I've Got the

POWER!

5th Grade Interdisciplinary Unit

Based on the book, *Bud, Not Buddy*

by Christopher Paul Curtis

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CI 5850

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Essential Questions

1. What is power?

2. How does power impact me in my life?

3. How does individual power impact our view of the world?

4. What forms of power exist in our society?

Matrix

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The Power in Struggle: The Great Depression	X		X	X		X	X	Power journals, school system budget, local flyers, computer, different mediums for artistic representation	Seminar interaction and participation, Power Journal entries, budgets, interview questions, artistic representation
The Power of Music: Jazz and the Big Band Era	X		X			X	X	Power Journals, Computer, Jazz Music	Seminar interaction and participation, Power Journal entries, flyers and slogans, artistic representation
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Culminating Activity: Modern Day Hoovervilles	X	X	X			X		Art supplies, Power Journals, Articles	Seminar Participation, Power Journals, Reflections,

Shoebox
Representation
and Presentation

Culminating Activity

Hooverville Today?

Modern Day Hoovervilles

1. Students will reference the perspectives of people living during this time-period through interaction with text of Bud, Not Buddy, interview process and other activities throughout the unit.

2. Students will use art to guide their creativity to model what they think a Hooverville would look like today after the completion of Bud, Not Buddy. Using shoeboxes, in cooperative groups, students will design and create their own representation for display. Materials that may be used include, but are not limited to: shoebox, crayons/markers/paint, scissors, glue, tape, cardboard, construction paper, fabric, foil, magazine pictures, or tissue paper.

3. Hooverville displays will be shared through student-led tours. Students will explain significance for each item included in representation. Peer in fourth grade will rotate through each group presentation.

4. The teacher will read aloud the 2 articles (attached) which explain how Hoovervilles are back on the rise in big cities. Students will then participate in Padeia Seminar with their reactions to the articles. Finally, students will publish a reflection in their power journals to summarize the unit events.

Goals and Objectives

Healthful Living Education

Goal 3- 3.01

Interpret stereotyping and discrimination as limiting and hurtful behaviors and demonstrate how to address these behaviors in a positive manner.

Goal 6- 6.05

Demonstrate skills necessary for participation in non-traditional games and activities.

English Language Arts

Goal 1- 1.03

Increase reading and writing vocabulary through:

- Wide reading
- Word study
- Word reference materials
- Content area study
- Writing process elements
- Writing as a tool
- Debate
- Discussions
- Seminars
- Examining the author's craft

Goal 2- 2.02

Interact with the text before, during, and after reading, listening, and viewing by:

- Making predictions
- Formulating questions
- Supporting answers from textual information, previous experience, and/or other sources
- Drawing on personal, literary, and cultural understandings
- Seeking additional information
- Making connections with previous experiences, information, and ideas

Goal 2- 2.03

Read a variety of texts, such as:

- Fiction
- Nonfiction
- Poetry
- Drama

Goal 2- 2.10

Identify strategies used by a speaker or writer to inform, entertain, or influence an audience.

Goal 3- 3.01

Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- Analyzing word choice and content
- Examining reasons for a character's action, taking into account the situation and basic motivation of the character
- Creating and presenting a product that effectively demonstrates a personal response to a selection or experience

Goal 4- 4.03

Make oral and written presentations to inform or persuade selecting vocabulary for impact

Goal 4- 4.10

Use technology as a tool to enhance and/or publish a product

Goal 5- 5.04

Determine the impact of word choice on written and spoken language

Visual Arts Education

Goal 1- 1.01

Use the imagination as a source for symbolic expression

Goal 1- 1.03

Use current events as a catalyst for the discussion and production of art.

Goal 2- 2.01

Use additional art media, techniques and processes, which may include:

- Drawing
- Printmaking
- 3-D
- Photography

Goal 5- 5.01

Begin to recognize that art is the visual record of the history of mankind.

Social Studies

Goal 3- 3.07

Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries in Central America.

Essential Questions

1. What is power?

2. How does power impact me in my life?

3. How does individual power impact our view of the world?

4. What forms of power exist in our society?

Assessment

Power Journal Entries

Reflection

Shoe box representation and presentation

Assessments

Key Instructional Learning Events

Soup Kitchen Service Project

Unit Kick-Off

Activities:

1) Students will volunteer at **The Corner Table**, a local soup kitchen serving 150 to 180 people daily. This is a 20 percent to 25 percent increase in people since January of 2009, and "the numbers will likely rise as high as 250 when summer vacation rolls around," according to Gloria Costin, the group's president.

2) Students will learn how the soup kitchen operates, what organizations support the charity and how workers determine how many meals should be prepared.

3) Students will have an opportunity to interview a willing, local patron of the soup kitchen about how the organization assists him/her.

4) Students will research other assistance available in this area for people experiencing job loss, home loss, or other troubling events.

5) Students will chart the number of people who have utilized the soup kitchen on a weekly basis since January of 2009, using a spreadsheet application and graphing wizard, to determine if Gloria Costin's projections were realized. Students will also analyze which type of graph representation is most appropriate for this type of data.

6) Students will begin "Power Journals" that will be used during literature circles to reflect upon experiences throughout the unit of study and other related topics.

7) Students will be assigned reading in *Bud, Not Buddy*.

8) Students will participate in Padaia Seminar to address the following questions:

- In one word, describe how this experience made you feel.
- How do you think those you served felt?
- Do you feel that your experience at the soup kitchen helped empower others or yourself in any way?
- Were Gloria Costin's projections for summer 2009 proven to be true/false?   What were the contributing factors?

Goals and Objectives:

Computer Technology Skills

Goal 1: Objective 1.09

Recognize, discuss, and explore how spreadsheets are used to calculate, graph, and represent data in a variety of settings.

Goal 2: Objective 2.04

Use spreadsheet terms/concepts and functions to calculate, represent and explain content area assignments.

Goal 2: Objective 2.05

Modify/create and use spreadsheets to solve problems by performing calculations using simple formulas and functions.

Goal 2: Objective 2.09

Demonstrate knowledge of WP/DTP tools to develop documents, which include data imported from a spreadsheet/database as a class/group.

English Language Arts

Goal 2: Objective 2.02

Interact with the text before, during and after reading, listening, and viewing by:

making predictions.

- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary and cultural understandings.
- seeking additional information.
- making connections with previous experiences, information and ideas.

Goal 2: Objective 2.06

Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).

Goal 2: Objective 2.09

Listen actively and critically by:

- asking questions.
- delving deeper into the topic.
- elaborating on the information and ideas presented.
- evaluating information and ideas.
- making inferences and drawing conclusions.
- making judgments.

Goal 3: Objective 3.01

Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing work choice and content.
- examining reasons for character's actions, taking into account the situation and basic motivation of the character
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.
- evaluating the differences among genres.
- examining relationships among characters.
- making and evaluating inferences and conclusions about characters, events and themes.

Mathematics

Goal 4: Objective 4.01

Collect, organize, analyze, and display data (including stem and leaf plots) to solve problems.

Goal 4: Objective 4.02

Compare and contrast different representations of the same data; discuss the effectiveness of each representation.

Social Studies

Goal 1: Objective 1.04

Describe the economic and social differences between developed and developing regions in North America.

Goal 3: Objective 3.02

Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.

Elements of Goal 5 are incorporated throughout the unit. Some of these objectives will most likely be brought into the seminar by students.

Objective 5.02

Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.

Objective 5.03

Assess economic institutions in terms of how well they enable people to meet their needs.

Objective 5.04

Describe the ways in which the economies of the US and its neighbors are interdependent and assess the impact of increasing international economic interdependence.

Healthful Living

Goal 3: Objective 3.01

Interpret stereotyping and discrimination as limiting and hurtful behaviors and demonstrate how to address these behaviors in a positive manner.

Goal 4: Objective 4.03

Recognize the social significance of food in families and cultures.

Essential Questions:

1. What is power?

2. How does power impact me in my life?

3. How does individual power impact our view of the world?

Assessment:

- Interview annotations and rubric
- Research notes used for class discussion
- Chart/Graph of Soup Kitchen patronage
- Power Journal entry
- Seminar feedback

Power of Influence and Your Voice:

Dear Mrs. Roosevelt Project

<u>Activities:</u>

1) Teacher will discuss the role of former first lady, Eleanor Roosevelt, as a champion for children during the Great Depression. Students will learn how Mrs. Roosevelt used her newspaper columns and radio broadcasts to crusade for the expansion of federal aid to poor children and teens.

2) Students will research the National Youth Administration, the New Deal's central agency for aiding needy youths. They will examine how Mrs. Roosevelt lobbied for services without discrimination.

3) Students will participate in a seminar to discuss how Mrs. Roosevelt lobbied for services without discrimination. Why was it important for her to insure equality of services for blacks as well as whites and girls as well as boys during this time in history?

4) Teacher will read letter excerpts from *Dear Mrs. Roosevelt*, a compilation of letters from poor youth during the Great Depression that describes their personal struggles. After hearing the excerpts read, students will choose one issue that they feel leaves them powerless in today's society. They will write a letter to the appropriate organization or person expressing concerns and feelings. This letter may be sent through traditional mail or through e-mail, depending upon availability.

5) Students will have the opportunity to hear from a series of guest speakers who have influence in today's society. These guests will include a union member, musician and athlete. Prior to the guest's arrival, students will develop questions related to the theme of power and how the speaker's influence benefits them and their world. They will respond to the speaker's comments in

their Power Journals and consider how as young adolescents, they can make a difference.

6) Students will be assigned reading in ***Bud, Not Buddy***.

7) Students will create their own box of treasures, much like Bud's suitcase. They will bring a shoebox filled with items that are unique and special to their lives. Students will have the opportunity to share their treasures in small groups. Finally, they will respond in their Power Journals about the personal relevance of each item. They will discuss why this item helps them to feel that they do have or do not have power over their own lives.

Goals and Objectives:

Computer Technology Skills

Goal 1: Objective 1.01

Recognize, discuss, and visually represent changes in information technologies and the impact changes have in schools, workplace, and society in the United States.

Goal 1: Objective 1.11

Demonstrate appropriate use of copyrighted materials in word processing documents used for content projects/products.

Goal 2: Objective 2.02

Cite sources of information from content area databases used in assignments.

Goal 2: Objective 2.13

Plan, discuss, and use search strategies with two or more criteria to find information for assignments/projects/products about the Western Hemisphere.

English Language Arts

Goal 2: Objective 2.02

Interact with the text before, during and after reading, listening, and viewing by:

making predictions.

- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.

- drawing on personal, literary and cultural understandings.
- seeking additional information.
- making connections with previous experiences, information and ideas.

Goal 2: Objective 2.03

Read a variety of texts, such as:

- Fiction (tall tales, myths).
- Nonfiction (books of true experience, newspaper and magazine articles, schedules).
- Poetry (narrative, lyric, and cinquains).
- Drama (plays and skits).

Goal 2: Objective 2.07

Evaluate the usefulness and quality of information and ideas based on purpose, experiences, text(s) and graphics.

Goal 3: Objective 3.01

Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing work choice and content.
- examining reasons for character's actions, taking into account the situation and basic motivation of the character
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.
- evaluating the differences among genres.
- examining relationships among characters.
- making and evaluating inferences and conclusions about characters, events and themes.

Goal 3: Objective 3.02

Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.

Goal 4: Objective 4.09

Produce work that follows the conventions of particular genres (e.g., clarification, essay, feature story, business letter).

Goal 4: Objective 4.10

Use technology as a tool to enhance and/or publish a product.

Goal 5: Objective 5.04

Determine the impact of word choice on written and spoken language.

Goal 5: Objective 5.06

Proofread for accuracy of spelling using appropriate strategies to confirm spelling and to correct errors.

Goal 5: Objective 5.07

Edit final product for grammar, language conventions, and format.

Goal 5: Objective 5.08

Create readable documents through legible handwriting and word processing.

Social Studies

Goal 1: Objective 1.04

Describe the economic and social differences between developed and developing regions in North America.

Goal 2: Objective 2.03

Recognize how the United States government has changed over time.

Goal 3: Objective 3.02

Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.

Goal 3: Objective 3.03

Identify examples of cultural interaction within and among the regions of the United States.

Goal 4: Objective 4.01

Define the role of an historian and explain the importance of studying history.

Goal 4: Objective 4.06

States history that reflect the struggle for equality and constitutional rights for all citizens.

Visual Arts Education

Goal 1: Objective 1.01

Use the imagination as a source for symbolic expression.

Healthful Living

Goal 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.

Essential Questions:

What is power?

What forms of power exist in our society?

Assessment:

- Seminar interaction and participation
- Letter to appropriate organization or person
- Power Journal entries
- Box of treasures

The Power in Struggle

The Great Depression

Activities:

1) Students will prepare an interview with someone who was a child during the Great Depression. Prior to the interview, students will develop questions related to the theme of power. Questions will also address the impact of the Great Depression on the interviewee emotionally and mentally at that time. They will respond to the participant's comments in their Power Journals and make comparisons to today's society using a graphic organizer.

2) Students will create a "Bare Minimum Budget." Students will begin by determining as a class what items are essential to survival. What items can be eliminated from the budget? Using local sales flyers, students will shop for the essentials and determine how to spend the set amount of money to allow their families to survive during economic hardship. Budgets will be shared and discussed with class members after completion.

3) Students will participate in Padaia seminar about what was done to help support artists during the Great Depression? What is being done to support them now? Look at the school system's budget for the last couple of years. What is happening to the arts programs? Should the arts be supported in hard times?

4) Students will examine the school system's budget for the arts for the last five years. They will compile their findings in a chart and graph format, using a spreadsheet.

5) Students will discuss how current events are a catalyst for the production of art and art is a visual representation of history. Students will be shown several artistic pieces from the era of the Great Depression such as the examples below.
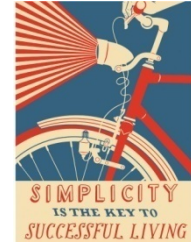
Students will discuss their opinions of the purpose or meaning of each piece, based on their knowledge from the previous activities and *Bud, Not Buddy*. They will then discuss social issues that are relevant today. How do artist demonstrate power and influence in their work? Students will create their own artistic representation of a current social issue.

Goals and Objectives:

Computer Technology Skills

Goal 1: Objective 1.09

Recognize, discuss, and explore how spreadsheets are used to calculate, graph, and represent data in a variety of settings.

Goal 2: Objective 2.04

Use spreadsheet terms/concepts and functions to calculate, represent and explain content area assignments.

Goal 2: Objective 2.06

Create/modify simple content area spreadsheets to enter/edit, calculate, organize, and display content data for class/group assignment/project, citing resources.

Goal 2: Objective 2.09

Demonstrate knowledge of WP/DTP tools to develop documents, which include data imported from a spreadsheet/database as a class/group.

English Language Arts

Goal 2: Objective 2.02

Interact with the text before, during and after reading, listening, and viewing by:

making predictions.

- formulating questions.
- supporting answers from textual information, previous experience, and/or other sources.
- drawing on personal, literary and cultural understandings.
- seeking additional information.
- making connections with previous experiences, information and ideas.

Goal 2: Objective 2.03

Read a variety of texts, such as:

- Fiction (tall tales, myths).
- Nonfiction (books of true experience, newspaper and magazine articles, schedules).
- Poetry (narrative, lyric, and cinquains).
- Drama (plays and skits).

Goal 2: Objective 2.04

Identify elements of fiction and nonfiction and support by referencing the test to determine the:

- plot development.
- author's choice of words.
- effectiveness of figurative language (e.g., personification, flashback).
- tone.

Goal 2: Objective 2.06

Analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).

Goal 2: Objective 2.09

Listen actively and critically by:

- asking questions.
- delving deeper into the topic.
- elaborating on the information and ideas presented.
- evaluating information and ideas.
- making inferences and drawing conclusions.
- making judgments.

Goal 3: Objective 3.01

Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative processes by:

- analyzing work choice and content.
- examining reasons for character's actions, taking into account the situation and basic motivation of the character
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience.
- examining alternative perspectives.
- evaluating the differences among genres.
- examining relationships among characters.
- making and evaluating inferences and conclusions about characters, events and themes.

Goal 3: Objective 3.02

Make connections between texts by recognizing similarities and differences based on a common lesson, theme, or message.

Mathematics

Goal 4: Objective 4.01

Collect, organize, analyze, and display data (including stem and leaf plots) to solve problems.

Goal 4: Objective 4.02

Compare and contrast different representations of the same data; discuss the effectiveness of each representation.

Social Studies

Goal 1: Objective 1.04

Describe the economic and social differences between developed and developing regions in North America.

Goal 2: Objective 2.03

Recognize how the United States government has changed over time.

Goal 2: Objective 2.06

Explain the role of public education in the United States.

Goal 3: Objective 3.02

Examine how changes in the movement of people, goods, and ideas have affected ways of living in the United States.

Goal 4: Objective 4.01

Define the role of an historian and explain the importance of studying history.

Objective 5.02

Analyze the economic effects of the unequal distribution of natural resources on the United States and its neighbors.

Objective 5.03

Assess economic institutions in terms of how well they enable people to meet their needs.

Visual Arts Education

Goal 1: Objective 1.01

Use the imagination as a source for symbolic expression.

Goal 1: Objective 1.03

Use current events as catalyst for the discussion and production of art.

Goal 4: Objective 4.01

Compare and contrast the work of various artists' styles and cultures.

Goal 5: Objective 5.01

Begin to recognize that art is the visual record of the history of mankind.

<u>Essential Questions:</u>

How does power impact me in my life?

How does individual power impact our view of the world?

<u>Assessment:</u>

- Seminar interaction and participation
- Power Journal entries
- Budgets
- Interview questions
- Artistic representation

The Power of Music: Jazz and the Big Band Era

Activities:

1) Students will listen to various forms of jazz popular during the Great Depression. The class, in Padeia seminar, will discuss the question "How does music represent power?".

2) Students will reflect in their Power Journals about how the music made them feel. Students can also draw visual representations of the music, and make connections to the music they listen to today. How does that music make them feel? When do they listen to music the most?

3) Students will be assigned reading in *Bud, Not Buddy.*

4) The class will discuss the many alliterative names of Herman E. Calloway's band in *Bud, Not Buddy.* Why does Herman change the name of his band so often? What does he hope to gain with this strategy?

5) The students will be asked, in cooperative groups, to create a flyer advertising one of Herman's bands using his creative naming strategy. Students will be graded on creativity, relation to topic, teamwork and accuracy of content.

Goals and Objectives

Computer Technology Skills

Goal 2- 2.08
Use proper keyboarding techniques to improve accuracy, speed, and general efficiency in computer operation.

Goal 2- 2.09
Demonstrate knowledge of WP/DTP tools to develop documents, which include data imported from a spreadsheet/database as a class/group.

Goal 2- 2.10
Select and use WP/DTP menu/tool bar features to edit/revise and change existing documents/projects/assignments.

Goal 2-2.11

Use menus and branching to modify/create non-linear projects/products in content areas.

English Language Arts

Goal 1- 1.03
Increase reading and writing vocabulary through:
- wide reading
- word study
- word reference materials
- content are study
- writing process elements
- debate
- discussions
- seminars

Goal 2- 2.02
Interact with the text before, during, and after reading, listening, and viewing by:
- making predictions
- formulating questions
- supporting answers from textual information, previous experience, and or other sources
- seek additional information
- making connections with previous experiences, information, and ideas

Goal 2- 2.03
Read a variety of texts, such as:
- fiction
- nonfiction
- poetry
- drama

Goal 2- 2.04
Identify elements of fiction and nonfiction and support by referencing the text to determine the:
- plot development
- author's choice of words
- effectiveness of figurative language
- tone

Goal 2- 2.10
Identify strategies used by a speaker or writer to inform, entertain, or influence an audience

Goal 3- 3.01
Respond to fiction, nonfiction, poetry, and drama using interpretive, critical, and evaluative process by:
- analyzing word choice and content

- examining reasons for a character's actions, taking into account the situation and basic motivation of the character
- creating and presenting a product that effectively demonstrates a personal response to a selection or experience

Goal 4-4.03
Make oral and written presentation to inform or persuade selecting vocabulary for impact.

Goal 4- 4.10
Use technology as a tool to enhance and or publish a product.

Goal 5- 5.04
Determine the impact of word choice on written and spoken language

Visual Arts Education

Goal 1- 1.01
Use the imagination as a source for symbolic expression.

Goal 1-1.03
Use current events as a catalyst for the discussion and production of art.

Goal 2- 2.01
Use additional art media, techniques and processes, which may include:
- Drawing
- Printmaking
- 3-D
- Photography

Goal 5- 5.01
Begin to recognize that art is the visual record of the history of mankind.

Goal 5-5.02
Identify selected characteristics that make art of a particular culture unique.

Music Education

Goal 6-6.02
Demonstrate perceptual skills by conducting, moving to, answering questions about, and describing aural examples of varied musical styles and cultures.

Goal 6- 6.06

Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.

Goal 6- 6.07
Show respect while listening to and analyzing music.

Goal 8- 8.02
Identify ways in which the principles and subject matter of other content areas taught in the school are related to those of music.

Goal 9- 9.03
Identify various uses of music, and describe characteristics that make certain music suitable for each use.

Goal 9- 9.04
Identify and describe roles of musicians in various musical settings and cultures.

Goal 9 – 9.10
Show respect for music from various cultures and historical periods.

Social Studies

Goal 3- 3.07
Describe art, music, and craft forms in the United States and compare them to various art forms in Canada, Mexico, and selected countries of Central America.

<u>Essential Questions</u>
How does power impact me in my life?

What forms of power exist in our society?

<u>Assessments</u>
- Power Journal entries
- Seminar interaction and participation

Rationale

Although middle school is typically thought of as sixth, seventh and eighth grades, fifth grade students should unarguably be included in the early adolescent category. It seems as if students are displaying the physical, cognitive and emotional characteristics of adolescence at an increasingly young age. Many ten and eleven year old children are developmentally ready for a curriculum that is responsive to their needs and based on an integrative James Beane model. Students in this age group are beginning for the first time to view the world around them through different eyes; questions are arising that are leading them from their formerly egocentric world view to a more mature "shades of gray" outlook.

The theme of "power" is a particularly relevant one for fifth grade students. Young adolescents are beginning to realize that the world is shaped around different power structures, and that more often than not, they are powerless in comparison to adults. In this unit we will define what power is, how it relates to our own lives, and investigate the different types of power found in our society. Students will use Christopher Paul Curtis's *Bud, Not Buddy* as a jumping off point for exploring power, as well as integrating topics such as the Great Depression, labor unions, and jazz. Padeia seminar and literature circles will be incorporated to encourage discussion and elicit student responses in regards to power. This theme is a worthwhile, authentic topic because we all want power, especially young adolescents who often feel powerless. Students will explore ways to find power for themselves in addition to

ways that we can increase (or decrease) the power of others. Fifth graders are ready to ask and answer these difficult questions.

Extension of Learning

Schedule
to
Accomplish
Learning
Goals

Day 1

- Launch Activity
  - The Corner Table
  - Soup Kitchen Service Project Activity

Day 2

- Paidea Seminar
  - Essential Question: What is Power?
  - Soup Kitchen Service Project Activity

Day 3

- Literature Circle Groups will read chapters 1-3 in Bud, Not Buddy
- My Rules for Life (Web Quest Activity)
- Soup Kitchen Service Project Activity

Day 4

- Literature Circle Groups will read chapters 4 and 5 in Bud, Not Buddy
- On the Lam (Web Quest Activity)
- Power of Influence and Your Voice Activity

Day 5

- Literature Circle Groups will read chapters 6-8 in Bud, Not Buddy
- Life in Hooverville (Web Quest Activity)
- Power of Influence and Your Voice Activity

Day 6

- LIterature Circle Groups will read chapter 9 in Bud, Not Buddy
- Riding the Rails (Web Quest Activity)
- Power of Influence and Your Voice Activity

Day 7

- Literature Circle Groups will read chapters 10-12 in Bud, Not Buddy
- Getting Organized (Web Quest Activity)
- Union Worker Speaker
- Power and Struggle Activity

Day 8

- LIterature Circle Groups will read chapters 13-17 in Bud, Not Buddy
- Jazz and the Big Band Era (Web Quest Activity)
- The Power of Music: Jazz and the Big Band Era (Poster Activity)
- Power and Struggle Activity

Day 9
- Literature Circle Groups will read chapter 18 in Bud, Not Buddy
- Rocks in My Pocket (Web Quest Activity)
- Power and Struggle Activity

Day 10
- Literature Circle Groups will read chapters 19-Afterword in Bud, Not Buddy
- What Was It REALLY Like? (Web Quest Activity)
- The Power of Music Activity

Day 11
- The Power of Music Activity
- Begin preparation for culuminating activity

Day 12
- The Power of Music Activity
- Group plan for Modern Day Hoovervilles

Day 13
- Project creation

Day 14
- Project creation
- Read articles about modern day Hoovervilles

Day 15
- Presentation/tour of Group Hoovervilles
- Final seminar

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Recommended Reading List

- *A Long Way from Chicago* by Richard Peck

- *Out of the Dust* by Karen Hesse

- *Roll of Thunder, Hear My Cry* by Mildred D. Taylor

- *Thimble Summer* by Elizabeth Enright

- *The Gardener* by Sarah Stewart

- *What You Know First* by Patricia MacLachlan

- *Dust for Dinner* by Ann Turner

- *The Dust Bowl* by Karen Reczuch

- *The Babe and I* by David A. Adler

- *Arly's Run* by Robert Newton Peck

- *Nothing to Fear* by Jackie French Koller

- *Year Down Yonder* by Richard Peck

Power Connections

- *James and the Giant Peach* by Roald Dahl

- *Esperanza Rising* by Pam Munoz Ryan

- *Tuck Everlasting* by Natalie Babbit

- *Matilda* by Roald Dahl

- *Pinballs* by Betsy Byars

- *Shiloh* by Phyllis Reynolds Naylor

- *Loser* by Jerry Spinelli

References and Recommended Reading Lists