

PRIMARY SOURCE SET

1. Teacher's Guide

- **Title:** The days and the life during the Dust Bowl
- **Introductory statement:** This lesson will be used to teach the students about the Dust Bowl. While participating in this lesson, the students will learn what the Dust Bowl was, where it was, how people were affected by it, and what the people who were affected by the Dust Bowl did. By the end of the lesson, the students will be able to write a letter from the point of view of someone who was involved in the Dust Bowl.

2. Historical Background

- The Dust Bowl of the 1930s lasted about a decade. Its primary area of impact was on the southern Plains. The northern Plains were not so badly affected, but nonetheless, the drought, windblown dust and agricultural decline were no strangers to the north. In fact the agricultural devastation helped to lengthen the Depression whose effects were felt worldwide. The movement of people on the Plains was also profound. As John Steinbeck wrote in his 1939 novel *The Grapes of Wrath*: "And then the dispossessed were drawn west- from Kansas, Oklahoma, Texas, and New Mexico; from Nevada and Arkansas, families, tribes, dusted out, tractored out. Car-loads, caravans, homeless and hungry; twenty thousand and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless - restless as ants, scurrying to find work to do - to lift, to push, to pull, to pick, to cut - anything, any burden to bear, for food. The kids are hungry. We got no place to live. Like ants scurrying for work, for food, and most of all for land." Poor agricultural practices and years of sustained drought caused the Dust Bowl. Plains grasslands had been deeply plowed and planted to wheat. During the years when there was adequate rainfall, the land produced bountiful crops. But as the droughts of the early 1930s deepened, the farmers kept plowing and planting and nothing would grow. The ground cover that held the soil in place was gone. The Plains winds whipped across the fields raising billowing clouds of dust to the skies. The skies could darken for days, and even the most well sealed homes could have a thick layer of dust on furniture. In some places the dust would drift like snow, covering farmsteads.

3. Primary Sources

Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL	Annotations for instructional use – how will you use this primary source with your students?
<p>Hunter, Lester. "I'd Rather Not be on Relief" 1938. From Library of Congress, <i>Voices from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Collection</i>, 1940 – 1941. http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(st045))</p>	<p>This song will be used during the lesson to help the student's gain a deeper understanding of what life was like during the time of the Dust Bowl.</p>
<p>Map of California by the Rural Rehabilitation Division showing areas where different crops are grown, proposed location of initial camps for migrants, and routes of migration. 1935. From Library of Congress, <i>Prints and Photographs Online Catalog</i>. http://loc.gov/pictures/item/2002723443</p>	<p>This map will be used during the lesson to allow the students to see where the crops were grown, proposed location of initial camp for migrants, and routes of migration in California.</p>
<p>Rothestein, Arthur. "Dust storm, Amarillo, Texas." April 1936. From Library of Congress, <i>America from the Great Depressions to World War II: Photographs from FSA-OWI, 1935 – 1945</i>. PDF. http://loc.gov/pictures/item/fsa1998018986/PP/</p>	<p>This photograph will be used during the lesson for the students to analyze it. This will provide the students with a visual of a period of time during the Dust Bowl.</p>
<p>Letter to Mrs. Roosevelt. November 1937. From EDSITEment. http://newdeal.feri.org/eleanor/fm1137.htm</p>	<p>This letter will be used to give the students a point of view from a 13 year old boy writing to Mrs. Roosevelt about the Dust Bowl.</p>
<p>Lange, Dorthea. "Oklahoma dust bowl refugees. San Fernando, California." June 1935. From Library of Congress, <i>American from the Great Depression to World War II: Photographs from FSA-OWI, 1935 – 1945</i>. http://loc.gov/pictures/item/fsa1998018535/PP/</p>	<p>This photograph will be used during the lesson to give the students an idea of how the people migrated during the time of the Dust Bowl.</p>

STANDARDS ALIGNED LESSON PLAN

1. **Lesson Plan Code:** SS.5.2 – Social Studies, fifth grade, second period.

2. **Subject** – Social Studies

3. **Grade Level/Course** – 5th grade

4. **Title of Lesson** – The days and the life during the Dust Bowl

5. **Teacher(s) name(s)** – Ms. Erika Muraca

6. **Alignments** (please use all relevant PA Academic and Common Core Standards for your specific subject, ELA, Math, Writing, and Speaking & Listening).

- **PA Academic Standards:** 8.3.5.B, 8.3.5.D, 1.4.5.B, 1.5.5.A

7. Vocabulary

- **Dust storm:** A windstorm that lifts up clouds of dust or sand.
- **Dust bowl:** A region subject to dust storms; especially the central region of United States subject to dust storms in 1930's.
- **Topsoil:** The layer of soil on the surface.
- **Panhandle:** Beg by accosting people in the street and asking for money.
- **Murk:** An atmosphere in which visibility is reduced because of cloud of some substance.

8. Objective(s) for Learning

After complete the activities in this lesson about the Dust Bowl, the students will:

- List problems ordinary Americans faced during the Dust Bowl.
- Write a letter in perspective of one living during the Dust Bowl.

9. Essential Questions (includes guiding investigative and other essential questions)

- How do you think the people during this time recovered from the Dust Bowl?
- What did they have to do to make this recovery?

10. Duration

- 90 minutes/ 1 -2 class periods.

11. Materials

- Computer with internet access.
- Map of California showing areas where different crops are grown, proposed location of initial camps for migrants, and routes of migration (primary source).
- Song – “I’d Rather Not Be on Relief” by Lester Hunter (primary source).
- Photograph - “Dust storm, Amarillo, Texas” by Arthur Rothstein (primary source).
- Poem - “Those Terrible Dust Bowl Days” by Marilyn Lott (primary source).
- Photograph - “Oklahoma dust bowl refugees. San Fernando, California” by Dorthea Lange (primary source).

12. Instructional Strategies (include the WHERE TO and Stripling Model of Inquiry as you describe your instructional procedures).

WHERE TO Instructional Strategy & Stripling Model of Inquiry

W: The students will be provided with a short synopsis about the Dust Bowl at the beginning of the lesson to encourage their thinking and to introduce them to this historical time period. This will help the students be prepared for the activities that will be used throughout the lesson to help the students gain an in-depth understanding of the Dust Bowl.

H: The students will participate in an activity at the beginning of the lesson that has them analyze the dust in the classroom and make a connection to the dust that people experienced during the Dust Bowl.

E: The students will analyze photographs and a map to help them gain a better understanding of life during the Dust Bowl and will provide them with a visual to have greater knowledge.

R: The students will be asked a series of questions throughout the lesson to ensure that they are learning and constantly using their critical thinking skills to learn about the Dust Bowl.

E: The students will individually write a letter from the point of view of someone who was a surviving citizen and experienced life during the Dust Bowl. The students will also make a connection on what they had to do to recover from the Dust Bowl.

T: This lesson can be adapted to meet the needs of every student. For those students who need challenged, they can provide more in-depth information in their writing than what is required. For example, they may compare/contrast how life is different now compared to life

during the Dust Bowl. These students may also assist the other students in the class with their writing, this way they will collaborate on their thoughts and ideas to ensure that their critical thinking skills are being used to the fullest extent. For students with individual needs, they won't be required to complete all of the writing for the performance task, but must be able to verbally explain the task. They will also be offered assistance from advanced students in the class to help them complete this part of the lesson.

O: During this lesson, the students are introduced to the topic of the Dust Bowl by the teacher. They are not provided all of the information that they need to know right off the bat. The students will participate in a variety of activities during the lesson to ensure that they have the correct understanding of life during the Dust Bowl. After the introduction, the students will make a connection between the classroom that they are in to what they think it would be like if there was more amounts of dust in the room. After a discussion is held, the students will be given a variety of material to analyze with an assigned group of students to gain that in-depth understanding of the Dust Bowl. They will answer a variety of related questions about the items that they are analyzing. Once the students are provided with all of the information needed, they will independently apply what they have learned by writing a letter in perspective of a surviving citizen during the Dust Bowl.

Instructional Procedures

Tell the students that they are going to be learning about the Dust Bowl and explain that the destructive wind storms that hit the plains of the American West in the 1930's rank among the greatest natural disasters of all times. Because they occurred in the midst of the Great Depression, dealing with the dust storms was all the most difficult. Tell the students that you are wondering whether the classroom needs a good clean up. Give them a chance to look for dust in the room. Do they think there is a potential "dust problem"? How bad could it get? If it were 10 times worse, how would it affect the activities in the classroom? What if it were a hundred times worse? Could it ever get that bad? Worse? Divide the class into small groups.

Explain to the students that historians learn a great deal from primary sources, records of events from participants and eyewitnesses. Various archival primary source documents that paint a dramatic picture of the Dust Bowl will be used. Use the primary source set that includes the map of California, both primary sources photographs, and the song about the Dust Bowl that are identified at the beginning of this lesson. Distribute a set of these documents to each group along with related questions such as: What was the Dust Bowl? Where was the Dust Bowl? How were people affected by the Dust Bowl? What did the people do who were affected by the Dust Bowl? What can students learn about the Dust Bowl – something that happened in the U.S. during the Great Depression of the 1930s – from these documents? The students should form hypotheses to answer these questions. When the groups have completed all of the questions and are finished analyzing the primary sources, have the students share their ideas for each question. Then, discuss and give the students important particular points that the students may have missed in each area.

Explain to the students that letter writing was a more important pastime before the telephone became popular and before e-mail and other innovations provided other avenues of communication. Share with the class the Letter to Mrs. Roosevelt from a Dust Bowl sufferer, a letter from a 13 year old boy. After the letter is read, have the student's share their feelings about the letter and how they portray what was said. Then, have each student write a letter from the point of view of a surviving citizen from the Dust Bowl. Tell the students that they are required to include information about what life was like during the time of the Dust Bowl as well as how they recovered from the Dust Bowl and what steps they had to take in order to make this recovery. At the end of the lesson, the students will be given time to share their letters with their classmates.

Assessment

1. Formative Assessment

Performance Task: [What did the survivors of the Dust Bowl have to do to make a recovery from this historical event?] After reading and analyzing the primary sources on the Dust Bowl, write a letter from the perspective of a surviving citizen of this historical event. Be sure to include what you learned from analyzing the primary sources to enhance the information found in your writing.

Rubric:

Category	4	3	2	1
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than on reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.