

Grade/Unit #	4th Grade – Unit 4 – Discovering Self: Bud, Not Buddy
Lesson #	4.4.6
Objective(s):	Students will be able to understand and give examples of how an author uses description to help us better understand the setting.
Target Task:	Describe what life was like in Hooverville. How does the description of Hooverville help the reader better understand what life was like during the Great Depression?
Standards:	RL.4.3 — Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Materials:	Book: Bud, Not Buddy by Christopher Paul Curtis (Laurel Leaf, 2014) — 950L - PDF (Chapter 8: pgs. 60 - 70) 4th ELA – Unit 4 – Knowledge Tracker ELA 4.4.2 – 4.4.6 – Fluency Passage: Life During Hard Times - 120 WPM Goal ELA 4.4.6 – Lesson Slides ELA 4.4.6 – Student Packet - ELA 4.4.6 – Target Task – In the student packet today ELA. 4.4.6 – Lifework
Vocabulary:	Riding the rails, hoodlum, mouth organ, raggedy
Lesson Summary:	In this lesson, students will listen to pages 60-63 of Chapter 8 read aloud and then read pages 64 – 70 in partnerships to find descriptions of life in Hooverville. The class will meet to discuss what these descriptions reveal about life during the Great Depression. Students will then work to match evidence to analysis and explain how they work together.
Sensitive Content:	This lesson contains graphic descriptions of what it is like for unhoused people who are essentially living on the streets, after being unfairly policed and shunned by privileged society at this time. Students may draw connections between this time and what they have seen, or possibly experienced, in modern times. Be aware and sensitive to this as you teach this lesson.
Lifework:	Students will pair up evidence from the text describing life in and around Hooverville with an analysis that explains what this shows about life during the Great Depression.

Lesson Flow	Teacher Action/Dialogue	Student Action/ Ideal Response
Fluency (5 min)	SAY: Before we jump into our lesson for today, we will get a fluency passage called Life During Hard Times to help us practice our reading fluency. We will keep this in the front pocket of our binder (or at the front of our binder) so that we can find it quickly each day. (Slide 3) SAY: Today, I will model for 1 minute to show what reading with fluency sounds like. Listen and follow along with your finger while I read. SAY: Now it is your turn! Do not forget to keep your fluency goal (speed, phrasing, or expression) for this week in mind as you read. As a reminder, one person will be Partner A, and one person will be Partner B. Partner A will read first for one minute and mark where they reach in the text. Next, Partner B will do the same, reading their text for one minute and marking their stopping point. Marking down where you stop reading will help you set goals for your fluent reading growth on other days. Partner A will start.	

	• DO: Use the 1-minute slide or your classroom timer to allow partners A and B to read for one minute and mark where they ended. • SAY: Great job! The more we do this routine every day, the more fluently we will read. You will see your growth and progress toward the goal you set for yourself this week.	
Building Background Knowledge & Engagement (5 min)	DO NOW: Knowledge Tracker (4 min): • SAY: To help us keep track of all the information we are learning in this unit, we will use our Unit 4 Knowledge Tracker. Please open that up to PAGE 6. As we review what we learned yesterday, please STOP & JOT quick notes to help you remember these important ideas. In our reading of <i>Bud, Not Buddy - Ch. 6 and 7 (BNB)</i>, we learned some information to help us address Unit Essential Question #3: Can someone truly make it alone, or do we all need a community? → STUDENT SCAFFOLD: You can explicitly model taking these notes if needed. You can also click (Animated Slide 5) to reveal notes. ○ Based on what you read in Chapters 6 and 7 about Bud's experiences, what is your opinion on this Unit Essential Question? ○ What is the STRONGEST example you use from Bud's experience in either chapter 6 or chapter 7 to support your opinion? • SAY: Today, we are going to get the chance to read part of the next chapter of <i>Bud, Not Buddy</i>, to learn more about the next door that opens for Bud. By the end of the lesson, you will be able to answer the following question in writing: Describe what life was like in Hooverville. How does the description of Hooverville help the reader better understand what life was like during the Great Depression?	• <i>Students should say (No - need community)</i> • <i>Pretend family - helped get breakfast at the mission (pg. 47)</i>
Vocabulary (5 min)	• SAY: Today, we are going to add 4 new words to our Unit Vocabulary Glossary on page 10: Riding the rails, hoodlum, mouth organ, raggedy Routine (4 min): 🔍 Word #1: riding the rails (Slide 7) ▪ Intro the Word: ride the rails (Teacher/ Student Call and Response 3x, Students can clap out syllables or put a hand under their chin to feel their jaw drop) ▪ Part of Speech: verb phrase ▪ Student Definition: to hop onto the storage cars on a train as transportation to another place ▪ Everyday Use: It is illegal to ride the rails because it is unsafe. 🔍 Word #2: hoodlum (hood-lum)(Slide 8) ▪ Intro the Word: hoodlum (Teacher/ Student Call and Response 3x, Students can clap out syllables or put a hand under their chin to feel their jaw drop) ▪ Part of Speech: noun ▪ Student Definition: a violent criminal or troublemaker ▪ Everyday Use: The old man screamed, "Get off my lawn, you hoodlums!" 🔍 Word #3: mouth organ (Slide 9) ▪ Intro the Word: mouth organ (Teacher/ Student Call and Response 3x, Students can clap out syllables or put a hand under their chin to feel their jaw drop) ▪ Part of Speech: noun phrase ▪ Student Definition: a harmonica ▪ Everyday Use: The talented musician played the mouth organ.	

	🔍 Word #4: raggedy (<i>rag-gedy</i>) (Slide 10) ▪ Intro the Word: raggedy (Teacher/ Student Call and Response 3x, Students can clap out syllables or put a hand under their chin to feel their jaw drop) ▪ Part of Speech: adjective ▪ Student Definition: scruffy, shaggy, or worn down ▪ Everyday Use: The raggedy dog shook the mud from his fur.
Engaging with the Text (30 Min)	Set a Purpose (3 min): • SAY: Today, we are going to continue to read our novel, <i>Bud, Not Buddy</i>. We will be reading pages 60 – 70 of Chapter 8. These chapters are going to help us to learn more about where Bud is off to next after making the decision to not return the Home for foster children. • SAY: Today, as we read, you are going to be thinking about this prompt: Describe what life was like in Hooverville. How does the description of Hooverville help the reader better understand what life was like during the Great Depression? (Slide 12) • ASK: What plot element is this prompt asking us to describe and focus on today to help us understand more about Bud's life? • SAY: The setting of a book refers not only to the place where the story happens, but also the time period in which it occurs. As you can tell from reading a few chapters, though <i>Bud, Not Buddy</i> is set in the United States, life was very different for the characters because of the time period. Knowing the setting and how it impacts the characters and events is essential to having a deeper understanding of the text. • SAY: In Chapter 8, Bud is going to discuss a place called Hooverville. This is not the name of a specific town in Michigan, where Bud lives, but it was a name people had during the Great Depression for various communities across the United States. Reading this chapter will help us find out what it was like there and help us gain deeper insight into Bud's life and living during the Great Depression. Teacher Read Aloud Pages 60-63 (10 Min): • DO: The teacher will read aloud the first few pages of the chapter to make sure students understand the dual conversation that is happening between Bud and Bugs about Bud's foster experience and riding the rails 🔍 Use as many or as few of the discussion questions below: ○ Pg. 62 - "...in the foster home." - Where does Bud know Bugs from? Why did he come to find Bud? ○ Pg. 63 - "...on the lam together." - What does the conversation show about how Bugs thinks of Bud? Why might he have wanted to have Bud around? ○ Pg. 63 - "...on the lam together." -What does it mean to hop a train? How does Bud feel about hopping a train with Bugs? • <i>Setting!</i> • <i>'The Home - he's on the lam too, wanted to know if he wants to come West with him to work.</i> • <i>Bugs thinks he's brave/ tough for fighting Todd - can protect each other.</i> • <i>Jump on a storage car of a train w/ out a ticket. 1st curious (asks if it is fun, what it is like to sleep on one), then he is</i>

	● Pg. 63 - "...on the lam together."- In what way is this another door opening for Bud? ● SAY: Now, you are going to get the opportunity to read pages 64 – 70. This part of the chapter is going to help us understand more about the setting. After you read, I want you to STOP & JOT details about what life was like in Hooverville during the Great Depression in the Engaging with the Text section of your packet on page 1. (Slide 13) Plan for Reading (17 min): ● Students will read pages 64 - 70 independently, looking for evidence to describe life in Hooverville during the Great Depression. ● Teachers will circulate to support striving readers and find students who jot down key details about the setting. Check for Understanding: NOTE: Students DO NOT need all of this evidence, but they are great conversation points for the discussion. Note a few different students to share. <table><tr><th>Text Annotations/ Jots:</th><th>Warm Call:</th></tr><tr><td> Chapter 8 - Pages 64 – 70 ● Huts and shacks made from boxes, wood, and cloth (p. 64) ● ~100 people around 3 pots waiting for food (p. 64) ● Doing laundry in pots, hanging on line (p. 65) ● 'cardboard jungle' to catch train/ get food without being bothered by police (p. 65) ● Place for people in need = Hooverville (p. 67) ● People of many different races (p. 68) ● Whole country is suffering, same as them (p. 68) ● Stew with gathered/ hunted items (p. 69) </td><td></td></tr></table>	Text Annotations/ Jots:	Warm Call:	Chapter 8 - Pages 64 – 70 ● Huts and shacks made from boxes, wood, and cloth (p. 64) ● ~100 people around 3 pots waiting for food (p. 64) ● Doing laundry in pots, hanging on line (p. 65) ● 'cardboard jungle' to catch train/ get food without being bothered by police (p. 65) ● Place for people in need = Hooverville (p. 67) ● People of many different races (p. 68) ● Whole country is suffering, same as them (p. 68) ● Stew with gathered/ hunted items (p. 69)		<i>excited (about peeing off the train).</i> ● He has the opportunity to travel somewhere new and see what that is like.
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Building Deeper Meaning (30 min)	Discussion (10 min): ● DO: Lead students in a discussion about ways that Hoovervilles were described during this chapter. Use the formative notes taken during the Check for Understanding to select students to drive the discussion. Make sure that students cannot only identify pieces of text evidence that describe Hoovervilles, but can also accurately identify what this tells us about life during the Great Depression. The teacher can chart evidence and analysis on chart paper, paraphrasing longer evidence and matching it with appropriate analysis. Students can follow along in the Building Deeper Meaning section of their packets. The class will discuss and collaboratively analyze the FIRST FOUR pieces of evidence, then students will try to pair up evidence and appropriate analysis for the last four pieces of evidence as the Target Task for today. (Slide 15) → BACKGROUND KNOWLEDGE NOTE: This is the students' first understanding of Hooverville. Do not expect mastery of analysis about what this shows about life during the Great Depression. We will build more knowledge about this topic tomorrow as we read a non-fiction text.					

- **ASK:** Starting on page 64, how did the author describe life in Hooverville?
 - **Evidence 1:** "It was a bunch of huts and shacks thrown together out of pieces of boxes and wood and cloth. The Amoses' shed would've looked like a real fancy house here." (p. 64)
 - **What is this evidence explaining about Hoovervilles?**
→ Teacher CHARTS paraphrased evidence
 - **What is it telling us about life during the Great Depression?**
→ Teacher CHARTS analysis
 - **Evidence 2:** "It looked like a hundred people were sitting around it, watching things burn or waiting for the food cooking in three big pots set up in the fire." (p. 64)
 - **What is this evidence explaining about Hoovervilles?**
→ Teacher CHARTS paraphrased evidence
 - **What is it telling us about life during the Great Depression?**
What does this remind us of from earlier in the book?
→ Teacher CHARTS analysis
 - **Evidence 3:** "A man was stirring things in the pot with a big stick, and when he raised the stick up, he'd pull some britches or a shirt out and pass it over to a white man who was hanging the clothes on a line to dry." (p. 65)
 - **What is this evidence explaining about Hoovervilles?**
→ Teacher CHARTS paraphrased evidence
 - **What is it telling us about life during the Great Depression?**
→ Teacher CHARTS analysis
 - **Evidence 4:** "A cardboard jungle, somewhere you can get off the train and clean up and get something to eat without the cops chasing you out of town." (p. 65)
 - **What is this evidence explaining about Hoovervilles?**
→ Teacher CHARTS paraphrased evidence
 - **What is it telling us about life during the Great Depression?**
→ Teacher CHARTS analysis

Target Task – Pairing Evidence and Analysis Activity and Discussion (20 min):

- **ASK:** Our Target Task today is: **Describe what life was like in Hooverville. How does the description of Hooverville help the reader better understand what life was like during the Great Depression?**
- **SAY:** We have been working for the past few lessons on using relevant evidence and analysis to explain our response to a prompt. Analysis is an important part of writing because it helps explain to a reader how your

- *Huts made from boxes, wood, and cloth – worse than living in a shed.*
→ **Student NOTES**
- *People struggled for shelter, and were forced to live like unhoused people we may see today.*
→ **Student NOTES**
- *Many people lived there and made food together*
→ **Student NOTES**
- *Many people needed food in Hoovervilles. Similar to the food line at the mission.*
→ **Student NOTES**
- *There were no washing machines or electricity in Hoovervilles*
→ **Student NOTES**
- *People were doing things the "old-fashioned way," like before electricity.*
→ **Student NOTES**
- *Hoovervilles = run-down places near trains, no police*
→ **Student NOTES**
- *People were using trains to travel to find work (referencing pages 60-63), and police were not treating people who were out on the street very well and would chase them out of cities/towns – no choice but to go to Hooverville.*
→ **Student NOTES**

evidence connects back to the main purpose or point of your writing in the topic sentence.

- **SAY:** Take a look at the Target Task page of your student packet. (Slide 16) Here, I have listed the question, a topic sentence, and several pieces of evidence and analysis that you could use to answer the question. Now, for the next 5 or so minutes, I want you to pair evidence and analysis that you think work together to explain what this evidence helps us to understand about life during the Great Depression. Each time you make a pair, I want you to write a quick explanation of WHY you feel this evidence and analysis work together before moving on to the next pair. We will share some examples after you are finished. (Slide 17)
- **DO:** Walk around and note students who are making poor pairings (unrelated evidence and analysis), mid-range pairings (correctly matched, weak explanation of why), and strong pairings (correctly matched, good explanation of why).

Pairing Strength	Students to Warm Call:
Weak Pairings: ● Not matching the correct evidence and analysis (unrelated topics)	
Mid-Range Pairings: ● Correctly matched evidence and analysis, unclear explanation as to why they work together	
Strong Pairings: ● Correctly matched evidence and analysis, with a clear idea of how they work together	

- **SAY:** For the next 10 min, we are going to take a look at a few students' organizers to see how they paired evidence.
 - **Scaffolding Questions:**
 - Does this evidence and analysis discuss the same topic about the Great Depression? (to weed out unrelated pairs)
 - Did this person explain how this evidence and analysis work together? How does this analysis connect to the evidence? What could we add on? (to push weak explanations)
- **SAY:** Start with a weaker pairing and move your way to the stronger pairings, using the document camera OR Google Docs to display student work. As you run through scaffolding questions, allow students to turn and talk when something feels essential, and take hands for others. After finishing each pairing and the notes about how they work together, allow students to look back at their pairings/ explanations and make any adjustments or changes they may need.
- **SAY:** Today, we learned a few things about analysis:
 1. The topic of evidence and its analysis needs to be the same.

Ideal Response:

- **PAIR 1:** "The man smiled..." + People came together □ Many people in need, so they made communities to help each other! (Slide 18)
- **PAIR 2:** "They were all the colors you could think of..." + The Great Depression affected people from many different races and groups. □ Describing all colors (races), but everyone was together by the fire and looked the same. (Slide 19)
- **PAIR 3:** "You might think or hear..." + All of America... □ They're singing the same sad song all over this country = everyone struggling. (Slide 20)
- **PAIR 4:** "The stew..." + Often, people couldn't afford to buy food... □ List of items is random and things you can hunt or grow. (Slide 21)

	2. Analysis is meant to explain more about how the evidence you selected connects back to the big point you are trying to make.	
Closing (Optional)	<u>Share Out:</u> • N/A – Strong evidence and analysis pairings will be shared and explained in the Target Task discussion. <u>Conference:</u> • Note students who were unable to pair evidence and analysis on a related topic. • Note students who struggled to explain how the evidence and analysis worked together (still developing). <u>Restate Purpose/ Objective:</u> • Today, we read Chapter 8 of <i>Bud, Not Buddy</i>, and we learned about what life was like in Hoovervilles and what this can teach us about life in the Great Depression.	