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ESOC 6420

19 April 2011

**Day 7: The Dust Bowl**

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| **Standard(s)** | -**SS5H5** The student will explain how the Great Depression and New Deal affected the lives of millions of Americans.  a. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens.  b. Analyze the main features of the New Deal; include the significance of the Civilian Conservation Corps, the Works Progress Administration, and the Tennessee Valley Authority.  c. Discuss important cultural elements of the 1930s; include Duke Ellington, Margaret Mitchell, and Jesse Owens.  **-S5CS5** Students will communicate scientific ideas and activities clearly.  a. Write instructions that others can follow in carrying out a scientific procedure.  b. Make sketches to aid in explaining scientific procedures or ideas.  c. Use numerical data in describing and comparing objects and events.  d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.  **-S5E1** Students will identify surface features ofthe Earth caused by constructive and destructive processes.  b. Identify and find examples of surface features caused by destructive processes:  -Erosion (water—rivers and oceans, wind)  -Weathering  -Impact of organisms  -Earthquake  -Volcano  **-ELA5R3** The student understands and acquires new vocabulary and uses it correctly in reading and writing. The student  a. Reads a variety of texts and incorporates new words into oral and written language.  b. Determines the meaning of unfamiliar words using context clues (e.g., definition, example).  -**ELA5LSV2** The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas. |  |  |
| **Why is this lesson important?** | -This lesson teaches students about the devastation of the Dust Bowl. |  |  |
| **Essential Questions** | -What is the Dust Bowl?  -How were the American people affected by the Dust Bowl? |  |  |
| **Daily Learning Outcomes** | -TSW to be able to explain the elements of the Dust Bowl, what happened during it and how the American people were affected about it. |  |  |
| **Assessment tied to learning outcomes** | -Dust Bowl Poem |  |  |
| **Vocabulary** | -28. Dust Bowl: name given to the dried up plains during the Great Depression that was caused by improper farming methods.  -29. erosion: when the earth's surface is worn away by the action of water and wind.  -30. drought:  when an area does not receive enough rainfall over an extended period of time, usually several months or longer. and can cause a water shortage.  -31. migrant: individuals who moved away from the area where the Dust Bowl occurred |  |  |
| **Differentiation** | -Center activities  -Guided Poem  -Poem Questions for Extended Thinking |  |  |
| **Integration** | -S5CS5  -S5E1  -ELA5R3  -ELA5LSV2 |  |  |
| **Elements** | **Procedures /Activities** | **Resources** | **Time** |
| **Introduction** | -Go over the vocabulary words.  Have students write the word on one side of their note cards and the definition on the other.  When they are finished, remind them to place their vocabulary words on their vocabulary word ring.  -If students finish the vocabulary word ring early, there will be articles, books, pictures, and other resources spread around the room for them to look at while they wait to begin the activity.  -Begin the lesson by reading the poem, “Dust Storm Disaster”, by Woody Guthrie.  -Read Chapter 1 of “Children of the Dust Bowl: The True Story of the School at Weedpatch Camp” by Jerry Stanley.  -We will have a whole class discussion a big chart paper with the question, "What Caused the Dust Bowl?" Prepare it in two columns with "Humans" at the top of one side and "Nature" on the other. As students give reasons for the dust bowl, write them in the appropriate column. | -Poem  -Book  -Chart paper  -Marker | -15 min |
| **Activity Time** | -Center 1:  Mapping - give students a map of the United States.  Provide the students with an article that provides the students with the states that were affected by the tragedy and tells them where they fled to.  Have the students color in the states that were affected by it in one color and use another color to indicate the states where they migrated.  For struggling students, provide them a copy with the states already labeled.  For others, have them look at a map of the U.S. to locate the appropriate states’ names and locations.  -Center 2:  Pictures - provide the students with a timeline of the events of the Dust Bowl.  Then, give them pictures.  Have them match the pictures to the events on the timeline.  -Center 3:  Music - provide the students with the lyrics of songs from the Dust Bowl period.  Have them highlight their favorite lines.  Then, have them explain why these lines were their favorite.  Have guided questions for struggling learners. | -U.S. map  -New article  -Map sheets  -Pictures  -Timeline  -Music  -Headphones  -Lyrics  -Paper  -Guided questions | -30 min |
| **Closure** | -The students will individually create a poem that centers on the Dust Bowl.  They will use the resources they obtained during their centers to create their poem.  Struggling learners will be provided with a graphic organizer to help them organize and create their poem.  -Students who finish their poems early can do a “Think, Pair, Share” with a partner and answer these questions:  -1. How their poem makes them feel?  -2. Why they chose to write about their topic? | -Dust Bowl resources  -Lined Paper  -Graphic Organizers | -30 min |
| **Next Steps** | -Inform students that they should keep up with the information they gathered today because it might be useful for their digital storytelling project.  -Let them know that we will continue our study of the Great Depression the following day. |  |  |