

Unit Title: **California Becomes Golden: Farming & Industry Grows from 1850-1950**

Enduring Understanding: **California became an industrial and agricultural power starting the mid-nineteenth century as many diverse peoples migrated to the state for a myriad of reasons and events.**

Essential Question: **How did the Dust Bowl migration affect both California and the people who came?**

Culminating Project: **Performance Task - Students write an opinion on whether life in California was easier for migrant farmworkers during the Dust Bowl years or for migrant farmworkers today.**

Selection	Lesson	Reading Objectives	Standards
<p>Title: <i>Children of the Dust Days</i></p> <p>Genre: <i>Informational - History / Social Science</i></p> <p>Lexile: 840</p>	<p>1st Phase (Key Ideas and Details)</p> <p>What does the text say?</p>	<ul style="list-style-type: none"> Determine main idea and recount key details; Summarize Chapter 1 Explain historical events, including what happened and why 	<p>RI.4.2 RI.4.3 SL.4.1</p>
	<p>2nd Phase (Craft and Structure)</p> <p>How does the text work?</p>	<ul style="list-style-type: none"> Describe the structure of the text Demonstrate understanding of simple similes 	<p>RI.4.5 L.4.5a SL.4.1</p>
	<p>3rd Phase (Integration of Knowledge and Ideas)</p> <p>What does the text mean?</p>	<ul style="list-style-type: none"> Interpret information presented visually Explain verbally and in writing how the author uses reasons and evidence to support points in a text. 	<p>RI.4.7 RI.4.8</p>
	<p>Write About the Text</p>	<p>Writing to Sources: Opinion Essay “You read what life was like during the Dust Bowl years. Imagine you were a friend of one children during that time. Would you recommend that your friend stay or leave? Include reasons and evidence from the text to support your opinion.”</p>	<p>W.4.1 W.4.4 W.4.9b</p>
<p>Title: <i>Rose’s Journal</i></p> <p>Genre: <i>Realistic fiction</i></p> <p>Lexile: 820</p>	<p>1st Phase (Key Ideas and Details)</p> <p>What does the text say?</p>	<ul style="list-style-type: none"> Summarize <i>Rose’s Journal</i> Refer to details and examples while explaining what happens in the <i>Rose’s Journal</i> 	<p>RI.4.1 RI.4.2 SL.4.1</p>
	<p>2nd Phase (Craft and Structure)</p> <p>How does the text work?</p>	<ul style="list-style-type: none"> Determine the meaning of words and phrases Understand the structural elements of the journal 	<p>RL.4.4 RL.4.5 SL.4.1</p>
	<p>3rd Phase (Integration of Knowledge and Ideas)</p> <p>What does the text mean?</p>	<ul style="list-style-type: none"> Interpret information presented visually Explain verbally how the author uses reasons and evidence to support points in a text. 	<p>RI.4.7 RI.4.8 SL.4.1</p>
	<p>Write About the Text</p>	<p>Writing to Sources: Informational/Explanatory “Based on all that Rose describes in her journal, what were some of the reasons that some Dust Bowl Farmers decided to leave their farms. Write a short essay explaining the reasons using examples from the text.”</p>	<p>W.4.2 W.4.4 W.4.9a</p>
<p>Read and Write Across Texts</p>	<p>Write Across the Texts</p>	<p>Writing to Sources: Informational/Explanatory Students use the information from the previous lesson, then add information from <i>Children of the Dust Days</i> to complete the writing task: “Now that you have read <i>Children of the Dust Days</i> and <i>Rose’s Journal</i>, write a short essay comparing and contrasting the reasons some of the farmers chose to leave their farms. Be sure to cite evidence from both texts.”</p>	<p>RI.4.9 W.4.1 W.4.9a,b</p>

<p>Title: American Experience "Surviving the Dust Bowl"</p> <p>Genre: Documentary Video</p> <p>Lexile:</p>	<p>1st Phase (Key Ideas and Details)</p> <p>What does the text say?</p>	<ul style="list-style-type: none"> ● Refer to details and examples while explaining what happens in the <i>Surviving the Dust Bowl</i> video ● Explain historical events (including what happened and why) ● Paraphrase portions of information presented in diverse media format 	<p>RI.4.1 RI.4.3 SL.4.2</p>
	<p>2nd Phase (Craft and Structure)</p> <p>How does the text work?</p>	<ul style="list-style-type: none"> ● Compare/contrast firsthand and secondhand accounts from the <i>Children of the Dust Days</i> book and <i>Surviving Dust Bowl</i> video 	<p>RI.4.6 SL.4.1</p>
	<p>3rd Phase (Integration of Knowledge and Ideas)</p> <p>What does the text mean?</p>	<ul style="list-style-type: none"> ● Explain how the author uses reasons and evidence to support points in a text. ● Identify the reasons and evidence a media source provides to support particular points 	<p>RI.4.8 SL.4.3</p>
	<p>Write About the Text</p>	<p>Writing to Sources: Handout with two "ideas/arguments": leaving was better; staying was better (reasoning and evidence, for and against)</p>	<p>W.4.9b</p>
<p>Read and Write Across Texts</p>	<p>Write Across the Texts</p>	<p>Writing to Sources: Opinion "Write an opinion essay about where you would have wanted to live at the time of the Dust Bowl. Would you have come to California or stayed on your farm? Why? Use evidence from all three sources to support your position.</p>	<p>RI.4.9 W.4.1 W.4.9a,b</p>