

Key Question

What was the significance of the Dust Bowl?

Vocabulary

Academic vocabulary

- *affect (v.), period (n.), problem (n.), provide (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

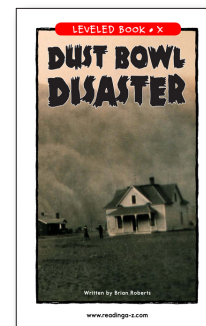
Story words

- *disasters (n.), drought (n.), dust storm (n.), economic (adj.), erosion (n.), grasslands (n.)*

Enrichment words

- *conservation (n.), Dust Bowl (n.), dust pneumonia (n.), flouted (v.), Great Depression (n.), Great Plains (n.), income (n.), irrevocably (adv.), migration (n.), precipitation (n.), prosperity (n.), recovery (n.), unemployed (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *Dust Bowl Disaster*.



Ask and answer questions

Have students look at the front and back cover and page through the book only looking at the pictures. Write the words *Dust Bowl* and *drought* on the board and invite students to share what they know and these terms and what questions they might have. List the questions and ask students to highlight answers to these questions in the book as they read.

Graphic organizer: Cause and effect

Review or discuss with students the terms *cause* and *effect*. Provide them with an example from experience. For example: Over-baking cookies (cause) leads to burned cookies (effect). Introduce and explain the lesson [graphic organizer](#). Have students turn to page 4 on their books and read paragraphs 2 and 3. Model finding a cause, such as *crash of the stock market in 1929* and write it in the first column. Ask students to identify the effect of this cause and write it on their organizers. Explain as they read through the book, they will find several cause-and-effect relationships.

Text features: Analyze maps

Have students turn to the map on page 5. Ask students to explain the purpose of the map (to show which areas were affected by the Dust Bowl). Point out the map key and have students identify the different shading on the map. Have students use the key to answer the following questions: *Which states were affected by the Dust Bowl? Which area was hardest hit?*

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What was the first "blow" to people's lives in the late 1920's? (level 1)*
- *Why were farmers living in the Great Plains worried during the Dust Bowl? (level 2)*
- *What did the government do to help the recovery and make sure a dust bowl wouldn't occur again? (level 2)*
- *How did World War II help pull everyone out of the Great Depression? (level 3)*

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: As you read, list causes in the left-hand column and their effects in the right-hand column.

Cause	Effect
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Dust Bowl Disaster • Level X

Common Core Supplement