

THE DUST BOWL

DURÉE ESTIMÉE	3 heures + 1 heure pour la tâche finale
DÉROULÉ	<p><u>LESSON 1 : INTRODUCTION</u></p> <ul style="list-style-type: none"> • anticipation • understanding the Great Depression • conclusion <p><u>LESSON 2 : THE DUST BOWL</u></p> <ul style="list-style-type: none"> • anticipation • understanding the Dust Bowl • vocabulary activity : crossword <p><u>LESSON 3 : LIVING THROUGH THE DUST BOWL</u></p> <ul style="list-style-type: none"> • final mission – interview in pair work
OBJECTIFS	<p><u>OBJECTIFS CULTURELS</u></p> <ul style="list-style-type: none"> • connaître le <i>Dust Bowl</i> aux États-Unis et ses conséquences • comprendre le contexte de la Grande Dépression <p><u>OBJECTIFS PRAGMATIQUES</u></p> <ul style="list-style-type: none"> • analyser des écrits et un document iconographique • effectuer des recherches à l'aide d'une encyclopédie • repérer et dénicher les informations pertinentes dans un article • rédiger un résumé pertinent • réaliser une interview
COMPÉTENCES (B2 DU CERCL)	<p><u>COMPRÉHENSION ÉCRITE</u></p> <ul style="list-style-type: none"> • lire des articles et des rapports sur des questions contemporaines dans lesquels les auteurs adoptent une attitude particulière ou un certain point de vue <p><u>EXPRESSION ORALE</u></p> <ul style="list-style-type: none"> • PRENDRE PART À UNE CONVERSATION : communiquer avec un degré de spontanéité et d'aisance qui rend possible une interaction normale avec un locuteur natif ; participer activement à une conversation dans des situations familières ; présenter et défendre ses opinions • S'EXPRIMER ORALEMENT EN CONTINU : s'exprimer de façon claire et détaillée sur une grande gamme de sujets relatifs à mes intérêts ; écrire un essai ou un rapport en transmettant une information ou en exposant des raisons pour ou contre une opinion donnée
ARTICLES SUGGÉRÉS	<u>GREAT DEPRESSION</u> ; <u>DUST BOWL</u>

THE DUST BOWL

GUIDELINES FOR THE TASK:

We are in 1935, a journalist from NBC news network travels to Oklahoma to meet and interview the victims of the Dust Bowl.

LESSON 1 : INTRODUCTION

ANTICIPATION

Analysis of a photograph



Copyright: Dorothea Lange—Farm Security Administration/Office of War Information/Library of Congress, Washington, D.C. (reproduction no. LC-USF34-T01-016453-E)

- Describe the photograph in details (what it shows, where, when and why it was taken, emotions it conveys, colours, etc.)

This document is a photograph by Dorothy Lange, a famous American photographer who managed to translate through her arts the poverty and plight of those who were forced to move towards the West during the 1930's.

Lange photographed a woman, possibly the mother of the child sitting next to her. She is crouching down, looking away from the camera, while holding her baby with her left hand. Her right elbow is resting on her leg, her right hand on her mouth, she may be biting her nails. Her entire posture conveys the feeling that she is thinking and full of worries even though we can't see her face. The viewer can easily guess that something went/is wrong in the character's life.

The background is filled by a big truck with its trailer, they are parked on the side of Route 66. We can distinguish various objects but mostly pieces of furniture: a bundle of barbed wire, a table and chairs, mattresses, etc. The background reveals that the mother is moving, she is probably trying to find a better home.

- In one or two lines, imagine the thoughts of the mother at the time the photograph was taken.

Overall this artwork is very touching, the viewer can feel the mother's overwhelmed sadness and wonders as the character and the millions of Americans on the road at that time: what is to become of us? How are we going to get past this crisis?

UNDERSTANDING THE GREAT DEPRESSION

Understanding the Great Depression by reading an article

Why study the Great Depression? Because you must learn about the political and economic context to fully understand the plight of the farmers who lived through the Dust Bowl phenomenon.

- Search and read the dedicated article about the Great Depression (reading level 2) on Britannica School.
- Focus your reading on the USA, read until the chapter entitled "Government Response and Recovery" (included).
- Summarise this period of the Great Depression in the USA: what, where, when, why? Use your own words to write a short article (100-150 words).



Different task for learners that struggle

- Search and read the dedicated article about the Great Depression on Britannica School.
- Read the text below.
- Retrieve the missing words / Place the words to their correct position:
impact, dire, wages, reforms, goods, banks, unemployment, harsh

THE GREAT DEPRESSION

The Great Depression started in the early 1930's in the US but had a worldwide impact. It mainly started because the demands in manufactured goods declined. For instance the demand for cars diminished. The Great Depression was exacerbated by a previous event which involved the closure of several banks. Indeed Black Thursday - October 24, 1929 - is famously known to be the day the economy crashed, the consequences of it were dire : banks failed, interests rose, deflation started, etc.

The Great Depression represents the decade in which the economic failures brought dreadful consequences on the US society: many people faced harsh living conditions because many lost their job - indeed the unemployment rate rose sharply - which meant that they had to struggle to put food on their tables. They were not helped by the inflation nor by the rise of their mortgage payment. Americans started to see the light thanks to the New Deal policies initiated by Roosevelt in 1933. The presidential reforms helped to cope with the crisis by creating and providing jobs, maintaining the worker's wages, etc.

CONCLUSION

Brainstorming of the Great Depression

Write down five keywords to sum up the period.

1. _____
2. _____
3. _____
4. _____
5. _____

Expected answers: difficulties / hardships / banks failure / unemployment / decrease in demands / deflation / etc.

LESSON 2 : THE DUST BOWL

ANTICIPATION

Analysis of a photograph from the Dust Bowl



Dust storm approaching Stratford, Texas, April 1935.
Copyright: George E. Marsh Album/NOAA

- Describe the photograph in details (kind of picture, what it shows, where, when and why it was taken).

this document is a photograph by George E. Marsh. It was taken in 1935 in Texas, a southern state of the United States. It depicts a surprising phenomenon: in the foreground we can see a group of houses, possibly made of wood. We can distinguish two figures in front of the biggest house, at the bottom right corner. They seem to be looking at the ominous background which consists of a dust storm.

- What do you feel when seeing this photograph?

The photo makes us feel and realise our sense of powerlessness when facing a natural catastrophe, we can guess that the storm is threatening the peacefulness of the population and the neighbourhood. This uneasiness is emphasised by the colour of the picture, as one cannot be sure if it is in black and white or in colour when focusing our attention to the foreground. The lack of light is rather ominous and disturbing.

UNDERSTANDING THE DUST BOWL

Understanding the Dust Bowl by reading an article

- Search and read the dedicated article about the Dust Bowl on Britannica School.
- Answer the following questions.
- Justify by quoting the article.

1. In which region did the Dust Bowl occur?

..... The region is called the Great Plains......

2. Quote two states victim of the phenomenon.

..... Colorado, Kansas, Oklahoma, Texas, New Mexico......

3. What was the main plant produced in the region which helped the war effort during World War I?

..... Wheat was mainly produced there during WWI......

4. Name two causes responsible for the drought.

..... The overuse and mismanagement of the land were believed to have caused the droughts......

5. What were the 'Black Blizzards'?

..... They were strong winds or storms loaded with dust......

6. What were the consequences of the Dust Bowl on the people living in the region?

..... People had to leave the region because they could no longer farm their land, some went to California for example. They were discriminated against and were disdainfully called 'Okies'......

7. How did the federal government help fight the Dust Bowl?

..... To prevent the Dust Bowl the federal government planted trees......

VOCABULARY ACTIVITY : CROSSWORD

Can you complete the crossword below?

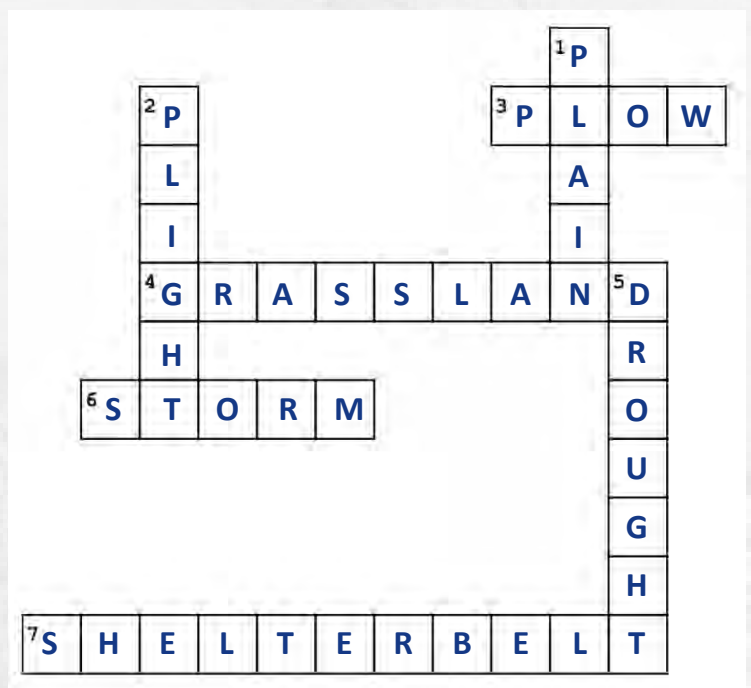
- Find the English translation of the words.
It might be helpful to read the article again to find the most challenging words.

Down

1. plaine
2. détresse
5. sécheresse

Across

3. cultiver
4. prairie
6. tempête
7. rangée d'arbres



LESSON 3 : LIVING THROUGH THE DUST BOWL

FINAL MISSION – INTERVIEW IN PAIR WORK

GUIDELINES:

We are in 1935, the Dust Bowl is still striking the Great Plains. The NBS editor wants to publish a story about the phenomenon.

Learner A is a NBS journalist travelling to Oklahoma, where he meets one of the victims of the weather conditions.

1. Prepare your questions.
2. Introduce yourself.
3. Record your radio interview of one person from the region - Learner B.
4. Be as professional as a real journalist - be careful with your tone and choice of words.
5. Send your audio to your editor / teacher.

Learner B lives in Oklahoma and agrees to talk about the Dust Bowl.

1. Prepare the information you want to provide.
2. Introduce yourself.
3. Talk to the journalist - Learner A - about the Dust Bowl and your living conditions.
4. Express your feelings and demands to the federal government.
5. Record your radio interview with Learner A.



Help for students

Tips to succeed:

- Explore Dorothea Lange's photographs of the period. You can go to <http://school.universalis-edu.com/levels/high/article/Dorothea-Lange/47089>
- Read chapter 5 from *The Grapes Of Wrath* by John Steinbeck or read the summary of the book here: <http://school.universalis-edu.com/levels/high/article/The-Grapes-of-Wrath/485018>