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| **Lesson Plan:**  **The Great Depression, the Dust Bowl Experience and the California Migration**  **Overview**  **In this lesson we will:**   * Investigate the events, circumstances and relationship of the Great Depression, The Dusty bowl and the California Migration proceeding, during and following the Dust Bowl Years. * Make connections between the social & historical events following World War I and the events of the Great Depression, Dust Bowl Era and the California Migration. * Interpret the impact of the Dust Bowl experience on the lives of American citizens by examining it through a number of primary resources. * Examine these events as interpreted by others in several media, including, literature, poetry, and music. * Produce a written enacted or video piece that expresses your interpretation and expression of the experiences of American during this period. (See details for final project below). | http://www.english.illinois.edu/maps/depression/images/dustbowlmap.gif |
| **Lesson –The Dust Bowl Experience**  **Read Overview 1.Dust Bowl-Causes** You will read the introductory assignment and view the video dealing with the causes of the Dust Bowl and how World War I, the Great Depression and environmental factors contributed to this event.  After reading the assignment: Causes of the Dust Bowl, we will preview the documentary film excerpts from the Discovery Channel in the Resource Kit **2.0 Dust Bowl-Experience it here!**  Listen to the farmers describe the experience of a dust storm a in the audio and video files of the Resource tool Kit. Watch the PowerPoint and hear a vivid description of a dust storm from Karen Hesse’s Out of the Dust.  **3.0 Dust Bowl-the Aftermath**  Read the Library of Congress account of the Migrant experience found at <http://memory.loc.gov/ammem/afctshtml/tsme.html>  Listen to the song Over at the Government Camp I the Resource Tool Kit. Examine Dorothea Lange’s photograph of the Migrant Mother and her Children. Try to interpret what this experience must be like for them.  Students will interpret their findings and report them through a medium of their choice.  **4.0 Final Activity**      **FINAL PROJECTS**  (YOU MAY CHOOSE TO DO ONE OF THE FOLLOWING)   |  |  | | --- | --- | | **MEDIA** | **PROJECT** | | Listen to the song “Over at the Government Camp sung by 12 year olds Margaret Treat, Mary Campbell and her sister Betty.  <http://memory.loc.gov/afc/afcts/audio/510/5101a1.mp3> | **You are a journalist: a newspaper critic for the Camp newspaper: Write a review of this song as though it were to be read by the people living in the camp community**. | | Review the timeline.  <http://www.english.illinois.edu/maps/depression/dustbowl.htm> | **You are a filmmaker: Using the Resource Tool Kit and the Timeline, create a story map for your next film, either, *Countdown to the Dust Bowl”*,  that illustrates the events that contributed to the Dust Bowl or a story map for your film, “Goin’ to California“, that illustrates the events in the later years of the Dust Bowl. You choose to create a video based on your storyboard film** | | Compare the quote from Karen Hesse’s, *Out of the Dust* with either:   * Dorothea Lange’s photo*, Migrant Mother and Children* * Ron Langley’s poem Migrant *Child* in which he recalls his family’s migration to the Weedpatch government Camp. | **You are a poet: write a short poem that dramatizes how the Dorothea Lange’s photo or Ron Langley’s poem does or does not illustrate the following quote from *Out of the Dust:***  "the way I see it, hard times aren't only about  money, or drought, or dust. Hard times are  about losing spirit, and hope and what happens  when dreams dry up.  p.225"  — [Karen Hesse](http://www.goodreads.com/author/quotes/4057.Karen_Hesse) ([Out of the Dust](http://www.goodreads.com/work/quotes/808243)) | | Resource Tool Kit | **You are a reporter: write a short lead in story about some event that you have learned about in this lesson. Using the Resource Tool Kit create a short video to accompany your story on the evening news.** | | **STANDARDS ADDRESSED 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  **ELA5R1**  **The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.**  **For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that**:  a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.  b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written, and performed.  c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.  **d. Relates a literary work to information about its setting (historically or culturally).**  e. **Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.**  f. **Identifies and analyzes the author’s use of dialogue and description.**  g. **Applies knowledge of the concept that theme refers to the message about life and the world that the author wants us to understand whether implied or stated**.  h. **Responds to and analyzes the effects of sound, figurative language, and graphics in order to uncover meaning in poetry**.  i. **Sound (e.g., alliteration, onomatopoeia, rhyme scheme)**  ii. **Figurative language (e.g., personification, metaphor, simile, hyperbole)**  iii. **Graphics (i.e., capital letters, line length, stanzas).**  i. **Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.**  j. **Identifies similarities and differences between the characters or events and theme in a literary work and the actual experiences in an author’s life.**  k. **Identifies common structures and stylistic elements (e.g., hyperbole, refrain, and simile) in traditional literature**. |
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