

Panel With Proof

Use evidence to shape an accurate history product.

S.USII.i "developing products that reflect an understanding of content."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline each whole sentence that states historical content. Circle each whole sentence that describes what the students put on, changed, or left out of the panel. A sentence may have both marks.

A Museum Panel About the Dust Bowl

- ① In 1935, a class at Plains School planned a small museum panel about families who left the Dust Bowl. First, students studied letters, photographs, and newspaper reports from the 1930s. They learned that drought and dust storms damaged farms across parts of the Great Plains. Some families moved during the decade, hoping to find work or a safer place to live. The class decided that its panel should explain both the hard conditions and the difficult choices families faced.
- ② The panel title, "Families Leaving the Dust Bowl," named the topic without making it sound exciting. Beneath the title, the students planned a short section about drought, storms, and damaged farms. Next, they would add one brief quotation from a letter and name its source. They did not use a long quotation because visitors needed space to read the explanation. A caption would identify the date and place of each photograph, so viewers could connect images more easily to the written history and evidence.
- ③ Before printing, the class compared every sentence on the panel with its sources. They removed a claim that all families left because the evidence described only some families moving. They also changed a dramatic heading, "Escape from the Dust," to the calmer title. These revisions showed that a museum panel is not just decoration. Its words, quotations, captions, and images should match evidence. A visitor should leave with a clear, truthful idea of what happened in the Great Plains during the 1930s.

2 ANSWER WITH EVIDENCE _____ Use the passage

1 Which historical facts led the students to plan a section about drought, storms, and damaged farms?

2 Why did the students choose a short quotation instead of a long quotation?

3 What claim did the students remove, and why did removing it make the panel more accurate?

4 How would dates and places in photograph captions help the panel reflect the history accurately?

3 YOUR TURN _____ Your own words

Write a museum label with a title and three sentences for this panel. Include two accurate facts from the passage, explain one choice the class made, and tell how that choice helps visitors understand the history.

PART 1 • READ AND MARK

Underline each whole sentence that states historical content. Circle each whole sentence that describes what the students put on, changed, or left out of the panel. A sentence may have both marks. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Which historical facts led the students to plan a section about drought, storms, and damaged farms?	Their sources showed that drought and dust storms damaged farms across parts of the Great Plains.
2	Why did the students choose a short quotation instead of a long quotation?	Visitors needed space to read the explanation.
3	What claim did the students remove, and why did removing it make the panel more accurate?	They removed the claim that all families left. Their evidence described only some families moving.
4	How would dates and places in photograph captions help the panel reflect the history accurately?	They would help viewers connect each image to the written history and evidence.

PART 3 • YOUR TURN (SAMPLE ANSWER)

Dust Bowl Families Across parts of the Great Plains, drought and dust storms damaged farms in the 1930s. Some families moved during that decade. The calm title, "Families Leaving the Dust Bowl," helps visitors understand the panel's historical topic.

Accept labels that include two accurate passage facts and correctly explain a product choice, such as the title, short quotation, source name, or captions. The explanation should connect the choice to clear and truthful understanding of the history.