Unit 5/Week 4

Title: Blue Willow

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4; W.4.3, W.4.4, W.4.7, W.4.9; SL.4.1, SL.4.4, SL.4.6; L.4.1, L.4.2, L.4.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

It is important for all people to feel as if they’re part of a community.

Synopsis

Janey’s father is an immigrant worker and this forces Janey and her family to move around every few months. Janey finds a friend named Lupe and a place she would like to call home permanently. Janey has to go to Camp Miller School for immigrant children like herself and she finds once again she must learn whether the new teacher will be a friend or just another teacher like the ones before her.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text-dependent Questions** | **Evidence-based Answers** |
| What do the words “migrant workers” mean?  | A migrant worker is someone who must move around to find work. |
| Janey’s family takes a blue willow plate with them wherever they move. Why is the plate so important to Janey?  | To Janey, the plate is a reminder of a time when Janey and her family had a home. |
| Janey finds a place that reminds her of the picture on the blue willow plate. What does she hope will happen?  | Janey hopes that she and her family will stay in this new place. |
| Describe how Janey felt about attending her new school. What school did she really want to attend and why?  | Janey wasn’t glad to be going to the school. She wanted to attend the town school because that is where Lupe and all of the other children of the district attended. |
| Janey’s dad told her she would go to the camp school because they would keep with their own kind. What did he mean by that and how did it make Janey feel?  | The camp schools were put there for migrant workers to use. It made Janey feel like she wasn’t part of the community. |
| Janey says even if her dad would allow her to attend the district school it would not be enough for her anymore. In your own words, explain what Janey really wanted.  | Janey wanted to attend the district school because she is a member of the community and it is her right to go there. It wouldn’t be enough to just go to the district school, she wanted to feel part of the community. |
| Provide evidence from the text to support the claim that Janey knew what the camp school would be like.  | No two of the children would have learned the same things and it would all be in a jumble. She would know some things the other boys and girls didn’t know and she would be expected to know things she had never been taught. |
| Describe what the camp looked like to a partner. Note to Teacher: The teacher should explain what eaves are. | The camp was comprised of row upon row of cottages. They were very close together and their eaves almost touched. The cotton plants were in every direction as far as the eye could see. |
| Why was there a need for a separate schoolhouse in the village? | While the workers were in the field their children could attend school. It was better for the children to attend the schoolhouse in the village so they were close to their parents and could pack up their things and just move on when it was time to leave. |
| What crop was Janey’s father and the other migrant workers harvesting and when did the workers and their families know it was time to leave an area?  | They were harvesting cotton. The workers knew it was time to move on when the entire crop had been harvested. |
| The new teacher quotes Mother Goose by saying, “No ten O’clock scholar about you is there?” This makes Janey feel hopeful for two reasons. Name them.  | Surely no one who quoted Mother Goose before they even asked you name would call a horned toad a horned lizard.2.She would know what to do with you if you were good in reading and not arithmetic. |
| Janey came up with a test for her new teacher to take. Describe to a partner what the test involved. Did the teacher pass the test? Give evidence from the text that explains how you know. | Janey showed the new teacher her captive pet. She showed it to her teacher. When the teacher called it a horned toad instead of a horned lizard, the teacher passed the test. By calling it a horned toad the teacher was a friend. If she had called it a horned lizard, the teacher would have just been correct. |
| Janey feels she has found the most wonderful teacher in the world. Give at least three reasons why Janey feels this way.  | 1. Miss Peterson quoted Mother Goose.
2. Miss Peterson passed Janey’s test.
3. She didn’t ask Janey questions or fuss over her she acted like she had always known Janey.
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| The students shared what part of the country they thought was the most interesting. What did Janey share and why did she think that was the most interesting place?  | Janey decided to share the place like the willow plate. It was a place by the river which she had discovered the other day. She chose that place because it is a reminder of a time when they had a home. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING** | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Districtscholar, arithmeticfussing | necessitiesprotruded, sulkily, indifferent, gloweredremonstrated, forcefuleaves, harvested, infinitesimalheartilydirect, amusement, innocent |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | migrantscommunities, campsjumbledfield workcomprisedcaptive | forbiddingshack, loathehurledincreasingly, undoubtedlycertainly |

Culminating Task

* Re-Read, Think, Discuss, Write
* *Pretend that you are Janey in the story, “Blue Willow.” Write four blog entries on an approved website used by your school. In the first entry, describe how you felt at the beginning of the story as you discovered the place that reminds you of your grandmother’s blue willow plate. In the second entry, write about how you felt as you were driving to your new camp school with your dad. In the third entry, write about meeting your new teacher and the test you gave her. In the final entry, write about how you are feeling at your new school and why your feelings may have changed from the first blog you wrote. Be sure to include specific details and events from the story to support your writing. Your ideas must be based on evidence from the text or inferences you were able to draw from it. Draw a color picture to go along with each blog entry.*

 Additional Tasks

* *Many Americans became migrant workers after the Dust Bowl destroyed their farms in the 1930s. Use the Internet to find out more about the Dust Bowl. Find out what caused it and specific effects it had on people’s lives. Prepare a presentation for your classmates using a PowerPoint, dramatized reenactment, or other visual presentation that allows you to share your findings.*

Answer: Effects should include but not be limited to the fact that farmers used poor farming practices and this caused the soil to become fragile. When winds blew, it blew the soil and then covered the farms with dirt. The farmers lost their farms and many of them moved west to find work.