

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

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 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?

Name _____



Think Like...

A Geographer

A Historian

An Economist

A Political Scientist

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

**What do you see in the
primary source?**

Contextualize

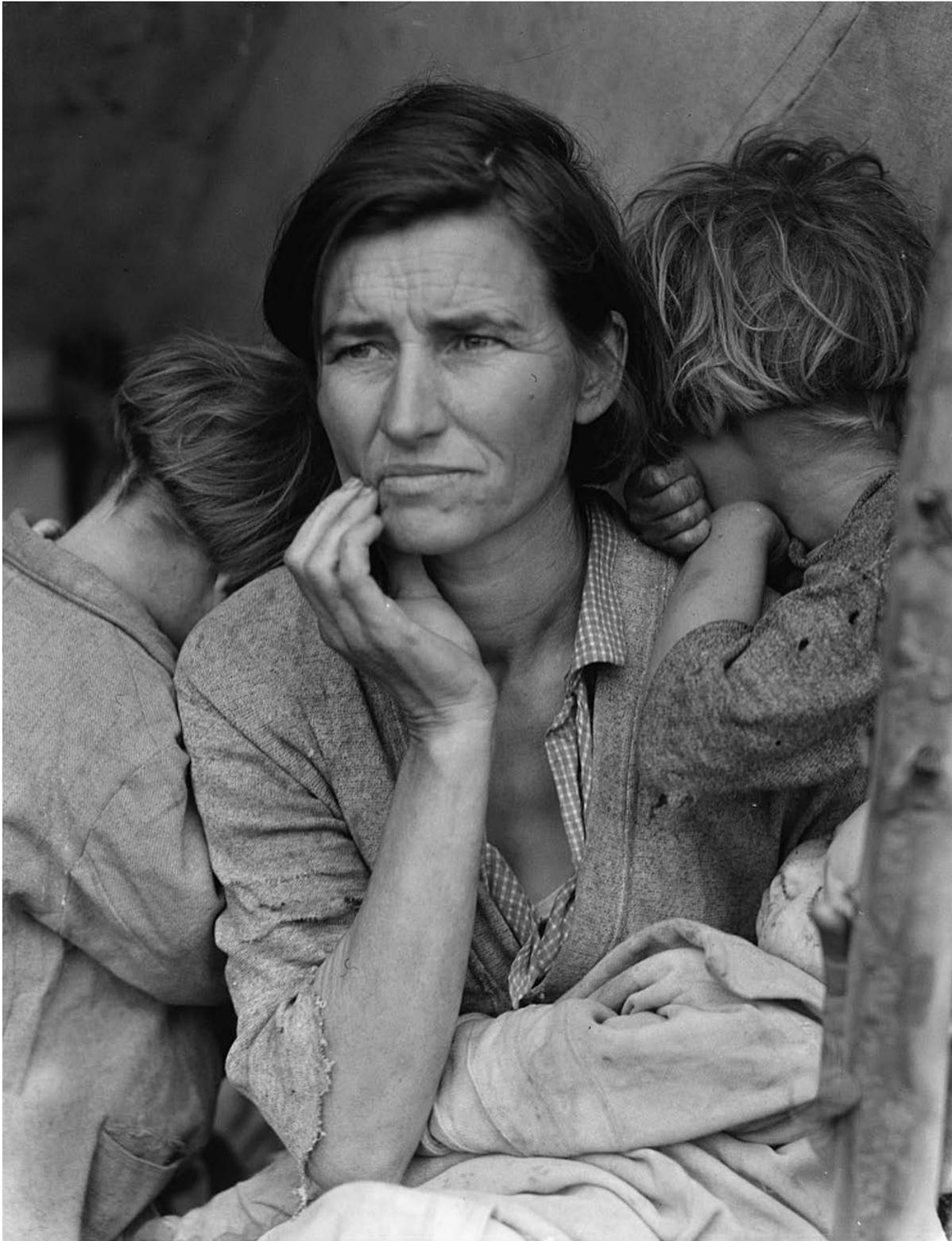
Use your schema and author's clues to infer who, what, when and/or where (something) about the primary source.

Corroborate

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

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

PART 1



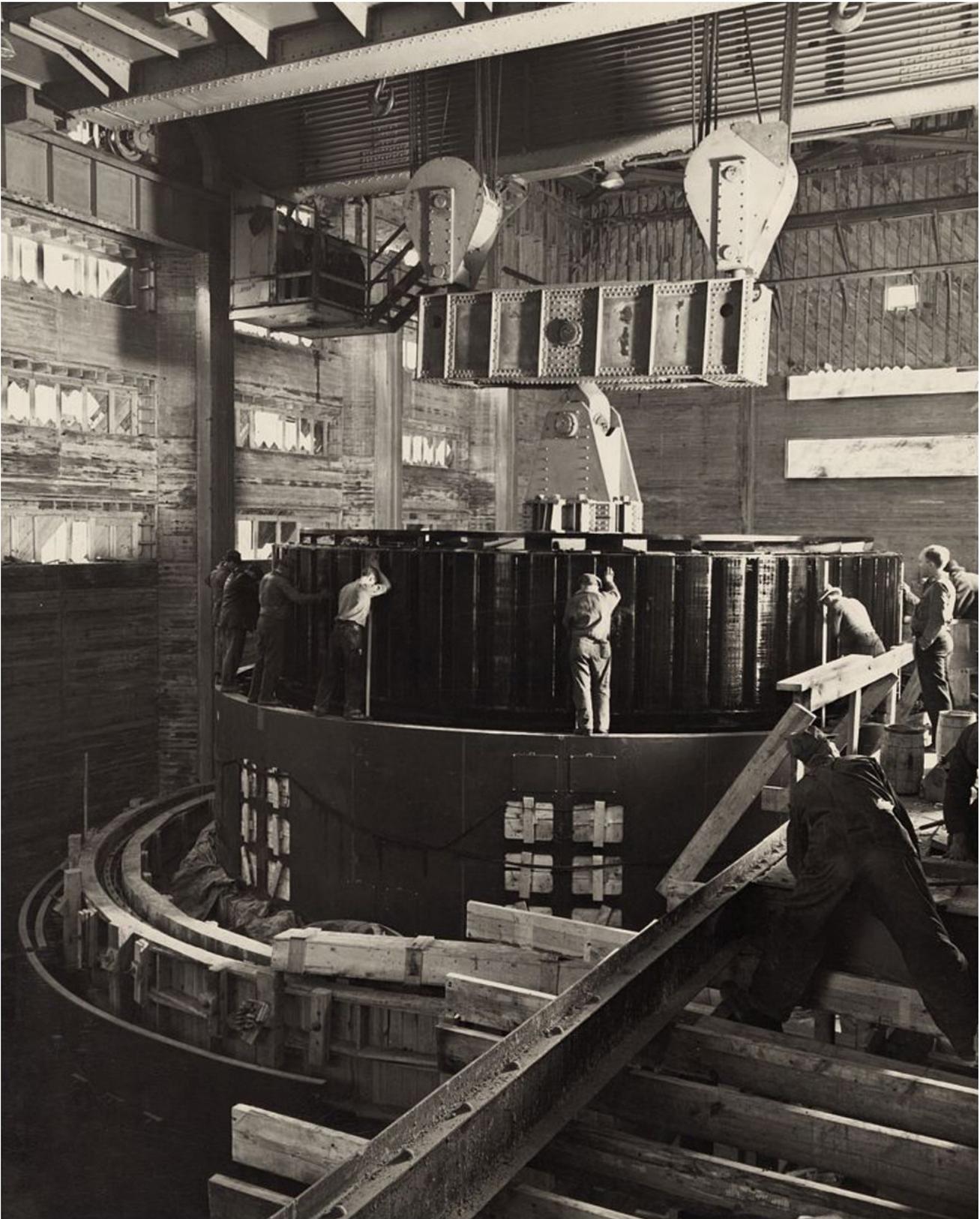
This photograph by Dorothea Lange is part of a well-known collection taken of Florence Thompson with several of her children during the Dust Bowl. The photo collection, known as the "Migrant Mother" series, shows Thompson with her children in a tent shelter in Nipomo, California. Lange was concluding a month's trip photographing migratory farm labor around the state for what was then the Resettlement Administration. *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*

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

PART 2



This photo is of Roosevelt and First Lady Eleanor Roosevelt as they pose on a train near Denver, Colorado, about a year into his first term. *Courtesy of Library of Congress, Rhoads, Harry M., "Franklin Delano and Eleanor Roosevelt," ca. 1936*



This photograph shows workmen in the Norris Dam powerhouse as they are installing a generator. The Tennessee Valley Authority Act of 1933 was created during the Great Depression to hire people to build dams and power plants. *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)

PART 2

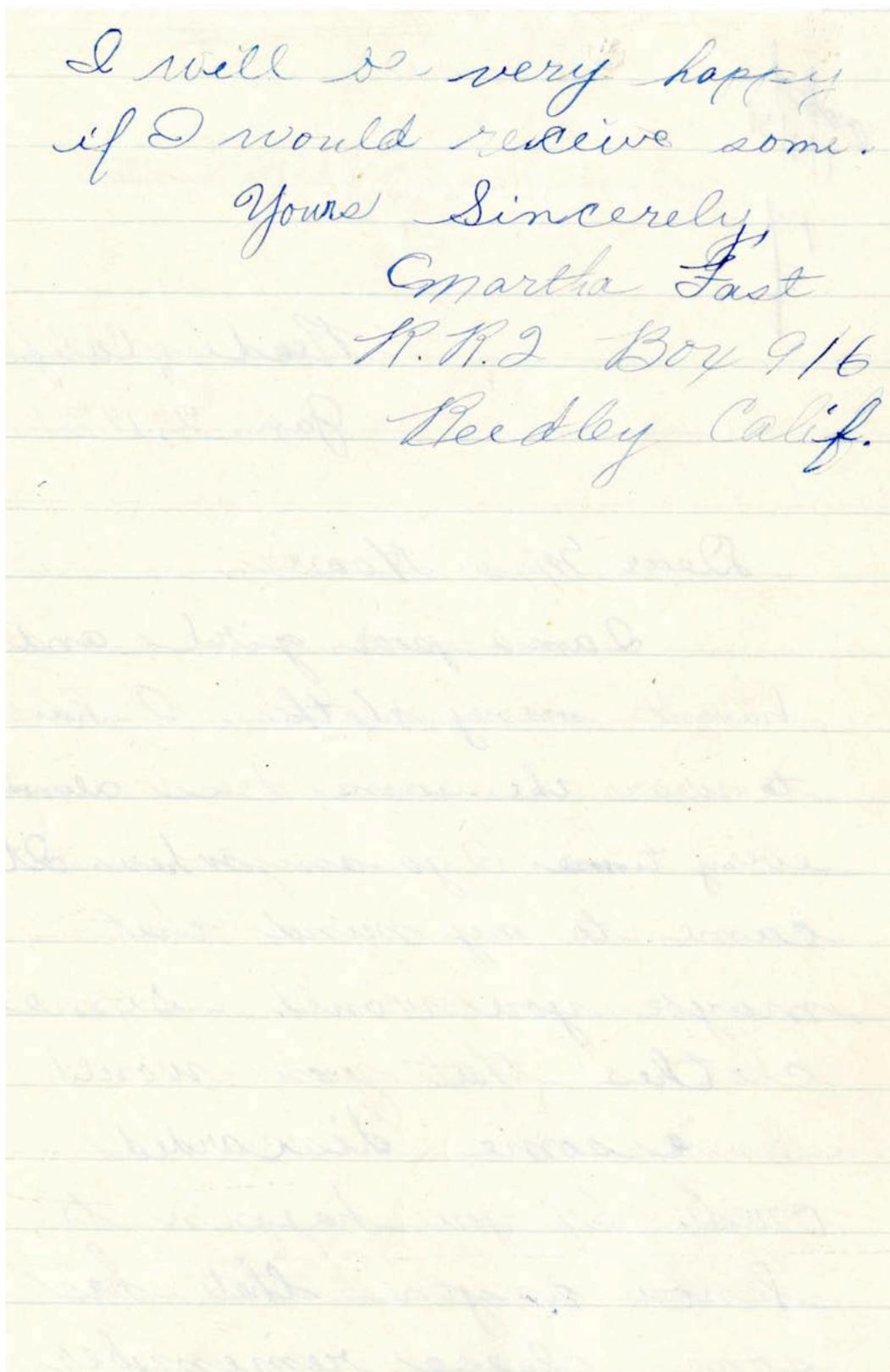
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Redley Calif.
Jan. 2, 1931

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 have some clothes that you would have some discarded ones. If you happen to know anyone that has some, please remember me.

This 1931 letter is from a girl, Martha Fast, to First Lady Lou Henry Hoover. In the letter, Martha, who is writing from California, asks for clothing from the First Lady as she says she has to wear the same dress every day because of the poverty her family is facing during the Great Depression. *Courtesy of Herbert Hoover Presidential Library and Museum, Fast, Martha, 2 January 1931*

A photograph of a handwritten letter on lined paper. The handwriting is in cursive and is written in dark ink. The text is as follows:

I will be very happy
if I would receive some.
Yours Sincerely,
Martha Fast
R.R. 2 Box 916
Reddy Calif.

This 1931 letter is from a girl, Martha Fast, to First Lady Lou Henry Hoover. In the letter, Martha, who is writing from California, asks for clothing from the First Lady as she says she has to wear the same dress every day because of the poverty her family is facing during the Great Depression. *Courtesy of Herbert Hoover Presidential Library and Museum, Fast, Martha, 2 January 1931*

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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.

Letter from Martha Fast to First Lady Lou Henry Hoover, January 2, 1931

Reedley, Calif.

Jan. 2, 1931

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

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My dear Miss Fast:

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

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Yours sincerely,

Secretary to Mrs. Hoover

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



This photograph shows a dispossessed Arkansas farmer who is working on a small shack for his family to live in. These people resettled themselves at the dump outside of Bakersfield, California. *Courtesy of Library of Congress, Lange, Dorothea, "Dispossessed Arkansas farmers. Bakersfield, California," 1935*



This Dorothea Lange photograph shows squatters along a highway near Bakersfield, California. They are penniless refugees from Dust Bowl. The photograph's description reads that 22 are in this family and they are without water and looking for work in cotton. *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

PART 2



This photograph is an example of self-resettlement in California. This Oklahoma farm family is waiting along a highway between Blythe and Indio. Forced by the drought of 1936 to abandon their farm, they set out with their children to drive to California. *Courtesy of Library of Congress, Lange, Dorothea, "Example of self-resettlement in California. Oklahoma farm family on highway between Blythe and Indio," August 1936*



This photograph shows an automobile makeshift camp north of Calipatria, California. Approximately 80 families from the Dust Bowl were camped here. They paid 50 cents a week, and the only available work to them was agricultural labor. *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

PART 2



The Farm Security Administration (FSA) was created in 1935 as an effort to overcome poverty in rural areas. Under the Department of Agriculture, the FSA helped with rural rehabilitation, farm loans and subsistence homestead programs. This photograph shows a man who is a rehabilitation client and is in the process of repaying his loan with a young boy at his side. *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

PART 2



The Reforestation Relief Act, gave jobs to 250,000 young men in the Civilian Conservation Corps (CCC). This swimming pool in the photograph was created by a CCC dam in Huntingdon, Pennsylvania. *Courtesy of Library of Congress, Roskam, Edwin, "Swimming pool created by CCC (Civilian Conservation Corps) dam, Huntingdon, Pennsylvania," July 1941*



Analyze an Image

1. Stop and Source

2. Examine each image closely.

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

Image 1:

Image 2:

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

Image 1:

Image 2:

When were the images taken?

Image 1:

Image 2:

Where were the images taken?

Image 1:

Image 2:

Why do you think the images were taken?

Image 1:

Image 2:

3. What questions do you have about each image?

Image 1:

Image 2:

4. From which image did you generate more questions?

Image 1

Image 2

5. Where could we go to investigate/research our questions?



Analyze a Document

1. Stop and Source

2. Examine the 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:

3. What questions do you have about each document?

Document 1:

Document 2:

4. From which document did you generate more questions?

Document 1

Document 2

5. Where could we go to investigate/research our questions?

Name _____



Answer Questions, Cite Sources

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Question	Notes
Source Cited:	

Claim	Evidence	Reasoning
<div data-bbox="352 402 525 574"></div> <p data-bbox="342 613 535 751">My claim is... I think... I noticed...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div data-bbox="961 402 1134 574"></div> <p data-bbox="835 613 1260 773">I found...; My evidence is... My proof is... Another example... I know this is true because...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<div data-bbox="1570 402 1743 574"></div> <p data-bbox="1470 613 1848 751">This happened because... The reason for this is... I conclude...</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>