

HISTORY

Dust Bowl

SIMULATION



THANK YOU FOR YOUR PURCHASE



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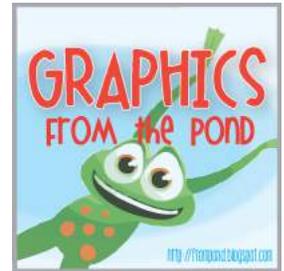
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INCLUDED IN THIS PRODUCT:

- Teacher and student directions for simulation
- Recording sheet
- Sample recording sheet
- Teacher directions for narrative
- Sample narrative based on sample recording sheet
- Rubric for narrative
- Signs for each location with directions along with a reading passage for those in line
 - For larger classes, I would make multiple copies of each poster and directions, so that lines at each don't get too long.

****You will need six dice to complete this simulation. I recommend the large foam dice that can be found at the dollar store.****

NOTE TO TEACHER

This is a simulation meant to represent the struggle people faced during the Great Depression and especially the Dust Bowl in farming regions of the United States.

The goal of this simulation is to demonstrate the difficulty people faced to find work, food, and a place to live. This topic can be very difficult for some students whose families are currently facing difficulties.

I have tried to be as factual as possible while still respecting that we all have students from different backgrounds. Please keep this in mind while completing this simulation.

With this being said, this simulation should be treated with integrity and it should be emphasized that these are people's lives and experiences and should not be minimized. The context of using this simulation should be to help students empathize and connect to the time period, not to "have fun."

TEACHER DIRECTIONS FOR SIMULATION

- Print and laminate each of the location signs and student directions.
- Hang the location signs and student directions around your classroom and place one die by each poster.
- Hand out recording sheets to students and review the directions with them:
 - Directions are found on the next page
- Monitor students as they travel around the classroom during the simulation and complete their recording sheet.
- Students who finish early may serve as “helpers” to those who are still looking to find a place to live and work.

DIRECTIONS FOR SIMULATION

- Everyone will start out on the farm, but to avoid a pile-up number students off 1-6 and read out where each student should travel:
 1. Your land is still fertile, keep plowing on the farm.
 2. Your land has dried up, get on the road.
 3. Your land has dried up, get on the road.
 4. Your land is still fertile, keep plowing on the farm.
 5. You decide to get in your car and head west.
 6. You decide to get in your car and head west.
- After each student has their starting location, they should begin to circulate.
- At each location, roll the die and read the event associated with the number rolled. Use the underlined words to record your progress and travel to the next location.
- Once you have established your location, travel there quietly and wait in line to roll the die.
 - If your directive is to stay in the same location, then go to the end of the line and take another turn rolling the die.
- Students should continue to travel from location to location until they find work in California or time is out.
 - I would recommend allowing students to complete the simulation for about 10-15 minutes.



ON THE FARM

ON THE FARM

1. Your land is still fertile, keep plowing on the farm.
2. Your land has dried up, get on the road.
3. Your land has dried up, get on the road.
4. Your land is still fertile, keep plowing on the farm.
5. You decide to get in your car and head west.
6. You decide to get in your car and head west.

ON THE FARM

The Dust Bowl was a period of time with severe droughts that spread across the prairie lands of the United States and Canada during the 1930s. The droughts stretched far south as Texas and throughout the plains states and Midwest up through the Canadian plains. These regions were the largest farm lands and agricultural center of North America. The areas most heavily affected by the Dust Bowl were in Texas, New Mexico, Colorado, Kansas, and Oklahoma.

A combination of the drought, dust storms, and farming practices led to high levels of erosion and the breakdown of soil. Farmers were not able to raise crops or feed their livestock. With no crops, the soil didn't have a way to stay in place and turned to dust which was blown easily by the wind. This dust was enough to make you choke on it and it got everywhere. Most farmers had no choice but to leave their farms behind and go west in search of work.



ON THE ROAD

ON THE ROAD

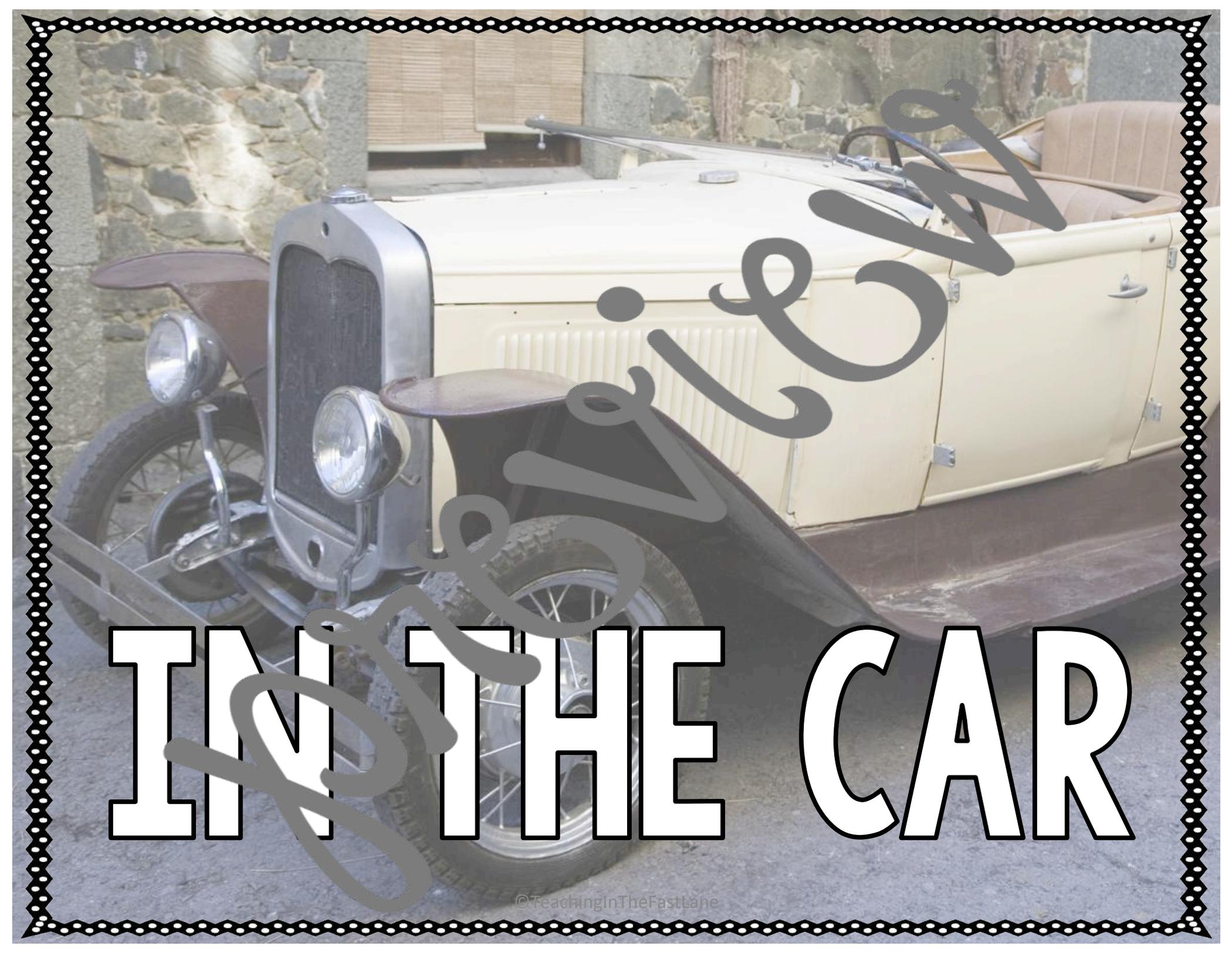
1. Start heading west in your car.
2. Keep on walking on the road.
3. Start heading west in your car.
4. Stay the night at a shelter.
5. Stop at a soup kitchen for a meal.
6. Stay the night at a shelter.

ON THE ROAD

The severe drought began in 1934 becoming more severe in 1936 and growing worse from there. Some agricultural regions experienced eight years of drought forcing farmers and their families to leave their land to look for work.

The dust storms were destroying houses and burying their surroundings. In combination with the climate, people were unable to make mortgage, or house loan, payments causing them to lose their homes.

Most families chose to go west in hope of finding work, but some people were able to move a single county over. This time period is the largest migration in United States history in such a short period of time. More than 3 million people left the plains states in the 1930s.



IN THE CAR

IN THE CAR

1. Stay in the car and keep on driving.
2. Your car breaks down and you set out on the road.
3. Stop at a soup kitchen.
4. Stay in the car and keep on driving.
5. Your car breaks down and you set out on the road.
6. Reach California.

IN THE CAR

The Dust Bowl forced many, many families to migrate or move, looking for work or land that could still be farmed. During this same time the Great Depression had ruined the financial stability of many and they were forced to do what was needed to take care of themselves.

Families packed up their cars, which were often rundown and constantly breaking down, with as many belongings as they could fit and headed west.

While driving west it was not uncommon for a car to break down and a family to be stuck on the side of the road.

Families also slept in their cramped cars when they were not able to find anywhere to stay. The cars were hot and filled with dust from the dust storms.

AT A SOUP KITCHEN



AT A SOUP KITCHEN

1. Stay and eat a meal at the soup kitchen.
2. Get back on the road.
3. Get back on the road.
4. Get back on the road.
5. Spend the night at a shelter.
6. Get back in the car.

AT A SOUP KITCHEN

A soup kitchen is a place where anyone hungry can get a meal either for free or for a very low price they can afford. Soup kitchens are considered a charity and are run by nonprofits such as food banks, churches, or community groups. They get their food through donations.

During the Dust Bowl and Great Depression soup kitchens were one of the few ways a family might be able to get a meal. Some soup kitchens only serve soup, which is how they got their name, but others try their best to serve complete meals to help people stay healthy.

Soup kitchens, also known as breadlines or meal centers, are still around today. The largest soup kitchen in the world today is at the Golden Temple in India where they serve meals to hundreds of thousands of people every day.

AT A SHELTER



AT A SHELTER

1. Spend the night at the shelter.
2. Get back in the car.
3. Spend the night at the shelter.
4. Get on the road.
5. Spend the night at the shelter.
6. Go to the soup kitchen for a meal.

AT A SHELTER

With so many families on the road due to the Dust Bowl, many communities and organizations opened shelters to offer food and help. These shelters were often small areas where families could sleep and possibly bathe. This offered families the chance to get out of their cramped cars and get some rest.

Often shelters were attached to soup kitchens which offered meals to those traveling west.

Meanwhile, the government, under the direction of President Franklin D. Roosevelt, began the New Deal programs. This included many ways to help the country recover from the Great Depression and Dust Bowl. Part of the New Deal was set up to help agricultural workers recover by paying steady prices for crops, setting up programs for soil conservation, and forming the Drought Relief Service.

While the New Deal programs began the relief effort, the Great Depression and its financial burdens would not see a full recovery until World War II began.

CALIFORNIA

California

CALIFORNIA

1. Find a farm to work on and stay in California.
2. Get back on the road and look for work.
3. Get back on the road and look for work.
4. Get back on the road and look for work.
5. Stay at a shelter.
6. Go to a soup kitchen for a meal.

CALIFORNIA

For many families and agricultural workers, the goal during the Dust Bowl was to make it to California. They had heard the soil was still good and farming jobs were plentiful.

In some cases this was true, but the impacts of the Great Depression had still reached California and the conditions for the citizens and the new migrants from the Dust Bowl were not always better.

Nonetheless, there were jobs available in the grape vineyards and other farms of California and the migrants were all too happy to find work.

The Dust Bowl resulted in a mass migration of people to California with lasting effects for generations.

Name _____

Date _____

DUST BOWL AND GREAT DEPRESSION DICE SIMULATION

1	Begin on the farm	11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

SAMPLE Dust Bowl and Great Depression Dice Simulation

1	Begin on the Farm	11	Stay in your car
2	On the farm	12	Reach California
3	On the road	13	Find work and stay in California
4	Stay night at the shelter	14	**Get back on the road
5	Soup kitchen for a meal	15	Head west in the car
6	Get back in the car	16	Soup kitchen for a meal
7	Soup kitchen for a meal	17	Spend the night at a shelter
8	Stay at soup kitchen and eat a meal	18	Spend the night at a shelter
9	Get back on the road	19	Soup kitchen for a meal
10	Head west in your car	20	Spend the night at a shelter

**You may choose to have students stop after they find work, or they may continue on.

TEACHER DIRECTIONS FOR NARRATIVE

- After completing the dice simulation, students are ready to write a narrative from the point of view of a victim of the Dust Bowl trying to find work.
- Students should use their recording sheet (the locations they visited) to write a narrative piece about their journey.
- By following their recording sheet, and adding details, students will have a narrative describing their journey.
- It is alright for students to not use all of the locations on their recording sheet, but they should include at least ten events.
 - For example, in my sample, I spent many turns at the soup kitchen, but did not include each one in my narrative.
- A rubric for the narrative is included.

SAMPLE NARRATIVE

Standing in the middle of our plowed field, I am thankful that our soil has not yet dried up. Alas, we are the last farmers left in the area, so it is only a matter of time.

Today was the day. It has been over a year since the last rain. Our soil has dried up, and we are setting out on the road to find work.

After a long day of driving we were very fortunate to find a shelter with room for our whole family to sleep comfortably instead of cramped in the car. Fortunately, the shelter had a soup kitchen in the basement so we all got a good meal as well.

The next morning we got back in the car sure that we would find work, but nothing still. Amazingly we found another soup kitchen along the way, so while we are growing more worried we are still well fed.

After our meal we piled back into the car to continue our journey west. That night we slept in our car. It was very hot, but better than being outside where the dust gets everywhere.

After what seemed like forever, we finally reached California. We have heard that the soil is still rich here, and there are many farms looking for workers. We were lucky enough to find one of these farms and our whole family is now working to harvest grapes. I can only hope that our luck lasts.

RUBRIC FOR DUST BOWL AND GREAT DEPRESSION DICE SIMULATION NARRATIVE

	1 point	3 points	5 points
Grammar, Mechanics, and Spelling	Many mistakes that make it difficult for the reader to understand.	A few mistakes, but the reader can still understand.	Only 1-2 mistakes and the reader can understand.
Organization and Coherence	The story does not make sense or follow order of events.	The story follows order of events, but lacks coherence.	The story follows a logical order and is coherent.
Events from recording sheet	Includes less than 5 events from the simulation.	Includes 5-9 events from the simulation.	Includes 10 or more events from the simulation.
Details	No details are added.	A few obvious details are added.	Many imaginative details are added.

TOTAL SCORE __/20

SUGGESTED READ ALOUDS FOR TEACHING THE DUST BOWL AND GREAT DEPRESSION

- The Dust Bowl Through the Lens: How Photography Revealed and Helped Remedy a National Disaster
by Martin W. Sandler
- Children of the Dust Bowl: The True Story
by Jerry Stanley
- Children of the Dust Days by Karen Mueller Coombs
- Years of Dust: The Story of the Dust Bowl
by Albert Marrin
- Children of the Great Depression
by Russell Freedman
- Potato: A Tale From The Great Depression
by Kara Liech