

**“Getting to Know the Dust Bowl (First & Second Day)”**

- I. **Content:** Describe ***what*** it is you will teach. What is the content?
- Today and tomorrow we will conduct a journal gallery walk with five stations.
  - We will preview *Of Mice and Men* and learn about the setting including time spent looking at the Dust Bowl era in America.
  - Students will write responses to each of five stations in their journals.
- II. **Learning Goal(s):** Describe what specifically students will ***know*** and ***be able to do*** after the experience of this class.
- **Content Goals**
    - Students will have a foundational understanding of the setting in *Of Mice and Men*.
    - They will be better equipped to access the text when we return from break.
    - Students will have an understanding of some of the struggles of those living through the Dust Bowl era in the United States.
    - Students will be able to talk about the effects of the Dust Bowl on agriculture, economics, and the populace.
  - **Language Goals**
    - Students will be familiar with key terms of the era such as “Dust Bowl,” “migrant,” “drought,” “(economic) depression,” and “black blizzard.”
    - They will write these in their gallery walk journals and will use the terms in class when talking about the setting of the book in future classes.
- III. **Rationale:** Explain how the content and learning goal(s) relate to your Curriculum Unit Plan learning goals.
- The lesson allows students to engage with different media depicting perspectives of the Dust Bowl. This allows us to ground our opening discussions to *Of Mice and Men* once we begin reading the novella.
  - Students most likely will not have familiarity with the setting, so giving a few visuals and some background information will help our reading.
- IV. **Assessment:** Describe ***how*** you and your students will know they have reached your learning goals.
- Student gallery walk notebooks will be collected at the end of the period on the second day and checked for understanding of content and language.
  - I will give a classwork grade worth 20 points.
- V. **Personalization and equity:** Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? How specifically will ELL students and students with learning disabilities gain access and be supported?

- This activity takes into consideration many styles of learning.
- There are many visual elements, so ELLs will be able to give input.
- Students will also get a chance to listen and move around in this activity.
- All of the writing is also low-stakes, so no one will feel pressure to “get it right.” This is a new subject to most students, after all.

VI. Activity description and agenda

- a. Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding.

**MONDAY Day 1:**

0:00-0:05	Welcome to class. Show <i>Of Mice and Men</i> book.
0:05-0:16	Description of activity and grading; dividing up into first stations; predesigned groups of 3-4.
0:16-0:28	First station. For station traveling: students will move to each one of the five stations and will follow the directions of that station (described <i>in brief</i> below). Each station will last approximately twelve minutes. Students will compile their notes in their class journals, which they will be able to reference during the remainder of the unit. I will collect to grade after second day.
0:28-0:40	Second station.
0:40-0:52	Third station.

**TUESDAY Day 2:**

0:00-0:05	Welcome back!
0:05-0:10	Time to get to stations, refresh on yesterday’s class.
0:10-0:22	Fourth station
0:22-0:34	Fifth and final station
0:34-0:52	Debrief Days 1 and 2: students discuss what they journaled. Come together in dialogue circle and we will go around to everyone to share out one idea apiece. Additional question: “What connections do you see between the stations?” If we have time left, then I will read aloud the first two pages of the text.

**STATIONS: Note that clear, detailed directions will be provided in writing at each station.**

**Station 1:** Previewing *Of Mice and Men*; “Look at the front cover and read the back cover from *Of Mice and Men*. Note that the back cover calls the “unlikely pair” George and Lennie a ‘family.’ In your journal, write down what *being a family* means to you. What do families do for each other? After writing, discuss with your group.”

**Station 2:** Quote and Draw; “In your journal, sketch an image of the provided quote. What do you think the scene that the quote depicts looks like? Also write a one sentence artist’s statement describing why you drew this. Share your image with your group members and discuss what you each drew. Why did you draw that image? What are the similarities/differences between them?”

**Station 3:** Stories from the Dust Bowl; “Read the short memoir from the Dust Bowl era. In your journal, write down a reaction to the story. What do you think were some tragedies that people experienced during the Dust Bowl? What sacrifices would you make for *your* family? Share these answers with your group.”

**Station 4:** Dust Bowl Photography; “Look at the images and read the accompanying descriptions. In your journal, write down what you notice about the images: what are people doing and what is happening? How are the photos similar and how are they different? How do you think the Dust Bowl affected people? Share the answers in your group.”

**Station 5:** Poems of the Dust Bowl; “Read the two poems. Select a line or stanza from each poem that stands out to you, either because you like it or don’t like it. Copy the lines in your journal with an explanation of why these lines stand out to you. Discuss with your group.”

- b. What particular challenges, in terms of student learning or implementing planned activity, do you anticipate and how will you address them?

Timing will be a challenge. I will make sure students are clear on directions before releasing them. Taking more time at the beginning to clarify will help. Technology could be an issue. I will either substitute a different visual media and/or test it out beforehand on school computers.

VII. List the Massachusetts Learning Standards this lesson addresses.

**RL.9-10.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

**W.9-10.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**SL.9-10.1.c** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively. (c) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.