

***Children of the Dust Bowl* Highlighting Directions and Labels for the Instructor's Book**

The following pages consist of directions for preparing the teacher copy of *Children of the Dust Bowl*. Some teachers may find these highlights and labels helpful when conducting lessons.

Begin by putting the labels in the book, then highlight.

To print the labels, I suggest using clear, full-sheet labels such as Aver #18665. You will have to cut the labels individually. Then, follow the directions on the additional page to insert labels into your book.

I suggest using gel highlighters for highlighting, because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

CHILDREN OF THE DUST BOWL LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK

ITEM	PAGE #	LOCATION
Color Key		Place on the page next to page one.
Day 3	1	Top of page
Day 6	2	Near, "The story you are about to read occurred when..."
I—unemployment	3	Near, "By 1932 one thousand families a week in..."
Day 7	11	Top of page
Day 8	16	Near, "Edgar and Myrtle Masters packed their children..."
I—hardship	20	Near, "...that there would be enough food and water for tomorrow..."
Day 13	22	Top of page
I—injustice	26	Near, "John Steinbeck saw this happen several times and called it the..."
Day 14	29	Near, "Eventually a rumor spread throughout the squatter camps..."
Day 20	40	Top of page
I—opposition	44	Near, "Soon Leo's office was flooded with letters from angry..."
I—acceptance	48	Near, "But it is equally true that others opposed it."
Day 21	50	Top of page
I—self-sufficient	54	Near, " <i>The students at Weedpatch School learned to operate farm...</i> "
Day 23	60	Top of page
I—memorable	63	Near, "Patsy Lamb told the story of the first Thanksgiving..."

CHILDREN OF THE DUST BOWL HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK

Pink = Teacher Modeling

Yellow = Guided Practice

Orange = Vocabulary

	PAGE #	WORD OR SENTENCE
Pink	1	and orchards of the San Joaquin Valley.
Orange	1	migrants
Yellow	1	They were called “dumb Okies” by the Californians.
Pink	1	Steinbeck called this “a crime that goes beyond denunciation.”
Yellow	2	Today many teachers at universities call <i>The Grapes of Wrath</i> the greatest American novel ever written.
Yellow	2	One hundred twelve people were waiting to read it at the time.
Orange	3	unprofitable
Orange	3	Label: I—unemployment
Pink	3	And now it had stopped raining in the Panhandle, and the crops themselves were failing.
Yellow	5	Frequently the wind blew more than fifty miles an hour, carrying away the topsoil and leaving only hard red clay, which made farming impossible.
Yellow	8	“It was dark as the middle of the night, and it stayed that way all day.”
Yellow	10	It’s little wonder that Okies named this period in their lives the Dirty Thirties.
Pink	11	“...Nobody talked about nothin’ else ’cept goin’ to Californ-I-A!”
Yellow	13	“There goes a <i>poor</i> Okie.”
Yellow	15	They remember every hardship and every happy moment.
Orange	15	hardship
Pink	16	... and was forced to hide out for a week in a large tin building with twelve other families until the floodwaters subsided.

CHILDREN OF THE DUST BOWL HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)

Yellow	18	The coffee was shared by the adults, then the children took spoons and ate the coffee grounds.
Yellow	19	Two truckers from Maine fed cantaloupes to the Conley family and gave them a ride back to one of the many gas stations in Kingman.
Yellow	20	“...The miracle is that any of you make it through at all.”
Orange	20	Label: I—hardship
Yellow	20	...hope that they could find a job when they got there.
Pink	22	Then Patsy started to cry, and soon everyone was crying.
Yellow	24	But most Okie laborers couldn't find work for even a nickel a day.
Yellow	25	His face was hard and fierce and he didn't talk much.
Orange	25	squatter
Yellow	26	John Steinbeck saw this happen several times and called it the “saddest, bitterest thing of all.”
Orange	26	Label: I—injustice
Orange	26	squalor
Yellow	28	But the hospital said it didn't take “Okies,” and it refused to admit him. Donald died.
Pink	30	On those occasions when the Okies weren't paid in money, they worked for a cup of flour and a spoonful of lard, which would make biscuits for the family meal.
Yellow	33	But outside the camp they still faced an uncertain future.
Yellow	34 & 36	But what hurt her the most were the “Okie jokes” that made fun of the way her family looked and talked, as if they weren't even human beings.
Yellow	39	“... How do the children feel? How would you feel?”
Yellow	39	That chance came along in the form of a kind man who was standing in a field of dirt just next to Weedpatch Camp.

Pink	41	Leo came to know the problems facing the Okie children and decided to take action.
Yellow	41	Leo believed that with hard work, with determination, and with a belief in themselves, the children of Weedpatch Camp could take their “rightful place.”
Orange	44	Label: I—opposition
Yellow	44	Above all else, Leo insisted, it would be “their school.”
Yellow	47	“I had an entire speech,” Leo said, “and they listened.”
Orange	48	opposed
Orange	48	Label: I—acceptance
Yellow	49	The long days of working in the cotton fields hardened the hands of the Okie children and gave them physical strength for the work ahead.
Pink	51	“There was friendship, understanding, guidance, and love.”
Yellow	53	Toiling in the sun for hours tilling, planting, weeding, and harvesting was welcome labor to children who could still remember the taste of apple seeds, carrot stems and coffee grounds.
Orange	54	Label: I—self-sufficient
Orange	56	self-sufficient
Yellow	58	Determination and a lot of hard work combined to change the fate of the Okie children from Weedpatch Camp.
Yellow	59	When the swimming pool was finished, Elyse Phillips recalled, she pinched her nose and fell face forward into the water, “crying because I was so happy.”
Orange	63	Label: I—memorable

Pink = Model Yellow = Guided Practice
 Orange = Vocabulary

Day 3—Good readers gather important information about characters as they read.

I—memorable

Day 6—Good readers keep track of important events in order to monitor their comprehension of the text.

Day 7—Good readers continue to keep track of important events in order to monitor their comprehension of the text.

Day 8—Good readers take on the feelings of the characters. Good readers almost feel like they are in the book.

Day 13—Good readers show empathy for groups of people in order to understand the people and their circumstances better.

Day 14—Good readers continue to show empathy for groups of people.

Day 20—Good readers gather important information about characters as they read.

Day 21—Good readers, as they approach the last quadrant of the book, look for the turning point.

Day 23—Good readers, once they reach the turning point, read without interruption to the end, in order to enjoy the satisfying feeling of finishing a book.

I—unemployment

I—hardship

I—injustice

I—opposition

I—acceptance

I—self-sufficient