

# National Youth Summit: Dust Bowl National Standards

## National Center for History in the Schools

### National Standards for History

#### *Era 8: Great Depression and World War II*

Standard 1: The causes of the Great Depression and how it affected American society

The student understands how American life changed during the 1930s and is able to explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers.

Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.

The student understands the New Deal and the presidency of Franklin D. Roosevelt and is able to explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley.

#### *Thinking Standards*

Standard 3: Historical Analysis and Interpretation

A. Compare and contrast differing sets of ideas.

B. Consider multiple perspectives.

C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.

Standard 5: Historical Issues-Analysis and Decision-Making

A. Identify issues and problems in the past.

D. Evaluate alternative courses of action.

E. Formulate a position or course of action on an issue.

F. Evaluate the implementation of a decision.

## Common Core Standards for Literacy in History/Social Studies, Science, and Technical Subjects

#### *Speaking and Listening Standards*

Comprehension and Collaboration, Grade 9-10

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.



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Comprehension and Collaboration, Grade 11-2

1. Initiate and participate effectively in a range of collaborative discussions with diverse partners on *grades 11-12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## American Association for the Advancement of Science Benchmarks, Grades 9-12

### **Chapter 3: The Nature of Technology, Section D. Issues in Technology**

By the end of the 12th grade, students should know that:

- Human inventiveness has brought new risks as well as improvements to human existence. 3C/H5

### **Chapter 4: The Physical Setting, Section B. The Earth, 9-12**

By the end of the 12<sup>th</sup> grade, students should know that:

- Although the earth has a great capacity to absorb and recycle materials naturally, ecosystems have only a finite capacity to withstand change without experiencing major ecological alterations that may also have adverse effects on human activities. 4B/H9

### **Chapter 5: The Living Environment, Section D. Interdependence of Life, 9-12**

By the end of the 12<sup>th</sup> grade, students should know that:

- Human beings are part of the earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. 5D/H3

### **Chapter 7: Human Society, Section D. Social Trade Offs, 9-12**

By the end of the 12th grade, students should know that:

- Benefits and costs of proposed choices include consequences that are long-term as well as short-term, and indirect as well as direct. The more remote the consequences of a personal or social decision, the harder it usually is to take them into account in considering alternatives. But benefits and costs may be difficult to estimate. 7D/H1
- In deciding among alternatives, a major question is who will receive the benefits and who (not necessarily the same people) will bear the costs. 7D/H2

### **Chapter 8: The Designed World, Section A. Agriculture, 9-12**

By the end of the 12<sup>th</sup> grade, students should know that:

- Government sometimes intervenes in matching agricultural supply to demand to ensure a stable, high-quality, and inexpensive food supply. Regulations are often also



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designed to protect farmers from abrupt changes in farming conditions and from competition from other countries. 8A/H2

- Agricultural technology requires trade-offs between increased production and environmental harm and between efficient production and social values. 8A/H3a

