



Dust Bowl Lesson	
Central Historical Question: What caused the Dust Bowl?	
California State Standard	11.6.3 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government. Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right, with particular attention to the Dust Bowl refugees and their social and economic impacts in California.
Common Core State Standard(s):	
<p style="text-align: center;">Reading</p> <ol style="list-style-type: none"> 1. <i>Cite specific textual evidence to support analysis of primary and secondary sources.</i> 2. Determine the central ideas of information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 9. Analyze the relationship between a primary and secondary source on the same topic. 10. <i>By the end of grade 12, read and comprehend</i> 	<p style="text-align: center;">Writing</p> <ol style="list-style-type: none"> 2. Write informative/explanatory texts <ol style="list-style-type: none"> a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and



history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

10. *Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*