

TPS Professional Development Activity

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Title of Activity	<i>The Dust Bowl – What Do You See & What Do You Hear?</i>
Overview	The purpose of this professional development activity is to show teachers how to find items in the Library of Congress to use in their classrooms.
Investigative Question	How can the Library of Congress website be used to explore: How did the Dust Bowl impact the lives of Americans?
Audience	This activity is best suited for educators of Grades 6-12 (the topic used is focused for 7 th grade Social Studies/English classes) This activity is best suited for educators of the following content areas: <ul style="list-style-type: none"> • English/ Language Arts • Social Studies/ Social Sciences
Time Required	3- 30 minute sessions: 1 st on eBook, 2 nd on songs, music, and audio recordings, and 3 rd on exploring and sharing
Goal	<ul style="list-style-type: none"> • Teach users to learn how to navigate the Library of Congress website • Utilize the Primary Source Sets with their current curriculum • Comfortably teach with Primary Sources
Standards	21st Century Learner Standards http://www.ala.org/aasl/standards-guidelines/learning-standards 1.1.6 make inferences, 1.1.9 collaborate to broaden and deepen understanding USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to <ol style="list-style-type: none"> a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present; d) interpret ideas and events from different historical perspectives; h) interpret patriotic slogans and excerpts from notable speeches and documents;
Objectives	By the end of this PD Activity, participants will be able to: <ul style="list-style-type: none"> • Analyze a primary source using Library of Congress tools. • Access teaching tools and primary sources from loc.gov/teachers. • Access primary sources and teaching resources from loc.gov for instructional use. • Analyze primary sources in different formats. • Facilitate a primary source analysis using Library of Congress tools. • Create primary source-based activities that help students engage in learning, develop critical thinking skills and construct knowledge.



**Digital
Resources**

- <https://itunes.apple.com/us/book/the-dust-bowl/id915927135> app to download on the iPad minis
- <http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/> page to project
- http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/pdf/teacher_guide.pdf Teaching guide for The Dust Bowl
- <http://www.loc.gov/teachers/classroommaterials/lessons/dust/procedure.html> Lesson plan for *Out of the Dust*
- <http://www.loylachicagotps.com/5-13-14/Aaron%20Weiss%20FINAL.pdf> additional resource using the Library of Congress resources
- <http://www.loc.gov/teachers/primary-source-analysis-tool/> Primary Source Analysis Tool blank copies

**Classroom
Materials**

Laptop, projector, screen, iPad minis, handouts (packet of analysis tools and teaching guides), folders, large Post-It pad with markers. Optional: an Apple dongle

Preparation

PRIOR to beginning the activity with the participants:

- Print a packet of the analysis tools (blank template, primary sources, photographs) and place in folders
- Download and open *The Dust Bowl* eBook on the iPad minis
- Set up a screen, laptop, and projector
- Have a flip chart and markers available
- Arrange the table for the best viewing of the screen

**Procedure
Day 1**

1. Upon entering, ask participants to sit in groups of 4.
2. Library of Congress main page along with the link will be displayed and iPad minis will be at each seat.
3. Allow time for attendees to share what they already know about the Library of Congress webpage.
4. Direct attendees to the Library of Congress (loc.gov).
5. Go to the **For Teachers** section and then click on **Classroom Materials. Student Discovery Sets** are listed and share with the teachers all the titles
6. Point out the publishing date of *The Dust Bowl* eBook (24 pages). Show the teaching guide.
7. Have them open the downloaded book on their iPad. (Hint: Use an Apple dongle to show the Ipad image on the screen from the LCD)
8. Model the investigative technique for the group using the first image in the eBook.
8. Ask each group to investigate, observe, and document what they see in the remainder of the pages. Write their observations on picture using the text box and circle items with the pen.
9. Allow for about 15 minutes of group work and collaboration
10. Afterward, have attendees share their observations with the whole group.
11. Allow for questions.
12. Share the primary source analysis tool packet available from the Library of Congress. Discuss how you might use these tools in the classroom.
<http://www.loc.gov/teachers/usingprimarysources/guides.html>
13. Reflect on the activity and establish a date for the next activity – music, songs, and audio interviews of the Dust Bowl period.



Procedure
Day 2

1. Upon entering, ask participants to sit in groups of 4.
2. Library of Congress main page along with the link will be displayed and iPad minis will be at each seat.
3. Allow time for attendees to share what they have learned about the Library of Congress webpage.
4. Direct attendees to the Library of Congress (loc.gov).
5. Go to the **For Teachers** section and then click on **Classroom Materials**. Click on **Lesson Plans** and the **A-Z tab** and find “Out of the Dust: Visions of Dust Bowl History” under the **O tab**.
6. Click on **Preparations** then under **Resources**, find “Voices from the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection.”
7. Demonstrate how their students could have this “About This Collection” page be read aloud and how to search the collection and listen to audio.
8. Above the “About” section, click on the **Collection Items tab**.
9. Click on the audio recordings “Interview about Dust storms in Oklahoma” and listen to a personal account of a dust storm [4.31 mins]. A transcript has been uploaded here: <https://newweb.altoona.k12.wi.us/schools/Middle/departments/7&8/solfest/Memory/dustbowl.htm>
10. In small groups, identify the effects of the storm. Have the attendees complete one of the primary source analysis sheets. Afterward, have attendees share their observations with the whole group.
11. Allow for questions.
12. Discuss how you might use this in the classroom.
13. Reflect on the activity and establish a date for the next activity and possible topics to discover.

Procedure
Day 3

1. Upon entering, allow the attendees sit in their own groups, any size.
2. Provide the iPads as tools to investigate if they want to download other eBooks.
3. Allow time for attendees to share what they want to find and create a list on a large Post-It sheet.
4. Provide assistance where needed. This is a look and find session with supporting help.

Assessment/
Reflection

Assess the learner with a gleam and grow exit pass, listing two items they gleamed from this workshop and two ideas they would like to explore further.

