Overview

This lesson will help students to gain an understanding of the Dust Bowl. Students will gain knowledge and understanding through the use of Social Studies primary sources. Students will use visual learning to view and answer questions about pictures depicting scenes from the Dust Bowl in the 1930's. At the end of the lesson, the students will be able to compare and contrast primary source materials from the American Memory collections.

Objectives
(Each * shows my modifications/adaptations.)

- Students will be able to list information on a KWL chart about the Dust Bowl.
- Students will be able to locate the Dust Bowl region on a U.S. map.
- Students will be able to examine primary source materials from the American Memory collections to understand the Dust Bowl.
- Students will be able to compare and contrast photographs of farm life during the dust bowl to the present by completing a Venn diagram.
- *Students will construct two models to show before and after the dust storms.
- *Students will evaluate pictures to identify the time period as the depression/dust bowl.
- *Students will write a letter showing understanding of the events and offering solutions to common problems during the dust bowl.

Time Requirement

One 45-minute class period.
*Maybe two 45-minute class periods.

Grade Level

4th - 6th grades

PA Academic Standards

History
Historical Analysis and Skills Development

- 8.1.6A Understand chronological thinking and distinguish between past, present, and future time.

United States History

- 8.3.6B Identify and explain primary documents, materials artifacts and historical sites important in United States history.

*PA Standards I added:

- 1.1.5.D Identify the basic ideas and facts in text using strategies and information from other sources to make predictions about text.
- 1.1.5.G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.
- 1.2.5.B Use and understand a variety of media and evaluate the quality of material produced.
- 1.3.5.A Read and understand works of literature.
- 1.4.5.B. Write multi-paragraph informational pieces.
- 1.5.5.A. Write with a sharp, distinct focus identifying topic, task, and audience.
- 1.6.5.A Listen to others.
- 1.6.5.B. Listen to a selection of literature.
- 1.6.5.D. Contribute to discussions.
- 1.6.5.E. Participate in small and large group discussions and presentations.
- 3.1.4.B Know models as useful simplifications of objects or processes
  - Identify and apply models as tools for prediction and insight

Resources

- Rothstein, Arthur, photographer. "Farmer and sons walking in the face of a dust storm. Cimarron County, Oklahoma." April 1936. [http://hdl.loc.gov/pnp.loc/fsa.8g53274](http://hdl.loc.gov/pnp.loc/fsa.8g53274)
- America from the Great Depression to World War II: Black and White Photographs from the FSA-OWI, 1935 - 1945 [http://memory.loc.gov/ammem/fsahome.html](http://memory.loc.gov/ammem/fsahome.html)
*Added Resources For Adaptation Assignment:*


**Procedures**
(Each * shows my modifications/adaptations.)

- *The week before we have read “Out of the Dust” by Karen Hesse.
- *As an introductory activity, I am going to show the three primary source pictures I found from the library of congress. Students will study each picture, note specifics, share, and estimate a time period.
- *Each student will receive The Photo Analysis Worksheet to be completed while they examine the 3 pictures.
- *A teacher led class discussion among the groups to review the findings from The Photo Analysis Worksheet.
- *We will quickly review the book “Out of the Dust”.
- *Students will then verbally complete a KWL chart with the teacher listing information they Know about the Dust Bowl and list information they Want to know.
- *Show the Map of the Dust Bowl Region using an overhead to the students.
- *After students are placed into groups of 4-5, they will be given a box field with sand. They will be given model homes, people, and other models for an environment. The students will then create a model of a town. I will have a camera to take a picture that we will title “before”. Then they will alter the model to make it look like a town after the dust storm has blown through. I will take another picture that will be titled “after”.
- *We will then show the pictures to other groups to compare and contrast.
- Students will then return to their seats and independently complete a Venn Diagram comparing and contrasting far, life during the Dust Bowl time period and present day.
- *After students have independently completed their own Venn Diagram, the teacher will draw a Venn Diagram on the board and collectively complete it by using the students answers.
- Students and the teacher will finish the KWL chart previously started, completing the "what have you Learned" step of the chart.

**Evaluation**
(Each * shows my modifications/adaptations.)
• Completion of a KWL chart at the beginning and end of the lesson.
• Completion and discussion of the photo analysis worksheet.
• Visual learning to view pictures and complete a Venn diagram.
• Active participation in all class discussions.
• *As my closing activity students will write a letter to a fictional person, who lives during the dust bowl time and who were generally impacted by the dust bowl. They will explain what they know is going on (showing understanding of the events). The letter will also need to include words of encouragement and ideas to make their situation better (showing compassion from a good citizen and problem solving/critical thinking skills).