READ IOWA HISTORY

EDUCATOR MATERIALS



Great Depression and the Dust Bowl

LESSON PLAN FOR SUPPORTING QUESTION

How did people survive the Great Depression when they do not have enough money?

4TH GRADE

STATE HISTORICAL SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

LIBRARY OF CONGRESS TEACHING WITH PRIMARY SOURCES

Introduction to Read Iowa History

About Read Iowa History

Through the Library of Congress Teaching with Primary Sources grant, the State Historical Society of Iowa developed Read Iowa History — free, downloadable K-5 lesson plans to build and develop reading and critical thinking skills with primary sources in the classroom.

Primary sources (from the digital **Primary Source Sets collection**) are used to help students learn from multiple perspectives, develop primary source-based claims and evidence, and to interpret documents and images of the past. These lessons were developed with the Iowa Core Social Studies and Literacy Standards. Each unit includes ready-to-use source material, worksheets, educator lesson plans and assessment tools and activities. You, the educator, are encouraged to explore the unit, and use materials as you see fit for your students. You are welcome to alter lesson plans, worksheets and assessments to best align with their curriculum.

Please check out the **Primary Source Sets toolkit** to learn more about using primary sources in the classroom.

What's Included

Educator Materials

Sources are accompanied by an educator lesson plan. This plan includes: the unit compelling question, unit supporting question, objectives, background information, vocabulary lists or cards, a materials list and instructions. There also is a "formative assessment" to wrap up each part of the unit and to check for comprehension. You are welcome to use the activities that are suggested or create their own with the primary sources.

Student Materials

Many of the unit instructions are accompanied by a worksheet that can be copied and distributed to students as they analyze the primary source(s) to assist in their application and comprehension. These worksheets are optional but may provide a structure for students to think critically about the primary sources they are analyzing. These reproduceable student worksheets are available in the **Student Materials PDF** (on website, below "Educator Materials") for this topic.



Courtesy of Library of Congress, Rothstein, Arthur, "A possible solution to the dust problem is irrigation. This farmer is pumping water from a well to his parched fields. Cimarron County, Oklahoma," April 1936

Formative Assessments, Lesson Summative Assessment and Scoring Options

The formative assessments, lesson summative assessment and possible scoring options allow you to evaluate how students comprehend and apply the knowledge they learned from the individual primary source activities. Assessment instructions, example worksheet(s) and possible scoring options are located at the end of this Read Iowa History section. Reproduceable assessment worksheet(s) also are available in this topic's **Student Materials PDF**.

Great Depression and the Dust Bowl

4th Grade

Overview

Students will investigate the time period of the Great Depression through a variety of primary and secondary sources. They will use the Question Formulation Technique (QFT) to generate questions and then investigate primary and secondary sources to gain an understanding of how people, including the government, dealt with the devastation of The Dust Bowl. Students will analyze sources, evaluate information, gather evidence and make claims about the ideas of scarcity, the New Deal, poverty and how farmers dealt with the environmental changes.

Unit Compelling Question

How do people overcome hardships?

Unit Supporting Question

How did people survive the Great Depression when they do not have enough money?

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Compelling and Supporting Questions

4th Grade

How to Apply Read Iowa History Lessons to Other Primary Sources

The origin of Read Iowa History lessons stem from the **Primary Source Sets**, which are a collection of primary sources that focus on a topic and are structured under a compelling question and multiple supporting questions (typically three). Five or six primary sources are used to address and help students answer a single supporting question. Read Iowa History takes one supporting question, the primary sources addressing that question and instructions (divided into parts) to integrate these primary sources in the classroom through different activities.

These lessons, instructions, worksheets, tools and assessment suggestions can be applied to all of the **K-5 Primary Source Sets**.

Unit Compelling Question

The compelling question drives students to discuss, inquire and investigate the topic of a unit of understanding.

How do people overcome hardships?

Unit Supporting Questions

Supporting questions scaffold instruction to help students answer the compelling question. Their aim is to stimulate thought, to provoke inquiry and spark more questions. The supporting question that is highlighted above is the question that was used in this Read Iowa History. The **bolded** question below is the supporting question for this Read Iowa History unit.

1) What factors caused the Great Depression?
2) How did farmers interact with and adapt to the environmental changes of the Dust Bowl?
3) How did people survive the Great Depression when they do not have enough money?

Read Iowa History: Great Depression and the Dust Bowl

This Read Iowa History lesson addresses “How do people overcome hardships?” and “How did people survive the Great Depression when they do not have enough money?” and includes lesson plans, worksheets, suggested assessments and other tools.

Standards and Objectives

Iowa Core Social Studies Standards	
No.	**Standard**
SS.4.2.	Use supporting questions to help answer the compelling question in an inquiry.
SS.4.3.	Cite evidence that supports a response to supporting or compelling questions.
SS.4.4.	Construct responses to compelling questions using reasoning, examples, and relevant details.
SS.4.9.	Explain how enforcement of a specific ruling or law changed society.
SS.4.11.	Describe how scarcity requires a person to make a choice and identity costs associated with that choice.
SS.4.13.	Compare and contrast different ways that the government interacts with the economy.
SS.4.15.	Identify factors that can influence people's different spending and saving choices. (21st Century Skills)

Iowa Core Literacy Standards	
No.	**Standard**
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Objectives

- I can analyze historical primary sources and use secondary sources compare and contrast effects of the Dust Bowl.
- I can ask and answer questions referring to details and examples in the text to make inferences.
- I can identify the factors of spending and saving during a time of poverty.
- I can explain how the government enacted programs to help with the devastation during the Great Depression.
- I can collaborate, discuss and deliberate with teacher and peers to seek answers to questions raised about this time period.

Background Essay

Utilize this background essay, in whole or in parts, with students to provide further context and understanding about how people survived the Great Depression. You can read it aloud to students, utilize excerpts and introduce the vocabulary words. The essay is also referenced in parts of this Read Iowa History to assist students in their interpretation and analysis of primary sources.

The United States had experienced several major economic swings before the **Great Depression** in the 1930s. During World War I, the U.S. government had vigorously encouraged farmers to expand crop and livestock outputs to feed the army and U.S. allies in Europe. They guaranteed high prices and appealed to the farmers' patriotism through slogans like "Food Will Win the War." Farmers borrowed to buy new machinery to replace the labor lost by sons and hired hands drafted into the military.

In 1920, with the war over and the demand for farm goods decreasing, the U.S. government with little warning announced that it was ending price supports. The farmers, however, continued to produce at near record levels creating surplus commodities that sent prices plummeting. Until then, land prices had been rising rapidly as farmers and non-farmers saw buying farms as a good investment. With the collapse of farm prices, the land bubble burst, often dropping the market value of the land well below what the investor owed on it. The post-war depression did not start with the Stock Market Crash of 1929. For the Midwest, it started in 1921, and farmers and the small towns that depended on the land were hit hard.

In the 1920s, only slightly less than half of the U.S. population lived on farms. When farmers were not making money, they could not buy the products that factories were making. When factories couldn't sell their products, they laid off their workers. The workers could not buy the factory output either, meaning more lay-offs, and the country fell into a downward spiral.

However, not everyone saw the pattern emerging. Many thought that because the stock market had been on a sustained upswing, it was a good place to invest money. When it became obvious that the price of stocks far outpaced their productive capacity, investors lost confidence and began selling before prices dropped further. Panic ensued, and the market dropped sharply. With factories closing and banks failing, unemployment continued to rise. Without the safety nets of today like Social Security, many families found themselves without income, losing their homes and facing poverty. The situation during the 1920s was bad; it got much worse in the 1930s.

Farm families were often better suited to weather hard times than town residents. Farmers could grow their own food in large gardens and raise livestock to provide meat. Chickens supplied both meat and eggs, while dairy cows produced milk and cream. Many women had sewing skills and began producing much of their family's clothing. Wherever they could, families cut down on expenses. A major problem was taxes, which had to be paid in cash. Families that could not pay taxes sometimes lost their homes and farms. The state and governments slashed costs wherever they could. Schools cut teachers' salaries. Many people remember that while they had little money, they didn't feel humiliated because everyone around them also was poor.

The federal government began to provide relief to offset the impact of the Depression. Iowan Henry Wallace, a corn scientist and farm journal editor, was named secretary of agriculture. He saw that low prices were brought about by surplus production. The federal government adopted a policy that would guarantee farmers a higher-than-market price for their crops and livestock if they would reduce their production. The Agricultural Adjustment Act began sending much needed checks to farmers who would sign up for the system, and the money was a great stimulant to the economy. It saved many a farm from foreclosure.

The environment also seemed hostile to the farmers during the 1930s. The winters of 1934 and 1936 were

Background Essay continued

especially long and cold. The summer of 1936 saw one of the worst droughts ever recorded and crops dried up in the fields. Livestock died for lack of food and water.

West of Iowa, on the Great Plains, lands that could no longer sustain the grasses that held the soil in place began to lose topsoil to the strong hot winds. So much dust was picked up that soon great dark clouds, not of rain but of soil particles, began to drift eastward. Iowa was never hit as hard by the **Dust Bowl** as Kansas and Oklahoma, but the clouds of dust that blocked out the sun and found their way through any cracks in the house around windows or doors left a lasting impression on those who lived through them.

Times were tough through the entire decade of the 1930s. While government programs helped, it was the start of World War II and the renewed demand for manufactured goods and farm products that lifted the United States out of the worst economic period in its history. It was, however, at a heartbreaking cost in American lives.

Vocabulary Words

- Great Depression
- New Deal
- Dust Bowl
- Civilian Conservation Corps (CCC)
- Farm Security Administration (FSA)
- Tennessee Valley Authority Act of 1933
- Migrant Worker
- Activist
- Scarcity

Think Like... Cards & Question Formulation Technique

Unit Compelling Question

How do people overcome hardships?

Unit Supporting Question

How did people survive the Great Depression when they do not have enough money?

Overview

This pre-lesson activity will illustrate tools students can use to help them analyze primary sources in later parts of Read Iowa History. One tool is the **Think Like... cards**, which students use to identify disciplinary literacy perspectives, key vocabulary and questions asked by a historian, geographer, economist and political scientist. To prepare students to analyze images and documents, you can use this activity to remind them that the impact of one's experience shapes their perspective on different topics, such as the Great Depression and the Dust Bowl.

The other tool is the **Question Formulation Technique (QFT)**, which was created by the Right Question Institute. The steps of the QFT are designed to stimulate three types of thinking: divergent thinking, convergent thinking and metacognitive thinking.

Instructions

1. **Think Like... Cards:** Before class, you will need to print off the Think Like... cards that read: geographer, economist, historian and political scientist. You will use the cards during class to represent different disciplines.

2. Distribute the **Think Like... worksheet** to each student. Create four boxes on the whiteboard or chart paper that you will fill out with words and pictures as students answer each discipline's questions.

3. Explain to students that they are going to look at social studies by investigating different perspectives. You will hold up each card and ask questions from each discipline while students consider key things that match the discipline. They will draw in the boxes on the worksheet to help them remember each one.

Materials

- **Think Like... cards**
- **Think Like... worksheet**
- Chart paper or whiteboard
- **QFT Instruction Video**
- **"Story of 'Migrant Mother' Photograph by Dorothea Lange" video**

4. With each card, discuss what the questions have in common, such as time, perspective and cause/effect. Record responses. After students have finished filling out their worksheets, pair them together so they can share about the four disciplines by using their answers.

5. **Question Formulation Technique (QFT)**: This pre-lesson activity is meant to encourage students to ask questions, which is an important step in them taking ownership of their learning. Prior to class, it is recommended you watch the 12-minute **QFT Instruction Video**. In the video, a fourth-grade teacher uses QFT to learn more about what her students know or do not know about fractions.

Instructions continued on next page

Think Like... Cards & Question Formulation Technique

Instructions continued

6. To have students practice the QFT, which they will apply with primary sources later on, replicate the following activity. Have the class watch this **brief video from C-SPAN** about Dorothea Lange and the story of the "Migrant Mother" image. Use the QFT to ask questions and assess the video with students. Follow the steps below to assist students in their analysis.
   - Write as many student questions as you can on the board or on chart paper.
   - Do not stop to discuss, judge or answer any questions.
   - Write down every question exactly as stated, change any statements to questions.
   - Sort and prioritize questions.

7. After sharing the prioritized questions, discuss with students what social studies discipline (use disciplines from the **Think Like... Cards**) that the question falls under. Use the **Think Like... cards** to assist with the inquiry. Post questions on chart paper for students to answer as they learn more.

Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

Think Like a Geographer

A person who studies the environment and how it impacts people.

- Describe details about this location. What do you notice that can help figure out where this place is located? What is unique?
- Why would people move to or leave this place?
- How would people travel to this location? How has traveling to this location changed over time?
- Describe details about people who live here and how they impact the location? How does the location impact the people who live there?

Think Like an Economist

A person who studies the way people make decisions about money.

- Describe the people in relation to the location. What jobs or occupations do you think people had? Why do you say that? How do you think they met their needs and wants?
- How do decisions made by individuals affect themselves and the economy?
- How do decisions made by businesses affect people?
- How do jobs impact people and the economy? Describe what happens when jobs are lost.

Think Like...Cards

This is are the State Historical Society of Iowa's Think Like...Cards for the pre-lesson activity. The cards included focus on the perspective of a geographer, economist, political scientist and historian. A larger, printable version made for reproduction is available in the Student Materials PDF.

Think Like a Historian

A person who explains changes that happened in the past.

- What happened in the past? Why is it important to understand what has happened in the past?
- How did past decisions or actions significantly transform people's lives?
- What has changed or stayed the same over time? Who benefited from the change? Why? Who did not benefit? Why?
- Who or what made changes happen? Who supported the change? Who didn't? Why?

Think Like a Political Scientist

A person who studies governments and how they work.

- What problems might people have faced in this society?
- What rights do people have? What rights are people missing?
- What might lead to people being treated fairly? What might lead to people being treated unfairly?
- What information can be gathered about trends at this location or time period that might change or impact the future?

Think Like... Worksheet

This is an example worksheet that corresponds with the instructions in the pre-lesson activity to assist students in recognizing the perspectives of varying disciplines. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A larger, printable version made for reproduction is available in the Student Materials PDF.



Think Like...

A Geographer	**A Historian**
An Economist	**A Political Scientist**

Source, Observe, Contextualize and Corroborate (SOCC)

Unit Compelling Question

How do people overcome hardships?

Unit Supporting Question

How did people survive the Great Depression when they do not have enough money?

Overview

This pre-lesson activity will illustrate a tool students can use to help them analyze primary sources in later parts of this Read Iowa History. The Source, Observe, Contextualize and Corroborate (SOCC) strategy provides a structured way to approach analysis with elementary students. This strategy is explained more by the instructions below and with the posters to introduce students to the concept.

Instructions

1. **SOCC Strategy**: The source, observe, contextualize and corroborate strategy will be applied to primary sources later on in this Read Iowa History. The **SOCC posters** will be part of later activities, but this pre-lesson activity could serve as a way to introduce students to core elements of the SOCC strategy and the information included on the posters.

Materials

- **SOCC posters (4)**

2. The SOCC steps to analyze a primary source:

   2a. First, read the **source**. Students should be asked what they notice about the source.

   2b. Next, the class will **observe** and take a look at what they see. It can helpful to allow partners to look at the image while discussing what they see.

   2c. The third step is to **contextualize.** Students will use their prior knowledge and the author's clues to infer who, what, when and where the primary source indicates. Students will use their prior knowledge and the author's clues to infer who, what, when and where the primary source indicates.

   2d. Considering the disciplinary perspectives (historian, geographer, economist and political scientist) discussed in steps 1-4, ask students what questions they have? This is the **corroborate** part. They will ask questions and use other sources to research and find evidence related to the image.

Source (SOCC) Poster

This is one of the SOCC posters included to assist students with the Source, Observe, Contextualize and Corroborate technique in analyzing primary sources. A larger, printable version of this poster is available in the Student Materials PDF.

Source

Use available citation information to infer something about who, what, when and/or where is represented in the primary source.

Consider why someone created this primary source.

Observe (SOCC) Poster

This is one of the SOCC posters included to assist students with the Source, Observe, Contextualize and Corroborate technique in analyzing primary sources. A larger, printable version of this poster is available in the Student Materials PDF.

Observe

What do you see in the primary source?

Contextualize (SOCC) Poster

This is one of the SOCC posters included to assist students with the Source, Observe, Contextualize and Corroborate technique in analyzing primary sources. A larger, printable version of this poster is available in the Student Materials PDF.

Contextualize

Use your prior knowledge and author's clues to infer who, what, when and/or where (something) about the primary source.

Corroborate (SOCC) Poster

This is one of the SOCC posters included to assist students with the Source, Observe, Contextualize and Corroborate technique in analyzing primary sources. A larger, printable version of this poster is available in the Student Materials PDF.

Corroborate

Generate questions and use other sources to research and find evidence related to the primary source.

"Migrant Mother" Florence Thompson with Her Children in Nipomo, California, 1936

Unit Compelling Question

How do people overcome hardships?

Unit Supporting Question

How did people survive the Great Depression when they do not have enough money?

Overview

Students will begin their inquiry with the supporting question: How did people survive the Great Depression when they do not have enough money? They will use the Question Formulation Technique (QFT) - as seen in the **pre-lesson activity** - to generate questions about the image, "Migrant Mother," and to learn more about how people overcame hardship during the Dust Bowl.

Source Background

During the Great Depression, photographer Dorothea Lange took photos of the homeless and unemployed in San Francisco's breadlines, labor demonstrations and soup kitchens. This led to a job with the Farm Security Administration. From 1935 to 1939, Lange's photos brought light to the nation's poor and forgotten people (especially sharecroppers, displaced families and migrant workers). Her image, "Migrant Mother," which was part of a series, shows Florence Thompson with her children in a tent shelter in Nipomo, California. This image is arguably the best-known documentary photograph of the 20th century and has become a symbol of resilience.

Instructions

1. Read your students the background essay for an introduction about the Dust Bowl. Then students can complete a quick-write activity in a notebook. Ask them to write down their initial thoughts on the question: How did people survive the Great Depression when they do not have enough money?

2. Display the **image of the "Migrant Mother."** Have the class discuss the source-dependent questions:
   - The mother in this image is 32 years old and has seven children. Describe what you think this mother is thinking and feeling.
   - Using evidence from this image, how do you think the Dust Bowl is affecting the children?

3. Sort students into small groups to analyze the same image. Have students ask questions using the **QFT process**.

4. After sharing the prioritized questions, discuss with students what social studies discipline the question falls under: history, geography, economics or political science. Use the **"Think Like..." cards** to provide reference for each discipline for students. Post questions on chart paper for students to answer as they learn more.

Instructions continued on next page

Materials

- **"Migrant Mother" photograph**
- Chart paper
- **Think Like... cards**

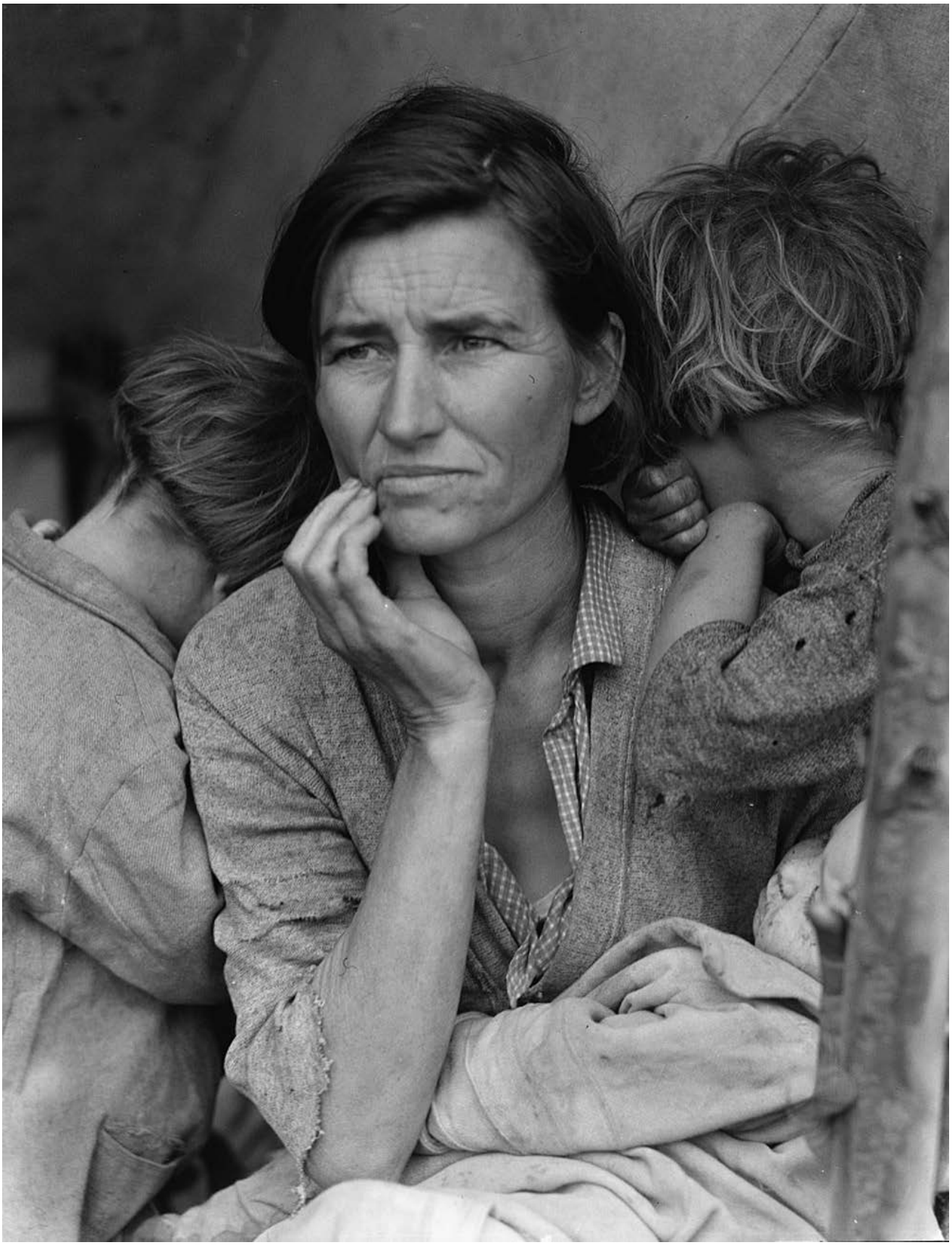
"Migrant Mother" Florence Thompson with Her Children in Nipomo, California, 1936

Instructions continued

5. Use any of the following resources to assist your students in analyzing this image and connecting the primary source to the supporting question.
   - ***Dorothea's Eyes: Dorothea Lange Photographs the Truth*** by Barb Rosenstock
   - **"The Dust Bowl" by Ken Burns**: This resource provides video and written biographical information about the photographer, Dorothea Lange.
   - **"Migrant Mother" Photo Collection at the Library of Congress**: This resource provides additional background information about Dorothea Lange's collection.

6. **Formative Assessment:** Keep a record of student-generated questions that will be answered throughout the course of using these lessons about the Great Depression and the Dust Bowl.

"Migrant Mother" Florence Thompson with Children in Nipomo, California, 1936



Courtesy of Library of Congress, Lange, Dorothea, "Migrant agricultural worker's family. Seven hungry children. Mother aged thirty-two. Father is native Californian. Nipomo, California," February/March 1936

New Deal Images and Letters

Unit Compelling Question

How do people overcome hardships?

Unit Supporting Question

How did people survive the Great Depression when they do not have enough money?

Overview

Students will analyze historical images to investigate the supporting question: How did people survive the Great Depression when they do not have enough money? They also will need to consider the compelling question: How do people overcome hardships? Students will use the **Source, Observe, Contextualize, Corroborate (SOCC) strategy**. After answering source-dependent questions, students also will generate their own questions and evaluate sources to find answers.

Source Background

The New Deal programs of President Franklin D. Roosevelt meant the expansion of government into people's everyday lives after 1933. Many Americans received some level of financial aid or employment as a result of New Deal programs. Prior to the Great Depression, most Americans had negative views of government welfare programs and refused to go on welfare. In some towns, local newspapers published the names of welfare recipients. While attitudes toward government assistance began to change during the Great Depression, going on welfare was still viewed as a painful and humiliating experience for many families. The primary resources included in this part focus on the experiences of people during the Great Deal and the impact of New Deal programs.

Instructions

1. Sort students into five small groups. Within these groups, students will analyze the images and documents using the **Source, Observe, Contextualize, Corroborate (SOCC) strategy**. Make copies and distribute the SOCC worksheet to the groups to fill out.

2. Either display or distribute the images and documents from this part for students to analyze. The 10 featured primary sources are divided by group below to pair with the student groups.
   - **Group 1**
     - **President Franklin D. Roosevelt & First Lady Eleanor Roosevelt**
     - **Workmen at the Norris Dam in Tennessee**
   - **Group 2** (Transcripts available, follow hyperlinks below)
     - **Letter from Martha Fast to First Lady Lou Henry Hoover**
     - **Response from First Lady Lou Henry Hoover's Secretary**
   - **Group 3**
     - **Dispossessed Arkansas Farmer in Bakersfield, California**
     - **Squatters along the Highway near Bakersfield, California**

Instructions continued on next page

Materials

- 10 New Deal-related primary sources
- **Source, Observe, Contextualize, Corroborate (SOCC) image/document analysis worksheets**
- Chart paper

New Deal Photographs and Letters

Instructions continued

2.
   - **Group 4**
     - **Oklahoma Farm Family on Highway between Blythe and Indio, California**
     - **Automobile Camp North of Calipatria, California**
   - **Group 5**
     - **Rehabilitation Client Repays his Loan in Smithfield, North Carolina**
     - **Swimming Pool Created by CCC Dam in Huntingdon, Pennsylvania**

3. Each group should answer their source-dependent questions, and prioritize questions they generate to post on chart paper. Use the **QFT** to assist students with prioritizing questions.

4. After each group completes their **SOCC worksheet**, have them prioritize their own questions. They will share about the primary source and the questions they came up with to the whole class, so that all students have the opportunity to view and think about how the images and letters connect to each other.

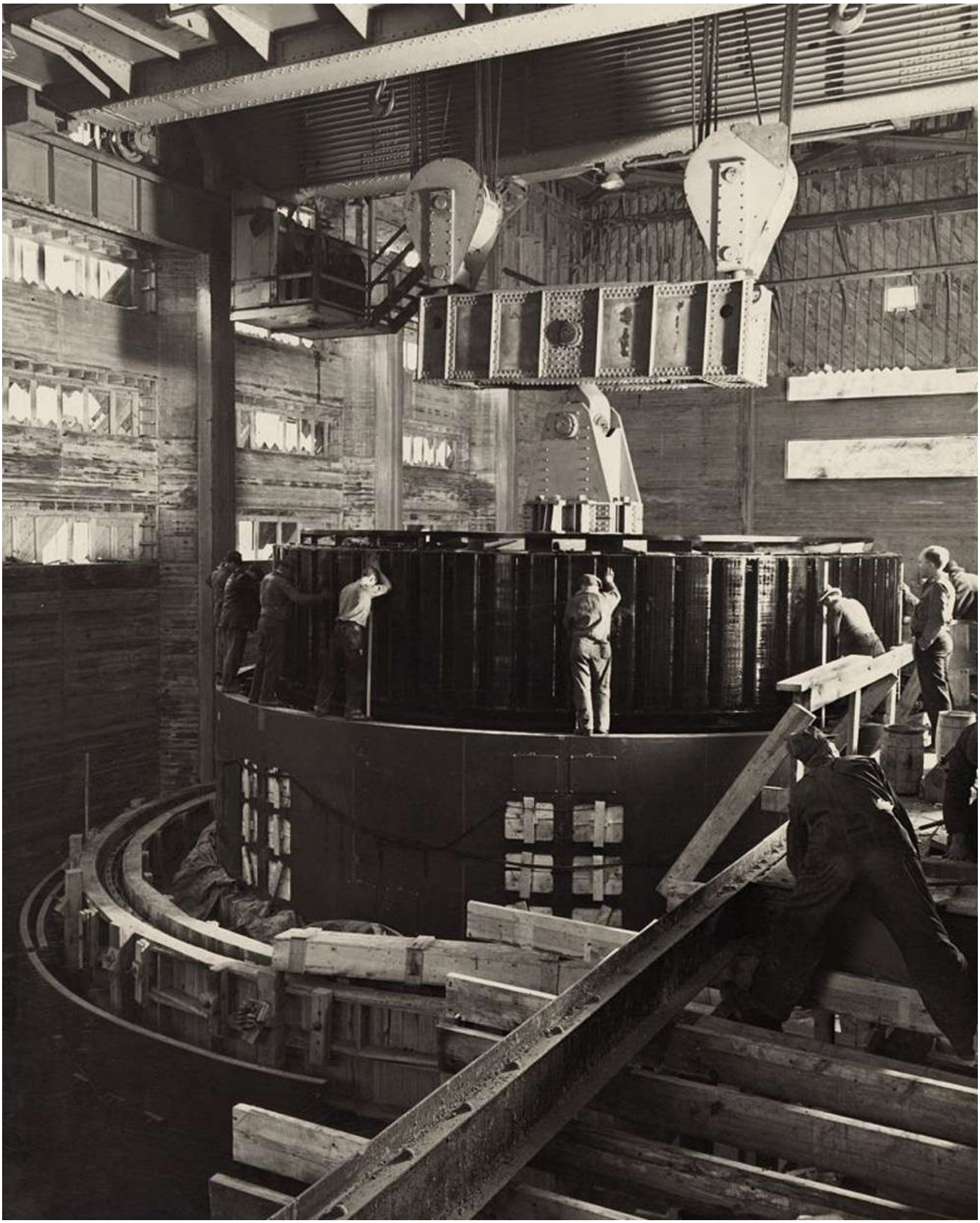
5. **Formative Assessment:** After completing their worksheet, observe the sharing of their images. Students should share: What happened when people didn't have enough money during the Great Depression?

President Franklin Delano Roosevelt and First Lady Eleanor Roosevelt in Denver, Colorado, ca. 1936



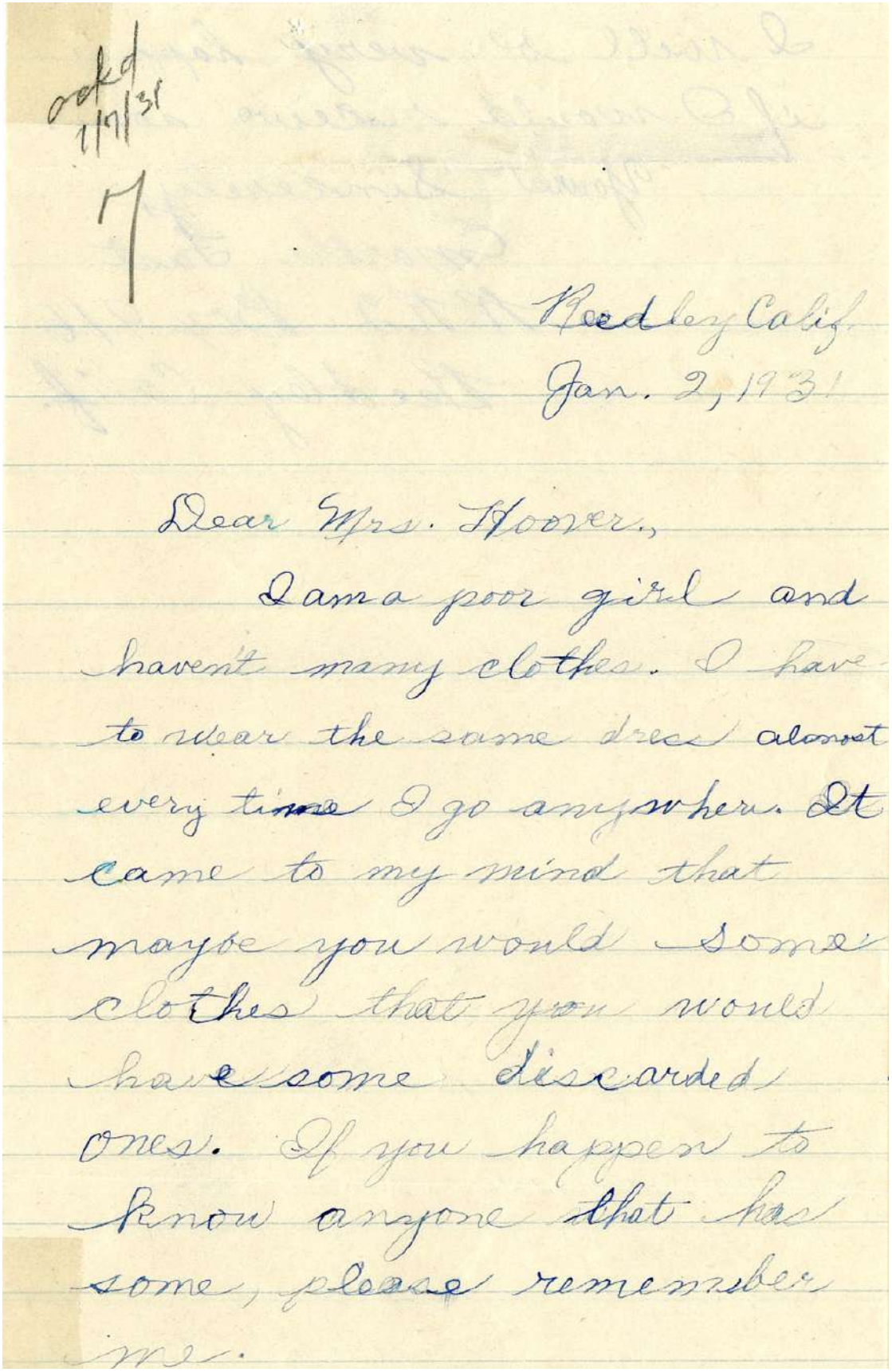
Courtesy of Library of Congress, Rhoads, Harry M., "Franklin Delano and Eleanor Roosevelt," ca. 1936

Workmen at the Norris Dam in Tennessee, between 1935 and 1940



Courtesy of Library of Congress, "Norris Dam, Tenn. 1935-40, Workmen in the dam powerhouse installing a generator," between 1935 and 1940

Letter from Martha Fast to First Lady Lou Henry Hoover, January 2, 1931 (Pg. 1)



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7

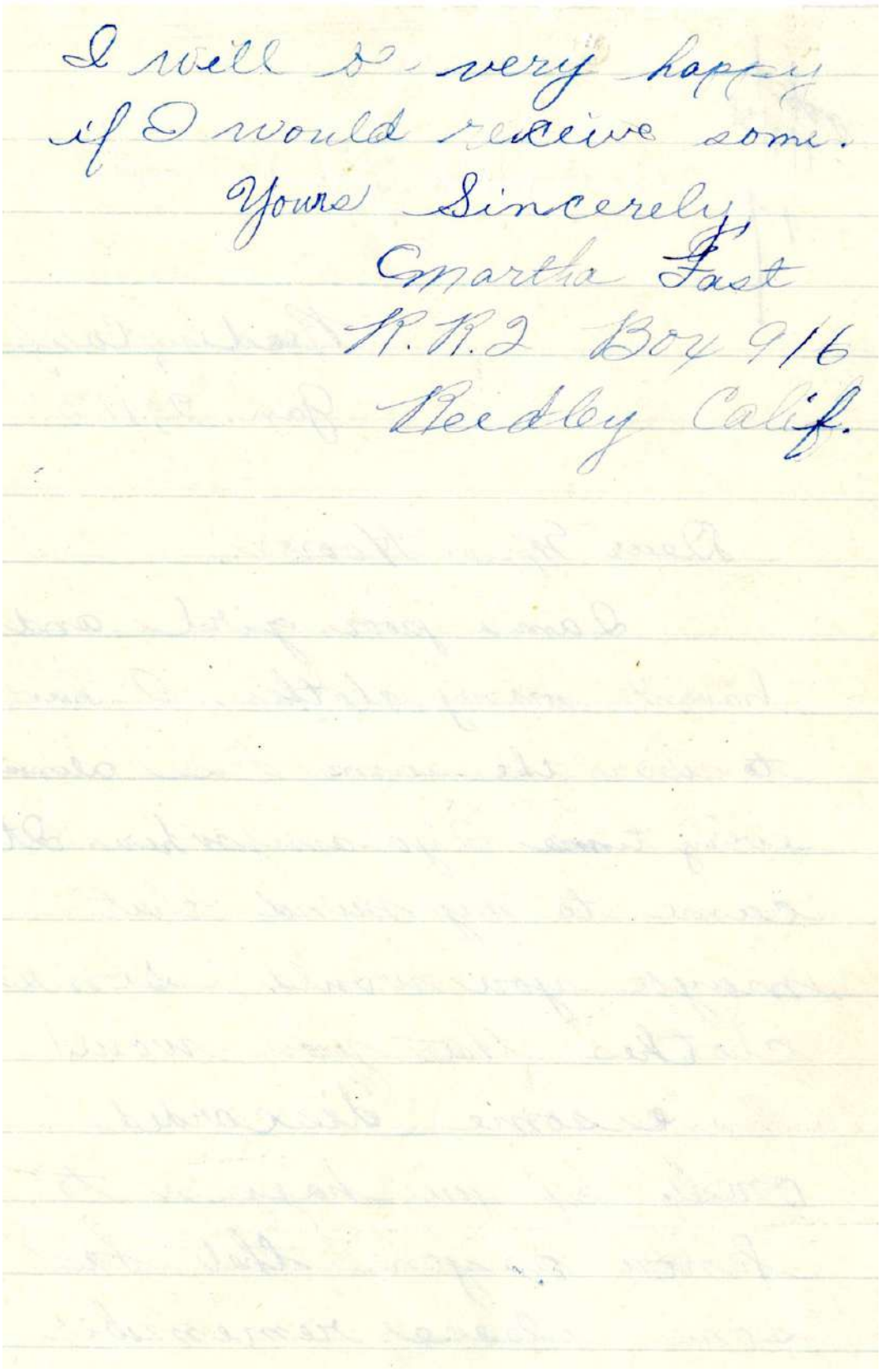
Reedley Calif.
Jan. 2, 1931

Dear Mrs. Hoover.,

I am a poor girl and haven't many clothes. I have to wear the same dress almost every time I go anywhere. It came to my mind that maybe you would some clothes that you would have some discarded ones. If you happen to know anyone that has some, please remember me.

Courtesy of Herbert Hoover Presidential Library and Museum, Fast, Martha, 2 January 1931

Letter from Martha Fast to First Lady Lou Henry Hoover, January 2, 1931 (Pg. 2)

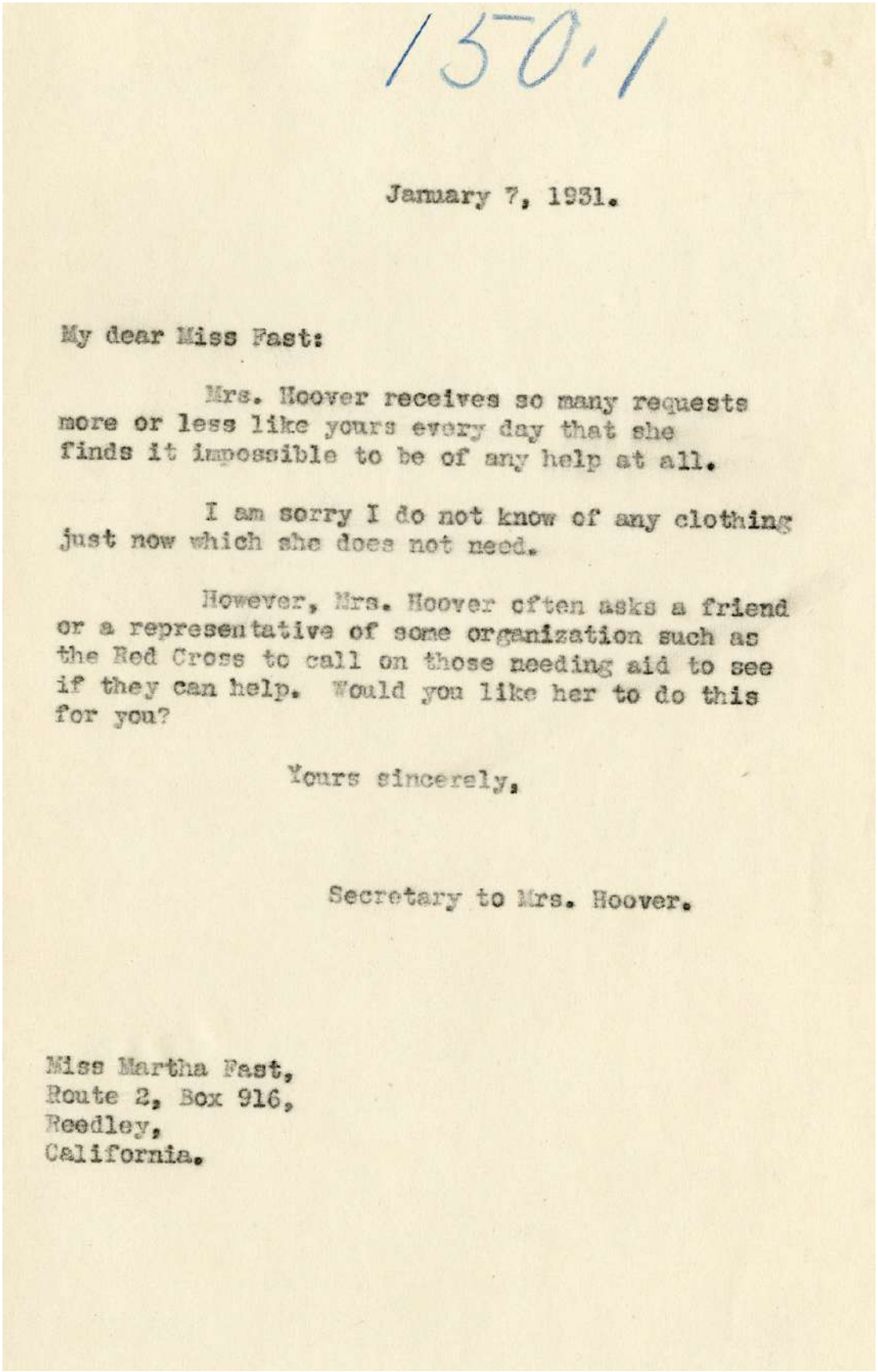


I will be very happy
if I would receive some.

Yours Sincerely
Martha Fast
R. R. 2 Box 9/6
Reedley Calif.

Courtesy of Herbert Hoover Presidential Library and Museum, Fast, Martha, 2 January 1931

Response from First Lady Hoover's Secretary to Martha Fast, January 7, 1931



150.1

January 7, 1931.

My dear Miss Fast:

Mrs. Hoover receives so many requests more or less like yours every day that she finds it impossible to be of any help at all.

I am sorry I do not know of any clothing just now which she does not need.

However, Mrs. Hoover often asks a friend or a representative of some organization such as the Red Cross to call on those needing aid to see if they can help. Would you like her to do this for you?

Yours sincerely,

Secretary to Mrs. Hoover.

Miss Martha Fast,
Route 2, Box 916,
Reedley,
California.

Courtesy of Herbert Hoover Presidential Library and Museum, "Response from Herbert Hoover's Secretary to Martha Fast," 7 January 1931

Letter from Martha Fast to First Lady Lou Henry Hoover, January 2, 1931
Reedley, Calif.
Jan. 2, 1931

Dear Mrs. Hoover,

I am a poor girl and haven't many clothes. I have to wear the same dress almost every time I go somewhere. It came to my mind that maybe you would (have) some clothes that you would have some discarded ones. If you happen to know anyone that has some, please remember me.
I will be very happy if I would receive some.

Yours Sincerely,

Martha Fast
R.R.2 Box 916
Reedley Calif.

Response from First Lady Lou Henry Hoover's Secretary to Martha Fast, January 7, 1931
January 7, 1931

My dear Miss Fast:

Mrs. Hoover receives so many requests more or less like yours every day that she finds it impossible to be of any help at all.

I am sorry I do not know of any clothing just now which she does not need.

However, Mrs. Hoover often asks a friend or a representative of some organization such as the Red Cross to call on those needing aid to see if they can help. Would you like her to do this for you?

Yours sincerely,

Secretary to Mrs. Hoover

Miss Martha Fast
Route 2, Box 916,
Reedley, California.

Dispossessed Arkansas Farmer in Bakersfield, California, 1935



Courtesy of Library of Congress, Lange, Dorothea, "Dispossessed Arkansas farmers. Bakersfield, California," 1935

Squatters along the Highway near Bakersfield, California, November 1935



Courtesy of Library of Congress, Lange, Dorothea, "Squatters along highway near Bakersfield, California. Penniless refugees from dust bowl..." November 1935

Oklahoma Farm Family on Highway between Blythe and Indio, California, August 1936



Courtesy of Library of Congress, Lange, Dorothea, "Example of self-resettlement in California. Oklahoma farm family on highway between Blythe and Indio," August 1936

Automobile Camp North of Calipatria, California, March 1937



Courtesy of Library of Congress, Lange, Dorothea, "Auto camp north of Calipatria, California. Approximately eighty families from the Dust Bowl are camped here. They pay fifty cents a week. The only available work now is agricultural labor," March 1937

Rehabilitation Client Repays his Loan in Smithfield, North Carolina, October 1936



Courtesy of Library of Congress, Rothstein, Arthur, "Rehabilitation client repays loan. Smithfield, North Carolina," October 1936

Swimming Pool Created by Civilian Conservation Corps (CCC) Dam in Huntingdon, Pennsylvania, July 1941



Courtesy of Library of Congress, Rosskam, Edwin, "Swimming pool created by CCC (Civilian Conservation Corps) dam, Huntingdon, Pennsylvania," July 1941

SOCC Image Analysis Worksheet

These are example worksheets that corresponds with the instructions in Part 2 to analyze the images and documents related to the Great Depression. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A printable version of this worksheet is available for reproduction in this topic's "Student Materials" packet.



Analyze an Image

1. Stop and Source

2. Examine each image closely.

- Who is in the pictures? Describe the person(s) you see.

Image 1:	Image 2:

- What do the pictures tell us about the people in them? What are they doing?

Image 1:	Image 2:

- When were the pictures taken?

Image 1:	Image 2:

- Where were the pictures taken?

Image 1:	Image 2:

- Why do you think the photos were taken?

Image 1:	Image 2:

SOCC Image Analysis Worksheet

3. What questions do you have about each photo?	
Image 1:	Image 2:
4. From which picture did you generate more questions?	
Image 1	Image 2
5. Where could we go to investigate/research our questions?	

SOCC Document Analysis Worksheet



Analyze a Document

1. Stop and Source

2. Examine each document closely.

- Who is the document about? Who is the author? Describe the author.

Document 1:	Document 2:

- What do the documents tell us about the people in them? What are they doing?

Document 1:	Document 2:

- When were the documents written? How can you tell from what is in them?

Document 1:	Document 2:

- Where are both the documents written from? How do you know? Why does that matter?

Document 1:	Document 2:

- Why do you think the documents were written?

Document 1:	Document 2:

SOCC Document Analysis Worksheet

3. What questions do you have about each document?	
Image 1:	Image 2:
4. From which document did you generate more questions?	
Image 1	Image 2
5. Where could we go to investigate/research our questions?	

Researching Questions about the Great Depression

Unit Compelling Question

How do people overcome hardships?

Unit Supporting Question

How did people survive the Great Depression when they do not have enough money?

Overview

Students will research the questions they have generated through their past learning time with the supporting question: How did people survive the Great Depression when they do not have enough money? They will need to record answers to their questions and cite their sources.

Source Background

The Great Depression was the worst economic downturn in modern history. The preceding decade, known as the "Roaring Twenties," was a time of relative affluence for many middle- and working-class families. As the economy boomed, new innovations allowed for more leisure time and the creation of a consumer society. But the economic depression that followed those years profoundly affected the daily life of American families, in ways large and small.

Instructions

1. If you have student questions from previous activities in this unit, make them available for students to view.

2. Students will work either independently or collaboratively to evaluate the previously used sources and seek answers to their questions. They will need to consider the firsthand (*primary sources*) and secondhand accounts (*secondary sources*) of the same event or topic and describe the differences with the information provided.
   - Example of primary source: In the **New Deal Primary Source Set**, the **Agricultural Adjustment Act** was passed to establish prices for farm products and subsidies, which is money from the government.
   - Example of secondary source: In the suggested book, ***Leah's Pony***, the story is about a family who is possibly going to lose their farmland because of the Dust Bowl and the measures they take to keep it. While this is a fictionalized, secondhand account of the Dust Bowl, it relates to the primary source because this Act was intended to help farmers like Leah's family so they wouldn't lose their land.

3. Have students use the **"Answering Questions and Citing Sources" worksheet**.

Materials

- **"Answering Questions and Citing Sources" worksheet**
- **"Sentence Starter" worksheet**
- Possibly one or more of the primary and secondary resources listed in Step 4
- **Suggested Books:** ***Rudy Rides the Rails: A Depression Era Story*** by Dandi Mackall; *Leah's Pony* by Elizabeth Friedrich; *The Lucky Star* by Judy Young

Instructions continued on next page

Researching Questions about the Great Depression

Instructions continued

4. Listed are some additional primary and secondary resources to assist students with researching their questions.
   - **Great Depression and the Dust Bowl Primary Source Set**
   - **Library of Congress' "The New Deal" Primary Sources**
   - **"The Great Depression" - Text from History Channel**
   - **"Civilian Conservation Corps." History Channel Video**
   - **"Life for the Average Family During the Great Depression"**

5. Students will share their findings with the class. Students will need to explain the historical events. This includes an explanation of what happened and why, based on specific information from their research. Make sure to ask them what aspect of the New Deal they researched and what was the impact of it.

6. **Formative Assessment:** Students will summarize their research findings and make a claim in their notebook. They can use the **"Sentence Starter" worksheet** to help themselves to make a claim. Suggest that their claim be related to:
   - How enforcement of a specific ruling or law changed society
   - Comparing and contrasting different ways that the government interacts with the economy
     - Some examples include: **New Deal, Civilian Conservation Corps. (CCC), Farm Security Administration (FSA), Tennessee Valley Authority Act of 1933**

Answering Questions and Citing Sources

This is an example worksheet that corresponds with the instructions in Part 3 to answer student questions and citing sources. This version of the worksheet is for you, the educator, to fill out, add notes and utilize. A version of this worksheet is available for reproduction to students in this topic's Student Materials PDF.



Answer Questions, Cite Sources

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Answering Questions and Citing Sources

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Sentence Starter Worksheet

This is an example sentence starter worksheet that corresponds with the instructions to Part 3 to make a claim about how the government interacts with the economy. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this topic's Student Materials PDF.

Claim	Evidence	Reasoning
 My claim is... I think... I noticed...	 I found...; My evidence is... My proof is... Another example... I know this is true because...	 This happened because... The reason for this is... I conclude...

Lesson Summative Assessment

Unit Compelling Question

How do people overcome hardships?

Unit Supporting Question

How did people survive the Great Depression when they do not have enough money?

Assessment Instructions

1. Have students brainstorm keywords related to what they have learned.
2. Students will respond in their notebook to the following questions:
   - How did people survive the Great Depression when they do not have enough money?
   - How do people overcome hardships?
3. **Optional:** Students can share their thinking and learning on a digital platform.

Assessment Scoring Options

Proficient	Demonstrates an understanding of the how people survived and overcame hardships associated with the effects of the Great Depression; uses keywords to organize writing and considering pieces of evidence from sources within the lesson plan; explanation is accurate and complete.
Developing	Partially answers question, or has mixture of some accurate and some inaccurate ideas.
Beginning	Minimal or insufficient answer to question and/or ideas are very inaccurate.

Great Depression and the Dust Bowl Vocabulary List

Great Depression

The Great Depression was a time period during the 1930s when there was a worldwide economic depression and mass unemployment.

Dust Bowl

The Dust Bowl was an area of the U.S. that suffered from drought during the 1930s. The soil became so dry that it turned to dust. Farmers could no longer grow crops. Areas of Kansas, Colorado, Oklahoma, Texas and New Mexico were part of the Dust Bowl.

New Deal

The New Deal was a series of programs and projects instituted during the Great Depression by President Franklin D. Roosevelt that focused on restoring a better life for Americans.

Civilian Conservation Corps. (CCC)

The Civilian Conservation Corps (CCC) was a work relief program that gave millions of young men employment on environmental projects during the Great Depression. It is considered by many to be one of the most successful of Roosevelt's New Deal programs.

Farm Security Adminstration (FSA)

The Farm Security Administration was a New Deal agency created in 1937 to help stop rural poverty during the Great Depression in the United States.

Tennessee Valley Authority Act of 1933

The Tennessee Valley Authority Act of 1933 was an agency was asked to tackle important problems facing the valley: flooding, providing electricity to homes and businesses, and replanting forests.

Migrant Worker

A migrant worker is a person who moves to another country or area in order to find employment, in particular seasonal or temporary work.

Activist

An activist is a person who campaigns for some kind of social change.

Scarcity

The state of being scarce or in short supply; shortage.

Additional Resources for Educators

Great Depression and the Dust Bowl Primary Source Set
This is a digital collection of primary and secondary sources about the history of the Great Depression and the Dust Bowl. This Read Iowa History unit is based on this primary source set.

"The Dust Bowl" by Ken Burns
This resource provides video and written biographical information about the photographer, Dorothea Lange.

"Life for the Average Family During the Great Depression"
This resource includes photographs and text focusing on what every day looked like for American families during the Great Depression.

Dorothea's Eyes: Dorothea Lange Photographs the Truth **by Barb Rosenstock**
This children's book looks at the life of famous, American photographer Dorothea Lange. This poetic biography tells the emotional story of Lange's life and includes a gallery of her photographs, an author's note, a timeline and a bibliography.

Leah's Pony **by Elizabeth Friedrich**
This storybook follows the struggle of Leah, her pony and her family during the 1930's Dust Bowl.

Rudy Rides the Rails: A Depression Era Story **by Dandi Mackall**
In 1932, Akron, Ohio was no better off than other parts of the country. Since Black Tuesday in 1929, companies are closed, men all over the state are out of work, and families are running out of hope. Thirteen-year-old Rudy wants to help but doesn't know where to turn. As Rudy lives the transient life while he "rides the rails" to California, young readers are given a snapshot view and testament of Depression-era America.

The Lucky Star **by Judy Young**
This children's book is set in 1933 and the Great Depression has ravaged the nation. Millions of people are out of work; thousands of families are struggling to keep a roof overhead and food on the table. This book focuses on the story of Ruth's family as they struggle to survive during one of the most trying times in American history.