

Teacher(s)	Tiffany Ward	Subject group and discipline	Language and Literacy		
Unit title	Dust Bowl - Persevering through Struggles	MYP year	0	Unit duration (hrs)	20 hrs.

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Perspective	Context, point of view	Personal and cultural expression Exploration - Philosophies and ways of life

Statement of inquiry

A person's perspective can influence another's point of view.

Inquiry questions

Factual—What was the Dust Bowl? When and where did it occur?
Conceptual—What is the purpose of reading about the Dust Bowl through fictional accounts and nonfictional accounts?
Debatable—Can media have an impact on our knowledge of important events in history?

Objectives	Summative assessment
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<p>*Objective A: Analyzing</p> <p>i. analyze the content, context, language, structure, technique and style of text(s) and the relationships among texts</p> <p>ii. analyze the effects of the creator's choices on an audience</p> <p>iii. justify opinions and ideas, using examples, explanations and terminology</p> <p>iv. evaluate similarities and differences by connecting features across and within genres and texts</p> <p>*Objective C: Producing Text</p> <p>i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process</p> <p>ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience</p> <p>iii. select relevant details and examples to develop ideas</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Your goal is to analyze photographs (choose 5) taken during the Dust Bowl and create journal entries based on the five senses. These journal entries should incorporate figurative language and adequately describe/explain what people were enduring at the time. You and your family are living during the Dust Bowl through the photographs you have chosen.</p> <p>(Photographs can be found at the following sites):</p> <p>www.pbs.org/kenburns/dustbowl/photos</p> <p>www.history.com/topics/dust-bowl/pictures</p> <p>Your role is a Dust Bowl Survivor.</p> <p>You need to convince others that you were there when the photo was taken.</p> <p>The situation you find yourself in is that you and your family have come through the Dust Bowl, but have faced challenges too. Through your journal entries and photos, you will explain how you survived.</p> <p>You will create a journal of real-life situations based on our class study of the Dust Bowl that corresponds with the photos.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will connect author's perspective and readers' point of view to the journal entries they write. Their journal entries should sufficiently describe events of the Dust Bowl from the perspective and point of view of the people or places pictured in the photographs. They will personalize these photos by imagining their family is living in the chosen photos. Students should try to use the five senses as they write.</p>
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Approaches to learning (ATL)

Thinking Skills-Students analyze articles for sensory language, figurative language, tone, and similar messages being conveyed through different genres.

Social Skills-Students will listen attentively through accountable talks and provide insight to their peer responses to open-ended questions.

Action: Teaching and learning through inquiry

Content	Learning process
<ul style="list-style-type: none"> ● RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. ● RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. ● RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). ● RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. ● RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. ● RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. ● W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. ● SOC.5.5.51 - [Standard] - Compare and contrast a firsthand and secondhand account of the impact of the Dust Bowl of the 1930s. 	<p>Learning experiences and teaching strategies</p> <ul style="list-style-type: none"> *Teacher will Introduce lesson with documentary of Dust Bowl. (DAY 1) *Students will read a newspaper article and 3 different poems about the Dust Bowl. (DAY 2) *Students will analyze newspaper article and poems for sensory language and figurative language. (DAY 3) *Teacher will facilitate novel study of <u>Out of the Dust</u>. (DAYS 4-10) *Teacher will facilitate discussion of prose versus free verse. *Students cite evidence through study guide questions that show the progression of Billie Jo's character and how the relationship between her and her father changes as the plot progresses. *Students will do a close read of "Covered in Dust" identifying the central idea with supporting details. (DAY 3) *Students will analyze Dust Bowl photographs and write journal entries from the perspective of people affected by the Dust Bowl. Students will use figurative and sensory language. (Whenever time allows)
	<p>Formative assessment</p> <ul style="list-style-type: none"> *Text-Based questions-Comparison between newspaper article and poems **Students will identify comparisons, contrasts, tone, and similar messages being conveyed through the newspaper article and poems *Determine correct responses to study guide questions *Determine correct responses to text-based questions to the informational text about agriculture during the time period of the Dust Bowl
	<p>Differentiation</p> <ul style="list-style-type: none"> *During reading of novel, some students will have more independent reading and other students will have more read aloud. *During text-based questions, more scaffolding will be used for struggling students. (Specific directed questions/explanation of questions) Teacher will guide students through types of questioning. *Teacher will model how activities need to be completed. *Visuals will be incorporated within lessons. (Dust Bowl photos and videos)

Resources
<p>*video clips of the Dust Bowl, informational texts, newspaper article, poems, <u>Out of the Dust</u> (novel), technology, photographs</p> <p>*Websites – www.pbs.org/kenburns/dustbowl/photos www.history.com/topics/dust-bowl/pictures</p>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students will be introduced to the cause and effects of the Dust Bowl (based on information from the Social Studies text).</p> <p>Students will discuss how the Dust Bowl and the Great Depression were connected in the United States.</p>	<p>Students will make connections between their study of the Dust Bowl and the novel <u>Out of the Dust</u>.</p> <p>Students will be able to explain the causes and effects of the Dust Bowl.</p> <p>Students will analyze first-hand accounts and photographs of the Dust Bowl.</p>	<p>The students enjoyed the study of the Dust Bowl and were able to make connections between this event and the Great Depression. The novel <u>Out of the Dust</u> gave students good insight into how the Dust Bowl affected families in the Great Plains. The students enjoyed analyzing actual photos of the Dust Bowl and applying those to real-life written accounts.</p>

Year 1 Language and Literature Rubric Criteria A: Analyzing

Student Name:		Semester: Fall/Spring

Level	Strands and Descriptors	Task Specific Clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	<p>The student provides minimal identification and comment upon significant aspects of texts</p> <p>The student provide minimal identification and comment upon the creator's choices</p> <p>The student rarely justifies opinions and ideas with examples or explanations; uses little or no terminology</p> <p>The student identifies few or similarities and differences in features within and between texts</p>	Weak analysis of photos; photos do not accurately depict the Dust Bowl; photos do not match what is being described in each journal; no vocabulary use
3-4	<p>The student provides adequate identification an comment upon significant aspects</p> <p>The student provides adequate identification and comment upon the creator's choices</p> <p>The student justifies opinions and ideas with some examples and explanations, through this may be consistent; uses some terminology</p>	Some analysis of photos; photos do not adequately depict the Dust Bowl; photos somewhat match what is being described in each journal; some vocabulary use

	The student identifies some similarities and differences in features within and between texts	
5-6	<p>The student provides substantial identification and comment upon significant aspects of text</p> <p>The student provides substantial identification and comment upon the creator's choices</p> <p>The student sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology</p> <p>The student describes some similarities and differences in features across and within and between texts</p>	<p>Good analysis of photos; photos accurately depict the Dust Bowl; photos mostly match what is being described in each journal; good vocabulary use</p>
7-8	<p>The student provides perceptive identification and comment upon significant aspects of texts</p> <p>The student provides perceptive identification and comment upon the creator's choices</p> <p>The student gives detailed justification of opinions and ideas with a range of examples, and through explanations; uses accurate terminology</p> <p>The student compares and contrasts features within and between texts</p>	<p>Excellent analysis of photos; photos accurately depict the Dust Bowl; photos accurately match what is being described in each journal; excellent vocabulary use</p>

Year 1 Language and Literature Rubric Criteria C: Producing Text

Student Name:		Semester: Fall/Spring
Level	Strands and Descriptors	Task Specific Clarification
0	The student DOES NOT reach a standard described by any of the descriptors below.	
1-2	<p>The student produces texts that demonstrate LIMITED personal engagement with the creative process; demonstrates a LIMITED degree of thought or imagination and MINIMAL exploration of new perspectives and ideas</p> <p>The student makes MINIMAL stylistic choices in terms of linguistic, literary and visual devices, demonstrating LIMITED awareness of impact on an audience</p> <p>The student selects FEW relevant details and examples to support ideas</p>	Each journal entry has sentences. The text shows little thought and interest. Writing uses limited details and examples, if any.
3-4	<p>The student produces texts that demonstrate ADEQUATE personal engagement with the creative process; demonstrates SOME thought or imagination and SOME exploration of new perspectives and ideas</p> <p>The student makes SOME stylistic choices in terms of linguistic, literary, and visual devices, demonstrating ADEQUATE awareness of impact on an audience</p>	Each journal entry has one complete paragraph. The text shows some amount of thought and interest. Writing uses some details and examples.

	The student selects SOME relevant details and examples to support ideas	
5-6	<p>The student produces text that demonstrate CONSIDERABLE personal engagement with the creative process; demonstrate CONSIDERABLE thought or imagination and SUBSTANTIAL exploration of new perspectives and ideas</p> <p>The student makes THOUGHTFUL stylistic choices in terms of linguistic, literary, and visual devices, demonstrating GOOD awareness of impact of an audience</p> <p>The student selects SUFFICIENT relevant details and examples to support ideas</p>	Each journal entry has complete paragraphs. The text shows a good amount of thought and interest. Writing uses good details and examples.
7-8	<p>The student produces texts that demonstrate a HIGH DEGREE of personal engagement with the creative process; demonstrates a high degree of thought or imagination and PERCEPTIVE exploration of new perspectives and ideas</p> <p>The student makes PERCEPTIVE stylistic choices in terms of linguistic, literary, and visual devices, demonstrating GOOD awareness of impact on an audience</p> <p>The student selects EXTENSIVE relevant details and examples to support ideas with PRECISION</p>	Each journal entry has two complete paragraphs. The text shows a great amount of thought and interest. Writing uses appropriate details and examples.

