

Goldie's HISTORY KITS



Great Depression and the Dust Bowl

TEACHER MANUAL

STATE HISTORICAL
SOCIETY OF IOWA
IOWA DEPARTMENT OF CULTURAL AFFAIRS

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WITH PRIMARY
SOURCES

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Instructions

What is a Goldie's History Kit?

This Goldie's History Kit is designed by the State Historical Society of Iowa for elementary-level educators to instruct on the Great Depression and Dust Bowl. It includes the corresponding Read Iowa History lessons and educational components that have been tested and vetted as part of the State Historical Society of Iowa's Goldie's Kids Club that focus on literacy, visual literacy and Iowa history. There are detailed instruction to assist educators to incorporate these activities in a classroom. This kit also was developed to reflect the Iowa Core Social Studies and Literacy Standards. [Goldie's Kids Club](#) is a free program developed by the State Historical Society of Iowa to introduce children aged 12 and under to Iowa history – starting with Goldie, the eastern goldfinch, which is the state bird.

What's Included

Read Iowa History

- Structured lesson plans integrating primary sources and literacy skills

Read Aloud

- 4 books to read aloud to students
- Text-dependent questions

History Mystery

- Students investigate objects from the State Historical Museum of Iowa collection

Think Like... Cards

- Cards featuring prominent Iowans in history to integrate with lesson plans

Read Iowa History

Read Iowa History is a curriculum project that provides elementary-level educators with primary source lessons that are directly tied to key literacy skills and the [State Historical Society of Iowa's Primary Source Sets](#). These lessons provide structured lesson plans that integrate social studies and literacy with accompanying worksheets and hands-on activities to promote the use of primary sources at an elementary level.

Read Aloud

This Goldie's History Kit provides four books related to the Great Depression and Dust Bowl. This read aloud activity combines literacy and Iowa history, and offers text-dependent questions to facilitate discussion around the book.

History Mystery

History Mystery is designed to challenge students to use their skills of deduction, observation and critical thinking to identify the multiple artifacts included in this activity. All objects are from the State Historical Museum of Iowa's collection, providing students with a unique opportunity to interact with museum artifacts from their own classrooms. Individual students or small groups will work as "history detectives" to figure out the nature of the object, its use and its relationship to the theme through the use of photographs and videos.

Think Like... Cards

The "Think Like..." activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards include questions for students to use to guide their process of understanding the Great Depression and Dust Bowl from different points of view. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional ones related directly to the topic. Each card provides background information about a notable Iowan to provide a direct Iowa history connection.


Instructions

How To Use The Kit

This kit is designed to provide structured lessons and supplemental activities to educators with the freedom to decide what options are best for their classrooms and best fit into their curriculum. Educators are encouraged to first explore the manual and its four main elements (Read Iowa History, Read Aloud, History Mystery and Think Like... cards) to design a lesson for students that will fit their needs. Educators are welcome to alter any lesson plans, worksheets and assessments in the kit. Each of the four main sections include detailed instructions and suggested formats on how to use each section individually or interchangeably. Below are some suggested recommendations and tips to navigate the manual and activities.

Begin with Read Iowa History

The Read Iowa History lesson plans are structured and provide a more defined outline for integrating primary sources in the classroom. You can use the primary source lesson plans in the order provided, or however you see fit. Read Iowa History – as all four components – has background information, a materials list, easily reproducible worksheets and instructions to prepare your lesson.

 **Goldie's History Kit Connection:** There are Goldie icons in Read Iowa History to highlight connections that you could integrate with an activity from Read Aloud, History Mystery or the Think Like... cards activity.

Read Aloud, History Mystery & Think Like... Cards

These three components can be used as a separate lesson or you can integrate an element of an activity to Read Iowa History to provide more hands-on experience within the lesson. At the beginning of each of these sections in the manual, there are detailed introductions to highlight what is needed for that section (i.e. books are used for Read Aloud, photos and videos with History Mystery) and suggested formats to guide the sections. For Read Aloud, this includes additional information about the book and historical context. For History Mystery, this includes different formats to assist in the activity depending on time constraints and detailed information about each object, as well as a worksheet and questions to help students identify each object and its historical significance. Think Like... cards also provide instructions, and of the three, can be a much more flexible activity that can be integrated into a more structured lesson plan.

Additional Digital Access

Some elements of the kit will need to be digitally accessed. There is a USB flash drive in the kit box. It includes a digital version of this manual, worksheets, photographs and video for History Mystery and some optional supplemental materials. This content also is available on a [Google Drive folder](#), where materials can be downloaded.

Register for Free Goldie's History Kit [Merchandise](#)

Receive Goldie's History Kit merchandise by submitting your contact information to the [online form](#).

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 did not have enough money?



4TH GRADE

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, instructions and Goldie's History Kit Connections (see below). 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 your own.

 **Goldie's History Kit Connection:** A Kit Connection is designated with the Goldie icon, as seen on the left. This signals there is an opportunity in the Read Iowa History lesson plan to integrate another element of the kit. This could include a Think Like... card, a storybook or a History Mystery object.

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 student worksheets are available on the USB flash drive and in the [Google Drive folder](#) for easiest reproduction.

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. Reproducible assessment worksheets also are available on the USB flash drive and [Google Drive folder](#).



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

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 did not have enough money?

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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 did 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 did 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 identify 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 did 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.



Goldie's History Kit Connection: Refer to the [Think Like... cards](#) included in the kit that pose the same questions and connect to lowans who worked in those positions.

- 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.
- 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.

Materials

- [Think Like... cards](#)
- [Think Like... worksheet](#)
- Chart paper or whiteboard
- [QFT instruction video](#)
- ["Story of 'Migrant Mother' Photograph by Dorothea Lange" video](#)

Instructions continued on next page

Think Like... Cards & Question Formulation Technique

Instructions continued

- 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.

- 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 1. 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 1. 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 1 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...

<p>A Geographer</p>	<p>A Historian</p>
<p>An Economist</p>	<p>A Political Scientist</p>

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 did 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.

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 be 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.

Materials

- [SOCC posters \(4\)](#)

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.

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?**

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.

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 did not have enough money?

Overview

Students will begin their inquiry with the supporting question: How did people survive the Great Depression when they did 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 did not have enough money?



Goldie’s History Kit Connection: Refer to the books [Children of the Great Depression](#) or [Born and Bred in the Great Depression](#). To add more background context for students to better understand how the Great Depression impacted families and children, select the book(s) that will best resonate with your students.

Materials

- [“Migrant Mother” photograph](#)
- Chart paper
- [Think Like... cards](#)

- 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?

Instructions continued on next page

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

Instructions continued

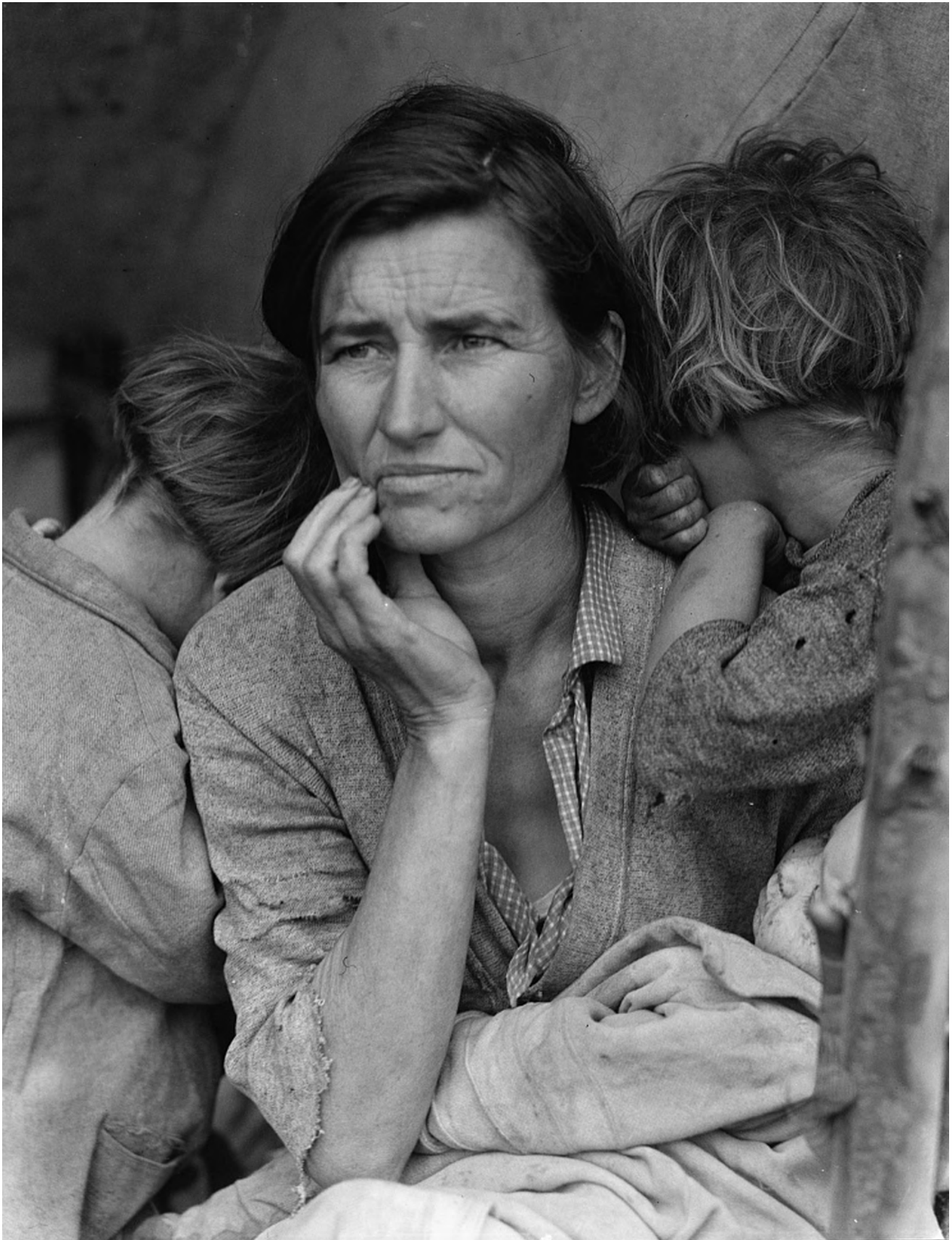
- 3 Sort students into small groups to analyze the same image. Have students ask questions using the QFT process.
- 4 After sharing the prioritized questions, discuss with students what social studies discipline the question falls under: history, geography, economics or political science. Use the [“Think Like...” cards](#) to provide reference for each discipline for students. Post questions on chart paper for students to answer as they learn more.
- 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.



Goldie’s History Kit Connection: Refer to the book [Ruby’s Hope](#) to share a historical fiction account of the background of the “Migrant Mother” photo and how it was taken.

- 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 did not have enough money?

Overview

Students will analyze historical images to investigate the supporting question: How did people survive the Great Depression when they did 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

- 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.
- 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](#)

Materials

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

Instructions continued on next page

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](#)



Goldie's History Kit Connection: Refer to the [History Mystery items](#) to add further context to the primary sources in the student groups.

Group 1: [Franklin Delano Roosevelt Campaign Pin](#) and/or [Think Like... Henry A. Wallace card](#)

Group 2: [Hoover Campaign Button for 1932 Presidential Election](#) and/or [Think Like... Lou Henry Hoover card](#)

Group 3: [Depression Scrip](#) and/or [Apron Made with Depression-Era Flour Sack](#)

Group 4: [Johnson's Hauling Service Business Card](#)

Group 5: [Disco Seeds & Dakota Improved Seed Company Catalog](#) and/or [Depression Glass Cake Plate](#)

- 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**

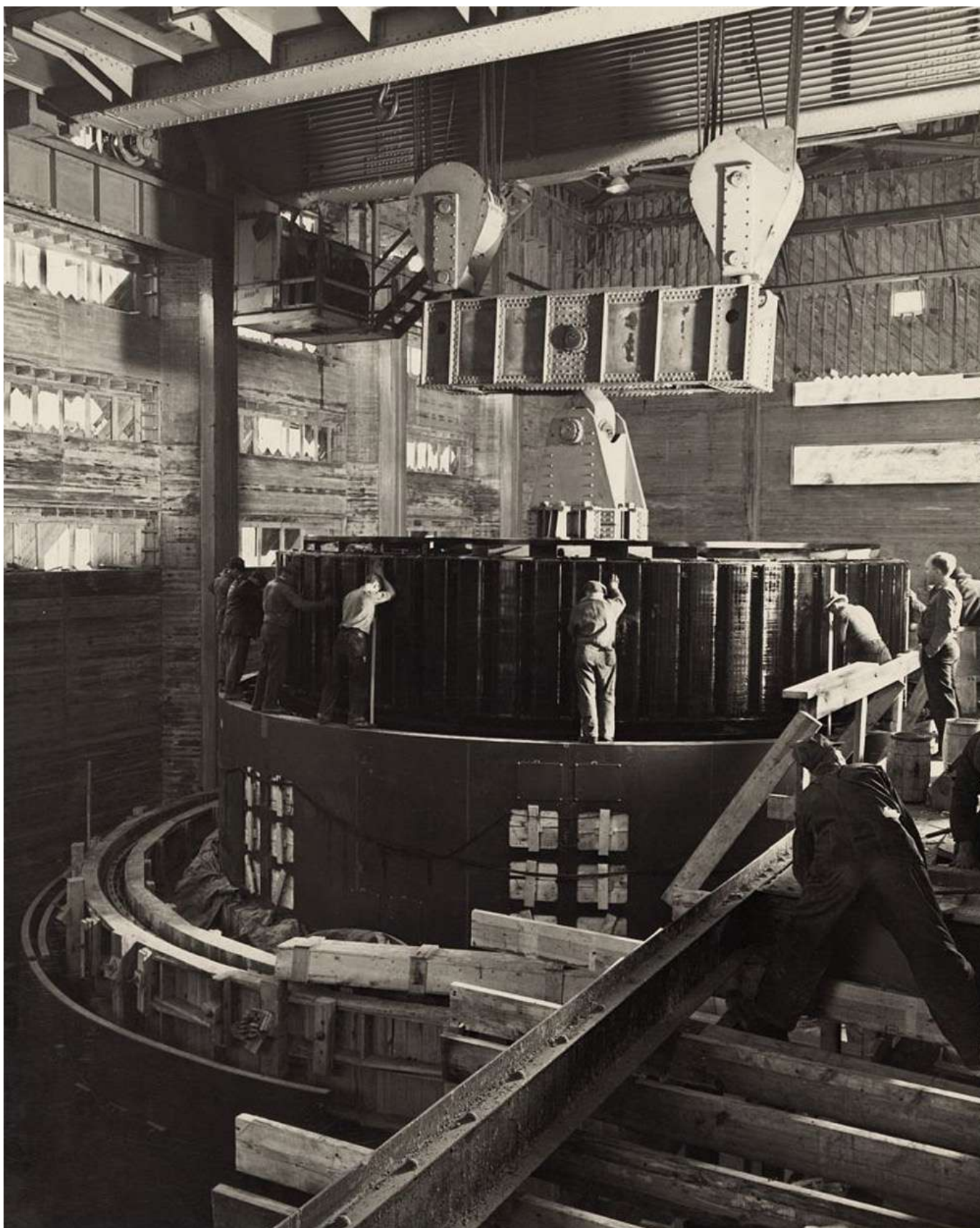
PART 2



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

PART 2



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

ackd
1/19/31
7

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.

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

PART 2

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

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

PART 2

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.

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,

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

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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

PART 2



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

Squatters along the Highway near Bakersfield, California, November 1935

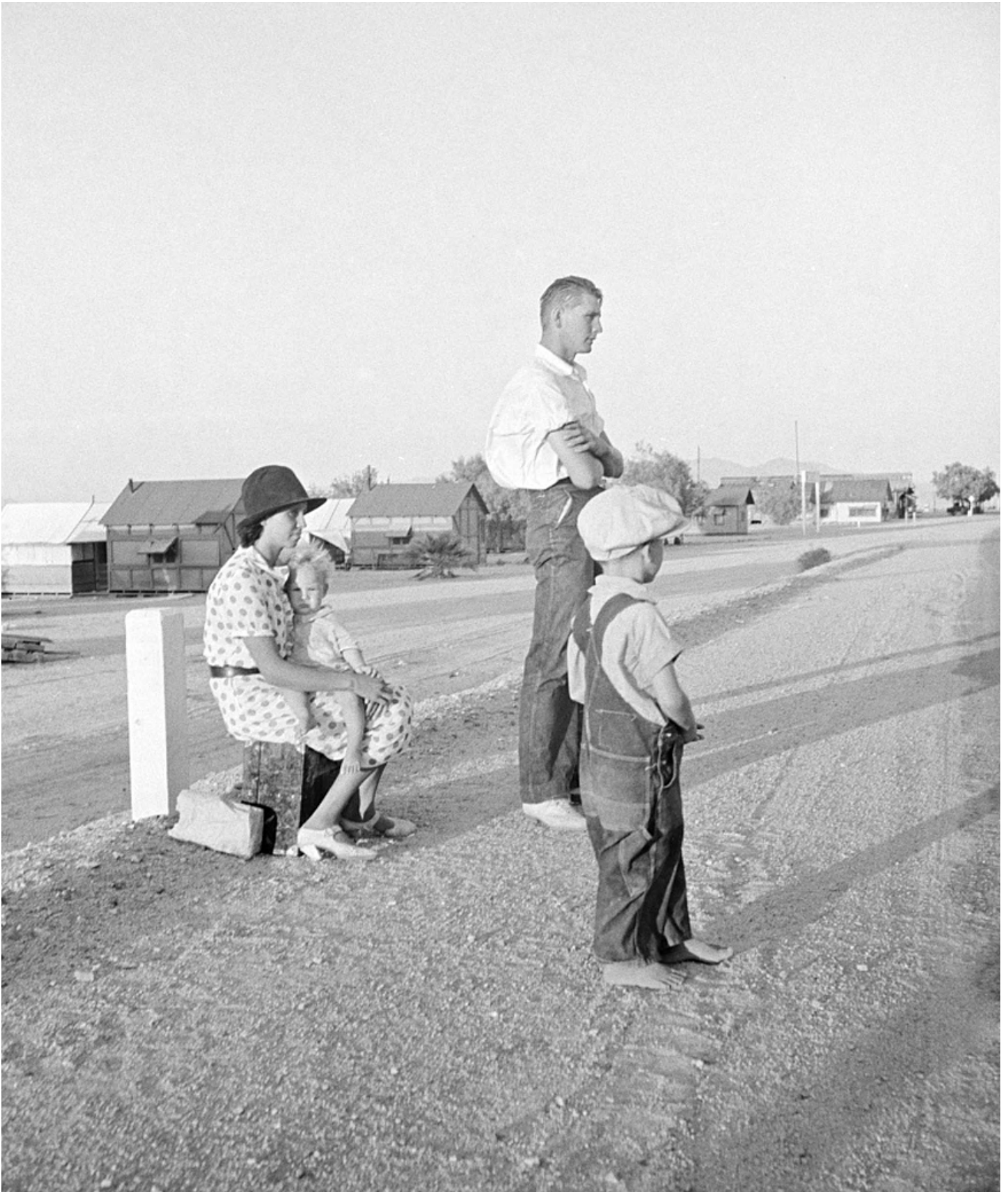
PART 2



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



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



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



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



Courtesy of Library of Congress, Roskam, 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 did 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 did 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"](#)



Goldie's History Kit Connection: Refer to any or all of the [History Mystery items](#) to add further context and assist students with researching their questions using primary sources.

Refer to the book [Rudy Rides the Rails: A Depression Era Story](#) to add further context and assist students with researching their questions using a secondary source.

- 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:	

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
 <p>My claim is... I think... I noticed...</p> <hr/> <hr/> <hr/> <hr/> <hr/>	 <p>I found...; My evidence is... My proof is... Another example... I know this is true because...</p> <hr/> <hr/> <hr/> <hr/> <hr/>	 <p>This happened because... The reason for this is... I conclude...</p> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson Summative Assessment



Unit Compelling Question

How do people overcome hardships?



Unit Supporting Question

How did people survive the Great Depression when they did 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 did 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 Administration (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.

READ ALOUD

READ ALOUD

EDUCATOR MATERIALS

Great Depression and the Dust Bowl



4TH GRADE

Great Depression and the Dust Bowl

Introduction

A “**read aloud**” is an effective way to promote language and literacy skills and help encourage a lifelong love of reading and learning. This Goldie’s History Kit provides four books related to life during the Great Depression and the Dust Bowl. This read aloud activity directly combines literacy and Iowa history in an easily reproducible format.

What’s Included

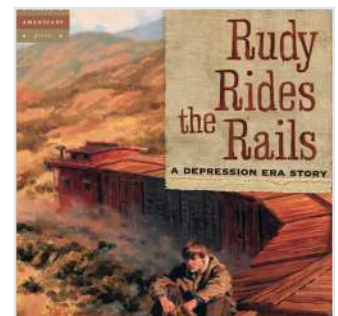
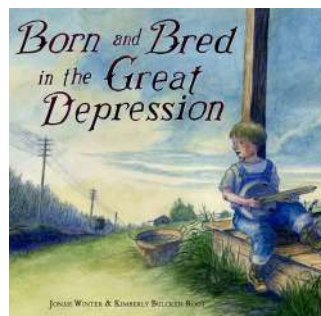
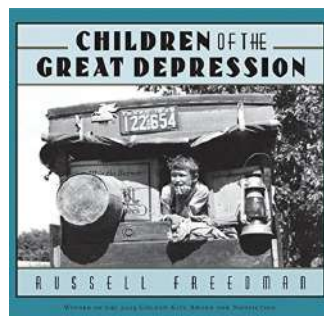
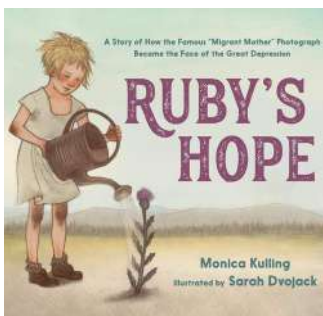
Each Read Aloud Activity Features

- Hard copy of the book (if available, digital recording included)
- Description of the book
- Reasoning for its inclusion in the kit and connection to Iowa history
- Text-dependent questions

Books

This kit contains the four storybooks listed below. Each book has an activity instruction sheet that provides: a book description, a comprehensive explanation of how this book relates to the theme, Great Depression and the Dust Bowl, why it was selected and how it aligns with the Iowa Core Literacy and Social Studies Standards.

- *Ruby’s Hope: A Story of How the Famous “Migrant Mother” Photograph Became the Face of the Great Depression* by Monica Kulling
- *Children of the Great Depression* by Russell Freedman
- *Born and Bred in the Great Depression* by Jonah Winter
- *Rudy Rides the Rails: A Depression Era Story* by Dandi Daley Mackall



Text-Dependent Questions

Each book activity instruction sheet also includes three to five text-dependent questions that align with the Iowa Core Literacy and Social Studies Standards. These questions can be integrated throughout the read aloud activity or after the book is completed to offer a point of reflection for students. Some of the questions are more oriented to facilitate a connection between the Goldie’s History Kit theme, Iowa history and/or U.S. history.

Great Depression and the Dust Bowl

4th Grade

Read Aloud Table of Contents

Book: <i>Ruby's Hope</i>	56
Book: <i>Children of the Great Depression</i>	57
Book: <i>Born and Bred in the Great Depression</i>	59
Book: <i>Rudy Rides the Rails: A Depression Era Story</i>	60

Suggested Read Aloud Tips

Below are listed suggestions of how to prepare for a read aloud activity with the additional historical resources available in this Goldie's History Kit. Educators are welcome to adjust the format to best fit their classroom needs.

Before Read Aloud

- Start by choosing one of the suggested storybooks to read aloud. To assist in your selection, each book is accompanied with a description, reasons for its selection with historical context and relationship to the topic and selected state standards.
- It is recommended that you read the books ahead of time. This allows you to get familiar with the book's content and difficult pronunciations and helps provide context for possible background information to prep students before you begin.
- Read and/or print off text-dependent questions prior to beginning the read aloud. It is up to the educator on whether to use the questions during read aloud or after, but this step allows you to become familiar with the questions and to denote pages within the storybook to use for a particular text-dependent question.
- It is encouraged to introduce the overall topic (Great Depression and the Dust Bowl) with a brief explanation. You can use the [background essay](#) and the individual book description to assist in prefacing the book.
- Expressive reading can be effective in keeping students' attention and emphasizing points of the book for retention. Consider using an expressive voice by changing the volume and tone of your reading to reflect different characters or significant events.

During Read Aloud

- Draw attention by pointing to characters or objects in the pictures as you read. It is important to bring attention to topics, events and specific characters you want to connect to the [Read Iowa History lesson plan](#) and the topic, the Great Depression and the Dust Bowl.
- Creating a dialogue with students during read aloud enhances engagement. Text-dependent questions are provided for each book, but educators are encouraged to include their own. Common questions asked to facilitate engagement during read aloud are: "What do you think will happen next?" or "Why would (X) do this? What would you have done if you were (X)?"
- Don't be afraid to follow participants' lead. If students have questions or want to go back, if time allows, try to be receptive to their observations. It may lead to important exchanges about the story that may not be discussed in follow-up questions.

Great Depression and the Dust Bowl

4th Grade

After Read Aloud

- After you have finished reading the book aloud to the class, additional text-dependent questions are an effective way to gauge how much students remember from the book and if they can demonstrate an understanding of the text. Text-dependent questions were designed to reflect the Iowa Core Literacy and Social Studies Standards.
- If students are struggling to answer the text-dependent questions, feel free to go back to the book and re-read passages that could assist in their recollection and application.
- It is critically important that students are able to make connections between the story they heard and how it relates to history in Iowa and around the country.
 - **Example:** The read aloud book, *Ruby's Hope: A Story of How the Famous "Migrant Mother" Photograph Became the Face of the Great Depression*, provides a storybook connection to the suffering and resilience of people during the Great Depression. During this time period, 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 is the family the storybook is based on, shows Florence Thompson with her children in a tent shelter in Nipomo, California.
- Educators are welcome and encouraged to use the primary sources (such as the ones found in the Read Iowa History section or online within the Primary Source Sets) or find their own to present to the class. Pass around, hold up or project the images for students to view.
- Ultimately, the purpose of the read aloud wrap-up is to facilitate and evaluate students' comprehension of the subject matter and provide a direct link to history and literacy.

Great Depression and the Dust Bowl

Read Aloud Standards

Below are the Iowa Core Literacy and Social Studies Standards that specifically align with the read-aloud activities in the Goldie's History Kit about the Great Depression and the Dust Bowl. If a book title is listed after the description, this signifies that this standard only applies to this book.

Iowa Core Literacy Standards

No.	Description
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize 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.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Iowa Core Social Studies Standards

No.	Description
SS.4.11.	Describe how scarcity requires a person to make a choice and identify costs associated with that choice.
SS.4.15.	Identify factors that can influence people's different spending and saving choices. (21st century skills)
SS.4.18.	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
SS.4.20.	Compare and contrast events that happened at the same time.
SS.4.23	Explain probable causes and effects of events and developments.

Ruby's Hope: A Story of How the Famous "Migrant Mother" Photograph Became the Face of the Great Depression

Monica Kulling

Author

2019

Year of Publication

**Historical Fiction
(Storybook)**

Book Genre/Type

Book Description

Dorothea Lange's Depression-era "Migrant Mother" is an iconic photograph of American history. Behind this renowned portrait is the story of a family struggling against all odds to survive. Dust storms and terrible farming conditions force Ruby's family to leave their home in Oklahoma and travel to California to find work. As they move from camp to camp, Ruby sometimes finds it hard to hold on to hope. But on one fateful day, Dorothea Lange arrives with her camera and takes six photos of Ruby's family. When one of the photos appears in the newspaper, it opens the country's eyes to the reality of the migrant workers' plight and inspires an outpouring of much needed support. A biography and description of the Farm Security Administration are also included. (40 pages)

Why This Book

The photo "Migrant Mother" is featured on the cover of and in [Part 1 of the Read Iowa History](#). It is also one of the most iconic photos taken by Dorothea Lange during the Great Depression and the Dust Bowl. This book sets the stage to learn more about Ruby's family featured in the photo and introduces photographer Dorothea Lange. Additionally, it sets the stage for how Lange took the photo and the hopeful outcome after the rest of the nation saw the image and understood the plight facing migrant families.

Text-Dependent Questions

- 1 Describe Ruby and her family. How were they impacted by the drought in Oklahoma and the subsequent search for agriculture work?
- 2 How did Ruby's family adapt and live even though they did not have any money?
- 3 How does this book help to set context for the famous photo?
- 4 What skills did Dorothea Lange, the photographer, use in order to gain access to Ruby and her family? Why would these skills be important for a photographer taking photos of people she did not know?
- 5 Why do you think that the American public responded and sent food to the migrant families after seeing the photo in the newspaper?

Children of the Great Depression

Russell Freedman

Author

2005

Year of Publication

Nonfiction

Book Genre/Type

Book Description

The author has created a book that illuminates the lives of the American children affected by the economic and social changes of the Great Depression. Middle-class urban youth, migrant farm laborers, boxcar kids, children whose families found themselves struggling for survival. All Depression-era young people faced challenges like unemployed and demoralized parents, inadequate food and shelter and schools they couldn't attend because they had to go to work or because the schools simply closed. This book draws on memoirs, diaries, letters, other firsthand accounts and archival photographs. (128 pages)

Why This Book

While longer, this book provides an overall look at the Great Depression through the lens of children who experienced it firsthand. The short, themed and illustrated chapters allow for you to select one or two to read with students to better understand how the Great Depression impacted children and their families. The book also provides additional background information about the causes of the Great Depression, schooling for children, working conditions for children, farming conditions and even children riding the rails in boxcars. The text-dependent questions for select chapters are provided to allow for ease of integration.

Text-Dependent Questions

1 Chapter 1: "The Sight of My Father Crying"

- Some children during this time were too young to work. One child stated that "...but for me the low point of the depression will always be the sight of my father... crying in the coal bin." Another child wrote to First Lady Eleanor Roosevelt that "My mother cries because maybe we'll lose the store. I[']m] always sorry, because I'm still very young and can't help out." Discuss the reasons why children felt helpless during the Great Depression.
- Look at the Depression Era Shopping List, the Average Annual Earnings During the Depression list and the grocery story photo on pgs. 10-11. Imagine a family of four was living off of a steelworker's salary of \$422.00 for the whole year. How many goods and food items would that family be able to afford for a year?

2 Chapter 2: "Ill-Housed, Ill-Clad, Ill-Nourished"

- President Franklin D. Roosevelt once remarked, "In this nation, I see millions of citizens – a substantial part of the whole population – who at this very moment are denied the greater part of... the necessities of life. I see one-third of a nation ill-housed, ill-clad, ill-nourished." Discuss Roosevelt's points about the ill-housed, ill-clad, ill-nourished. What do these areas incorporate? How would these areas impact children's lives?
- Look at the photos on pg. 22 and describe the living conditions of the family. They were living in a "Hooverville" shanty, named after President Herbert Hoover, who was president at the start of the Great Depression. Discuss why families would be upset with a leader who many felt could have done more to help Americans when the Great Depression started.

Text-dependent questions continued on the next page

Children of the Great Depression

Text-Dependent Questions

3 Chapter 2: In and Out of School

- A relief worker in Arkansas observed, “I find so many children [who] do not get to go to school because they simply haven’t a rag that they can leave the home in.” In this case, a rag means clothing. Discuss how not having clothing items like shoes, a winter coat, pants, a dress or socks would impact a child’s ability to attend school.
- Since so many teachers were laid off, class sizes grew. Sometimes up to 50 children were assigned to one classroom. How would this impact children’s education during the Great Depression?

4 Chapter 4: Kids at Work

- “There are no advantages in staying in school for my children, for we could not keep them there long enough to [become] teachers or get enough education to do some other professional work, so it is better for them to get to work early.” This was written by a parent. Discuss why parents would need to have their children go to work rather than attend school.
- A study found that “...children are at work. Not only boys and girls of 14 and over are at these tasks. At many of them thousands of little children not more than 13 and some as young as 6 can today be found.” Think about how your life would be different if you had to work all day, rather than attend school.
- The National Youth Administration (NYA) was started in 1935 and boys and girls as well as white and African-American students, rather than just white males, could participate. This program paid students to work part-time so they could attend school the rest of the time. Discuss the impact of the NYA for women and African-American students.

5 Chapter 6: Boxcar Kids

- Many children left home, for various reasons, and started to illegally ride and travel in boxcars on trains. When asked why, most responded that “hard times drove them away from home.” Discuss what types of hard times children experienced during the Great Depression that would encourage them to leave home.
- There were many dangers for children who rode the rails, especially for African-American children. Harold Jeffries, from Minneapolis, remembered, “As black kids from the North we’d hear of racial discrimination but not one of us had actual experience with harsh prejudice. Our first frightening encounter came... in Kansas City. Some of the kids drank from a “Whites Only” [drinking] fountain. We were literally run out of the [railroad] yards.” Think about and describe how traveling in boxcars could be difficult in segregated areas.

Born and Bred in the Great Depression

Jonah Winter

Author

2011

Year of Publication

Historical Fiction

(Storybook)

Book Genre/Type

Book Description

Based on the author's family's experience during the Great Depression in East Texas, this book shares how a family got by with what they had. The family of 10 lived in a small house on the edge of town. The father looked for work every day and the mother cared for the children, as well as tended to the garden and farm and preserved food with no electricity. But the family persevered and learned to enjoy the things that didn't cost money, like the love of family and reading. (40 pages)

- [Listen to the digital recording of the book](#)

Why This Book

This book, based on a true story, is told through the author's voice as he reminisces about his father's childhood during the Great Depression. The story demonstrates how families who are faced with the most unrelenting obstacles can grow and persevere to find the joy in the unlikeliest of situations. The story outlines family dynamics, the anguish of unemployment, the trials of daily life and the moment of peace and joy that make up a family. Students can see photos of the author's family in the front and back of the book to make deeper connections.

Text-Dependent Questions

- 1 Describe how this family survived the Great Depression when they did not have any money.
- 2 The father in the book had to compete in foot races to get some jobs where he made 10 cents an hour. Discuss why employers would use this type of hiring strategy over others.
- 3 The family always had food because of their garden and farm, but they did not have much else. Why would the family share leftover food with folks who were even less fortunate?
- 4 What did the young boy learn "to love... that didn't cost a single penny"? How might those things have helped him get through the Great Depression?

Rudy Rides the Rails: A Depression Era Story

Dandi Daley Mackall

Author

2007

Year of Publication

Fiction (Storybook)

Book Genre/Type

Book Description

In 1932, Akron, Ohio, was no better off than other parts of the country. Since Black Tuesday in 1929, companies had closed, men all over the state were out of work and families were running out of hope. Thirteen-year-old Rudy wanted to help but he did not know where to turn. His father, who was sullen and withdrawn, spent his time sulking on the front porch. His mother was desperate, because she did not know how she would feed and care for her family. Rudy learned that other boys were leaving town and heading west to seek their fortunes. He hopped on a train figuring there would be at least one less mouth to feed. As Rudy lives the vagrant lifestyle while he “rides the rails” to California, young readers are given a snapshot view and testament of Depression-era America. (40 pages)

- [Listen to the digital recording of the book](#)

Why This Book

During the Great Depression, young Rudy decides to leave home so there will be one less mouth for his mother to feed. He hears that he can seek fortune in California, so he jumps on the train to ride the rails from Ohio. This book describes Rudy's journey and connects to Iowa, as he stops in Waterloo and Britt. In the end, Rudy realizes that California was not for him, and he returns home with a few dollars in his pocket to give to his family.

Text-Dependent Questions

- 1 Why did Rudy decide to leave his house? How did he think this was going to help his family?
- 2 Why would Rudy's fellow travelers help each other when no one had any money or few possessions?
- 3 Why was Rudy so proud of being able to send money home to his family?
- 4 Rudy's fellow travelers had “handles” or nicknames. Why do you think they used nicknames rather than their own names?

HISTORY MYSTERY

EDUCATOR MATERIALS

Great Depression and the Dust Bowl

HISTORY MYSTERY



4TH GRADE

Goldie's
HISTORY KITS

Great Depression and the Dust Bowl

Introduction

The **History Mystery** activity utilizes historic objects from the State Historical Museum of Iowa's collection to provide students with a unique opportunity to investigate photos of museum artifacts in their own classrooms. Students will work as "history detectives" to figure out the nature of the object, its use and its relationship to the kit theme, the Great Depression and the Dust Bowl. This activity is designed to challenge students to use their skills of deduction, critical thinking and visual literacy to identify the multiple artifacts and understand their connections to Iowa History and the theme of the kit. History Mystery can be used as an independent student activity or in conjunction with the [Read Iowa History lesson plan](#). Educators should explain to students that the goal of the activity is to solve the mystery by searching photos (and possibly videos) for visual clues.

By participating in History Mystery, students will:

- Use problem-solving and critical thinking skills
- Analyze clues to deduce the name and use of objects
- Explore and use background information provided for each object to determine historical significance
- Make real-world connections between the use of the objects and the kit theme, the Great Depression

What's Included

This History Mystery Activity Features

- Photographs of seven objects
- Background information for each object
- Suggested questions to facilitate students for each object
- History Mystery worksheet

Objects

Each object has photos specifically taken for students to analyze. The photos are printed, laminated and included in the kit. Most objects include multiple photos at different angles, close-ups, etc. to provide different perspectives to help in their detective work. Some objects also include videos. All images and videos for History Mystery are available on the USB flash drive included in this kit and also in the [Google Drive folder](#).

Questions

Each individual object page in the educator materials packet includes questions to help educators encourage, assist and further engage students as they attempt this activity. Questions are meant to provoke conversation about the object, its relation to the theme of the kit and its connection to Iowa history.

History Mystery Worksheet with Artifact Interpretation Instructions

The History Mystery worksheet includes artifact interpretation questions to assist students in analyzing the objects. The worksheet is easily reproduceable and meant to be distributed to students. It can also be applied to any activity similar to History Mystery, such as having students bring in their own family artifacts.

Great Depression and the Dust Bowl

4th Grade

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Suggested History Mystery Set Up and Implementation

Below are suggestions of how to prepare for and run a History Mystery activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using History Mystery as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

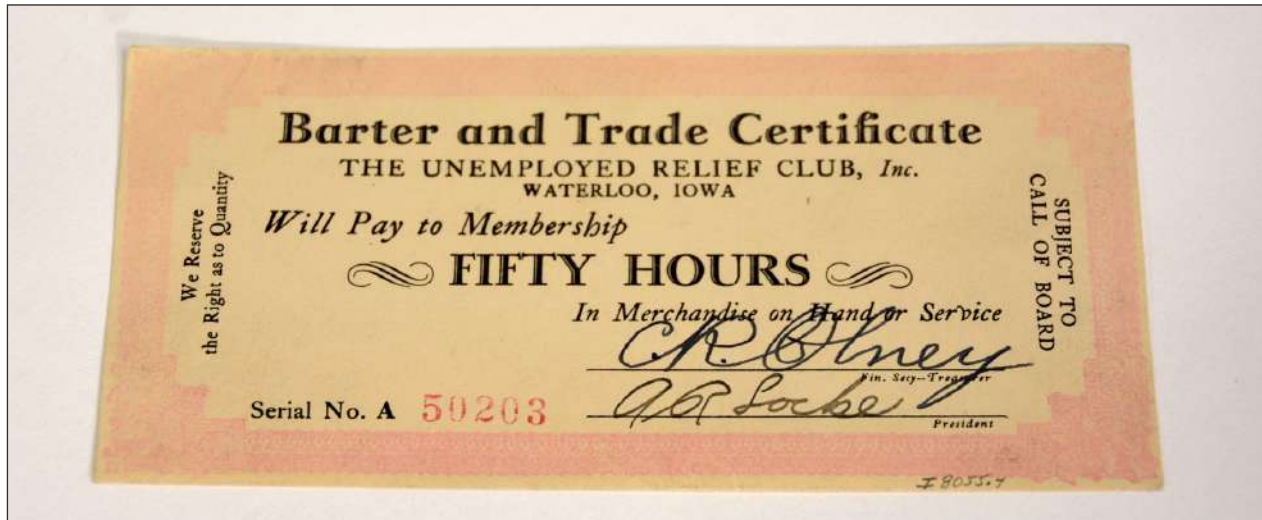
Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the objects identified with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a History Mystery object you would like to use. Kit Connections are identifiable by the yellow box and Goldie’s icon within the Read Iowa History lesson plan. Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. Choose the most effective, convenient way to display the object photos (and possibly videos) to the class. If they have not already read it or had it read to them, please read aloud the background essay about the Great Depression. 	<ul style="list-style-type: none"> After displaying the photos or video of the object, it is recommended that students receive one to two minutes to silently analyze the object. After the initial analysis, start a discussion with the students (one to three minutes) to reveal their initial thoughts and analysis of the object. Following this time, pose the questions connected to the object to your students. Remember to connect the objects to the kit topic and the lesson currently in progress.

Great Depression and the Dust Bowl

4th Grade

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to investigate objects</p>	<ul style="list-style-type: none"> • Have the object pages from this manual available to you with the object descriptions, historical significance and additional questions. • Separate your students into groups and assign each group a photo of an object from the kit. • Choose the most effective, convenient way to display the object photos (and possibly videos). • Instruct students to use the artifact interpretation worksheet to assist them as they attempt to determine the History Mystery object. • Worksheet Options: Either have the students work together with one worksheet or have each student independently fill in the worksheet and report out from the group. • If they have not already read it or had it read to them, please read aloud the background essay about the Great Depression. 	<ul style="list-style-type: none"> • It is recommended that students receive four to five minutes to analyze the object and fill in the artifact interpretation worksheet. • Ask student groups to present on their objects. As they speak, project the object on the classroom screen. • To encourage classroom discussion and to make connections to the topic, ask all or some of the questions that are associated with each object.

Depression Scrip



Description

This is a Great Depression Barter and Trade Certificate, also known as a Depression Scrip. A scrip is a substitute for legal tender, often in the form of a credit or a trade. This scrip is from the Unemployed Relief Club, Inc., in Waterloo, Iowa. People would join the club for a small fee and were then assigned work. A person could work one hour in order to receive two pounds of dried red beans or work 20 hours to receive a pair of women's shoes. Other times, people received portions of their work product. For example, if a person worked as part of a food harvest, they could receive a portion of the food harvested. This scrip paid members "Fifty Hours of Merchandise on Hand or Service."

Object Significance

This object demonstrates how cities in Iowa adopted temporary services during the Great Depression to help those less fortunate receive food and goods that they could not afford in return for their labor. This scrip is from the Unemployed Relief Club, Inc., located in Waterloo, Iowa, and paid members "Fifty Hours of Merchandise on Hand or Service."

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 During the Great Depression, many people could not find jobs in order to feed themselves and their families. The Unemployed Relief Club of Waterloo gave people food and goods in return for their work, rather than a paycheck. Discuss this concept. Do you think this idea is a good idea? Why or why not?
- 3 As an example, a person who was part of this club could work one hour in order to receive two pounds of dried red beans or work 20 hours to receive a pair of women's shoes. Why would different amounts of work be required in order to receive different items?

Hoover Campaign Button for 1932 Presidential Election



Description

In 1932, President Herbert Hoover, an Iowan, was running for re-election. During his first term, the United States fell into the Great Depression and six million Americans could not find work. Many people who were displaced from their homes because of job loss moved into "Hooverilles," which were settlements with small buildings made from scrap materials and named after Hoover, who was blamed for the Great Depression. Compounding the Great Depression was the environmental ramifications of the Dust Bowl, which impacted farmers across the Midwest and Southwest.

Object Significance

Even during one of the worst economic downturns in American history, presidential elections took place. In 1932, President Herbert Hoover was running against Franklin Delano Roosevelt and John Nance Garner. This pin is from his re-election campaign. Hoover was often blamed for the Great Depression because of his inaction, and he believed that the government should not directly intervene in the economy. He did not advocate for intervention and he did not believe it was the federal government's responsibility to create jobs or provide economic relief for American citizens. He would eventually lose his re-election to Franklin D. Roosevelt, who through prompt, vigorous and sweeping action, brought the country out of the Great Depression.

Questions about History Mystery Object

- 1 What do you see when you look at this object?
- 2 What does the button say? Why do you think Hoover's re-election campaign used the term "Speed Recovery" during the Great Depression?
- 3 During the Great Depression, Hoover did not believe that the government should create jobs or provide any sort of economic assistance. Compare his plan to [Franklin D. Roosevelt's plan](#). What plan was most beneficial to people during the Great Depression? Why?

Franklin Delano Roosevelt Campaign Pin



Description

This is a campaign pin for Franklin Delano Roosevelt and John Nance Garner, from either the 1932 or 1936 campaigns. In the 1932 presidential campaign, Roosevelt was running against President Herbert Hoover, who was from Iowa. During his campaigns, Roosevelt touted the New Deal as a way to pull the United States out of the Great Depression through relief, reform and recovery. Roosevelt and Garner won the presidential elections in 1932 and 1936, but while running for his third term in 1940, Roosevelt's running mate was Iowan Henry A. Wallace.

Object Significance

In 1932, Franklin Delano Roosevelt and John Nance Garner were running against then President Herbert Hoover, an Iowan, who was the leader during the start of the Great Depression. Roosevelt ran his campaign on the idea of the New Deal, which was a series of programs, public work projects, financial reforms and regulations. The New Deal focused on relief for the unemployed and poor, recovery of the economy back to normal levels and reform of the financial system to prevent a repeat depression. This campaign pin is from the 1932 or 1936 presidential election.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 During the Great Depression, why would Roosevelt's platform of creating programs to help people get back to work help him win the election?
- 3 This campaign button is made from metal, and it is about the size of a quarter. Why do you think the button is so small?

Apron Made with Depression-Era Flour Sack Fabric



Description

During the Great Depression, when money was very limited, people would often prioritize purchasing food over buying clothing. Flour was purchased in fabric bags that ranged from two to 20 pounds. The larger bags of flour meant housewives had access to more fabric that could be re-purposed for clothing, towels, curtains or other household necessities. The Brainard family from Adair County, made this apron out of flour sacks.

Object Significance

This apron is an example of the ingenuity of families suffering from job or money loss during the Great Depression. Families made most of their food from scratch and purchased flour in large quantities. Flour was packaged in fabric sacks and families quickly began to transform the fabric into other uses, like clothing. This apron is made out of flour sacks. The apron goes over the head with a tie at the back and the edges are sewn with white piping.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Look closely at the apron in the photos. How can you tell this is re-purposed from flour sacks?
- 3 Sometimes there was an element of shame experienced by those dressed in flour-sack clothing. To prevent recognition, the fabric was sometimes soaked to remove the logos, dyed to change the color of the fabric or trim was added. Discuss why some people might have felt shame while wearing flour-sack clothing.

Johnson's Hauling Service Business Card



Description

This business card was for Johnson's Hauling Service, which was a company in Des Moines, Iowa. The card lists the jobs that the business could provide, from "ashes, cans or general clean-up" for residential or business with good service. It also states "Depression Times, Depression Prices."

This card was printed by Robert E. Patten, who was part of three generations of family members from an African-American family in Des Moines. He was the owner of a local print shop in Des Moines throughout the mid-1900s. His papers include dozens of items from Des Moines businesses and clubs that were printed at the Patten Printery. Before his death in 1968, Robert saved a copy of nearly everything he produced in his print shop near Center Street.

Object Significance

During the Great Depression, businesses had to be creative with their business models. Johnson's Hauling Service advertised "Depression Times, Depression Prices" for hauling away ashes, cans or providing general clean-up for residential or business with good service.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why do you think Johnson's Hauling Service wrote "Depression Times, Depression Prices" on its business cards?
- 3 During the Great Depression, some people collected or hoarded objects because of a fear of scarcity or not having money. Discuss how a hauling service business could survive during the Great Depression.

Depression Glass Cake Plate



Description

During the Great Depression, families had to be very careful with money. Depression glass was mass produced from the late 1920s to the early 1940s. This molded glassware came in colors, like clear, pink, pale blue and green, and in patterns to suit every taste. However, it was of relatively low quality, with pieces often exhibiting air bubbles, heavy mold marks and other flaws in the glass. Depression glass was relatively affordable, often priced a bit more than a loaf of bread, which cost a nickel. Additionally, companies also included the glassware as a gift with purchase, like putting it inside of oatmeal and detergent boxes.

Object Significance

This Depression glass cake plate was made by Jeannette Glass Company, located in Pennsylvania in the 1930s. It is an example of the company's popular cherry blossom pattern. The cake plate was owned and used by a family that lived in Des Moines.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Look closely at the design on this cake plate, how would you describe the design? Why do you think Depression glass producers used natural or geometric patterns?
- 3 Depression glass was popular because of its low cost. Why do you think families purchased these glassware pieces during the Great Depression when money was so limited?

Disco Seeds & Dakota Improved Seed Company Catalog



Description

During the Great Depression, families with limited funds often grew their own food. The Disco Seeds & Dakota Improved Seed Company, located in Mitchell, South Dakota, and Emmetsburg, Iowa, was a company that offered a seed catalog for families to purchase seeds by mail. The catalog described the different varieties of produce so that families could purchase the seeds that best fit their growing conditions.

Object Significance

Families often needed to grow their own food during the Great Depression, and this seed catalog is an example of how families would purchase seeds. For example, on pg. 13 there are 11 different types of squash available, each with a description and growing parameters listed. Most seed packets could be purchased for five cents or larger quantities for 25 to 60 cents.

Questions about History Mystery Object

- 1 What do you see when you look at this object? What else do you notice?
- 2 Why would families choose to grow their own food during the Great Depression?
- 3 Look at pg. 13 of the catalog. What do you notice about the vegetables offered on this page? Why do you think there are so many varieties of squash?

Analyze History Mystery Objects

This is an example worksheet that corresponds with the instructions to analyze the objects from History Mystery. This version of the worksheet is for you, the educator, to utilize. A printable version of this worksheet is available in this kit's "Student Materials" packet on the USB flash drive and [Google Drive folder](#).

Analyze an Object

1	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.
2	1. What does it look like? Think about size, shape and color.	4. Do you see any signs of wear? Does it mean anything about how the object was used?
	2. What is the object made from? Is it one or more materials combined?	5. What year or time period do you think it is from? Why do you think it was from that year?
	3. Is there any writing or details? If yes, what does it tell you about the object?	6. Who is the owner? Write a brief description of the owner.

Continued on next page.

Analyze History Mystery Objects

3	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
4	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>
5	<p>1. What does it look like? Think about size, shape and color.</p>	<p>4. Do you see any signs of wear? Does it mean anything about how the object was used?</p>
	<p>2. What is the object made from? Is it one or more materials combined?</p>	<p>5. What year or time period do you think it is from? Why do you think it was from that year?</p>
	<p>3. Is there any writing or details? If yes, what does it tell you about the object?</p>	<p>6. Who is the owner? Write a brief description of the owner.</p>

THINK LIKE ...

EDUCATOR MATERIALS

Great Depression and the Dust Bowl



4TH GRADE

Great Depression and the Dust Bowl

Introduction

The “Think Like...” activity includes a set of cards to encourage students to think about history through multiple perspectives. The cards feature questions students can use to guide their process of understanding about the Great Depression and the Dust Bowl from individuals with varying interests and priorities. Every kit includes five universal cards (geographer, economist, journalist, economist and political scientist) and two additional cards that specifically highlight individuals connected to the topic (Lou Henry Hoover, Henry A. Wallace). Each card provides background information about a notable Iowan to provide an Iowa history connection to reference as they work on the questions.

Think Like... Activity Table of Contents

Card: Think Like Lou Henry Hoover.	77
Card: Think Like Henry A. Wallace.	78
Card: Think Like a Geographer	79
Card: Think Like an Economist.	80
Card: Think Like a Historian	81
Card: Think Like a Political Scientist	82
Card: Think Like a Journalist.	83

What’s Included

Think Like... Cards Feature

- Pack of seven cards
- Each card Includes
 - Definition of card description (ex: the job of a geographer)
 - Questions to guide the connection between the card and the topic
 - Brief biography of a notable Iowan in that profession

Questions

The questions with the five universal cards (in every kit) are broad enough that they can relate to any topic, not just the Great Depression. Some cards are more applicable than others to this topic, but each question is open-ended and can push students to think about a topic from multiple perspectives. For instance, thinking about the impact of the Great Depression on families as an economist or historian may be an easier application than thinking about it from the perspective of a geographer. The Iowan featured on the back of the card is a unique element of these cards that allows students to make local, real-life connections between Iowa history and the kit topic.

Great Depression and the Dust Bowl

4th Grade

Suggested Think Like... Activity Set Up and Implementation

Below are suggestions of how to prepare for and run a Think Like... card activity. The first format shows how to integrate the activity with the [Read Iowa History lesson plan](#) (refer to Kit Connections). The second suggested format is using Think Like... cards as a standalone, group activity. Educators are welcome to adjust the format to best fit their classroom needs.

Type of Activity	Before Activity	During Activity
<p>Kit Connections</p> <p>Using the Think Like... cards with Kit Connections</p>	<ul style="list-style-type: none"> Choose which Kit Connection with a Think Like... card you would like to use. If connected to an object or primary source from the kit, have the source images available to you with the source descriptions, historical significance and additional questions (if applicable). Choose the most effective, convenient way to display the Think Like... card questions and the primary source images (if applicable) to the class. If they have not already read it or had it read to them, please read aloud the background essay. 	<ul style="list-style-type: none"> Provide students with a description of the profession they will think like, as well as the biography of the Iowan who had the same career, if appropriate. Provide students with the Think Like... questions and display connected primary source image (if applicable). Pose the Think Like... questions to your students to connect with the source, lesson or topic of the kit. To encourage classroom discussion and to make connections to the topic, ask all or some of the questions, if provided, that are associated with each card or source to the entire class

Type of Activity	Before Activity	During Activity
<p>Group Work</p> <p>Standalone activity with students working together in small groups to use Think Like... Cards</p>	<ul style="list-style-type: none"> Separate your students into groups. Assign each group a different Think Like... card from the kit. Choose the most effective, convenient way to display the card's questions for the groups. The questions on the cards work best when paired with a museum object, a primary source from the kit or directly linked to the topic of the kit. If they have not already read it or had it read to them, please read aloud the background essay. 	<ul style="list-style-type: none"> It is recommended that students receive four to five minutes to read and answer the questions on the Think Like... card. Ask groups to present their answers to the questions. As they speak, project the Think Like... card on the screen. Following their answers, open the discussion to the class for other ideas or answers regarding the questions. Remember to connect the Think Like... questions to the kit topic and the lesson currently in progress.

Think Like... Lou Henry Hoover Card

Think Like Lou Henry Hoover

- Lou Henry Hoover served as First Lady from 1929 to 1933. As the spouse to the president at the start of the Great Depression, what do you think she could do in this role to help Americans?
- The Great Depression began during the Hoover presidency. How do you think the Great Depression affected the Hoovers while in the White House?
- Lou Henry Hoover answered hundreds of letters from Americans in need during her time as First Lady. Why do you think people wrote her letters asking for assistance?



Lou Henry Hoover (1874-1944)

Lou Henry Hoover was born in Waterloo, Iowa, on March 29, 1874, but left the state in 1885. In 1893, she attended Stanford University. She married another Iowan, Herbert Hoover, in 1899. During World War I, she established the American Women's War Relief Fund, the American Women's Hospital and supported many other charitable organizations. Herbert Hoover was elected president in 1929. As First Lady, she was the first one to speak over the radio and answered hundreds of letters from Americans seeking assistance. With the onset of the Great Depression, the Hoovers supported volunteerism and spent their own funds to feed the White House staff, paid for some government positions and helped finance many White House events.

Think Like... Henry A. Wallace Card

Think Like Henry A. Wallace

- How do you think growing up in Iowa would help Henry A. Wallace become secretary of agriculture during the Great Depression?
- *Wallaces Farmer* was first published in 1898 by Henry A. Wallace's grandfather. Why do you think a newspaper about agriculture would become popular?
- Wallace served one term as vice president under President Franklin Delano Roosevelt. Why do you think Roosevelt would have selected Wallace as his running mate?



Henry A. Wallace (1888-1965)

Henry A. Wallace was born in Adair County, Iowa, in 1888. He graduated from Des Moines' West High School and earned an agriculture degree in 1910 from Iowa State College, now Iowa State University. Following his father's appointment as secretary of agriculture in 1921, Wallace served as editor of *Wallaces Farmer*, a popular agricultural newspaper, and co-developed the Hybrid Corn Co., which became Pioneer Hi-Bred Corn Co. During the Great Depression, Wallace served two terms as the secretary of agriculture under President Franklin D. Roosevelt. During this time, he oversaw New Deal legislation to help struggling farmers. He served one term as vice president. Wallace later ran for the presidency in 1948 for the Progressive Party, but lost.

Think Like... a Geographer Card

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?



Ira Cook (1821-1902)

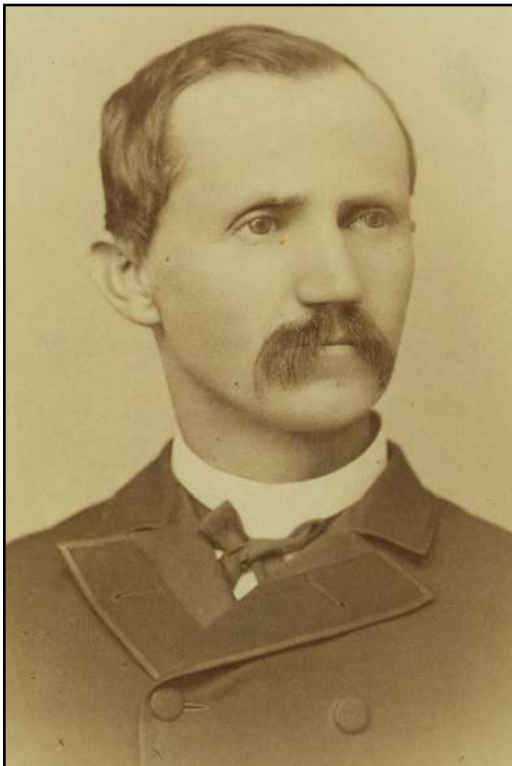
Much like how a geographer studies the land, a land surveyor is someone who measures land areas in order to determine boundaries for settlers to purchase. Ira Cook was one of many Iowans to receive a contract from the government to be a land surveyor when Iowa territory had to be measured. Cook endured tough conditions, long journeys by foot and wagon and harsh weather from 1849-1853 as he crossed the state measuring the land. He was elected mayor of Des Moines, Iowa, in 1861 and later moved to Washington, D.C., to become Deputy United States Revenue Collector in 1864.

Think Like... an Economist Card

Think Like an Economist

A person who studies the ways people make a living.

- 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.



Voltaire Twombly (1842-1918)

Voltaire P. Twombly was elected Treasurer of Iowa in January 1885. The treasurer officially oversees the state's revenue and finances. He served three terms in the position before stepping down in 1891. Not only was Twombly financially savvy, he also was a war hero. During the Battle of Fort Donelson during the Civil War, he picked up and carried his regiment's national colors after three other members of his regiment were killed or incapacitated by Confederate fire while attempting to secure the flag. Twombly received a Medal of Honor in 1897 for his heroic deeds during the battle.

Think Like... a Historian Card

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?



Louise Noun (1908-2002)

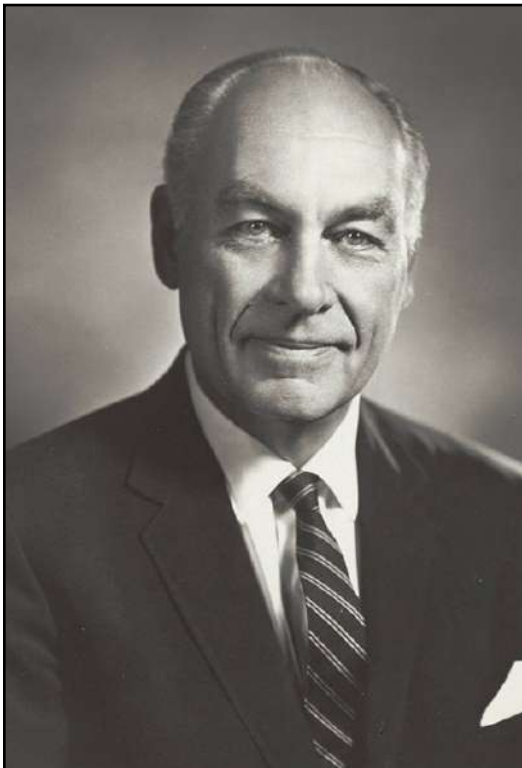
Louise Frankel Rosenfield Noun spent her life preserving and sharing Iowa history. She was born in Des Moines to Meyer Rosenfield, owner of the Younker's department store, and Rose Frankel Rosenfield, a suffrage-supporting mother. Noun and Mary Louise Smith, the former chair of the Republican National Committee, worked together to found the Iowa Women's Archives at the University of Iowa Main Library. The archives include important manuscripts and papers which record women's history in Iowa. Louise Noun also authored numerous books and papers regarding feminist history in Iowa.

Think Like... a Political Scientist Card

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?



George Gallup (1901-1984)

A native of Jefferson, Iowa, and graduate of the University of Iowa, George Gallup invented the now famous Gallup Poll. The Gallup Poll is a method of survey sampling (asking different people the same question for their answers) to help figure out public opinion. Polls are important for elections and helpful for political scientists. The first instance of using the Gallup Poll for politics was the 1932 campaign of Gallup's mother-in-law, Ola Babcock Miller, who successfully ran for Iowa Secretary of State.

Think Like... a Journalist Card

Think Like a Journalist

A person who tells others about the story.

- What are the major headlines of this historical topic?
- What people would you want to interview? What questions would you ask?
- What details are needed to tell this particular story to people not from this area?
- Why is it important to share news about what is happening at this time period or this location?



George Mills (1906-2003)

There was not a story developing within the Iowa Capitol's hallways or chambers that George Mills did not cover for *The Des Moines Register* newspaper. Mills covered events and political news at the capitol building from 1943-1971 and later served as a reporter for television station WHO-TV. From 1943 to 1954, Mills was also the Iowa correspondent for *Time*, *Life* and *Fortune* magazines, writing Iowa stories for a national audience.

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
SS.4.1.	Explain how a compelling question represents key ideas in the field.				
SS.4.2.	Use supporting questions to help answer the compelling question in an inquiry.	X			
SS.4.3.	Cite evidence that supports a response to supporting or compelling questions.	X			
SS.4.4.	Construct responses to compelling questions using reasoning, examples, and relevant details.	X			
SS.4.5.	Identify challenges and opportunities when taking action to address problems, including predicting possible results.				
SS.4.6.	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms.				
SS.4.7.	Explain causes of conflict or collaboration among different social groups.				
SS.4.8.	Evaluate how civic virtues and democratic principles have guided or do guide governments, societies, and/or communities. (21st century skills)				
SS.4.9.	Explain how the enforcement of a specific ruling or law changed society. (21st century skills)	X			X
SS.4.10.	Describe how societies have changed in the past and continue to change. (21st century skills)				
SS.4.11.	Describe how scarcity requires a person to make a choice and identify costs associated with that choice.	X	X	X	
SS.4.12.	Using historical and/or local examples, explain how competition has influenced the production of goods and services.				
SS.4.13.	Compare and contrast different ways that the government interacts with the economy.	X		X	
SS.4.14.	Explain the reasons why the costs of goods and services rise and fall.				
SS.4.15.	Identify factors that can influence people's different spending and saving choices. (21st century skills)	X	X	X	
SS.4.16.	Determine the consequences of sharing personal information with others. (21st century skills)				
SS.4.17.	Create a geographic representation to illustrate how the natural resources in an area affect the decisions people make.				
SS.4.18.	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.		X		
SS.4.19.	Explain influences on the development and decline of different modes of transportation in U.S. regions.				
SS.4.20.	Compare and contrast events that happened at the same time.				
SS.4.21.	Analyze conflicting perspectives on historical and current events/issues.				X
SS.4.22.	Infer the purpose of a primary source and from that the intended audience.			X	
SS.4.23.	Explain probable causes and effects of events and developments.		X		
SS.4.24.	Develop a claim about the past and cite evidence to support it.				
SS.4.25.	Analyze the impact of technological changes in Iowa, across time and place.				
SS.4.26.	Explain how Iowa's agriculture has changed over time.				

No.	Description	Read Iowa History	Read Aloud	History Mystery	Think Like...
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		X		
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		X		
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		X		
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.	X	X		
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		X		
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.	X	X		
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.	X			
RI.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").	X			
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").	X			
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.	X			
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X			
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.		X		

**Only Iowa Core Literacy Standards applied in the Goldie's History Kit are listed.*

Goldie's History Kit - Great Depression and the Dust Bowl Manual

Book 1: *Ruby's Hope: A Story of How the Famous "Migrant Mother" Photograph Became the Face of the Great Depression* by Monica Kulling

Book 2: *Children of the Great Depression* by Russell Freedman

Book 3: *Born and Bred in the Great Depression* by Jonah Winter

Book 4: *Rudy Rides the Rails: A Depression Era Story* by Dandi Daley Mackall

History Mystery Object Photos

- Depression Scrip
- Hoover Campaign Button for 1932 Presidential Election
- Franklin Delano Roosevelt Campaign Pin
- Apron Made with Depression-Era Flour Sack Fabric
- Johnson's Hauling Service Business Card
- Depression Glass Cake Plate
- Disco Seeds & Dakota Improved Seed Company Catalog

7 Think Like... Cards

- Lou Henry Hoover
- Henry A. Wallace
- Ira Cook - Geographer
- Voltaire Twombly - Economist
- Louise Noun - Historian
- George Gallup - Political Scientist
- George Mills - Journalist

USB Flash Drive

- Student Worksheets and Vocabulary Cards
- Read Iowa History Primary Sources
- Photos of History Mystery Objects
- Digital Version of Think Like... Cards
- Digital Version of Great Depression and the Dust Bowl Manual

Goldie's History Kit Container