

The Dust Bowl (II)

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OVERVIEW

Students will begin to look at the Depression era by analyzing the effects of the Dustbowl. They will come up with possible solutions to this real-life situation.

STANDARDS

- History Standard 4.2: Students will be able to describe the economic reasons why people move to or from a location.
- Reading and Writing Standard 1: Students will read and understand a variety of materials.

OBJECTIVES

After completing this activity, students will be able to:

- Understand the effects that the dust bowl had on many people.
- Think about and write down possible solutions to this real-life problem.
- Use reading strategies to understand non-fiction material.

INQUIRY QUESTIONS

- What is the Dustbowl?
- Why did people have to move from their homes during the Dustbowl era?
- What does the Dustbowl have to do with the Depression era?
- If you were a victim of the Dustbowl, what could you do to make life better for yourself?

MATERIALS

- Jerry Stanley, Children of the Dustbowl: The True Story of the School at Woodpatch Camp. New York: Crown Publishers, 1993.
- "Solve A Problem" worksheet
- Farming pictures 3, 4, and 5 in Doing History CD-ROM or website, 20th Century's Work Places

PROCEDURE

1. Read aloud to the class Children of the Dustbowl.
2. As you're reading, stop periodically to ask the students questions to aid in their comprehension of the material; predict what is going to happen next; summarize what has happened so far; what is the main idea; does this remind you of anything else you've read; guess what might be happening from looking at the picture, etc.
3. Discuss the reasons people needed to move from their homes.
4. Look at the Farming pictures 3, 4, and 5.
5. Discuss as a class what can be learned from the pictures and information presented. Ask: "What are the similarities of the Oklahoma and Colorado Dust bowls?"
6. As a class, fill out the top part of "Solve A Problem" worksheet. Encourage every student's participation!
7. Each student independently must answer the questions, "What other ideas would you have for solving the same problem?" and "What do you think is the most practical solution to a problem like this?"
8. Have students discuss their solutions to the whole class or in small groups.

ASSESSMENT

Assessment checklist:

Student Name:

Participated in discussions?

Was an active listener?

Independently worked on ideas for the problem?

Ideas were thoughtful?

SOLVE A PROBLEM WORKSHEET

Understanding how characters solve problems can help you to analyze real-life situations. Choose a dilemma or problem presented in the section you read.

What is the problem?

Who has the problem?

What is causing the problem?

How was the problem solved?

What other ideas would you have for solving the same problem?

What do you think is the most practical solution to a problem like this?
