FRANKLIN ROOSEVELT’S ALPHABET SOUP

Student groups will research President Franklin Roosevelt’s “Alphabet Soup” of relief programs, choosing from: the REA, CCC, WPA, and TVA. The student groups will need to explain how their chosen program worked to meet the needs created by the Dust Bowl, for example, soil erosion, unemployment, displacement, etc.

In a minimum of one page, each student group will prepare a written document explaining the relief program they researched, and this document will be part of their scrapbook.
ARTIFACT BOX

Objectives:
- The students will use critical thinking skills to examine and analyze an artifact.
- The students will come to conclusions based on their hypotheses about the questions asked.
- The students will use proper grammar, sentence structure, and spelling in responding to the questions.

Activities:
Given an artifact from the Artifact Box on the Great Depression, the students will analyze said object according to the following criteria, using proper grammar, sentence structure, and spelling:
- What is it?
- What is it composed or made of?
- What was it used for?
- What does the object tell us about the time period it was from?
- Is there anything similar to it today and if so, how has it changed?

The items that are contained in the artifact box are:
- Iron skillet
- Iron waffle maker
- 2 fruit and/or vegetable canisters
- Iron muffin mold
- Pan used for making fudge
- Milk canister
- Butter paddle
- Rag doll
- Cotton bolls
- Flour sack cloth
- Alfalfa seed bags
- Hills Brothers Coffee Can

Each student will then write a short story (one page minimum) from that artifact’s perspective. They will, in affect, become that object and describe a life in the day of the artifact during the Dust Bowl period. The students need to use their imagination, write in complete sentences, and use correct paragraph and sentence structure, grammar and spelling.


The 1930’s Dust Bowl [http://www.ptsi.net/user/museum/dustbowl.html](http://www.ptsi.net/user/museum/dustbowl.html)

This site contains excerpts from the “Dust Bowl, Men, Dirt and Depression” by Paul Bonnifield, and is a fascinating explanation of what it was like to be in the Panhandle of Oklahoma during the 1930s Dust Bowl.
Burma-Shave Signs

This is an almost complete listing of the Burma-Shave signs that used to be found along the main highways during the hey-day of American advertising. This list is guaranteed to give the reader a chuckle and create a wish for the “good old days.”
BURMA-SHAVE DESIGN

The student groups will be given a copy of some of the Burma-Shave signs that were once a valuable part of that company’s advertising. These signs could be found on virtually every major highway, and were very much a part of the landscape on Route 66, the main travel route of the migrants headed to California.

Student groups will read through some of the Burma-Shave signs, and then as a competitive challenge, each family group will pick one of their favorites, and then create one of their own. The new Burma-Shave signs will be voted on by the class, and the group that has the winning Burma-Shave sign will receive a reward.
California Border Crisis, *LA Herald-Express Articles*. [http://www.newdeal.feri.org](http://www.newdeal.feri.org)

These articles from the New Deal Network provide an eyewitness account from California during the 1930s. Many deal with what Californians called the “Migrant Problem,” and call for something to be done with the migrants that are flooding the California economy.
Cary McWilliams, “But migrant families do not gather…” http://www.newdeal.feri.org

This article contains descriptions of migrant families, containing the stark realities of what it was like to have been part of a migrant family during the Great Depression.
Drought in the Dust Bowl Years, [http://www.drought.unl.edu/whatis/dustbowl.htm](http://www.drought.unl.edu/whatis/dustbowl.htm)

This is a comprehensive site from the U.S. Drought Monitor Interim National Drought Council, containing explanations of the Dust Bowl of the 1930s. It also includes descriptions of why the soil became so easily moved by the wind, and what lessons were learned from the Dust Bowl.
Dust Bowl Migration to California, [http://www.humbolt.edu/~ces15/web2/](http://www.humbolt.edu/~ces15/web2/)

This site provides a description of the migration to California from those that left the Dust Bowl area, as are the affects of the migration to California.
Dust Bowl References
http://www.weru.ksu/new_weru/multimedia/dustbowl/DBReferences.html

This contains a wide list of non-fiction and fiction books, magazine articles, photography, videos, and web sites devoted to the Dust Bowl. This is not a complete list by any means, but it will get the researcher or educator started on what to look for when beginning a project on the Dust Bowl during the 1930s.
Farm Life and the Dust Bowl,  
http://www.iaction.com/exemplar/Section3%20contentfarme.htm

This article explains the affects of the Dust Bowl on farm life in the 1930s. It provides interesting descriptions of what were to be called Black Blizzards, and the attempts made by the federal government to stop the erosion of the soil. It also contains a brief description of what the migration to California was like.
GENERAL OVERVIEW

This project is on the migration of those that were called Okies or harvest gypsies. Part of this project was to create a documentary to show through visual record as well as spoken record the lives of these Americans and the conditions they experienced. The lessons are based around the documentary, as it can be used in whole or in daily parts to provide background information for the lessons. Students will be able to gain an understanding of what this generation experienced through their own research, the documents and photographs that are provided, as well as from the documentary.

The resources used to create the documentary came from a variety of sources, included among them the Library of Congress American Memory Collection, secondary and primary sources, and an oral interview with Norma Rednour, a harvest gypsy in the Pacific Northwest. All of the primary documents came from specific searches on the internet, in the Library of Congress, the New Deal Network, and the Franklin D. Roosevelt Presidential Library. Truly the documentary is the key to the project, as it will enable the students to get a feel for the Dust Bowl era. To create my artifact box, research went into what would have been appropriate items found in the daily lives of the harvest gypsies.

The ways that these resources and the documentary have been linked to the teaching-learning activities in this project are in the ways that I present them to the students, and how they correlate to the activities that the students are involved in. For most of the teacher-centric activities, the documentary has been created, one that links the factual information with the images, artifacts, voices, and maps that are included in the presentation to aid in the lesson, or their research are tied directly into what they need to
complete the activity. The artifacts are also tied to the lessons, and have been taken from photographs, the oral interview, and the primary and secondary documents. All of the documents and images in the project are similarly connected to what the students will be required to write about or research.

There are a number of things that I am proud of in this project; however the documentary stands out as the most significant. The documentary is something that I really never thought I would do however there really is a lack of good videos out there that focus solely on the plight of the migrant worker. I am indebted to the students of KUBS FM at Newport High School, specifically Lenny Moore and his teacher Mitch Stratton as they helped create the footage from the vast amount of information I gave them. I am also indebted to Norma Rednour for granting me an interview and Brittney Biss for lending her ten-year old voice to the project. I hope that through the message of “never give up” stands out in the documentary, activities (especially the migrant worker simulation), the artifact box, and the primary documents, and students will gain an understanding of what their grandparents and great-grandparents lived through that made them the people they are today.

This article written by John Steinbeck, author of The Grapes of Wrath contains fascinating and poignant descriptions of the plight of the harvest gypsies in California.
MAPPING PROJECT

The students will place on a blank outline map of the United States the following items, and will also need to provide a map key for this map, and place it in their scrapbook:

Route 66 from Chicago to Los Angeles
California highways 99 and 58
Interstate 5 and 90
San Joaquin Valley
Imperial Valley
Area of the Dust Bowl
Outline of the Great Plains
Mojave Desert
Weedpatch Camp location (Arvin, CA)
Tehachapi Mountains
What crops were grown in what locations for CA, OR, WA, and ID
Where cotton and wheat were grown in OK, KS, AR, and TX
The following towns and cities:
  Los Angeles
  Sacramento
  Oklahoma City
  Barstow, CA
  Visalia, CA
  Salem, OR
  Entiat, WA
  Wenatchee, WA
  Yakima, WA

This article is a poignant look at what often happened to children in the squatter camps of California, as the death of children was commonplace.
PEOPLE ON THE MOVE COMPARISON

Objectives: At the end of this lesson, the students will have:
- Chosen a group of people to compare with the Dust Bowl migrants that have been studied in class
- They will have examined the background information about this group
- They will have developed an essential question comparing the physical geographic and economic factors related to the groups’ movements.

EALRs:
- Geography: 1.1.2b, 3.2.2a
- Social Studies: 1.1f
- Economics: 1.1.2a
- Reading: 2.1, 2.2, 2.3., 2.4., 3.1
- Writing: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4., 3.5

Activities:
The student groups will choose from the following list of groups that have migrated for their comparison with the Dust Bowl Migrants:
- African-Americans moving north to Canada via the Underground Railroad
- The people that moved west over the Oregon Trail
- People that moved to California during the 1849 Gold Rush
- Immigrants from Europe or Asia
- Native Americans forcibly moved to reservations
- Japanese-Americans forcibly moved to internment camps during World War II

The student groups will:
Compare each group’s reasons for moving in terms of:
- Geographic factors
- Economic factors

Support your position on what factors cause people to move, with examples taken from your comparison of the two groups, in a short essay (1-2 pages)

Create two maps, one for each group, illustrating each group’s reasons for moving, including:
- Starting location
- Destination
- Route
- Geographic features affecting the route
- Causal factors related to the movement

The students are encouraged to use photographs, music, primary documents, and other historical records of migration to compare the two groups, all of which will be placed in the group’s scrapbook.
PERSONAL ACCOUNTS

Each individual student will write a personal account from one of the following points of view, based on their role in the simulation. These accounts should take the form of a letter written to someone outside the Dust Bowl or California Migrant scene. The accounts should be at least one page in length, and the students will be encouraged to use their imagination as well as the information that they have learned throughout the unit.

Suggested topics would include:
- A farmer that can’t hold on anymore and decides to move West with his family
- A mother nursing a child sick with dust pneumonia or typhoid
- A healthy child watching the adults try to cope with their situation
PICTURE AND DOCUMENT STUDY

Objectives: At the conclusion of this unit, students will be able to:
- Examine primary source materials to gain knowledge of the Dust Bowl.
- Use historical fiction to understand the human aspect of the Dust Bowl experience.
- Relate primary source materials from the Library of Congress American Memory collection to passages, characters, and events from the novel *Out of the Dust* by Karen Hesse as well as primary documents.
- Develop research skills and strategies, such as keyword searches, for finding information.

Activities:
1) As and introductory activity, the students will examine images taken from the America from the Great Depression to World War II: Black and white Photographs from the FSA and OWI, ca. 1936-1945 (these images can be located in the pictures (scene 2) folder on the CD-ROM):
   - LC-USF34-002506-E DLC (kingofthedrift.jpg)
   - LC-USZ62-11491-E DLC (farmernsons.jpg)
   - LC-USF34-004031-E DLC (farmmachinery.jpg)

Using these images, the student groups will answer in complete sentences the following:
- Speculate as to when these photographs may have been taken
- Which image “speaks” to you and why?
- If every picture tells a story, what story do these photographs convey?
- What questions do these images evoke?

Students will read excerpts from *Out of the Dust*
Using the Guided Reading Journal, students will keep a guided journal noting specific passages relating to:
- School life
- Community life
- Government assistance
- Agriculture
- Experiences of migrant workers

Using their reading journal, student groups will generate keywords and concepts for searching America from the Great Depression to World War II: Photographs from the FSA and OWI, ca. 1935-1945 collection from the Library of Congress for images that portray sections found in *Out of the Dust* and the primary documents.

After selecting the images, student groups will compile the images in their scrapbook, to be shared with the class. The presentation in the scrapbook should include the picture with the accompanying passage from the text.
PICTURES USED IN THE DOCUMENTARY

All pictures from the Library of Congress, Prints and Photographs Division, FSA-OWI Collection.

Arthur Rothstein, *Farmer and Sons, Dust Storm, Cimarron County, OK*, 1936, [reproduction number, LC-USZ62-11491 DLC]

*Dust Storm Headline Montage*, [reproduction number, LC-USF344-003181-ZB DLC]

Arthur Rothstein, *Results of a Dust Storm, Cimarron County, OK*, 1936, [reproduction number, LC-USF34-00472-E DLC]

Arthur Rothstein, *Buried Farm Machinery, Cimarron County OK*, 1936, [reproduction number, LC-USF34-004031-E DLC]

Arthur Rothstein, *Severe Wind Erosion Made This Farm Uninhabitable, Cimarron County, OK*, 1936, [reproduction number, LC-USF34-004101-E DLC]


Arthur Rothstein, *The Winds of the Dust Bowl have piled up large drifts of soil against this farmer’s barn near Liberal, KS*, 1936, [reproduction number, LC-USF34-002505-E DLC]

Arthur Rothstein, *A Farmer’s son playing on one of the large soil drifts which threaten to cover up his home, Liberal, KS*, 1936, [reproduction number, LC-USF34-002506-E DLC]


Arthur Rothstein, *Heavy black clouds of dust rising over the Texas Panhandle*, 1936 [reproduction number, LC-USF346-002486-C DLC]

Arthur Rothstein, *Saturday night dance, Tulare migrant camp, Visalia, California*, 1940, [reproduction number, LC-USF34-024156-D DLC]

Arthur Rothstein, *View of Kern migrant camp, California*, 1936, [reproduction number, LC-USF34-009888-C DLC]

Arthur Rothstein, *Young sugar beet workers chopping sugar beets, Treasure County, Montana*, 1939, [reproduction number, LC-USF33-003273-M4 DLC]


Arthur Rothstein, *Children of a family of fruit workers who have squatted for the summer in the Yakima Valley, Washington*, 1936, [reproduction number, LC-USF34-004804-D DLC]


Arthur Rothstein, *Chinese Laborer in the potato field, Yakima*, 1936, [reproduction number, LC-USF34-004874-D DLC]

Dorothea Lange, *Camps of Pea Pickers, CA*, 1936, [reproduction number, LC-USF34-T01-001817-C DLC]

Dorothea Lange, *Pea Pickers Home Near Nipomo, CA*, 1936, [reproduction number, LC-USF34-T01-001811-C DLC]

Dorothea Lange, *Drought Refugee Encampment near Holtville, CA*, 1936

Dorothea Lange, *Migrant Worker House Cars*, 1936

Dorothea Lange, *Squatter Camp*, 1936

Dorothea Lange, *Migrant Worker in Texas*, 1939, [reproduction number, LC-USF33-012004-M1 DLC]

Dorothea Lange, *Dispossessed Arkansas Farmers, near Bakersfield, CA*, 1935, [reproduction number, LC-USF34-002327-C DLC]

Dorothea Lange, *Housing for Oklahoma Refugees*, 1936, [reproduction number, LC-USF34-T01-001826-C DLC]

Dorothea Lange, *Motherless Migrant Children. They Work in the Cotton*, 1935, [reproduction number, LC-USF34-001621-C DLC]

Dorothea Lange, *Oklahomans Bound for Oregon Along a Highway in California*, 1937, [reproduction number, LC-USF34-016116-C DLC]

Dorothea Lange, *Cotton Pickers Camp, Kern County, CA*, 1936, [reproduction number, LC-USF34-009036-C DLC]

Dorothea Lange, *In One of the Largest Pea Camps in California*, 1936, [reproduction number, LC-USF34-T01-001784-C DLC]

Dorothea Lange, *Camp of Migratory Fruit Pickers. Farmington, CA*, 1936, [reproduction number, LC-USF34-T01-009398-C DLC]

Dorothea Lange, *Ditch Bank Camp for Migrant Agricultural Workers, California*, 1937, [reproduction number, LC-USF34-0016115-E DLC]


Dorothea Lange, *Typical of Thousands of Migrating Agricultural Laborers, California*, 1937, [reproduction number, LC-USF34-016301-E DLC]

Dorothea Lange, *Oklahoma Sharecropper Entering California Stalled on the Desert with his Wife and Four Children*, 1937, [reproduction number, LC-USF34-016310-E DLC]

Dorothea Lange, *To Serve the Crops of California, Thousands of Families Live on Wheels, near Bakersfield, CA*, 1936, [reproduction number, LC-USF34-009867-C DLC]

Dorothea Lange, *Migrant Family Outfit on US 99 Between Bakersfield, CA and The Ridge*, 1939, [reproduction number, LC-USF34-019361-E DLC]

Dorothea Lange, *Thousands of Migrants are Employed for Harvesting the Potato Crop of Kern County, CA*, 1938, [reproduction number, LC-USF34-018221-E DLC]

Dorothea Lange, *Migrants, Family of Mexicans, on the Road With Tire Trouble. Looking for Work in the Peas, California*, 1936, [reproduction number, LC-USF34-002462-E DLC]

Dorothea Lange, *Missouri family of five, seven months from the drought area. “Broke, baby sick, car trouble.” US 99 near Tracy, CA*, 1937, [reproduction number, LC-USF34-T01-016452-E DLC]
Dorothea Lange, *Dust Storm*. *It was conditions of this sort which forced farmers to abandon the area, New Mexico*, 1935, [reproduction number, LC-DIG-fsa-8b27355 DLC]

Dorothea Lange, *Filipinos Cutting Lettuce, Salinas, CA*, 1935, [reproduction number, LC-USZ62-19804 DLC]

Dorothea Lange, *Toward Los Angeles, CA*, 1937, [reproduction number, LC-USZ62-55378 DLC]

Dorothea Lange, *Tens of thousands in good times and bad move ceaselessly from place to place in order to eke out a living following the crops of California*, 1937, [reproduction number, LC-USF34-016303-E DLC]

Dorothea Lange, *US 99, Kern County, California. Migrants travel seasonally back and forth between Imperial and San Joaquin Valleys over this ridge*, 1939, [reproduction number, LC-USF34-109362-E DLC]

Dorothea Lange, *Between Tulare and Fresno, two families originating from Independence, Kansas, on US 99. Started out from Fresno that morning for work cotton chopping*, 1939, [reproduction number, LC-USF34-019647-C DLC]

Dorothea Lange, *Arkansas family in California*, 1936, [reproduction number, LC-USF34-T01-001893-C DLC]

Dorothea Lange, *Loading cotton, San Joaquin Valley, California*, 1936, [reproduction number, LC-USF34-009973-C DLC]

Dorothea Lange, *Picking cotton, San Joaquin Valley, California*, 1936, [reproduction number, LC-USF34-009951-C DLC]

Dorothea Lange, *Cotton picker, San Joaquin Valley, California*, 1936, [reproduction number, LC-USF34-009949-C DLC]

Dorothea Lange, *Farm Security Administration camp for migrant agricultural workers at Shafter, California*, 1938, [reproduction number, LC-USF34-018168-C DLC]

Dorothea Lange, *Pea pickers near Calipatria, California*, 1938, [reproduction number, LC-USF34-019215-C DLC]

Dorothea Lange, *Open air food factory, weighing in peas, California*, 1939, [reproduction number, LC-USF34-019211-C DLC]

Dorothea Lange, *Pea pickers near Calipatria, California*, 1939, [reproduction number, LC-USF34-019149-C DLC]
Dorothea Lange, *Harvesting on and almond ranch, local day labor, near Walnut Creek, Contra Costa County, California*, 1939, [reproduction number, LC-USF34-020915-C DLC]

Dorothea Lange, *Three migratory families in “Ramblers Park” Washington, Yakima Valley*, 1939, [reproduction number, LC-USF34-020376-C DLC]

Dorothea Lange, *Carrot digger, Imperial Valley, California*, 1939, [reproduction number, LC-USF34-019352-C DLC]

Dorothea Lange, *Drought refugees in California migrant camp*, 1936, [reproduction number, LC-USF34-016110-E DLC]

Dorothea Lange, *Children of Oklahoma drought refugee in migratory camp in California*, 1936, [reproduction number, LC-USF34-016106-C DLC]

Dorothea Lange, *Section of Kern migrant camp, California*, 1936, [reproduction number, LC-USF34-009883-C DLC]

Dorothea Lange, *Young cotton picker, Kern County migrant camp*, 1936, [reproduction number, LC-USF34-009884-E DLC]

Dorothea Lange, *Pleasant Hill Orchard, Washington, Yakima Valley*, 1939, [reproduction number, LC-USF34-020868-E DLC]

Dorothea Lange, *Near Calipatria, 500 pea pickers in field of large-scale Sinclair Ranch newly planted to peas, California*, 1939, [reproduction number, LC-USF34-019210-C DLC]

Dorothea Lange, *Migratory workers harvesting peas near Nipoma, California*, 1937, [reproduction number, LC-USF34-016361-C DLC]

Dorothea Lange, “Fruit Tramp” note the design of pear strap, to balance weight of the pears, Washington, Yakima Valley, [reproduction number, LC-USF34-020789-E DLC] Dorothea Lange, *Fatherless migratory family camped behind gas station. The mother is trying to support three boys by picking pears. Just arrived from Minnesota, she used to work in a restaurant there. Oldest boy, age 10, helped carry ladder from tree to tree. Photograph made at the end of day (temperature 106 degrees) when she returned from orchard. Yakima Valley, Washington*, 1939, [reproduction number, LC-USF34-020302-E DLC]

Dorothea Lange, *This is a younger brother who also picks hops, Washington near Toppenish, Yakima Valley*, 1939, [reproduction number, LC-USF34-020346-E DLC]
Dorothea Lange, Oregon, Marion County, near West Stayton, migrant pickers harvesting beans, farm people came from South Dakota, 1939, [reproduction number, LC-USF34-020495-E DLC]

Dorothea Lange, Eleven year old boy and his grandmother, migratory, pick hops side by side, Oregon, Polk County, near Independence, 1939, [reproduction number, LC-USF34-020651-E DLC]

Russell Lee, These signs were frequently seen on the highway in Yakima County, Washington, 1941, [reproduction number, LC-USF34-070276-D DLC]

Russell Lee, Barbed wire fence covered with tumbleweeds and sand in an area that once grew 40 bushels to an acre, Syracuse, KS, [reproduction number, LC-USF34-034167-D DLC]

Ben Shahn, Cattle in pens, Pickaway Livestock Cooperative Association, Central, Ohio, 1938, [reproduction number, LC-USF33-006550-M3 DLC]

Paul Carter, Farmers and stock in drought near Dickenson, North Dakota, 1936, [reproduction number, LC-USF341-T-011228-B DLC]
MIGRATORY WORKER SIMULATION

Through the simulation the students will gain an understanding of what it was like to be a migratory worker, the joys, the sorrows, and the frustrations of the time period. Students will also be using their writing and communication skills throughout the simulation.

The students will be divided into family groups of four. The groups will choose roles based on the following: Father, mother, children (2), and if they choose, names appropriate to the geographic location and the time period that they will be a part of.

The groups will need to choose an appropriate family name and using state maps of Oklahoma, Kansas, and Texas, will choose the city or town, and state that their “family” group will “live” in.

Each group member will keep a daily diary describing the events of each day relating to their group’s fate for the day. The students will be using the information from the documentary as well as the group’s research to ensure that their diaries are historically accurate. These daily diary entries will be part of the students’ daily grade, and will be included in the group’s scrapbook project. Students will be encouraged to use their imagination, as well as proper sentence and paragraph structure, and spelling.

Everyday the groups will choose a fate from out of a coffee can, and that will be what they need to write about in their daily diaries. When the groups all reach California, they will be given Monopoly money to signify what they have earned at their jobs.

Each group will have daily tasks that when completed will be worth the money that each “family” group receives for that day, and the assignments will need to be included in the documentation of their scrapbook project.

A different scene in the documentary will be shown daily, providing the students with enough background knowledge to write their daily diaries, and complete the other tasks they will be doing.

As an end product to the simulation, each group will turn in a scrapbook containing:

- Photographs
- Assignments (daily tasks)
- Diary Entries
- Copies of primary documents
- Maps
- Letters
- Samples of popular culture
- Group comments
- Any other student-generated research that the groups feel necessary to their presentations
The groups will present their scrapbooks to the class through whatever medium they feel is appropriate. The scrapbooks are to demonstrate a period in American history depicting the frustrations and hopes of those that lived through the Great Depression. The interplay of photographic and print documents will demonstrate what the students have learned through the simulation.

THE “FATES”

The demand for wheat is high due to World War I. You are able to purchase a new tractor, combine, disc harrow, and 30 more head of cattle, and have purchased another section of land. You had to borrow money from the bank and mortgage your home to buy the land, animals, and farm machinery. But this is okay you think, because times are good. You have a bumper crop of wheat or corn. The price of wheat drops to an all time low. You sell your crop but you don’t get enough for it to pay your monthly bills for the tractor and farm machinery, or the monthly mortgage payment.

There hasn’t been any rain for the last three months and temperatures have soared into the 100 degree range every day for the last three months. Your newly planted wheat crop is starting to shrivel, and without a crop you can’t pay for your new tractor.

The winds blew really hard today, right around forty miles per hour all day long. With the wind came blowing dust, so much that you can’t see from the house to the barn. You get lost trying to close the stock in the barn during the dust storm, and had to wait until it passed to get back to the house.

After the dust storm there are drifts everywhere. You didn’t get the house closed up enough and now there is dirt two inches thick inside the house.

Another dust storm, this time it blew for twelve hours straight. You tried to drive home in the dust storm but the car stalled. You are stranded until the storm passes.

The temperatures have hit an all time high the past five months and there has also been no rain.

Your wheat crop is gone. It has died out leaving nothing but dead plants in the fields. The biggest duster yet; the drifts around you house and barn are four feet high, and your fields have the topsoil completely blown into your neighbor’s field two miles away. Your kids are starting to cough from the dust and you lost two cows today from the dust. Your parents have contracted dust pneumonia and die.

You have to go on government relief or your kids are going to starve to death. The bank has repossessed your tractor.

You are forced to sell off what is left of your cattle herd in order to keep your home, but you only get $3 for the calf and $16 for the cow, and that doesn’t cover the mortgage payment.

You decide to pick up stakes and leave for California. You load all you can into your car and head west on Route 66.

You get a flat tire.
The radiator boiled over.
You get a broken axle on your car.
Camping out, but there is no food.
You have to unload your car of heavy items because you can’t make it up the Kingman Grade.
California at last!
Staying in a Hooverville, ditch bank camp, squatter camp, or in your car.
There are no jobs, no food
Go ask the grower (teacher) for a job
Finally, a job
Go ask the grower (teacher) for a job
One of the kids is sick
The child dies
Go ask the grower (teacher) for a job
Go ask the grower (teacher) for a job
Finally a job
Finally a job
Move into a Federal Security Administration Camp
Still living out of your car, or in a squatter camp
Fired for eating the fruit or vegetables that you are picking
Fired for not picking enough cotton today
Go ask the grower (teacher) for a job
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Burma-Shave Signs
1931 – After winter blizzards, a severe drought hits the Great Plains, first the Northern Plains and then the Southern Plains. Not until September was there enough water to plant crops, worst was an early frost.

1932 – The late planting and early frost in 1931 caused the wheat to be small and weak. Winds began to blow in the spring and the wheat was decimated by the blowing dust. Fourteen dust storms reported this year.

1933 – March – Franklin Delano Roosevelt takes office. Four-day bank holiday and Emergency Banking Act of 1933 restores faith in the banking system.

May – Emergency Farm Mortgage Act allots $200 million for mortgage refinancing to help those facing foreclosure. Farm Credit Act of 1933 establishes a local bank and sets up local credit associations.

September – Over 6 million hogs killed to stabilize prices. Federal Surplus Relief Corporation (FSRC) created in October to diverting commodities to relief associations.

October – 18,000 cotton workers with the Cannery and Agriculture Workers Industrial Union (CAWIU) strike for 24 days in California’s San Joaquin Valley. Two men and one woman killed hundreds injured. In settlement, growers recognize the union and 25% raise given. Thirty-eight dust storms this year.

1934 – May – Great Dust Storms spread from Dust Bowl area. Worst ever United States drought (75% of country and 27 states severely affected).

June – Frazier-Lemke Farm Bankruptcy Act approved. It restricted the ability of the banks to dispossess farmers in times of distress. Renewed until 1947. Taylor Grazing Act established giving Roosevelt the power to take up to 140 million acres of federally owned land out of public domain and establish grazing districts, to help stop the land from being overused.

1935 – January 15 – Drought Relief Service formed to coordinate relief activities. Bought cattle in designated areas of emergency for $14 to $20 per head. Those unfit for human consumption (50% at the start) destroyed, the rest distributed to the needy. This program helped many avoid bankruptcy.

April 8 – Emergency Relief Appropriation Act established. It provides $525 million in drought relief and creates the WPA (Works Progress Administration) that employed 8.5 million.

April 14 – Black Sunday

April 27 – Congress declares soil erosion a “national menace” and establishes the Soil Conservation Service in the Department of Agriculture. Farming techniques such as strip cropping, terracing, crop rotation, contour plowing, cover crops advocated. It paid farmers to practice soil conservation.

December – Estimated 850,000,000 tons of topsoil blown off the Southern Plains during the year.
1936 – February – Los Angeles Police Chief James E. Davis sends 125 police out in what he calls “Bum Patrols” along the California’s borders to keep the “undesirables” out. The American Civil Liberties Union (ACLU) sues the city.

May – The Soil Conservation Service (SCS) allows local farmers to create their own soil conservation districts to enforce SCS practices, this ruling is still in place today.

1937 – March – In his 2nd inaugural address, Roosevelt calls for more to be done to help the less fortunate in America.

Roosevelt’s Shelterbelt Project begins, resulting in thousands of trees to be planted along fence rows to protect from erosion. Farmers planted by farmers and the Civilian Conservation Corps (CCC).

1938 – Extensive replowing land into furrows, planting trees in shelterbelts, other conservation methods resulted in 65% reduction in soil blowing, the drought continues.

1939 – Fall – The rains come, and the drought is ended.
DUST BOWL MIGRATION

Kristen Cornelis
Pathways to History
Grade Level: 5-12
Time Duration: 1-2 weeks
These transcripts are from the Tolan Committee on Internal Migration, held in California to decide what to do to improve the plight of the harvest gypsies. In this particular transcript, an entire family testifies, providing a look into the lives of harvest gypsies from their home in the Dust Bowl region to California.
WEB QUEST

What is a snuster? Use the following Web site to find the answer: http://www.ptsi.net/user/museum/dustbowl/htm

What was the name of the woman in the Dorothea Lange photograph called, “Migrant Mother” http://www.migrantgrandson.com

What building was used in the movie “The Grapes of Wrath” as a manager’s office? http://www.weedpatchcamp.com

Using the Web site http://xroads.virginia.edu/~1930s/front.html answer the following:
- What were some of the slang words?
- What is a soda jerk?
- Name three popular radio shows
- After reading the comic strips, which was your favorite, and why?

EMPIRE STATE BUILDING
Completed in 1931, New York City's Empire State Building has 102 stories and rises 1,250 feet above the ground. For more than 40 years it was the tallest building in the world.

Question 2:
How long did it take workers to complete construction of the Empire State Building?

You can find the answer to that question on the "Facts" page of the official Empire State Building Web site.

JESSE OWENS
On the afternoon of May 25, 1935, Ohio State University's track star Jesse Owens was credited with setting five world records and tying another. The following year he earned four gold medals in international competition at Berlin.

Question 3:
When Jesse Owens was born, he wasn't named "Jesse." Nor was he named "John Cleveland" or "James Cleveland," as recorded in many biographies of the track hero.

What name did Jesse's father give to him at birth?

You can find the answer to that question on the official Jesse Owens Web site. Read the "Jesse Owen's Story" on that site.
THE GOLDEN GATE BRIDGE
After more than four years of construction, the Golden Gate Bridge opened to vehicular traffic May 28, 1937. Boasting a 4,200-foot-long main span, the "International Orange" bridge carried the moderate price tag of $35 million.

Question 4:
The designer of the Golden Gate Bridge worked many hours to convince citizens that the bridge could be built and that it could pay for itself with tolls paid by travelers. Who was that famous bridge designer?

The Web site: http://www.goldengate.org
You can find the answer to that question on the official Web site of the Golden Gate Bridge. Read about the "History" of the bridge at that site.

AMERICA SURVIVES THE DEPRESSION
Dorothea Lange's 1936 photograph of Native American Florence Owens Thompson symbolizes the courage of Americans as they tried to survive the hard times of the Great Depression.

Question 5:
During the Depression years, people who were lucky enough to have jobs were paid very low wages. About how much was an accountant paid each week during the Depression?

About how much is an accountant paid each week today?

The Web site: http://www.sos.state.mi.us/history/museum/kidstuff/depressn/costlist.html
You can find the answers to those questions on the Then and Now: Prices page of the Michigan Historical Museum's Web site. (Do some more comparing: Study the chart at that Web site to learn what some common store-bought items cost during the Depression. Check store ads in today's newspapers to see how much those items cost today.)

THE MONOPOLY GAME
Produced commercially for the first time in 1933, the Monopoly® game became the world's most famous board game. In a period of economic depression, players enjoyed amassing fortunes and driving opponents bankrupt.

Question 6:
Most of the places on the Monopoly® board game were named by the game's inventor for places in a real U.S. city. What city is that?

The Web site: http://www.adena.com/adena/mo/mo02.htm
You can find the answer to that question on The Authorized Story of Monopoly Web site.
LIFE MAGAZINE
Established in November 1936, LIFE magazine opened a new era of photojournalism. With limited text, and photographs on almost every page, it expanded our awareness of current events and the human race.

Question 7:
What was pictured on the cover of the very first issue of LIFE magazine, on November 23, 1936?

The Web site: http://www.pathfinder.com/Life/lifehome.html
You can find the answer to that question by clicking on "Cover Collection" on the on the LIFE magazine home page. Just type the date 11/23/36 into the "Cover Collection" search engine and choose Search for Covers.

HOUSEHOLD CONVENIENCES
Showing faith in new technology, household purchases focused on electric mixers, refrigerators, vacuum cleaners, irons, and pop-up toasters. The 1930s also saw the spread of sliced bread and packaged frozen foods.

Question 8:
The pop-up toaster was one of the household conveniences that became commonplace in kitchens across America in the 1930s. "This amazing new invention makes perfect toast every time!" proclaimed ads in the Saturday Evening Post. "Without turning! Without burning!" The pop-up toaster was invented some years before it became popular. In what year was it invented, and by whom?

The Web site: http://www.toaster.org
You can find the answer to that question on the Toaster Museum Web site. Just check out the years 1920-1940 in "The Cyber Toaster Museum."

SUPERMAN ARRIVES 1938
Created by Jerry Siegel and Joe Shuster, Superman™ first appeared in 1938. The Man of Steel was the world's first comic book super hero. His sensational powers and dynamic deeds changed forever the content and style of the comic book.

Question 9:
How much money were Siegel and Shuster paid for each page of their first Superman comic book?

The Web site: http://www2.geocities.com/Area51/Vault/7771/c-history.html
You can find the answer to that question on the Superman Homepage. Just click on Superman in the comics, then on Superman's comic book history.
FIRST LADY ELEANOR ROOSEVELT
Eleanor Roosevelt was an extremely vocal, active, and influential First Lady. During press conferences for women reporters and in her syndicated column, she championed the rights of women, youths, minorities, and the disadvantaged.

Question 10:
Unlike First Ladies before her, Eleanor Roosevelt spoke her opinions freely in lectures, radio broadcasts, and in a daily newspaper column. What was her newspaper column called?

You can find the answer to that question on the Anna Eleanor Roosevelt page of the official White House Web site.