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:

 **How do people persevere through hardship?**

2. Use responses to reinforce these Knowledge Threads:

- Individual people and communities survive hardship by attempting to change circumstances or by refusing to give up.
- African American culture, including musical innovations, fostered community resilience during the Great Depression.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as this: What aspects of African American culture were highlighted in texts used in today's lesson?

3. Assign the follow-up work to read chapter 8 of *Bud, Not Buddy* before the next lesson.

4. Conclude the lesson by inviting students to add their questions to the Module 1 Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.11.6 Connections: MM.11.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.A.b

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 17

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify how supporting characters affect Bud in chapters 6–8 of *Bud, Not Buddy*. Students determine what happens in each chapter, identify supporting characters and how they treat Bud, and provide evidence for their ideas. This work prepares students to use subordinating conjunctions as they summarize what they’ve learned about supporting characters and how they help Bud. During visual art instruction, students observe the photograph *The Louisville Flood* and juxtapose it with *Bud, Not Buddy*. They consider how authors use details about historical events to enhance narratives, which prepares students to write part of a narrative for Module Task 1.

Learning Goals

Identify supporting characters in *Bud, Not Buddy*.

 **LEARNING TASK:** Explain how supporting characters affect Bud in chapters 6–8 of *Bud, Not Buddy*.

Examine juxtaposition in *The Louisville Flood*.

 **LEARNING TASK:** Explain what juxtaposition in *The Louisville Flood* reveals about America during the Great Depression.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Supporting Characters in *Bud, Not Buddy*
- **Respond:** Describe Supporting Characters
- **Observe:** Examine Juxtaposition in *The Louisville Flood*

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- *The Louisville Flood* (digital platform)
- “Hoovervilles” (digital platform)

STUDENTS

- *Bud, Not Buddy*
- “Hoovervilles” (*Learn* book)
- journal
- Supporting Character Organizer 1 for *Bud, Not Buddy* (*Learn* book)
- Sentence Strategies for Module 1 (*Learn* book)
- Notice and Wonder Chart for *The Louisville Flood* (*Learn* book)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read the article “Hoovervilles” (*Learn* book).
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for “Mother to Son” (*Learn* book, Fluency) and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will identify what happens and how the supporting characters affect Bud in chapters 6–8.

LEARN 53 minutes

Read | Identify Supporting Characters in *Bud, Not Buddy* | 20 minutes

1. Form small groups. Assign each group one of these chapters:
 - chapter 6
 - chapter 7
 - chapter 8
2. Instruct students to annotate their assigned chapters to answer this question:



What happens in this chapter?

3. Direct students to their journals. Instruct them to work with their groups to make a bulleted list of key events from their assigned chapter and then share with the class.

Key Ideas

chapter 6

- A man scolds Bud for being too late to the line at the mission.
- A man pretends to be Bud's father so that Bud can stay in line.
- Bud's pretend family act like they are mad at him.
- Bud notices a sign showing a White family in a car that says, "There's No Place Like America Today." (Curtis 50).

chapter 7

- Bud goes to the library.
- The librarian tells Bud that Miss Hill got married and moved to Chicago.
- Bud asks the librarian the distance to Chicago.
- Bud recalls his mom's advice about doors opening and closing.

chapter 8

- Bud wakes up to Bugs staring at him.
- Bugs heard about Bud's fight with Todd.
- Bugs tells Bud how to hop a train.
- Bud and Bugs leave to search for "Hooperville."

4. Assess and activate prior knowledge by asking this question:



What is a supporting character?

5. Explain that the people Bud meets on his journey are called supporting characters, which are characters who play a role in the story and help move the plot forward. They can take many forms and may appear in flashbacks. For example, Bud's mother is a supporting character.

6. Ask this question:

 **Which supporting characters are involved in the events of chapters 6–8?**

Key Ideas

- Bud's pretend family
- Miss Hill
- the librarian
- Bud's mom
- Bugs

7. Direct students to the Supporting Character Organizer 1 for *Bud, Not Buddy*, located in the *Learn* book. Direct attention to the column headings: Supporting Character, Character's Actions, and Evidence.

8. Read aloud the second sentence on page 41, starting with “Me and Momma.” Direct attention to the sample row on the organizer.

9. Think aloud to explain the sample row.

1.17 | Supporting Character Organizer 1
Bud, Not Buddy In the Character's Actions column, write a brief description of how each supporting character is important to Bud's story. In the Evidence column, provide evidence from the text to support your answer.

Supporting Character	Character's Actions	Evidence
Sample Character Bud's mother	Bud's mother used the train and explained how to take a train as he grew up.	Bud's mother repeated things that were important for Bud to remember as he grew up, and he relied on that advice during his journey (42).
Chapter 6: Bud's pretend family		
Chapter 7: The librarian		
Chapter 8: Bugs		

10. Remind students of their group's assigned chapters. Direct attention to the organizer and instruct students to complete the Character's Actions and Evidence columns for these chapters and supporting characters:

- **chapter 6**—Bud's pretend family
- **chapter 7**—the librarian
- **chapter 8**—Bugs and Deza

Sample Think Aloud

I will start with the first column titled “Supporting Character.” Note that the character's name is already filled in. I can tell that Bud and his mother were close and that she told him things that were important for him to know and remember. This information corresponds to what is written in the Character's Actions column. If I read a bit further, I see that Bud relies on his mother's advice to guide him on his journey. On page 43, Bud explains how his mother's advice about doors applies to his current situation of moving from the Home to the Amoses' house, and then to sleeping under a tree. In the Evidence column, I see an explanation of why Bud's mother repeated things. She thought they were important for Bud to remember as he grew up, and he relied on her advice during his journey.

- 11.** Invite a few students from each group to share their responses. Instruct students to add information to the organizer as their classmates share.

Differentiation Support

To help students identify character actions and evidence, instruct them to focus on chapter 7, which does not require as much inferential interpretation.

Key Ideas

chapter 6: Bud's pretend family

- **Character's Actions:** The family is kind to Bud.
- **Evidence:** The family protects Bud from the man who wants to kick him out of the food line, and they help him get something to eat (47–48).

chapter 7: the librarian

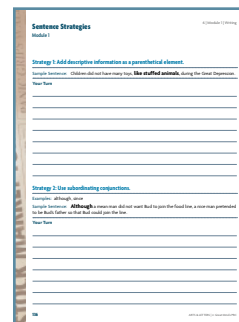
- **Character's Actions:** The librarian helps make the library a safe and welcoming environment.
- **Evidence:** The librarian explains locations and distances to Bud and answers his questions patiently (57).

chapter 8: Bugs and Deza

- **Character's Actions:** Bugs provides encouragement and companionship to Bud.
- **Evidence:** Bugs tells Bud that he is a hero and explains how to ride the rails. Bugs and Bud become spit brothers and go to Hooverville together (62–63).
- **Character's Actions:** Deza is helpful to Bud and welcomes him to Hooverville.
- **Evidence:** Deza helps Bud with the dishes and talks to him about his mother. They have a meaningful conversation, and she also gives Bud his first kiss (71–75).

Respond | Describe Supporting Characters | 15 minutes

1. Direct students to Sentence Strategies for Module 1, located in the *Learn* book. Tell students that they will write sentences that use subordinating conjunctions to summarize what they learned about supporting characters.
2. Explain that subordinating conjunctions join independent and dependent clauses. This means that one part of the sentence depends on another part of the sentence.
3. Display these sentences:
 - A mean man did not want Bud to join the food line.
 - A nice man pretended to be Bud's father so that Bud could join the line.
4. Explain that these sentences can be combined by using a subordinating conjunction.
5. Display this sentence: Although a mean man did not want Bud to join the food line, a nice man pretended to be Bud's father so that Bud could join the line.
6. Explain that *although* is a subordinating conjunction. This means that the word joins unequal ideas in one sentence.
7. Underline "Although a mean man did not want Bud to join the food line." Explain that this is a dependent clause because it depends on the rest of the sentence that follows the comma.
8. Underline "a nice man pretended to be Bud's father so that he could join the line." Explain that this is an independent clause because this clause does not depend on the portion of the sentence that precedes it to make sense.



9. Display this sentence: Since a mean man did not want Bud to join the food line, a nice man pretended to be Bud's father so that Bud could join the line.

10. Ask this question:



Is the subordinating conjunction *although* or *since* better suited to the sentence's content?

11. Instruct students to work with a partner to write one sentence that uses a subordinating conjunction about a supporting character in *Bud, Not Buddy* on Sentence Strategies for Module 1.

Language Support

To help students practice using subordinating conjunctions, provide these sentence frames, and encourage students to complete the sentences using the conjunction better suited to the content of each sentence:

- _____ [Although/Since] Bud's pretend family did not have much, _____.
- _____ [Although/Since] the librarian remembered Bud, _____.
- _____ [Although/Since] Deza was very familiar with Hooverville, _____.
- _____ [Although/Since] Bugs was friends with Bud, _____.

12.  **Introduce the learning task.** Direct attention to the supporting character organizer. Instruct students to write in their journals one sentence each for chapters 6–8 using the subordinating conjunctions *although* or *since* and demonstrating how three supporting characters each affect Bud.

Analyze Student Progress

Monitor: Do students express accurate knowledge about supporting characters?

Offer Immediate Support: If students need additional support writing sentences using subordinating conjunctions, refer them to the Character's Actions column of the organizer.

Plan Future Practice: Students practice identifying and describing supporting characters in *Bud, Not Buddy* in lesson 25.

Differentiation Challenge

To encourage students to creatively share their knowledge, provide the outline of an I Am poem, and instruct students to write a poem about a supporting character from the text.

I am [supporting character's name].

I am _____.

I hear _____.

I see _____.

I want _____.

I am [supporting character's name].

Observe | Examine Juxtaposition in *The Louisville Flood* | 18 minutes

1. Tell students that they will observe a work of art. Display *The Louisville Flood*. Direct students to the Notice and Wonder Chart for *The Louisville Flood*, located in the *Learn* book.

Instruct students to look closely at the work of art in silence for at least three minutes and record what they notice and wonder on the chart.

The image shows a 'Notice and Wonder Chart' for the artwork 'The Louisville Flood'. The chart is titled '117 | Notice and Wonder Chart' and 'The Louisville Flood'. It has two columns: 'Notice' and 'Wonder'. The chart is designed for students to record their observations and questions about the artwork.

Notice	Wonder

2. Ask these questions:



What recognizable objects do you see?



What do the people look like?



How would you describe this photograph?

Key Ideas

- **recognizable objects:** billboard, basket, bucket, paper bag, hats, jackets, clothes, car, dog
- **people:** African American people in a line with straight faces; White people in a car with smiles
- **description:** contrasts happy and sad; black-and-white photo

3. Read aloud the portion of pages 49–50 from “The main thing” to “tell the truth.”

4. Instruct students to Think–Pair–Share to answer this question:



What is the relationship between *The Louisville Flood* and what Bud describes in this section of text?

Differentiation Support

To help students understand the relationship, instruct them to identify similarities between the photograph and the text or the photograph’s details mentioned in the text.

Key Ideas

- Bud describes his experience of standing in the line pictured in *The Louisville Flood*.
- The family members in the line notice that they are American, but they are not happy like the people in the photograph.
- The pretend dad says that the picture does not show the truth.

5. Remind students that they learned about juxtaposition in lesson 6 when they read *Picturing a Nation*.

6. Assess and activate prior knowledge by asking this question:

 **What does *juxtapose* mean?**

Reinforce the correct response: to place different things together in order to create an interesting effect or to show how they are the same or different.

7.  **Introduce the learning task.** Instruct students to write in their journals an explanation of what juxtaposition in *The Louisville Flood* reveals about America during the Great Depression.

Analyze Student Progress

Monitor: Do students explain that the happiness of the people in the picture does not reflect the harsh reality of many peoples' lives in the US at that time?

Offer Immediate Support: If students need additional support explaining what juxtaposition reveals, direct attention to the different facial expressions of the people in the picture and the people standing in the food line.

Plan Future Practice: Students practice describing what is happening in a work of art in module 2.

8. Invite a few students to share their responses.

Key Ideas

- the difference in living conditions between the wealthy and the poor
- the difference in quality of life between the White people in the car and the African Americans in the food line
- the difference between advertising about life in the US and the way that people really lived

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

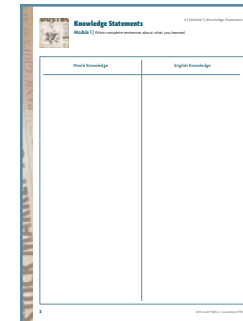
What did you learn today?

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about supporting characters?
- What did you learn from *The Louisville Flood*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read the article “Hoovervilles,” located in the *Learn* book, before the next lesson. Instruct students to focus on descriptions of Hoovervilles as they read.
4. Conclude the lesson by inviting students to add their questions to the Question Board.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.C, MM.12.6.C.b

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 18

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students build knowledge of the transience that many people, including children, experienced during the Great Depression. Students study several nonfiction texts, as well as *Bud, Not Buddy*, to describe young people's experiences during the Great Depression. Then students articulate how the kindness of strangers bolsters those in need and how definitions of home and family change during difficult times. During writing instruction, students use intensive pronouns to add emphasis to sentences.

P A Prologue to lesson 18 is available for students who need additional support.

Learning Goals

Express knowledge of children's experiences during the Great Depression.

LEARNING TASK: Explain what life was like for young people during the Great Depression by using evidence from *Bud, Not Buddy* and one nonfiction text.

Use intensive pronouns to create emphasis.

LEARNING TASK: Write a statement with an intensive pronoun about riding the rails or about Hoovervilles.

Vocabulary

intensive pronoun

transient (adj.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Transience During the Great Depression
- **Respond:** Describe Life for Children Experiencing Transience
- **Write:** Use Intensive Pronouns

LAND

Synthesize Learning

Materials

TEACHER

- *Bud, Not Buddy*
- “Hoover’s Prodigal Children” (digital platform)
- “What a Cruel Thing to Do on Mother’s Day” (digital platform)
- Knowledge Card: *transient*

STUDENTS

- *Bud, Not Buddy*
- “Hoover’s Prodigal Children” (*Learn* book)
- “What a Cruel Thing to Do on Mother’s Day” (*Learn* book)
- journal
- Checklist for Module Task 1 (*Learn* book, Writing)
- annotated Writing Model for Module 1 (*Learn* book, Writing)
- Sentence Strategies for Module 1 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapters 9–10 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for “Mother to Son” (*Learn* book, Fluency) and focus on a fluency element or summarizing.

LAUNCH 2 minutes

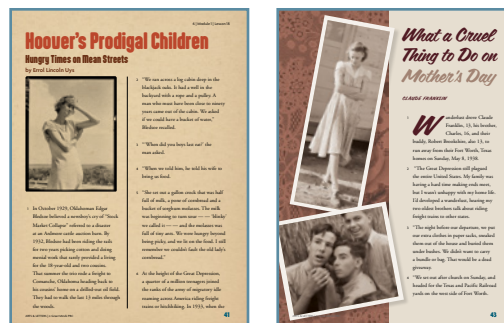
Read the Content Framing Question

1. Display these texts:

- *Bud, Not Buddy*
- “Hoover’s Prodigal Children”
- “What a Cruel Thing to Do on Mother’s Day”

2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?

3. Tell students that they will read excerpts from three nonfiction texts about the Great Depression and make connections with *Bud, Not Buddy*.



LEARN 53 minutes

Read | Examine Transience During the Great Depression | 28 minutes

1. Introduce the vocabulary term *transient* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

Language Support

To support students' exploration of the meaning of *transient*, explain that the term contains the root *trans*, which means “across” or “to change in form or position.” Based on your students' needs, provide a list of words with the root *trans* so that they can see how the meanings are related (e.g., *transfer*, *transgender*, *translate*, *transportation*).



Definition

transient (adj.): staying somewhere only a short time

2. Ask this question:

 **How does the word *transient* relate to the Great Depression?**

Key Ideas

- People lost their homes and did not have a permanent place to stay.
- Children like Bud had nowhere to go and they had to move from place to place.
- Many people moved often to find work.

3. Explain that students will look closely at what it was like to be a transient child during the Great Depression. Direct attention to *Bud, Not Buddy*. Read aloud the portion of pages 63–66 from “We found out” to “That’s the truth!”

4. Facilitate a brief discussion of this question:

 **What is a Hooverville?**

Reinforce the correct response: a place where people experiencing homelessness built makeshift houses constructed of cardboard and whatever materials they could find.

5. Remind students that they previously read the article “Hoovervilles” to learn more about how and why these places existed.

Teacher Note

Consider reading aloud the article “Hoovervilles” to refresh students’ memory of its content.

6. Direct students to “Hoover’s Prodigal Children” and “What a Cruel Thing to Do on Mother’s Day,” located in the *Learn* book.

7. Lead students through a Jigsaw to study the following texts:

- “Hoover’s Prodigal Children”
- “What a Cruel Thing to Do on Mother’s Day”

8. Instruct students to annotate obstacles that young people faced during the Great Depression. Direct them to their journals and instruct them to record notes. Listen for students to address key ideas in their discussions.

Sample Annotations

“Hoover’s Prodigal Children”

- “We were hungry beyond being picky and we lit on the food. I still remember we couldn’t fault the old lady’s cornbread.”
- “Some youths ran from home believing they were burdens on their families.”

“What a Cruel Thing to Do on Mother’s Day”

- “The next morning we went out to pick cotton. My back began to ache in 30 minutes.”
- “If you aren’t picking, you aren’t making any money.”

9. Instruct students to Jot–Pair–Share in response to this prompt:



Explain two points from your assigned readings to help your classmates understand the experiences of young people during the Great Depression.

Differentiation Support

To help students articulate what life was like for young people experiencing transience during the Great Depression, prompt them to list daily activities they, or other young people they know, engage in today. Instruct students to identify activities that the children in the readings did that are different from the experiences on their list.

Key Ideas

“Hoover’s Prodigal Children”

- The boys had to do difficult work like picking cotton for little money.
- The boys had to walk 13 miles through the woods with no food or water.
- The boys were happy to eat sour milk and molasses with ants in it.
- A quarter of a million teenagers rode the rails or hitchhiked.

“What a Cruel Thing to Do on Mother’s Day”

- Teenagers had to do difficult work like picking cotton for little money.
- Teenagers slept on trains and in shacks.
- Teenagers had to pay for room and board.

10. Ask this question:

 **How did people show kindness to those who rode the rails?**

Key Ideas

- willing to share food with people experiencing homelessness and with hungry strangers
- willing to hire teenagers to do work

Respond | Describe Life for Children Experiencing Transience | **15 minutes**

1. Direct attention to *Bud, Not Buddy*. Read aloud the portion of page 68 from “You might think” to “Hooverville for you.”

2. Facilitate a brief discussion of these questions:

 **Would the teenagers in the nonfiction texts we read agree or disagree with the mouth organ man’s statement to Bud and Bugs? Why or why not?**

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain what life was like for young people during the Great Depression by using evidence from *Bud, Not Buddy* and one nonfiction text.

Analyze Student Progress

Monitor: Do students identify what life was like for young people by using examples from one of the nonfiction texts?

Offer Immediate Support: If students need additional support explaining what life was like for teenagers during the Great Depression, instruct them to revisit US Regions During the Great Depression for *Picturing a Nation* (lesson 4) and the Photograph and Caption Organizer for *Picturing a Nation* (lesson 5), located in the *Learn* book, to find examples of life during the Great Depression.

Plan Future Practice: Students practice drawing inferences from texts in lesson 20.

4. Reinforce key ideas.

Key Ideas

- Children like Bugs and Bud depend on the kindness of strangers to survive.
- People like the librarian help Bud and the people in Hooverville give the children food.
- Young people who rode the rails had to work at hard jobs, like picking cotton.
- Young people were paid little for their work.
- Young people slept in shacks and walked through the woods.

Write | Use Intensive Pronouns | 10 minutes

1. Direct students to the Checklist for Module Task 1, located in the *Learn* book. Direct attention to this row: uses an intensive pronoun.
2. Direct students to the annotated Writing Model for Module 1, located in the *Learn* book. Read aloud these sentences: “Stop being so stubborn,” she told her brothers. ‘Mama herself said I was in charge while she was gone.’”
3. Instruct students to circle the pronouns in the sentence.

Checklist		Review 1	Review 2
Module Task 1 Show the response and writing process of a response that demonstrates how students and teachers work together to help each other learn.			
Knowledge			
Shows knowledge of the text.	☐	☐	☐
Shows knowledge of the connection between evidence and acts of evidence or evidence support.	☐	☐	☐
Shows knowledge of how text works.	☐	☐	☐
Writing			
Uses creative elements, including setting, character, conflict, and strong action to tell a story.	☐	☐	☐
Uses a third person narrator.	☐	☐	☐
Uses dialogue to develop character and events.	☐	☐	☐
Uses dialogue to develop events from inside the text to outside the text.	☐	☐	☐
Uses dialogue and descriptive details including names, words, and phrases to tell a story (language to convey events and experiences).	☐	☐	☐
Language			
Uses pronouns that proper use.	☐	☐	☐
Uses an intensive pronoun.	☐	☐	☐
Uses pronouns to refer to people.	☐	☐	☐

4. Direct attention to the pronoun *herself*. Read aloud the sentence without the pronoun: “Mama said I was in charge while she was gone.” Reinforce that the sentence makes sense without the pronoun *herself*.

5. Ask this question:

 **Why does Violet add the pronoun *herself* after the word *Mama*?**

Reinforce the correct response: The pronoun *herself* emphasizes the importance that Violet places on Mama.

6. Introduce the vocabulary term *intensive pronoun* by displaying the term and definition. Engage students in Vocabulary Exploration.

7. Remind students that learning about elements of language helps writers articulate and expand ideas in writing.

8. Think aloud to model how to write a sentence about the origin of the name *Hooverilles* by using an intensive pronoun.

9. Direct students to Sentence Strategies for Module 1, located in the *Learn* book. Instruct them to Jot–Pair–Share to answer this question:

 **How could you use an intensive pronoun to add emphasis to a sentence about riding the rails or about Hooverilles?**

10.  **Introduce the learning task.** Instruct students to write a statement about riding the rails or about Hooverilles by using an intensive pronoun from the sentence strategies page.

Analyze Student Progress

Monitor: Do students use an intensive pronoun correctly?

Offer Immediate Support: If students need additional support using an intensive pronoun, prompt them to identify a character and an experience from the lesson texts to refer to.

Plan Future Practice: Students practice using pronouns in lesson 22.

Definition

intensive pronoun: a pronoun in the reflexive form used for emphasis

Sample Think Aloud

A sentence about President Hoover and Hooverilles could include the intensive pronoun *himself*. Here is an example: President Hoover himself did not believe in government assistance. Using the intensive pronoun *himself* emphasizes Hoover’s lack of empathy and support for people, which was one reason that Hooverilles existed.

LAND 5 minutes**Synthesize Learning**

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do people persevere through hardship?

2. Use responses to reinforce these Knowledge Threads:
 - During the Great Depression, people throughout the United States struggled with common economic problems as well as regionally specific hardships.
 - When people experience adversity, their definitions of home and family may shift to include larger communities that provide help and support.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about *Bud*, *Not Buddy* and from the nonfiction texts?
 - What did you learn about children's lives during the Great Depression?
3. Assign the follow-up work to read chapters 9–10 of *Bud, Not Buddy* before the next lesson.
 4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.c

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.9.6 Nouns and Pronouns: DF.9.6.B

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 19

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapters 9–10 of *Bud, Not Buddy* for information about Bud's trip to Grand Rapids. They identify Bud's motivations for leaving Flint. This work prepares students to explain how those motivations influence Bud's responses to events and characters. During writing instruction, students identify dialogue tags and action beats in the writing model and the book. They explain how writers use dialogue tags and action beats to improve their writing.

Learning Goals

Explain what happens in *Bud, Not Buddy*.

 **LEARNING TASK:** Explain how Bud's motivations influence his responses to events and characters in chapters 9–10.

Examine dialogue tags and action beats in the writing model.

 **LEARNING TASK:** Explain how writers can use dialogue tags and action beats to improve their writing.

Vocabulary

action beat

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Bud's Motivations in *Bud, Not Buddy*
- **Respond:** Explain Bud's Motivations
- **Write:** Analyze Dialogue

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- "Sundown Town" (digital platform)

STUDENTS

- *Bud, Not Buddy*
- "Sundown Town" (*Learn* book)
- journal
- Checklist for Module Task 1 (*Learn* book, Writing)
- fresh copy of the Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for "Mother to Son" (*Learn* book, Fluency) and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will examine Bud's motivations and how they influence his responses to events and characters in chapters 9–10 of *Bud, Not Buddy*.

LEARN 53 minutes

Read | Identify Bud's Motivations in *Bud, Not Buddy* | 20 minutes

1. Tell students that they will begin by reviewing chapter 9. Instruct students to read the portion of pages 88–91 from “I got to” to “for Grand Rapids.” Tell them to annotate words and phrases to answer this question:



What is one important decision Bud makes?

Use responses to emphasize that Bud decides to walk to Grand Rapids.

2. Ask this question:



What advice would you give a friend who made this decision?

3. Remind students that they examined Bud's actions and motivations in chapters 4–5.

4. Assess and activate prior knowledge by asking this question:

 **What do you know about character motivation?**

Differentiation Support

To help students recall what they learned about character motivation in lesson 14, ask this question: What motivates Bud to break out of the Amoses' shed in chapter 3?

5. Read aloud the portion of pages 91–94 from “it’s funny how” to “idea started growing.”

Ask this question:

 **What motivates Bud to walk to Grand Rapids?**

Key Ideas

- He wants to find his father, who might be Herman E. Calloway.
- He wants to be part of a family.

6. Direct students to their journals. Instruct them to write an original title for chapter 9.

Key Ideas

- Planning a Trip
- In Search of a Father
- From the Library to Grand Rapids

7. Invite a few students to share their titles.

8. Tell students that they will continue thinking about characters' actions and motivations as they read chapter 10.

9. Instruct students to work with a partner to read the portion of pages 98–99 from “I was getting” to “time of night.”
10. Instruct students to Think–Pair–Share to answer this question:

 **What happens while Bud is walking?**

Reinforce the correct response: A man drives by and stops to talk to Bud.

11. Direct students to “Sundown Town,” located in the *Learn* book. Explain that Owosso, Michigan, where Bud meets the man, was a confirmed sundown town.
12. Instruct students to work with a partner to read “Sundown Town” and annotate details about how people treated African Americans in the towns.

Differentiation Support

To help students understand the historical significance of sundown towns, locate and display images of signs used to mark the towns, particularly ones referencing the sun setting, as the text notes.



13. Tell students that they will explore the interaction between the man and Bud by identifying each character’s actions and motivations.
14. Lead students through a Jigsaw to examine these text sections:
 - **Bud’s actions**—pages 106–107 from “When he opened” to “most wanted list!”
 - **the man’s actions**—pages 104–107 from “I don’t know” to “most wanted list!”

15. Instruct students to do the following:

group 1—Bud's actions

- Annotate details about Bud's key actions.
- Answer these questions: What does Bud do? What are his motivations?

group 2—the man's actions

- Annotate details about the man's key actions.
- Answer these questions: What does the man do? What are the man's motivations?

Listen for students to address key ideas in their discussions.

Key Ideas

- **Bud's actions:** Bud lies to the man; Bud steals his car.
- **Bud's motivations:** Bud wants to stay away from the man; he does not trust grown-ups.
- **the man's actions:** The man notices a young African American boy walking alone late at night; he stops to offer him food.
- **the man's motivations:** The man wants to keep Bud safe; he is worried about Bud.

Respond | Explain Bud's Motivations | 13 minutes

1. Direct students to their journals. Instruct them to Jot–Pair–Share to answer these questions:



Why does the man stop?



Why does Bud lie?



What do Bud and the man have in common?

Key Ideas

- **stop:** The man stops because he is concerned that an African American child is walking alone in a sundown town at night; the man stops because he is worried Bud might get hurt.
- **lie:** Bud lies because he is afraid that an adult will return him to the orphanage; Bud lies because he needs to get to Grand Rapids to find his father.
- **common:** Both characters are African American; both characters face the dangers of sundown towns.

Differentiation Challenge

To extend student thinking, ask this question: How would the story be different if Bud were a 16- or 17-year-old teenager instead of a 10-year-old boy.

2.  **Introduce the learning task.** Instruct students to explain in their journals how Bud's motivations influence his responses to events and characters in chapters 9–10.

Analyze Student Progress

Monitor: Do students connect one of Bud's motivations to a specific response?

Offer Immediate Support: If students need additional support identifying Bud's motivations and responses, instruct them to revisit the information discussed in the Jigsaw groups.

Plan Future Practice: Students practice examining characters' actions in *Bud, Not Buddy* in lesson 21.

3. Look for students to address key ideas in their responses.

Key Ideas

- Bud is motivated to find his father after looking at the flyers, so he gets help from the librarian to find the way to Grand Rapids.
- Bud is motivated to protect himself against strangers, so he hides from the man.
- Bud is motivated to stay away from the orphanage in Flint, so he hides from adults who might send him back to the orphanage.

Write | Analyze Dialogue | 20 minutes

1. Direct students to the Checklist for Module Task 1, located in the *Learn* book, and instruct them to read the following checklist row: uses dialogue to develop character and events.
2. Direct students to a fresh copy of the Writing Model for Module 1, located in the *Learn* book.
3. Instruct them to read the writing model and annotate words and phrases near the dialogue that show how the characters respond to the situation.

	Student 1	Student 2
Knowledge		
shows knowledge of characters	☐	☐
shows knowledge of the connection between evidence and acts of	☐	☐
shows knowledge of the situation	☐	☐
shows knowledge of the text	☐	☐
Writing		
uses specific details, including setting, character, conflict, and imagery to create a scene	☐	☐
uses a first-person narrator	☐	☐
uses dialogue to develop character and events	☐	☐
uses dialogue to show how characters respond to the situation	☐	☐
uses dialogue and description to show how characters respond to the situation	☐	☐
Language		
uses personification to create a scene	☐	☐
uses an omniscient narrator	☐	☐
uses specific details to create a scene	☐	☐

Sample Annotations

- “stamping his small feet”
- “trying to stay calm”
- “cried”
- “getting angry now”
- “yelled”
- “stretching out her arms”

4. Facilitate a discussion about students' annotations. Instruct students to notice the difference between single words such as "cried" and "yelled" and phrases such as "trying to stay calm."
5. Ask this question:



What do these words and phrases show readers about the characters?

Language Support

To help students understand how these words and phrases show important information about characters, invite a few students to act out several lines of dialogue. Ask this question: What emotions do you feel when you yell, cry, stamp your feet, or stretch out your arms for a hug?

Key Ideas

- Henry and Ray feel frustrated.
 - Violet tries to control her emotions while caring for her little brothers.
6. Tell students that *dialogue tag* refers to the phrase that indicates who is speaking. Explain that a dialogue tag can consist of the word *said*, as in "Henry said." Tell students a dialogue tag can also use more specific words that tell readers how the character is feeling or acting, as in "Henry yelled" or "Ray cried."
 7. Introduce the vocabulary term *action beat* by displaying the term and definition. Engage students in Vocabulary Exploration.
 8. Explain that an action beat such as "stretching out her arms" can follow a dialogue tag and provide additional detail about characters' feelings or actions.

Explain that dialogue tags show only who is speaking, while action beats show what a character is doing.

Teacher Note

Writers use different kinds of action beats. For example, they can be complete sentences positioned between two connected pieces of dialogue. This instruction is not intended to be comprehensive; rather it serves as a streamlined introduction to methods of enhancing characterization through dialogue.

Definition

action beat: a phrase that tells what a character is doing before, during, or after they speak

9. Direct attention to page 40 of *Bud, Not Buddy*. Ask this question:

 **What do you observe about the position of dialogue tags on this page?**

Reinforce the correct response: Most of the dialogue tags—the repeated “I’d say”—appear before rather than after the dialogue.

10. Think aloud to model how to insert an action beat before and after one of the dialogue tags.

11. Display and direct attention to the following examples when reading the Sample Think Aloud:

- **example 1**—Smiling, I’d say, “Yes, Momma.”
- **example 2**—Shaking her head, she’d say, “But your grandfather insisted.”
- **example 3**—“But your grandfather insisted,” she’d say, shaking her head.

12. Instruct students to Think–Pair–Share to answer this question:

 **What does this dialogue show about the relationship between Bud and his mother?**

Key Ideas

- Bud’s mother gave him advice intended to keep him safe and healthy.
- Bud behaved with respect and obedience toward his mother.

Sample Think Aloud

Christopher Paul Curtis doesn’t use action beats on this particular page of the text, but if we wanted to insert one that showed what Bud or his mother was doing before they spoke, we’d position it just before the tag. For example, I could imagine Bud smiling when he said, “Yes, Momma.” So, I could write: Smiling, I’d say, “Yes, Momma.” Or I might imagine Bud’s mother shaking her head when she talks about what Bud’s grandfather insisted, so I could write: Shaking her head, she’d say, “But your grandfather insisted.” You could also put the dialogue before the dialogue tag and the action beat at the end. Then the sentence would read: “But your grandfather insisted,” she’d say, shaking her head.

13.  **Introduce the learning task.** Direct students to their journals. Instruct students to explain how writers can use dialogue tags and action beats to improve their writing.

Analyze Student Progress

Monitor: Do students explain that dialogue tags and action beats convey additional information about a character?

Offer Immediate Support: If students need additional examples of dialogue tags and action beats, prompt them to consider how a character might feel in response to an event in the writing model, and then suggest words that demonstrate those feelings.

Plan Future Practice: Students practice revising dialogue tags in lesson 23.

Key Ideas

- Dialogue tags and action beats can add insight to how a character is feeling or what a character is doing as they speak.
- Dialogue tags and action beats convey important information about characters.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

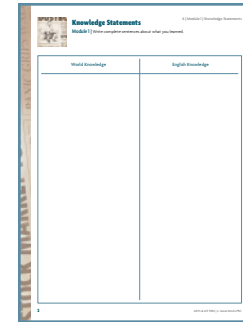
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about sundown towns?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 20

Essential Question | How do people persevere through hardship?

Content Framing Question | **Reveal:** What does a deeper look at dialogue reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine and analyze dialogue in *Bud, Not Buddy*. Students build knowledge of the narrative technique of using dialogue to develop characters, which they apply in their response to the End-of-Module Task. Then they analyze how characters refer to other dialogue to build meaning in a passage from *Bud, Not Buddy*. During writing instruction, students write dialogue to further develop an event in the Writing Model for Module 1.

P A Prologue to lesson 20 is available for students who need additional support.

Learning Goals

Analyze dialogue in *Bud, Not Buddy*.

LEARNING TASK: Write an explanation of what dialogue between the mouth organ man and Bud in chapter 8 of *Bud, Not Buddy* reveals about Hooverville's community.

Examine how dialogue develops events.

LEARNING TASK: Write dialogue that further develops an event in the Writing Model for Module 1.

Vocabulary

community (n.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Dialogue in *Bud, Not Buddy*
- **Respond:** Analyze Dialogue
- **Write:** Write Dialogue

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*
- journal
- annotated Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for “Mother to Son” (*Learn* book, Fluency) and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at dialogue reveal?
3. Tell students that they will examine and analyze how dialogue develops characters in *Bud, Not Buddy*.

LEARN 53 minutes

Read | Examine Dialogue in *Bud, Not Buddy* | 20 minutes

1. Ask this question:



What do you think of when you hear the word *community*?

2. Introduce the vocabulary term *community* by displaying the term and definitions. Engage students in Vocabulary Exploration.
3. Direct attention to *Bud, Not Buddy*. Tell students that they will follow the Repeated Reading instructional routine to closely examine a part of the text. Explain that this routine has four parts. First, the teacher reads aloud to model fluent reading. Then, students participate in a shared reading, by Echo Reading, Choral Reading, or partner reading. Next, students ask questions about pronunciation and meaning of words. The teacher may read aloud again. Finally, students read independently, either silently or in a whisper.

Definitions

community (n.):

1. a feeling of wanting to be with other people or of caring about the other people in a group
2. a group of people who live in the same area, such as a city, town, or neighborhood

4. Engage students in Repeated Reading of the portion of page 67 from “The mouth organ” to “you’re looking for.”

Teacher Note

As needed, explain that a mouth organ is a harmonica.

5. Assess and activate prior knowledge by asking this question:



What did you learn about dialogue tags and action beats?

6. Reinforce the correct responses: Dialogue tags tell how characters feel or act, and action beats provide additional detail about characters’ feelings or actions.
7. Remind students that *dialogue* means “the things that are said by the characters in a story, movie, play, etc.”
8. Ask this question:



Why are dialogue, dialogue tags, and action beats important in writing?

Key Ideas

- give details about characters’ feelings and actions
 - deepen understanding of who characters are and how they behave
 - show how characters relate to one another
9. Instruct students to annotate the dialogue tags and action beats in the Repeated Reading passage.
 10. Tell students that they will look closely at the dialogue from their Repeated Reading passage and analyze what it reveals about the text.

11. Invite three students to read aloud the portion of page 67 from “The mouth organ” to “you’re looking for.”
12. Instruct one student to read the dialogue for the mouth organ man, another student to read the dialogue for Bud, and a third student to read the narrative dialogue tags.
13. Ask this question:



What does the author reveal about Hoovervilles with this dialogue?

Key Ideas

- Hoovervilles are good places.
- People in Hoovervilles share the same goals.
- Everyone is welcome in a Hooverville.

14. Ask this question:



What does the author reveal about the characters in this dialogue?

Differentiation Support

To help students understand the role that dialogue plays in developing characters, prompt them to name one thing they know about a character and locate one piece of dialogue as evidence.

Key Ideas

- Bud is hungry and tired.
- Bud is nervous about what is going to happen.
- The mouth organ man thinks that people who need the same things should be together.

15. Instruct students to Think–Pair–Share to answer this question:

 **Why is it good to be in a place where people need the same things?**

Key Ideas

- People have things in common and can support each other.
- People understand one another.

16. Read aloud the portion of page 68 from “All these people” to “the same boat.”

17. Ask this question:

 **Why does the mouth organ man repeat Bud’s words?**

Key Ideas

- It shows he is listening.
- It shows how the Hooverville can help Bud with his problems.

18. Instruct students to Think–Pair–Share to answer these questions:

 **Why does the mouth organ man think Bud belongs in Hooverville?**

 **What does the author reveal about Hoovervilles or the characters in this dialogue?**

Key Ideas

- Hooverville is a community of people who want and need the same things as Bud.
- Everyone in the Hooverville is tired, hungry, and a little nervous about tomorrow.
- The mouth organ man is a careful listener.

Respond | Analyze Dialogue | 13 minutes

1. Remind students that this text and the nonfiction texts they read in lesson 18 show the separation of families during the Great Depression.
2. Ask this question:



How could the mouth organ man's advice help someone like Bud?

Key Ideas

- points out a community that shares goals and needs, like a family
 - shows how different people can all be welcome in a community
3.  **Introduce the learning task.** Direct students to their journals. Instruct students to write an explanation of what the dialogue between the mouth organ man and Bud of *Bud, Not Buddy* reveals about Hooverville's community.

Analyze Student Progress

Monitor: Do students write an explanation of what the dialogue reveals about Hooverville's community?

Offer Immediate Support: If students need additional support writing about what the dialogue reveals, direct them to what the mouth organ man says about Hoovervilles on pages 67–68.

Plan Future Practice: Students practice analyzing dialogue from *Bud, Not Buddy* in lesson 23.

4. Invite a few students to share their responses.

Key Ideas

- The community is friendly and welcoming.
- The community is like a family.

Write | Write Dialogue | 20 minutes

1. Explain that in addition to developing characters, dialogue can help develop events.
2. Direct attention to *Bud, Not Buddy*. Read aloud the portion of pages 68–69 from “Brother, why don’t” to “to chip it.”
3. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:



How does the dialogue between Bud and the people by the fire describe or illustrate the events in Hooverville?

Key Ideas

- Someone calls the mouth organ man “Brother”—a familial term.
- The mouth organ man says everyone helps in Hooverville.
- Bud and Bugs call the mouth organ man “sir”—a term of respect.

Teacher Note

As needed, review punctuation used in dialogue, ensuring that students understand where to position quotation marks, commas, and periods.

4. Direct students to the annotated Writing Model for Module 1, located in the *Learn* book. Instruct them to annotate places in the writing model where dialogue can add more details to develop events.

Language Support

Allow students to discuss where dialogue could be used to add more details to develop events, rather than annotating the writing model.

5.  **Introduce the learning task.** Direct students to their journals. Instruct them to write dialogue that further develops an event in the writing model.

Analyze Student Progress

Monitor: Do students add a relevant detail to describe an event by using dialogue?

Offer Immediate Support: If students need additional support writing dialogue to develop an event, direct them to the writing model to review an example of dialogue.

Plan Future Practice: Students practice using dialogue from *Bud, Not Buddy* in lesson 23.

6. Invite a few students to share their responses. Use responses to emphasize how dialogue develops events.

LAND 5 minutes

Reflect on Learning

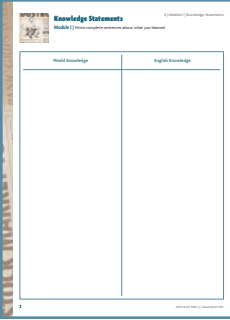
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about dialogue?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?



2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.7.6 Structure: MM.7.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.I

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.4.6 Structure

CP.5.6 Language

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 21

Essential Question | How do people persevere through hardship?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students review information from chapters 1–10 of *Bud, Not Buddy* to gather evidence for a class discussion. Students discuss central ideas based on Bud's actions, motivations, and interactions with supporting characters. During writing instruction, students review the Narrative Writing Planner for Module Task 1 to determine the exposition, rising action, climax, falling action, and resolution. This work prepares students for their End-of-Module Task.

P A Prologue to lesson 21 is available for students who need additional support.

Learning Goals

Explain a central idea in *Bud, Not Buddy*.

LEARNING TASK: During a class discussion, share a central idea from *Bud, Not Buddy*.

Determine the exposition, rising action, climax, falling action, and resolution of a narrative.

LEARNING TASK: Complete the Narrative Writing Planner for Module Task 1.

Vocabulary

none

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss a Central Idea
- **Write:** Complete a Narrative Arc

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*
- journal
- Supporting Character Organizer 1 for *Bud, Not Buddy* (*Learn* book, lesson 17)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- Narrative Writing Planner for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Consider the best seating arrangement for a student-centered class discussion, and plan how and when to rearrange your seating as needed.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for “Mother to Son” (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will reflect on the first 10 chapters of *Bud, Not Buddy* to identify and discuss central ideas.

LEARN 53 minutes

Read | Prepare for a Discussion | 15 minutes

1. Direct students to their journals and instruct them to work with a partner to review their notes and annotations from chapters 1–10. Tell them to create a bulleted list of important details about what motivates Bud and how he responds to events in the chapters.

Differentiation Support

To help students identify Bud's motivations, ask these questions:

- Why does Bud save his belongings in a suitcase?
- Why does Bud decide to travel to Grand Rapids?

Language Support

If possible, pair students who speak the same home language.

Key Ideas

- Bud cares about his belongings, particularly the flyers that remind him of his mother.
- Bud knows the importance of staying calm. Even when he's initially frustrated, angry, or scared, he is able to focus on his next steps.
- Bud is appropriately cautious at first, but he acts quickly to defend himself when needed.
- Bud is defensive about not knowing his identity and is determined to find his father.

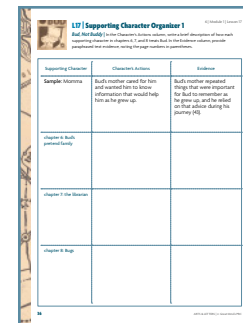
Invite a few students to share their responses.

2. Direct students to the Supporting Character Organizer 1 for *Bud, Not Buddy*, located in the *Learn* book. Instruct them to Jot–Pair–Share to answer this question:

 **What similarities do you notice about the supporting characters?**

Key Ideas

- Supporting characters like the Amoses treat Bud poorly.
 - Many supporting characters, like his pretend family, the librarian, Deza, and Bugs, provide Bud with support.
3. Remind students of the term *central idea*. Explain that readers formulate central ideas based on details that arise in the text. In *Bud, Not Buddy*, readers can examine details about the main character and his interactions with supporting characters to help identify central ideas in the first 10 chapters.
 4. Instruct students to review the right-hand column of Supporting Character Organizer 1 for information about how Bud responds to the actions of supporting characters.



Supporting Character	Character's Actions	Evidence
Sample Character	Bud's mother used to turn and pretend that he knew more than he did, but Bud as he grew up.	Bud's mother repeated things that were important to him as he grew up, and he relied on that advice during his journey [15].
Chapter 6: Bud's pretend family		
Chapter 7: The librarian		
Chapter 8: Bugs		

5. Direct students to their journals. Instruct students to Jot–Pair–Share to answer these questions:

 **How does Bud respond to the words and actions of supporting characters?**

 **What is a central idea in *Bud, Not Buddy*?**

Key Ideas

- Bud is grateful to the people who show him kindness.
- Bud defends himself when in danger and moves away from dangerous situations or people like the Amoses.
- Bud figures out how to leave when the Amoses create a dangerous and unsafe situation for him.
- Bud is grateful to the librarian when she teaches him how to read maps.
- Deza reminds Bud about feelings and what it is like to have people care for him.
- Bud enjoys how Bugs looks up to him and appreciates his company when they travel together.

Respond | Discuss a Central Idea | 20 minutes

1. Remind students that during a class discussion it is important to follow norms, or rules that make the conversation productive. Review class discussion norms.
2. Tell students that they will have an opportunity to practice two new goals during today's discussion. Display and introduce these speaking and listening goals:
 - Speak at a volume and rate others can understand.
 - Set goals to improve discussions.
3. Invite two students to model speaking at a volume and rate that is difficult to understand. Ask this question:

 **Why is it important to consider your volume and rate when participating in a discussion?**

4. Tell students that monitoring their volume and rate could be one goal they have for this upcoming discussion. Instruct students to reflect on their participation in previous discussions and on the class discussion norms.
5. Instruct them to Jot–Pair–Share to answer this question:

 **How can you improve your participation in class discussions?**

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

6. Use responses to write and display three to five goals for the class discussion.
7.  **Introduce the learning task.** Instruct students to refer to their notes on Bud from chapters 1–10, their supporting character organizers, and responses to Jot–Pair–Share in their journals to support their ideas. Begin the discussion by asking these questions:

 **How does Bud respond to the words and actions of supporting characters?**

 **What is a central idea in *Bud, Not Buddy*?**

Analyze Student Progress

Monitor: Do students share evidence of the ways that supporting characters begin to influence Bud?

Offer Immediate Support: If students need additional support articulating central ideas, provide them with this sentence frame: The people Bud meets help him start to _____.

Plan Future Practice: Students practice distilling central ideas in lesson 32.

8. At the end of the discussion, reinforce key ideas.

Key Ideas

- Even though Bud meets people who mean him harm, such as the Amoses, the majority of the people he meets offer him help, support, and comfort.
- As Bud continues on his journey, he learns to trust people and accept help from others.
- Bud needs people—he enjoys friendship, learning new things from others, and having someone to count on.
- Bud knows how to move on from people who intend him harm—he always keeps going.
- Bud's search for family is the driving force behind his journey.

9. Instruct students to review their written central ideas. Tell them to make any necessary changes based on how their thinking changed during the discussion.

10. Invite a few students to share any changes they made.

Write | Complete a Narrative Arc | 18 minutes

- 1.** Direct students to Module Task 1 and the Checklist for Module Task 1, located in the *Learn* book. Briefly review the prompt for Module Task 1.

Module Task 1

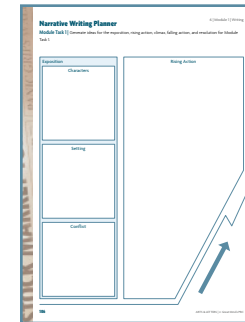
Prompt: Write the exposition and rising action of a narrative that demonstrates how kindness and community in a community help its members.

Checklist

Module Task 1: Write the exposition and rising action of a narrative that demonstrates how kindness and community in a community help its members.

	Answer 1	Answer 2
Knowledge		
shows knowledge of the characters	☐	☐
shows knowledge of the connection between kindness and acts of kindness in community support	☐	☐
shows knowledge of how that builds	☐	☐
Writing		
uses narrative elements, including setting, characters, conflict, and rising action to start a narrative	☐	☐
uses third person narrator	☐	☐
uses dialogue to develop character and events	☐	☐
uses dialogue about historical events from module texts to enhance narrative	☐	☐
uses dialogue and descriptive details including gesture, words, and phrases and/or sensory language to convey events and experiences	☐	☐
Language		
uses pronouns that prepare story	☐	☐
uses an intensive pronoun	☐	☐
uses grade-appropriate words correctly	☐	☐

2. Direct students to the Narrative Writing Planner for Module Task 1, located in the *Learn* book. Briefly review the elements of the organizer: exposition, rising action, climax, falling action, and resolution.
3. Explain that while students will not be writing the entire narrative—only the exposition and rising action—they will still complete the entire organizer to envision a full story.



Differentiation Support

To help students understand each element of the narrative arc, instruct them to review their annotated writing model to see how it corresponds to their annotations for rising action, climax, falling action, and resolution.

Language Support

To leverage students' home languages as resources to support learning, allow students to brainstorm and draft by using all their linguistic knowledge.

4.  **Introduce the learning task.** Instruct students to generate ideas for the exposition, rising action, climax, falling action, and resolution and write them on the narrative writing planner.

Analyze Student Progress

Monitor: Do students identify a character and problem in the exposition that develop throughout the rising action?

Offer Immediate Support: If students need additional support developing a section of the narrative arc, encourage them to think of a problem first by asking this question: What additional issue might Bud face in the Hooverville that could involve another character?

Plan Future Practice: Students practice writing Module Task 1 in lesson 22.

5. Invite a few students to share their responses. Use responses to emphasize how narrative structure functions in writing.

LAND 5 minutes

Reflect on Learning

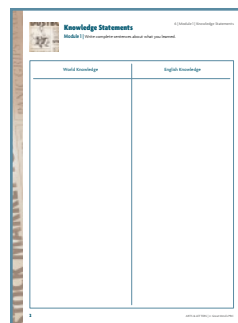
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the narrative arc?
 - What did you learn from *Bud, Not Buddy*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their pages. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.2.6 Theme and Central Idea: MM.2.6.B, MM.2.6.C

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.2.6 Planning: CP.2.6.C, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.d

CP.5.6 Language: CP.5.6.B

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 22

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students articulate knowledge they gained about the Great Depression from module texts. They synthesize their understanding of how people responded to challenges during the Great Depression and write knowledge statements expressing what they've learned. During writing instruction, students draft the beginning of a narrative for Module Task 1. They write the exposition and rising action of a Depression-era story.

Learning Goals

Reflect on knowledge gained about responses to hardship during the Great Depression.

 **LEARNING TASK:** Write a knowledge statement about how people responded to hardship during the Great Depression, using the word *connect* or *bind*.

For Module Task 1, draft the beginning of a story about perseverance during the Great Depression.

 **LEARNING TASK:** For Module Task 1, draft the exposition and rising action of a narrative about community and perseverance in a Hooverville.

Vocabulary

connect (v.)

Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Synthesize Knowledge
- **Respond:** Express Knowledge
- **Write:** Draft a Narrative

LAND

Synthesize Learning

Materials

TEACHER

- *Bud, Not Buddy*
- “Mother to Son” (digital platform)
- “Hooverilles” (digital platform)
- “Hoover’s Prodigal Children” (digital platform)
- “What a Cruel Thing to Do on Mother’s Day” (digital platform)
- class Knowledge Statements for Module 1 (*Learn book*)

STUDENTS

- *Bud, Not Buddy*
- “Mother to Son” (*Learn book*, lesson 16)
- “Hooverilles” (*Learn book*, lesson 17)
- “Hoover’s Prodigal Children” (*Learn book*, lesson 18)

- “What a Cruel Thing to Do on Mother’s Day” (*Learn book*, lesson 18)
- Knowledge Statements for Module 1 (*Learn book*)
- Module Task 1 (*Learn book*, Writing)
- Checklist for Module Task 1 (*Learn book*, Writing)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 11 of *Bud, Not Buddy*.
- Student read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *Bud, Not Buddy*, passage 2 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display these texts:
 - *Bud, Not Buddy*
 - “Mother to Son”
 - “Hooverilles”
 - “Hoover’s Prodigal Children”
 - “What a Cruel Thing to Do on Mother’s Day”
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will review and write about the knowledge they built from *Bud, Not Buddy*; “Mother to Son”; “Hooverilles”; “Hoover’s Prodigal Children”; and “What a Cruel Thing to Do on Mother’s Day.”

LEARN 53 minutes

Read | Synthesize Knowledge | 15 minutes

1. Display and read aloud the Essential Question: How do people persevere through hardship?
2. Display the class Knowledge Statements for Module 1, and direct students to the page in their Learn book. Ask this question:

What did you learn about the Great Depression by studying *Bud, Not Buddy*; “Mother to Son”; “Hoovervilles”; “Hoover’s Prodigal Children”; and “What a Cruel Thing to Do on Mother’s Day”?

Teacher Note

Tell students that they can also answer questions from their Notice and Wonder Checklists for *Bud, Not Buddy* (lesson 12) and “Mother to Son” (lesson 16).

Differentiation Support

To help students express what they learned about the Great Depression from the module texts, ask these questions:

- What specific dangers does Bud face while traveling alone?
- What are some examples of how people responded to economic strain?
- What were Hoovervilles?

3. Add a few responses to the class knowledge statements.
4. Direct students to their journals. Instruct them to Jot–Pair–Share to answer these questions:

How did people respond to family separation during the Great Depression?

How did people respond to economic problems during the Great Depression?

5. Instruct students to Mix and Mingle to share their answers. Prompt students to use module terms to support their discussion.

Key Ideas

- **family separation:** Young people experiencing transience often rode the rails.
- **family separation:** People who were separated from their families relied on their extended communities for support.
- **economic problems:** Many people migrated to find work.
- **economic problems:** Many people without work lived in temporary camps.

Respond | Express Knowledge | 13 minutes

1. Remind students that learning about elements of language such as roots and prefixes can help them use words that highlight important ideas to give deeper meaning to their writing.
2. Display this sample knowledge statement: During the Great Depression, people responded to hardship by building connections within their communities. Direct attention to the term *connections*.
3. Introduce the vocabulary term *connect* by saying it and simultaneously clapping once for each syllable. Instruct students to say the term and clap for each syllable.
4. Display and read aloud these word parts and their definitions:
 - **con-** (prefix)—with
 - **nect, nectere** (root)—to bind

Language Support

To support students' understanding of the term *bind*, display an image of hands tying together a bunch of flowers or a set of books.

5. Instruct students to work with a partner to infer the term's meaning.

Definition

connect (v.): to join (two or more things) together

6. Invite a few students to share their ideas. As students share, reinforce the correct definition. Emphasize that knowing the meaning of a root can help readers understand the meaning of a whole term. When a reader knows that *nect* means “to bind,” they can think more deeply about the definition of *connect*.

Differentiation Support

To expand students’ vocabulary use, prompt them to orally rehearse sentences that use the word *connect* correctly.

7. Instruct students to Mix and Mingle to answer this question:



How did people connect in response to hardship during the Great Depression?

Key Ideas

- by gathering in Hoovervilles
- by riding the rails together
- by pooling scarce resources

8. Direct attention to Knowledge Statements for Module 1. Pose this prompt:



Write a knowledge statement about what you have learned from the texts in this module.

Differentiation Challenge

To expand language use, prompt students to use strategies from Sentence Strategies for Module 1, located in the *Learn* book, in their knowledge statements.

9. Instruct students to work with a partner to review their knowledge statements and orally rehearse those that use either *connect* or *bind*.
10.  **Introduce the learning task.** Instruct students to write a knowledge statement on Knowledge Statements for Module 1 about how people responded to hardship during the Great Depression. Prompt them to use *connect* or *bind*.

Analyze Student Progress

Monitor: Do students include an example of connection or binding together in their statement?

Offer Immediate Support: If students need additional support incorporating the concept of connection into their knowledge statement, prompt them to identify a key idea about connection during the Great Depression and add that information to their statement, using *connect* or *bind*.

Plan Future Practice: Students practice writing knowledge statements about the Great Depression in lesson 33.

11. Invite a few students to share their responses. Use responses to emphasize children's different experiences during the Great Depression.

Write | Draft a Narrative | 25 minutes

1. Direct students to Module Task 1 and the Checklist for Module Task 1, located in the *Learn* book. Review the Module Task 1 prompt and checklist.
2. Facilitate a brief discussion of students' remaining questions.

Teacher Note

Students may complete Module Task 1 on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

Module Task 1
Prompt: Write the response and using a series of sentences that demonstrates how business and community in a historical time shaped your response.

Checklist
Module Task 1: Write the response and using a series of sentences that demonstrates how business and community in a historical time shaped your response.

	Assess 1	Assess 2
Knowledge		
shows knowledge of historical events	☐	☐
shows knowledge of the connection between business and acts of business or community support	☐	☐
shows knowledge of how that helps	☐	☐
Writing		
uses narrative elements, including setting, characters, conflict, and using a series of sentences	☐	☐
uses a clear point of view	☐	☐
uses dialogue to develop character and events	☐	☐
uses words about historical events that make sense to address narrative	☐	☐
uses dialogue and descriptive details including specific words and phrases and/or sensory language to convey events and experiences	☐	☐
Language		
uses punctuation that supports tone	☐	☐
uses an effective process	☐	☐
uses grade-appropriate words correctly	☐	☐

3. **Introduce the learning task.** Instruct students to draft a response for Module Task 1.

Analyze Student Progress

Monitor: Do students draft a relevant exposition and rising action?

Offer Immediate Support: If students need additional support writing the exposition and rising action, direct them to the Narrative Writing Planner for Module Task 1 and ask this question: What do you know about Hooverilles?

Plan Future Practice: Students practice writing a narrative for their End-of-Module Task in lesson 38.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do people persevere through hardship?

Use responses to reinforce these Knowledge Threads:

- When people experience adversity, their definitions of home and family may shift to include larger communities that provide help and support.
- Individual people and communities survive hardship by attempting to change circumstances or by refusing to give up.
- African American culture, including musical innovations, fostered community resilience during the Great Depression.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about the role of community?
- What did you learn from Bud about ways to respond to hardship?

2. Assign the follow-up work to read chapter 11 of *Bud, Not Buddy* before the next lesson.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.A.b, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.c, CP.4.6.B, CP.4.6.B.d

CP.5.6 Language: CP.5.6.B, CP.5.6.D

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.9.6 Nouns and Pronouns: DF.9.6.A, DF.9.6.B

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 23

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapter 11 of *Bud, Not Buddy* to identify actions that make Bud feel welcome. They identify the Sleet family's actions toward Bud. This work prepares students to explain what Bud learns from the Sleet family. During writing instruction, students write dialogue tags to develop character. They revise Module Task 1 by adding vivid verbs to dialogue tags to develop character.

P A Prologue to lesson 23 is available for students who need additional support.

Learning Goals

Identify how Bud reacts to the Sleet family.

LEARNING TASK: Explain what Bud learns from the Sleet family.

For Module Task 1, revise dialogue tags to develop a character.

LEARNING TASK: For Module Task 1, revise by adding at least one vivid verb to each of three dialogue tags to develop a character and then explain the effect of each revision.

Vocabulary

levity (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify the Sleet Family's Actions in *Bud, Not Buddy*
- **Respond:** Explain the Sleet Family's Actions
- **Write:** Revise Dialogue Tags

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- “Pullman Porters” (digital platform)
- Knowledge Card: *levity*

STUDENTS

- *Bud, Not Buddy*
- “Pullman Porters” (*Learn* book)
- index cards
- journal
- annotated Writing Model for Module 1 (*Learn* book, Writing)
- Module Task 1 (*Learn* book, Writing)
- Checklist for Module Task 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 12 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *Bud, Not Buddy*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapter 11 of *Bud, Not Buddy* for information about the supporting characters' actions.

LEARN 53 minutes

Read | Identify the Sleet Family's Actions in *Bud, Not Buddy* | 25 minutes

1. Instruct students to annotate details in chapter 11 to answer this question:



What happens in the beginning, middle, and end of this chapter?

Differentiation Support

To help students identify what happens in the beginning, middle, and end of this chapter, direct attention to pages 108–115, 116–121, and 122–129.

Key Ideas

- **beginning:** Bud and Lefty Lewis are in the car; Lefty Lewis is driving; Bud falls asleep.
 - **middle:** Bud realizes he is in Lefty Lewis's daughter's house; he meets Lefty Lewis's daughter and two grandchildren.
 - **end:** Bud has breakfast with the family.
2. Read aloud the portion of pages 108–109 from “Sometimes it’s terrible” to “drive a car?”
 3. Invite a student to read aloud the second sentence in the sixth paragraph on page 109, starting with “This time when.”

4. Instruct students to Think–Pair–Share to answer this question:

 **What does this sentence tell us about Lefty Lewis?**

Key Ideas

- He thinks Bud is funny.
- He finds humor even when other people don't.

5. Ask this question:

 **How does Bud react to Lefty Lewis's laughing?**

Reinforce the correct response: He does not react. It is like he does not even notice it.

6. Instruct students to work in small groups to read each of the following portions of these pages:

- pages 119–120 from “Good morning, Ma’am” to “is Mrs. Sleet, Bud”
- pages 121–122 from “Lefty Lewis said” to “into the kitchen”
- pages 123–124 from “The little girl” to “shook his head”

7. Tell students that they will follow the instructional routine Give One–Get One–Move On to discuss how the members of the Sleet family treat each other and how Bud reacts to the family. Explain how this routine works. First, you ask a question and students jot responses on index cards. Next, students find a partner and discuss their responses. On your cue, students trade their cards with their partner and find a new partner. Then, in their new pairs, students discuss the responses they received from their previous partner. This process repeats until you end the routine. Tell students that for their first practice, they will discuss their responses with three partners.

8. Ask these questions:

 **How do the members of the Sleet family treat each other?**

 **How does Bud react to the Sleet family?**

9. Invite a few students to share their responses.

Key Ideas

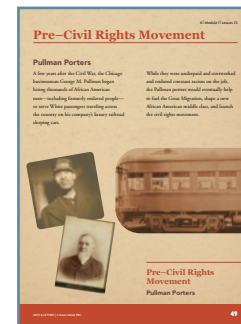
- **Sleet family:** They tease each other.
- **Sleet family:** They make jokes.
- **Sleet family:** They sing silly songs.
- **Bud:** He doesn't laugh at any of the jokes.
- **Bud:** He does not seem to get or notice the jokes.

10. Direct students to “Pullman Porters,” located in the *Learn* book. Instruct them to read the text to answer these questions:

Who were Pullman porters?

What role did Pullman porters play in American history?

Reinforce the correct responses: Pullman porters were African American men who served White people on luxury railroad sleeping cars. They were underpaid, overworked, and endured racism. They helped fuel the Great Migration, shaped a new Black middle class, and helped launch the civil rights movement.



11. Instruct students to read the portion of pages 126–127 from “Mrs. Sleet sat down” to “people called redcaps,” and annotate Bud’s thoughts about the Sleets and eating breakfast with them.

12. Invite a few students to share the passages they annotated.

Sample Annotations

- “Eating with the Sleets and Lefty Lewis was hard to do ... because they talked through the whole breakfast.” (126)
- “kept trying to get me to talk” (126)
- “If these Sleets had to live under those rules they’d all starve to death.” (127)
- “They talked.” (127)
- “they were doing so much chattering” (127)

13. Ask this question:

 **Why does Bud think the Sleets would starve at the Home?**

Reinforce the correct response: Kids were not allowed to talk at the Home while eating, and if they talked, they would have to get up from the table and leave their food.

Respond | Explain the Sleet Family’s Actions | **10 minutes**

1. Direct attention to students’ annotations. Lead students in a Whip Around to answer this question:

 **What words would you use to describe the Sleet family?**

Key Ideas

- silly
- funny
- happy
- teasing

2. Ask this question:



How does Bud react to the silliness?

Key Ideas

- He thinks about other places he has had breakfast.
- He finds it difficult to participate.

3.  **Introduce the learning task.** Direct students to their journals. Instruct them to explain in writing what Bud learns from the Sleet family.

Analyze Student Progress

Monitor: Do students identify what Bud learns from the Sleet family's actions?

Offer Immediate Support: If students need additional support explaining what Bud learns from the Sleet family, remind them of the difference between Bud's experience of eating at the Home versus eating at the Sleet house.

Plan Future Practice: Students practice identifying how Bud reacts to supporting characters in *Bud, Not Buddy* in lesson 24.

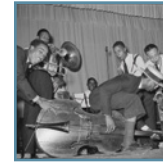
4. Invite a few students to share their responses.

Key Ideas

- Doing something silly, like singing as Kim does, can help someone stop focusing on a bad memory.
- The Sleet family's interactions show Bud humor and joy.
- Meals can be a time of joy, laughter, and talking.
- Family can be joyful and fun.

5. Introduce the vocabulary term *levity* by displaying the Knowledge Card. Engage students in Vocabulary Exploration.

6. Facilitate a brief discussion about the concept of levity. Ask this question:



 **What is your favorite example of levity from chapter 11?**

Differentiation Support

To help students identify an example of levity, direct attention to the portion of page 128 from “This might be” to “into the kitchen.”

Differentiation Challenge

To expand students’ vocabulary use, instruct students to create chapter titles using Knowledge Card words.

Definition

levity (n.): a lack of seriousness; an amusing quality

Write | Revise Dialogue Tags | 18 minutes

1. Direct students to the annotated Writing Model for Module 1, located in the *Learn* book. Read aloud this sentence from the writing model: “Yeah, we don’t like those fancy clothes!’ Ray added, stamping his small feet.”
2. Remind students that dialogue tags give details about characters’ feelings or actions to deepen understanding of who characters are and how they behave.

3. Direct students to Module Task 1 and the Checklist for Module Task 1, located in the *Learn* book. Review the task and checklist.

4. Direct attention to this checklist row in the Writing section: uses dialogue to develop character and events.

5. Tell students that they will learn how to improve dialogue tags by revising them to include more precise language. Explain that vivid verbs illustrate actions clearly and powerfully, and are examples of precise language.

6. Model how to add a vivid verb to enhance a dialogue tag.

7. Display this sentence: “Yeah, we don’t like those fancy clothes!” Ray hollered, stamping his small feet.

8. Ask this question:

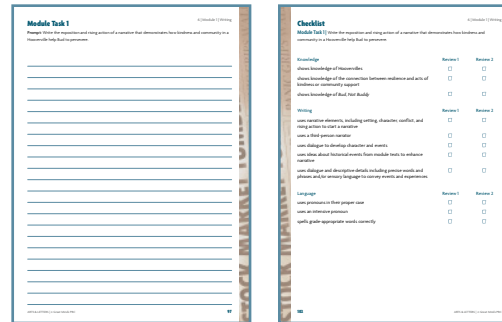


How does replacing the word *added* with *hollered* change or enhance your understanding of Ray’s character?

Key Ideas

- shows Ray’s emotion more clearly
- makes him seem a little out of control
- makes his stamping feet seem angrier

9. Remind students of the original sentence: “Yeah, we don’t like those fancy clothes!” Ray added, stamping his small feet.”



- 10.** Facilitate a discussion of other vivid verbs that would change or enhance students' understanding of Ray.

Key Ideas

- roared
- shrieked
- bellowed

- 11.** Instruct students to work with a partner to revise the sentence to include a vivid verb that changes or enhances their understanding of Ray.

- 12.** Invite a few students to share their responses.

Language Support

Based on your students' needs, pause to define *vivid* and *verb*, and provide a word bank of vivid verbs to help students revise the sentence. You may include words such as *shouted*, *wailed*, *sputtered*, *erupted*.

Key Ideas

- "Yeah, we don't like those fancy clothes!" Ray shouted, stamping his small feet.
- "Yeah, we don't like those fancy clothes!" Ray wailed, stamping his small feet.
- "Yeah, we don't like those fancy clothes!" Ray sputtered, stamping his small feet.

- 13.**  **Introduce the learning task.** Direct students to Module Task 1. Instruct them to revise their module task draft by adding at least one vivid verb to each of three dialogue tags to develop a character. Prompt students to also explain the effect of each revision in their journals.

Analyze Student Progress

Following completion of Module Task 1, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and to plan future writing instruction.

LAND 5 minutes**Reflect on Learning**

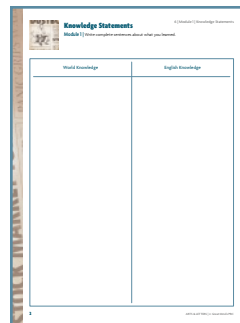
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about family?
 - What did you learn from *Bud, Not Buddy*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Assign the follow-up work to read chapter 12 of *Bud, Not Buddy* before the next lesson.
 4. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.2.6 Planning: CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B, CP.5.6.D

CP.6.6 Revision

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 24

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapter 12 of *Bud, Not Buddy* to identify and explain Lefty Lewis's statements. They identify what Lefty Lewis says and how Bud reacts. This work prepares students to summarize how Bud's responses to Lefty Lewis change. During writing instruction, students examine pacing in the writing model. They explain how words and phrases affect the pacing in the story.

P A Prologue to lesson 24 is available for students who need additional support.

Learning Goals

Identify Lefty Lewis's statements in *Bud, Not Buddy*.

LEARNING TASK: Describe how Bud's responses to Lefty Lewis change in chapter 12.

Examine pacing in the writing model.

LEARNING TASK: Explain how two or more words and phrases affect pacing in the writing model.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Lefty Lewis's Statements in *Bud, Not Buddy*
- **Respond:** Summarize What Bud Learns
- **Write:** Examine Pacing

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*
- Lefty Lewis's Statements for *Bud, Not Buddy* (*Learn* book)
- journal
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- annotated Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Familiarize yourself with the term *pacing*. See the Write section for details.

Follow-Up

- Before the next lesson, students read chapters 13–14 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *Bud, Not Buddy*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapter 12 of *Bud, Not Buddy* to identify and explain what Lefty Lewis's statements mean and what Bud learns.

LEARN 53 minutes

Read | Identify Lefty Lewis's Statements in *Bud, Not Buddy* | 20 minutes

1. Instruct students to Think–Pair–Share to answer this question:

 **Have you encountered a character in books, television, or movies who reconsiders an idea based on new information?**

Use responses to emphasize that people, like Bud, always have something more to learn.

2. Ask this question:

 **What makes a character's statement important in a story?**

Key Ideas

- It provides a vital piece of information.
- It moves the plot forward.
- It changes the thoughts or behaviors of other characters.

3. Instruct students to annotate dialogue in chapter 12 to answer this question:



 **What are Lefty Lewis's most important statements in this chapter?**

Differentiation Support

To help students identify Lefty Lewis's most important statements in this chapter, direct attention to pages 131, 133–139, and 142–143.

Language Support

Based on your students' needs, pause to define any unknown words (e.g., *loathsome*).

Sample Annotations

- “I got in touch with your daddy to let him know you were all right.” (130–131)
- “do exactly as I say” (133)
- “take that box that is next to me and quickly put it all the way beneath your seat” (134)
- “a union is like a family” (136)

4. Direct students to Lefty Lewis's Statements for *Bud, Not Buddy*, located in the *Learn* book. In the first column, instruct students to use their annotations to paraphrase Lefty Lewis's statements. In the second column, instruct students to explain Bud's reactions.

Lefty Lewis's Statements	Righty Lewis's Statements
Lefty Lewis (you are the witness) prepared all of the statements, using the page numbers as evidence, to the second column paragraph (but not using the page numbers as evidence).	Righty Lewis (you are the witness) prepared all of the statements, using the page numbers as evidence, to the second column paragraph (but not using the page numbers as evidence).

5. Think aloud to explain the sample row.

Language Support

To help students understand the sarcasm in Lefty Lewis's statement about the feared and loathsome labor organizers of Detroit, direct attention to Lefty Lewis's explanation of labor organizers on page 139 and compare it with the words *feared* and *loathsome*. Ask these questions:

- Is Lefty Lewis serious when he calls the labor organizers “feared” and “loathsome”?
- Who might actually fear or loathe the labor organizers?

Key Ideas

- **Lefty Lewis's Statement:** Lefty tells Bud to listen carefully and do exactly as he says (133); **Bud's Reaction:** Bud thinks something terrible is about to happen (134).
- **Lefty Lewis's Statement:** Lefty tells Bud that the police officer saved him from the feared labor organizers (136); **Bud's Reaction:** Bud wonders what a labor organizer is (136).
- **Lefty Lewis's Statement:** Lefty tells Bud that a union is like a family (136); **Bud's Reaction:** Bud is curious about why the cops don't like unions (136).
- **Lefty Lewis's Statement:** Lefty tells Bud that something dangerous is in the box and that Bud can look at it (137); **Bud's Reaction:** Bud thinks a gun is in the box (138).

Sample Think Aloud

In the Lefty Lewis's Statements column, I write this sentence: Lefty Lewis tells Bud that he got in touch with Bud's dad to let him know that Bud was all right. In the Bud's Reaction column, I write this sentence: Bud reacts to this news with concern. I write this because Bud becomes worried after hearing that Lefty Lewis got in touch with Herman E. Calloway.

Respond | Summarize What Bud Learns | 13 minutes

1. Instruct students to read the portion of pages 132–139 from “Suddenly a siren” to “a good job.” Instruct students to Mix and Mingle to answer this question:



How are Bud’s initial reactions to Lefty Lewis’s statements different from what he finally understands?

Key Ideas

- learns that nothing terrible happened after Lefty Lewis told him to do exactly what he said
- learns that no gun is in the box, only papers
- learns that the papers are dangerous only to the bosses because the papers will help the laborers form a union

2.  **Introduce the learning task.** Direct students to their journals. Instruct them to summarize how Bud’s responses to Lefty Lewis’s statements change in chapter 12.

Analyze Student Progress

Monitor: Do students write summaries that include accurate, text-based responses to explain how Bud’s initial reactions to Lefty Lewis change?

Offer Immediate Support: If students need additional support summarizing how Bud’s responses change, instruct them to compare the Lefty Lewis’s Statements column in their chart with what Bud eventually understands about Lefty Lewis’s statements.

Plan Future Practice: Students practice summarizing in lesson 25.

3. Invite a few students to share their responses.

Key Ideas

- At first, Bud worries something terrible will happen with Lefty Lewis, but then realizes he doesn't need to worry.
- At first, Bud is concerned that labor organizers are feared, but later, he learns that labor organizers help form unions and aren't feared, except by bosses.
- Bud doesn't know what a union is, but he learns that unions are groups that support laborers' rights.
- Bud thinks something dangerous is in the box that Lefty Lewis tells him to hide, but he learns that the only thing dangerous inside the box is the information about forming a union.

4. Instruct students to Think–Pair–Share to answer this question:



What do you think would be an appropriate title for chapter 12?

Key Ideas

- Meeting the Band
- Unions and Reunions
- Finding My Father

Write | Examine Pacing | **20 minutes**

1. Tell students that today they will begin preparing for Module Task 2. Direct students to Module Task 2, located in the *Learn* book. Choral Read the prompt: Write the climax, falling action, and resolution of a narrative about how music offered a character levity or hope. Choose a character from the Dusky Devastators to lead the narrative.
2. Direct students to the Checklist for Module Task 2, located in the *Learn* book. Briefly review the checklist.

3. Direct attention to this line in the checklist: uses pacing to develop character and events. Explain that *pacing* refers to the rate of movement or progress and can either speed up or slow down a narrative.

Differentiation Support

To help students understand pacing, direct attention to the sentence on page 132 beginning with “Lefty Lewis spent.” Ask this question: How does this pacing choice affect our understanding of time passing?

4. Explain that temporal words and temporal phrases are words or phrases that are related to time.
5. Facilitate a discussion about how authors use temporal words and phrases to speed up or slow down pacing.

Key Ideas

- to create a time shift
- to indicate speed or how much time has passed

[illegible]

Checklist		Knowledge	
Week 1 Try to learn the Chinese Siding and use a combination of a computer that demonstrates what others are doing and a teacher to learn a character from <i>Lesson 5</i>. Copying and the Study Dictionary to find the meaning of the characters.			
Knowledge		Review 1	Review 2
above knowledge of music skills during the Great Expansion		☐	☐
above knowledge of the relationship between music and poetry		☐	☐
above knowledge of <i>Red Hair</i> study		☐	☐
Writing		Review 1	Review 2
use variation effectively, evaluating Chinese, filling in notes, and modification and a variation		☐	☐
use a three-part sentence		☐	☐
use parallelism to connect sentences and entities		☐	☐
use other above historical notes from outside notes to enhance literature		☐	☐
use language words, phrases, and clauses to sequence events and signal the end of notes and plan		☐	☐
Language		Review 1	Review 2
write goals separate notes correctly		☐	☐

6. Explain that transition words (e.g., *after*, *before*, *later*, *meanwhile*) are words that connect, or link, ideas or statements.
7. Facilitate a discussion about transition words that connect a sequence of events and signal a shift in time.
8. Ask this question:



What connection can you make between temporal words and transition words?

Reinforce the correct response: Many transition words, such as *after*, also refer to a moment in time.

9. Direct students to the annotated Writing Model for Module 1, located in the *Learn* book. Instruct them to annotate words and phrases that affect pacing.

Sample Annotations

- “just as the boys were about to”
- “she walked quickly”
- “slowly”
- “soon”
- “just then”

10.  **Introduce the learning task.** Instruct students to explain in their journals how two or more words and phrases affect pacing in the writing model.

Analyze Student Progress

Monitor: Do students explain how words or phrases make the narrative move at a new pace?

Offer Immediate Support: If students need additional support explaining how words and phrases affect pacing, instruct them to create a timeline of events using their notes on temporal words and phrases.

Plan Future Practice: Students practice using pacing to develop characters and events in lesson 33.

11. Invite a few students to share their responses.

Key Ideas

- illustrate how quickly or slowly things happen
- illustrate how quickly or slowly characters act
- can indicate a plot shift
- can indicate a speeding up or slowing down of action

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

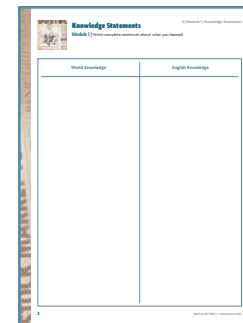
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about how new information affects understanding?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.



3. Assign the follow-up work to read chapters 13–14 of *Bud, Not Buddy* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.3.6 Summary: MM.3.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.e

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 25

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapters 13–14 of *Bud, Not Buddy* to identify supporting characters. They identify how members of the Dusky Devastators treat Bud. This work prepares students to complete a Readers' Theater to summarize how one supporting character supports Bud. During writing instruction, students examine climax in the writing model. They explain how characters' thoughts and feelings enhance the climax of the writing model.

P A Prologue to lesson 25 is available for students who need additional support.

Learning Goals

Identify how supporting characters treat Bud in *Bud, Not Buddy*.

LEARNING TASK: Describe how one supporting character supports Bud.

Analyze the climax in the writing model.

LEARNING TASK: Explain how characters' thoughts and feelings enhance the climax of the writing model.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify How Supporting Characters Treat Bud in *Bud, Not Buddy*
- **Respond:** Summarize How Supporting Characters Treat Bud
- **Write:** Analyze Climax

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*
- Supporting Character Organizer 2 for *Bud, Not Buddy* (*Learn* book)
- journal
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- annotated Writing Model for Module 1 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *Bud, Not Buddy*, passage 2 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will review chapters 13–14 of *Bud, Not Buddy* to identify and explain how supporting characters treat Bud.

LEARN 53 minutes

Read | Identify How Supporting Characters Treat Bud in *Bud, Not Buddy* | 23 minutes

1. Facilitate a brief discussion of this question:



What communities and families has Bud experienced so far?

Key Ideas

- Home
 - the Amoses
 - the mission family
 - the library
 - Hooverville
 - Lefty Lewis and the Sleet family
2. Tell students that Bud's communities and support systems change quite a bit in chapters 13–14.

3. Ask these questions:

What are the settings in chapters 13–14?

Who does Bud engage with in chapters 13–14?

Key Ideas

- **setting:** the Log Cabin
- **setting:** the Sweet Pea
- **who:** Herman E. Calloway
- **who:** the Dusky Devastators
- **who:** Miss Thomas
- **who:** Tyla

4. Direct students to the Supporting Character Organizer 2 for *Bud, Not Buddy*, located in the *Learn* book. Direct attention to the headings of the first three columns: Supporting Character, Character's Actions, and Evidence. In the first column, the names of supporting characters are already entered. Explain that in the second column, students will write how each character treats Bud. Explain that in the third column, students will add evidence for how each character treats Bud. Tell students that they will fill in the fourth column later in the lesson.

126 | Supporting Character Organizer 2

Bud, Not Buddy is a novel by Walter Dean Myers. It is a story about a young boy named Bud who is searching for his father. The story is set in the 1930s during the Great Depression. Bud is a young boy who is searching for his father. He is a young boy who is searching for his father. He is a young boy who is searching for his father.

Supporting Character	Character's Actions	Evidence	Reader's Character Notes
Herman E. Calloway	Herman E. Calloway treats Bud kindly and warmly at first.	Herman E. Calloway says, "You're Bud's daddy's friend, aren't you?" (p. 100). Bud for calls him "Uncle" and "Daddy" and he says he is going to send him back where he belongs (100).	
Mr. Jenkins			
Dirty Dead			

5. Read aloud the portion of page 150 from the first mention of "Herman E. Calloway" to "is you belong." Direct students to the sample row of the organizer.

6. Think aloud to explain the sample row of the organizer.
7. Lead students through a Jigsaw to annotate how the following supporting characters treat Bud:
 - Mr. Jimmy and Dirty Deed
 - Doo-Doo Bug and the Thug
 - Steady Eddie and Miss Thomas
8. Instruct students to add to the organizer. Listen for students to address key ideas in their discussions.

Differentiation Support

To help students identify how supporting characters treat Bud, direct attention to pages 152, 154, 155, 156, 158–159, 164–165, and 174.

Language Support

To help students identify how supporting characters treat Bud, sort the characters into two columns on chart paper or a board: Treats Bud Positively or Treats Bud Negatively.

Key Ideas

- **Mr. Jimmy:** interested in Bud's story; asks Bud a lot of questions about where he's from and his experiences; asks what orphanage Bud was in (151)
- **Dirty Deed:** interested in Bud's well-being; asks Bud how he is doing (154)
- **Doo-Doo Bug:** welcomes Bud and tries to include him; tells Bud not to call him "sir" and makes jokes Bud can take part in (155)
- **The Thug:** teases Bud in a friendly way, but Bud notes not to pay any attention to him; jokes that Bud should call Herman E. Calloway "Daddy" and give him a big hug when he gets to the Sweet Pea (156)
- **Steady Eddie:** protects Bud and looks out for him around the other band members; tells the other band members to leave Bud alone and not "go prying into his life" and tells Bud he's a "tough little nut" (158–159)
- **Miss Thomas:** demonstrates concern for Bud; asks Bud about the stings on his face, compliments him, makes him feel at home when he is crying (164–165; 174)

Sample Think Aloud

I will start with the first column, Supporting Character. Note that the character's name is already filled in. I can tell that Herman E. Calloway is behaving somewhat coldly and distantly because on page 150, he responds to Bud's statement that his mother died by saying he is sorry, but Bud doesn't know what Calloway is talking about. This information corresponds to the information that is written in the Character's Actions column. If I read a bit further, I can see that Calloway calls Bud "disturbed" and tells him they need to send him back. In the Evidence column, it says "Herman E. Calloway says he's sorry Bud's mother is dead, but he calls him 'disturbed' and tells him they're going to send him back where he belongs."

Respond | Summarize How Supporting Characters Treat Bud | 18 minutes

1.  **Introduce the learning task.** Direct students to the Readers' Theater Notes column on the supporting character organizer.
2. Form seven groups. Tell students that they will follow the instructional routine Readers' Theater, which means that they will perform a scene by speaking lines and adding dramatic elements, such as facial expressions and gestures.
3. Assign each group one member of the Dusky Devastators from the organizer. Instruct students to write three to five lines of dialogue between Bud and the supporting character based on that character's interactions with Bud in chapters 13–14.
4. Invite each group to perform.
5. Instruct students to take notes in the Readers' Theater Notes column on how each supporting character treats Bud.

Differentiation Support

To help students demonstrate how each member of the Dusky Devastators treats Bud, tell them to discuss something they notice about each supporting character's behavior.

Analyze Student Progress

Monitor: Do students include ideas from the organizer?

Offer Immediate Support: If students need additional support identifying how supporting characters treat Bud, direct them to their organizers and ask them which actions are supportive.

Plan Future Practice: Students practice explaining supporting characters' actions in lesson 32.

6. Instruct students to write in their journals a summary of how their supporting character supports Bud.

Key Ideas

- Steady Eddie protects Bud when other band members tease him.
- Miss Thomas notices Bud's needs and is sympathetic toward him.
- Mr. Jimmy helps Bud tell his story and makes him feel welcome.

7. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **Where do you think the events in chapters 11–14 fall on the narrative arc?**

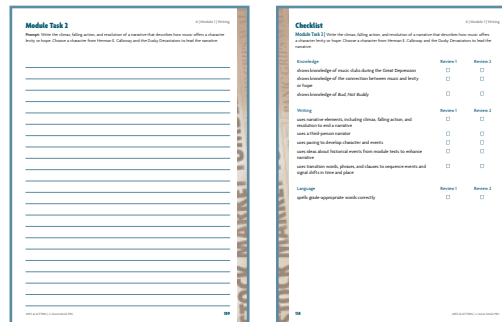
Students will revisit their notes later in the module.

Write | Analyze Climax | 12 minutes

1. Direct students to Module Task 2 and the Checklist for Module Task 2, located in the *Learn* book. Review the task and checklist.
2. Ask this question:

 **What do you remember about the climax of a story?**

Reinforce the correct response: The climax of a story is a turning point at which characters face their most important problem.



Module Task 2

Describe the climax, falling action, and resolution of a narrative that describes how music affects a character. Write in your Journal a response from Chapter 11 following and the Daily Conversation to help the response.

Checklist

Module Task 2 Write the climax, falling action, and resolution of a narrative that describes how music affects a character. Write in your Journal a response from Chapter 11 following and the Daily Conversation to help the response.

	Review 1	Review 2
Knowledge		
shows knowledge of main ideas during the Great Depression	☐	☐
shows knowledge of the connection between music and family or hope	☐	☐
shows knowledge of Bud, Not Buddy	☐	☐
Writing		
uses narrative elements including ideas, feelings, actions, and resolution to tell a narrative	☐	☐
uses third person narrator	☐	☐
uses pacing to develop character and events	☐	☐
uses clear direct historical events from module texts to enhance narrative	☐	☐
uses narrative words, phrases, and clauses to emphasize events and signal shifts in time and place	☐	☐
Language		
uses grade-appropriate words correctly	☐	☐

3. Direct students to the annotated Writing Model for Module 1, located in the *Learn* book.

Ask this question:

 **What is the climax in the writing model?**

Reinforce the correct response: While chasing after the boys, Violet accidentally crashes into a table that holds their only family picture in a glass frame. The glass shatters. She is shocked into realizing that she needs to change her own stubborn behavior to get the twins dressed.

4. Invite a student to fluently read the climax section of the writing model aloud from “Come back here!” to “anger went away.”
5. Direct students to their journals. Instruct them to Jot–Pair–Share to answer these questions:

 **Which sentence in this section includes the most important event?**

 **What emotions do the characters display leading up to and during the event?**

Key Ideas

- **most important event:** the glass breaking
- **emotions leading up to the event:** anger, frustration, excitement
- **emotions during the event:** surprise, fear, sadness, calmness, patience

6.  **Introduce the learning task.** Instruct students to explain in their journals how characters' thoughts and feelings enhance the climax of the writing model.

Analyze Student Progress

Monitor: Do students connect characters' feelings to the heightened action in a climax?

Offer Immediate Support: If students need additional support adding thoughts and feelings to enhance the climax, review the revised sentence from the writing model.

Plan Future Practice: Students practice writing a climax in lesson 32.

7. Invite a few students to share their responses.

Key Ideas

- The characters' thoughts show that the children miss their father.
- The boys do not want to get dressed for the parade, but the climax shows that the children care more about family than having their own way.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

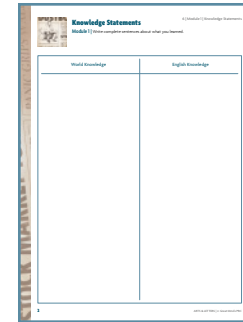
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about communities?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 1: What complete sentences about what you learned?". It features two large empty rectangular boxes side-by-side, labeled "World Knowledge" and "English Knowledge" at the top. The form is designed for students to write their knowledge statements.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.A

MM.7.6 Structure: MM.7.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C

CP.2.6 Planning: CP.2.6.A, CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 26

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students listen to “I Got Rhythm” and explore the effect of repetition in songs. They learn about jazz music during the Great Depression. This work prepares them to analyze how songs like “I Got Rhythm” helped people become more resilient during difficult times. Finally, students listen to “Last Dollar” and discuss the similarities between the two songs. Discussing how both songs demonstrate resilience prepares students to write a narrative about a resilient character for their End-of-Module Task.

Learning Goal

Analyze Great Depression–era music.

 **LEARNING TASK:** Explain how music helped people become more resilient during difficult times.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Great Depression–Era Music
- **Respond:** Analyze Great Depression–Era Music

LAND

Synthesize Learning

Materials

TEACHER

- “I Got Rhythm”
- “Jazz” (digital platform)
- “Last Dollar”
- *Bud, Not Buddy*
- Knowledge Cards: *levity, resilience*

STUDENTS

- journal
- Notice and Wonder Chart for “I Got Rhythm” (*Learn* book)
- “George Gershwin” and “Ethel Waters” (*Learn* book)
- Musician Background Information for “I Got Rhythm” (*Learn* book)

Preparation

- To access “I Got Rhythm” performed by Ethel Waters, search online using these terms: “I Got Rhythm” and “Ethel Waters.”
- To access “Last Dollar” performed by Blanche Calloway, search online using these terms: “Last Dollar” and “Blanche Calloway.”

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Bud, Not Buddy*, passage 2 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
2. Tell students that they will listen to a song from the Great Depression and discuss how music supported people during that time.

LEARN 53 minutes

Read | Examine Great Depression–Era Music | 28 minutes

1. Direct students to their journals. Instruct them to think of a song they know well and write down words or phrases that are repeated in the song.
2. Ask this question:



What is the effect of repeating words and phrases in songs?

Key Ideas

- creates emphasis
 - highlights importance of certain concepts or feelings
 - makes the song easy to remember
3. Play “I Got Rhythm.”

4. Direct students to the Notice and Wonder Chart for “I Got Rhythm,” located in the *Learn* book. Instruct students to write at least two things they notice about “I Got Rhythm” and two related questions.
5. Invite a few students to share what they notice and wonder.
6. Play “I Got Rhythm” a second time. Instruct students to write in their journals the words, phrases, and sentences that are repeated.

The image shows a 'Notice and Wonder Chart' for the song 'I Got Rhythm'. The chart is titled '136 | Notice and Wonder Chart' and 'I Got Rhythm'. It has two columns: 'Notice' and 'Wonder'. The chart is designed for students to write their observations and questions about the song.

Key Ideas

- “I got”
 - “rhythm”
 - “music”
 - “Who could ask for anything more?”
7. Direct attention to the repeated phrase “I got.” Instruct students to work with a partner to list everything that the speaker in this song has.

Differentiation Support

To help students express their ideas visually, allow them to sketch images representing what the speaker has.

Key Ideas

- “rhythm”
- “music”
- “daisies in green pastures”
- “starlight”
- “sweet dreams”

8. Instruct students to Think–Pair–Share to answer this question:

 **How does the speaker in this song feel about what they have?**

Key Ideas

- happy
- content
- positive
- upbeat
- grateful

9. Ask this question:

 **What is the relationship between the repeated phrase “I got” and the Great Depression?**

Differentiation Support

To help students identify the relationship between “I got” and the Great Depression, direct them to Fluency Practice for *Picturing a Nation*, located in the *Learn* book, and remind them that many people had few material goods during this time period.

Key Ideas

- During the Great Depression, many people lost things that they used to have, such as money, belongings, and jobs.
- The repeated word “got” focuses on what people did have during this challenging time.

10. Play “Jazz.” Explain that “I Got Rhythm” is an example of jazz music that was written and performed during the Great Depression.

Teacher Note

Subsequent lessons do not include instructions to play “Jazz.” As needed, play the video in subsequent lessons to help students make more connections between the world knowledge in the text and the video. For students whose home language is Spanish, arrange for them to view the Spanish version of the video.

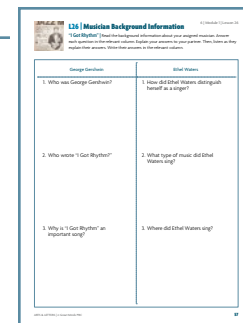
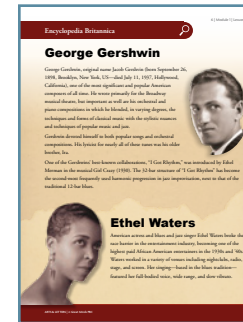
- 11.** Pair students. Direct students to “George Gershwin” and “Ethel Waters,” located in the *Learn* book. Instruct one partner to read the section about George Gershwin and the other partner to read the section about Ethel Waters.
- 12.** Direct students to the Musician Background Information for “I Got Rhythm,” located in the *Learn* book. Instruct them to answer the questions for their assigned musician and then share their answers with their partner.

Teacher Note

If you were not able to procure Ethel Waters’s version of “I Got Rhythm,” tell students that they will read about Waters because she sang one of the most famous versions of Gershwin’s song.

Key Ideas

- **George Gershwin:** (1) George Gershwin was a famous American composer. (2) George Gershwin and his brother Ira wrote “I Got Rhythm.” (3) “I Got Rhythm” is important because its structure has been used in many jazz songs.
- **Ethel Waters:** (1) Ethel Waters became one of the highest-paid African American singers in the 1930s and 1940s. (2) Ethel Waters sang jazz and blues. (3) Ethel Waters sang in nightclubs and on radio, stage, and screen.



Respond | Analyze Great Depression–Era Music | 25 minutes

1. Display the Knowledge Card for *levity*, and direct attention to the image to spark students' memory. Remind students of the term's meaning.

2. Ask this question:

 **How do the lyrics and music of “I Got Rhythm” demonstrate levity?**

Language Support

To help students articulate how the music of “I Got Rhythm” demonstrates levity, tell them to consider its pacing. Ask these questions:

- Are sad songs usually fast or slow? What is the speed of this song?
- Could you dance to this song? If so, what does that indicate about its mood?

Key Ideas

- **lyrics:** hopeful, positive, happy
- **music:** lively, quick, upbeat

3. Display the Knowledge Card for *resilience*, and direct attention to the image to spark students' memory. Remind students of the term's meaning.

4.  **Introduce the learning task.** Instruct students to explain in their journals how music helped people become more resilient during difficult times.

Analyze Student Progress

Monitor: Do students explain that “I Got Rhythm” employs levity in its lyrics and music to help people become more resilient?

Offer Immediate Support: If students need additional support explaining how “I Got Rhythm” helped people become more resilient, ask these questions: How does “I Got Rhythm” make people feel? How does the kind of levity used in the song help people cope with hard times?

Plan Future Practice: Students explore the effect of Great Depression–era music in lesson 27.

5. Invite a few students to share their responses.

Key Ideas

- positive, hopeful lyrics
 - lively, upbeat music
 - expression of gratitude and contentment
6. Explain that other songs written during the Great Depression reinforced similar ideas of levity and resilience. Introduce the song “Last Dollar” and explain that Blanche Calloway, a jazz singer, wrote and performed the song. Calloway persisted in her musical career despite the challenges she faced as an African American woman working in a segregated industry dominated by men.
7. Play “Last Dollar.”
8. Play “Last Dollar” a second time. Instruct students to Think–Pair–Share to identify the repeated word in that song that is also repeated in “I Got Rhythm.”

Reinforce the correct response: In both songs, the word “got” is repeated.

9. Direct students to these lyrics:

- from “Last Dollar”—“Oh, what luck, just one more buck.”
- from “I Got Rhythm”—“Look at what I’ve got.”

10. Ask this question:

 **How might both songs have helped people deal with hardship during the Great Depression?**

Key Ideas

- emphasized a positive outlook
- focused on what the speakers have
- emphasized that happiness doesn’t depend on the things we own

11. Remind students that in *Bud, Not Buddy*, Bud encounters music when he first meets the Dusky Devastators. Read aloud the portion of page 170 from “Most times I’d” to “making these sounds.”

12. Ask this question:

 **How does Bud feel about Miss Thomas’s humming?**

Key Ideas

- positive
- impressed
- awed

Differentiation Challenge

To encourage students to express knowledge creatively, prompt them to compose the first few lines of a song Bud might be inspired to write after hearing Miss Thomas hum.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they will answer this question in different ways throughout the module. Ask the Essential Question:



How do people persevere through hardship?

2. Use responses to reinforce these Knowledge Threads:
 - People turn to music and other forms of entertainment to give them hope in difficult times.
 - African American culture, including musical innovations, fostered community resilience during the Great Depression.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from “I Got Rhythm”?
- What did you learn from “Jazz”?

Language Support

To help students express knowledge about jazz, direct them to the Gallery for “Jazz,” located in the *Learn* book.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.9.6 Media: MM.9.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 27

Essential Question | How do people persevere through hardship?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students examine imagery in chapter 18 of *Bud, Not Buddy*. They analyze the imagery Bud uses to describe Miss Thomas's singing. This work prepares them to explain how sensory language demonstrates Bud's feelings about Miss Thomas's music. During writing instruction, students examine the narrative arc structure. This work prepares them to explain how conflicts are resolved in an episode from *Bud, Not Buddy*.

P A Prologue to lesson 27 is available for students who need additional support.

Learning Goals

Analyze imagery in *Bud, Not Buddy*.

LEARNING TASK: Explain why your chosen example of sensory language best demonstrates Bud's feelings about Miss Thomas's music.

Examine plot coherence in an episode of *Bud, Not Buddy*.

LEARNING TASK: Explain how the conflicts between Bud and Lefty Lewis are resolved in the falling action and resolution of the narrative arc.

Vocabulary

imagery (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Analyze Imagery in *Bud, Not Buddy*
- **Respond:** Evaluate Sensory Language
- **Write:** Examine a Narrative Arc

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*
- journal
- coloring utensils
- Checklist for Module Task 2 (*Learn book*, Writing)
- Narrative Organizer for an Episode of *Bud, Not Buddy* (*Learn book*)
- Knowledge Statements for Module 1 (*Learn book*)

Preparation

- Gather the supplies needed for students to complete their visual representations. See the Respond section for details.
- Familiarize yourself with the term *episode*. See the Write section for details.

Follow-Up

- Before the next lesson, students read chapters 15–16 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Bud, Not Buddy*, passage 2 (*Learn book*, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Tell students that they will analyze the language Bud uses to describe Miss Thomas's music.

LEARN 53 minutes

Read | Analyze Imagery in *Bud, Not Buddy* | 20 minutes

1. Engage students in Repeated Reading of the portion of pages 170–171 from “What her humming” to “Miss Thomas’s chest.”
2. Instruct students to Think–Pair–Share to answer this question:

 **What do you notice about the language in this passage?**

Key Ideas

- Words and phrases describe how Bud feels about Miss Thomas's music.
 - The passage uses figurative language.
 - The passage uses sensory language.
3. Remind students that in lesson 15 they analyzed similarities between bud and door metaphors. Ask this question:

 **What metaphor does Bud use to describe Miss Thomas's music?**

Reinforce the correct response: Bud uses a train metaphor to describe Miss Thomas's music.

4. Remind students that in lessons 5 and 15 they worked with sensory language, using one or more of the five senses to describe events and experiences.
5. Instruct students to read the passage again and annotate words and phrases to answer these questions:



What words and phrases are examples of sensory language that Bud uses to develop the train metaphor?



Which of the five senses do these words and phrases invoke?

Sample Annotations

- **sight:** “barefoot on a railroad track” (170), “something big and strong was passing right by you” (171)
- **touch:** “feel the train coming right through the bottoms of your feet” (170), “feel that train shake-a-shake-a-shaking” (171), “getting rattly and shaky” (171), “about to get shook loose” (171)

6. Instruct students to close their eyes and visualize what Bud describes. Ask this question:



What picture do you see in your mind?

Key Ideas

- railroad track
- Bud standing barefoot
- a large train coming

7. Explain that the language that creates pictures in your mind is called imagery and that sensory language helps to create imagery.
8. Introduce the vocabulary term *imagery* by displaying the definition. Engage students in Vocabulary Exploration.

Language Support

To help students grasp the definition of *imagery*, instruct them to underline the word *image* in their journals, and point out that it is a synonym for the word *picture*.

Definition

imagery (n.): language that causes people to imagine pictures in their mind

9. Explain that since Bud is the narrator of this story, his words, including the imagery he uses to describe people and events, reveal his unique perspective.
10. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:



How does the imagery Bud uses in the train metaphor reveal his feelings about Miss Thomas's music?

Key Ideas

- shows a sense of awe, knowing Miss Thomas is a force that could affect him
- shows that something big is coming from Miss Thomas and he doesn't have control over it
- shows that Miss Thomas's music is emotionally and physically moving

Respond | Evaluate Sensory Language | 10 minutes

1. Instruct students to use coloring utensils to create a visual representation that demonstrates Bud's feelings about Miss Thomas's music. Encourage students to be creative; visual representations may range from abstract (e.g., conveying Bud's sense of awe through bold primary colors as well as lines and shapes evoking an explosion) to literal (e.g., conveying Bud's sense of the size and impact of the music by drawing large musical notes).

Teacher Note

The range of responses to any visual task will vary dramatically. Based on the needs of your students, determine the level of detail you will require for the visual representations.

2. Direct students to their annotations from pages 170–171, and instruct them to circle the examples of sensory language that inspired their visual representation.
3. Instruct students to select the example of sensory language they think is most effective in expressing how Bud feels about Miss Thomas's music. Reinforce that there is no single correct answer and that individual preferences will influence their choice.

4.  **Introduce the learning task.** Instruct students to explain in their journals why their example of sensory language best demonstrates how Bud feels about Miss Thomas’s music.

Analyze Student Progress

Monitor: Do students explain why their selected example of sensory language from the text is most effective?

Offer Immediate Support: If students need additional support explaining which example of sensory language they think is most effective, ask these questions: How does the sensory language you selected help you visualize or relate to Bud’s feelings? Why did you like it?

Plan Future Practice: Students practice analyzing extended metaphors in lesson 31.

5. Direct students to their notes from the previous lesson.

Ask this question:



How does Bud’s response to Miss Thomas’s music reflect the way many people felt about music during the Great Depression?

Differentiation Support

To help students articulate how Bud’s response reflected people’s feelings about music during the Great Depression, remind them of the song “I Got Rhythm.” Ask these questions:

- What did you learn about music from the imagery in this passage?
- What did you learn about music from “I Got Rhythm”?
- How is what you are learning today related to what you learned about music from “I Got Rhythm”?

Key Ideas

- Music was a source of joy despite the hardships of the time.
- Music helped people focus on things that did not cost money.
- Rhythm and music were cherished and valued.

Write | Examine a Narrative Arc | 23 minutes

1. Instruct students to Think–Pair–Share to respond to this prompt:

Think of a television series you enjoy. How does each episode contribute to the larger story? Give at least two examples.

2. Direct students to the Checklist for Module Task 2, located in the *Learn* book, and direct attention to the first row of the Writing section: uses narrative elements, including climax, falling action, and resolution to end a narrative.

3. Remind students that in addition to these narrative elements, a narrative arc includes exposition and rising action.

4. Explain that novels like *Bud, Not Buddy* are made up of individual scenes, many of which combine to create their own narrative arcs that exist within the larger arc of the whole story. These connected stories or scenes are called episodes.

5. Tell students that in this lesson, they will examine the narrative arc of the following episode: Bud’s meeting with Lefty Lewis.

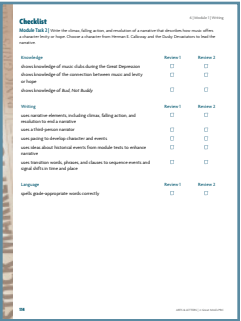
Teacher Note

Applying the narrative arc to episodes within a novel reflects how authors structure complex stories. For this exercise, note that the episode begins in chapter 10 as Bud walks to Grand Rapids (page 96) and ends when he falls asleep in Lefty Lewis’s car in chapter 11 (page 115).

6. Invite a few students to perform a fluent reading of the portion of pages 96–98 from “Flint ended all” to “his neck around.”

Teacher Note

Consider how you will divide the portion of text on pages 96–98 based on how many students you invite to perform the fluent reading.



7. Direct students to the Narrative Organizer for an Episode of *Bud, Not Buddy*, located in the *Learn* book. Instruct students to complete the Exposition section. If needed, facilitate a discussion to help students fill in the section.

Key Ideas

- **Characters:** Bud, Lefty Lewis, police officer
- **Setting:** descriptions of changes in scenery (sounds, bugs, animals, absence of cars)
- **Conflict:** The walk to Grand Rapids is too long; Bud does not trust Lefty Lewis.

8. Instruct students to work with a partner to list two or three events they would classify as rising action from the portion of pages 99–105 from “Rocks were crunching” to “to the car.”
9. Add the events to the Rising Action section of the narrative arc. Explain that students do not have to reread the text word for word. Instead, they should review for the main events of the rising action.
10. Ask this question:

 **What are the main events of the rising action?**

Key Ideas

- Lefty Lewis points out that they are both in danger.
- Lefty Lewis offers Bud food and finds out where he is going.
- Lefty Lewis takes Bud to the car.

- 11.** Instruct students to review the portion of pages 106–107 from “When he opened” to “most wanted list!”

Ask this question:



What is the climax of this narrative arc?

Reinforce the correct response: Bud thinks Lefty Lewis is a vampire, and Bud tries to steal the car.

- 12.** Instruct students to add the climax to the corresponding section of the narrative arc.

Differentiation Support

To help students identify the climax, remind them that the climax is the point in a story when characters either face or solve their most important problem. Ask these questions:

- What is the most significant problem for Bud in this scene?
- When does Bud attempt to solve his problem?

Reinforce that in this scene, Bud’s most significant problem is that he doesn’t trust Lefty Lewis and needs to find a way to get to Grand Rapids anyway. He attempts to solve this problem by stealing Lefty Lewis’s car.

- 13.** Instruct pairs to identify two or three events from the falling action and one event from the resolution from the portion of pages 108–115 from “The car only” to “get real heavy.” Tell them to add the events to the Falling Action and Resolution sections of the narrative arc.

Key Ideas

- **Falling Action:** The stolen car stalls. Lefty Lewis convinces Bud that he is not a vampire and drives back to Flint. Bud tells Lefty Lewis that he is going to Grand Rapids to find his father.
- **Resolution:** Bud goes to sleep in Lefty Lewis’s car because he is not scared anymore. Bud has a ride.

- 14.  Introduce the learning task.** Instruct students to explain in their journals how the conflicts introduced in the exposition are resolved in the falling action and resolution in the initial meeting between Bud and Lefty Lewis.
-

Analyze Student Progress

Monitor: Do students clearly explain the connection between the conflict and its resolution?

Offer Immediate Support: If students need additional support explaining how the conflicts between Bud and Lefty Lewis are resolved, direct them to their narrative arc and instruct them to draw lines connecting the conflicts in the beginning of the arc to corresponding solutions presented at the end of the arc.

Plan Future Practice: Students practice writing a portion of a narrative arc when they craft the climax, falling action, and resolution for Module Task 2 in lesson 32.

- 15.** Look for students to address key ideas in their responses.

Key Ideas

- Bud realizes that Lefty Lewis is not a vampire and that he is trustworthy.
- Bud gets a ride to Grand Rapids, so he does not have to walk.
- Bud is no longer outside in Owosso, Michigan, after dark.
- Bud is being cared for by an adult and he can go to sleep.

Differentiation Challenge

Direct students to their narrative arc from Module Task 1 and instruct them to draft the climax, falling action, and resolution to the story they started.

LAND 5 minutes**Reflect on Learning**

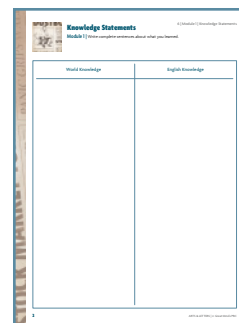
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about imagery?
 - What did you learn from *Bud, Not Buddy*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Assign the follow-up work to read chapters 15–16 of *Bud, Not Buddy* before the next lesson.
 4. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 1: Knowledge Statements". It features two large empty rectangular boxes side-by-side, labeled "World Knowledge" and "English Knowledge" respectively. The form is designed for students to record their learning.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.A

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.a, MM.5.6.B.c, MM.5.6.C

MM.7.6 Structure: MM.7.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.3.6 Schema Building



Lesson 28

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students review chapters 15–16 of *Bud, Not Buddy* to identify important events. They complete a timeline of important events from both chapters. This work prepares students to summarize what they've learned about plot and characters from one of the important events. During declamation instruction, students annotate fluency passages with attention to articulation and demeanor. This work prepares them to declaim a fluency passage.

P A Prologue to lesson 28 is available for students who need additional support.

Learning Goals

Identify the important events in *Bud, Not Buddy*.

LEARNING TASK: Explain what you learned about characters or plot from one important event in chapter 15 or 16.

Declaim a passage.

LEARNING TASK: Declaim with accuracy and confidence.

Vocabulary

articulation (n.)

demeanor (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Identify Events in *Bud, Not Buddy*
- **Respond:** Explain Important Events
- **Declaim:** Declaim a Passage

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*

STUDENTS

- *Bud, Not Buddy*
- Timeline for Chapters 15–16 for *Bud, Not Buddy* (*Learn* book)
- journal
- Fluency Practice for *Picturing a Nation* (*Learn* book, Fluency)
- Fluency Practice for *Bud, Not Buddy*, passage 1 (*Learn* book, Fluency)
- Fluency Practice for “Mother to Son” (*Learn* book, Fluency)
- Fluency Practice for *Bud, Not Buddy*, passage 2 (*Learn* book, Fluency)

- Fluency Practice for *Bud, Not Buddy*, passage 3 (*Learn* book, Fluency)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Select a short passage from *Bud, Not Buddy* to model how to declaim a passage. See the Declaim section for details.

Follow-Up

- Before the next lesson, students read chapters 17–18 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 1 of Fluency Practice for *Bud, Not Buddy*, passage 3 (*Learn* book, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will identify the important events from chapters 15–16 of *Bud, Not Buddy* that occur once Bud arrives at Grand Calloway Station.

LEARN 53 minutes

Read | Identify Events in *Bud, Not Buddy* | 23 minutes

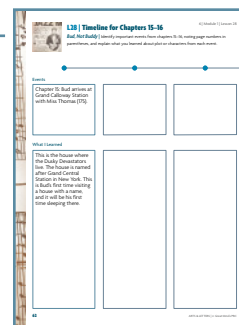
1. Ask this question:

 **What are all the different settings Bud experiences in chapters 15–16?**

Key Ideas

- **chapter 15:** Grand Calloway Station, Herman E. Calloway's house, a bedroom that once belonged to a little girl
- **chapter 16:** the little girl's bedroom, the kitchen at Grand Calloway Station, the bathroom

2. Instruct students to review either chapter 15 or chapter 16 with a partner.
3. Direct students to the Timeline for Chapters 15–16 for *Bud, Not Buddy*, located in the *Learn* book. Instruct them to work with their partner to review their assigned chapter and list up to six important events in the Events section of the timeline, noting page numbers in parentheses.
4. In the What I Learned section, instruct students to explain what they learned about the plot or characters from this event.



5. Think aloud to model how to fill out the Events and What I Learned sections, as shown in the sample row.

Key Ideas

chapter 15

- **Event:** Miss Thomas gives Bud a room that once belonged to a little girl (176). **What I Learned:** The bedroom is interesting because of the horse theme and because it belonged to a little girl.
- **Event:** Herman E. Calloway and Miss Thomas argue outside of Bud's door (179). **What I Learned:** Miss Thomas is very kind and protective of Bud, and Herman E. Calloway is mean and distrustful.
- **Event:** Herman E. Calloway closes and locks the closet doors in Bud's new room (179). **What I Learned:** Bud feels safer because nothing scary can come out of the closet.
- **Event:** Herman E. Calloway whispers to Bud that there's something he doesn't like about him (179). **What I Learned:** Herman E. Calloway is a difficult person who does not trust a little boy.
- **Event:** Bud falls asleep in the bed (183). **What I Learned:** Bud feels safe for the first time in a very long time.

chapter 16

- **Event:** Bud wakes up after sleeping a long time (184). **What I Learned:** Bud is very tired, and he is finally able to get the rest that he needs.
- **Event:** Bud overhears Miss Thomas and Herman E. Calloway talking about him (185–186). **What I Learned:** Miss Thomas is still fighting for Bud to stay, and Herman E. Calloway wants Bud to leave.
- **Event:** Bud goes into the kitchen, and Miss Thomas, Mr. Jimmy, and Steady Eddie are there talking (187). **What I Learned:** People in Grand Rapids speak differently than people in Flint.
- **Event:** Miss Thomas asks Bud whether he would like to stay at Grand Calloway Station for a while, and Bud says yes (189). **What I Learned:** Bud is very happy because he won't experience homelessness anymore.
- **Event:** Steady Eddie gives Bud an alto saxophone case to replace his suitcase (192). **What I Learned:** Steady Eddie is very thoughtful, and Bud will have a new case.
- **Event:** Bud is officially made a member of the Dusky Devastators and given the nickname Sleepy LaBone (195–197). **What I Learned:** Receiving a nickname makes a person an official member of the band.

Sample Think Aloud

The important event at the beginning of chapter 15 is Bud's arrival at the station with Miss Thomas. I'll write this sentence in the first Event box: Bud arrives at Grand Calloway Station with Miss Thomas. From this event, I learn some important facts that affect plot and characters. I'll write these facts in the first What I Learned box: This is the house where the Dusky Devastators live. The house is named after Grand Central Station in New York. This is Bud's first time visiting a house with a name, and it will be his first time sleeping there.

Language Support

To help students choose and explain events, encourage them to work with a partner who speaks the same home language.

6. Tell each pair to join with another pair who read the other chapter. Instruct students to share their events and what they learned and to add notes about the other chapter to their timeline. Prompt students to connect how what they learned is related to the important events.
7. Invite a few students from each group to share an important event and what they learned.

Respond | Explain Important Events | 10 minutes

1. Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:



Use details from the timeline to write a summary that consists of one sentence that describes an event from chapter 15 and a second sentence that describes an event from chapter 16.

Differentiation Support

To help students write one-sentence summaries, instruct them to first sketch a drawing of the event from their assigned chapter.

Key Ideas

- Bud sleeps past noon because he is very tired from his journey to Grand Calloway Station.
- When Bud receives the nickname Sleepy LaBone, he becomes an official member of the Dusky Devastators.

2.  **Introduce the learning task.** Instruct students to summarize in their journals what they learned about characters or plot from one important event in chapter 15 or 16.

Analyze Student Progress

Monitor: Do students explain why a specific event is important and what they learned about the characters or plot from the event?

Offer Immediate Support: If students need additional support explaining why an event is important, ask them to explain how Bud's life changes in these chapters.

Plan Future Practice: Students practice summarizing in module 2.

3. Look for students to address key ideas in their responses.

Key Ideas

- Bud might have finally found a home.
- The Dusky Devastators accept Bud and make him one of them.
- Miss Thomas cares about Bud very much.

Declare | Declaim a Passage | 20 minutes

1. Tell students that they will declaim one of the fluency passages from module 1. Explain that declamation is a form of public speaking that originated in ancient Rome. Declamation focuses on articulation and demeanor to make the passage interesting to listen to.
2. Introduce the vocabulary terms *articulation* and *demeanor* by displaying the terms and definitions. Engage students in Vocabulary Exploration.

Teacher Note

In *Arts & Letters*, students are not required to memorize fluency/declamation passages. Teachers have the option to add a memorization component to the performance.

Definitions

articulation (n.): careful emphasis on particular words to emphasize meaning, all words pronounced correctly and audibly

demeanor (n.): the way one presents themselves while reading (tone, facial expressions, eye contact, posture, etc.)

3. Tell students that they will select a fluency passage from the following options, located in the *Learn* book, to declaim for the class.
 - Fluency Practice for *Picturing a Nation*
 - Fluency Practice for *Bud, Not Buddy*, passage 1
 - Fluency Practice for “Mother to Son”
 - Fluency Practice for *Bud, Not Buddy*, passage 2
 - Fluency Practice for *Bud, Not Buddy*, passage 3
4. Tell students that they will annotate their chosen passage to prepare for their declamation. Model how to annotate a fluency passage with attention to articulation.
5. Model how to declaim the annotated passage with attention to articulation.
6. Ask these questions:
 -  **Which words did I emphasize?**
 -  **What effect did that have on you in the audience?**
7. Model how to prepare for declamation by annotating the same fluency passage with attention to demeanor.
8. Model how to declaim the annotated passage with attention to demeanor.
9. Ask this question:
 -  **What did you notice about my facial expressions, eye contact, and posture?**
10. Instruct students to select a fluency passage to declaim. Tell them to annotate their fluency passages to support articulation and demeanor.

- 11.** Instruct students to practice declaiming their selected fluency passage with a partner. Prompt students to give feedback on their peers' articulation and demeanor.

Language Support

To help students prepare for declamation, play an audio recording of a passage read fluently.

Differentiation Support

To help students prepare for declamation, provide additional practice time.

- 12.**  **Introduce the learning task.** Direct students to their selected fluency passage, and instruct them to declaim the passage for the class.

Analyze Student Progress

Monitor: Do students carefully emphasize particular words to enhance the meaning of their selected passage?

Offer Immediate Support: If students need additional support declaiming, help them identify one way they could match their word emphasis and facial expressions to the content of their chosen fluency passage.

Plan Future Practice: Students practice declamation in module 2.

LAND 5 minutes**Reflect on Learning**

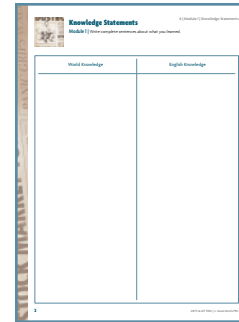
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about important events?
 - What did you learn from *Bud, Not Buddy*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Assign the follow-up work to read chapters 17–18 of *Bud, Not Buddy* before the next lesson.
 4. Conclude the lesson by inviting students to add their questions to the Question Board.

A form titled "Knowledge Statements" with a subtitle "Module 1 | Knowledge Statements". It features two large empty rectangular boxes side-by-side, labeled "World Knowledge" and "English Knowledge" at the top. The form is designed for students to record their learning.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.3.6 Summary: MM.3.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.A, MM.4.6.B

MM.7.6 Structure: MM.7.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.8.6 Presentation: CP.8.6.C

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B

BU.3.6 Conversation and Collaboration: BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.5.6 Fluency: DF.5.6.A, DF.5.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 29

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students identify the rising action and climax in chapters 17–18 of *Bud, Not Buddy*. They examine how music enhances relationships in chapter 17 and they organize events in chapter 18. This work prepares them to describe how elements of the rising action build to the climax of the book. During writing instruction, students consider how physical appearance and personality traits contribute to a character profile. They select and brainstorm ideas about a character for their Module Task 2 narrative.

Learning Goals

Identify what is happening in *Bud, Not Buddy*.

 **LEARNING TASK:** Write an explanation of how the events in chapters 17–18 build to the climax of *Bud, Not Buddy*.

For Module Task 2, describe a character.

 **LEARNING TASK:** For Module Task 2, complete the Ideas section of the Character Profile for Module Task 2.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Music and Relationships in *Bud, Not Buddy*
- **Respond:** Explain Events Leading to the Climax
- **Write:** Describe a Character

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- Narrative Organizer for *Bud, Not Buddy* (*Learn book*)

STUDENTS

- *Bud, Not Buddy*
- journal
- Module Task 2 (*Learn book*, Writing)
- Character Profile for Module Task 2 (*Learn book*, Writing)
- Knowledge Statements for Module 1 (*Learn book*)

Preparation

- none

Follow-Up

- Before the next lesson, students read chapter 19 of *Bud, Not Buddy*.
- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 2 of Fluency Practice for *Bud, Not Buddy*, passage 3 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that they will describe music and events in chapters 17–18 of *Bud, Not Buddy*.

LEARN 53 minutes

Read | Examine Music and Relationships in *Bud, Not Buddy* | 18 minutes

1. Ask this question:



What does Bud learn about the Dusky Devastators' music in chapter 17?

Differentiation Support

To help students explain what Bud learns about the Dusky Devastators' music, direct students to pages 200–203 and ask these questions: How would you describe the music? Who makes it happen?

Key Ideas

- The Dusky Devastators play beautiful music.
 - Each band member contributes something important to the music.
2. Tell students that they will identify how music affects relationships between the members of the Dusky Devastators in chapter 17.

3. Instruct students to work with a partner to read the portion of pages 200–203 from “Steady Eddie started” to “behind their name!”
4. Instruct students to Think–Pair–Share to answer this question:



How do the Dusky Devastators communicate with each other when playing music?

Key Ideas

- They begin playing their instruments one at a time.
 - They play in a way that complements each other.
 - The songs include musical conversations between band members (e.g., the saxophone and the vocalist have a “conversation”).
 - The musicians listen to each other to blend and create beautiful sound.
5. Tell students that in chapter 17, a musical conversation happens between Steady Eddie on the saxophone and Miss Thomas on vocals. This form of performance, known as “call and response,” involves one musician making a “call” and another musician answering with a “response.” Emphasize that this kind of musical communication between the Dusky Devastators enhances both their music and their relationships.

Language Support

Provide a student-friendly definition for *enhance*. Ask this question: How might the Dusky Devastators’ relationships improve because they play music together?

6. Ask this question:

 **How does Bud relate to the Dusky Devastators' music?**

Key Ideas

- is an audience member
- feels a sense of awe
- loves to be in the presence of this group

Emphasize that the music of the Dusky Devastators deeply affects Bud's relationship with them. Explain that students will continue to explore important relationships in chapter 18.

7. Direct students to their journals. Instruct them to Jot–Pair–Share to respond to this prompt:

 **List the events of chapter 18 in chronological order.**

Differentiation Support

To help students organize events, write each event on an index card or strip of paper. Instruct students to physically place the events in the order that they take place.

Reinforce the correct responses:

- Bud rides with the band to a performance in Mecosta.
- Steady Eddie explains to Bud that Herman E. Calloway always has a White band member to deal with laws against African Americans.
- Bud helps Herman E. Calloway pick out a rock.
- Herman E. Calloway shows Bud the collection of rocks in his glove compartment with locations and dates on them.
- Bud shows Herman E. Calloway the rocks his mother gave him.
- Bud tells Herman E. Calloway and Mr. Jimmy that his mother gave him the rocks.
- Bud tells Mr. Jimmy and Herman E. Calloway that his mother's name was Angela Janet Caldwell.
- Bud realizes that Herman E. Calloway is his grandfather.

8. Display the Narrative Organizer for *Bud, Not Buddy*, located in the *Learn* book. Remind students that the climax is the point in a story at which characters either face or solve their most important problem.

9. Ask this question:

☞ **Which event in chapter 18 is the climax?**

Reinforce the correct response: The climax takes place when Bud realizes that Herman E. Calloway is his grandfather, and Bud solves his most important problem of finding his family.

10. Instruct students to Think–Pair–Share to answer this question:

☞ **What does Bud learn about family from the Dusky Devastators?**

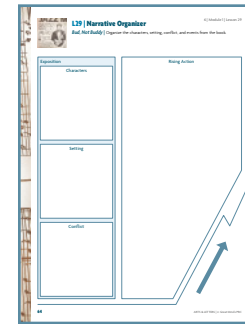
Listen for students to address key ideas in their discussions.

Key Ideas

- Bud is related to Herman E. Calloway, just not in the way Bud thought.
- People don't need to be genetically related to be a family.
- Music brings people together and musical groups can function like a family.

Differentiation Challenge

To expand vocabulary use, challenge students to use three module terms in their response.



Respond | Explain Events Leading to the Climax | 18 minutes

1. Form groups of four and tell students that they will engage in a Readers' Theater. Remind them that in a Readers' Theater they will perform a scene by speaking lines and adding dramatic elements, such as facial expressions and gestures.

2. Instruct students to select one event from either chapter 17 or 18 that leads to the climax. Direct students to determine parts for the scene within their group and use *Bud, Not Buddy* to write their own scripts.
3. Invite each group to perform their scene. Instruct students to write brief notes in their journals about what happens in each scene.

Remind students that the scenes they wrote and performed are part of the rising action.

4.  **Introduce the learning task.** Direct students to their Readers' Theater scripts and scene notes. Instruct students to write in their journals an explanation of how events in chapters 17–18 build to the climax of *Bud, Not Buddy*.

Analyze Student Progress

Monitor: Do students provide specific information about the connection between at least one event and Bud's realization that Herman E. Calloway is his grandfather?

Offer Immediate Support: If students need additional support explaining how an event from chapter 17 or 18 leads to Bud's realization, ask this question: How does the event you performed help Bud learn his true relationship to Herman E. Calloway?

Plan Future Practice: Students practice explaining conflict and resolution in lesson 30.

5. Invite a few students to share their responses.

Key Ideas

- Bud travels with the band and shows Herman E. Calloway the rocks that his mother gave him.
- Herman E. Calloway realizes that only his daughter would have had the rocks that Bud shows him.
- Mr. Jimmy also realizes that Bud's mother was Herman E. Calloway's daughter.

Write | Describe a Character | **17 minutes**

1. Direct students to Module Task 2, located in the *Learn* book. Instruct students to choose a member of Herman E. Calloway and the Dusky Devastators to lead a narrative for Module Task 2.
2. Direct students to Character Profile for Module Task 2, located in the *Learn* book. Instruct students to complete the Physical Appearance and Personality Traits sections for the character leading their Module Task 2 narrative.
3. Explain that students should consider the following information for each section:
 - **Physical Appearance**—hair color, eye color, body shape, clothing type
 - **Personality Traits**—adjectives to describe their interactions, actions they take that reveal who they are

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Teacher Note

Emphasize that students will not find all the character profile information in the text, and they should use their imagination to make inferences based on what they do know of their chosen character.

Differentiation Support

To support students in completing the Physical Appearance and Personality Traits sections, provide the following page numbers for different characters:

- **Herman E. Calloway**—pages 209–213
- **Mr. Jimmy**—pages 201, 211–213
- **The Thug, Steady Eddie, and Dirty Deed**—pages 200, 205–206
- **Doo-Doo Bug**—pages 153–155, 193–197
- **Miss Thomas**—pages 201–203

4.  **Introduce the learning task.** Direct attention to Character Profile for Module Task 2. Instruct students to brainstorm how their character will lead the narrative and add their notes to the Ideas for Module Task 2 section.

Analyze Student Progress

Monitor: Do students brainstorm ideas for how their chosen character will influence the plot of their narrative for Module Task 2?

Offer Immediate Support: If students need additional support brainstorming their chosen character's role in Module Task 2, allow them to work with a partner to discuss and generate ideas.

Plan Future Practice: Students practice describing a character in their narrative in lesson 31.

LAND 5 minutes

Reflect on Learning

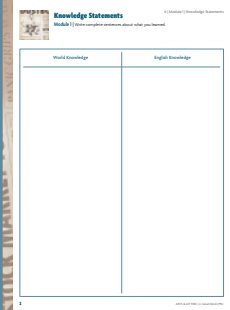
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about music and relationships?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?



2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Assign the follow-up work to read chapter 19 of *Bud, Not Buddy* before the next lesson.
4. Conclude the lesson by inviting students to add their questions to the Question Board.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.4.6 Individuals, Events, and Ideas: MM.4.6.A

MM.7.6 Structure: MM.7.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.2.6 Planning: CP.2.6.C, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.c

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 30

Essential Question | How do people persevere through hardship?

Content Framing Question | **Organize:** What is happening in this text?

OVERVIEW

Preview

In this Organize lesson, students examine the narrative arc of *Bud, Not Buddy*. Students identify how important objects contribute to the main conflict. This work prepares students to explain how the main conflict resolves. During writing instruction, students identify and build knowledge of historical references in *Bud, Not Buddy*. They prepare to demonstrate knowledge of historical information about the Great Depression for Module Task 2.

P A Prologue to lesson 30 is available for students who need additional support.

Learning Goals

Explain what is happening in chapter 19 of *Bud, Not Buddy*.

LEARNING TASK: Write how the resolution of the main conflict in *Bud, Not Buddy* resolves.

For Module Task 2, identify historical information in *Bud, Not Buddy*.

LEARNING TASK: For Module Task 2, explain how you might incorporate one historical reference from *Bud, Not Buddy*.

Vocabulary

none



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Conflict and Resolution in *Bud, Not Buddy*
- **Respond:** Explain How Bud Changes
- **Write:** Examine Historical References

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- Knowledge Card: *perseverance*

STUDENTS

- *Bud, Not Buddy*
- journal
- Narrative Organizer for *Bud, Not Buddy* (*Learn book*, lesson 29)
- Conflict Resolution Chart for *Bud, Not Buddy* (*Learn book*)
- Notice and Wonder Checklist for *Bud, Not Buddy* (*Learn book*, lesson 12)
- Checklist for Module Task 2 (*Learn book*, Writing)
- “Negro Leagues” (*Learn book*)
- “Radio 1929–1941” (*Learn book*)

- “The Great Depression in Michigan” (*Learn book*)
- Knowledge Statements for Module 1 (*Learn book*)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 3 of Fluency Practice for *Bud, Not Buddy*, passage 3 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is happening in this text?
3. Tell students that in this lesson they will examine events in chapter 19 of *Bud, Not Buddy* to identify the main conflict and its resolution.

LEARN 53 minutes

Read | Examine Conflict and Resolution in *Bud, Not Buddy* | 20 minutes

1. Direct students to their journals and the Narrative Organizer for *Bud, Not Buddy*, located in the *Learn* book. Instruct them to revisit what they wrote regarding where events in *Bud, Not Buddy* fall on the narrative arc.
2. Ask this question:

Now that you have finished reading *Bud, Not Buddy*, where would you place events on the narrative arc?

Reinforce the correct responses:

- **Exposition**—chapter 1, Bud wants to find his family
- **Rising Action**—chapters 2–17, Bud travels from his foster home to different locations throughout Michigan in search of Herman E. Calloway
- **Climax**—chapter 18, Bud realizes that Herman E. Calloway is his grandfather
- **Falling Action**—chapter 19, Bud comforts Herman; Bud receives a saxophone
- **Resolution**—chapter 19, Bud finds a home with the Dusky Devastators

3. Instruct students to write relevant events on the narrative arc.
4. Instruct students to read the portion of pages 218–220 from “I put my” to “sneaking out backwards” and annotate details to answer this question:

 **What happens between Bud and Herman E. Calloway?**

Sample Annotations

- “Shucks, Herman E. Calloway was bawling his eyes out.” (218)
- “he’s crying ’cause he found out the two of you were kin” (219)
- “my hand moved out toward his back” (219)
- “He put his face back in his hands and broke down all over again.” (220)

5. Instruct students to Think–Pair–Share to answer these questions:

 **Why does Bud think Herman E. Calloway is crying?**

 **Why is Herman E. Calloway actually crying?**

Reinforce the correct responses: Bud thinks that Herman E. Calloway is crying because he is disappointed that Bud is his grandson. He is actually crying because he realizes his daughter died.

6. Ask this question:

 **What is the main conflict in *Bud, Not Buddy*?**

Reinforce the correct response: The main conflict in *Bud, Not Buddy* is that Bud lost his parents and does not have a family. His motivation to find his family drives the novel’s plot.

7. Explain that this conflict also affects Herman E. Calloway. The author must resolve the conflict for the story to end.

Language Support

Remind students that a conflict is a problem characters face.

Differentiation Challenge

Instruct students to write or draw an explanation of how Bud's conflict affects Herman E. Calloway.

Reinforce that Calloway never knew what became of his daughter; Bud's search for his family gives Calloway closure.

8. Form small groups. Direct students to the Conflict Resolution Chart for *Bud, Not Buddy*, located in the *Learn* book. Assign each group one of the following objects:

- Bud's suitcase
- Bud's saxophone
- Bud's picture of his mother

9. Instruct each group to discuss this question and write their ideas in the appropriate column:

The image shows a worksheet titled "L30 | Conflict Resolution Chart" for the book "Bud, Not Buddy". It includes a small illustration of a man and a table with three columns: "Bud's suitcase", "Bud's saxophone", and "Bud's picture of his mother". The table is intended for students to write their ideas about how these objects represent the resolution of the main conflict.

Bud's suitcase	Bud's saxophone	Bud's picture of his mother

How does your assigned object represent the resolution of the main conflict?

10. Invite a few students to share their ideas.

Differentiation Support

To help students identify how their assigned object helps resolve the main conflict, ask these questions:

- **Bud’s suitcase**—Why can Bud finally unpack his suitcase?
- **Bud’s saxophone**—How could playing a musical instrument help Bud feel at home?
- **Bud’s picture of his mother**—How is Bud’s new picture of his mother different from the one he already had?

Key Ideas

- **Bud’s suitcase:** Bud carries his packed suitcase because it is all he has left of his parents. When he finds a home with the Dusky Devastators, he’s able to unpack the suitcase and settle in with his new family.
- **Bud’s saxophone:** Bud wants to stay with the Dusky Devastators, but he doesn’t own a musical instrument. Getting his own saxophone and learning how to play helps him feel at home with them.
- **Bud’s picture of his mother:** Bud’s only picture of his mother is of her as a child, looking upset. When Miss Thomas gives Bud a picture of his mother smiling, it helps him realize she is watching over him.

11. Instruct students to write notes for the objects their group did not discuss.

12. Invite a student to read aloud the portion of pages 234–236 from “Deza Malone was” to “get here early.”

13. Instruct students to Jot–Pair–Share to answer this question:



How does the ending of Bud’s story make you feel?

Respond | Explain How Bud Changes | 16 minutes

1. Direct attention to the portion of page 3 from “Here we go” to “cry no more.”
2. Direct attention to this sentence on page 236: “Here we go again, Momma, only this time, I can hardly wait!”
3. Ask this question:



How is Bud different at the end of the book than he is at the beginning?

Key Ideas

- excited about the future
 - positive
 - hopeful
 - feels a sense of belonging
4.  **Introduce the learning task.** Direct attention to the conflict resolution chart. Instruct students to explain in their journals how Bud changes as a result of the resolution of the main conflict in *Bud, Not Buddy*.

Analyze Student Progress

Monitor: Do students explain how Bud changes as a result of realizing Herman E. Calloway’s connection to his mother and finding a new home with the Dusky Devastators?

Offer Immediate Support: If students need additional support explaining how Bud changes when the main conflict is resolved, direct them to the conflict resolution chart, and ask this question: How do these objects change Bud?

Plan Future Practice: Students practice examining conflict resolution in lesson 37.

5. Look for students to address key ideas in their responses.

Key Ideas

- learns the truth about Herman E. Calloway
- finds a home
- becomes more secure
- feels hopeful

6. Direct students to the Notice and Wonder Checklist for *Bud, Not Buddy*, located in the *Learn* book. Ask these questions:

... **Which of your questions were answered at the end of the book? Which were not answered?**

Use responses to facilitate a brief discussion of any remaining questions.

7. Display the Knowledge Card for *perseverance* and direct attention to the image to spark students' memory. Remind students that perseverance is a quality that allows someone to continue to do something even if it's difficult.

8. Remind students of the Essential Question: How do people persevere through hardship?

9. Tell students that they will Mix and Mingle to discuss how the Essential Question relates to Bud's story. To prepare for the routine, instruct students to write ideas in response to this question:

... **How does Bud's perseverance resolve the main conflict in his life?**

Lead students through a Mix and Mingle.

Key Ideas

- saves as much information as he can about his father
- travels a long distance to find the Dusky Devastators
- doesn't give up even when nobody believes him
- relies on memories of his mother and her faith in him

101 Notice and Wonder Checklist
Bud, Not Buddy Use the checklist below to notice and wonder about *Bud, Not Buddy*.

Library

☐ Examine the front and back covers.
☐ Read the title and copyright page for information about the publication.
☐ Read the author's biography on the inside of the back cover.
☐ Read the back matter, including the introduction and foreword.
☐ Read the back matter, including the author's "A Reader's Guide."
☐ Read the publisher's text on the back cover to determine the likely possible topics or themes.

Notice	Wonder

Write | Examine Historical References | 17 minutes**1.** Ask this question:

 **What historical information have we already learned from reading *Bud, Not Buddy*?**

Create a historical references anchor chart documenting responses.

Differentiation Support

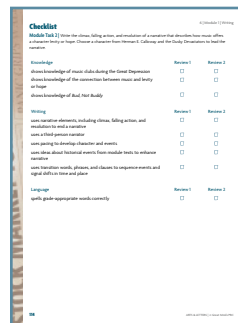
To help students identify historical references, provide one or two page numbers listed in the key ideas and prompt them to identify the historical references.

Key Ideas

- sundown towns (page 105)
- telegrams (pages 106, 131)
- radio shows and Ruth Dandridge (pages 112, 127)
- Pullman porters (pages 127–128)
- Negro Leagues (pages 127, 179)
- redcaps (pages 127–128)
- American car factories and the Michigan economy (pages 135–136)
- labor unions (pages 135–136)
- sit-down strikes (page 139)

2. Direct students to the Checklist for Module Task 2, and direct attention to this row of the Writing section: uses ideas about historical events from module texts to enhance narrative.

3. Explain that students will examine historical references from *Bud, Not Buddy* to inform their work for Module Task 2 and prepare them for the End-of-Module Task.



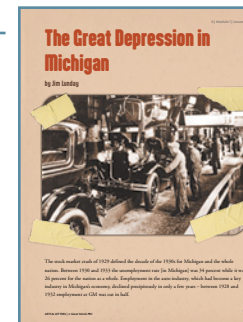
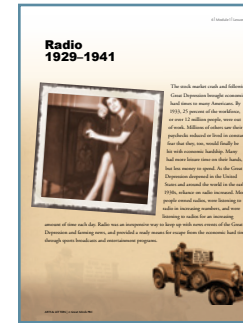
Checklist
Module Task 2: Show the class, filling in the information of a response that describes how you will use a character's story or theme (choose a character from *Bud, Not Buddy*) and the story's themes to build the narrative.

	Review 1	Review 2
Knowledge		
Shows knowledge of main ideas about the Great Depression	☐	☐
Shows knowledge of the connection between race and history	☐	☐
Shows knowledge of <i>Bud, Not Buddy</i>	☐	☐
Writing		
Uses text evidence, including direct, telling action, and metaphor to build a narrative	☐	☐
Uses a third person narrator	☐	☐
Uses strong to identify characters and events	☐	☐
Uses strong about historical events that make them to enhance narrative	☐	☐
Uses historical events, places, and objects to compare events and give a full to the narrative	☐	☐
Language		
Uses grade-appropriate words correctly	☐	☐

4. Read aloud the portion of page 119 from “Lefty Lewis rubbed” to “Tuskegee, Alabama, Bud?”

5. Think aloud to explain the use of detail about a historical figure.

6. Direct students to “Negro Leagues,” “Radio 1929–1941,” and “The Great Depression in Michigan,” located in the *Learn* book. Explain that just as background knowledge about George Washington Carver helps the reader understand the reference to him in the text, collecting textual evidence from multiple sources helps students understand additional historical references in *Bud, Not Buddy*. Tell students that by collecting this textual evidence to build knowledge of historical references, students are doing research. Explain that *research* means “careful study to find new knowledge about a subject.”



Teacher Note

Research skills, such as collecting and organizing textual evidence, drawing evidence from multiple texts, and synthesizing findings, are taught in all modules of all levels in *Arts & Letters* because students are always building knowledge from texts. In module 4, students integrate additional skills, such as assessing source credibility and generating questions for additional research, and apply them to a formal research project.

7. Ask this question:



How does examining historical references from more than one text help you build knowledge of a topic?

Key Ideas

- helps you learn a wider range of facts about a topic
- helps you understand different perspectives

Sample Think Aloud

When Lefty rubs Bud's head, he mentions “George Washington Carver’s experiments.” I know that Carver was a prominent Black scientist and developer. I also know that Carver had experimental farm fields in Tuskegee, Alabama, where he grew peanuts to demonstrate crop rotation. Lefty Lewis’s joke alludes to a heroic role model for the African American community but also suggests that Bud looked like a Carver experiment, or a peanut.

8. Explain that students will complete additional steps of the research process as they build knowledge about this and other topics.
9. Instruct students to read the following texts and text sections in small groups:
 - “Negro Leagues”; *Bud, Not Buddy*, pages 127, 179
 - “Radio 1929–1941”; *Bud, Not Buddy*, pages 112, 127
 - “The Great Depression in Michigan”; *Bud, Not Buddy*, pages 135–136

Teacher Note

The text “Negro Leagues” uses the term *Negro*. Reinforce that while this term was used in the past, it is no longer acceptable. *Arts & Letters* materials use *Black* and *African American* to describe people of African or African American descent. “Negro League baseball” (and similar constructions) is a special case as the term is widely used and acceptable today to refer to the historical teams and leagues.

10.  **Introduce the learning task.** Instruct students to explain in their journals how they might incorporate one historical reference from *Bud, Not Buddy* for Module Task 2.

Analyze Student Progress

Monitor: Do students explain accurate details about one historical event referenced in *Bud, Not Buddy*?

Offer Immediate Support: If students need additional support describing how they will use a historical event, help them select the one they find most interesting from the historical references anchor chart and ask these questions: How could one of your characters experience this event? How could this event inspire your setting?

Plan Future Practice: Students incorporate historical information for the End-of-Module Task in lesson 38.

11. Look for students to address key ideas in their responses.

Key Ideas

- The story is set in a Hooverville.
- The main character listens to a Depression-era radio show for entertainment.
- Supporting characters talk about a baseball game.
- The main character who struggled to find work gets a job in a car factory.

LAND 5 minutes

Reflect on Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

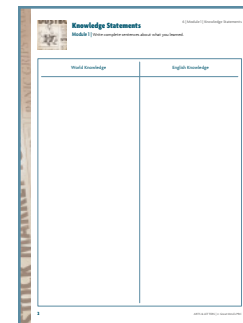
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about historical references?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.



ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.4.6 Individuals, Events, and Ideas: MM.4.6.B

MM.7.6 Structure: MM.7.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.B, MM.12.6.B.b

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content

CP.4.6 Structure

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.A, BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.B

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building



Lesson 31

Essential Question | How do people persevere through hardship?

Content Framing Question | **Reveal:** What does a deeper look at language reveal?

OVERVIEW

Preview

In this Reveal lesson, students explore the metaphorical significance of imagery in *Bud, Not Buddy*. They first examine multiple passages that include nature imagery. This work prepares them to analyze how the author uses seeds, trees, and roots as extended metaphors for Bud's idea of family. During writing instruction, students review their Character Profile for Module Task 2. They complete a narrative arc for Module Task 2.

Learning Goals

Analyze extended metaphor in *Bud, Not Buddy*.

 **LEARNING TASK:** Explain how the author uses seeds, trees, and roots as extended metaphors to describe Bud's idea of family.

For Module Task 2, plan a narrative arc.

 **LEARNING TASK:** For Module Task 2, complete a narrative arc.

Vocabulary

extended metaphor



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Examine Imagery and Extended Metaphor in *Bud, Not Buddy*
- **Respond:** Analyze Extended Metaphor
- **Write:** Plan a Narrative Arc

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- Knowledge Card: *transient*

STUDENTS

- *Bud, Not Buddy*
- journal
- Imagery and Metaphor Chart for *Bud, Not Buddy* (*Learn book*)
- Module Task 2 (*Learn Book*, Writing)
- Checklist for Module Task 2 (*Learn book*, Writing)

- Character Profile for Module Task 2 (*Learn book*, Writing)
- Narrative Writing Planner for Module Task 2 (*Learn book*, Writing)
- Knowledge Statements for Module 1 (*Learn book*)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- Students complete day 4 of Fluency Practice for *Bud, Not Buddy*, passage 3 (*Learn book*, Fluency), and focus on a fluency element or summarizing.

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What does a deeper look at language reveal?
3. Tell students that they will analyze language that recurs in multiple sections of *Bud, Not Buddy*.

LEARN 53 minutes

Read | Examine Imagery and Extended Metaphor in *Bud, Not Buddy* |

23 minutes

1. Engage students in Repeated Reading of the portion of page 92 from “If you look” to “and spread out.”
2. Instruct students to Think–Pair–Share to answer this question:



What do you notice about language in this passage?

Key Ideas

- descriptions of nature
- imagery
- figurative language

3. Instruct students to annotate details to answer this question:

 **Where is the nature imagery in this passage?**

Differentiation Support

To help students identify imagery, instruct them to look for words and phrases that create pictures of nature in their mind.

Sample Annotations

- “little seed” (92)
- “something so big you have to bend your neck back just to see the top of it” (92)
- “blown away with the first good puff of wind” (92)

4. Direct students to their journals. Instruct them to Jot–Pair–Share to answer this question:

 **What comparison does Bud make about seeds?**

Differentiation Support

To help students identify Bud’s comparison, read aloud the sentence on page 92: “Ideas are a lot like that.”

Reinforce the correct response: Bud compares ideas to seeds. For Bud, discovering that Herman E. Calloway might be his father was an idea that started out small but grew big and important.

5. Form small groups. Instruct groups to read these passages and annotate imagery related to seeds, trees, and roots:

- **page 94**—the portion of text from “And with those” to “talk about him”
- **pages 94–95**—the portion of text from “That little idea” to “state of Michigan”
- **page 172**—the portion of text from “But sometime whilst” to “supposed to be”

Sample Annotations

- **page 94:** “little seed of an idea started growing,” “got bigger and stronger,” “dug its roots in deep and started spreading out”
- **pages 94–95:** “a mighty maple, tall enough that if I looked up at the top of it I’d get a crick in my neck,” “big enough for me to hang a climbing rope in”
- **page 172:** “another seed got to sprouting,” “maple started digging down its roots and grabbing hold”

6. Remind students that a metaphor is a phrase that shows how two things are similar by saying one thing is the other. Explain that writers use imagery as a metaphor when it represents an important concept beyond its literal meaning. Display the Imagery and Metaphor Chart for *Bud, Not Buddy*, and direct students to the page in their *Learn* book. Think aloud to explain the sample row.

Image	Characteristics	Metaphor (Bud's Life)
Seed	• closed • capable of opening • born into darkness	Like a flower bud, Bud is closed off because of grief about his parents. But he has the potential to become something beautiful.
Tree		
Roots		

7. Ask this question:

What do you know about seeds, trees, and roots?

Teacher Note

Knowledge of this topic may vary. If needed, encourage students to look at the text to help interpret the metaphor.

Sample Think Aloud

In chapter 15, we learned that Bud's name is a metaphor for what Bud's mother wanted him to be. Buds are closed, but we know they are capable of becoming beautiful flowers. Now, let's think about how those characteristics are also true for Bud. Just like a flower bud, Bud is closed in a way because of his grief at losing his parents. But like a flower, he can open up and become something bigger and better.

8. Instruct students to work in small groups to complete the Characteristics and Metaphor columns.

Differentiation Support

To help students complete the Characteristics column, display an image of a tree that includes its roots. Reinforce that all trees begin as seeds, and then explain the role of roots in securing the tree and providing it with water and nutrients.

To help students complete the Metaphor column, remind them that Bud's idea shares the same characteristics as seeds, trees, and roots. Instruct students to answer this question: How is Bud's idea also a seed, tree, or root?

Look for students to address key ideas in their responses.

Key Ideas

Characteristics

- **seeds:** small, buried, capable of growth
- **trees:** tall, strong, reaching to the sky
- **roots:** supportive, solid, transmitting important nutrients

Metaphor

- Like a seed, Bud's idea is small at first, and then grows and starts to matter more.
- Like a tree, Bud's idea is strong, inspiring him to reach for his father by traveling across Michigan.
- Like roots, Bud's idea makes him feel grounded and at home with the Dusky Devastators.

9. Introduce the vocabulary term *extended metaphor* by displaying the term and definition. Engage students in Vocabulary Exploration.

10. Explain that because the author repeatedly uses seeds, trees, and roots to represent Bud's idea of family, these detailed images qualify as extended metaphors.

Definition

extended metaphor: a metaphor that is developed in detail over multiple sections of a literary work

11. Ask this question:**What do these extended metaphors teach us about Bud?****Language Support**

To support students' understanding of extended metaphor, explain the connection between seeds, trees, and roots. Seeds grow into trees, which have roots. While each element is its own metaphor, they also work together. Sketch an image of a seed and then a tree with roots. Label the image "Bud's idea" and add characteristics to each element of the image: "starts small, but grows" by the seed; "strong and inspiring" by the tree; "makes him feel grounded and at home" by the roots.

Key Ideas

- Bud is very attached to the idea of his father.
- Bud wants to feel connected to a family.
- Bud gains comfort and inspiration thinking of his parents.

Respond | Analyze Extended Metaphor | 15 minutes

1. Poll students to answer this question:**Which of the following do you think is the most effective extended metaphor for Bud's idea of family: seeds, trees, or roots?**

- 2.**  **Introduce the learning task.** Instruct students to explain in their journals how the author uses seeds, trees, and roots as extended metaphors to describe Bud's idea of family. Tell students to refer to the imagery and metaphor chart.

Analyze Student Progress

Monitor: Do students refer to the characteristics of seeds, trees, and roots to describe Bud's idea of family?

Offer Immediate Support: If students need additional support explaining how the author uses roots as extended metaphors, remind them to explain how the characteristics of roots apply to Bud's idea of family.

Plan Future Practice: Students practice analyzing metaphor in module 2.

3. Look for students to address key ideas in their responses.

Key Ideas

- Like a seed, Bud's idea of his father starts out small but eventually grows.
- Like a tree, Bud's idea of his father is big enough that Bud spends a lot of time dwelling on it; it is strong enough that it inspires him to take a long journey to find his father.
- Like roots, Bud's idea of the Dusky Devastators supplies him with nutrients like perseverance and anchors him at home.

4. Display the Knowledge Card for *transient* and direct attention to the image to spark students' memory. Remind students of the term's meaning.

5. Instruct students to review the passages from pages 94–95 and page 172 in small groups. Direct the groups to annotate references to where Bud stays or goes somewhere. Look for students to annotate appropriate passages.

Sample Annotations

- "I made up my mind to walk clean across the state of Michigan." (95)
- "... of all the places in the world that I'd ever been in this was the one." (172)
- "This was where I was supposed to be." (172)

6. Ask this question:

 **How does Bud's idea of family relate to his experience of transience?**

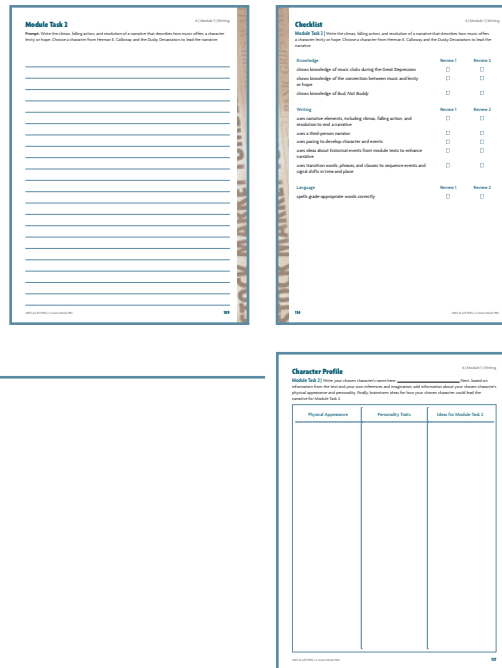
Key Ideas

- Bud experiences transience when his idea of family motivates him to walk across Michigan to find his father.
- Bud's experience of transience ends when his idea of family expands and motivates him to stay rooted with the Dusky Devastators.

Write | Plan a Narrative Arc | 15 minutes

1. Direct students to Module Task 2 and the Checklist for Module Task 2, located in the *Learn* book. Briefly review the prompt and checklist.
2. Remind students that in lesson 29 they selected a member of the Dusky Devastators to feature in their narrative for Module Task 2. Direct students to their Character Profile for Module Task 2, located in the *Learn* book.
3. Instruct students to Think–Pair–Share to answer this question:

 **How will your character affect the narrative arc?**



The image shows three pages from a 'Learn' book. The first page is 'Module Task 2' with a prompt: 'Imagine that you are Bud. Using what you know about Bud, write a narrative that shows how Bud's idea of family motivates him to walk across Michigan to find his father.' The second page is a 'Checklist' for Module Task 2, with two columns for 'Review 1' and 'Review 2'. The third page is a 'Character Profile' for Module Task 2, with three columns: 'Physical Appearance', 'Personality Traits', and 'Ideas for Module Task 2'.

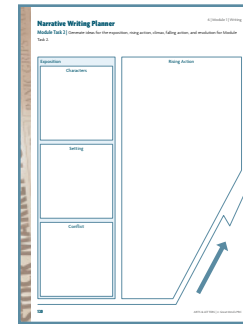
4.  **Introduce the learning task.** Direct students to the Narrative Writing Planner for Module Task 2, located in the *Learn* book. Instruct students to complete the planner.

Analyze Student Progress

Monitor: Do students plan a narrative arc relying on a main character from the Dusky Devastators?

Offer Immediate Support: If students need additional support planning their narrative arc, ask them to think of a conflict their chosen character might face, based on events in the text or aspects of the character's personality or situation.

Plan Future Practice: Students practice planning a narrative arc in lesson 37.



The image shows a 'Narrative Writing Planner' form. It is titled 'Narrative Writing Planner' and 'Module Task 2: Character study for the exposition, rising action, climax, falling action, and resolution for Module 1'. The form is divided into two main sections. The left section is titled 'Character' and contains three sub-sections: 'Character', 'Setting', and 'Conflict'. The right section is titled 'Writing Arc' and contains a large empty space for writing. A blue arrow points from the 'Conflict' section to the 'Writing Arc' section.

5. Form pairs. Instruct students to share their planner and help their partner draft additional ideas as needed.

LAND 5 minutes**Reflect on Learning**

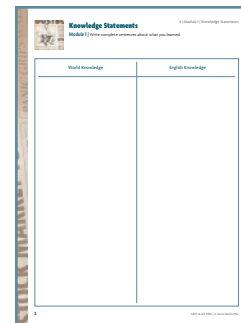
1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about extended metaphor?
 - What did you learn from *Bud, Not Buddy*?
 - What did you learn to do?
2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
 3. Conclude the lesson by inviting students to add their questions to the Question Board.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.5.6 Vocabulary: MM.5.6.B, MM.5.6.B.a, MM.5.6.B.c

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.d

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.C

DM.3.6 Schema Building



Lesson 32

Essential Question | How do people persevere through hardship?

Content Framing Question | **Distill:** What is a central idea in this text?

OVERVIEW

Preview

In this Distill lesson, students explore central ideas in *Bud, Not Buddy* to gather evidence for a class discussion about themes. Students connect central ideas in *Bud, Not Buddy* to themes. This knowledge prepares them to discuss how the setting of the Great Depression helps develop themes, including how people and communities survive hardship by changing their circumstances or refusing to give up. During writing instruction, students draft their narrative for Module Task 2. This work prepares students for the End-of-Module Task.

P A Prologue to lesson 32 is available for students who need additional support.

Learning Goals

Explain a theme in *Bud, Not Buddy*.

LEARNING TASK: During a class discussion, share a theme in *Bud, Not Buddy*.

For Module Task 2, draft a narrative.

LEARNING TASK: For Module Task 2, draft a narrative about how music offered a character levity or hope in *Bud, Not Buddy*.

Vocabulary

theme (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Prepare to Discuss *Bud, Not Buddy*
- **Respond:** Discuss a Theme
- **Write:** Draft a Narrative

LAND

Reflect on Learning

Materials

TEACHER

- *Bud, Not Buddy*
- Talking Tool (*Learn* book, Writing)

STUDENTS

- *Bud, Not Buddy*
- journal
- Supporting Character Organizer 2 for *Bud, Not Buddy* (*Learn* book, lesson 25)
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Consider the best seating arrangement for a class discussion, and plan how and when to rearrange your seating.
- Determine how students will complete Module Task 2. See the Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Bud, Not Buddy*, passage 3 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: What is a central idea in this text?
3. Tell students that they will review chapters 11–19 of *Bud, Not Buddy* to identify and discuss themes.

LEARN 53 minutes

Read | Prepare to Discuss *Bud, Not Buddy* | 15 minutes

1. Remind students that in lesson 21 they formulated central ideas for chapters 1–10 of *Bud, Not Buddy*. Review the term *central idea*.
2. Direct students to their journals. Instruct them to review the central ideas they generated in lesson 21 with a partner. Listen for students to address key ideas in their discussions.

Key Ideas

- Bud meets cruel people, such as the Amoses, but most people offer him help, support, and comfort.
- As Bud continues on his journey, he learns to trust people and accept their help.
- Bud needs people—he enjoys friendship, learning new things from others, and having someone to count on.
- Bud knows how to move on from people who intend him harm—he perseveres.
- The search for family is the motivation behind Bud's journey.

- Direct students to the Supporting Character Organizer 2 for *Bud, Not Buddy*, located in the *Learn* book. Instruct them to review the text, their supporting character organizer notes, and annotations from chapters 11–19.
- Instruct them to Jot–Pair–Share to respond to this prompt:

 **Identify a central idea in chapters 11–19.**

Differentiation Support

To help students identify a central idea, ask these questions:

- What brings Bud joy?
- What does Bud learn?

Key Ideas

- Bud finds joy in music.
- Bud learns empathy from people who are kind to him.
- Learning gives Bud the power to understand his past.

- Instruct students to Jot–Pair–Share to answer these questions:

 **What do you think is the most important central idea in *Bud, Not Buddy*? Why?**

- Introduce the vocabulary term *theme* by displaying the term and definition. Engage students in Vocabulary Exploration.
- Tell students that themes connect central ideas from a text to larger ideas about life in general or the human condition. Explain that because we are at the end of *Bud, Not Buddy*, we can consider themes as well as central ideas in the text.

136 | Supporting Character Organizer 2

Read: *Bud, Not Buddy*. Write: How does Bud's character change over time? How does Bud's character change over time? How does Bud's character change over time?

Supporting Character	Character's Actions	Character's Traits	Character's Role
Mr. L. C. Calhoun	Mr. L. C. Calhoun treats Bud kindly and gives him a job.	Mr. L. C. Calhoun is a kind, gentle, and caring man.	Mr. L. C. Calhoun is Bud's employer.
Mr. L. C. Calhoun	Mr. L. C. Calhoun treats Bud kindly and gives him a job.	Mr. L. C. Calhoun is a kind, gentle, and caring man.	Mr. L. C. Calhoun is Bud's employer.
Mr. L. C. Calhoun	Mr. L. C. Calhoun treats Bud kindly and gives him a job.	Mr. L. C. Calhoun is a kind, gentle, and caring man.	Mr. L. C. Calhoun is Bud's employer.
Mr. L. C. Calhoun	Mr. L. C. Calhoun treats Bud kindly and gives him a job.	Mr. L. C. Calhoun is a kind, gentle, and caring man.	Mr. L. C. Calhoun is Bud's employer.

Definition

theme (n.): a universal idea or message conveyed by a literary text

8. Ask this question:



What do you notice about the difference in focus between central idea and theme in *Bud, Not Buddy*?

Key Ideas

- **central idea:** focuses on Bud while theme focuses on everyone
- **theme:** focuses on something Bud experiences that everyone can relate to

9. Think aloud to model how to determine a theme of *Bud, Not Buddy* based on a central idea from lesson 21.

10. Instruct students to Jot–Pair–Share to respond to this prompt:



Write a theme of *Bud, Not Buddy* based on a central idea generated during this lesson.

Language Support

Display an image of a bud and a fully open flower. Explain that a central idea is like a bud and a theme is like an open flower. In the same way the flower develops from the bud, the theme develops from the central idea, revealing to everyone the bigger point.

Differentiation Support

To help students find evidence for their themes, ask students what trends they notice in their supporting character organizer about how characters treat Bud or how Bud responds to events.

Sample Think Aloud

First, I'll take a look at one of the central ideas from lesson 21: "Bud moves on from people who intend him harm." Now, I'll think about what we said *theme* means: "a universal idea or message conveyed by a literary text" or something that "connects central ideas from a text to larger ideas about life in general or the human condition." So I'll ask myself, what about Bud moving on from people who intend him harm tells me something universal or something about life in general or the human condition? I would then write, "People have the power to move on from things that are harmful."

Key Ideas

- **central idea:** Even though Bud meets people who mean him harm, such as the Amoses, most people he meets offer Bud help, support, and comfort; **theme:** Most people are helpful and trustworthy during hard times.
- **central idea:** As Bud's journey continues, he learns to trust people and accept help from others; **theme:** People can accept help from others to get through hard times.
- **central idea:** Bud needs people—he enjoys friendship, learning new things from others, and having someone to count on; **theme:** Community support helps people to overcome adversity.
- **central idea:** Bud's search for family motivates his journey; **theme:** Family has a profound influence in our lives.

11. Instruct students to choose one of these themes and Jot–Pair–Share to respond to this question:



How does the theme you selected deepen your understanding of *Bud, Not Buddy*?

Key Ideas

- **theme:** We learn whether people are kind and trustworthy by getting to know them; **understanding:** Bud experiences many difficulties, but he benefits most when he gets to know people.
- **theme:** We all need friendship and support; **understanding:** Bud makes connections with others that guide him closer to his family.
- **theme:** We have the power to move on from bad situations; **understanding:** Bud finds happiness when he discovers answers about his past.
- **theme:** Family has a profound influence in our lives; **understanding:** Bud looks for his father, but eventually finds a grandfather and many people who treat him like family.

Respond | Discuss a Theme | 18 minutes

1. Remind students that during a class discussion it is important to follow norms, or rules, that make the conversations productive. Review class discussion norms. Prompt students to consider whether they would revise or add any norms based on the outcome of their previous Distill discussion.
2. Tell students that they will have an opportunity to practice two new goals during today's discussion. Display and introduce the speaking and listening goals:
 - Support what you say with relevant evidence from the text, including quotations.
 - Revise goals to improve discussions.

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

3. Explain that students can practice the first goal by using sentence frames. Direct students to the Talking Tool, located in the *Learn* book. Echo read these sentence frames:
 - In the text, _____.
 - According to the author, _____.
 - The author states that _____.

Model how to use the sentence frames.

The image shows a 'Talking Tool' graphic with three sections: 'Listen Carefully', 'Share What You Think', and 'Support What You Say'. Each section contains specific sentence frames for students to use during discussions.

Section	Sentence Frames
Listen Carefully	Can you elaborate on _____?
	What evidence supports your claim? _____
	What does your idea relate to _____?
Share What You Think	I think _____.
	The evidence _____.
	Additionally, _____.
	Could you elaborate on that _____? This is different _____.
Support What You Say	I have your statement up that _____. These ideas are really helpful _____.
	I have your idea that _____, to build on that idea _____.
	I have your idea that _____, a different perspective _____.
	In the text _____.

4. Tell students that their second goal is to revise their goals to improve discussions. Review the list of class goals from the Distill discussion in lesson 21. Ask students to reflect on their previous goals and revise them to create a new goal for today's discussion.
5. Instruct students to Jot–Pair–Share to answer this question:

How can you improve your participation in class discussions?

6.  **Introduce the learning task.** Instruct students to refer to their notes from chapters 11–19, the supporting character organizer, and journal responses to support their ideas during a class discussion. Begin the discussion by asking these questions:

 **What is a theme in *Bud, Not Buddy*?**

 **Is the Great Depression an essential setting to convey this theme? Why or why not?**

Analyze Student Progress

Monitor: Do students use evidence about the Great Depression setting to support their themes?

Offer Immediate Support: If students need additional support sharing themes, direct them to their supporting character organizer and annotations to look for trends that support universal ideas.

Plan Future Practice: Students practice distilling themes in module 2.

7. Reinforce key ideas.

Key Ideas

- **theme:** We learn whether people are kind and trustworthy by getting to know them; **Great Depression setting:** People learned to trust others by relying on them for shelter and support.
- **theme:** We all need friendship and support; **Great Depression setting:** People needed friendship and support because of the lack of economic and social resources. Places like Hoovervilles became supportive communities.
- **theme:** We have the power to move on from bad situations; **Great Depression setting:** People were resilient despite the unique challenges they faced.
- **theme:** Family has a profound influence in our lives; **Great Depression setting:** The Great Depression reinforced the need for family and support.

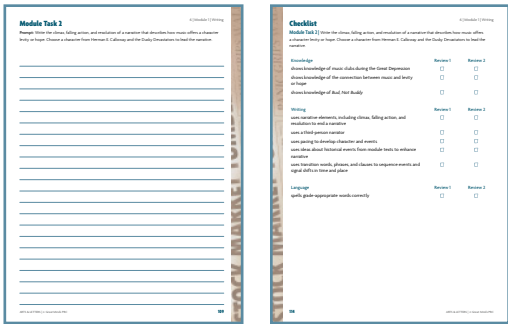
8. Instruct students to review their themes and make revisions based on how their thinking changed during the discussion. Invite a few students to share any changes they made.

Write | Draft a Narrative | 20 minutes

- 1. Direct students to Module Task 2 and the Checklist for Module Task 2, located in the *Learn* book. Review the Module Task 2 prompt and checklist.
- 2. Facilitate a brief discussion of students’ remaining questions.

Teacher Note

Students may complete Module Task 2 on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.



- 3.  **Introduce the learning task.** Instruct students to draft their narrative for Module Task 2.

Analyze Student Progress

- Monitor:** Do students draft a relevant climax, falling action, and resolution?
- Offer Immediate Support:** If students need additional support writing the climax, falling action, and resolution, direct them to the Narrative Writing Planner for Module Task 2, located in the *Learn* book, and ask this question: How does music offer a particular character in *Bud, Not Buddy* hope?
- Plan Future Practice:** Students practice writing a narrative for the End-of-Module Task in lesson 38.

LAND 5 minutes**Reflect on Learning**

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct them to work with a partner to discuss what they learned today and form knowledge statements to add to the page in their *Learn* book. To spark discussions, ask this question:

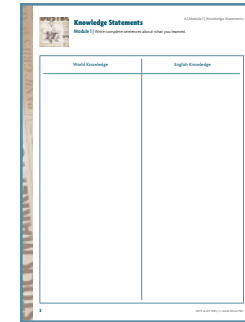
 **What did you learn today?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn about themes?
- What did you learn from *Bud, Not Buddy*?
- What did you learn to do?

2. Invite a few students to share their statements. As they share, remind students that they do not need to add every statement to their page. Encourage them to add statements that build their knowledge, and prompt them to pursue lines of inquiry.
3. Conclude the lesson by inviting students to add their questions to the Question Board.

**ACHIEVEMENT DESCRIPTORS****MM** Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.2.6 Theme and Central Idea: MM.2.6.A, MM.2.6.B, MM.2.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.c, CP.4.6.B, CP.4.6.B.d, CP.4.6.B.e, CP.4.6.C

CP.5.6 Language: CP.5.6.B

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.D

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 33

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this Know lesson, students articulate knowledge about the Great Depression gained from module texts. Students synthesize their understanding of how people experienced joy and levity in spite of the hardships of the Great Depression. This work prepares them to write knowledge statements expressing what they learned from *Bud, Not Buddy* and “I Got Rhythm.” During writing instruction, students use temporal words and phrases and transition words in a narrative. This work prepares them to revise their narrative for Module Task 2.

Learning Goals

Express knowledge about strategies for survival during the Great Depression.

 **LEARNING TASK:** Write two knowledge statements in a consistent style and tone.

For Module Task 2, revise a narrative.

 **LEARNING TASK:** For Module Task 2, revise a narrative by using temporal words and phrases and transition words to speed up or slow down pacing.

Vocabulary

style (n.)

tone (n.)



Agenda

LAUNCH

Read the Content Framing Question

LEARN

- **Read:** Synthesize Knowledge About the Great Depression
- **Respond:** Express Knowledge About the Great Depression
- **Write:** Revise a Narrative

LAND

Synthesize Learning

Materials

TEACHER

- *Bud, Not Buddy*
- class Knowledge Statements for Module 1 (*Learn* book)

STUDENTS

- *Bud, Not Buddy*
- Knowledge Statements for Module 1 (*Learn* book)
- journal
- Module Task 2 (*Learn* book, Writing)
- Checklist for Module Task 2 (*Learn* book, Writing)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.
- In small groups, students rehearse and perform the passage on Fluency Practice for *Bud, Not Buddy*, passage 3 (*Learn* book, Fluency).

LAUNCH 2 minutes

Read the Content Framing Question

1. Display *Bud, Not Buddy*.
2. Display and Choral Read the Content Framing Question: How do these texts build our knowledge?
3. Tell students that they will review and write about the knowledge they built while reading *Bud, Not Buddy* and analyzing “I Got Rhythm.”

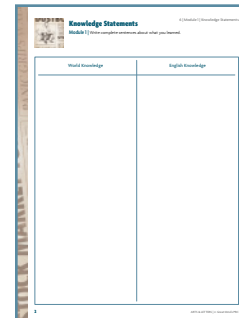
LEARN 53 minutes

Read | Synthesize Knowledge About the Great Depression | 20 minutes

1. Display and read aloud the Essential Question:

 **How do people persevere through hardship?**

2. Remind students that they have been learning about the Great Depression throughout the module. Display the class Knowledge Statements for Module 1, and direct students to the page in their *Learn* book.



3. Ask this question:

 **What did we learn about the Great Depression from *Bud, Not Buddy* and “I Got Rhythm”?**

Differentiation Support

To help students relate what they learned about the Great Depression from module texts, ask this question: Why were the lyrics of the song “I Got Rhythm” so important during the Great Depression?

Teacher Note

Tell students that they can also answer any of the questions in their Notice and Wonder Checklist for *Bud, Not Buddy* (lesson 12), located in the *Learn* book.

Key Ideas

- People developed relationships that helped them persevere through hardships.
- Music was an important source of joy.
- People were grateful for positive aspects of life like friends, family, sunshine, and music, which were unrelated to money.

4. Add a few responses to the class Knowledge Statements for Module 1.

5. Direct students to their journals. Instruct them to Jot–Pair–Share to answer these questions:

 **What forms of entertainment brought people joy during the Great Depression?**

 **What resources did people rely on to persevere through the hardships of the Great Depression?**

6. Instruct students to Mix and Mingle to share answers. Prompt students to use module words in their discussion.

Language Support

Provide a word bank to help students respond to the questions. You may include terms such as *dancing*, *family*, *friends*, *jokes*, *laughing*, *love*, *money*, *music*, *singing*, and *support*, as well as module terms such as *levity*, *perseverance*, and *resilience*.

Key Ideas

Entertainment

- People participated in sports, like baseball.
- People listened to the radio.
- People created music that focused on something other than economic hardships.
- People went dancing.
- People told jokes and did things to make others laugh.

Resources

- Loving relationships and support from family and friends helped people overcome hardship.
- Things like good weather, spending time in nature, and other nonmonetary elements of life bolstered resilience.

Respond | Express Knowledge About the Great Depression | 18 minutes

1. Direct attention to Knowledge Statements for Module 1. Ask this question:

 **What new knowledge did you learn about the Great Depression from your peers?**

2. Instruct students to draft a knowledge statement. Encourage them to draft statements that build their knowledge and prompt them to pursue lines of inquiry.

Differentiation Support

To help students articulate knowledge from the lesson, use key ideas from the Jot-Pair-Share questions to model the process of turning an oral statement into a written response.

Differentiation Challenge

To encourage students to share knowledge creatively, instruct them to identify a contemporary song to accompany *Bud, Not Buddy* or *Picturing a Nation* and explain how the lyrics, tempo, and style of the music inform their choice.

3. Explain that elements of language like style and tone help writers articulate and expand their ideas.

Assess and activate prior knowledge by asking this question:

 **What do you know about style and tone in writing?**

Use responses to reinforce that *style* and *tone* refer to how an author crafts their writing to meet the expectations of a particular audience and demonstrate certain attitudes or emotions.

4. Introduce the vocabulary terms *style* and *tone* by displaying the terms and definitions. Engage students in Vocabulary Exploration.
5. Explain that you are going to display two knowledge statements. Tell students that each statement has a consistent tone within the statement but not the same tone as the other.

Definitions

style (n.): a particular way in which something is done, created, or performed

tone (n.): the author's attitude toward the subject, as conveyed by the words the author chooses

6. Display and Choral Read these knowledge statements:

- Unfortunately, people rarely felt joy during the Great Depression and then only by listening to music with other people.
- When music played, smiles shone on people's faces as they began to dance and forget the difficulties of life at that time.

7. Ask this question:

 **What is the difference in tone between these two statements?**

Reinforce the correct response: The first statement is sad and negative and focuses on the troubles of the Great Depression and the lack of joy. The second statement is upbeat and positive and focuses on joyful musical experiences involving dancing and smiling that helped people forget their troubles.

8. Ask this question:

 **What words or phrases help you identify the tone of these statements?**

Reinforce the correct response: The first statement sets a sad and negative tone with words like *unfortunately* and *rarely* and explains that people often could “only” listen to music with others to find joy. The second statement sets an upbeat and positive tone with words like *smiles*, *shone*, and *dance* and explains that people forgot their troubles.

9. Tell students that it is important that the style and tone of their writing matches and reinforces their intent.

10. Tell students that you are going to display a knowledge statement with inconsistent style and tone.

Display and Choral Read this knowledge statement: It is so awesome that starving people who had lost everything felt joyful and excited when they listened to music together during the Great Depression.

- 11.** Instruct students to Think–Pair–Share to answer these questions:

 **What style and tone does the word *awesome* suggest?**

 **What do words and phrases such as *starving* and *people who had lost everything* suggest?**

Reinforce the correct responses: The word *awesome* makes the sentence’s style feel informal or conversational and sets a happy tone. The words and phrases *starving* and *people who had lost everything* suggest horrible, serious things.

- 12.** Explain that because the statement’s style and tone in one part doesn’t match or reinforce the style and tone in the other, it has an inconsistent style and tone.

Language Support

To help students identify and assess inconsistencies in style and tone, ask them to categorize words and phrases in the knowledge statement as positive and negative.

- 13.** Display and Choral Read this revised knowledge statement: Fortunately, music provided joy and excitement for people experiencing hardship during the Great Depression.

- 14.** Ask this question:

 **What do you notice about the change of phrasing in this statement?**

Reinforce the correct response: This revised statement removes informal language such as *awesome* and phrases that suggest “people who had lost everything” felt “awesome” about anything. The revision also correctly notes that people experienced joy during hardship.

- 15.** Instruct students to work with a partner to revise one knowledge statement from the class Knowledge Statements for Module 1 or their *Learn* book page. Tell them that their revision should ensure consistency across style and tone.
- 16.** Invite a few students to share their revised knowledge statements.

- 17. 🎯 Introduce the learning task.** Direct attention to Knowledge Statements for Module 1. Instruct students to write two knowledge statements about how people persevered through the Great Depression. Tell them to use consistent style and tone in their statements.

Analyze Student Progress

Monitor: Do students demonstrate consistent style and tone in their knowledge statements?

Offer Immediate Support: If students need additional support maintaining consistency, advise them to write one knowledge statement as if they are writing to a friend and another knowledge statement as if they are writing to the president of the United States.

Plan Future Practice: There is no additional instruction on maintaining consistent style and tone in this level. Consider using volume of reading texts to provide more practice.

Write | Revise a Narrative | 15 minutes

1. Direct students to Module Task 2 and the Checklist for Module Task 2, located in the *Learn* book. Instruct them to use the checklist to determine whether their narrative includes the required components. Tell students to make revisions to Module Task 2.

Teacher Note

At the start of this lesson, students will be at different phases in completing Module Task 2. Some students may require additional time to complete the learning task from the previous lesson. Take into account your students' progress toward completion, and adjust the timing of this lesson as needed.

Module Task 2

Checklist

	Review 1	Review 2
Knowledge		
shows knowledge of main ideas during the Great Depression	☐	☐
shows knowledge of the connection between cause and effect	☐	☐
shows knowledge of how hard people	☐	☐
Writing		
uses concrete details, including dates, telling action, and	☐	☐
emotions to tell a story	☐	☐
uses a third person narrator	☐	☐
uses strong verbs, adjectives, and adverbs	☐	☐
uses strong verbs, adjectives, and adverbs to enhance	☐	☐
characters	☐	☐
uses transition words, phrases, and clauses to sequence events and	☐	☐
show how events are related	☐	☐
Language		
uses grade-appropriate words correctly	☐	☐

2. Remind students that they addressed this checklist item in lesson 24: uses pacing to develop character and events.

3. Assess and activate prior knowledge by asking these questions:

 **What do you remember about temporal words and phrases?**

 **What do you remember about transition words?**

Use responses to reinforce that temporal words and phrases describe when events happen, and transition words connect ideas between sentences and paragraphs.

4. Direct attention to Module Task 2. Instruct students to identify one event in their draft and to revise that event by adding temporal and transition words to slow down or speed up pacing.

Differentiation Support

To help students revise one event in Module Task 2, instruct them to revisit the annotated writing model for examples of temporal words and phrases and transition words.

Language Support

To help students understand the purpose of temporal words, explain that the Latin root *temp* means “time.”

5.  **Introduce the learning task.** Instruct students to revise their Module Task 2 narrative by using temporal words and phrases and transition words to speed up or slow down pacing.

Analyze Student Progress

Following completion of Module Task 2, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

LAND 5 minutes

Synthesize Learning

1. Remind students of the Essential Question. Tell them that they have been answering this question in different ways throughout the module. Ask the Essential Question:



How do people persevere through hardship?

2. Use responses to reinforce these Knowledge Threads:
 - During the Great Depression, people throughout the United States struggled with common economic problems as well as regionally specific hardships.
 - When people experience adversity, their definitions of home and family may shift to include larger communities that provide help and support.
 - Individual people and communities survive hardship by attempting to change circumstances or by refusing to give up.
 - People turn to music and other forms of entertainment to give them hope in difficult times.
 - African American culture, including musical innovations, fostered community resilience during the Great Depression.

Teacher Note

As needed, prompt students to reflect on what they learned throughout the module by asking questions such as these:

- What did you learn about the Great Depression?
- What did you learn about music during the Great Depression?
- What did you learn to do?

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.e

CP.5.6 Language: CP.5.6.B, CP.5.6.E

CP.6.6 Revision

BU Build Understanding

BU.2.6 Discovery and Evidence: BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B

BU.4.6 Expression

DF Develop Foundations

DF.13.6 Sentence Construction: DF.13.6.A

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 34

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

In this lesson, students complete Reading Comprehension Assessment 2. In the first section of the assessment, students demonstrate their fluency by reading aloud an excerpt from the assessment text. In the second section, students demonstrate their knowledge by answering questions about important words and concepts in the module. In the third section, students expand their knowledge by applying comprehension skills to the assessment text. In the fourth section, students evaluate their confidence about the assessment and identify challenges posed by the assessment text. After completing the assessment, students read from a volume of reading text.

Learning Goal

Demonstrate knowledge of the Great Depression and apply reading comprehension skills to a new text related to the Great Depression.

 **LEARNING TASK:** Complete Reading Comprehension Assessment 2.

Vocabulary

none



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Respond:** Complete an Assessment
- **Read:** Read More About the Great Depression

LAND

Revisit the Essential Question

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)

Preparation

- Refer to the Assessment Guide for information on how to administer Reading Comprehension Assessment 2.
- Select volume of reading books for the Read section.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do people persevere through hardship?
2. Tell students that in this lesson they will demonstrate and build what they know about the Great Depression by completing an assessment. Reinforce that the text students read during the assessment will add to their understanding of the Essential Question.

LEARN 55 minutes

Respond | Complete an Assessment | 40 minutes

1.  **Introduce the learning task.** Tell students that they will complete an assessment. Explain that the assessment includes four sections. In the first section, students demonstrate fluency by reading aloud a new text related to the Great Depression. In the second section, they answer questions related to important words and ideas in the module. In the third section, they closely reread the new text and answer questions about the text. In the fourth section, they evaluate their answers and identify challenges.
2. Administer the assessment according to the instructions in the Assessment Guide.

Teacher Notes

Students may complete Reading Comprehension Assessment 2 on paper or on the digital platform. Using the platform gives students experience with technology-enhanced assessments.

As needed, adjust instruction in the next section to allow students time to complete the assessment.

Analyze Student Progress

Refer to the Assessment Guide for next steps following Reading Comprehension Assessment 2. Use this information to plan responsive teaching for lesson 35.

Read | Read More About the Great Depression | **15 minutes**

1. Instruct students who completed the assessment to read a volume of reading book. Those who are still working on the assessment can read a volume of reading book during the regularly scheduled volume of reading time.

LAND 3 minutes**Revisit the Essential Question**

1. Instruct students to share with a partner one thing they learned about the Great Depression from the text for Reading Comprehension Assessment 2.
2. Tell students that they will continue to discuss what they have learned about how people persevere through hardship during the module finale lessons.

ACHIEVEMENT DESCRIPTOR**DM** Develop Metacognition**DM.3.6 Schema Building**



Lesson 35

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

In this Responsive Teaching lesson, students follow along and listen closely to another reading of the text for Reading Comprehension Assessment 2. They discuss assessment questions they might have missed to explain how to identify the correct answers. The lesson concludes with an opportunity for students to engage in work with prefixes and module terms. Reviewing the assessment, prefixes, and module terms solidifies students' understanding of the Great Depression and prepares them to continue building their knowledge.

Learning Goal

Analyze relevant questions on Reading Comprehension Assessment 2.

 **LEARNING TASK:** Explain how to identify correct answers for relevant questions on Reading Comprehension Assessment 2.

Vocabulary

all module 1 terms



Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Listen Closely to the Assessment Text
- **Respond:** Revisit the Assessment
- **Engage:** Build Vocabulary

LAND

Reflect on the Assessment

Materials

TEACHER

- text for Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Assessment Guide (digital platform)
- all module 1 Knowledge Cards

STUDENTS

- Reading Comprehension Assessment 2 (Assessment Guide or digital platform)
- Glossary for Module 1 (*Learn* book)
- Word Parts Web for *re-* (*Learn* book)

Preparation

- Use the student performance data from Reading Comprehension Assessment 2 to determine which questions to review in this lesson. Refer to the Assessment Guide for additional information.
- Use the student performance data from the second section of Reading Comprehension Assessment 2 to identify module terms to highlight for review. Then review the options in the Engage section. Depending on the option you choose, gather the necessary Knowledge Cards and materials.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display and Choral Read the Essential Question: How do people persevere through hardship?
2. Tell students that they will listen to and follow along with the text for Reading Comprehension Assessment 2 and discuss some of the questions. Emphasize that revisiting the text and assessment helps students deepen their knowledge, respond to the Essential Question, and strengthen their reading comprehension skills.

LEARN 55 minutes

Read | Listen Closely to the Assessment Text | 10 minutes

1. Read aloud the text for Reading Comprehension Assessment 2, modeling fluent reading.

Respond | Revisit the Assessment | 25 minutes

1.  **Introduce the learning task.** Display selected questions from Reading Comprehension Assessment 2. Explain that the class will discuss these questions to understand how to identify the correct answers.
2. Refer to the Assessment Guide for information on responsive teaching for Reading Comprehension Assessment 2.

Analyze Student Progress

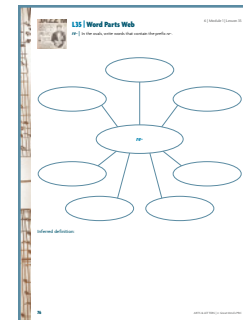
Monitor: Do students explain how to identify the correct answers for items reviewed on Reading Comprehension Assessment 2?

Offer Immediate Support: If students need additional support explaining how they arrived at the correct answers, think aloud to model an explanation before having students practice in pairs.

Plan Future Practice: Students practice discussing responses to an assessment in module 2.

Engage | Build Vocabulary | 20 minutes

1. Remind students that knowing the definition of a prefix can help readers understand the meanings of new words. Direct students to the term *resilience* in the Glossary for Module 1, located in the *Learn* book.
2. Invite a few students to identify the prefix and share the prefix's definition. Reinforce the correct response: *re-* means “again or back.”
3. Direct students to the Word Parts Web for *re-*, located in the *Learn* book. Instruct students to work with a partner to brainstorm words that contain the prefix *re-* and then add those words to their webs. Tell students to use glossaries and dictionaries as needed.
4. Invite a few students to share their words. Students may generate words such as these: *react*, *rearrange*, *reiterate*, *rekindle*, *revert*. Correct any misunderstandings or misapplied affixes.
5. Instruct students to choose two or three words on their web and quickly sketch an image to illustrate each word. Tell students to add their images underneath or next to the words they represent.



6. Invite a few students to share one of their images. Ask these questions:



What do you notice about the illustrations?



How do they relate to the meaning of the prefix re-?

7. Remind students that there are other ways to build their knowledge of vocabulary. Use Knowledge Cards to review terms and definitions introduced in previous lessons. Select terms for students to use in one of the following vocabulary activities.
 - **Share What You Know:** Choose one Knowledge Card and read aloud the term and definition. Direct students to Knowledge Statements for Module 1, located in the *Learn* book. Instruct students to write a knowledge statement containing the term, and then share it with a partner. Invite pairs to share with the class. Repeat the activity by choosing another card.
 - **Link-Up:** Assign two Knowledge Cards to each student. Invite students to find a partner. Instruct pairs to create complete sentences using two of the assigned terms. Invite pairs to share their sentences with the class. Instruct students to find another partner and repeat the activity.

Teacher Note

Reviewing Knowledge Cards offers an opportunity to deepen the knowledge of the module. Consider which Knowledge Threads to elevate when selecting terms for the activity. Find the Knowledge Threads in the module overview.

LAND 3 minutes

Reflect on the Assessment

1. Instruct students to share with a partner one thing they learned as they worked through assessment questions with the class.
2. Tell students that they will continue to discuss what they have learned about the Great Depression during the module finale lessons.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A

MM.5.6 Vocabulary: MM.5.6.A, MM.5.6.A.d

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A

BU Build Understanding

BU.2.6 Discovery and Evidence

DM Develop Metacognition

DM.4.6 Reflection and Evaluation



Lesson 36

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students revisit the module texts to reflect on how people persevere through hardship. During a Socratic seminar, students use evidence from all module texts to discuss how people persevered through hardship during the Great Depression. During writing instruction, students review the characteristics of the three potential settings for their End-of-Module Task. This work prepares students to choose a setting and describe it using two additional characteristics.

Learning Goals

Reflect on how people persevere through hardship.

LEARNING TASK: During a Socratic seminar, share the most effective ways characters persevere through hardship in the module 1 texts.

For the End-of-Module Task, review the characteristics of certain settings.

LEARNING TASK: For the End-of-Module Task, describe one of the following settings by using two additional characteristics: the Dust Bowl, a Hooverville, or a music club.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Read:** Prepare for a Discussion
- **Respond:** Discuss Module Knowledge
- **Write:** Prepare for the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- all module texts
- Knowledge Cards: *hardship, perseverance, levity, resilience, migrate*
- Talking Tool (*Learn* book)

STUDENTS

- all module texts
- journal
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- none

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display all module texts. Remind students that a finale is a big performance at the end of a concert or show, when the performers put all their talents together. In this set of finale lessons, students will synthesize their knowledge to discuss and write about the Essential Question.
2. Display and Choral Read the Essential Question: How do people persevere through hardship?
3. Reinforce that students thought deeply about the Essential Question as they read each module text. Explain that in this lesson students will discuss what they have learned about how people persevere through hardship.

LEARN 53 minutes

Read | Prepare for a Discussion | 20 minutes

1. Tell students that they will participate in a Socratic seminar to share the knowledge they have gained from the module texts. Explain that in a Socratic seminar students share what they think about a meaningful question and use evidence from the text to support their thinking. Tell students that they may agree or disagree with another's position. Emphasize that they can deepen their knowledge about a topic by listening closely to all ideas.

Teacher Note

If time allows, briefly note that the name of the Socratic seminar comes from the ancient Greek philosopher Socrates. Share that Socrates loved to teach by asking his students challenging questions and discussing them together.

2. Display and Choral Read the discussion question:



What are the most effective ways characters persevere through hardship in the module 1 texts?

Tell students that they will discuss this question to help them respond to the Essential Question.

3. Display the Knowledge Cards for *hardship* and *perseverance* and direct attention to the images to spark students' memory. Remind students of the terms' meanings.

Language Support

Keep the Knowledge Cards for *hardship* and *perseverance* displayed for students to refer to while they prepare for and participate in the discussion.

4. Emphasize that students have learned about how people persevere through hardship by reading historical fiction and first-hand accounts of the Great Depression.
5. Form seven groups. Assign each group a text. Instruct students to annotate details about how people and characters persevere through hardship.
- **group 1:** *Picturing a Nation* (pages 15–77)
 - **group 2:** *Picturing a Nation* (pages 78–133)
 - **group 3:** *Bud, Not Buddy* (chapters 1–10)
 - **group 4:** *Bud, Not Buddy* (chapters 11–19)
 - **group 5:** “Hooverilles,” “Hoover’s Prodigal Children,” “What a Cruel Thing to Do on Mother’s Day”
 - **group 6:** *Migrant Mother*
 - **group 7:** “Mother to Son”

6. Invite groups to share their responses. List responses as each group shares.

Key Ideas

Picturing a Nation (pages 15–77)

- go to parades and fairs
- rely on religious community
- find joy in music and dancing

Picturing a Nation (pages 78–133)

- rely on family
- migrate to find work
- attend parades and fairs

Bud, Not Buddy (chapters 1–10)

- rely on the support of kind strangers
- remember past lessons
- rely on friends

Bud, Not Buddy (chapters 11–19)

- find humor
- learn lessons from others
- rely on family
- find joy in music

“Hooverilles,” “Hoover’s Prodigal Children,” “What a Cruel Thing to Do on Mother’s Day”

- use local resources
- gain public sympathy
- rely on community

Migrant Mother

- rely on family
- migrate to find work

“Mother to Son”

- rely on family
- remember past lessons

7. Display the Knowledge Cards for *levity*, *resilience*, and *migrate*, and direct attention to the images to spark students’ memory. Remind students of the terms’ meanings. Instruct students to Think–Pair–Share to respond to this question:



How would you rank *levity*, *resilience*, and *migration* in order of what helped people in the Great Depression persevere through hardship?

8. Direct students to their journals. Tell students to write a brief explanation of their rankings.

Respond | Discuss Module Knowledge | 20 minutes

1. Remind students of the six speaking and listening goals they have practiced during the module:
- Follow discussion norms.
 - Explain how information presented in multiple formats deepens your understanding.
 - Speak at a volume and rate others can understand.
 - Set goals to improve discussions.
 - Support what you say with relevant evidence from the text, including quotations.
 - Revise goals to improve discussions.

2. Explain that students will continue to practice these goals in their discussion. Display the Talking Tool and briefly review the sentence frames. Tell students to use the sentence frames as needed during the discussion.

Teacher Note

During the discussion, use the Module 1 Speaking and Listening Goal Tracker, located on the digital platform, to monitor student progress toward these goals.

3.  **Introduce the learning task.** If possible, arrange students in a circle for discussion, and tell them to bring their journals and module texts with them. Begin the discussion by asking this question:

 **What are the most effective ways characters persevere through hardship in module 1 texts?**

Teacher Note

Though the learning task focuses on students' understanding of the content, the task also provides students an opportunity to practice their oral language skills.

Analyze Student Progress

Monitor: Do students refer to evidence in their journals or module texts to support their ideas about the most effective ways characters persevere?

Offer Immediate Support: If students need additional support contributing text-based ideas, direct attention to this sentence frame on the Talking Tool: I think _____ because _____.

Plan Future Practice: Students practice participating in a Socratic seminar in module 2.

- 4. Conclude the Socratic seminar by asking the broader question:**



How do people persevere through hardship?

5. Direct students to the rankings and explanations they wrote in their journals before the discussion. Instruct students to explain whether the discussion strengthened or challenged their initial ideas and to provide specific examples as support.
6. Explain that students will engage in a Socratic seminar at the end of each module.

Write | Prepare for the End-of-Module Task | **13 minutes**

1. Tell students that they will continue to share what they have learned about how people persevere through hardship by completing the End-of-Module Task during the next few lessons.
2. Display the End-of-Module Task, and direct students to the page in their *Learn* book. Choral Read the prompt: Write a third-person narrative about a resilient character who lives during the Great Depression. Choose one of the following locations as the setting for your story narrative:
 - the Dust Bowl
 - a Hooverville
 - a music club

[illegible]

3. Ask this question:

 **What is this prompt asking you to do?**

Key Ideas

- Write a third-person narrative.
- Demonstrate knowledge of resilience and perseverance.
- Demonstrate knowledge of hardship during the Great Depression.
- Demonstrate knowledge of settings such as the Dust Bowl, a Hooverville, or a music club.

Differentiation Challenge

Some students will be able to write advanced responses to the End-of-Module Task. For example, they may be able to increase variety in sentences and include additional textual evidence and elaboration to support each point. See the Assessment Guide for more information, including an example of an advanced response.

4. Emphasize that the task requires students to write a third-person narrative and to demonstrate their knowledge about resilience and hardship during the Great Depression and in Great Depression settings.
5. Remind students that for Module Task 2 they wrote the climax, falling action, and resolution of a narrative about how music offered a character levity or hope. Explain that this narrative essay will require similar planning and structure, but the knowledge will come from all module texts.
6. Instruct students to Think–Pair–Share to respond to this prompt:

 **Name one characteristic of each of these settings:**

- the Dust Bowl
- a Hooverville
- a music club

Key Ideas

- **the Dust Bowl:** barren
- **a Hooverville:** many residents unemployed
- **a music club:** invigorating

7.  **Introduce the learning task.** Instruct students to choose one of the following settings for their End-of-Module Task: the Dust Bowl, a Hooverville, or a music club. Tell students to describe their setting in their journals by using two additional characteristics.

Analyze Student Progress

Monitor: Do students include at least two new characteristics that accurately describe their setting?

Offer Immediate Support: If students need additional support describing their setting by using characteristics, direct them to their Module Tasks 1 and 2.

Plan Future Practice: Students write about the settings for their narrative essays as they begin the End-of-Module Task in lesson 37.

Key Ideas**the Dust Bowl**

- under-resourced
- eroded land

a Hooverville

- constructed of salvaged materials
- near a water source
- usually operated informally

a music club

- filled with levity
- where people dance

LAND 5 minutes**Synthesize Learning**

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book, and facilitate a brief discussion of the following question to help students articulate the knowledge they built during the lesson:

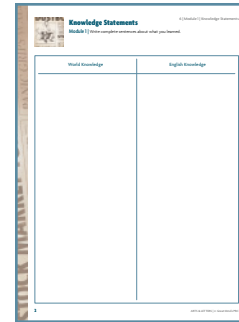
 **What did you learn by discussing effective ways people persevere through hardship?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn from listening to your classmates' ideas?
- How did the speaking and listening goals help you participate in the discussion?

2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.


ACHIEVEMENT DESCRIPTORS**MM Make Meaning from Texts**

MM.1.6 Comprehension and Evidence: MM.1.6.B

MM.2.6 Theme and Central Idea: MM.2.6.A, MM.2.6.B, MM.2.6.C, MM.2.6.D, MM.2.6.E

MM.9.6 Media: MM.9.6.C

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.A.b, MM.12.6.B, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.b, MM.12.6.C.c

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.2.6 Planning: CP.2.6.A, CP.2.6.D

CP.3.6 Content

CP.4.6 Structure

CP.5.6 Language: CP.5.6.B

CP.8.6 Presentation: CP.8.6.A, CP.8.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A, BU.2.6.B, BU.2.6.C

BU.3.6 Conversation and Collaboration: BU.3.6.A, BU.3.6.B, BU.3.6.C, BU.3.6.D, BU.3.6.E

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 37

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students review module resources that have prepared them for the End-of-Module Task. This work prepares students to plan a narrative for the End-of-Module Task.

Learning Goals

For the End-of-Module Task, review module resources.

 **LEARNING TASK:** For the End-of-Module Task, use module resources to generate ideas for the Exposition and Rising Action sections of the narrative writing planner.

Plan the narrative elements for the End-of-Module Task.

 **LEARNING TASK:** For the End-of-Module Task, generate ideas for the Climax, Falling Action, and Resolution sections of the narrative writing planner.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Prepare for the End-of-Module Task
- **Write:** Plan Narrative Elements for the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- specified texts

STUDENTS

- specified texts
- End-of-Module Task (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- US Regions During the Great Depression for *Picturing a Nation* (*Learn* book, lesson 4)
- Photograph and Caption Organizer for *Picturing a Nation* (*Learn* book, lesson 5)
- Knowledge Statements for Module 1 (*Learn* book)
- Narrative Writing Planner for the End-of-Module Task (*Learn* book, Writing)

Preparation

- Prepare to use the following texts: *Picturing a Nation*; *Bud, Not Buddy*; “Hooverilles”; “The Dust Bowl”; “Jazz.”
- Make the videos “The Dust Bowl” and “Jazz” available for students to revisit.
- Make a class list of module resources. See the first Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *Picturing a Nation* and *Bud, Not Buddy*.
2. Display and Choral Read the Essential Question: How do people persevere through hardship?
3. Tell students that they will gather module resources to support planning the End-of-Module Task: Write a third-person narrative about a resilient character who lives during the Great Depression. Choose one of the following locations as the setting for your story narrative:
 - the Dust Bowl
 - a Hooverville
 - a music club

LEARN 53 minutes**Write** | Prepare for the End-of-Module Task | 25 minutes

1. Direct students to the End-of-Module Task and Checklist for the End-of-Module Task, located in the *Learn* book. Choral Read the prompt for the End-of-Module Task.

Remind students that in the previous lesson they selected the setting for the narrative of their End-of-Module Task.

2. Ask this question:

☞ **Why did you choose this setting?**

3. Tell students that they will review module resources to support planning the narrative elements for the End-of-Module Task.

End-of-Module Task

Prompt: Write a third-person narrative about a character who lives during the Great Depression. Choose one of the following locations as the setting for your story: *the Great East*, *a farmstead*, *a circus tent*.

Checklist

End-of-Module Task: Write a third-person narrative about a character who lives during the Great Depression. Choose one of the following locations as the setting for your story: *the Great East*, *a farmstead*, *a circus tent*.

	Meets	Exceeds
Setting		
shows knowledge of the chosen setting	☐	☐
shows knowledge of the setting's experience during the Great Depression	☐	☐
shows knowledge of the connection between the setting and acts of kindness, community support, or trust as a form of unity	☐	☐
Writing		
uses all narrative elements to create a clear narrative structure	☐	☐
uses a third-person narrative	☐	☐
uses all four narrative techniques including dialogue, point of view, description, and sensory details	☐	☐
uses narrative elements effectively and shows that the story is a story and not just a list of events	☐	☐
uses narrative elements effectively and shows that the story is a story and not just a list of events	☐	☐
Language		
uses grammar in their proper case	☐	☐
uses an effective grammar	☐	☐
uses appropriate vocabulary	☐	☐

4. Display this list of module resources:

The Dust Bowl

- *Picturing a Nation* (pages 48–68)
- “The Dust Bowl”
- US Regions During the Great Depression for *Picturing a Nation* (*Learn* book, lesson 4)
- Photograph and Caption Organizer for *Picturing a Nation* (*Learn* book, lesson 5)
- Knowledge Statements for Module 1 (*Learn* book)

Hooverville

- *Bud, Not Buddy* (chapter 8)
- “Hoovervilles” (*Learn* book)
- Knowledge Statements for Module 1 (*Learn* book)

Music Club

- *Bud, Not Buddy* (chapters 16–18)
- “Jazz”
- Knowledge Statements for Module 1 (*Learn* book)

Think aloud to demonstrate how to review resources for information about setting.

5. Form groups of students who have selected the same setting. Instruct students to work with their groups to review and annotate resources for information that supports their narrative for the End-of-Module Task.

Sample Think Aloud

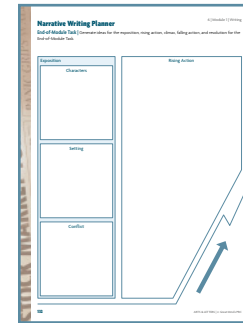
If I were writing a narrative about the Dust Bowl, I might look in *Picturing a Nation* for information about what life was like in that setting. So first, I would turn to pages 49–68 and look at the pictures. I might ask myself, “What are the expressions on these people’s faces?” or “What does the landscape look like?” and take notes on what I think. Next, I might read the pictures’ captions to learn more about life when the pictures were taken. I would note key phrases or ideas, like the caption on page 58: “This house is occupied; most of the houses in the district have been abandoned.” Then, I might think about what life would be like in a place where most people had abandoned their homes and write notes about those ideas.

6. Direct students to the Narrative Writing Planner for the End-of-Module Task, located in the *Learn* book. Direct attention to each section of the planner.

7. Facilitate a brief discussion of this question:

☞ **How could your knowledge of setting help you plan the characters and events in your narrative?**

8. 🎯 **Introduce the learning task.** Instruct students to write ideas for the Exposition and Rising Action sections on the Narrative Writing Planner for the End-of-Module Task.



Analyze Student Progress

Monitor: Do students include details from their resources in the Exposition and Rising Action sections of the planner?

Offer Immediate Support: If students need additional support adding to the planner, prompt them to describe their favorite scenes from any of the module texts for inspiration.

Plan Future Practice: Students practice using resources to respond to a prompt in module 2.

Write | Plan Narrative Elements for the End-of-Module Task | 28 minutes

1. Instruct students to Think–Pair–Share to respond to this prompt:

☞ **Generate ideas for the climax of your narrative.**

Differentiation Support

To help students generate ideas, direct them to their notes and annotations on climax from lesson 25.

2. Direct attention to the writing planner and checklist. Remind students that they can use the checklist as a resource while planning their narrative.

3. **🎯 Introduce the learning task.** Instruct students to write ideas for the Climax, Falling Action, and Resolution sections of the Narrative Writing Planner for the End-of-Module Task.

Remind students that they can revisit the module resources to check details or find inspiration as they draft.

Analyze Student Progress

Monitor: Do students include details from their resources in the Climax, Falling Action, and Resolution sections of the planner?

Offer Immediate Support: If students need additional support adding to the writing planner, prompt them to explain the main conflict in their story and then write about it until they can identify additional narrative elements in their writing.

Plan Future Practice: Students practice outlining an End-of-Module Task in module 2.

LAND 5 minutes

Synthesize Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

- ... **What important knowledge did you express in your writing?**
- ... **What helped you communicate your ideas in writing?**

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

ACHIEVEMENT DESCRIPTORS

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: MM.1.6.A, MM.1.6.B

MM.12.6 Complexity, Diversity, and Genre: MM.12.6.A, MM.12.6.A.a, MM.12.6.A.b, MM.12.6.B, MM.12.6.B.b, MM.12.6.C, MM.12.6.C.c

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.2.6 Planning: CP.2.6.D

CP.3.6 Content

CP.4.6 Structure: CP.4.6.B, CP.4.6.B.d, CP.4.6.C

CP.5.6 Language: CP.5.6.B

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.D

BU.2.6 Discovery and Evidence: BU.2.6.A

BU.3.6 Conversation and Collaboration: BU.3.6.B

BU.4.6 Expression

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 38

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students draft a narrative about a resilient character who lives during the Great Depression. Students use the Checklist for the End-of-Module Task and writing resources to guide their work as they complete a draft of the narrative essay.

Learning Goal

For the End-of-Module Task, draft a narrative.

 **LEARNING TASK:** For the End-of-Module Task, begin drafting a narrative about a resilient character who lives during the Great Depression.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Draft the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- specified texts

STUDENTS

- specified texts
- Narrative Writing Planner for the End-of-Module Task (*Learn* book, Writing)
- Writing Model for Module 1 (*Learn* book, Writing)
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Prepare to use the following texts: *Picturing a Nation*; *Bud, Not Buddy*.
- Make a class list of drafting resources. See the Write section for details.
- Determine how students will complete their draft of the End-of-Module Task. See the Write section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *Picturing a Nation* and *Bud, Not Buddy*.
2. Display and Choral Read the Essential Question: How do people persevere through hardship?
3. Tell students that they will complete a draft of a narrative by writing the exposition, rising action, climax, falling action, and resolution to respond to the End-of-Module Task: Write a third-person narrative about a resilient character who lives during the Great Depression. Choose one of the following locations as the setting for your story narrative:
 - the Dust Bowl
 - a Hooverville
 - a music club

LEARN 53 minutes

Write | Draft the End-of-Module Task | 53 minutes

1. Direct students to the Narrative Writing Planner for the End-of-Module Task, located in the *Learn* book. Tell students they will orally rehearse their writing plan before writing the End-of-Module Task.
2. Instruct students to orally rehearse each section of their writing plan with a partner.

Pose these prompts to student pairs:

☞ Identify the narrative's strengths.

☞ Identify the narrative's confusing areas.

Differentiation Support

To help students identify the components of a coherent narrative, ask these questions: Does the narrative include specific details about the Great Depression? Does it include a clear problem and solution?

3. Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book.

Instruct students to review the checklist. Facilitate a discussion of students' remaining questions about the End-of-Module Task.

4. Display this list of resources to support student drafting:

- Writing Model for Module 1 (*Learn* book, Writing)
- Sentence Strategies for Module 1 (*Learn* book, Writing)
- Checklist for the End-of-Module Task (*Learn* book, Writing)

	Meets 1	Meets 2
Writing		
shows knowledge of the chosen writing	☐	☐
shows knowledge of the writing process during the Great Depression	☐	☐
shows knowledge of the connection between subject and acts of kindness, community support, or trust as a form of unity	☐	☐
Language		
uses alliteration effectively to create a clear narrative structure	☐	☐
uses a third person narrator	☐	☐
uses all of the five senses to describe the setting, including dialogue, action, and emotion to develop characters and events	☐	☐
uses descriptive words, phrases, and sentences to create a vivid and logical picture of the setting and events	☐	☐
uses descriptive words, phrases, and sentences to create a vivid and logical picture of the setting and events	☐	☐
Thinking		
uses persuasive in their paper case	☐	☐
uses an effective problem	☐	☐
uses a clear solution	☐	☐

Teacher Note

Students may complete the End-of-Module Task on paper or on the digital platform. Using the platform gives students experience engaging in the writing process digitally. Alternatively, to support peer review, students may draft using shared digital documents and then transfer their work to the digital platform before submitting their assignment.

5. **🎯 Introduce the learning task.** Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to draft a narrative using the Narrative Writing Planner for the End-of-Module Task as an outline.

Analyze Student Progress

Monitor: Do students use the checklist to complete a narrative essay about a resilient character who lives during the Great Depression?

Offer Immediate Support: If students need additional support using the checklist, prompt students to provide evidence of where their narrative addresses the knowledge rows of the checklist.

Plan Future Practice: Students practice completing a full draft of an essay to respond to a prompt in module 2.

The image shows a page titled "End-of-Module Task" with a checklist on the left and a large writing area on the right. The checklist includes items like "I wrote a narrative about a resilient character who lives during the Great Depression." and "I used the Narrative Writing Planner to draft my essay." The writing area has many horizontal lines for text.

6. After students complete their draft, instruct them to read it again. Tell students that in the next lesson, they will revisit and strengthen their drafts using the checklist as a guide.

LAND 5 minutes

Synthesize Learning

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

🗣️ **What important knowledge did you express in your writing?**

🗣️ **What helped you communicate your ideas in writing?**

The image shows a page titled "Knowledge Statements" with a table. The table has two columns: "What I Learned" and "How I Learned". The table is empty, with space for students to write their responses.

Teacher Note

As needed, prompt students to reflect on what they learned by asking questions such as these:

- What did you learn to do as a reader?
- What did you learn to do as a writer?
- What did you learn from orally rehearsing before writing?

2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

ACHIEVEMENT DESCRIPTORS

CP Compose and Present Content

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.c, CP.4.6.B, CP.4.6.B.d, CP.4.6.B.e, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.D

BU Build Understanding

BU.2.6 Discovery and Evidence

BU.3.6 Conversation and Collaboration: BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.9.6 Nouns and Pronouns: DF.9.6.A, DF.9.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 39

Essential Question | How do people persevere through hardship?

Content Framing Question | **Know:** How do these texts build our knowledge?

OVERVIEW

Preview

In this module finale lesson, students edit and revise to create a final draft of their End-of-Module Task about a resilient character who lives during the Great Depression. Students use the Checklist for the End-of-Module Task and writing resources to guide their work.

Learning Goals

For the End-of-Module Task, provide peer feedback.

 **LEARNING TASK:** Use the Checklist for the End-of-Module Task to provide peer feedback.

For the End-of-Module Task, revise a draft of a narrative.

 **LEARNING TASK:** For the End-of-Module Task, use peer feedback and self-assessment to revise and complete a final draft of a narrative.

Vocabulary

none

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Write:** Provide Feedback on the End-of-Module Task
- **Write:** Revise the End-of-Module Task

LAND

Synthesize Learning

Materials

TEACHER

- specified texts
- class Checklist for the End-of-Module Task (*Learn* book, Writing)
- class Writing Model for Module 1 (*Learn* book, Writing)

STUDENTS

- specified texts
- Checklist for the End-of-Module Task (*Learn* book, Writing)
- End-of-Module Task (*Learn* book, Writing)
- Knowledge Statements for Module 1 (*Learn* book)

Preparation

- Prepare to use the following texts: *Picturing a Nation*; *Bud, Not Buddy*.
- Determine peer review assignments and how students will access their peer's writing and checklist.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Display *Picturing a Nation* and *Bud, Not Buddy*.
2. Display and Choral Read the Essential Question: How do people persevere through hardship?
3. Tell students that they will edit and revise a final draft of their narrative essay for the End-of-Module Task: Write a third-person narrative about a resilient character who lives during the Great Depression. Choose one of the following locations as the setting for your story narrative:
 - the Dust Bowl
 - a Hooverville
 - a music club

LEARN 53 minutes

Write | Provide Feedback on the End-of-Module Task | 20 minutes

1. Explain to students that now that they have finished drafting their narrative essay, they will have the opportunity to strengthen their writing by incorporating peer feedback. Direct students to the Checklist for the End-of-Module Task, located in the *Learn* book.

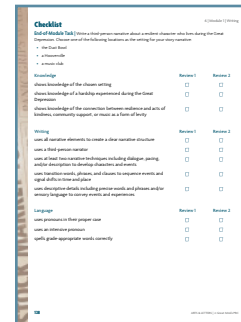
Ask this question:

 **Why is revision an important part of writing?**

Key Ideas

- helps writers clarify and organize ideas
- ensures writers have completely responded to the prompt
- helps writers precisely and interestingly convey ideas

Emphasize that revision helps writers clearly and effectively communicate their ideas.



Checklist
End-of-Module Task: Write a third-person narrative about a resilient character who lives during the Great Depression. Choose one of the following locations as the setting for your story narrative.

- the Dust Bowl
- a Hooverville
- a music club

	Review 1	Review 2
Knowledge		
Shows knowledge of the chosen setting	☐	☐
Shows knowledge of hardship experienced during the Great Depression	☐	☐
Shows knowledge of the character's behavior, attitudes, and acts of resilience, community support, or rescue as a result of hardship	☐	☐
Writing		
Uses all available elements to create a clear narrative structure	☐	☐
Uses a third-person narrator	☐	☐
Uses at least two narrative techniques including dialogue, pacing, and/or descriptions to develop characters and events	☐	☐
Uses the other words, phrases, and clauses to compare events and highlight important details	☐	☐
Uses descriptive details including sensory words and phrases and/or strong language to convey mood and atmosphere	☐	☐
Language		
Uses pronouns that properly use	☐	☐
Uses an effective prepositional	☐	☐
Spells grade-appropriate words correctly	☐	☐

- 2.** Explain that one way writers can strengthen their work is by seeking feedback from other writers. Ask this question:



How can peer feedback help writers make revisions?

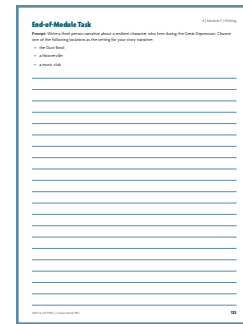
Key Ideas

- helps writers identify what they are doing well
- helps writers improve writing that is confusing or needs to be clarified

3. Display the class Checklist for the End-of-Module Task and the class Writing Model for Module 1, located in the *Learn* book. Model how to use the checklist criteria to review the writing model.

Direct students to the End-of-Module Task, located in the *Learn* book. Instruct students to exchange drafts with a partner.

4.  **Introduce the learning task.** Instruct students to use the Checklist for the End-of-Module Task to provide feedback about their partner's essay for the End-of-Module Task.



Teacher Note

Students may complete the Checklist for the End-of-Module Task on their *Learn* book page. Alternatively, they may use shared digital documents for peer review. Using technology gives students experience leveraging digital feedback tools.

Analyze Student Progress

Monitor: Do students provide feedback by using the checklist criteria?

Offer Immediate Support: If students need additional support providing feedback, prompt them to review one checklist row at a time and check the narrative for its criterion.

Plan Future Practice: Students practice revising their writing by using a checklist to respond to a prompt in module 2.

5. Instruct students to choose one or two items from the checklist that their peer clearly demonstrated in their narrative. Instruct them to share at least one line of written or oral feedback about something they enjoyed in their partner's narrative.

Language Support

To help students provide feedback, provide these sentence frames:

- One strength of your work is _____.
- You did _____ very well in this piece.

Write | Revise the End-of-Module Task | 33 minutes

1. Instruct students to review the peer feedback they received. Direct attention to the checklist and instruct students to use it to self-assess their narrative, identifying areas of strength and areas needing revision.
 2.  **Introduce the learning task.** Instruct students to use peer feedback and their self-assessment to complete a final draft of the End-of-Module Task.
-

Analyze Student Progress

Following completion of the End-of-Module Task, refer to the Assessment Guide for next steps. Use the information in the guide to provide feedback to students and plan future writing instruction.

3. Tell students that now that they have completed a final draft of their narrative, they will share their work with the class.

Ask this question:



Why do writers share their work?

Key Ideas

- so others can enjoy their writing
- to share knowledge and experiences
- to create community

4. Choose one of the following activities, or determine a different activity, and instruct students to share their work:

- Create audio recordings and make them available for listening.
- Create a class book or literary journal.
- Read aloud their work.

Teacher Note

Consider timing when choosing one of these activities. Some activities will require more time to complete than others.

LAND 5 minutes**Synthesize Learning**

1. Direct students to Knowledge Statements for Module 1, located in the *Learn* book, and facilitate a brief discussion of the following questions to help students articulate the knowledge they built during the lesson:

What important knowledge did you build about English language arts?

How did reviewing someone else's writing help you grow as a writer?

Teacher Note

As needed, prompt students to reflect on what they learned by asking this question: How did your peer's feedback guide the revision of your narrative?

2. Encourage students to add statements that build their knowledge, and prompt them to pursue lines of inquiry.

ACHIEVEMENT DESCRIPTORS**CP Compose and Present Content**

CP.1.6 Genre: CP.1.6.C, CP.1.6.H

CP.2.6 Planning: CP.2.6.B

CP.3.6 Content: CP.3.6.A, CP.3.6.A.c

CP.4.6 Structure: CP.4.6.A, CP.4.6.A.c, CP.4.6.B, CP.4.6.B.d, CP.4.6.B.e, CP.4.6.C

CP.5.6 Language: CP.5.6.B, CP.5.6.D

CP.6.6 Revision

CP.7.6 Editing

BU Build Understanding

BU.2.6 Discovery and Evidence

BU.3.6 Conversation and Collaboration: BU.3.6.F

BU.4.6 Expression

DF Develop Foundations

DF.3.6 Phonics and Spelling: DF.3.6.A

DF.9.6 Nouns and Pronouns: DF.9.6.A, DF.9.6.B

DM Develop Metacognition

DM.1.6 Content Stages: DM.1.6.E

DM.2.6 Comprehension Monitoring

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation



Lesson 40

Essential Question | How do people persevere through hardship?

OVERVIEW

Preview

In this closing Bookend lesson, students reflect on the module topic and Essential Question. Students share what they learned about the Great Depression. They continue to engage with the module topic through an experience that the teacher chooses. Students may explore entertainment during the Great Depression, experience 1930s dancing and music, discuss a book about the Great Depression, or engage in a teacher-created experience.

Learning Goals

- Share knowledge gained from the module about the Great Depression.
- Reflect on the module topic.

Agenda

LAUNCH

Read the Essential Question

LEARN

- **Share:** Discuss New Knowledge
- **Engage:** Explore, Experience, or Read

LAND

Revisit the Essential Question

Vocabulary

none

Materials and Preparation

- Prepare materials for the selected activity in the Engage section.
- Depending on the option you choose, consider planning for more than the typical 60 minutes recommended for a lesson.
- Determine how to display student presentations for the Gallery Walk. See the Engage section for details.

Follow-Up

- Students read a volume of reading text. They add to their reading log and respond to assigned volume of reading questions. See Implementation Resources for volume of reading guidance.

LAUNCH 2 minutes

Read the Essential Question

1. Tell students that today is the final day of the first module.
2. Display and Choral Read the Essential Question: How do people persevere through hardship?

Teacher Note

Customize this lesson's content to incorporate your school's regional geography, the community's resources, and the area's history. Use the activities to activate and honor students' funds of knowledge, including their home life, languages, and experiences.

LEARN 53 minutes

Share | Discuss New Knowledge | 10 minutes

1. Tell students that they will share what they have learned about the module topic. Instruct students to Think–Pair–Share to answer these questions:

-  **What did you learn about the Great Depression that you did not know before?**
-  **What text or work of art in this module is most important to you? Why?**
-  **What did you learn about perseverance that you might apply to your life?**

Engage | Explore, Experience, or Read | 43 minutes

Choose an Explore, Experience, or Read activity to engage students with the module topic. Plan your own activity or choose an option below.

Option 1 | Explore Entertainment During the Great Depression

1. Encourage students to use books or internet sources to further explore music, fashion, and entertainment during the Great Depression.

Instruct students to choose one or two songs, fashion trends, radio shows, or films and develop a presentation to share what they learn. If students have photos or stories from family members who lived during the 1930s, encourage them to incorporate those as well.

2. As students learn about entertainment during the Great Depression, ask these questions:

 **How is the information you gathered similar to or different from the entertainment described in *Bud, Not Buddy*?**

 **How does the information you gathered support the idea that levity helped people persevere through hardship during the Great Depression?**

3. Tell students that they will follow the instructional routine Gallery Walk to view one another's presentations. Explain how this routine works. First, you assign each student a starting point. Then, students view the presentations and take notes in their journals about what they learned. Then on your cue, students move to the next presentation.

Teacher Note

Depending on the needs of your class, you may allow students to move and respond at their own pace rather than cueing them.

4. Begin the Gallery Walk by assigning starting points.

5. Close the Gallery Walk by inviting a few students to share their observations about entertainment during the Great Depression.

Option 2 | Experience 1930s Dance and Music

1. Encourage students to use the internet to view videos of 1930s dances such as the jitterbug, Lindy Hop, and swing. Instruct students to pause the videos intermittently to break the dance steps into manageable chunks they can master individually and then combine.

Teacher Note

Consider enlisting the assistance of a dance instructor or music colleague for ideas for resources or to serve as a co-teacher for step 1, either virtually or in person.

2. Encourage students to use the internet to listen to 1930s big band music. Instruct students to recreate the dances while the music plays.

Option 3 | Discuss a Book About the Great Depression

1. Instruct students who chose the same volume of reading text to form groups.
2. Facilitate group discussions about the knowledge students gained from their selected text.

LAND 5 minutes

Revisit the Essential Question

1. Facilitate a brief discussion to connect what students experienced in this lesson to the Essential Question. Consider using one of the following questions, based on each option from the Engage section, to initiate the discussion:
 - **Option 1**—How did people entertain themselves during the Great Depression?
 - **Option 2**—What styles of dance developed during the Great Depression?
 - **Option 3**—How would you compare your volume of reading text to *Bud, Not Buddy*? Which did you prefer, and why?
2. Reinforce that students have built a lot of knowledge about the Great Depression. Encourage students to continue seeking knowledge about the Great Depression.

ACHIEVEMENT DESCRIPTORS

BU Build Understanding

BU.1.6 Inquiry and Credibility: BU.1.6.C

BU.2.6 Discovery and Evidence

BU.4.6 Expression

DM Develop Metacognition

DM.3.6 Schema Building

DM.4.6 Reflection and Evaluation

Achievement Descriptors

Below is a list of the Achievement Descriptors by code and number. The following pages include a list of the specific grade-level Achievement Descriptors addressed in this module.

ACHIEVEMENT DESCRIPTOR NUMBERS BY STRAND

MM Make Meaning from Texts

- MM.1 Comprehension and Evidence
- MM.2 Theme and Central Idea
- MM.3 Summary
- MM.4 Individuals, Events, and Ideas
- MM.5 Vocabulary
- MM.6 Diction
- MM.7 Structure
- MM.8 Point of View, Perspective, and Purpose
- MM.9 Media
- MM.10 Argument
- MM.11 Connections
- MM.12 Complexity, Diversity, and Genre

CP Compose and Present Content

- CP.1 Genre
- CP.2 Planning
- CP.3 Content
- CP.4 Structure
- CP.5 Language
- CP.6 Revision
- CP.7 Editing
- CP.8 Presentation

BU Build Understanding

- BU.1 Inquiry and Credibility
- BU.2 Discovery and Evidence
- BU.3 Conversation and Collaboration
- BU.4 Expression

DF Develop Foundations

- DF.1 Print Concepts
- DF.2 Phonemic Awareness
- DF.3 Phonics and Spelling

- DF.4 High-Frequency and Irregularly Spelled Words
- DF.5 Fluency
- DF.6 Foundational Writing
- DF.7 Capitalization
- DF.8 Punctuation
- DF.9 Nouns and Pronouns
- DF.10 Verbs
- DF.11 Adjectives and Adverbs
- DF.12 Prepositions
- DF.13 Sentence Construction

DM Develop Metacognition

- DM.1 Content Stages
- DM.2 Comprehension Monitoring
- DM.3 Schema Building
- DM.4 Reflection and Evaluation

ACHIEVEMENT DESCRIPTORS IN MODULE 1

MM Make Meaning from Texts

MM.1.6 Comprehension and Evidence: Read, listen, or observe closely to comprehend a grade-level text, determining what it says explicitly, making logical inferences, and supporting observations, questions, and conclusions with specific textual evidence.

MM.1.6.A: Cite textual evidence to support analysis of a literary text.

MM.1.6.B: Cite textual evidence to support analysis of an informational text.

MM.2.6 Theme and Central Idea: Identify the themes and central ideas of a text and explain their development.

MM.2.6.A: Determine a theme of a literary text.

MM.2.6.B: Determine a central idea of a literary text.

MM.2.6.C: Explain how particular details in a literary text convey a central idea or theme.

MM.2.6.D: Determine a central idea of an informational text.

MM.2.6.E: Explain how particular details in an informational text convey a central idea.

MM.3.6 Summary: Summarize a text, including its key ideas and details.

MM.3.6.A: Summarize a literary text without personal opinions or judgements.

MM.3.6.B: Summarize an informational text without personal opinions or judgements.

MM.4.6 Individuals, Events, and Ideas: Explain how and why key individuals, events, and ideas of a text develop, relate, and interact.

MM.4.6.A: Describe how the plot unfolds in a literary text.

MM.4.6.B: Describe how characters respond or change as the plot moves toward a resolution in a literary text.

MM.5.6 Vocabulary: Determine the literal, connotative, and figurative meanings of words and phrases.

MM.5.6.A: Determine the literal meaning of unknown and technical words and phrases.

MM.5.6.A.b: Determine the literal meaning of unknown words and phrases as they are used in an informational text.

MM.5.6.A.c: Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to meaning.

MM.5.6.A.d: Use common grade-level Greek and Latin affixes and roots as clues to meaning.

MM.5.6.B: Determine the connotative and figurative meanings of words and phrases.

MM.5.6.B.a: Determine the connotative and figurative meanings of words and phrases as they are used in a literary text.

MM.5.6.B.b: Determine the connotative and figurative meanings of words and phrases as they are used in an informational text.

MM.5.6.B.c: Interpret figures of speech (e.g., personification).

MM.5.6.B.d: Use the relationship between particular words to better understand each of the words.

MM.5.6.C: Apply vocabulary knowledge to determine when a word or phrase is important to comprehension.

MM.7.6 Structure: Explain a text's structure, including how specific sentences, paragraphs, and larger portions of the text relate to each other and to the whole.

MM.7.6.A: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary text.

MM.7.6.B: Analyze how a particular part of a literary text helps to develop the theme, setting, or plot.

MM.7.6.D: Analyze how a particular part of an informational text helps to develop ideas.

MM.9.6 Media: Analyze and evaluate how diverse media develop meaning, present information, and represent content within a text or across texts.

MM.9.6.B: Integrate information presented in various media formats and in words to develop a coherent understanding of a topic or issue.

MM.9.6.C: Interpret information presented in various media formats by explaining how the media or format contributes to a topic, text, or issue.

MM.10.6 Argument: Determine and evaluate the argument in a text.

MM.10.6.C: Evaluate an oral argument, distinguishing between claims that are supported by reasons and evidence and unsupported claims.

MM.11.6 Connections: Analyze multiple texts that address similar themes or topics to build knowledge or to compare the authors' approaches.

MM.11.6.A: Compare texts in different literary forms or genres for their approaches to similar themes and topics.

MM.12.6 Complexity, Diversity, and Genre: Read and comprehend texts of appropriate grade-level complexity across diverse cultures and multiple genres.

MM.12.6.A: Literary

MM.12.6.A.a: Stories

MM.12.6.A.b: Poetry

MM.12.6.B: Informational

MM.12.6.B.b: Informational

MM.12.6.C: Non-print

MM.12.6.C.b: Visual art

MM.12.6.C.c: Digital or multimedia

CP Compose and Present Content

CP.1.6 Genre: Compose texts in a variety of genres over various timeframes.

CP.1.6.C: Narrative

CP.1.6.H: Over a period of time

CP.1.6.I: In a single session

CP.2.6 Planning: Plan texts to respond to discipline-specific tasks for a variety of audiences and purposes.

CP.2.6.A: Unpack the task demands, purpose, and audience.

CP.2.6.B: Analyze a model to identify traits of an effectively written response.

CP.2.6.C: Brainstorm ideas, arguments, topics, events, or experiences to suit the task, purpose, and audience.

CP.2.6.D: Plan a response by gathering and organizing ideas, details, and information from texts or experience.

CP.3.6 Content: Develop ideas and describe experiences using details and evidence appropriate to the task, purpose, and audience.

CP.3.6.A: Develop the content of the text.

CP.3.6.A.c: Develop events and characters using techniques including dialogue, description, and pacing.

CP.4.6 Structure: Organize content with an effective structure appropriate to the task, purpose, and audience.

CP.4.6.A: Develop an introduction.

CP.4.6.A.c: Introduce a narrator or characters and the context within which action occurs.

CP.4.6.B: Organize the content and create cohesion.

CP.4.6.B.d: Organize a sequence of events that unfolds naturally and logically.

CP.4.6.B.e: Use a variety of transitional words, phrases, and clauses to create a clear sequence of events and to signal shifts from one timeframe or setting to another.

CP.4.6.C: Provide a conclusion that follows from the content of the text.

CP.5.6 Language: Convey content with precise language appropriate to the task, purpose, and audience.

CP.5.6.B: Use with accuracy a variety of words and phrases, including academic and domain-specific words.

CP.5.6.D: Use sensory language, precise words and phrases, and relevant descriptive details to convey experiences and events.

CP.5.6.E: Establish and maintain a formal style when appropriate to task, purpose, and audience.

CP.6.6 Revision: With some support, strengthen texts by revising, rewriting, or trying a new approach.

CP.7.6 Editing: Edit texts for conventions of academic English as appropriate to the task, purpose, and audience and for research style, including proper formatting of bibliographic information. (Refer to Develop Foundations strand for grade-level language expectations.)

CP.8.6 Presentation: Present or perform effectively, adapting speech so that listeners can hear, understand, and appreciate what is being conveyed.

CP.8.6.A: Use appropriate eye contact, adequate volume, and clear pronunciation.

CP.8.6.B: Adapt speech to various contexts and tasks.

CP.8.6.C: Perform a declamation with clear articulation, proper demeanor, and an artful manner.

BU Build Understanding

BU.1.6 Inquiry and Credibility: Conduct inquiry-based research and determine the relevance and credibility of sources.

BU.1.6.A: Conduct short research projects, synthesizing information to answer a question.

BU.1.6.C: With support, engage in experiences and activities to build knowledge about a topic.

BU.1.6.D: Select information from multiple print and digital sources or experience.

BU.2.6 Discovery and Evidence: Use core practices to process textual evidence and information to support analysis, reflection, and research.

BU.2.6.A: Annotate a text to build understanding.

BU.2.6.B: Take notes, including quoting and paraphrasing.

BU.2.6.C: Prepare for discussions by reading and studying required texts.

BU.3.6 Conversation and Collaboration: Engage effectively in discussions and collaborations with diverse partners, expressing ideas clearly.

BU.3.6.A: Draw upon preparation during collaborative discussion to provide evidence for, to probe, and to reflect on ideas.

BU.3.6.B: Follow rules for discussions and participate in taking collective responsibility for setting goals and deadlines and for defining roles as needed.

BU.3.6.C: Contribute comments and ask specific questions relevant to the topic under discussion.

BU.3.6.D: Elaborate on or add detail to the discussion.

BU.3.6.E: Review the key ideas expressed in discussion and demonstrate understanding of multiple perspectives by reflecting or paraphrasing.

BU.3.6.F: Engage in peer review.

BU.4.6 Expression: Write, draw, act out, or speak to respond, to build knowledge, and to demonstrate understanding of a concept, topic, task, or text.

DF Develop Foundations

DF.3.6 Phonics and Spelling: Know and apply grade-level phonics and word analysis skills to decode and encode words.

DF.3.6.A: Spell correctly.

DF.5.6 Fluency: Read grade-level texts with sufficient accuracy, phrasing, expression, and rate to support comprehension.

DF.5.6.A: Read with purpose and understanding.

DF.5.6.B: Read aloud with accuracy and appropriate phrasing, expression, and rate on successive readings.

DF.8.6 Punctuation: Use punctuation, following the conventions of academic English when writing.

DF.8.6.A: Use commas, parentheses, or dashes to set off nonrestrictive or parenthetical elements.

DF.9.6 Nouns and Pronouns: Form and use nouns and pronouns, following the conventions of academic English when writing or speaking.

DF.9.6.A: Use pronouns in the proper case.

DF.9.6.B: Use intensive pronouns.

DF.13.6 Sentence Construction: Produce, expand, and rearrange complete sentences for meaning, interest, and style when writing or speaking.

DF.13.6.A: Vary sentence patterns for meaning, reader or listener interest, and style.

DM Develop Metacognition

DM.1.6 Content Stages: Engage in deep reading through a predictable, structured progression of questions via the five Content Stages.

DM.1.6.A: Wonder

DM.1.6.B: Organize

DM.1.6.C: Reveal

DM.1.6.D: Distill

DM.1.6.E: Know

DM.2.6 Comprehension Monitoring: Monitor understanding of a text during and after reading.

DM.3.6 Schema Building: Connect new and existing knowledge to expand and revise understanding of a topic.

DM.4.6 Reflection and Evaluation: Reflect on and assess cognitive processes and performance for engaging in a task or reaching criteria for success, including making a plan for improvement.

Vocabulary

achievement (n.)

something that has been done or achieved through effort; a result of hard work

lesson 7

action beat

a phrase that tells what a character is doing before, during, or after they speak

lesson 19

adversity (n.)

a difficult situation or condition; misfortune or tragedy

lesson 14



articulation (n.)

careful emphasis on particular words to emphasize meaning, all words pronounced correctly and audibly

lesson 28

community (n.)

1. a feeling of wanting to be with other people or of caring about the other people in a group
2. a group of people who live in the same area, such as a city, town, or neighborhood

lesson 20

composition (n.)

in a work of art, how an artist organizes all the elements of art

lesson 8

connect (v.)

to join (two or more things) together

lesson 22

demeanor (n.)

the way one presents themselves while reading (tone, facial expressions, eye contact, posture, etc.)

lesson 28

depression (n.)

a period of time in which there is little economic activity and many people do not have jobs

lesson 2



devastating (adj.)

causing great damage or harm

lesson 3



economy (n.)

the process or system by which people produce, sell, and buy goods and services in a country or region

lesson 2



elation (n.)

a feeling of happiness or excitement

lesson 6

extended metaphor

a metaphor that is developed in detail over multiple sections of a literary work

lesson 31

hardship (n.)

pain and suffering

lesson 1

**imagery (n.)**

language that causes people to imagine pictures in their mind

lesson 27

intensive pronoun

a pronoun in the reflexive form used for emphasis

lesson 18

jitterbug (n.)

a very lively type of dance from the 1940s

lesson 5

juke joint

a cheap bar or club that has a jukebox

lesson 5

juxtapose (v.)

to place different things together in order to create an interesting effect or to show how they are the same or different

lesson 6

levity (n.)

a lack of seriousness; an amusing quality

lesson 23

**metaphor (n.)**

a phrase that shows how two things are similar by saying one thing is the other

lesson 15

migrate (v.)

to move from one country or place to live or work in another

lesson 8

**misery (n.)**

extreme suffering or unhappiness

lesson 6

motivation (n.)

a force or influence that causes someone to do something

lesson 14

perseverance (n.)

the quality that allows someone to continue trying to do something even though it is difficult

lesson 1

**pronoun (n.)**

a word that is used instead of a noun or noun phrase

lesson 4

resilience (n.)

the ability to become strong, healthy, or successful again after something bad happens

lesson 14

**style (n.)**

a particular way in which something is done, created, or performed

lesson 33

theme (n.)

a universal idea or message conveyed by a literary text

lesson 32

tone (n.)

the author's attitude toward the subject, as conveyed by the words the author chooses

lesson 33

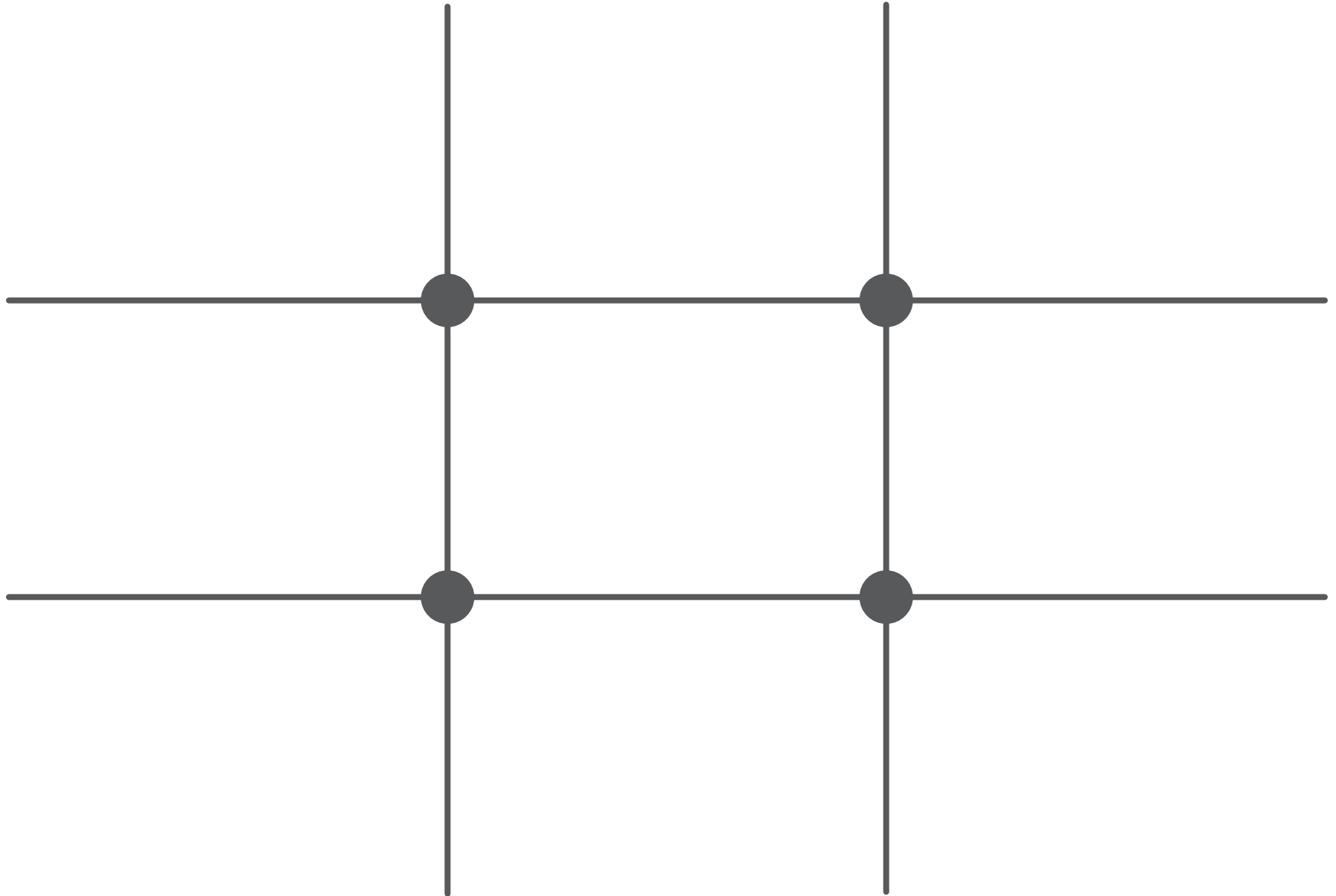
transient (adj.)

staying somewhere only a short time



lesson 18

Rule of Thirds Rectangle



Pronoun Case Reference Chart

Subjective	Objective	Possessive	Intensive
I	Me	My/Mine	Myself
We	Us	Our	Ourselves
You	You	Your	Yourselves
He	Him	His	Himself
She	Her	Hers	Herself
They	Them	Theirs	Themselves

Descriptive Details in *Picturing a Nation*

Photograph	Sensory Language	Precise Words and Phrases
page 27		“jitterbug” (instead of dance), “juke joint” (instead of building), “outside Clarksdale, Mississippi” (instead of in the South)
pages 60–61	“in a dusty field” (sight), “almost buried by drifts” (sight), “so heavy in the air” (touch)	“forlornly” (instead of sadly)
pages 112–113	“peals of laughter” (sound)	“jolly” (instead of happy), “posing stiffly” (instead of posing), “staring morosely” (instead of staring)

About the Images

Before the widespread production of television sets in the 1940s, newspapers reigned as the most popular sources for learning about current events. Depression-era newspapers of the 1930s inspired the illustrative style in these module images. The module images help guide students in answering the Essential Question: How do people persevere through hardship?

During the 1920s, often referred to as the Roaring Twenties, the United States experienced a great economic expansion that abruptly halted with the stock market crash of 1929. The following decade of economic turmoil is known as the Great Depression. To compound this economic fragility, the Dust Bowl began around 1930 when a series of droughts produced severe dust storms throughout the Midwestern United States, destroying crops, livestock, and any possible revenue for farmers. With farms inoperable and employment scarce, many families migrated westward to work in California.

Image 1 depicts a man seated on a tree stump reading the newspaper. For many people during the Great Depression, chairs were an expensive luxury, so they often used cut tree stumps instead. Image 2 recreates a famous photograph by Dorothea Lange titled *Migrant Mother*, which students will study in this module. Lange's photograph gained widespread popularity for its portrayal of migrant families' hardships during the Great Depression. Images 3 and 4 are inspired by the module text titled *Bud, Not Buddy* by Christopher Paul Curtis. Image 3 shows an open suitcase, symbolizing the main character's journey in the story. Image 4 illustrates the author's fictional depiction of the real-life African American jazz musician Herman Curtis.



Image 1



Image 2



Image 3



Image 4

Ollie Cuthbertson illustrated the images for this module.

Cuthbertson is a children's illustrator with a talent for expressing emotion and portraying movement through distinctive line work. His attention to detail imbues each illustration with tenderness, sadness, determination, or nostalgia. Born in Amman, Jordan, Cuthbertson spent part of his childhood in Italy before relocating to England for art school. He resides in London where he continues to illustrate and animate for companies around the world.

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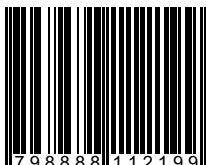
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ON THE COVER

Migrant Mother, 1936

Dorothea Lange (1895–1965)

Photograph, 4 × 5 in

Courtesy of Library of Congress, Prints & Photographs Division,
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every child
is capable of
greatness