

# Out of the Dust Research Project

Imagine you are an aid to a federal politician in a state currently and previously affected by drought. It is your task to research what governmental policies and agricultural practices of the past led to the Dust Bowl of the 1930's before analyzing current governmental policies and agricultural practices. You will also research possible solutions and make a recommendation to your boss regarding governmental policies and agricultural practices that should be in place to prevent another dust bowl. You will need to address alternate or opposing claims/recommendations and demonstrate why your recommendation is superior in the form of a persuasive research paper with proper parenthetical citations and a complete works cited page, likely using a compare/contrast organization pattern when discussing the current drought and the drought of the 1930's.

Along the way, you will evaluate the reliability of various sources, choosing to use those that are most credible. You must include some primary sources, along with secondary sources. For information and examples of how to properly cite sources using the MLA format, see **Purdue's OWL page** on the High School Research Tools page of the High School Media Center under the Schools button of the [dundeecommunityschools.org](http://dundeecommunityschools.org) web page, or go to my 11B web page for a direct link. The media center research tool page also has links to **Gale**, which is a database full of useful information, as well as a link to charts and graphs.

If you use Google as your search engine, some possible phrases to type in might be the following:

**Dust Bowl primary sources** – This will help you fulfill the primary source requirement with information first-hand from those who experienced the Dust Bowl of the 1930's.

**Government Policies Dust Bowl** – This will give you much of the information you need about the past governmental policies and agricultural practices that created the Dust Bowl, as well as possible future ideas to prevent another one.

**Dust Bowl 2012** – This will give you current information on drought conditions throughout the country and will make some comparisons for you.

**Prevent Dust Bowl Happening Again** (or something similar) – to help you find modern techniques/ideas to prevent the Dust Bowl from happening again.

One website I found has a tremendous amount of links under a Word document called **Dust Bowl Resources** at this website: <http://www.kacvtv.org/dustbowl/momentintime.php>

We will also watch the DVD *Black Blizzard* from the History Channel. Please take notes to add to your research paper. The citation is below.

*"Black Blizzard." The History Channel. 2011. DVD.*

# Out of the Dust Research Rubric

## **Statement of Purpose, Focus and Organization**

**The response is fully sustained and consistently and purposefully focused.**

The claim is clearly stated, focused, and strongly maintained. (W.11-12.1a) (5 pts)

The alternate or opposing claims are clearly addressed. . (W.11-12.1a) (5 pts)

The claim is introduced and communicated clearly within the context. . (W.11-12.1a) (5 pts)

## **Organization**

**The response has a clear and effective organizational structure creating unity and completeness:**

Effective, consistent use of a variety of transitional strategies . (W.11-12.1c) (5 pts)

Logical progression of ideas from beginning to end. (W.11-12.1a) (5 pts)

Effective introduction and conclusion for audience and purpose . (W.11-12.1a & e) (10 pts)

Strong connections among ideas, with some syntactic variety . (W.11-12.1c) (5 pts)

## **Elaboration of Evidence**

**The response provides thorough and convincing support/evidence for the writer's claim that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:**

Use of evidence from primary and secondary sources is smoothly integrated, comprehensive, relevant, and concrete. (W.11-12.1b) (15 pts)

Effective use of a variety of elaborative techniques . (W.11-12.1b & c) (15 pts)

## **Language and Vocabulary**

**The response clearly and effectively expresses ideas using precise language:**

Use of academic and domain-specific vocabulary is clearly appropriate for the audience, purpose, and tone. (L.11-12.6) (3 pts)

Use of figurative language (L.11-12.5a) (2 pts)

## **Conventions**

**The response demonstrates a strong command of conventions:**

Few, if any, errors in usage and sentence formation (L.11-12.1a) (5 pts)

Effective and consistent use of punctuation, capitalization, and spelling (L.11-12.2a & b) (5 pts)

Proper use of parenthetical citations and a works cited page (W.11-12.8) (15 pts)