

Kansas and the Dirty 30's

Teacher Name: K. W. Harmon
Course: Kansas History

Grade level(s): 7

Describe the classroom or homework activity to be performed (individual assignment, cooperative learning, cross curricular, technology based, using artifacts and/or primary sources, etc.)

- 1 The students will have read the chapters in the textbook and have covered the notes on this topic.
- 2 They will be divided in to groups of 3-4(dependent on the class size).
- 3 All groups will be required to present on one KC Jazz performer or band (including one example of their music).
- 4 The groups may then pick 2 of the following topics: Dust Storms, Ag of the 30's, Community life of the 30's, Kansas gov't, Labor, or Business of the 30's (other topics as approve by teacher [as in Me]).
- 5 Staff resources- music teacher; Literature class will read stories of this time frame. Computer classes will be instructed on how to use internet sources. PRMS Library computers will also be used to research sites on the internet.
- 6 Students will present with an oral presentation, a power point presentation and or a picture board.

Rationale (why are you doing this?):

- 1 This is an Assessed time frame on the Kansas State Social Studies Assessment.

Required time frame: 2 class periods of research, 2 days of assembly-3-5 days presenting (total about 2weeks).

Where in the teacher conference did you get the idea for this activity or assignment (speaker, document, photograph, activity, audio recording, other)?
(Started at Social Studies Conferences and Standards meetings [in Kansas] at which the Ks. State Historical Society presented Kansas Memories) Here at HST Library- KC Jazz topics at HST Library, and the KC Public Library (Digital Gallery) and in addition, parts of Frederickson's, Brattain's presentations, articles and pictures from booklet Between the War Years.

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Lesson objectives – the student will:

- Learn to work within a group and teamwork
- Internet research/ computer skills
- Public Speaking Skills
- Increase knowledge of chosen topics from the 1930's
- Increase confidence on the state assessment

District, state, or national performance and knowledge standards/goals/skills met (be specific when referencing):

- Kansas History objectives- 3: discuss what caused and how the Dust Bowl impacted Kansas. 5: discuss the art and culture of Kansas.
- Kansas Performance- 9: Kansas Agriculture in the 1930's. 10: Use of Primary Sources
- Geography Standard 3: ID the various physical and human criteria that can be used to define a region
- American History Objective- 4: Describe America's postwar reactions and the "Jazz Age"
- District Computer Literacy goals.

Secondary materials (book, article, video documentary, etc.) needed – cite title and other detailed information:

- Richmond's Kansas: Land of Contrast, chapter title "Dirty 30's".
- Driggs and Haddix's Kansas City Jazz: From Ragtime to Bebop-A History (musicians and bands in KC)
- P. Griekspoor's Kansas-The Prairie Spirit,History,People,and Stories chp 9
- J. Chinn's The Kansas Journey chp10
- Isern & Wilson's Kansas Land chp 10

Primary sources (document, photograph, artifact, diary or letter, audio or visual recording, etc.) needed – cite detailed information:

- www.kclibrary.org/kchistory(digital gallery, maps, newspapers)
- <http://www.kansasmemory.org> (topics of environment, time lines, gov't, letters, photos....)
- <http://.youtube.com> (performances of jazz)
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Fully describe the activity or assignment in detail. What will both you and the students do?

- The teacher will act as a guide and support person as the groups work their way through the project. The teacher will offer suggestions for

outlines to help guide them as to where they may want to go and possible searches they may use to find the subject(s) of the project.

- Student groups will:
 - 1) Decide on topics they want to research.
 - 2) Develop an outline to guide them in their research.
 - 3) Group will decide each member's jobs (as in if they will each take a topic, work all topics as a group).
- For the 1st and 2nd day, each group member will have a computer to research the topics of the group in the Library.
- On the 3rd and 4th day of the project, each of the groups will finish the research and start the assembly of their project for presentation to the class.
- Days 5-7, each group will present (Volunteers first- if none random pick by teacher).

Assessment: fully explain your assessment method in detail or create and attach your scoring guide:

- Kansas and the Dirty 30's rubric:

I) Visual aid:	20	18	16	14	12
II) Outline usage:	5	4	3	1	
III) Use of Primary Source(s):	15	13	11	9	7
IV) Use of Secondary Sources:	15	13	11	9	7
V) Eye contact:	5	4	3	1	
VI) Voice projection:	5	4	3	1	
VII) Presentation:	20	18	16	14	12
VIII) Listen skills:	5	4	3	1	
				Total: 90 points	