

**Title:**

Out of the Dust and Life in the Dust Bowl- Analyzing Primary Sources

**Overview:**

This lesson is designed to fit in the middle of a unit on the Great Depression Era. Throughout the unit, Out of the Dust will be read to the students as a read aloud. In the lessons leading up to this one the students should have prior knowledge of when the Great Depression began and some causes. They should also have an understanding of how different areas in the United States were affected in different ways.

**Learning Objectives:**

The students will gain an understanding and appreciation for the Dust Bowl through literature and the exploration of primary resources.

**Time Required:** 1 hour 15 minutes

**Grade Range:** 5-7

**Subject/Sub-Subject:**

Social Studies - History - Great Depression - Dust Bowl

**Standards:****NCSS:**

Culture

People, Places and Environments

Individual Development and Identity

**PA Standards**

**8.3.5.B:** Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history.

**8.3.5.D:** Examine patterns of conflict and cooperation among groups and organizations that impacted the history and development of the United States.

- Ethnicity and race
- Working conditions
- Immigration
- Economic stability

**Credits:**

Stephanie Smith

**Preparation****Materials Used:**

- Graphic Organizer- Visual Representation- one per student
- Graphic Organizer- Station Responses- one per student
- 8.5 x 11 Map of the United States- States labeled- one per student
- Listening Station at Computers- one per class
- Sets of headphones- four per class

**Resources:**

- 1) **Trade Book:** Out of the Dust by Karen Hesse  
**Grade Level(s):** 5<sup>th</sup> Grade  
**Topic/Theme:** The Great Depression - Dust Bowl  
**Setting and Time Period:** Oklahoma Farming 1934-1935  
**Subjects:** The Great Depression, Dust Bowl, farming, immigration

- 2) **Title:** Son of farmer in dust bowl area. Cimarron County, Oklahoma  
**Date Created/Published:** Publication Information: Rothstein, Arthur, 1915-1985, photographer, April 1936  
**URL:** <http://www.loc.gov/pictures/item/fsa1998018978/PP/>  
**Book Notes:** Visual example of landscape and effects of Dust Bowl
  
- 3) **Title:** Interviews about dust bowls in Oklahoma  
**Creator(s):** Interviewee- Mrs. Flora Robertson  
**Date Created/Published:** 1940  
**URL:** <http://hdl.loc.gov/loc.afc/afcts.4120a1>  
**Book Notes:** First hand audio account of a dust storm similar to one described in the story.
  
- 4) **Title:** Dust Storm, Kansas  
**Creator(s):** Unknown  
**Date Created/Published:** 1934 or 1935  
**URL:** <http://www.loc.gov/pictures/item/97500425/>  
**Book Notes:** Image of a dust storm approaching as described in the story and in the audio recording above.
  
- 5) **Title:** Dust Storm Headline Montage  
**Creator(s):** Unknown  
**Date Created/Published:** Between 1935 and 1942  
**URL:** <http://www.loc.gov/pictures/item/fsa1998018734/PP/>  
**Book Notes:** These headlines give an idea of the general impression that the country had of the dust bowl.
  
- 6) **Title:** The winds of the dust bowl have piled up large drifts of soil against this farmer's barn  
**Creator(s):** Rothstein, Arthur, 1915-1985, photographer  
**Date Created/Published:** March, 1936  
**URL:** <http://www.loc.gov/pictures/item/fsa1998018503/PP/>  
**Book Notes:** This image gives a visual account of the amount of soil and dust that affected the area.
  
- 7) **Title:** On highway no. 1 of the "OK" state near Webbers Falls, Muskogee County, Oklahoma. Seven children and eldest son's family. Father was a blacksmith in Paris, Arkansas. Son was a tenant farmer. "We're bound for Kingfisher (Oklahoma wheat) and Lubbock (Texas cotton). We're not trying to but we'll be in California yet. We're not going back to Arkansas; believe I can better myself"  
**Creator(s):** Dorothea Lange, photographer  
**Date Created/Published:** 1938, June  
**URL:** <http://www.loc.gov/pictures/item/fsa2000001707/PP/>  
**Book Notes:** Visual representation of the desperate conditions created from the Great Depression and Dust Bowl.

**Procedure:**

- 1- Read the chapter entitled "Fields of Flashing Light" on pages 31-33. Circulate while reading. When finished with the passage seat students in groups of four and pass out the graphic organizer- Visual Representation.
- 2- Instruct the students to draw a representation of the chapter from Out of the Dust on the graphic organizer. This representation can be an illustration of a scene they are visualizing or a way of expressing the mood of the chapter.
- 3- When students are finished, instruct them to share with their groups. Students should describe what they drew and why. Circulate during sharing.
- 4- Introduce stations and pass out the student maps and the graphic organizer- Station Responses. Inform the students that they must fill out the graphic organizer as they move through the stations.

Each student needs to respond at five of the six stations to match the criteria on the graphic organizer- Station Responses. One station will be exploratory only and the students may choose which.

- 5- Instruct the students in their groups to go to one of the six stations. They will need about seven minutes to complete each station.
  - a. Station 1- Son of and Immigrant Farmer Photo
  - b. Station 2- Interview with Flora Robertson- Listening Station
  - c. Station 3- Dust Storm- Kansas Photo
  - d. Station 4- Dust Storm Headline Montage Image
  - e. Station 5- The winds of dust bowl have piled up large drifts of soils
  - f. Station 6- Seven Children and Eldest Son's Family
- 6- Monitor rotations and responses throughout stations.
- 7- When students have finished the stations and responses, invite them back to their seats with their groups.
- 8- Assign one student in each group to be student A, B, C, and D. Then instruct all A's to gather in one place, all B's in another, and so on. This should result in four groups of about six.
- 9- Instruct each student to share, within their group, one of the responses to the stations. While discussing, students should focus on what they found to be similar and what they found that was different in their responses to the primary sources.
- 10- When sharing in groups is complete, invite groups to share out to the whole class. The groups must share one of the similarities and one of the differences discussed.
- 11- As a ticket out, instruct the students to write down one question they still have about the material that they would like to address in the next session.

**Extensions:**

Out of the Dust is written in verse and invites many literary extensions.

- 1- Have the students write a sense poem about the mood of the story and the primary sources. (I feel... I see... I hear... I smell... I taste...)
- 2- Have students take the identity of a fifth grader living in Oklahoma. Have the students write a letter to a friend living in California telling how life is and their impression of California.

**Evaluation:**

**Informal:**

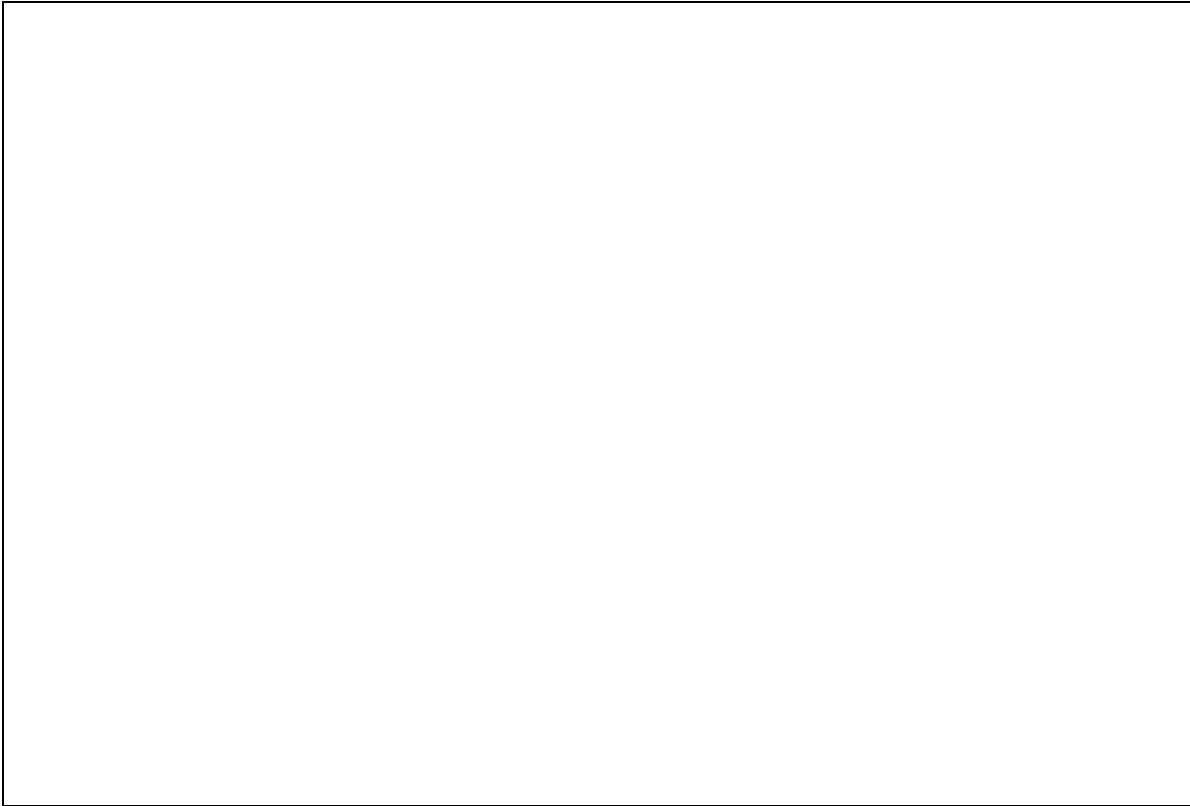
Throughout stations teacher monitoring and discussions will guide informal assessment. During sharing, quality of ideas will be noted.

**Formal:**

Both graphic organizers and the ticket out will be collected as an assessment.

**Graphic Organizer: Visual Representation**

**Directions:** As you listen to the passage from Out of the Dust, draw a representation of your impression.



Write a quick explanation of your drawing:

---

---

### Graphic Organizer: Station Responses

**Directions:** For all but one of the stations you rotate to, respond to one of the prompts below:

|  |  |
|--|--|
| <p>Station # _____<br/>         Identify one 'wow moment' you experienced from this station.</p>                             | <p>Station # _____<br/>         Identify one connection to <u>Out of the Dust</u> you found at this station.</p> |
| <p>Station # _____<br/>         Use the map to find the location described in the station. Mark it on the following map.</p> | <p>Station # _____<br/>         Describe one impression you are left with from this station.</p>                 |
| <p>Station # _____<br/>         Choose three adjectives to express the mood of the source at this station.</p>               | <p><b>**Keep this paper for your group discussion.</b></p>   |