

Phase 1 Lesson: Overview

Date(s):	Period/Subject:	Grade(s):	Predicted Time Frame or Duration:
	Lang Arts + History Soc. Sci.	4	120-150 minutes

Subject Matter Standards:
<p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>

Learning Target:	Determine the main idea and explain how it is supported by key details; write a summary of an excerpt from a history/social studies text.
Success Criteria:	<input type="checkbox"/> I can explain how main idea is supported by key details; I can write a summary from a grade-level text.
Materials:	<input type="checkbox"/> page 113 of history/social science textbook: "Searching for a Better Life" <input type="checkbox"/> class set of Chapter 1 ("Black Blizzards") from <i>Children of the Dust Days</i> by Karen Mueller Coombs



Phase 1 Lesson*

*Checking for Understanding / Formative Assessment / Feedback are practices that occur throughout the Lesson

Activate Prior Knowledge/Build Commitment and Engagement*

Purpose:

- To rouse students' understanding and experience with the term "drought"
- To build background knowledge about the historical context of the Dust Bowl
- To inspire motivation to read more about the Dust Bowl migrants

Think-Pair-Share:

Post the word "drought" for everyone to see. Read aloud the word and ask student to reflect for a moment what they know about that word. Repeat the process with the words "dust" and "Dust Bowl."

Whole Group Read Aloud:

State the purpose for reading (e.g., "We are going to be reading about a strong drought that affected many people in the United States during the 1930s. As I read, please look for answers to these questions."). Review these questions.

- How did the drought **cause** the Dust Bowl?
- Which states of the United States were most **affected** by the Dust Bowl?
- How did the Dust Bowl **affect** people?

Read aloud the history/social studies textbook pages/paragraphs about the Dust Bowl as students read along. Facilitate collaborative conversations for the focus of questions above based on the textbook reading. Ensure every students has a chance to share with a peer, then debrief with full class.

Photo Exploration

Tell the students they will now be studying some historical photographs about people during the Dust Bowl years. Display 2-3 photographs that depict the effects of the Dust Bowl. In pairs, have students examine the photograph for 1 minute, then share their responses to the following questions:



- What do you see? (literal visual retelling)
- What does the photograph tell us about the Dust Bowl? (interpretation)

Call on a few students to share responses.

With peers at their table, each student answers the following question:

- What did I learn about the Dust Bowl from the photographs? (synthesis)

When finished, have students write their response to the final question above.

Instruction and Modeling [I Do It, We Do It]*

Purpose:

- *To identify key details during students' reading*
- *To derive main ideas from details*
- *To discuss text collaboratively to develop academic language*

Phase 1, What the Text Says: Children of the Dust Days, Chapter 1

Reading

Have the students read Chapter 1 independently, annotating as they read (e.g., circle keywords or phrases that are unknown or confusing; underline major point(s) of each page; write margin notes to paraphrase major points in their own words). Model as needed.

Speaking and Listening

When finished reading, model and then allow student partners a moment to

1. tell each other any words that were unfamiliar to them in order to help each other understand the meaning
2. compare any major points they underlined

Review any student-identified vocabulary with students and paraphrase the meaning of essential terms. Clarify as needed.

Ask students to read and answer the questions below verbally with a partner. Tell them to re-read or refer to their notes as necessary.

- How did the drought affect the land?
- Why did people “cram rags and towels into the cracks around doors and windows”? [Chapter 1, Page 12]
- How did the dust storms affect people?



Reading and Writing

Tell students that they will now craft a summary of this section of the book using their paraphrased details. Post and review the definition and characteristics of an effective summary:

- ❑ A summary condenses a larger text into shorter text by pulling out important details and determining the main ideas.
- ❑ A well-written summary captures the key ideas of the author; it does not include opinions.

Remind students of the characteristics of a summary. Provide a T-chart that defines attributes:

A SUMMARY IS	A SUMMARY IS NOT
<ul style="list-style-type: none"> ❑ objective (uses nouns from the text representing “it”, “he” “she” “they”) ❑ informational (provides facts from the text) ❑ brief (short - just a few sentences to show what the author said) ❑ accurate (tells main idea and a few details about the author’s intention) 	<ul style="list-style-type: none"> ● subjective (does not use “I” or your own ideas about the text) ● interpretative (does not give your opinions) ● extensive (does not have too many facts/ details/ main ideas) ● false (does not add any information beyond the author’s intention)

Prepare a T-chart labeled “Details” and “Main Idea.” Draw students at random to share their paraphrased details of the first three pages (text pages 7-9), redirecting as needed. Record shared student details. When finished read the details aloud, and ask students to think about what they all have in common, which will determine the main idea. Model a think-aloud to develop the main idea. For example:

DETAILS	MAIN IDEA
<ul style="list-style-type: none"> ❑ drought dried up North America in the 1930s ❑ grasshoppers ate new plants that grew ❑ wind blew around the loose soil 	<p><i>The drought <u>caused many problems for farmland during the 1930s.</u></i></p>

Explain that the main idea and details together can form a summary, including a final restatement.



Model how to create a written summary using the information from the T-chart. For example:
 “The first section of Chapter 1 of *Children of the Dust Days* the author described how the dust bowl caused problems for farmland during the 1930s. The drought caused the soil to dry up around the Plains of North America. Grasshoppers ate the few crops that did grow. The wind blew the dry soil into blizzards. Life became hard for Americans.”

Repeat a model for the next two pages (text pages 10-11):

DETAILS	MAIN IDEA
<ul style="list-style-type: none"> <input type="checkbox"/> people and animals had to go indoors when dust clouds came <input type="checkbox"/> dust storms caused lung illness <input type="checkbox"/> blinding dust could make children lost 	<p><i>Dust storms <u>were dangerous</u>.</i></p>

“The next section of Chapter 1 of *Children of the Dust Days* explains how the dust storms were dangerous. Dust clouds forced animals and people indoors. Dust storms caused lung illness. Blinding dust could smother or make children lost. During the Dust Bowl years, boys and girls ran inside to escape deadly dust storms.”

Guided Practice [You Do it Together]*

Assign the next two pages (text pages 12-13) for students to repeat the process in table groups:

- 1) Transcribe the annotated details on the T-chart
- 2) Determine the main idea
- 3) Use the T-chart to produce a written summary

Monitor to check for understanding and assist as needed.

Have a few groups volunteers share their written summaries to the full class. Provide feedback as needed. Empower students to use their T-chart of expected attributes of each summary.

Independent Practice [You Do It Alone]*

Repeat the process for the next two pages (text pages 14-15), but this time each student works alone.

Have a few student volunteers share their written summaries to the full class. Provide feedback as needed.



Closure*

Have students read the summary below for the final two pages of the the chapter (text pages 16-17). As a full class, ask them to apply summary T-chart (characteristics defining summary) as a checklist to mark if all of the expected attributes are present in this final summary of Chapter 1:

“The final section of Chapter 1 of Children of the Dust Days the author describes how dust forced more work. Children had to dig out materials and animals. Dust storms caused static electricity that shocked children fixing metal fences. Dust filled the air even when no wind blew. The dust buried people, their homes and their belongings especially in the Dust Bowl.”

Ask students to reflect on how well they have been able summarize and whether they can do it independently. Poll students to rate their own sense of capacity by a score of 0 to 5 fingers of one of their hands lifted for each of these question using the scale below. Use the scale to have students record adjectives for the two can-do statements further below.

0 = NEVER CAN DO IT [insert “never” after the word “can”]

1 = KIND OF, WITH LOTS OF HELP [insert “kind of” after the word “can” and end with the words “with lots of help.”]

2 = FAIRLY WELL, WITH THE HELP OF OTHERS [insert at the end “fairly well, with the help of others.”]

3 = FAIRLY WELL, ALL BY MYSELF [insert at the end “fairly well, all by myself.”]

4 = VERY WELL, ALL BY MYSELF [insert at the end “very well, all by myself.”]

5 = EXCELLENTLY, ALL BY MYSELF [insert at the end “excellently, all by myself.”]

- I can write a summary that includes a main idea and key details from a grade-level text.
- I can condense clauses to create precise and detailed sentences when describing the main idea of a text.

Consider asking students to explain why they rated themselves that score or to suggest what more they need to attain a 5.

Evaluation/Assessment:

Collect all Chapter 1 summaries to determine whether further instruction is needed.

Potential Next Steps:

While working with students in any small group setting, allow the rest of the students an opportunity to re-read chapter 2 independently or collaboratively if they are finished early.

