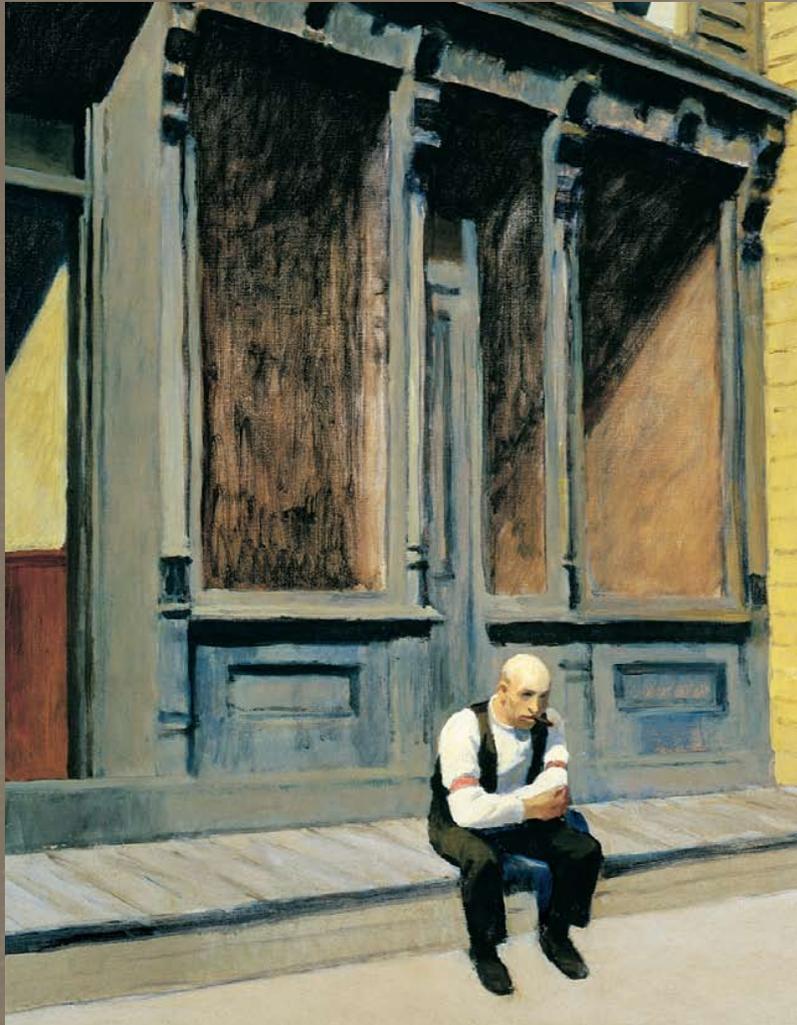


LITERATURE & THOUGHT

DARK DAYS

AMERICA'S GREAT DEPRESSION



TEACHER GUIDE

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Literature & Thought

Dark Days: America's Great Depression

History/Social Studies Standards » Reading » Grades 6–8 (RH)	
Key Ideas and Details	
1. Cite specific textual evidence to support analysis of primary and secondary sources.	SB: p. 96 TG: pp. 15–16, 18, 19, 22, 29, 30, 32, 33, 34, 35–36, 38–39, 43, 45, 56, 58, 61 IWL: 1.1, 1.2, 2.3, 2.4, 3.1, 3.2
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	SB: p. 54, 96 TG: pp. 23–24, 26–27, 29, 30, 34, 35–36, 45, 58, 61 IWL: 1.3, 1.4, 2.1, 2.2, 2.3, 2.4
3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	SB: p. 120 TG: pp. 46–47 IWL: 3.3, 3.4
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	SB: p. 18 TG: pp. 17, 25, 28, 29, 32, 37, 40, 43, 48, 52, 56, 57
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	TG: pp. 26–27 IWL: 2.1, 2.2
6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	SB: pp. 54 TG: pp. 23–24, 30, 33 IWL: 1.3, 1.4
Integration of Knowledge and Ideas	
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	TG: pp. 29, 58
8. Distinguish among fact, opinion, and reasoned judgment in a text.	
9. Analyze the relationship between a primary and secondary source on the same topic.	SB: p. 120 TG: pp. 42, 46–47, 58 IWL: 3.3, 3.4
Range of Reading and Level of Text Complexity	
10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 66 include selections that are challenging, average, and easy.

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
Text Types and Purposes	
<p>1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. 	<p>TG: pp. 59–60, 62</p>
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented. 	<p>SB: pp. 54, 96, 120 TG: pp. 23–24, 35–36, 46–47, 58, 59–60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4</p>
<p>3. (Not applicable as a separate requirement.)</p>	<p>(Not applicable as a separate requirement.)</p>
Production and Distribution of Writing	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SB: p. 120 TG: pp. 46–47, 58, 59–60, 62, 63–65 IWL: 3.3, 3.4</p>
<p>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, focusing on how well purpose and audience have been addressed.</p>	<p>TG: pp. 59–60, 63–65</p>
<p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>TG: pp. 58, 59–60</p>
Research to Build and Present Knowledge	
<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	<p>TG: pp. 58, 59–60, 63–65</p>

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History/Social Studies Standards » Writing » Grades 6–8 (WHST)	
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	SB: pp. 54, 96 TG: pp. 23–24, 35–36, 58, 59–60, 63–65 IWL: 1.3, 1.4, 2.3, 2.4
9. Draw evidence from informational texts to support analysis, reflection, and research.	SB: pp. 54, 96 TG: pp. 23–24, 35–36, 58, 59–60, 62, 63–65 IWL: 1.3, 1.4, 2.3, 2.4
Range of Writing	
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TG: pp. 58, 59–60, 62

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English Language Arts Standards » Reading: Literature » Grade 8 (RL)	
Key Ideas and Details	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SB: pp. 54, 96 TG: pp. 15–16, 18, 20, 21, 23–24, 31, 35–36, 38–39, 41, 42, 44, 53, 54, 55, 56, 61 IWL: 1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 3.1, 3.2
2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	SB: p. 120 TG: pp. 26–27, 41, 46–47, 54, 61 IWL: 2.1, 2.2, 3.3, 3.4
3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	TG: pp. 31, 41, 44, 54, 55, 56
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SB: pp. 18, 96 TG: pp. 17, 18, 20, 25, 28, 31, 35–36, 37, 40, 42, 48, 52, 53, 54, 55, 56, 57 IWL: 2.3, 2.4
5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	
6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	TG: p. 55
Integration of Knowledge and Ideas	
7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	
8. (Not applicable to literature.)	(Not applicable to literature.)
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 66 include selections that are challenging, average, and easy.

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English Language Arts Standards » Reading: Informational Text » Grade 8 (RI)	
Key Ideas and Details	
1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	SB: p. 96 TG: pp. 15–16, 19, 22, 29, 30, 32, 35–36, 38–39, 45, 58, 61 IWL: 1.1, 1.2, 2.3, 2.4, 3.1, 3.2
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	SB: pp. 54, 96, 120 TG: pp. 22, 23–24, 26–27, 29, 30, 34, 35–36, 45, 46–47, 58, 61 IWL: 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.3, 3.4
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	TG: pp. 30, 34, 38–39 IWL: 3.1, 3.2
Craft and Structure	
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	SB: p. 18 TG: pp. 17, 19, 25, 28, 29, 32, 37, 40, 48, 52, 57
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	TG: p. 19
6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	TG: pp. 38–39 IWL: 3.1, 3.2
Integration of Knowledge and Ideas	
7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	TG: p. 58
8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	TG: pp. 50–51 IWL: 4.1, 4.2
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	TG: p. 58
Range of Reading and Level of Text Complexity	
10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	SB: The anthology includes texts of varying levels of complexity. TG: Suggestions for additional readings on page 66 include selections that are challenging, average, and easy.

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English Language Arts Standards » Writing » Grade 8 (W)	
Text Types and Purposes	
<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented." 	<p>TG: pp. 59–60, 62</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented." 	<p>SB: pp. 54, 96, 120 TG: pp. 23–24, 35–36, 46–47, 58, 59–60 IWL: 1.3, 1.4, 2.3, 2.4, 3.3, 3.4</p>
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none"> a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events. 	<p>TG: pp. 43, 58, 59–60</p>
Production and Distribution of Writing	
<p>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 above.)</p>	<p>SB: p. 120 TG: pp. 46–47, 58, 59–60, 62, 63–65 IWL: 3.3, 3.4</p>

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English Language Arts Standards » Writing » Grade 8 (W)	
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, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 on page 52.)	TG: pp. 59–60, 63–65
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	TG: pp. 58, 59–60
Research to Build and Present Knowledge	
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.”	TG: pp. 50–51, 58, 59–60, 63–65 IWL: 4.1, 4.2
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.”	SB: pp. 54, 96 TG: pp. 23–24, 35–36, 58, 59–60, 63–65 IWL: 1.3, 1.4, 2.3, 2.4
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).”	SB: pp. 54, 96 TG: pp. 23–24, 35–36, 58, 59–60, 62, 63–65 IWL: 1.3, 1.4, 2.3, 2.4
Range of Writing	
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	TG: pp. 58, 59–60, 62

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English Language Arts Standards » Speaking and Listening » Grade 8 (SL)	
Comprehension and Collaboration	
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>	TG: pp. 21, 22, 34, 41, 44, 45, 56, 59–60, 61
<p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p>	TG: pp. 44, 59–60
<p>3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	TG: pp. 59–60
Presentation of Knowledge and Ideas	
<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	TG: pp. 59–60, 63–65
<p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	TG: pp. 59–60, 63–65
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	TG: pp. 59–60, 63–65

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All Standards Correlated by Selection >> Grade 8

Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Concept Vocabulary	SB: p. 18	RL.8.4	RI.8.4			RH.6–8.4	
Cluster One: How Were People Affected?							
Teaching the Critical Thinking Skill: Evaluating	TG: pp. 15–16 IWL: 1.1, 1.2	RL.8.1	RI.8.1			RH.6–8.1	
Cluster One Vocabulary	TG: p. 17	RL.8.4	RI.8.4			RH.6–8.4	
The Song, Yip Harburg/Studs Terkel	TG: p. 18	RL.8.1 RL.8.4				RH.6–8.1	
General Douglas MacArthur Fires on Americans, Lee McCardell	TG: p. 19		RI.8.1 RI.8.4 RI.8.5			RH.6–8.1	
A One-Woman Crime Wave, Richard Peck	TG: p. 20	RL.8.1 RL.8.4					
King of the Hoboes, Arvel Pearson, Errol Lincoln Uys	TG: p. 21	RL.8.1			SL.8.1		
Just Hanging On, from <i>Opportunity</i> magazine	TG: p. 22		RI.8.1 RI.8.2		SL.8.1	RH.6–8.1	
Responding to Cluster One Writing Activity: Evaluating Survival Skills	SB: p. 54 TG: pp. 23–24 IWL: 1.3, 1.4	RL.8.1	RI.8.2	W.8.2 W.8.8 W.8.9		RH.6–8.2 RH.6–8.6	WHST.6–8.2 WHST.6–8.8 WHST.6–8.9
Cluster One Vocabulary Test	TG: p. 25	RL.8.4	RI.8.4			RH.6–8.4	
Cluster Two: What Was the New Deal?							
Teaching the Critical Thinking Skill: Summarizing	TG: pp. 26–27 IWL: 2.1, 2.2	RL.8.2	RI.8.2			RH.6–8.2 RH.6–8.5	
Cluster Two Vocabulary	TG: p. 28	RL.8.4	RI.8.4			RH.6–8.4	
Americans Get a "New Deal," Bruce Glassman	TG: p. 29		RI.8.1 RI.8.2 RI.8.4			RH.6–8.1 RH.6–8.2 RH.6–8.4 RH.6–8.7	

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All Standards Correlated by Selection >> Grade 8

Content	Pages	RL <i>ELA Reading Literature</i>	RI <i>ELA Reading Informational Text</i>	W <i>ELA Writing</i>	SL <i>ELA Speaking and Listening</i>	RH <i>HSS Reading</i>	WHST <i>HSS Writing</i>
Built to Last , Donald Dale Jackson	TG: p. 30		RI.8.1 RI.8.2 RI.8.3			RH.6–8.1 RH.6–8.2 RH.6–8.6	
Brother, Can You Spare a Dream? , Jackie French Koller	TG: p. 31	RL.8.1 RL.8.3 RL.8.4					
I Want You to Write to Me , Eleanor Roosevelt	TG: p. 32		RI.8.1 RI.8.4			RH.6–8.1 RH.6–8.4	
Letters to the Roosevelts	TG: p. 33					RH.6–8.1 RH.6–8.6	
Voices of Discontent , Gail B. Stewart	TG: p. 34		RI.8.2 RI.8.3		SL.8.1	RH.6–8.1 RH.6–8.2	
Responding to Cluster Two Writing Activity: Summarizing for an Encyclopedia Entry	SB: p. 96 TG: pp. 35–36 IWL: 2.3, 2.4	RL.8.1 RL.8.4	RI.8.1 RI.8.2	W.8.2 W.8.8 W.8.9		RH.6–8.1 RH.6–8.2	WHST.6–8.2 WHST.6–8.8 WHST.6–8.9
Cluster Two Vocabulary Test	TG: p. 37	RL.8.4	RI.8.4			RH.6–8.4	
Cluster Three: How Tough Were the Times?							
Teaching the Critical Thinking Skill: Analyzing	TG: pp. 38–39 IWL: 3.1, 3.2	RL.8.1	RI.8.1 RI.8.3 RI.8.6			RH.6–8.1	
Cluster Three Vocabulary	TG: p. 40	RL.8.4	RI.8.4			RH.6–8.4	
Digging In , Robert J. Hastings	TG: p. 41	RL.8.1 RL.8.2 RL.8.3			SL.8.1		
The Lesson , Harry Mark Petrakis	TG: p. 42	RL.8.1 RL.8.4				RH.6–8.9	
Black Sunday , Thelma Bemount Campbell	TG: p. 43			W.8.3		RH.6–8.1 RH.6–8.4	
Debts , Karen Hesse	TG: p. 44	RL.8.1 RL.8.3			SL.8.1 SL.8.2		
Migrant Mother , Dorothea Lange	TG: p. 45		RI.8.1 RI.8.2		SL.8.1	RH.6–8.1 RH.6–8.2	

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All Standards Correlated by Selection >> Grade 8

Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Responding to Cluster Three Writing Activity: Analyzing How You Would Survive Tough Times	SB: p. 120 TG: pp. 46–47 IWL: 3.3, 3.4	RL.8.2	RI.8.2	W.8.2 W.8.4		RH.6–8.3 RH.6–8.9	WHST.6–8.2 WHST.6–8.4
Cluster Three Vocabulary Test	TG: p. 48	RL.8.4	RI.8.4			RH.6–8.4	
Cluster Four: Thinking on Your Own							
Teaching the Critical Thinking Skill: Synthesizing	TG: pp. 50–51 IWL: 4.1, 4.2		RI.8.8	W.8.7			
Cluster Four Vocabulary	TG: p. 52	RL.8.4	RI.8.4			RH.6–8.4	
Depression Days, Pat Mora	TG: p. 53	RL.8.1 RL.8.4					
The Good Provider, Marion Gross	TG: p. 54	RL.8.1 RL.8.2 RL.8.3 RL.8.4					
Upon the Waters, Joanne Greenburg	TG: p. 55	RL.8.1 RL.8.3 RL.8.4 RL.8.6					
A Touch of Rue, Virginia Durr/Studs Terkel	TG: p. 56	RL.8.1 RL.8.3 RL.8.4			SL.8.1	RH.6–8.1 RH.6–8.4	
Cluster Four Vocabulary Test	TG: p. 57	RL.8.4	RI.8.4			RH.6–8.4	
Additional Teacher Guide Resources							
Research, Writing, and Discussion Topics	TG: p. 58		RI.8.1 RI.8.2 RI.8.7 RI.8.9	W.8.2 W.8.3 W.8.4 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10		RH.6–8.1 RH.6–8.2 RH.6–8.7 RH.6–8.9	WHST.6–8.2 WHST.6–8.4 WHST.6–8.6 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9 WHST.6–8.10

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Content	Pages	RL ELA Reading Literature	RI ELA Reading Informational Text	W ELA Writing	SL ELA Speaking and Listening	RH HSS Reading	WHST HSS Writing
Assessment and Project Ideas	TG: pp. 59–60			W.8.1 W.8.2 W.8.3 W.8.4 W.8.5 W.8.6 W.8.7 W.8.8 W.8.9 W.8.10	SL.8.1 SL.8.2 SL.8.3 SL.8.4 SL.8.5 SL.8.6		WHST.6–8.1 WHST.6–8.2 WHST.6–8.4 WHST.6–8.5 WHST.6–8.6 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9 WHST.6–8.10
Answering the Essential Question	TG: p. 61	RL.8.1 RL.8.2	RI.8.1 RI.8.2		SL.8.1	RH.6–8.1 RH.6–8.2	
Essay Test	TG: p. 62			W.8.1 W.8.4 W.8.9 W.8.10			WHST.6–8.1 WHST.6–8.4 WHST.6–8.9 WHST.6–8.10
Rubrics for Project Evaluation	TG: pp. 63–65			W.8.4 W.8.5 W.8.7 W.8.8 W.8.9	SL.8.4 SL.8.5 SL.8.6		WHST.6–8.4 WHST.6–8.5 WHST.6–8.7 WHST.6–8.8 WHST.6–8.9
Related Literature	TG: p. 66	RL.8.10	RI.8.10			RH.6–8.10	