

Module Summary

*The way I see it, hard times aren't only
About money,
Or drought,
Or dust,
Hard times are about losing spirit,
And hope,
And what happens when dreams dry up.*

—Karen Hesse, *Out of the Dust*

For many, the Great Depression—if understood as a story—has a well-known plot. It begins with two main failures that wreaked economic havoc in the 1930s: a lack of regulation that led to the collapse of banks and a lack of diversification in farming techniques that created the Dust Bowl. In *Out of the Dust*, the climax of these failures was the widespread loss of jobs, life savings, homes, and farms. Everyone suffered, and so ends this bleak story. But behind these visible large-scale losses, a different story exists. In this version, the Great Depression tested whether ordinary people would lose something much more vital and much less visible—their hopes, dreams, and spirits. This conflict with the heart resulted in certain individuals finding a way to endure the seemingly unbearable. Their resilient stories are peopled with the first union organizers, resourceful Hooverville migrants, and countless poor families who gave strangers seats at their tables. This uplifting narrative of the Great Depression supports powerful themes of transcendence and transformation: people who weathered hard times, and broke in some ways because of them, but nevertheless picked themselves up.

The story of human transformation is ageless for a reason. We are drawn irresistibly to stories of redemption, featuring characters who start off figuratively or literally disabled in some way, but who manage, through will, wits, and maybe a dash of luck, to not let life destroy their spirits. We follow these characters' journeys as if they are our own, and when the characters confront and conquer their demons, we rejoice. The two anchor texts of this module—the novel *Bud, Not Buddy* by Christopher Paul Curtis and the free-verse novel *Out of the Dust* by Karen Hesse—are set during the Great Depression, but their stories transcend this period and speak to the human condition of suffering, struggle, and survival. The Great Depression merely acts as the frame for each novel; the picture inside is less about bank failures and the Dust Bowl and more about the power of love, acceptance, and forgiveness that the protagonists Bud and Billie Jo learn to harness.

However, the frame of this story—its era—is important for students to understand if they are to grasp the extremity of the hardships that Bud and Billie Jo experience. To that end, the module includes engaging supplemental materials about the Great Depression and the Dust Bowl. These materials historicize the novels' themes of persevering in times of difficulty. They also help students envision life during this period. To these ends, students read about Hoovervilles and study first-person accounts of young people's experiences as migrants riding the rails. They examine Dorothea Lange's iconic photograph *Migrant Mother* and analyze the powerful poem "Mother to Son" by Langston Hughes. They listen to jazz music and watch a fictionalized video about a General Motors labor strike. The anchor texts, complemented by these materials, press students to analyze the ways in which ordinary people responded to and transcended the extreme hardships of the Great Depression.

Referencing these additional materials, the module primarily explores what makes the young protagonists in the anchor texts resilient in the face of crushing despair. Bud and Billie Jo's journeys are different in terms of geography and details, but they are similar in that both characters endure hardships that threaten their hopes, dreams, and spirits. The arcs of their stories follow their struggles to redefine who they are and what they want after heartbreak and hardship irreversibly change their lives. Employing figurative language and symbolism to signal the transformation the characters experience, Curtis and Hesse create dynamic, resilient protagonists who search for joy, hope, and a sense of home during this troubled period in our history and who ultimately find where their roots can grow—and with whom—by making peace with their pasts and re-envisioning their futures.

For their End-of-Module (EOM) Task, students write an explanatory essay in which they examine how Bud's or Billie Jo's responses to hardships result in transformation. This task captures students' understanding of how hardship can, ironically, contribute to the human spirit's resilience.

Module at a Glance

ESSENTIAL QUESTION

How can enduring tremendous hardship contribute to personal transformation?

SUGGESTED STUDENT UNDERSTANDING

- Enduring hardship can result in positive personal transformation.
- Generosity, hope, and forgiveness sustain the human spirit.
- People adapt the ideas of home, family, and community to fit their needs during times of hardship.
- Persevering through hardship requires a person to accept a new situation and identity and make peace with the past.
- People rely upon dreams and determination to persevere in the face of hardship.
- Authors use devices and techniques, such as figurative language and symbolism, to help develop characters and themes.

Texts

CORE TEXTS

Novels (Literary)

- *Bud, Not Buddy*, Christopher Paul Curtis
- *Out of the Dust*, Karen Hesse

SUPPLEMENTARY TEXTS

Historical

- “The Drought,” PBS American Experience (<http://witeng.link/0697>)
- “Hoovervilles,” History.com (<http://witeng.link/0691>)
- “Black Blizzards’ Strike America,” History.com (<http://witeng.link/0698>)

Journalism

- “Hoover’s Prodigal Children: Hungry Times on Mean Streets,” Errol Lincoln Uys (<http://witeng.link/0699>)

Music

- “It Don’t Mean a Thing If It Ain’t Got That Swing,” Duke Ellington and Irving Mills (<http://witeng.link/0694>)

Photography

- *Kentucky Flood*, Margaret Bourke-White (<http://witeng.link/0690>)
- *Migrant Mother*, Dorothea Lange (<http://witeng.link/0695>)

Poetry

- “Mother to Son,” Langston Hughes (<http://witeng.link/0693>)

Videos

- “1930s GM Sit-Down Strike,” History.com (<http://witeng.link/0692>)
- “Migrant Mother Photo,” History.com (<http://witeng.link/0696>)

Module Learning Goals

KNOWLEDGE GOALS

- Determine the contexts and causes of the Great Depression and the Dust Bowl (RI.6.1, RI.6.2).
- Learn how individuals coped with hardships during the Great Depression (RI.6.1, RI.6.2, RL.6.1, RL.6.2, RL.6.3).
- Develop insight into the process of transformation as one that requires endurance and struggle (RL.6.1, RL.6.3).

READING GOALS

- Analyze how word choice and figurative language help develop characters and support themes, citing and developing analysis with evidence (RL.6.1, RL.6.2, RL.6.4, RI.6.1, RI.6.2).
- Analyze how specific events in the text contribute to the development of characters, plot, theme, or central idea (RL.6.1, RL.6.2, RL.6.3, RI.6.1, RI.6.2).
- Identify similarities and differences between multiple authors' texts in their approaches to similar themes, topics, or central ideas (RL.6.9, RI.6.9).
- Recognize variations from Standard English, such as dialect, in fiction, and explain how these variations impact the reader's understanding of character (L.5.3.b, L.6.1.e).

WRITING GOALS

- Present a thesis and organize its supporting points by using strategies, such as cause/effect, and by providing an introduction, main body, and conclusion (W.6.2.a, W.6.2.f).
- Develop a thesis and its supporting points with relevant, sufficient evidence and elaboration and with task, purpose, and audience in mind (W.6.2.b, W.6.4, W.6.9).
- Improve a piece of writing's clarity and presentation by connecting ideas with transitions, using precise vocabulary, maintaining a formal style, and revising and editing content by soliciting feedback (W.6.2.c, W.6.2.d, L.6.6, W.6.2.e, W.6.5, L.6.6).

SPEAKING AND LISTENING GOALS

- Set specific class and individual goals and following rules for productive discourse (SL.6.1.b).
- During structured academic discussions, disagree strategically and defer politely to another speaker (SL.6.1.b).
- In Socratic Seminars about *Bud, Not Buddy* and *Out of the Dust*, collaborate by building and elaborating on the thinking of others, connecting ideas from multiple speakers, reflecting, and responsively revising or reinforcing initial ideas (SL.6.1, SL.6.6).

LANGUAGE GOALS

- Use appropriate transitions to demonstrate connections among ideas in academic writing (L.4.3.a, L.5.3.a, L.6.3.a, W.6.2.c).
- Maintain consistent formal style in academic writing, including use of precise language (L.6.3.b, L.6.1.e, W.6.2.e, W.6.4).
- Vary sentence lengths and patterns to enhance meaning, interest, and style (L.5.3.a, L.6.3.a, W.6.4).
- Identify and interpret examples of figurative language, including metaphor and personification, in a text (L.6.5.a).
- Use strategies to determine and verify the meanings of unknown or multiple-meaning words, including considering context, applying knowledge of affixes and roots, and using reference materials (RL.6.4, L.6.4.a, L.6.4.b, L.6.4.c, L.6.4.d).

Module in Context

- **Knowledge:** Students learn about the complex process of transformation by reading two fictionalized first-person narratives, *Bud, Not Buddy* and *Out of the Dust*. With transformation as the module's focus, the anchor texts expose students to the relationship between plot and character development: as these stories' plots unfold, the protagonists change and develop in response to the events they experience. Students can build on their knowledge of how a story's elements interact as they progress through Grade 6. Students will also gain valuable knowledge about the Great Depression and the Dust Bowl, which can be drawn upon to enrich their understanding of the novels' social and historical context. With this foundation, students develop insight about the importance of understanding the historical context of a novel or other work of fiction. In subsequent modules for Grade 6, students rely on background information to understand more fully a novel's topic and setting.
- **Reading:** Students develop critical and close-reading skills by working with two complex historical fiction novels as well as a wide range of literary and informational texts in different mediums: photography, music, poetry, and video. While reading both texts, students consider how word choice and figurative language help develop characters and support theme. Students also analyze how multiple texts present ideas and information with similar topics or central ideas, building background knowledge and developing objective understandings about historical events. Students then apply their understandings about characters and the era in an analysis of the transformation that comes from enduring tremendous hardship.
- **Writing:** Module 1 emphasizes students' understanding and implementation of explanatory writing as a multiple-step process. In informal and formal responses over the course of the module, students learn, practice, and demonstrate the stages of expository writing. In particular, the purposeful sequence of activities focuses on students' ability to compose: (1) a To-SEEC paragraph that has a topic statement, evidence, elaboration, and a concluding sentence; (2) an

introductory paragraph that contains a hook, introducing section, and thesis; (3) a mini-essay that includes an introduction and two body paragraphs containing relevant and sufficient evidence, thorough elaboration, and appropriate transitions; and (4) a full essay that includes a cause-and-effect structure, precise language, a formal writing style, and a concluding paragraph. For the EOM Task, students apply what they have learned about structure, development, style, and conventions to write a well-developed cause-and-effect explanatory essay.

- **Speaking and Listening:** Students extend their speaking and listening skills in three Socratic Seminars about *Bud, Not Buddy* and *Out of the Dust* by following rules for collegial discussions and engaging in evidence-based, collaborative conversations. Students set and monitor speaking and listening goals, including the ability to disagree strategically and defer politely to another speaker, leading to more effective communication and learning.

Standards

FOCUS STANDARDS

Reading Literary Text	
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Reading Informational Text	
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
RI.6.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Writing	
W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
W.6.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 6.)
Speaking and Listening	
SL.6.1.b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
Language	
L.6.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
L.6.3.a	Vary sentence patterns for meaning, reader/listener interest, and style.
L.6.3.b	Maintain consistency in style and tone.
L.6.4.a	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 the meaning of a word or phrase.
L.6.5.a	Interpret figures of speech (e.g., personification) in context.

CONTINUING STANDARDS

Reading Literary Text	
RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Reading Informational Text	
RI.6.10	By the end of the year, read and comprehend literary nonfiction in the Grades 6–8 text-complexity band proficiently, with scaffolding as needed at the high end of the range.
Language	
L.6.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Major Assessments

Focusing Question Tasks	Elements That Support Success on the EOM Task	Standards
1. Write a To-SEEC paragraph in which you explain what makes Bud a survivor.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of events and Bud's character. ▪ Develop an idea using well-selected evidence from the novel. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, 6.3; W.6.2.b, 6.4, 6.9.a
2. Write two To-SEEC paragraphs in which you explain two hardships people faced during the Great Depression, citing evidence from <i>Bud, Not Buddy</i> and "Hoovervilles."	<ul style="list-style-type: none"> ▪ Develop an idea using well-selected evidence from the novel. ▪ Draw on multiple pieces of evidence to support analysis. ▪ Use appropriate transitions between ideas. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, 6.9; RI.6.1, 6.9; W.6.2.b, 6.2.c, 6.4, 6.9.a, 6.9.b; L.4.3.a, 6.3.a, 6.6
3. Write a To-SEEC mini-essay (an introduction and two body paragraphs) in which you explain how Bud has been transformed by his journey.	<ul style="list-style-type: none"> ▪ Analyze how Bud's responses to events in the text contribute to change in his character. ▪ Develop a mini-essay with an introduction and two supporting paragraphs using transitions between ideas. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, 6.3; W.6.2.a, 6.2.b, 6.2.c, 6.4, 6.9.a; L.4.3.a, 6.3.a, 6.6
4. Write a To-SEEC mini-essay (an introduction and two body paragraphs) in which you explain how people during the Great Depression and the characters in <i>Out of the Dust</i> sustained their spirits during this difficult time in our history. You must use evidence from both <i>Out of the Dust</i> and "Hoover's Prodigal Children: Hungry Times on Mean Streets."	<ul style="list-style-type: none"> ▪ Analyze how characters in <i>Out of the Dust</i> and real people living during the Great Depression sustained their spirits during hard times. ▪ Develop a mini-essay with an introduction and two supporting paragraphs using transitions between ideas and citing relevant and sufficient evidence from two sources. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, 6.2, 6.3; RI.6.1, 6.2; W.6.2.a, 6.2.b, 6.2.c, 6.4, 6.9.a, 6.9.b; L.4.3.a, 5.3.a, 6.3.a, 6.6
5. Write a cause-and-effect To-SEEC essay (introduction, two body paragraphs, and a conclusion) in which you explain how hardship (<i>cause</i>) changes Billie Jo's relationship with another character, a particular object, or the land (<i>effect</i>).	<ul style="list-style-type: none"> ▪ Analyze how hardship impacts Billie Jo and how she initially changes in response to negative experiences. ▪ Draft a cause-and-effect, explanatory essay that includes an introductory paragraph, two To-SEEC paragraphs elaborating upon main points, and a conclusion. ▪ Produce clear and coherent writing appropriate for the task and audience. 	RL.6.1, 6.3; W.6.2.a, 6.2.b, 6.2.c, 6.2.e, 6.2.f, 6.4, 6.9.a; L.4.3.a, 5.3.a, 6.1.e, 6.3.a, 6.3.b, 6.6

Focusing Question Tasks	Elements That Support Success on the EOM Task	Standards
<p>6. After engaging in the Socratic Seminar, write a cause-and-effect To-SEEC paragraph in response to one of the following questions:</p> <ul style="list-style-type: none"> ▪ How does hardship threaten Billie Jo's emotional survival, and what response enables her to survive? ▪ How does hardship threaten Bayard Kelby's emotional survival, and what response enables him to survive? 	<ul style="list-style-type: none"> ▪ Analyze how characters in <i>Out of the Dust</i> and real people living during the Great Depression sustained their spirits during hard times. ▪ Develop a mini-essay with an introduction and two supporting paragraphs using transitions between ideas and citing relevant and sufficient evidence from two sources. ▪ Produce clear and coherent writing appropriate for the task and audience. 	<p>RL.6.1, 6.3; W.6.2a, 6.2.b, 6.2.c, 6.2.e, 6.4, 6.9.a; L.4.3.a, .5.3.a, 6.1.e, 6.3.a, 6.3.b</p>

New-Read Assessments	Elements That Support Success on the EOM Task	Standards
<p>1. Read the poem "Mother to Son" by Langston Hughes. Respond to multiple-choice questions, and then, using evidence from the poem and <i>Bud, Not Buddy</i>, write a To-SEEC paragraph in which you explain how the perspective of the speaker of the poem compares or contrasts with Bud's mother's perspective about life.</p>	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the speaker's perspective and message in the poem. ▪ Independently analyze the meaning and effect of figurative language in the poem. ▪ Compare and contrast texts in different genres in terms of their approach to a similar topic. ▪ Develop and support a claim using relevant evidence from the poem and novel. 	<p>RL.6.1, 6.2, 6.3, 6.4, 6.9; W.6.2.b, 6.2.c, 6.4, 6.9.a; L.4.3.a, 5.3.b, 6.1.e, 6.3.a, 6.4.a 6.5.a</p>
<p>2. Read the poem "Hope in a Drizzle" from <i>Out of the Dust</i>. Respond to multiple-choice questions, and then, using evidence from the poem, write a To-SEEC paragraph in which you explain how rain functions as a symbol and helps develop Ma's character.</p>	<ul style="list-style-type: none"> ▪ Analyze the effect of figurative language. ▪ Demonstrate an understanding of how an author uses symbolism to develop characters. 	<p>RL.6.1, 6.2, 6.3, 6.4; W.6.2.b, 6.2.c, 6.4, 6.9.a; L.4.3.a, 5.3.a, 6.3.a, 6.4.a, 6.5.a, 6.6</p>

Socratic Seminars	Elements That Support Success on the EOM Task	Standards
<p>1. Engage in a (modified) Socratic Seminar in which you cite and explain evidence from <i>Bud, Not Buddy</i> to respond to the following questions:</p> <ul style="list-style-type: none"> ▪ What are the different ways that doors open for Bud in chapters 16 and 17? ▪ Why are the different doors opening for Bud? ▪ What does Bud’s new name represent for him? ▪ Bud believes Herman E. Calloway is “trying to make [him] work like a dog” (199), but he didn’t mind. Why doesn’t Bud mind the work? ▪ How does figurative language reveal deeper meaning about Bud’s experience? 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how the plot unfolds and Bud responds to events in the text. ▪ Draw on preparation by referring to evidence and reflecting on ideas under discussion. ▪ Follow rules for collegial discussions, set specific goals, and disagree strategically. 	RL.6.1, 6.3; SL.6.1.a, 6.1.b; L.6.6
<p>2. Engage in a Socratic Seminar in which you cite and explain evidence from <i>Bud, Not Buddy</i> to respond to the following question:</p> <ul style="list-style-type: none"> ▪ How is Bud transformed by his journey? 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how Bud’s character changes in response to his experiences. ▪ Set, monitor, and reflect on achievement of speaking and listening participation goals. ▪ Follow rules for collegial discussions and disagree strategically. 	RL.6.1, 6.3; SL.6.1.a, 6.1.b
<p>3. Engage in a Socratic Seminar in which you cite and explain evidence from <i>Out of the Dust</i> to respond to the following questions:</p> <ul style="list-style-type: none"> ▪ What makes the characters in <i>Out of the Dust</i> survivors? ▪ What does the novel teach readers about the human condition and people’s ability to survive hardship? ▪ What does the novel teach readers about the cause-and-effect relationship between hardship and transformation? 	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how and why the characters in <i>Out of the Dust</i> are survivors. ▪ Articulate what the novel conveys about hardship and transformation. ▪ Respond to others’ perspectives about the novel’s themes by deferring politely during discussion. 	RL.6.1, 6.2, 6.3; SL.6.1.a, 6.1.b; L.6.6

End-of-Module Task	Elements That Support Success on the EOM Task	Standards
Write a cause-and-effect To-SEEC essay (introduction, two body paragraphs, and a conclusion) in which you explain how Bud or Billie Jo's responses to hardship(s) (<i>cause</i>) contributed to his/her transformation (<i>effect</i>).	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of how a character's responses to hardship result in his or her transformation. ▪ Organize an explanatory essay that supports a thesis by using a cause-and-effect structure and including an introduction, two body paragraphs, and a conclusion. ▪ Use relevant and sufficient evidence that is properly integrated and cited, and provide insightful elaboration. 	RL.6.1, 6.3; W.6.2.a, 6.2.b, 6.2.c, 6.2.d, 6.2.e, 6.2.f, 6.4, 6.5, 6.9.a; L.4.3.a, 5.3.a, 6.1.e, 6.3.a, 6.3.b, 6.6

Vocabulary Assessments*	Elements That Support Success on the EOM Task	Standards
Demonstrate understanding of academic, text-critical, and domain-specific words, phrases, and/or word parts.	<ul style="list-style-type: none"> ▪ Acquire and use grade-appropriate academic terms. ▪ Acquire and use domain-specific or text-critical words essential for communication about the module's topic. 	L.6.6

Module Map

Focusing Question 1: What makes Bud a survivor?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
1	<i>Bud, Not Buddy</i> , Chapter 1	Wonder What do I notice and wonder about the Great Depression and <i>Bud, Not Buddy</i> ?	Examine Why is fluency important?	<ul style="list-style-type: none"> ▪ Identify and annotate information about Bud and the Great Depression (RL.6.1, W.6.10). ▪ Recognize the purpose and qualities of masterful fluency (W.6.10). ▪ Analyze and apply the connotations of <i>cope</i> and <i>endure</i> to the text (L.6.5.c).
2	<i>Bud, Not Buddy</i> , Chapter 2	Organize What is happening in <i>Bud, Not Buddy</i> ?	Examine and Experiment How does phrasing work in a fluent read? Examine and Experiment How does the To-SEEC model work? Experiment How do transitions function in writing?	<ul style="list-style-type: none"> ▪ Analyze and organize the events of chapter 2 (RL.6.1, RL.6.3, W.6.10). ▪ Deconstruct an explanatory To-SEEC paragraph (W.6.2). ▪ Add appropriate transitions to a paragraph to clarify the relationships among ideas (W.6.2.c, L.4.3.a, L.6.3.a).

*While not considered Major Assessments in Wit & Wisdom, Vocabulary Assessments are listed here for your convenience. Please find details on Checks for Understanding (CFUs) within each lesson.

Focusing Question 1: What makes Bud a survivor?				
3	<i>Bud, Not Buddy</i> , Chapters 3–4	Reveal What does analysis of Bud's reactions to events in this chapter reveal about his character?	Examine and Experiment How does expression work in a fluent read? Examine and Experiment How do topic statements work? Examine Why is an author's use of standard and nonstandard English important?	<ul style="list-style-type: none"> Analyze what Bud's reactions reveal about his character (RL.6.1, RL.6.3). Use a topic statement to introduce information in an explanatory paragraph (W.6.2.a). Analyze how the author's use of nonstandard English helps to develop characters (L.5.3.b).
4	<i>Bud, Not Buddy</i> , Chapter 5	Reveal What does deeper exploration of Bud and Mama's reactions reveal about their characters?	Examine and Experiment How do articulation, pacing, and volume work in a fluent read? Examine Why are citations and elaboration important?	<ul style="list-style-type: none"> Describe what Bud and Mama's reactions to story events convey about their characters (RL.6.1, RL.6.3). Identify and explain the relationships among the topic statement, evidence, and elaboration sentences within an explanatory paragraph (W.6.2.a, W.6.2.b, W.6.10).
5 ✓FQT	<i>Bud, Not Buddy</i> , Chapters 1–5	Reveal What does analysis of Bud's character reveal about why and how he is able to endure and survive?	Execute How do I use a To-SEEC paragraph to respond to the Focusing Question Task?	<ul style="list-style-type: none"> Describe what makes Bud a survivor (RL.6.1, RL.6.3, W.6.2, W.6.4, W.6.9.a). Use context as a clue to determine the correct connotation of the word <i>depression</i> (L.6.4.a, L.6.6).

Focusing Question 2: What hardships did people face during the Great Depression?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
6	<i>Bud, Not Buddy</i> , Chapters 6–7 <i>Kentucky Flood</i>	Know How does <i>Kentucky Flood</i> build my knowledge?	Examine and Experiment Why are discussion rules, goals, and deadlines important? How do collegial discussions work? Examine and Experiment How does incorporating evidence from two texts work in a To-SEEC paragraph?	<ul style="list-style-type: none"> Develop a topic with relevant evidence from two sources (RL.6.1, RL.6.9, W.6.2.b). Connect details and themes in <i>Kentucky Flood</i> to evidence from <i>Bud, Not Buddy</i> (RL.6.1, RL.6.9, RI.6.1, RI.6.9, W.6.10). Determine the meaning of unfamiliar words using word knowledge and context clues (L.6.4.a).
7	<i>Bud, Not Buddy</i> , Chapters 8–9 “Hoovervilles”	Know How does “Life in a Hooverville” build my knowledge?	Experiment How does elaboration of evidence from two texts work? Experiment How do transitions work?	<ul style="list-style-type: none"> Connect details and themes in “Hoovervilles” to evidence from <i>Bud, Not Buddy</i> (RL.6.1, RL.6.9, RI.6.1, RI.6.9). Develop elaboration in a To-SEEC paragraph citing two sources (RL.6.1, RL.6.9, RI.6.1, RL.6.9 W.6.2.a, W.6.2.b). Add appropriate transitions to a paragraph to clarify the relationships among ideas (W.6.2.c, L.4.3.a, L.6.3.a).
8	<i>Bud, Not Buddy</i> , Chapters 10–11	Reveal What does Curtis’s use of figurative language reveal about characters?	Excel How do I improve my fluency? Experiment How does a concluding statement work in a To-SEEC paragraph?	<ul style="list-style-type: none"> Analyze what figurative language reveals about characters (RL.6.4, L.6.5.a, W.6.10). Use transition words in a concluding statement that reinforces the essential meaning of the paragraph (W.6.2.c, W.6.2.f). Correctly use and define multiple-meaning words in context (L.6.4.a).

Focusing Question 2: What hardships did people face during the Great Depression?				
9	<i>Bud, Not Buddy</i> , Chapter 12 “1930s GM Sit-Down Strike”	Know How does “1930s GM Sit-Down Strike” build my knowledge?	Execute How do I use and refine my ideas in small-group discussions?	<ul style="list-style-type: none"> Connect details and themes in “1930s GM Sit-Down Strike” to evidence from <i>Bud, Not Buddy</i> (RL.6.1, RL.6.9, RI.6.1, RI.6.9, W.6.10, SL.6.1.d). Relate the information from the video to <i>Bud, Not Buddy</i> (RL.6.1, RI.6.1, RI.6.1, RI.6.9, W.6.10, SL.6.1.d).
10 ✓FQT	<i>Bud, Not Buddy</i> , Chapters 1–12 “Hoovervilles” <i>Kentucky Flood</i> “1930s GM Sit-Down Strike”	Know How do these texts build my knowledge of the hardships people faced during the Great Depression?	<p>Excel How do I improve my fluency?</p> <p>Execute How do I use two To-SEEC paragraphs to respond to the Focusing Question Task?</p> <p>Examine Why is an author’s use of slang and idiomatic English important?</p>	<ul style="list-style-type: none"> Synthesize across texts and express understanding of hardships faced during the Great Depression (RL.6.1, RL.6.9, RI.6.1, RI.6.9, W.6.2.b, W.6.2.c, W.6.4, W.6.9, L.4.3.a, L.6.3.a, L.6.6). Analyze how the author’s use of slang and idiom helps to develop characters and convey meaning (L.5.3.b).

Focusing Question 3: How is Bud transformed by his journey?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
11 ✓NR	<i>Bud, Not Buddy</i> , Chapters 1–13 “Mother to Son”	Distill What is the speaker’s message in “Mother to Son”?	<p>Execute How do I use a To-SEEC paragraph to respond to the New-Read Assessment?</p> <p>Examine Why is an author’s use of dialect English important?</p>	<ul style="list-style-type: none"> Analyze Bud’s interactions with other characters (RL.6.1, RL.6.3, W.6.10). Compare and contrast the message conveyed by the two texts (RL.6.1, 6.2, 6.3, 6.4, 6.9; W.6.2.b, 6.2.c, 6.4, 6.9.a; L.4.3.a, 6.3.a, 6.5.a). Analyze how the author’s use of dialect helps to develop characters and convey meaning (L.5.3.b).

Focusing Question 3: How is Bud transformed by his journey?				
12	<i>Bud, Not Buddy</i> , Chapter 14	Reveal What do Bud's actions in this section reveal about his character?	Examine and Experiment How does disagreeing strategically work in an academic discussion? Excel How do I improve my use of transitions?	<ul style="list-style-type: none"> Describe how Bud changes over the course of the story (RL.6.1, RL.6.3, W.6.10). Assess and revise writing for effective and appropriate use of transitions (W.6.2.c, L.4.3.a, L.6.3.a).
13	<i>Bud, Not Buddy</i> , Chapters 15–16	Reveal What do Bud's actions in this section reveal about how his character is changing?	Examine and Experiment How do introductions work in a To-SEEC explanatory essay?	<ul style="list-style-type: none"> Analyze how Bud's actions reveal change in the way he copes with challenging situations (RL.6.1, RL.6.3, W.6.10). Introduce a topic using organized ideas (W.6.2.a).
14 ✓SS	<i>Bud, Not Buddy</i> , Chapters 16–17 “It Don't Mean a Thing If It Ain't Got That Swing”	Organize What's happening to Bud in chapters 16–17?	Execute How do I disagree strategically in a structured academic discussion?	<ul style="list-style-type: none"> Describe how people and events have impacted Bud so far in the text (RL.6.1, RL.6.3, W.6.10, SL.6.1.a, SL.6.1.b, L.6.6). Identify and interpret examples of figurative language in a text (RL.6.4, L.6.5.a).
15 ✓SS	<i>Bud, Not Buddy</i>	Reveal What does analysis of Bud's experiences and his interactions with other characters reveal about how his character is changing?	Excel How do I improve my participation in a Socratic Seminar?	<ul style="list-style-type: none"> Describe how people and events have impacted Bud so far in the text (RL.6.1, RL.6.3, W.6.10, SL.6.1.a, SL.6.1.b, L.6.6). Determine the meanings of unknown words through interpretation of context and affix and root clues, then verify the definitions with reference materials (L.6.4.a, L.6.4.b, L.6.4.c).

Focusing Question 3: How is Bud transformed by his journey?				
16 ✓FQT	<i>Bud, Not Buddy</i>	Distill How is Bud transformed by his journey?	Execute How do I use a To-SEEC mini-essay to respond to the Focusing Question Task?	<ul style="list-style-type: none"> Explain how Bud's character was transformed by the people and events on his journey (RL.6.1, 6.3; W.6.2.a, 6.2.b, 6.2.c, 6.4, 6.9.a; L.4.3.a, 6.3.a, 6.6). Determine the meanings of unknown words through interpretation of context and affix and root clues, then verify the definitions with reference materials (L.6.4.a, L.6.4.b, L.6.4.c).

Focusing Question 4: What sustained people's spirits during the Great Depression?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
17	<i>Migrant Mother</i> "Migrant Mother Photo" "The Drought"	Know How does this photograph build my knowledge?		<ul style="list-style-type: none"> Analyze the central idea of <i>Migrant Mother</i> (RI.6.1, RI.6.2, W.6.2). Generate vocabulary knowledge about the word <i>resilient</i> and apply it accurately to the text (L.6.6).
18	"The Drought" "Black Blizzards' Strike America" <i>Out of the Dust</i> , pages 3–9	Organize What is happening in <i>Out of the Dust</i> ?	Examine and Experiment How do I choose relevant evidence to support an idea?	<ul style="list-style-type: none"> Analyze how details contribute to the development of setting and character (RL.6.1, RL.6.3, W.6.2.b, W.6.9). Determine the meanings of and relationship among unknown words through interpretation of context and affix and root clues, then verify the definitions with reference materials (L.6.4.a, L.6.4.b, L.6.4.c, L.6.5.b).

Focusing Question 4: What sustained people's spirits during the Great Depression?				
19	<i>Out of the Dust</i> , pages 10–33	Reveal What does Hesse's use of figurative language and imagery reveal about Billie Jo's character?	Examine and Experiment: How do I incorporate sufficient evidence to support an idea?	<ul style="list-style-type: none"> Analyze how Hesse uses imagery and figurative language in the novel (RL.6.1, RL.6.4, W.6.2.a, W.6.2.b, W.6.9.a, L.6.5). Determine both the figurative and literal meanings of given words (L.6.5.a).
20 ✓NR	<i>Out of the Dust</i> , pages 37–56 "Hoover's Prodigal Children: Hungry Times on Mean Streets"	Reveal What does Hesse's use of symbolism reveal about Ma's character?	Execute How do I use a To-SEEC paragraph to respond to the New-Read Assessment? Examine Why is sentence variety important?	<ul style="list-style-type: none"> Explain how Hesse's use of symbolism develops Ma's character (RL.6.1, 6.3, 6.4; W.6.2.b, 6.2.c, 6.4, 6.9.a; L.4.3.a, 5.3.a, 6.3.a, 6.5.a, 6.6). Analyze how the use of varied sentence patterns enhances writing (L.5.3.a, L.6.3.a, W.6.4).
21 ✓FQT	<i>Out of the Dust</i> , pages 57–59 "Hoover's Prodigal Children: Hungry Times on Mean Streets" All other module texts	Know How do the module texts build my knowledge about how people persevered during the Great Depression?	Execute How do I use a To-SEEC mini-essay to respond to the Focusing Question Task? Experiment How does varying sentence structures work in writing?	<ul style="list-style-type: none"> Explain what multiple texts convey about how people endured the Great Depression (RL.6.1, 6.2, 6.3; RI.6.1, 6.2; W.6.2.a, 6.2.b, 6.2.c, 6.4, 6.9.a, 6.9.b; L.4.3.a, 5.3.a, 6.3.a, 6.6). Revise sentence variety to enhance meaning and impact (L.5.3.a, L.6.3.a, W.6.4).

Focusing Question 5: How does hardship alter the characters' perspectives in <i>Out of the Dust</i> ?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
22	<i>Out of the Dust</i> , pages 60–84	Reveal How do stylistic devices reveal Billie Jo's changing perspective?	Execute How do I use sentence variety to enhance my writing?	<ul style="list-style-type: none"> Analyze how stylistic devices help convey a character's perspective (RL.6.1, RL.6.3, RL.6.4, W.6.10). Revise sentence variety to enhance meaning and impact (L.5.3.a, L.6.3.a, W.6.4).

Focusing Question 5: How does hardship alter the characters' perspectives in <i>Out of the Dust</i> ?				
23	<i>Out of the Dust</i> , pages 87–108	Reveal What does analysis of the characters' thoughts and actions reveal about the themes of <i>Out of the Dust</i> ?	Examine and Experiment How do I integrate evidence? Execute How do I improve my word choice in my writing?	<ul style="list-style-type: none"> Analyze how the author conveys themes and perspectives through the characters' thoughts and actions (RL.6.1, RL.6.2, RL.6.3, RL.6.4, W.6.10, SL.6.1.a, SL.6.1.b, SL.6.6). Integrate evidence that supports a point about theme (W.6.2.b, W.6.9.a). Analyze the impact of word choice on precision, expression, and consistency in writing (W.6.2.d, W.6.2.e, W.6.4, L.6.1.e, L.6.3.b).
24	<i>Out of the Dust</i> , pages 109–136	Reveal What does analysis of Billie Jo's experiences and her responses reveal about her character?	Examine and Experiment How do cause-and-effect structure and conclusions work in a To-SEEC explanatory essay? Experiment How does using formal style work in writing?	<ul style="list-style-type: none"> Explain how events in the plot signal the characters' growth (RL.6.1, RL.6.2, RL.6.3, W.6.10). Write an effective conclusion for an explanatory essay (W.6.2.f, W.6.9.a). Use formal style in writing to enhance meaning and clarity (W.6.2.e, W.6.4, L.6.1.e, L.6.3.b).
25 ✓FQT	<i>Out of the Dust</i> , pages 137–169	Distill How has Billie Jo's experiences of hardship changed her perspective about herself, others, objects, or the land?	Execute How do I use cause-and-effect structure in a To-SEEC explanatory essay to respond to the Focusing Question Task?	<ul style="list-style-type: none"> Describe how Billie Jo's experiences have caused a change in her perspective (RL.6.1, 6.3; W.6.2.a, 6.2.b, 6.2.c, 6.2.e, 6.2.f, 6.4, 6.9.a; L.4.3.a, 5.3.a, 6.1.e, 6.3.a, 6.3.b, L.6.6). Use context clues, affixes, and roots to uncover the meanings of the words <i>prospects</i> and <i>procession</i> (L.6.4.a, L.6.4.b).

Focusing Question 6: What makes the characters in <i>Out of the Dust</i> survivors?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
26	<i>Out of the Dust</i> , pages 170–189	Reveal How do figurative language and imagery in <i>Out of the Dust</i> reveal the characters' states of mind?	Execute How do I use a cause-and-effect structure to organize ideas?	<ul style="list-style-type: none"> Explain how figurative language and imagery help develop the characters and reveal their states of mind (RL.6.1, RL.6.3, RL.6.4, W.6.2, W.6.9, W.6.10, L.6.4, L.6.5). Interpret personification in context (L.6.5.a).
27	<i>Out of the Dust</i> , pages 193–206	Reveal What does analysis of this section of <i>Out of the Dust</i> reveal about the significance of the novel's title?	Execute How do I use a cause-and-effect structure to organize my ideas in a To-SEEC paragraph?	<ul style="list-style-type: none"> Explain what theme is conveyed by Billie Jo's changed perspective (RL.6.1, RL.6.2, RL.6.3, RL.6.4, W.6.2, W.6.9.a). Interpret figurative and literal connotations (L.6.5.a).
28 ✓VOC	<i>Out of the Dust</i> , pages 209–227	Distill What is the essential meaning of the section titled "Autumn 1935"?	Examine Why is the listening goal of deferring politely to another speaker important in an academic discussion?	<ul style="list-style-type: none"> Analyze the theme conveyed by the last season of <i>Out of the Dust</i> (RL.6.1, RL.6.2, RL.6.3, RL.6.5, W.6.2, W.6.9.a, SL.6.1.b, SL.6.6). Demonstrate understanding of grade-level vocabulary (L.6.6).
29 ✓SS ✓FQT ✓VOC	<i>Out of the Dust</i>	Reveal What does analysis of the characters from <i>Out of the Dust</i> reveal about why and how they are able to be resilient and survive?	<p>Experiment and Execute How do I defer politely to another speaker in a structured academic discussion?</p> <p>Excel How do I improve my participation in a Socratic Seminar?</p> <p>Execute How do I use a cause-and-effect To-SEEC paragraph to respond to the Focusing Question Task?</p>	<ul style="list-style-type: none"> Analyze what contributed to the characters' abilities to be resilient (RL.6.1, 6.2, 6.3; SL.6.1.a, 6.1.b; L.6.6). Explain what enables Billie Jo and her father to survive (RL.6.1, 6.3; W.6.2a, 6.2.b, 6.2.c, 6.2.e, 6.4, 6.9.a; L.4.3.a, 5.3.a, 6.1.e, 6.3.a, 6.3.b). Demonstrate understanding of grade-level vocabulary (L.6.6).

Essential Question: How can enduring tremendous hardship contribute to personal transformation?				
	TEXT(S)	CONTENT FRAMING QUESTION	CRAFT QUESTION(S)	LEARNING GOALS
30	<i>Bud, Not Buddy</i> <i>Out of the Dust</i>	Know How do <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> build my understanding of resilience and personal transformation during the Great Depression and beyond?	Experiment How does using formal style work in writing?	<ul style="list-style-type: none"> Analyze the characters' process of transformation over the course of the novels (RL.6.1, RL.6.3). Recognize and revise sentence fragments (W.6.2.e, W.6.4, L.6.1.e, L.6.3.b).
31	<i>Bud, Not Buddy</i> <i>Out of the Dust</i>	Know How do <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> build my knowledge of resilience and personal transformation during the Great Depression and beyond?	Examine and Experiment How does a cause-and-effect structure in a To-SEEC explanatory essay work to respond to the End-of-Module Task?	<ul style="list-style-type: none"> Deconstruct and evaluate a cause-and-effect explanatory essay (RL.6.1, RL.6.3, W.6.2, W.6.4, W.6.5, W.6.9).
32	<i>Bud, Not Buddy</i> <i>Out of the Dust</i>	Know How do <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> build my knowledge of resilience and personal transformation during the Great Depression and beyond?	Execute How do I use cause-and-effect structure in a To-SEEC explanatory essay to respond to the End-of-Module Task? Experiment How does using formal style work in writing?	<ul style="list-style-type: none"> Plan a character analysis explanatory essay using cause-and-effect structure (RL.6.1, RL.6.3, W.6.2, W.6.4, W.6.5, W.6.9). Revise writing to improve expression and formal style (W.6.2.e, W.6.4, L.6.1.e, L.6.3.b).
33	<i>Bud, Not Buddy</i> <i>Out of the Dust</i>	Know How do <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> build my knowledge of resilience and personal transformation during the Great Depression and beyond?	Execute How do I use cause-and-effect structure in a To-SEEC explanatory essay to respond to the End-of-Module Task? Excel How do I improve my word choice in my writing?	<ul style="list-style-type: none"> Draft a character analysis explanatory essay using cause-and-effect structure (RL.6.1, RL.6.3, W.6.2, W.6.4, W.6.5, W.6.9; L.4.3.a, 5.3.a, 6.1.e, 6.3.a, 6.3.b). Revise word choice to improve on precision, expression, and consistency (W.6.2.d, W.6.2.e, W.6.4, L.6.1.e, L.6.3.b).

Essential Question: How can enduring tremendous hardship contribute to personal transformation?

<p>34</p> <p>✓ EOM</p>	<p><i>Bud, Not Buddy</i></p> <p><i>Out of the Dust</i></p>	<p>Know</p> <p>How do <i>Bud, Not Buddy</i> and <i>Out of the Dust</i> build my knowledge of resilience and personal transformation during the Great Depression and beyond?</p>	<p>Excel</p> <p>How do I improve my To-SEEC explanatory essay in response to the End-of-Module Task?</p> <p>Excel</p> <p>How do I improve my word choice, formal style, sentence variety, and conventions?</p>	<ul style="list-style-type: none"> ▪ Evaluate and revise explanatory essay by examining its content, structure, development, style, and conventions (RL.6.1, 6.3; W.6.2, 6.4, 6.5, 6.9; L.4.3.a, 5.3.a, 6.1.e, 6.3.a; L.6.3.b). ▪ Revise writing to improve expression and to enhance meaning, interest, and formal style (W.6.2, W.6.4, W.6.5, L.6.1.e, L.5.3.a, L.6.3.a, L.6.3.b).
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