

Dust Bowl Chat

Dust Bowl

Kristen Sublett, Kim Pennington
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Grade Level	9th – 11th Grade	**Time Frame**	2 class periods
Subject	Social Studies	**Duration**	60 minutes
Course	Oklahoma History, U.S. History		

Essential Question

What impact did the Dust Bowl have on Oklahomans?

Summary

In this lesson, students reflect on their prior knowledge about the Dust Bowl then expand their perspective on how the Dust Bowl impacted Americans. Students learn more about the phenomenon by listening to one of Franklin Delano Roosevelt's fireside chats, examining photographs of the Dust Bowl, and analyzing the lyrics of the song "Dust Bowl Blues" by Woody Guthrie. To conclude the lesson, students summarize the knowledge they gained about the Dust Bowl.

Snapshot

Engage

Students recall their prior knowledge about the Dust Bowl.

Explore

Students listen to an excerpt of one of President Franklin Delano Roosevelt's fireside chats about drought conditions.

Explain

Students analyze photographs that depict the conditions of the Dust Bowl.

Extend

Students listen to and take notes on the song *Dust Bowl Blues* by Woody Guthrie.

Evaluate

Students summarize the knowledge they gained about the Dust Bowl.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR302: Draw simple logical conclusions in somewhat challenging passages
IDT402: Identify a clear central idea or theme in somewhat challenging passages or their paragraphs
IDT403: Summarize key supporting ideas and details in somewhat challenging passages
REL402: Identify clear comparative relationships in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

I&A 401: Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: -Generate a clear thesis that establishes a perspective on a contemporary issue -Engage with other perspectives on the issue
I&A 402: Analyzing critical elements of an issue and differing perspectives on it. A score in this range indicates that the writer is able to: -Establish and employ a relevant context for analysis -Recognize implications, complexities and tensions, and/or underlying values and assumptions
D&S 401: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of clear reasoning and examples to arrive at an understanding of the issue and differing perspectives on it -Adequately convey reasons why the argument is worth considering -Extend ideas and analysis by considering factors that complicate the writer's own perspective -Anticipate objections by qualifying the argument

Oklahoma Academic Standards SOCIAL STUDIES (Oklahoma History and Government)

OKH.C.7.2: Describe the environmental devastation known as the Dust Bowl by analyzing the impact of environmental conditions and human mismanagement of natural resources which resulted in the migration of the "Okies."

Oklahoma Academic Standards SOCIAL STUDIES (Oklahoma History and Government)

USH.C.4.3.E: Identify the natural and man-made factors resulting in the environmental disaster known as the Dust Bowl, analyzing its effects on agricultural production, migration, and the national economy, as well as New Deal response (e.g., Farm Security Administration).

Attachments

- Dust Bowl Blues—Dust Bowl Chat.docx
- Dust Bowl Blues—Dust Bowl Chat.pdf
- Dust Bowl Images—Dust Bowl Chat.docx
- Dust Bowl Images—Dust Bowl Chat.pdf
- Dust Bowl Notes—Dust Bowl Chat.docx
- Dust Bowl Notes—Dust Bowl Chat.pdf
- Fireside Chat Excerpt—Dust Bowl Chat.docx
- Fireside Chat Excerpt—Dust Bowl Chat.pdf
- Lesson Slides—Dust Bowl Chat.pptx
- Tip of the Iceberg—Dust Bowl Chat.docx
- Tip of the Iceberg—Dust Bowl Chat.pdf

Materials

- Lesson Slides (attached)
- Tip of the Iceberg handout (attached; one per student)
- Fireside Chat Excerpt handout (attached; one per student)
- Dust Bowl Notes handout (attached; one per student)
- Dust Bowl Images handout (attached; one per pair of students)
- Dust Bowl Blues handout (attached; one per student)

10 minutes

Engage

Use the attached **Lesson Slides** to facilitate the lesson. Pass out one copy of the attached **Tip of the Iceberg** handout to each student. Display **slide 3** and introduce the Tip of the Iceberg strategy. Tell students to list everything they know in response to the question "What impact did the Dust Bowl have on Oklahomans?" above the water line on the handout. If students have information they suspect is true about the question, they can write it at the water line.

Allow students time to respond. Then, have each student compare their handout to that of another student. Ask for a few volunteers to share what they already know about how Oklahomans were affected by the Dust Bowl. Move through **slides 4–5** to share the essential question and learning objective.

Have students keep the Tip of the Iceberg handout to use at the end of the lesson.

10 minutes

Explore

Display **slide 6** and give each student one copy of the attached **Fireside Chat Excerpt** handout and one copy of the attached **Dust Bowl Notes** handout.

Introduce the concept of the fireside chats of Franklin Delano Roosevelt (FDR). Have students envision what life would be like in 1936 at the height of the Great Depression and Dust Bowl during FDR's presidency. Explain that many poor Americans went to bed at dusk to both conserve energy and stave off the pains of hunger by sleeping. Share that, in an era before mass media, radio was the main way news was delivered. Explain that millions of Americans listened to the radio at 10 p.m. on Sunday evenings to hear FDR give his weekly address to the American public, known as the fireside chat. Have students imagine going to bed at dusk, hungry and surrounded by darkness, listening to the president give his speech.

Draw students' attention to the Fireside Chat Excerpt handout. Play the clip *September 6, 1936: Fireside Chat 8: On Farmers and Laborers* and have students follow along on the excerpt. Stop the clip at the 2:52 minute mark.

After playing the excerpt, display **slide 7** and have students add their thoughts to the Dust Bowl Notes handout.

20 minutes

Explain

Organize students into pairs and give each pair one copy of the attached **Dust Bowl Images** handout. Display **slide 8**. Tell pairs to work together to analyze each image and respond to the questions below each image.

Assign each pair a number 1–4. Move to **slide 9** and introduce the Caption This strategy to students. Have each pair create a caption for the photograph that corresponds with their number. Provide time for groups to create their captions.

Display **slide 10** and have students assigned to Photo 1 share out their captions. Repeat this process for Photos 2–4 using **slides 11–13**.

Have students add what they have learned about the Dust Bowl to the Dust Bowl Notes handout.

10 minutes

Extend

Display **slide 14** and pass out the attached **Dust Bowl Blues** handout. Tell students that they should listen to the song *Dust Bowl Blues* by Woody Guthrie and follow along on the handout. Play the video on the slide.

Embedded video
https://youtube.com/watch?v=jQYKJaWuj0Y

Then, provide time for students to add notes to the Dust Bowl Notes handout.

10 minutes

Evaluate

Move to **slide 15** and have students return to their Tip of the Iceberg handouts. Ask students to add what they learned about the Dust Bowl below the water line. Collect these handouts to assess students' understanding of the lesson.

Resources

- Adelfred. (2010, January 16). *Woody Guthrie – Dust Bowl Blues* [Video]. YouTube. https://www.youtube.com/watch?v=jQYKJaWuj0Y&t=1s
- Guthrie, W. (1940). Dust bowl blues [Song]. In *Dust bowl ballads.* RCA Victor.
- K20 Center. (n.d.). Caption this. Strategies. https://learn.k20center.ou.edu/strategy/82
- K20 Center. (n.d.). Tip of the iceberg. Strategies. https://learn.k20center.ou.edu/strategy/67
- Roosevelt, F. D. (1936, September 6). *Fireside chat 8: On farmers and laborers* [Speech transcript]. University of Virginia Miller Center. https://millercenter.org/the-presidency/presidential-speeches/september-6-1936-fireside-chat-8-farmers-and-laborers