

The New Deal and the Dust Bowl

LITERACY DESIGN COLLABORATIVE-- INFORMATIONAL/EXPLANATORY MODULE



Module Title:	The New Deal and the Dust Bowl
Module Description (For the teacher):	In this module, students will learn about the creation of new policies during the Great Depression in the United States during the 1930s. Through extended reading and writing, students will examine key events that led to the farm worker migration and examine the efforts of the government to deal with the aftermath.

Task 25 Informational or Explanatory/Cause-Effect	Task 25 Template: [Insert optional question] After reading _____ (literature or informational texts) on _____ (content), write a _____ (report or substitute) in which you examine the cause(s) of _____ (content) and explains the effect(s) _____ (content). What conclusions or implications can you draw? Support your discussion with evidence from the text(s). (Informational or Explanatory/Cause-Effect)
Teaching Tasks:	
Task 25 ELA Informational or Explanatory/Cause-Effect	<u>What effects did the Dust Bowl and the migration associated with the Dust Bowl have on individuals and families?</u> After reading <u>articles in <i>The Harvest Gypsies</i> and other supplemental materials on the plight of migrant workers during the Great Depression</u> , write an <u>essay</u> in which you examine the cause(s) of <u>the Dust Bowl</u> and explain the effects <u>this had on families and individuals</u> . What conclusions or implications can you draw? Support your discussion with evidence from the text(s). (Informational or Explanatory/Cause-Effect)
Task 25 SS Informational or Explanatory/Cause-Effect	<u>In what ways did the New Deal legislation affect the American Citizens?</u> After reading <u>informational text on The Great Depression and the New Deal</u> , write an <u>essay</u> in which you examine the cause(s) of <u>the Great Depression</u> and explain the effect(s) of <u>programs created by the New Deal to provide relief</u> . What conclusions or implications can you draw? Support your discussion with evidence from the text(s). (Informational or Explanatory/Cause-Effect)
Grade(s)/Level:	11
Discipline:	English Language Arts and Social Studies
Course:	English 11 and Modern American History

Section 1: What Task?

What task sets clear, measurable?

Teaching Tasks:	
<p>Task 25 ELA Informational or Explanatory/Cause-Effect</p>	<p><u>What effects did the Dust Bowl and the migration associated with the Dust Bowl have on individuals and families?</u> After reading <u>articles in <i>The Harvest Gypsies</i> and other supplemental materials on the plight of migrant workers during the Great Depression</u>, write an <u>essay</u> in which you examine the cause(s) of <u>the Dust Bowl</u> and explain the effects <u>this had on families and individuals</u>. What conclusions or implications can you draw? Support your discussion with evidence from the text(s). (Informational or Explanatory/Cause-Effect)</p>
<p>Task 25 SS Informational or Explanatory/Cause-Effect</p>	<p><u>In what ways did the New Deal legislation affect the American Citizens?</u> After reading <u>informational text on The Great Depression and the New Deal</u>, write an <u>essay</u> in which you examine the cause(s) of <u>the Great Depression</u> and explain the effect(s) of <u>programs created by the New Deal to provide relief</u>. What conclusions or implications can you draw? Support your discussion with evidence from text(s). (Informational or Explanatory/Cause-Effect)</p>
<p>Reading Texts and Multimedia:</p>	<p><i>Language of Literature Grade10 text</i> Author Study... John Steinbeck...biography "The Flood"...John Steinbeck...novel excerpt "Grapes of Wrath"...John Steinbeck...photo essay Selected articles from "The Harvest Gypsies"...John Steinbeck "Black Sunday: April 14, 1935"...article "The Drought"...article "Mass Exodus from the Plains"...article "What caused the Dust Bowl?"...article "The Plow that Broke the Plains"... article <i>The American Vision text</i> Chapter 22: The Great Depression Begins, 1929-1932 Chapter 23: Roosevelt and the New Deal, 1933-1939 "The New Deal"...article "Timeline: Surviving the Dust Bowl, 1931-1939" ... article "Harlem" ... Ralph Ellison interview http://www.loc.gov/item/wpalh001379 "WPA Life Histories About the Federal Writers' Project" ... article http://lcweb2.loc.gov/wpaintro/wpafwp.html **Pacemaker United States History text Chapter 19 Sec 1,2 The Nations Troubled Economy Hard Times for Americans Chapter 20 Sec 1,2,3 The New Deal Begins Social Reform and the New Deal Americans at Leisure Optional Multimedia Resources: "Stinging Dust & Forgotten Lives: The Bowl video http://www.youtube.com/watch?v=Tzo9wtXfHGk&feature=related "Route 66 and Migrants" Learn 360</p>
<p>Background to share with students</p>	<p>In this module, students will learn about the creation of new policies during the Great Depression in the United States during the 1930s. Through extended reading and writing, students will examine key events that led to the farm worker migration and examine the efforts of the government to deal with the aftermath.</p>

Standards: The CCR Anchor Standards from the common core standards are already identified by the Literacy Design Collaborative for all tasks.

CC Reading Standards for Informational or Explanatory Template Tasks	
1	Read closely to determine what the text says explicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.
2	Determine central ideas or themes of text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
6	Assess how point of view or purpose shapes the content and style of a text.
10	Read and comprehend complex literary and informational texts independently and proficiently.
CC Writing Standards for Informational or Explanatory Template Tasks	
2	Write informational/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revision, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audience.

Transfer Goals--Students will be able to independently use their learning to:

Write as a process that documents and perfects thought using purpose, topic and audience.

Consider historical context as essential to interpreting cause and effect.

Analyze the influence of social, cultural, and political contexts and how these prepare one for participation as active, critical citizens in a democratic society.

LDC informational/Explanatory Rubric for Teaching Task

ADVANCED

Focus	Addresses all aspects of the prompt (teaching task) appropriately and maintains a strongly developed focus.
Controlling Idea	Establishes a strong controlling Idea with a clear purpose maintained throughout the response.
Reading/Research	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from the reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.
Development	Presents thorough and detailed Information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences.
Organization	Maintains an organizational structure that intentionally and effectively enhances the presentation of Information as required by the specific prompt.
Conventions	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to audience, purpose and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

MEETS EXPECTATIONS

Focus	Addresses prompt appropriately and maintains a clear, steady focus.
Controlling Idea	Establishes a controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Presents information from reading materials relevant to the prompt with accuracy and

	sufficient detail. (L2) Addresses the credibility of sources when prompted.
Development	Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.
Organization	Maintains an appropriate organizational structure to address the specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.
Content Understanding	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.
NOT YET	
Focus	Attempts to address prompt, but lacks focus or is off-task.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of sources as prompted.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.
Organization	Attempts to organize ideas, but lacks control of structure.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.

Scoring Rubric for Informational or Explanatory Template Tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.	
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.	
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt. (L2) Does not address the credibility of		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness. (L2) Begins to address the credibility of sources when prompted.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail. (L2) Addresses the credibility of sources when prompted.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials. (L2) Addresses the credibility of sources and identifies salient sources when prompted.	

	sources as prompted.				
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy. (L2) Implication is missing, irrelevant, or illogical. (L3) Gap/unanswered question is missing or irrelevant.		Presents appropriate details to support the focus and controlling idea. (L2) Briefly notes a relevant implication or (L3) a relevant gap/unanswered question.	Presents appropriate and sufficient details to support the focus and controlling idea. (L2) Explains relevant and plausible implications, and (L3) a relevant gap/unanswered question.	Presents thorough and detailed information to strongly support the focus and controlling idea. (L2) Thoroughly discusses relevant and salient implications or consequences, and (L3) one or more significant gaps/unanswered questions.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanation, but understanding of content is weak; content is irrelevant,		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

	inappropriate , or inaccurate.				
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Section 2: What Skills?

What skills do students need to succeed on the teaching task?

Skills Set 1: Preparing for the Task	
1. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task and rubric analysis	Ability to understand and explain the teaching task and rubric.
Skills Set 2: Reading Process	
1. Pre-reading	Ability to select appropriate texts and understand reading strategies needed for the task.
2. Active reading	Ability to understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information.
3. Note Making	Ability to read purposefully and select relevant information, and to summarize and/or paraphrase.
4. Organizing notes	Ability to prioritize and focus notes and other information.
Skills Set 3: Transition to Writing	
1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.
Skills Set 4: Writing Process	
1. Initiation of task	Ability to establish a thesis and consolidate information relevant to the task.
2. Development	Ability to write an initial draft with an emerging line of thought and structure.
3. Editing and Revision	Ability to apply revision strategies to define development of an essay, including line of thought, language, tone, and presentation.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

Skills Set 1: Preparing for the Task		
1. Bridging conversation	<i>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</i>	
<i>Mini-task</i>	<i>Teaching Task:</i> In a quick write response, what is your first reaction to the teaching task? What strategies did you use to interpret this teaching task?	<i>Pacing:</i> 1-1.5 hours
<i>Mini-task scoring</i>	Teacher Discretion	
<i>Instructional strategies/ notes</i>	<u>ELA</u> Students complete the quick-write in their journals and share responses with peers. Using the "Grapes of Wrath" photo essay on page 926-932, have students describe the images, using strong adjectives and support your word choice with evidence from the photos.	<u>SS</u> Students complete the quick-write and share responses with peers. Using the image on page 658 in the text, have students summarize the causes and effects of the Great Depression.
<i>Teacher Preparation</i>	Identify appropriate reading and writing strategies for this module. Review the rubric requirements. Draft an exemplar to ensure understanding of the demands and cognitive processes involved in the teaching task.	Identify appropriate reading and writing strategies for this module. Review the rubric requirements. Draft an exemplar to ensure understanding of the demands and cognitive processes involved in the teaching task.

2. Task and rubric analysis	<i>Ability to understand and explain the teaching task and rubric.</i>	
<i>Mini-task</i>	<i>Teaching Task:</i> In your own words, write a brief explanation of what the task is asking you to do. <i>Rubric:</i> Students will translate the rubric in their own words.	<i>Pacing:</i> 1-1.5 Hours
<i>Mini-task scoring</i>	Teacher Discretion	
<i>Instructional strategies/ notes</i>	<u>ELA</u> Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations. Divide class into groups. Each group will reword the rubric criteria into student friendly language, relating to the Teaching Task, using the <u>Rubric Translation Template</u> . Groups will be asked to share out one criterion per group.	<u>SS</u> Students will independently complete the <u>Task Analysis Template</u> and will share out their interpretations. Divide class into groups. Each group will reword the rubric criteria into student friendly language, relating to the Teaching Task, using the <u>Rubric Translation Template</u> . Groups will be asked to share out one criterion per group.

<i>Teacher Preparation</i>	<u>ELA</u>	<u>SS</u>
	Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?	Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? Who has the expertise?

Skills Set 2: Reading Process			
1. Pre-reading	<i>Ability to select appropriate texts and understand reading strategies needed for the task.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<u>ELA Teaching Task:</u> <ul style="list-style-type: none"> What are the characteristics of the text? Consider genre, structure, language, syntax, and graphics. What strategies can you use to overcome the difficulties of reading this text? 	<u>SS Teaching Task:</u> <ul style="list-style-type: none"> What are the characteristics of this informational text? Consider whether this is a primary or secondary source as well as structure, language, and graphics. What strategies can you use to overcome the difficulties of reading this text? 	<i>Product:</i> List of characteristics and strategies
<i>Instructional strategies/ notes</i>	<u>ELA</u> Introduce the primary source <i>Harvest Gypsies</i> : Article, Article 2, "Black Sunday," and "Mass Exodus." Give students a few minutes to review the documents. Pre-reading strategies include K-W-L charts, think-pair-shares, and journal responses among others. Ideas for additional strategies can be found on the Additional Materials page of the Erie School District LDC website at https://sites.google.com/site/erieschooldistrictldc/home	<u>SS</u> Introduce the primary source documents "Harlem," "New Deal," and "Timeline". Discuss the purpose of the Federal Writers' Project (WPA) for collecting these documents. Students will examine the documents using the review process from the Library of Congress: http://www.loc.gov/teachers/usingprimarysources/guides.html Pre-reading strategies include K-W-L charts, think-pair-shares, and journal responses among others. Ideas for additional strategies can be found on the Additional Materials page of the Erie School District LDC website at https://sites.google.com/site/erieschooldistrictldc/home	
<i>Teacher Preparation</i>	<u>ELA</u> Before beginning to read all texts for this module, the teacher reviews reading strategies appropriate for the text genre. Review the requirements for source citation in MLA style. Plan for students who need extra time,	<u>SS</u> Before beginning to read all texts for this module, the teacher reviews reading strategies appropriate for the text genre. Review the requirements for source citation in MLA style. Plan for students who need extra time,	

	resources or assistance.	resources or assistance.
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2. Active reading	<i>Ability to understand reading strategies needed for the task and develop an understanding of a text by locating words and phrases that identify key concepts, facts, or information</i>		<i>Pacing:</i> 4-8 hours
<i>Mini-task</i>	<p>ELA Teaching Task:</p> <ul style="list-style-type: none"> Use annotation techniques to identify key concepts, facts, or information. Use the <u>Essential Vocabulary Template</u> to identify key vocabulary. 	<p>SS Teaching Task:</p> <ul style="list-style-type: none"> Use annotation techniques to identify key concepts, facts, or information. Use the <u>Note Making Template</u> to identify key terms. 	<i>Product:</i> Completed annotations and templates
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> Annotated or “actively read” documents will have a variety of marks (circles, underlining, stars, highlights, etc.). Annotations are the text based support for the teaching task. Students define and understand vocabulary and terms in the texts. Citations are correct. <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<p>Meets:</p> <ul style="list-style-type: none"> Annotated or “actively read” documents will have a variety of marks (circles, underlining, stars, highlights, etc.). Annotations are the text based support for the teaching task. Students define and understand vocabulary and terms in the texts. Citations are correct. <p>Not yet: Attempts to meet the criteria for “meets.”</p>	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using appropriate <i>reading strategies</i> and <i>vocabulary comprehension strategies</i>.</p> <p>Instruction should be very explicit and include group/partner work and teacher modeling.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using appropriate <i>reading strategies</i> and <i>vocabulary comprehension strategies</i>.</p> <p>Instruction should be very explicit and include group/partner work and teacher modeling.</p>	
<i>Teacher Preparation</i>	<p>Choose the appropriate note making organizer for each text.</p> <p>Review and discuss note making strategies that pertain to specific types of texts and to the task.</p> <p>Select resources to support MLA format.</p> <p>Plan for students who need extra</p>	<p>Choose the appropriate note making organizer for each text.</p> <p>Review and discuss note making strategies that pertain to specific types of texts and to the task.</p> <p>Select resources to support MLA format.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	

	time, resources, or assistance.	
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3. Note Making	Ability to read purposefully and select relevant information, and to summarize and/or paraphrase.		<i>Pacing:</i> 2-6 hours
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <ul style="list-style-type: none"> Review the Teaching Task. Use the appropriate note making organizer. 	<p><i>SS Teaching Task:</i></p> <ul style="list-style-type: none"> Review the Teaching Task. Use the <u>Note Making Template</u> to identify relevant information. 	<i>Product:</i> Notes, short responses, source citations
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> Students effectively paraphrase the Teaching Task Students create notes that will provide textual evidence for the Teaching Task Citations are correct <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<p>Meets:</p> <ul style="list-style-type: none"> Students effectively paraphrase the Teaching Task Students create notes that will provide textual evidence for the Teaching Task Citations are correct <p>Not yet: Attempts to meet the criteria for “meets.”</p>	
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using <i>note making organizers</i>, such as evidence charts, note making guides, and two-column/dialectical journals, among others.</p> <p><u>Cause and Effect Template</u></p> <p>Students can view the films “Route 66 and Migrants” using Learn 360.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students now read all texts in the module. As students read, they focus on looking for textual evidence they will use for the module task, using <i>note making organizers</i>, such as evidence charts, note making guides, and two-column/dialectical journals, among others.</p> <p><u>Cause and Effect Template</u></p>	
<i>Teacher Preparation</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Strategies for note making.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Strategies for note making.</p> <p>Plan for students who need extra time, resources, or assistance.</p>	

4. Organizing notes	Ability to prioritize and focus notes and other information.		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i></p> <ul style="list-style-type: none"> Guide students through a deconstruction of the 	<p><i>SS Teaching Task:</i></p> <ul style="list-style-type: none"> Guide students through a deconstruction of 	<i>Product:</i> Completed essay templates

	<p>Teaching Task.</p> <ul style="list-style-type: none"> Prioritize students' notes relevant for the Teaching Task using an essay template. 	<p>the Teaching Task.</p> <ul style="list-style-type: none"> Prioritize students' notes relevant for the Teaching Task using an essay template. 	
<i>Mini-task scoring guide</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Meets:</p> <ul style="list-style-type: none"> Completes essay template with textual evidence focused on the Teaching Task <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets.” 	<p style="text-align: center;"><u>SS</u></p> <p>Meets:</p> <ul style="list-style-type: none"> Completes essay template with textual evidence focused on the Teaching Task <p>Not yet:</p> <ul style="list-style-type: none"> Attempts to meet the criteria for “meets.” 	
<i>Instructional strategies/ notes:</i>	<p>After students have read and taken notes on all texts in the module, they use the essay template to organize their notes and identify the textual evidence they will use when completing the Teaching Task.</p>	<p>After students have read and taken notes on all texts in the module, they use the essay template to organize their notes and identify the textual evidence they will use when completing the Teaching Task.</p>	
<i>Teacher Preparation</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Create an exemplar of the essay template that demonstrates strategies for prioritizing ideas and supporting evidence.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Create an exemplar of the essay template that demonstrates strategies for prioritizing ideas and supporting evidence.</p>	

Skills Set 3: Transition to Writing/Development			
1. Bridging Conversation	<i>Ability to transition from reading or researching phase to the writing phase.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i> In a quick write, give a brief overview of your essay. How will it be constructed, and what is your thesis?</p>	<p><i>SS Teaching Task:</i> In a quick write, give a brief overview of your essay. How will it be constructed, and what is your thesis?</p>	<i>Product:</i> Short response
<i>Mini-task scoring</i>	Teacher Discretion		
<i>Instructional strategies/ notes:</i>	<p>Review a sample informational essay in Appendix C at http://www.corestandards.org/assets/Appendix_C.pdf</p> <p>Students will deconstruct and evaluate the essay based on the informational/explanatory rubric.</p> <ul style="list-style-type: none"> Evaluate the thesis statement. Analyze patterns of development. 	<p>Review a sample informational essay in Appendix C at http://www.corestandards.org/assets/Appendix_C.pdf</p> <p>Students will deconstruct and evaluate the essay based on the informational/explanatory rubric.</p> <ul style="list-style-type: none"> Evaluate the thesis statement. Analyze patterns of development. Evaluate the sample essay's effectiveness – Does it provide the 	

	<ul style="list-style-type: none"> o Evaluate the sample essay's effectiveness – Does it provide the necessary information and explanation? How? 	necessary information and explanation? How?
<i>Teacher Preparation</i>	Choose an essay sample to use in the transition from note making to writing.	Choose an essay sample to use in the transition from note making to writing.

Skills Set 4: Writing/Development Process			
1. Initiation of task	<i>Ability to establish a thesis and consolidate information relevant to the task.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	ELA Teaching Task: <ul style="list-style-type: none"> • Write a formal thesis using your quick writes, notes, and texts to ensure a strong, controlling idea. • Write a draft introduction that will set the context for your position. 	SS Teaching Task: <ul style="list-style-type: none"> • Write a formal thesis using your quick writes, notes, and texts to ensure a strong, controlling idea. • Write a draft introduction that will set the context for your position. 	<i>Product:</i> Thesis statement and introductory paragraph
<i>Mini-task scoring guide</i>	Meets: Writes a thesis that establishes a controlling idea and identifies key points that support development. Writes a draft introduction that establishes the context. Not yet: Attempts to meet the criteria for “meets.”	Meets: Writes a thesis that establishes a controlling idea and identifies key points that support development. Writes a draft introduction that establishes the context. Not yet: Attempts to meet the criteria for “meets.”	
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> Review qualities of a strong thesis as a class: takes a clear position in response to the Teaching Task and identifies sub-topics that will be developed. In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. http://writing2.richmond.edu/writing/wweb/b/thesisexerciseprint.html In pairs, students share their thesis	<p style="text-align: center;"><u>SS</u></p> Review qualities of a strong thesis as a class: takes a clear position in response to the Teaching Task and identifies sub-topics that will be developed. In pairs, students will edit sample thesis statements provided by the teacher or from the link below. As a class, go over each thesis statement, asking for volunteers to identify the strong and weak characteristics of each statement. http://writing2.richmond.edu/writing/wweb/the sisexerciseprint.html In pairs, students share their thesis statements. Student volunteers share their thesis with the class for critique.	

	<p>statements. Student volunteers share their thesis with the class for critique.</p> <p>Students can be given sentence frames to help write the thesis. http://writing2.richmond.edu/writing/wweb/b/thesisexercise.html</p>	<p>Students can be given sentence frames to help write the thesis. http://writing2.richmond.edu/writing/wweb/thesisexercise.html</p>
<i>Teacher Preparation</i>	<p>Review the rubric for focus and controlling idea. What strategies or methods can help students write a strong thesis? Choose sample thesis statements, strong and weak, to use in editing or use samples from Common Core Appendix C.</p>	<p>Review the rubric for focus and controlling idea. What strategies or methods can help students write a strong thesis? Choose sample thesis statements, strong and weak, to use in editing or use samples from Common Core Appendix C.</p>

2. Development	<i>Ability to write an initial draft with an emerging line of thought and structure.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i> Use your formal thesis and supporting details to review and complete the selected writing template.</p>	<p><i>SS Teaching Task:</i> Use your formal thesis and supporting details to review and complete the selected writing template.</p>	<i>Product:</i> Completed initial draft
<i>Mini-task scoring guide</i>	<p>Meets: Initial draft is constructed and reflects the template and teaching task. Includes development and organization of main points connected to the thesis.</p> <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<p>Meets: Initial draft is constructed and reflects the template and teaching task. Includes development and organization of main points connected to the thesis.</p> <p>Not yet: Attempts to meet the criteria for “meets.”</p>	
<i>Instructional strategies/ notes:</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Students will write a multi-paragraph essay including an introduction, body paragraphs, and conclusion.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Students will write a multi-paragraph essay including an introduction, body paragraphs, and conclusion.</p>	
<i>Teacher Preparation</i>	<p>Review the rubric for focus and controlling idea. What strategies or methods can help students write a well developed essay? Choose sample essays, strong and weak, to use in editing or use samples from Common Core Appendix C.</p>	<p>Review the rubric for focus and controlling idea. What strategies or methods can help students write a well developed essay? Choose sample essays, strong and weak, to use in editing or use samples from Common Core Appendix C.</p>	

3. Editing and Revision	<i>Ability to apply revision strategies to define development of an essay, including line of thought, language, tone, and presentation.</i>		<i>Pacing:</i> 1 hour
<i>Mini-task</i>	<p><i>ELA Teaching Task:</i> Apply revision strategies for clarity, logic, language, cohesion, appearance, and conventions.</p>	<p><i>SS Teaching Task:</i> Apply revision strategies for clarity, logic, language, cohesion, appearance,</p>	<i>Product:</i> Revised and Final Draft

		and conventions.	
<i>Mini-task scoring guide</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Meets:</p> <ul style="list-style-type: none"> Completed proofreading and editing checklist. Review to make sure all elements of the Teaching Task are addressed in an essay with an introduction, body paragraphs, and conclusion. <p>Not yet: Attempts to meet the criteria for “meets.”</p>	<p style="text-align: center;"><u>SS</u></p> <p>Meets:</p> <ul style="list-style-type: none"> Completed proofreading and editing checklist. Review to make sure all elements of the Teaching Task are addressed in an essay with an introduction, body paragraphs, and conclusion. <p>Not yet: Attempts to meet the criteria for “meets.”</p>	
<i>Instructional strategies/ notes</i>	<p style="text-align: center;"><u>ELA</u></p> <p>Use the proofreading and editing checklist to revise the essay. Hold editing conferences with teacher and/or peers as needed.</p>	<p style="text-align: center;"><u>SS</u></p> <p>Use the proofreading and editing checklist to revise the essay. Hold editing conferences with teacher and/or peers as needed.</p>	
<i>Teacher Preparation</i>	<p>Editing and revision strategies. Teacher and peer conferencing.</p>	<p>Editing and revision strategies. Teacher and peer conferencing.</p>	

Section 4: What Results?

How good is good enough?

- A. **Student work samples:** Collect/include examples of student work to represent each performance level on the teaching task.

Teacher Work Section

What now, what next?

- A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes

- B. **Possible variations.** Add ideas for spin-offs or extensions to the module.

The New Deal

Other General Articles

NATIONAL ARCHIVES

Policies of the New Deal put millions of men back to work.



1. In 1932 Franklin Delano Roosevelt was elected overwhelmingly on a campaign promising a New Deal for the American people. Roosevelt worked quickly upon his election to deliver the New Deal, an unprecedented number of reforms addressing the catastrophic effects of the Great Depression. Unlike his predecessor, Herbert Hoover, who felt that the public should support the government and not the other way around, Roosevelt felt it was the federal government's duty to help the American people weather these bad times.
2. Together with his "brain trust," a group of university scholars and liberal theorists, Roosevelt sought the best course of action for the struggling nation. A desperate Congress gave him carte blanche and rubber-stamped his proposals in order to expedite the reforms. During the first 100 days of his presidency, a never-ending stream of bills was passed, to relieve poverty, reduce unemployment, and speed economic recovery.
3. His first act as president was to declare a four-day bank holiday, during which time Congress drafted the Emergency Banking Bill of 1933, which stabilized the banking system and restored the public's faith in the banking industry by putting the federal government behind it. Three months later, he signed the Glass-Steagall Act which created the FDIC, federally insuring deposits
4. The Civil Conservation Corps was one of the New Deal's most successful programs. It addressed the pressing problem of unemployment by sending 3 million single men from age 17 to 23 to the nation's forests to work. Living in camps in the forests, the men dug ditches, built reservoirs and planted trees. The men, all volunteers, were paid \$30 a month, with two thirds being sent home. The Works Progress Administration, Roosevelt's major work relief program, would employ more than 8.5 million people to build bridges, roads, public buildings, parks and airports.
5. The National Industrial Recovery Act (NIRA) and the National Recovery Administration (NRA) were designed to address unemployment by regulating the number of hours worked per week and banning child labor. The Federal Emergency Relief Administration (FERA), created in 1933, gave \$3 billion to states for work relief programs. The Agricultural Adjustment Act subsidized farmers for reducing crops and provided loans for farmers facing bankruptcy. The Home Owners' Loan Corporation (HOLC) helped people save their homes from foreclosure.
6. While they did not end the Depression, the New Deal's experimental programs helped the American people immeasurably by taking care of their basic needs and giving them the dignity of work and hope.

<http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-new-deal/>

WPA Life Histories About the Federal Writers' Project

The Federal Writers' Project materials in the Library of Congress Manuscript Division are part of a larger collection titled ***The U.S. Work Projects Administration Federal Writers' Project and Historical Records Survey***. The holdings from Federal Writers' Project span the years 1889-1942 and cover a wide range of topics and subprojects. Altogether, the Federal Writers' holdings number approximately 300,000 items and consist of correspondence, memoranda, field reports, notes, graphs, charts, preliminary and corrected drafts of essays, oral testimony, folklore, miscellaneous administrative and miscellaneous other material.

Well over one-half of the materials in this record group pertain to the *American Guide*, the sobriquet for the critically acclaimed state guides. The remainder of the material reflects other areas of interest that developed as the project grew in maturity. They include a rich collection of rural and urban folklore; first-person narratives (called life histories) describing the feelings of men and women coping with life and the Depression; studies of social customs of various ethnic groups; authentic narratives of ex-slaves about life during the period of Slavery; and Negro source material gathered by project workers. In addition, drafts of publications and intended publications are included. These publications express concern with the direction America was taking and with the preservation and communication of local culture. Titles include *Hands That Build America*, *From These Strains*, *Lexicon of Trade Jargon*, and *Pockets in America*.

The arrangement of the larger collection generally reflects the division of work within the Writers' Project such as material relating to *The American Guide*, the Folklore Project, Social-ethnic Studies, and Slave Narratives. Other series are compilations for archival purposes such as administrative papers or Negro studies material. Still others are groups of similar material such as printed matter and the like.

The plight of the unemployed writer, and indeed anyone who could qualify as a writer such as a lawyer, a teacher, or a librarian, during the early years of the Depression, was of concern not only to the Roosevelt Administration, but also to writers' organizations and persons of liberal and academic persuasions. It was felt, generally, that the New Deal could come up with more appropriate work situations for this group other than blue collar jobs on construction projects. To the Administration's liking were plans generated from a series of meetings held in 1934 between Jacob Baker, Harry Hopkins' chief Civil Works Administration assistant in charge of special and professional programs, Henry Alsberg, Baker's assistant, Katherine Kellock, a writer familiar with international and social organizations, and others. The outcome of these sessions was a project for all the "arts," (labeled Federal One), divided administratively by each specialty and headed by professionals in the field. The Writers' Project, later characterized by some as the federal government's attempt to "democratize American culture," was approved for federal monies in June, 1935. Baker chose his assistant, Alsberg, as director. As the Project continued into the late thirties, the director was powerless to stop increasing criticism by reactionary Congressmen who were intent on shutting down the enterprise. In October 1939, the Project's federal monies ceased, due to the Administration's need for a larger defense budget. After 1939, emasculated, the Project sputtered along on monies funded to the states, closing completely one year or so after America's entry into World War II.

Researchers should note that the American Memory collection presented here is a coherent portion of the Library's larger Federal Writers' series and the WPA collection. It includes the life histories and corollary documents assembled by the [Folklore Project](#) within the Federal Writers' effort.

[WPA Life Histories Home Page](#)

Supplemental Material for the Dust Bowl and Great Depression

(Q1:W2-W4): Great Depression Dust Bowl

<http://www.english.illinois.edu/maps/depression/depression.htm>

<http://www.history.com/topics/great-depression>

<http://www.pbs.org/wgbh/americanexperience/> (enter search criteria for video/articles)

http://topics.nytimes.com/top/reference/timestopics/subjects/g/great_depression_1930s/index.html

<http://www.scribd.com/doc/127985836/John-Steinbeck-The-Harvest-Gypsies>

<http://newdeal.feri.org/steinbeck/hg01.htm> (Harvest Gypsies)

<http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-black-sunday/>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-drought/>

<http://www.pbs.org/wgbh/americanexperience/features/general-article/dustbowl-mass-exodus-plains/>

<http://www.pbs.org/wgbh/americanexperience/features/timeline/dustbowl/>

<http://science.howstuffworks.com/environmental/green-science/dust-bowl-cause.htm>

Best of History Website

<http://www.besthistorysites.net/>

PBS/American Experience

<http://www.pbs.org>

<http://www.pbs.org/wgbh/americanexperience>

Teacher Tube

<http://www.teachertube.com/>

Discovery Streaming

<http://streaming.discoveryeducation.com/>

Glencoe

tav.glencoe.com

Smithsonian

www.smithsonianeducation.org

Scholastic

www.scholastic.com

Discovery Education

www.discoveryeducation.com

American History Foldables (PDF)

<http://www.myteacherpages.com/webpages/plash/files/foldables.pdf>