

**LIBRARY OF CONGRESS—PATHWAYS
DUST BOWL LESSON MODULE**

Title:

“On the fourteenth day of April in 1935, there struck the worst of dust storms that ever filled the sky”: *Using Primary Sources to Explore the Great Dust Bowl*

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Themes: Demographic changes and environment

Historical Period: Great Depression/World War II (1929-1945)

Lesson Module Overview: Students will learn about the Dust Bowl and elements of the Great Depression through examining and analyzing various primary resources from the Library of Congress such as images, documents, songs and lyrics, and book excerpts. Through participating in discussion, inquiry-based learning, Reader’s Theater, and journaling, students will explore major elements of the Dust Bowl including environmental and human causes, economic impacts, migration and the culture of the era. They will take this knowledge of the past and not only gain the perspective and insight of the struggle during this time but will also apply it to the modern day.

Grade Range: Intermediate/Middle Level (3rd-6th)

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LESSON MODULE

DAY 1

Title: *The What, When, Why and Where of the Dust Bowl: An Introduction*

Learning Goals:

Knowledge-

- Students will examine primary sources to gain knowledge of the Dust Bowl.
- Students will develop an understanding of what life was like in the Depression era.
- Students will be able to describe what the Dust Bowl is and why it happened.

Skills-

- Students will participate in their group's presentation on the given topic.
- Students will explore various primary sources on their topic about the Dust Bowl.

Dispositions-

- Students will develop an understanding of why the Dust Bowl was one of the worst natural disasters in history.

National Council for the Social Studies Themes:

<http://www.socialstudies.org/standards/strands>

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Materials Needed:

Computer
Poster board
Markers/crayons
Pen/pencil
Books, images, and websites from Appendices I and IV
Printer
Dust Bowl Journals

Lesson Procedures:

Introduction:

1. Get students interested by asking them to help clean up the classroom. Ask them to specifically look for dust on things. When someone spots something with a lot of dust on it ask the class to think about what if there was 10 times more dust in the room. Ask them to tell you how things would be different if there was 10 times for dust in the room. Would they be able to use their desks to do their homework? Would they be able to comfortably walk around? Would there be a lot of sneezing and coughing?
2. Tell students that back in the 1930's in the United States there was a huge dust storm called the Dust Bowl. Here is how one man described the storm:

“On the fourteenth day of April of nineteen thirty five,
 There struck the worst of dust storms that ever filled the sky:
 You could see that dust storm coming, the cloud looked deathlike black,
 And through our mighty nation, it left a dreadful track...
 This storm took place at sundown and lasted through the night,
 When we looked out this morning we saw a terrible sight:
 We saw outside our windows where wheat fields they had grown
 Was now a rippling ocean of dust the wind had blown.
 It covered up our fences, it covered up our barns,
 It covered up our tractors in this wild and windy storm.
 We loaded our jalopies and piled our families in,
 We rattled down the highway to never come back again.”

— *Woody Guthrie (1912-1967)*
 From "*Dust Storm Disaster*

3. Ask students how they would feel if one day you and your family had to leave your house knowing you would never come back again?

Development:

1. To start off the unit we first need to discuss what the Dust Bowl is, where it happened, when it happened, and why it happened.
2. Instead of just lecturing the students, split them up into 4 groups. Group 1 will find out what the Dust Bowl is. Group 2 will research where the Dust Bowl happened and where the people affected by it moved to. Group 3 will research the time period in which the Dust Bowl happened and what other things were going on in the world during that time period. Group 4 will look into why the Dust Bowl occurred and if anything could have

been done to prevent it. Each group must also provide at least 2 pictures related to the Dust Bowl and explain them.

3. Each group will have 1 hour to compile information from the given websites and books on their topic and make a power point presentation or create a poster with information on it to present to the class. The websites and books can be found in webliography and bibliography section of this module.
4. Have students begin their “Dust Bowl Journals” (explained below in “Assessment”) answering the following prompt:
“Imagine you are a child during the Dust Bowl. It is 1930 and the storms have just begun. Write about what the experience might be like for you and what you know about these dust storms. How do you think life might begin to change for you?”

Assessment:

1. During each group’s presentation the other students will be writing at least 3 things that they learned from each presentation so that, by the time all the presentations are over, each student will know information on the what, when, where and why of the Dust Bowl. This can be used later on as a reference material.
2. Also, students will begin their “Dust Bowl Journals”. This will just be a booklet of about 10-20 pages that the teacher has prepared for the students, in which they will write from the perspective of a child during the Dust Bowl. Each lesson, the students will receive a writing prompt that correlates with the material learned. At the end of the process, the teacher can gather the booklets and check for understanding of concepts and varying perspectives presented throughout the week.

LESSON MODULE

DAY 2

Title: *Humans vs. Environment: The Two Major Causes of the Dust Bowl*

Learning Goals:

Knowledge-

- Students will understand the two causes of the dust bowl.
- Students will discuss the affects the dust bowl had on the environment.
- Students will use primary resources to gain an understanding of the Dust Bowl.

Skills-

- Students will present information on their photograph with their group.
- Students will evaluate pictures to identify what the Dust Bowl was like.

Dispositions-

- Students will develop an understanding of what caused the dust bowl and how it affected the people and environment; leading students to realize the Dust Bowl was one of the worst natural disasters in history.

National Council for the Social Studies Themes:

<http://www.socialstudies.org/standards/strands>

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Materials Needed:

Images from the Dust Bowl (#11-15 in Appendix I)

Note cards

Pens/ Pencils

Journals

White Board

Overhead
Dust Bowl Journals

Lesson Procedures:

Introduction:

1. To grab students' attention, start by reading the following description:
"Throughout the Dust Bowl decade, the Plains were torn by climatic extremes. In addition to dirt storms, residents of the Great Plains suffered through blizzards, tornadoes, floods, droughts, earthquake, and record high and low temperatures. In February 1933, temperatures dropped 74 degrees within 18 hours in Boise City, Oklahoma, and remained below freezing for several days while a dirt storm raged. In 1934, record high temperatures—as high as 120 degrees—caused hundreds of deaths in Colorado, Texas, Oklahoma, and Kansas. Sunday, April 14, 1935, is still remembered as "Black Sunday." A day that began with mild warmth ended with a huge dust cloud, pushed at 60 miles per hour, blackening the sky."
2. Ask students what they think the Dust Bowl decade was like. What are some of the areas the Dust Bowl took place in? What types of climatic extremes took places? Why do you think April 14, 1935 is remembered as "Black Sunday?" How do you think people felt at this time?

Development:

1. "Can anyone guess what types of things we will be covering today on the Dust Bowl from the description I just read?"
2. "I heard a lot of great ideas! Today we are going to talking about the causes and effects the Dust Bowl had on the environment and the people. I want to start by having you each of you come up to the board and write something you have already learned about the Dust Bowl thus far into our unit, we will do this by rows." *This will help me get an idea of where students are at and ensure I am not re-teaching things.*
3. Once all students have taken a turn to write something they have learned on the board give students a minute or two to read through everyone's to refresh their memories.
4. "As I said today we will be discussing the causes and effects the Dust Bowl had on the environment and the people. To begin I want to provide you with a little background on the Dust Bowl. The cause of this disaster was a mix between humans and the environment. During the time of the Dust Bowl the Great Plain's were experiencing a drought. The drought was caused by a change in the tropical sea surface temperatures. Humans too played a role in this through poor use of land; leading to bare soil exposure and wind erosion creating dust bowls. One couldn't have happened without the other.

You will be working in groups now to gain a better understanding of dust bowls and the affects they had on the environment as well as what they looked like.”

5. Divide students into groups of four giving each group of photograph of the Dust Bowl. Students will also be given a note card on this they are to answer the following questions about the photograph:
 - How did the storm affect the environment around them?
 - What is the location of the storm?
 - Year it took place if given?
 - How do you think the people of this time were feeling?
 - Who was the photographer?

Once students are done they will share these with the class.

Culmination

1. Have students come back to their desks, ask each group to come up and put their picture on the overhead and tell the class about it, they will do this through the questions they answered and any other things they may choose to add.
2. Once all groups have gone allow students to ask any other questions they may have about what was learned today. Ask for volunteers to explain the two causes of the Dust Bowl and what affects the dust bowls had on the environment.
3. Have students respond to the following prompt in their “Dust Bowl Journals”: “Imagine you were there on “Black Sunday” your family has been dealing with climatic extremes for quite some time, one day it is hot the next it is cold. Tornados, dust storms and blizzards are taking place around you. You have no idea what to expect from the weather or how it may impact you and your family. Reflect on how you would be feeling throughout this time of disaster.”

Assessment:

1. As students are sharing with the class about their pictures take note of the information they are providing. Once students are done presenting have them turn in their note card and picture. This will allow me to see if students understood the central concept of this lesson. Did they notice environmental changes? Were they able to reflect on the affects it would've had on a family? Do they understand the causes of the Dust Bowl? Did they know the location, date and photographer? Through the note cards I will be able to gain a better understanding of what my next move needs to be.

LESSON MODULE

DAY 3

Title: *A Great Depression: How the Economy Played a Role in the Dust Bowl*

Learning Goals:

Knowledge-

- Students will develop an understanding of how the Stock Market Crash of 1929 triggered the hardships of the Depression Era.
- Students will be able to describe how the economy during the Great Depression affected people's lives.
- Students will begin to understand how the effects of the Dust Bowl on farmland impacted the economy.
- Students will be able to describe what the New Deal is and how it helped the USA's economy bounce back

Skills-

- Students will explore the resources provided to them to gain information on their particular topic.
- Students will participate in the making of their group's display on their particular topic.
- Students will explore each group's display at the end of the lesson.

Dispositions-

- Students will begin to develop an understanding on how the events of the 1930's including: The Stock Market Crash, The Great Depression, The Dust Bowl, and The New Deal affected the economy of that time.

National Council for the Social Studies Themes:

<http://www.socialstudies.org/standards/strands>

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places, and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Power, Authority, and Governance: Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

Materials Needed:

Computers

Books (see Appendix IV for titles)

Printer

Four tri-fold boards

Markers

Crayons

Paper

Pencils

Primary sources (Appendix I #3, 4, 11, 14, 16)

Dust Bowl Journals

Lesson Procedures:

Introduction:

1. To get the students interested in the lesson start by showing them the pictures of the big black dust cloud, the farms taken over by dust, and the woman and her children with an empty plate. After they get the chance to examine the pictures, ask them to close their eyes and imagine themselves in those pictures. Ask: “What would you do if the dust ruined your cropland?” “What would you do if you didn’t have any money to buy food for your children?”
2. Next tell the students they are going to spend some time exploring how the Dust Bowl and some other events including The Stock Market Crash, The Great Depression and The New Deal affected the economy during that time. Since the students probably won’t know very much about these topics explain that to them that they are going to be split into four groups and each group is going to be given the job of researching their topic and then creating a display to teach the rest of the class about their topic. One group will look at how the Stock Market Crash of 1929 affected the economy, a second group will be looking at how the Great Depression affected the economy, a third group will be looking at how the Dust Bowl affected the economy, and a fourth group will be looking at how the New Deal affected the economy. Tell them that it is each group’s job to create a display that teaches the

other students about their topic. The display should be easy to read and needs to have at least three pictures or charts.

Development:

1. Give each group about an hour to research. Below are the topics that they will be given. Books and websites that will help them with their research can be found in the webliography and bibliography section.
 - a. Group One- The Stock Market Crash of 1929 (Have students focus on what the crash was and how it triggered the Depression Era)
 - b. Group Two- The Great Depression (Have students focus on how the loss of jobs and the banks closing hurt the economy)
 - c. Group Three- The Dust Bowl (Have students focus on how the loss of crops and livestock hurt the economy)
 - d. Group Four- The New Deal (Have students focus on what the New Deal was and how it was used to help the economy)
2. Give the students around a half an hour to forty five minutes to create their display. Give each group a little corner of the room where they can set up their tri-fold boards and set out pictures and books on desks.

Culmination

1. Once all of the groups have everything set up, have the class come back together. Explain that it is now their job to go explore the other group's displays. Tell the students to stay in their groups as they are going from display to display. Also explain that it is each student's job to write down at least four important facts they learned from each display.
2. Give each group around five minutes at each display.
3. Once every student has seen each display have them go back to their desks and get out their "Dust Bowl Journals" and answer the following prompt:
 "Briefly explain how all of the events you learned about today affected the economy during the Depression Era. Which one do you think had the biggest impact on the economy and why? How would you feel if your family was living on a farm in Iowa during the 1930's and was struggling to pay for food and other necessities?"

Assessment:

1. Collect each student's sheet that has the four facts they wrote down from each display. By looking at these you will be able to see what the students learned from the displays.
2. Look at each group's display to see if each group followed the directions and completed the task correctly.
3. Collect the student's journals and check to see if they understand how the economy was affected during the Depression.

LESSON MODULE

DAY 4

Title: *“I want to be in Oklahoma, back in my own home”*: Migration during the Dust Bowl

Learning Goals:

Knowledge-

- Students will understand the term “migration” and its specific meaning during the Dust Bowl era.
- Students will develop an understanding of what life was like for Dust Bowl migrants.
- Students will examine primary sources to gain knowledge of migration during the Dust Bowl.

Skills-

- Students will explore various primary sources including works of literature and photography.
- Students will engage in discussion within groups to interpret and understand primary sources.

Dispositions-

- Students will take on varying perspectives, including that of a migrant during the Dust Bowl.
- Students will begin to think critically about the past through the analysis of primary sources.

National Council for the Social Studies Themes:

<http://www.socialstudies.org/standards/strands>

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Materials Needed:

Computer cued to play *Arizona* by Jack Bryant (#1 in Appendix II)
Copies of *Arizona* lyrics (#1 in Appendix I)
Copies of excerpt from *The Grapes of Wrath* (excerpt provided below)
Images from Dorothea Lange (#2-10 in Appendix I)
Paper
Writing utensils
Dust Bowl Journals

Lesson Procedures:**Introduction:**

1. To grab students' attention, play them the song *Arizona* by Jack Bryant. Listen to the song twice, handing out a lyric sheet for students to follow along the second time around.
2. Ask students what they think this song is about. From what they have learned so far, why might this man be moving? How does he feel about moving? Where did he move from? Where did he move to?

Development:

1. Tell students that they have already started exploring some of the ideas that will be covered in the lesson today. Explain that the topic is "migration" during the Dust Bowl. Ask for students to volunteer their ideas of what migration is and what they have already learned about migration during this time from the first lesson. Write all of the main ideas on the board.
2. Divide students into groups of 3 or 4. Give each group one Dorothea Lange photograph and a copy of this John Steinbeck excerpt.
"And then the dispossessed were drawn West—from Kansas, Oklahoma, Texas, New Mexico; from Nevada and Arkansas, families, tribes, dusted out, tractored out. Car-loads, caravans, homeless and hungry; twenty thousand and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless—restless as ants, scurrying to find work to do—to lift, to push, to pull, to pick, to cut—anything, any burden to bear, for food. The kids are hungry. We got no place to live. Like ants scurrying for work, and most of all for land." (*The Grapes of Wrath*)
3. Explain that the photographs that they have received were all taken by a famous photographer named Dorothea Lange who was hired to document the troubles of people during the Great Depression and the Dust Bowl through pictures. Explain that the paper they have received contains a quote from a novel entitled *The Grapes of Wrath* by John Steinbeck, an influential writer during the 1930s and 40s who wrote this book about a family from Oklahoma forced to migrate to California because of the dust storms.

4. Ask students to first read through the excerpt as a group. Have students underline words that they don't understand or sections that confuse them. If they can't figure out the meanings as a group, invite them to consult a dictionary or the teacher for clarification. Have them discuss the passage within their group. What did it make you feel or think about? How did these people feel? Was the journey easy or difficult? What did they have to endure? Invite them to relate the passage to the song "Arizona" from the beginning of the lesson.
5. Instruct the group to select one part of the passage that struck them the most and to write a few sentences about their thoughts and feelings regarding this segment. Encourage them to incorporate any ways that they may relate to the passage personally.
6. Next, have students examine the photographs that they have received. Based on what they have already seen from *Arizona* and *The Grapes of Wrath*, what do they think is going on in the photo? How do the photographs connect to the song and passage?
7. Instruct students to bring the photograph to life with words. Ask them to write several sentences describing what they think the subject of the photo is doing, thinking, and feeling.

Culmination:

1. Set up all of the photographs and descriptions around the room. Have students do a "Museum Walk" around the room to examine what other groups have done.
2. To culminate the lesson, bring the students back to their desks and ask a few questions to gather all of their thoughts. Review why people were forced to leave their homes during the Dust Bowl (an idea was already developed in the introductory lesson). Discuss how the people felt about moving, what the journey West was like, and any remaining thoughts or feelings they had about this great migration.
3. Have students respond to the following prompt in their "Dust Bowl Journal":
"Imagine your family has just decided that the troubles of the Dust Bowl have been too hard on the farm and you must move out West in hopes of finding a better life. Share how you are feeling about moving and leaving everything behind."

Assessment:

1. Gather what students wrote about the Steinbeck passage and Lange photographs and examine them for understanding of central concepts. Did the students seem to get a grasp of what the migrants had to endure and the difficulty of their journey? Did they gain insight into the thoughts, feelings, and perspectives of a migrant during this time? If not, include a bit more information in the beginning of the next lesson.

LESSON MODULE

DAY 5

Title: *What if YOU Lived During the Dust Bowl?: Perspectives on Cultural Differences*

Learning Goals:

Knowledge-

- Students will develop an understanding of what it was like to live during the Dust Bowl time period.
- Students will be able to state multiple similarities and multiple differences between life today and life during the Dust Bowl.

Skills-

- Students will participate in a Reader's Theater activity centered on life during the Dust Bowl.
- Students will analyze and observe various primary source photographs from the Dust Bowl.
- Students will complete a Venn diagram using the knowledge gained from the lesson on the differences and similarities of life during the Dust Bowl and life today.
- Students will respond critically to a prompt about life during the Dust Bowl in their "Dust Bowl Journals".

Dispositions-

- Students will begin to develop an ability to think critically about the past and how it compares to our lives today.

National Council for the Social Studies Themes:

<http://www.socialstudies.org/standards/strands>

Time, Continuity, & Change: Social studies programs should include experiences that provide for the study of the past and its legacy.

People, Places and Environments: Social studies programs should include experiences that provide for the study of people, places, and environments.

Materials Needed:

Out of the Dust by Karen Hesse

8-10 photographs from the Dust Bowl (Appendix I)

Venn diagram handout (enough copies for each group – 3 or 4)

Reader's Theater script (Appendix III—enough copies for each student)

Dust Bowl journals

Lesson Procedures:

Introduction:

1. Begin today's lesson by introducing the book, "Out of the Dust" to the students. Tell the students what it is about (a child and her life during the Dust Bowl). Explain to the children that today they will be focusing on how families lived during the Dust Bowl and using a passage from "Out of the Dust" to help them with that task.
2. Ask the students to look closely at the cover photograph of "Out of the Dust". Based on what they have learned so far about life during the Dust Bowl, what do they think the girl is thinking/feeling? Lead a discussion on the photograph and learning how to look at a photograph critically. How does the picture make them feel? What facts can they get from the photograph? What story does the picture seem to tell? What questions do they think of after looking at the picture? Ask the students to use their prior knowledge, from the introduction lesson, to understand what was happening in the photographs.
3. Share with the students that the picture is of an actual girl who lived during the Dust Bowl, Lucille Burroughs. Explain a little about the young girl:

-Daughter of a sharecropper

-Taken during the Dust Bowl (around 1935/1936)

-Came from a poor family, struggling during the Dust Bowl

- Picked cotton and waited tables to make a living

Tell students there are many differences between Dust Bowl children and themselves but there are also some similarities. Look at some similarities between themselves and Lucille Burroughs:

- Wears a hat to protect from the sun
 - Can be sad sometimes too
- Gets her picture taken by strangers!
- Might live on a farm or in the country

Development:

1. Give each student a Reader's Theater based on an excerpt from "Out of the Dust" (Appendix III). Explain to students that this does a great job of depicting what life was like during the Dust Bowl. Ask for six volunteers to read the script aloud, everyone else can follow along.
2. After reading through the script, help students to hold a large group discussion about the similarities and differences between the lives of people today and the lives of those living during the Dust Bowl.
3. As students are discussing the similarities/differences use these questions to help students think more critically:
 - How do you think all of that dust affected the lives of people during the Dust Bowl? What do you think the dust changed about their lives?
 - What is different/same as what you experience in everyday life compared to this script?
4. After this group discussion is over, display multiple pictures of families, children, and homes from during the Dust Bowl to the students (Appendix I). Split the students into smaller groups, each group with 2 or more pictures.
5. Have the students take 10-15 minutes to use the skills they learned from analyzing the photograph of Lucille Burroughs to make observations about life during the Dust Bowl in the new photographs. Encourage the students to observe how the pictures and Reader's Theater correlate – are there any supporting details for the Reader's Theater in the pictures?

Culmination:

1. Ask the students to fill out a Venn diagram based on what they have learned about life in the Dust Bowl from the Reader's Theater and pictures. One side of the diagram will focus on life in the Dust Bowl, the other on life as a present day person.
2. When students have completed their Venn diagrams have them share their observations with a partner or two.
3. Ask the students to take out their 'Dust Bowl Journals' and respond in a few paragraphs to this prompt:

"It's 5:30 in the morning and time for you to get started on your day. What might you do this morning? How about during the afternoon and evening? Tell me what a typical day in the life of you, a Dust Bowl survivor, would be like. Make sure to include descriptive words so I can tell what you are feeling and going through!"

Assessment:

1. Look at the Venn Diagrams when the students are finished with them. Does the information the students included touch on the hardships people had to endure every day? Do they include similarities and not just differences? Did the students appear to better understand the perspective of a person living during the Dust Bowl? If the students do not appear to have grasped the objective, review the next day before beginning another lesson.

**APPENDIX I:
IMAGES AND GRAPHIC MATERIAL FROM THE LIBRARY OF CONGRESS**

1. Document (original lyrics)

Arizona by Jack Bryant

Jack Bryant
Firebaugh, 1940

We were out in Arizona
On the painted Desert ground
We had no place to call our own *home*
And work could not be found.

We started to California
But our money, ~~it~~ didn't last long
I want to be in Oklahoma
Be back in my old home.

A way out on the desert
Where water is hard to find
It's a hundred miles to Tempe
And the wind blows all the time.

You will burn up in the day time
Yet you're cold when the sun goes down
I wanna be in Oklahoma
Be back in my home town.

You people in Oklahoma
If you ever come west
Have your pockets full of money
And you better be well dressed.

If you wind up on the desert
You're gonna wish that you were dead
You'll be longing for Oklahoma
And your good old feather bed.

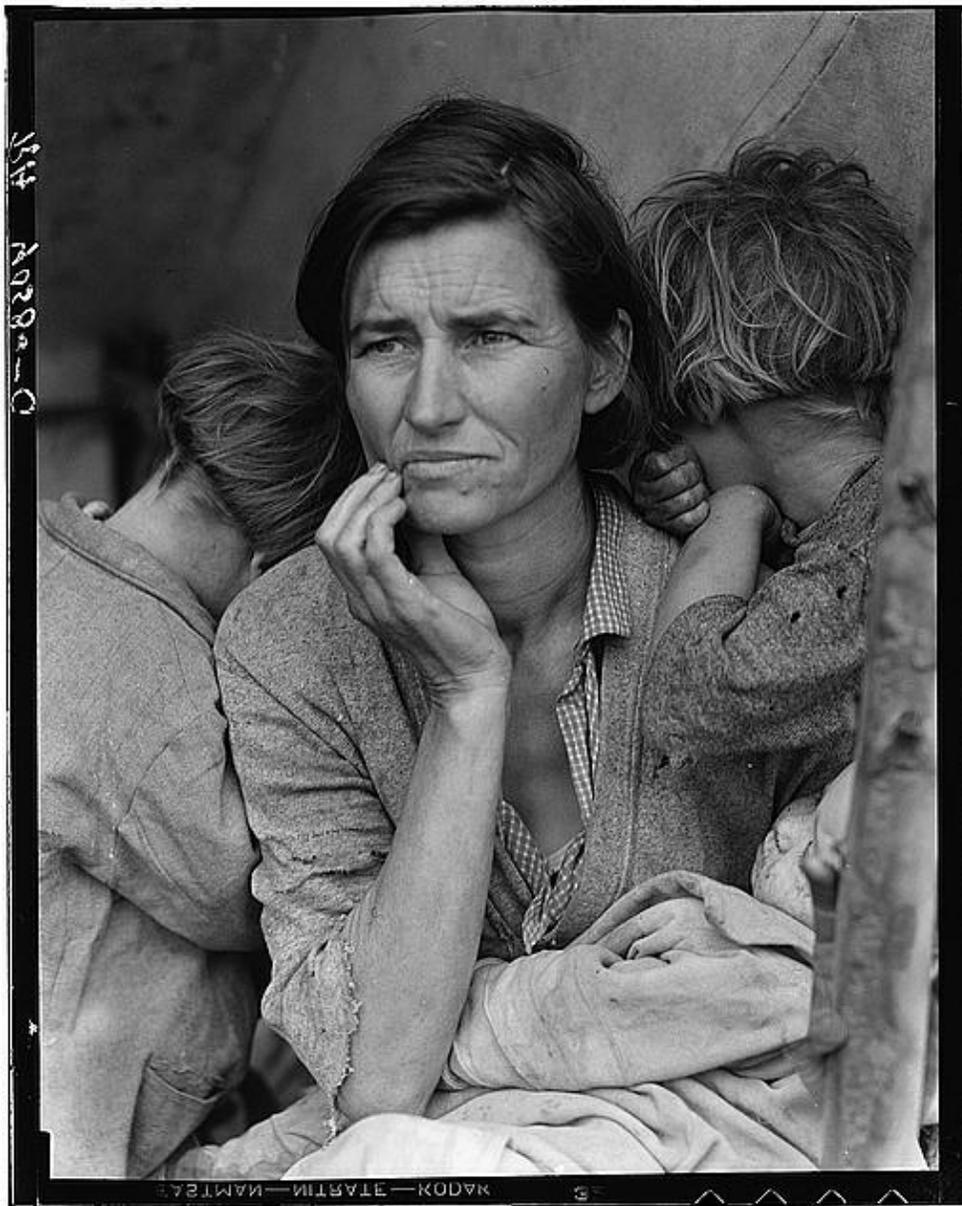
2. **Image**

Squatters along highway near Bakersfield, California. Penniless refugees from dust bowl. Twenty-two in family, thirty-nine evictions, now encamped near Bakersfield without shelter, without water and looking for work in the cotton by Dorothea Lange



3. **Image**

Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California by Dorothea Lange



4. **Image**

Family who traveled by freight train. Washington, Toppenish, Yakima Valley by Dorothea Lange



5. **Image**

To harvest the crops of California thousands of families live literally on wheels, San Joaquin Valley by Dorothea Lange



6. **Image**

"Where is Tranquility, Calif.?", she asked ... by Dorothea Lange



7. **Image**

Example of self-resettlement in California. Oklahoma farm family on highway between Blythe and Indio. Forced by the drought of 1936 to abandon their farm, they set out with

their children to drive to California. Picking cotton in Arizona for a day or two at a time gave them enough for food and gas to continue. On this day, they were within a day's travel of their destination, Bakersfield, California. Their car had broken down en route and was abandoned by Dorothea Lange



8. Image

Migrant pea pickers camp in the rain. California by Dorothea Lange



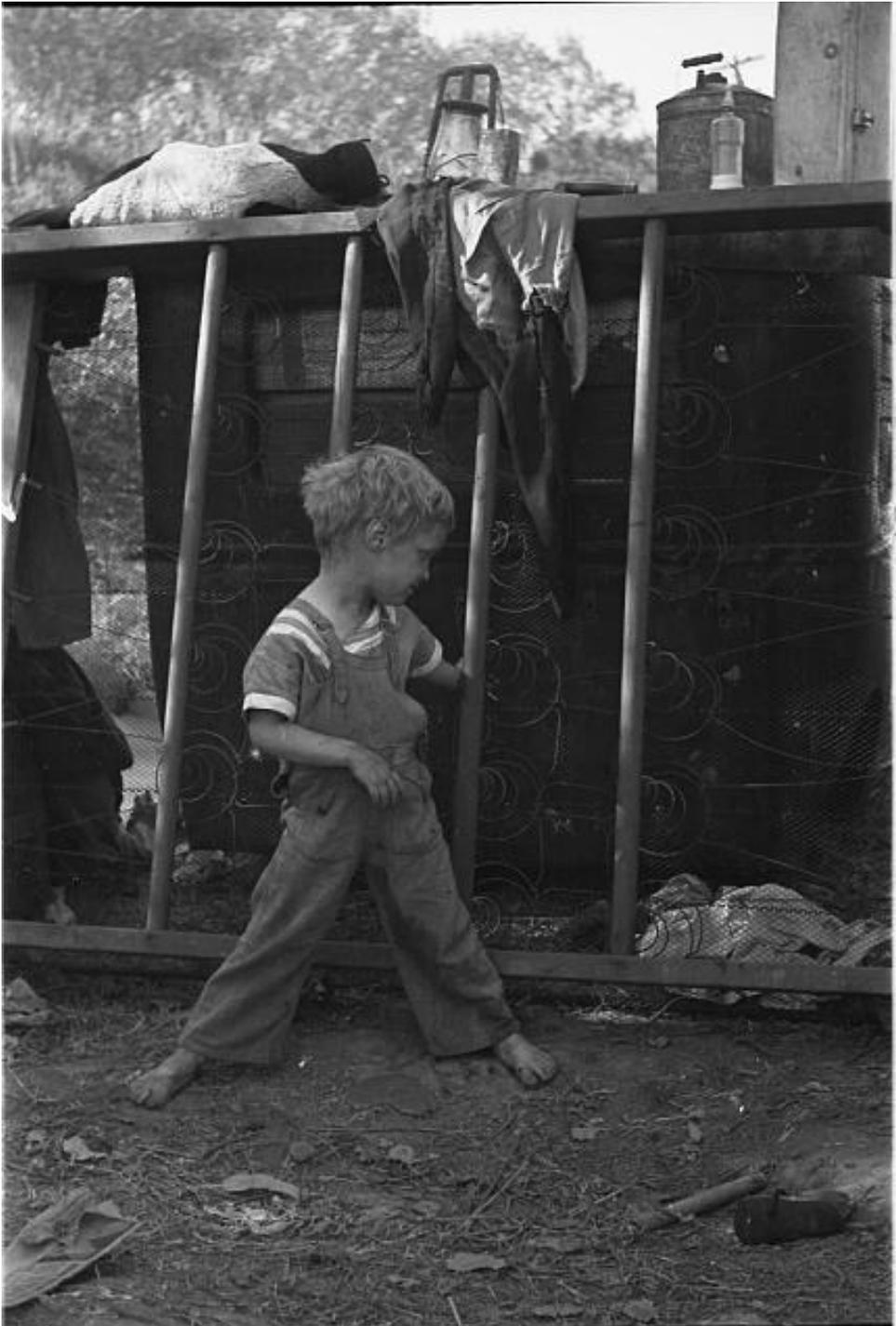
9. **Image**

Toward Los Angeles, California by Dorothea Lange



10. Image

Son of destitute migrant, American River camp, near Sacramento, California. The boy has dysentery. See mount 9921-C by Dorothea Lange



11. Image

Heavy black cloud of dust rising over the Texas Panhandle, Texas by Arthur Rothstein



12. Image

Abandoned Farm in the Dust Bowl Area, Oklahoma by Arthur Rothstein



13. Image

Pinal County, Arizona. Sign. The name "Dust Bowl" is reminiscent of home to the agricultural laborers of this section, many of whom came from the Dust Bowl sections of Texas and Oklahoma by Russell Lee



14. Image

Soil blown by "dust bowl" winds piled up in large drifts near Liberal, Kansas by Arthur Rothstein



15. Image

Son of a Farmer in Dust Bowl area, Cimarron Country, Oklahoma by Arthur Rothstein



16. Image

Abandoned house, Haskell County, Kansas by Irving Rusinow



17. Image

Wind blew tumbleweeds into fences and then the dust drifted up behind the tumbleweeds, covering the fencerows.



18. Image

Chickens go to roost in the middle of the day because the dust storm made it so dark the chickens thought it was night.



19. Image

Dust storms made it impossible to keep the house clean.



Winds blow seeds right out of the ground.



21. Image

Dust piled up around a farmhouse in Oklahoma



22. Image

A man trying to buy a tractor—the only trick being he would have to dig it out



Dust is too much for this farmer's son in Cimarron County, Oklahoma.



Wind blows so hard a truck is blow 30-40 feet down a street.



25. Image

Stock watering hole almost completely covered by shifting topsoil in Cimarron County, Oklahoma.



**APPENDIX II:
NON-GRAPHIC MATERIALS FROM THE LIBRARY OF CONGRESS**

1. MP3 (Sound clip)

Arizona by Jack Bryant

<http://memory.loc.gov/afc/afcts/audio/414/4148a1.mp3>

APPENDIX III:
READER'S THEATER: *OUT OF THE DUST*

Characters:

Group 1 (3-4 people)

Group 2 (3-4 people)

DUST STORM

GROUP 1

I never would have gone to see the show
If I had known a storm like this would come.
I didn't know when going in,
But coming out
A darker night I'd never seen.
I bumped into a box beside the Palace door
And scraped my shins,
Then tripped on something in my path,
I don't know what,
And walked into a phone pole,
Bruised my cheek.

The first car that I met was sideways in the road.
Bowed down, my eyes near shut,
Trying to keep the dust out.
I saw his headlights just before I reached them.

GROUP 2

The driver called me over and I felt my way,
Following his voice.
He asked me how I kept the road.
"I feel with my feet," I shouted over the
Roaring wind,
"I walk along the edge.
One foot on the road, one on the shoulder."
And desperate to get home,
He straightened out his car,
And straddled tires on the road and off,
And slowly pulled away.

GROUP 1

I kept along. I know that there were others
 On the road, from time to time I'd hear someone cry out,
 Their voices rose like ghosts on the howling wind;
 No one could see. I stopped at neighbors'
 Just to catch my breath
 And made my way from town
 And to our farm.
 Everyone said to stay
 But I guessed
 My father would
 Come out to find me
 If I didn't show.
 And get himself lost in the
 Raging dust and maybe die
 And I
 Didn't want that burden on my soul.

GROUP 2

Brown earth rained down
 From sky.
 I could not catch my breath
 The way the dust pressed on my chest
 And wouldn't stop.
 The dirt blew down so thick
 It scratched my eyes
 And stung my tender skin,
 It plugged my nose and filled inside my mouth.
 No matter how I pressed my lips together,
 The dust made muddy tracks
 Across my tongue.

GROUPS 1 and 2

But I kept on, spitting out mud,
 Covering my mouth,
 Clamping my nose,
 The dust stinging the raw and open
 Strips of scarring on my hands,
 And after some three hours I made it home.

GROUP 1

Inside I found my father's note
 That said he'd gone to find me
 And if I should get home, to just stay put.
 I hollered out the front door
 And the back;
 He didn't hear,
 I didn't think he would.
 The wind took my voice and busted it
 Into a thousand pieces,
 So small
 The sound
 Blew over Ma and Franklin's grave,
 Thinner than a sigh.

GROUP 2

I waited for my father through the night, coughing up dust,
 Cleaning dust out of my ears,
 Rinsing my mouth, blowing mud out of my nose.

Joe De La Flor stopped by around four to tell me they found one boy tangled in a barbed-wire fence, another smothered in a drift of dust.

After Joe left I thought of the famous Lindberghs,
 And how their baby was killed and never came back
 To them.
 I wondered if my father would come back.

GROUPS 1 and 2

He blew in around six A.M.
 It hurt,
 The sight of him
 Brown with dirt,
 His eyes as red as raw meat,
 His feet bruised from walking in worn shoes
 Stepping where he couldn't see
 On things that bit and cut into his flesh.

GROUP 1

I tried to scare up something we could eat,

But couldn't keep the table clear of the dust.
Everything I set
Down for our breakfast
Was covered before we took a bite,

GROUP 2

And so we chewed the grit and swallowed
And I thought of the cattle
Dead from mud in their lungs,
And I thought of the tractor
Buried up to the steering wheel,

GROUP 1

And Pete Guymon,
And I couldn't even recognize the man
Sitting across from me,
Sagging in his chair,

GROUP 2

His red hair gray and stiff with dust,
His face deep lines of dust,
His teeth streaked brown with dust.
I turned the plates and glasses upside down,

GROUP 1 - Crawled into bed,

GROUP 2 - and

GROUPS 1 and 2 - slept.

Resource: *"Out of the Dust", by Karen Hesse – Pages 142-146*

**APPENDIX IV:
BIBLIOGRAPHY AND WEBLIOGRAPHY
OF RESOURCES FOR STUDENTS AND TEACHERS**

Bibliography of Children's Literature

Andryszewski, T. (1993). *The Dust Bowl: Disaster on the Plains*. Brookfield, CT: Millbrook.

Blumenthal, K. (2002). *Six Days in October: The Stock Market Crash of 1929: A Wall Street Journal book for Children*. New York: Atheneum Books for Young Readers.

Bolden, T. (2010). *FDR's Alphabet Soup: New Deal America 1932-1939*. New York: Knopf Books for Young Readers.

Farris, J and Manning, M. (1989). *The Dust Bowl*. San Diego: Lucent.

Heinrichs, A. (2005). *The Dust Bowl (We the People: Modern America Series)*. Minneapolis: Compass Point Books.

Hesse, K. (1999). *Out of the Dust*. New York: Scholastic.

Marrin, A. (2009). *Years of Dust: the Story of the Dust Bowl*. New York: Dutton Children's.

Price, S. (2008). *Climbing Out of the Great Depression: The New Deal (American History Through Primary Sources)*. Chicago: Raintree.

Stanley, J. (2009). *Children of the Dust Bowl The True Story of the School at Weedpatch Camp*. Paw Prints.

Worster, D. (2009). *Dust Bowl: the Southern Plains in the 1930s*. New York: Oxford UP.

Webliography of Supporting Online Resources for Students

About.com: 20th Century History: The Great Depression

This website talks about everything including The Stock Market Crash, The Great Depression, and The Dust Bowl. In the Dust Bowl section it focuses on how farmers were hit the hardest and a lot of money was lost because of the crops being destroyed. <http://history1900s.about.com/od/1930s/p/greatdepression.htm>

About.com: Economics: A Student's Guide to the Great Depression

This website gives a very brief description on what the Great Depression was and why it occurred. It also briefly talks about how the Great Depression affected countries all over the world.

<http://economics.about.com/od/recessions/a/greatdepression.htm>

All About History: Life During the Great Depression

This website offers a great deal on what life was like during the Great Depression. It talks about how much things cost and what families would do to survive.

<http://www.allabouthistory.org/life-during-the-great-depression.htm>

America's Best History: U.S. Timeline-1930

This website presents important dates and events in American history related to the Dust Bowl and the Great Depression. It will help students to understand when the Dust Bowl took place and the historical context of it.

<http://americasbesthistory.com/abhtimeline1930.html>

America's Story from America's Library: Depression & WWII (1929-1945)

This website offers some great pictures as well as stories from people about the Stock Market Crash. Along with all of that, it also explains what the crash was and how it happened in very kid friendly terms.

http://www.americaslibrary.gov/jb/wwii/jb_wwii_stockmrkt_1.html

Encyclopedia of Oklahoma History and Culture: Dust Bowl

This website has general information regarding the causes of the Dust Bowl and what could have possibly been done to avoid it.

<http://digital.library.okstate.edu/encyclopedia/entries/D/DU011.html>

Great Depression and World War II, 1929-1945: The Dust Bowl

This website, produced by the Library of Congress, gives an overview of the Dust Bowl. It would be a great place for students to find general information about the event. Also, it provides some documents and primary resources for students and teachers to reference.

<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/depwwii/dustbowl/>

Impacts of the Dust Bowl

This website does a good job explaining how the Dust Bowl affected the crops and livestock in the Great Plains. It also does a good job explaining how this affected the economy.

<http://www.drought.unl.edu/kids/impacts/dustbowl.htm>

Kidsnewsroom.org: The 1930's A Time of Depression

This website is created by students and gives tons of information about the era of the Great Depression and the Dust Bowl. It touches on matters of culture as well as major events of the time.

<http://www.kidsnewsroom.org/elmer/infoCentral/frameset/decade/1930.htm>

Lone Star College- Kingwood: Americans Cultural History: 1930-1939

This website offers many informational facts on the Great Depression. It also offers many great pictures. There is a little section that talks about how the economy was affected by the Great Depression.

<http://kclibrary.lonestar.edu/decade30.html>

Marcohistory and World Report: The Great Depression, to 1935

This website goes into a lot of detail on what the economy was like during the Great Depression. There is information on the Stock Market, as well as taxes and banks.

<http://www.fsmitha.com/h2/ch15wd.html>

Modern American Poetry: About the Dust Bowl

This website shows a map of where the Dust Bowl took place, as well as some very unique pictures of farms affected by the dust. This website also offers information on what the Dust Bowl was and gives a timeline of important events.

<http://www.english.illinois.edu/maps/depression/dustbowl.htm>

Oracle ThinkQuest: The Stock Market Crash

An easy to understand description of the Stock Market Crash of 1929.

<http://library.thinkquest.org/J001569/st.html>

PBS Kids: Big Apple History: FDR Goes to Washington

This colorful and kid friendly website talks about how FDR implemented the New Deal to help the economy bounce back. It talks about all of the programs he started and what they were supposed to fix.

<http://pbskids.org/bigapplehistory/business/topic26.html>

PBS Kids: Big Apple History: The Crash

A colorful and kid friendly website that offers information on the Stock Market Crash of 1929. The website goes into how the happened and what it was.

<http://pbskids.org/bigapplehistory/business/topic20.html>

The People History: 1930's Food and Grocery Prices

This website gives the prices of food and grocery items all over the country throughout the 1930's.

<http://www.thepeoplehistory.com/30sfood.html>

US News: Politics: Franklin D. Roosevelt's "New Deal" Sealed the Deal in 1932

This website talks about what the New Deal was and how it helped the economy in the 1930's.

<http://www.usnews.com/news/politics/articles/2008/01/17/the-new-deal-sealed-the-deal>