

Knox College - Department of Educational Studies

Teacher: Jeremy Gogoel **Grade:** 9
Subject: Biology

Lesson/Unit Focus: Understand the devastation created by the Dust Bowl

Objectives:

- Students will hypothesize about the creation of the Dust Bowl.
- Students will understand the lifestyle of the 1930's.
- Students will analyze evidence of the time and come to reasonable conclusions on lifestyle.
- Students will learn to use and analyze a map correctly.

Materials

- Photos of people living in Dust Bowl/Great Depression
- Maps of Dust Bowl region
- Markers
- Microsoft document to write down student reactions for discussion.

Duration

85 minutes

Academic Language

- Dust Bowl
- Great Depression

Anticipatory Set

1. Set the students up for a story of a boy with little food, little to no clothes, with nothing to do but play in the sand all day. He would be called inside periodically for safety. No matter how hard he tried he was always covered in dust. There was no water to clean him and nowhere to escape the dust.
2. Explain that students will be in groups to walk around the room looking at photos of this era and realizing that people lived like this because of a natural phenomenon that became known as the Dust Bowl.

Teaching-Input\Modeling

3. Give the students the Gallery Walk Directions. Before the group and class discussion, explain how you analyzed the photos and provide some examples of things to look for in the photos.

4. Direct students to look for people in the photos and their expressions, condition of living space, message being displayed. Separate the students into groups.

5. After the photos, share some feelings that we have about the event. Read a short response to one of the photos.

Example: When looking at the children around the dinner table, I knew that the conditions were terrible. The house is extremely dirty and almost no food on the table. The parents are also not eating with the kids so I think they may be out trying to find whatever they can.

Ask questions during group discussions.

- ~ What was a general theme you discussed in your groups?
- ~ What would you do if you lived in these conditions?
- ~ You cannot farm, how do you make a living?

6. After the discussion, ask for reasons that this event may have occurred.

7. Have students consider the challenges of traveling under such conditions. (Students may be able to locate images of people traveling by train, auto, or on foot during the era. Dust storms could ground travel for days.)

Closure

8. Talk about the environment, some other factors that are being affected today such as weather.

9. What happens when we continue to do the same thing that is harming the Earth?

Independent Practice

10. Assign an activity for the summative assessment (Essay/Journal)
- Handout rubric on research paper and go over the criteria that is expected in a good paper. Research paper must include at least 6 cited facts and 500 words.
 - Give model out to get them started and show correct formatting.
 - Handout rubric on journal paper and go over the criteria that is expected in a good paper. Journal must include at least 4 cited facts and 500 words.

- Give model out to get them started and show correct formatting.

Extensions

1. Go over the map.

~Have students hypothesize about how they would leave the Dust Bowl.

~If any would stay, how would they survive?

~Give permission for students to use their Chromebooks to see how some left and others survived in the Dust Bowl.

2. Display the exaggerations of the Dust Bowl.

~Have students pick one and analyze what it may mean.

~Have students create their own exaggeration.