

Mission 5: “Up from the Dust”



**COMPLETE CLASSROOM
GUIDE**

MISSION US

TEACHER'S GUIDE

MISSION 5: "Up from the Dust"

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About The Mission

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The mission provides young people with an experiential understanding of the enormous hardships facing Americans during the late 1920s and early 1930s, as they struggled against the joint catastrophes of the Dust Bowl and the Great Depression. The game is divided into five parts, with a prologue offering background information and an epilogue extending the story of the main characters. A new feature in Mission 5 is a tool for gathering and organizing historical evidence to support explanatory and argumentative writing aligned to the mission's learning goals.

Students playing the game assume the roles of Frank and Ginny Dunn, twins growing up on a wheat farm in the Texas Panhandle. The game begins in summer 1929, as the Dunn family is preparing to plant their wheat crop. During the 1929-1930 growing season, the stock market crashes and wheat prices begin a precipitous fall. Later, a drought adds to their problems. Over the next few years, the Duns witness how the Great Depression affects not only their neighbors in Texas, but people all across the United States. They also experience how people came together, both through charity and government programs, to get through this challenging period in American history.



When students are reading a traditional text, such as the chapter of a book or a magazine article, they are all presented with the same information at the same time. However, as students play "Up from the Dust," their experiences may differ slightly based on the choices they make and their behavior as both Ginny and Frank. As students make their way through the mission, they receive badges signifying the characteristics, values, and skills of their particular versions of Frank and Ginny.

The Prologue ("The Great Plow-Up") introduces Frank and Ginny, and provides an overview of



the Dunn family's history. It describes the settlement of the southern plains, and details the growth and mechanization of wheat farming on the Panhandle. Frank and Ginny provide a guided tour of the farm. As players explore the farmyard, Frank describes the Duns' daily life, chores, and duties that contribute to the farm's success. Mr. Dunn and Frank then lead players through a mini-game

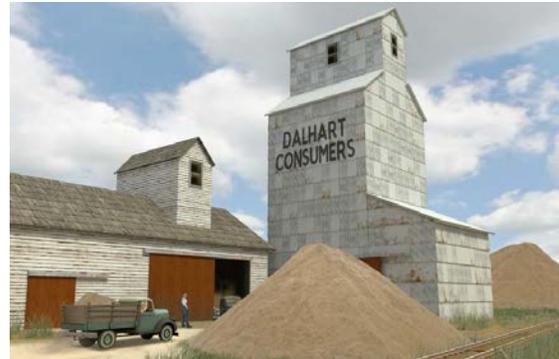
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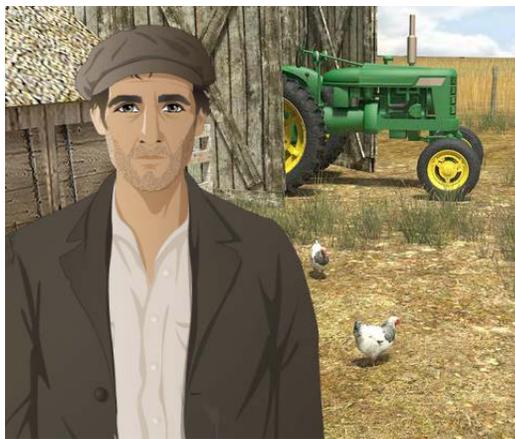
illustrating the phases of planning, planting, growing, harvesting, and marketing. The Dunns experience the "boom and bust" cycle of farming, and the impact of the 1929 Wall Street crash. The farming mini-game ends with the crushing fall of wheat prices in the summer of 1930. Pa does his best to hide his disappointment. He tells Frank "next year will be better."

Part 1, "Boom to Bust," advances one year, to the summer of 1931. The Dunns have plowed more of their land and planted more wheat in an attempt to make a profit in the face of falling prices. Record rainfall provides the family with a bumper crop, but wheat prices continue to decline. On the Fourth of July, Ginny and Frank sit on the front porch of the farmhouse and discuss their parents' announcement that a planned family trip to California has been postponed indefinitely. The



player takes the Dunns through another cycle of planning, planting, and harvesting which ends in June 1932. The harvest is much smaller and prices are still terribly low. The Dunns will have to take another loss for the year. Pa and Ginny go to the grain elevator on the edge of the town of Dalhart, and see that there is still lots of grain remaining in the elevator from the 1931 crop. Neighboring farmers are considering withholding their crops from the market altogether in an effort to reduce supply and boost prices for next year. Ginny strolls around town, and talks with town residents who express various outlooks on the Depression.

Part 2, "Neighbors in Need," begins two weeks later. Frank and Ginny's parents are headed to town to run errands and give both siblings chores to do while they are gone. Ginny must drop off clothing donations and go to the general store to barter for supplies. Frank is responsible for fixing the chicken coop and shoveling out the animal pens. Ginny's friend Thelma Mitchell



picks up Ginny and they drive to the church. Thelma seems troubled; her family, like many others, is having trouble making ends meet. At the general store, Ginny discovers that the eggs and butter she brought to trade have lost value, since few people are buying. She must decide if she will use credit to purchase some of the supplies her mother wants. Back on the farm, Frank is reading an adventure book when a man appears asking for work. Frank has heard about "drifters," but he learns that Charlie is a veteran of the Great War that is looking for food

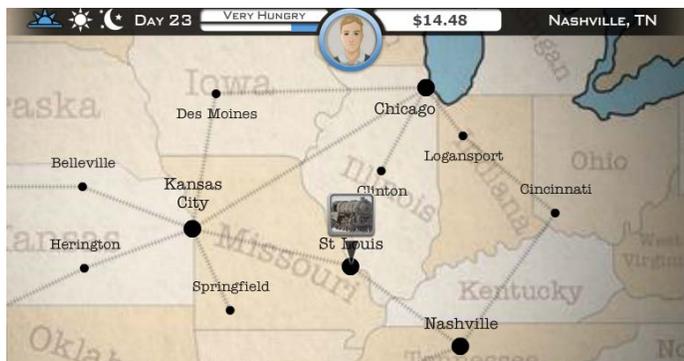
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before he joins the Bonus Army protest in Washington D.C. Charlie's plan to "ride the rails" starts Frank dreaming about going on his own adventure.

Part 3, "Riding the Rails," begins one month later. Because of the ongoing drought, the Dunn family's cows are struggling to find enough grass to eat. With the poor harvest, the family can't afford to buy feed. Pa decides the best thing to do is to ensure the cattle don't suffer any more, so Frank must say goodbye to his prize cow. Later, while talking to Ginny, Frank decides it is time for him to see the country. He packs and goes off to ride the rails. As he travels from city to city, Frank meets many people who have been affected by the economic situation. He meets people living in makeshift housing at the edges of towns and the camps of other travelers like himself. There are opportunities to find work and to receive help from concerned citizens, but he must also avoid getting caught catching rides on train cars, watch out for dangerous situations, and maintain his health. Ultimately, Frank returns to his family in Texas, but not before he learns more about how the Great Depression is affecting people all across the country.



Part 4, "A New Deal for Some" takes place a year later, in July 1933. At this point, the Depression has been going on for nearly four years. On top of that, the drought, which has lasted for over two years, has compounded the problems of farmers like the Dunns. There are signs of change, however. Franklin Delano Roosevelt was elected president and quickly began creating "New Deal" programs offering relief and assistance to Americans. Ginny helps her family sign up for the Agriculture Adjustment Act, which pays farmers to limit the amount of crops they plant. Later, she goes to the Relief Office in Dalhart to learn more about the different programs available. Ginny gathers information and tries to find the right programs for Frank and her neighbors to enroll in.



As Part 5, "California or Dust!" begins, it is two years later, in July 1935. Both Ginny and Frank have left the Dunn family farm. Frank writes from the Civilian Conservation Corp (CCC), where he is working to build cabins. The camp is being split into two groups, and Frank and his friend Tony consider which new site, California or Kansas, would be a better opportunity.

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Meanwhile, Ginny has started her journey west with the Mitchells, who have decided to move to California to find work. Ginny is going to live with her Aunt Ruth in Los Angeles and plans on joining the National Youth Administration (NYA). After the Mitchells' truck breaks down along the way, Jenny meets the photographer Dorothea Lange, and travels with her to document the lives of migrant farmers in California. While assisting Ms. Lange, Ginny learns more about how the workers live and work, and why some people are helping the workers organize. Ginny decides if she wants to continue to practice photography or if she still wants to join the NYA.



The epilogue follows the Dunn family for the next eleven years. Frank continues to work until World War II breaks out and he enlists in the military. Ginny's experiences in the game inform the type of work she finds and how she is able to contribute to the war effort. As was the case for so many Americans, the Great Depression and World War II change the lives the Dunns and their neighbors forever.

During the Mission, students play through several "days" of Frank and Ginny's lives over the course of six years. Each student playing "Up from the Dust" will have a unique gameplay experience based on individual choices, skill, and understanding of the period.

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	PROLOGUE: The Great Plow-up 1880s-1920s	PART 1: Boom to Bust 1930-32	PART 2: Neighbors in Need Summer/Fall 1932	PART 3: Riding the Rails Fall 1932/Spring 1933	PART 4: A New Deal for Some 1933-1935	PART 5: California or Dust 1935	EPILOGUE 1946
Playing Time	20-25 minutes	20-25 minutes	20-25 minutes	25-30 minutes	20-25 minutes	20-25 minutes	10 minutes
Story	Introduces the Dunn family's history, and that of the Southern Plains. Player explores the Dunn farmstead. Ginny and Frank describe life on the farm, including their chores. Prologue ends with a wheat farming "mini-game" (or simulation) divided into three phases: planning, growing, and harvesting. Frank experiences the ups and downs of farming and the	Despite record rainfall and a bumper crop during the growing season, low prices for the wheat harvest in 1931 reduce the family's savings and force them to cancel a planned vacation, disappointing Ginny and Frank. The following year, Frank must choose whether to plant on fallow land in the hopes of eking out a profit. Ginny explores town and	Ma and Pa go to the bank in town and leave Ginny and Frank to do chores. Ginny goes with her friend Thelma to barter goods at the local store. Hard times are reducing what they receive for their eggs and butter so Ginny will have to either economize or buy on credit. She also donates clothes to the Red Cross. Thelma, whose family is in need, is uncomfortable. Meanwhile Frank	As the drought grows worse, the Dunn family needs to kill their starving cows. Frank is very upset and decides to follow the drifter's suggestion to "ride the rails" in search of work and adventure. Frank meets people who have lost their jobs and homes, witnesses hunger marches and protests, and experiences life in a Hooverville. He struggles daily to find food, shelter, and work and finally grasps the	With the election of President Franklin D. Roosevelt, several new government programs are put in place to aid suffering Americans. The drought worsens, and the Dunns enroll in the AAA program. Ginny goes to the relief office to learn about New Deal programs including FERA, the CCC, and the AAA. Frank enrolls in the CCC. Dust storms begin to occur more frequently, and "Black Sunday,"	Frank writes to Ginny describing his experiences in the CCC, which include building a cabin and attending a dance in town. He and his friend Tony will soon be sent to a new CCC camp. After Black Sunday the Dunns decide Ginny should move to California to live with Aunt Ruth. She will travel west with the Mitchells. Their truck breaks down in Arizona, and Ginny travels on to	The Dunn family assembles a scrapbook and Ginny reflects on what happened to her and Frank during the rest of the Depression and World War II.

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	impact of the 1929 stock market crash.	hears opinions about what should be done about the Depression.	meets a drifter looking for work and learns he is a World War I veteran planning to join the Bonus March.	magnitude of the economic crisis.	the worst dust storm of all, strikes Dalhart.	California with the documentary photographer Dorothea Lange. Ginny helps photograph migrant farm workers in the Imperial Valley.	
Frank's or Ginny's Tasks	Make farming decisions about how many acres to devote to wheat, how many to leave fallow, and how many cattle and chickens to raise.	Make farming decisions. Explore Dalhart, TX.	Trade eggs, butter & plums for goods at the country store. Drop off clothing donation.	Ride the rails to reach a desired location and avoid sickness and injury. Gather information to find work, food, and shelter.	Gather information about New Deal programs and determine which programs will help different characters.	Lead a team building a cabin for a CCC project. Choose captions for photographs taken by Dorothea Lange.	
Badges	Throughout the game, the player will have opportunity to earn achievement badges in stages represented by stars – most badges have 1-4 stars. Some badges are shared and others are only for Ginny or Frank. Shared Ginny & Frank Badges: Big Heart (acting with generosity and compassion towards others) Can-Do-Attitude (taking on challenges) New Dealer (advocating government intervention) Hooverite (advocating individual responsibility) Super Saver (economizing). Frank Badges: Good Farmer (managing farm resources) Blues Brother (developing musical talents) King of the Road (surviving on the rails) and Risk Taker (being adventurous). Ginny Badges: Word Whiz (interested in reading & spelling) 4-H Spirit (knowledge of 4-H program) California Dreamer (making a new life in California) New Deal Detective (understanding New Deal programs).						
Target Concepts	In the early 20 th century, land in the southern Great Plains that was once	The drought combined with the Depression's low crop prices was	The Depression impacted rural families in a variety of ways.	Americans everywhere experienced hunger, unemployment, and homelessness.	New Deal programs were designed to provide immediate relief (such as cash and	The federal government hired photographers to travel the country	New Deal programs eased the hardships caused by the Great Depression, but it



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	<p>used for ranching became farmland.</p> <p>During the 1920s, farmers bought more equipment on credit, which allowed them to plant bigger crops.</p> <p>Unpredictable weather and crop prices made farming risky.</p>	<p>devastating for farmers.</p> <p>Americans debated whether the federal government should intervene in the economy because of the crisis.</p>	<p>Communities initiated self-help programs to survive the Depression.</p> <p>World War I veterans marched on Washington to demand government relief.</p>	<p>People organized to demand jobs and relief.</p> <p>Many destitute people relied on soup kitchens, shelters, and fellow citizens for survival.</p> <p>African Americans faced even greater hardship.</p>	<p>food) as well as opportunities to work.</p> <p>Some Mexican-Americans faced discrimination and threats of deportation when they applied for relief.</p> <p>Drought and over plowing caused dust storms in the southern Great Plains.</p>	<p>documenting working conditions and the impact of New Deal programs.</p> <p>Migrant farm workers in California and elsewhere were forced to accept extremely low pay, long hours, and substandard living conditions during the Great Depression.</p>	<p>was the coming of World War II and the new jobs it created that finally ended the Great Depression.</p> <p>Americans contributed to victory in World War II both on the battlefield and at home.</p>
Classroom Activities	<p>Prologue Writing Prompts</p> <p>Prologue Review Questions</p>	<p>Part 1 Document-Based Activity: Boom to Bust in Wheat Farming</p> <p>Part 1 Vocabulary Activity</p> <p>Part 1 Writing Prompts</p> <p>Part 1 Review Questions</p>	<p>Part 2 Document-Based Activity: The Bonus March</p> <p>Part 2 Vocabulary Activity</p> <p>Part 2 Writing Prompts</p> <p>Part 2 Review Questions</p>	<p>Part 3 Document-Based Activity: Hoovervilles: Photographic Evidence</p> <p>Part 3 Vocabulary Activity</p> <p>Part 3 Writing Prompts</p> <p>Part 3 Review Questions</p>	<p>Part 4 Document-Based Activity: The Controversial New Deal</p> <p>Part 4 Vocabulary Activity</p> <p>Part 4 Writing Prompts</p> <p>Part 4 Review Questions</p>	<p>Part 5 Document-Based Activity: Civilian Conservation Corps</p> <p>Part 5 Vocabulary Activity</p> <p>Part 5 Writing Prompts</p> <p>Part 5 Review Questions</p>	

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Key Vocabulary	Smartwords: boom mortgage Glossary Words: acres aviatrix barter bust bumper crop catwalk commissary disc plow dry spell expenses extension agent fallow Homestead Act sod sodbusters varmints yield	Smartwords: 4-H bank run drought economize relief Glossary Words: bushel Capitol Hill collateral communist dress pattern grain elevator Grand Ole Opry motto Red Cross soda jerk vetoed vetoing yards	Smartwords: Bonus Army drought economize foreclosure riding the rails tenant farmer Glossary Words: bulls drifter Great War inquisitive	Smartwords: drought hobo Hooverville on the dole relief soil conservation Glossary Words: Burlington Route cannery commissary cotton gin deported gangsters ginning season gringos Hoover Tourist impertinent The Klan lister plow La revolucion lodging lynched nationalize Pancho Villa Pikes Peak	Smartwords: Agricultural Adjustment Act (AAA) Civilian Conservation Corps (CCC) destitute Federal Emergency Relief Administration (FERA) work relief Glossary Words: bootleggers contouring foreclosures relief roll tumbleweed	Smartwords: Dust Bowl migrant workers National Youth Administration (NYA) Okies Resettlement Administration Glossary Words: agronomist black blizzards Black Sunday CO gear box Hugh Bennett infirmary irrigating Jim Thorpe Lindy Hop reveille Rolleiflex stoop labor superlative	
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				prospects railroad bull Scottsboro boys Sundown town tree line vagrancy yearling			
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Essential Questions

MISSION 5: "Up from the Dust"

Mission 5: "Up from the Dust" is designed to help students think about the following questions, among others. Keep them in mind as your students play the game.

1. What was the experience of family wheat farmers on the southern Great Plains during the late 1920s and early 1930s?
 - Why did so many landowners go into wheat farming?
 - What were some of the factors that encouraged wheat farmers to keep expanding their acreage devoted to wheat?
 - How did young people help out on the family farm?
 - What were some of the factors that made wheat farming difficult by the early 1930s?
 - Why were parts of Oklahoma, Kansas, and Texas called the Dust Bowl?
 - What were some of the causes of the drought and dust storms in the region, and how did they impact family farms?
2. What conditions did ordinary Americans face during the early years of the Great Depression, and how did they respond?
 - What happens to workers when businesses struggle or close during an economic depression?
 - Why did many people travel around the country on freight trains during the Great Depression?
 - Why were so many people homeless?
 - What were some ways people worked together to face the hardships of the Great Depression?
 - What kinds of organized protests arose, and what changes did the protesters want?
3. How did President Roosevelt and his New Deal programs try to ease the economic hardships many Americans experienced?
 - What were some of the specific New Deal programs to help the unemployed?
 - What programs were designed to help farmers?
 - What was the Civilian Conservation Corps, and why was it so popular?
 - Who were some of the groups of people who did not benefit from the New Deal?
 - Why did some people not support President Roosevelt and the New Deal?
 - How did the president use media to inform and reassure the public?

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4. Why did some people from the Dust Bowl migrate to California?
- What conditions did they find in California?
 - How did migrant farm workers try to improve conditions?
 - How did the government help to improve workers' lives?
 - Why was it more difficult for migrant farm workers to unionize and strike?

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Planning Your Classroom Approach & Models of Instruction

MISSION 5: "Up from the Dust"

The creators of "Up from the Dust" have designed the game and accompanying classroom materials for educators and students to use in a variety of ways. The game's flexible format allows for use in the classroom, at home, in the library or media center, or anywhere there is a computer with an Internet connection. The game can be played in a one-computer classroom, a multiple-computer classroom, or in a lab setting. Students playing the game can work alone, in pairs, or in groups. Educators using the game can decide just much classroom time they wish to dedicate to gameplay, in-class activities, and accompanying assignments.

Your students will gain the most from "Up from the Dust" if their gameplay experiences are supported by classroom activities, discussions, and writing exercises guided by your teaching expertise. "Up from the Dust" curriculum available on the MISSION US website provides a wealth of materials to connect the game to your own goals and objectives related to teaching about the Great Depression and the numerous economic and environmental hardships Americans faced in the 1930s.

This document provides you with some planning questions to help you map out your classroom implementation of "The Hardest Times," as well as three different "models" for low, medium, and high utilization of the game and the accompanying materials.

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Planning Your Classroom Approach & Models of Instruction

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The Test of Time

If a student were to sit down at a computer and play "Up from the Dust" from beginning to end without stopping, the entire gameplay experience would take 90 minutes to two hours. However, we do NOT suggest you use this approach with students. The game is divided into five separate "parts" (think of them as chapters in a historical novel). Your students' learning will be maximized if you take the time to use the gameplay as a "point of departure" or inspiration for classroom instruction.

As a first step: Play the game yourself and briefly review the curricular materials available accompanying "Up from the Dust" on the MISSION US website. Think about how much classroom time you usually dedicate to the events and concepts presented in the game. What other curricular goals do the game and accompanying materials support? What are the dominant themes of your social studies instruction (vocabulary, writing and reaction, social issues, analysis of primary source documents)?

**Make a rough estimate of how much classroom time you'd like to dedicate to "The Hardest Times."*

Location, Location, Location

As mentioned above, "Up from the Dust" can be played in a variety of settings with a variety of technology set-ups. Your students can play as a class, in small groups, in pairs, or individually, or you can mix and match these approaches. Depending on accessibility of technology, students can play in class, at home, or both – since their online accounts will save their game data wherever they play, and allow them to continue playing in any setting where a computer with an Internet connection is available.

As a second step: Consider the technology available to you and your students. Do you want to play the game entirely in class? Assign some sections as homework? Split student play between in-class and at home? Ask your students to play the game entirely at home, and dedicate class time to activities?

**Determine how and where you and your students will play the different sections of the game.*

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Classroom Activities, Discussion, and Reflection

The classroom activities accompanying "Up from the Dust" on the MISSION US website offer an extensive set of resources to support instruction. The activities roughly fall into four broad categories:

- Document-based Activities
- Vocabulary Activities
- Writing Prompts
- Review Questions

Other activities and resources provide additional primary sources, background information on the characters and setting, historical essays, and printable artwork from the game.

As a third step: Review the available classroom materials and activities, and identify those most strongly aligned to your educational objectives and curriculum. Plan to use the activities "as-is," or make adaptations or changes to them. The resources provided may also inspire you to create your own "Up from the Dust" activities. If you do, please share them with the MISSION US team! Post your ideas, thoughts, and suggestions to the MISSION US Facebook page at www.facebook.com/MissionUS, or to the MISSION US Twitter feed at www.twitter.com/MissionUS.

**Create a preliminary list of the activities you and your students will complete during your use of "The Hardest Times."*

Planning

Because of their flexibility, teachers may opt for low, medium, or high integration of the game and its accompanying materials. There is no "right" or "wrong" way to use "The Hardest Times." Below are some ideas on what the different levels of integration might look like in a classroom.

"High" Integration (using the game as context for classroom learning)

Estimated Number of 45-minute class periods: 8-10 (excluding homework time)

- Students play the different parts of "Up from the Dust" in the classroom or computer lab, individually or in pairs.
- Before, during, and after playing each part of the game, students process what they are doing through discussion, writing, and other activities facilitated by the teacher.

A teacher working in this mode might *begin* a class by asking students to share what they learned in the prior part of the game about the main characters, what the keywords for the day mean, or what they predict will happen in the episode they are about to play.

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Planning Your Classroom Approach & Models of Instruction

MISSION 5: "Up from the Dust"

During game play, the teacher might walk around and look over students' shoulders, asking them to explain a choice they've made, and perhaps pose a question to the room— "What items does Ginny's mother instruct her to trade for at the general store?" or "What city does the drifter hope to reach to join the Bonus Expeditionary Force?"

Right *after* game play and/or for homework, the teacher would engage students in one of the follow-up activities available on the *MISSION US* website—discussion and writing prompts, vocabulary exercises, or primary source analysis, or reviewing change and continuity— all of which deepen students' understanding of the period by connecting game experiences to more formal curriculum knowledge and skills. Students might end the unit by making presentations, drawings, writing, or completing other multimedia projects.

Medium Integration (using the game as *supplement* to classroom learning)

Estimated number of 45-minute class periods: 5 (excluding homework time)

- Students split game play between in the classroom or lab and as homework
- Game play is complemented with in-class and homework activities in which students write and talk about what is happening in the game, using materials from the website.
- Game play alternates with non-game-related classwork.

A teacher working in this mode might introduce students to the game via a class playing of Part 1 on a Friday afternoon, and asking students to play Part 2 for weekend homework.

A portion of the following Monday's class period would focus on student reactions and thoughts about the game, as well as a brief vocabulary activity. Students would be asked to play Part 3 of the game before class on Tuesday.

In Tuesday's class, students would complete a document-based activity related to Part 1, 2, or 3 of the game.

In Wednesday's class, students would be assigned to play Part 4 and respond to a writing prompt or review questions as homework.

In Thursday's class, students would play Part 5, and complete one of the activities related to those portions of the game in class.

In Friday's class, students would review terms, phrases, and events from "Up from the Dust" and be assigned to respond to a writing prompt or review question as homework.

Low Integration (using the game as an *extra* or *enhancement*)

Estimated number of 45-minute class periods: 1 (excluding homework time)



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- Teacher introduces the game to students (perhaps using a projector), and assigns students to play the entire game as homework, giving students several days to complete the task.
- Teacher assigns one or two of the "Up from the Dust" writing activities to students for homework, and/or holds a class discussion about the events in the game, connecting those events to what students are learning about through traditional study.

Follow MISSION US on Facebook (www.facebook.com/MissionUS) and Twitter (www.twitter.com/Mission_US) to share and discuss your experiences and learn how other educators are using the game in their classrooms across the country.

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Learning Goals

MISSION 5: "Up from the Dust"

MISSION 5: "Up from the Dust" provides rich content, context, and learning experiences to students. In addition to supporting the standards listed in the National Standards Alignment document, the game has also been constructed to help students achieve the following learning goals:

MISSION US OVERALL LEARNING GOALS

Students will:

- Learn the story of America and the ways Americans struggled to realize the ideals of liberty and equality.
- Understand the role of ordinary men and women—including young people—in history.
- Develop historical thinking skills that increase historical understanding and critical perception.

MISSION 5: "UP FROM THE DUST" LEARNING GOALS

The economic and environmental disasters of the Great Depression and Dust Bowl caused widespread hardship in the United States. Mass unemployment and the loss of household income led to hunger, poverty, and homelessness. In farming regions, severe drought led to successive crop failures that exacerbated economic hardships.

Ordinary families sought to survive the Great Depression by reducing their living expenses and finding new ways to supplement income. In some cases, family members or entire families left home in search of employment elsewhere. Communities responded by helping those in need and undertaking collective protests and other organized actions to demand action by the federal government.

With the election of President Franklin Delano Roosevelt in 1932, the federal government initiated a wide-ranging series of relief programs known as the New Deal. New Deal programs provided opportunities for Americans to get financial relief in exchange for work and supported farmers by providing a guaranteed price for crops, but not all Americans benefitted equally from the New Deal.

Historical Thinking: Cause and Effect, Multiple Perspectives

Historical thinking involves the ability to understand how past events have multiple causes and effects and explain the relationships among historical events. Historical thinking also requires the capacity to recognize how people in the past viewed their world and how those worldviews influenced their choices. In MISSION 5, students in the roles of Ginny and Frank will experience the impact of the Depression and New Deal on Americans from all walks of life and the range of responses from individuals, communities, and the federal government to the environmental and economic crises facing the nation during the 1930s.

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MISSION 5: "Up from the Dust"

By playing the game and completing the accompanying lessons, students will develop skills in analyzing cause and effect and multiple perspectives in history. Specifically, students should be able to:

- Understand how the lives of ordinary people were altered in different ways by the economic and environmental hardships of the 1930s
- Describe how people took individual and collective action to survive the Great Depression and demand government assistance
- Identify why federal government intervention was necessary and describe the successes and limitations of New Deal programs

Historical Understandings	Key Related Vocabulary and Events
In the Great Plains region during the 1920s high crop prices encouraged farmers to plant more and more acres of wheat and other crops. When prices dropped and climate problems, combined with unsustainable farming practices, caused crop failures, farmers faced an economic crisis.	Prologue Wheat farming mini-game drought boom bust mortgage
The Stock Market Crash of 1929 caused widespread unemployment in the U.S. With little or no income, many Americans became hungry, desperate, and even homeless.	Part 3, Riding the Rails Hooverville foreclosure destitute (Part 4)
Racial discrimination created even greater hardships for African Americans and Mexican Americans during the Great Depression and New Deal programs did not always help them equally.	Ned Shaw and his family (Part 3) Roberto and his family (Parts 3 and 4) tenant farmer deportation
In response to the economic crisis of the Great Depression, families reduced living expenses and sought new ways to supplement income.	Dunn family decisions about borrowing money, cancelling trip to California, hiring out Bill Dunn Mrs. Huff's store (credit, putting items back) Thelma's dress for the dance Decision to kill cows economize

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<p>In some cases, individuals and families reacted to the crisis by migrating (leaving home) in search of jobs and better economic opportunities.</p>	<p>Frank's decision to ride the rails Mitchell family's migration Ned Shaw's migration</p> <p>riding the rails hobo</p>
<p>Many Americans depended on private charities and public relief for food, shelter, and clothing to get by, and neighbors did what they could to help those in need. But these sources of assistance were not enough to meet the needs of so many hungry and homeless people.</p>	<p>Red Cross clothing drive Soup kitchens, breadlines, and shelters experienced while riding the rails</p>
<p>As the economic crisis of the Great Depression worsened, the administration of President Herbert Hoover insisted that relief should only come from local sources. Many Americans gathered together to take part in collective actions demanding a federal government response.</p>	<p>hunger marches and other protests</p> <p>Bonus Army on the dole relief</p>
<p>The election of Franklin Delano Roosevelt in 1932 gave new hope to Americans. In the first 100 days of his presidential administration, Roosevelt and Congress launched many new programs to help alleviate suffering and put people back to work.</p>	<p>Researching New Deal programs for different residents of Dalhart</p> <p>relief work relief Agricultural Adjustment Act (AAA) Civilian Conservation Corps (CCC) Federal Emergency Relief Administration (FERA)</p>
<p>Many residents of the hard hit "Dust Bowl" region of the southern Great Plains migrated in search of work to California, where farming had not been devastated by the drought.</p>	<p>Mitchell family's migration Ned Shaw's migration Resettlement Administration Okies</p>
<p>As migrants streamed into California seeking work, there were more people seeking work than there were jobs harvesting the state's crops. Migrant farm workers were paid extremely low wages and lived in terrible conditions, many in camps set up by growers.</p>	<p>Selecting captions for Dorothea Lange's photographs migrant workers</p>

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<p>The Farm Security Administration, a New Deal agency, hired photographers to travel around the country documenting social and economic conditions and the impact of New Deal programs.</p>	<p>Dorothea Lange</p>
<p>The Civilian Conservation Corps (CCC) was a New Deal work relief program that put young men (aged 18-23) to work planting trees, building parks, and teaching soil conservation techniques to farmers. The CCC brought together young men from different regions and backgrounds and provided classes in addition to the chance to work and earn money.</p>	<p>Building a cabin with other CCCers Anthony and Frank's friendship</p>

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National Standards Alignment

MISSION 5: "Up from the Dust"

RELATED STANDARDS:

Common Core Standards: Literacy in History/Social Studies

College, Career & Civic Life C3 Framework (National Council on Social Studies)

National Standards for History Basic Education

Partnership for 21st Century Skills

The *MISSION US: "Up from the Dust"* interactive game and accompanying curriculum are designed to teach students about the experience of living during the Great Depression and New Deal, and to simultaneously develop their historical thinking, problem solving, and literacy skills. By integrating the game and rich collection of activities and documents into their classrooms, teachers can address the following standards and student outcomes.

From the Common Core Standards in English Language Arts: Grades 6-12 Literacy in History/Social Studies, available online at <http://www.corestandards.org/ELA-Literacy>

Common Core Standards, now adopted in over 40 states, are designed to help educators prepare students for success in college and careers by focusing on core knowledge and skills. The English Language Arts standards reflect the need for young people "to read, write, speak, listen, and use language effectively in a variety of content areas," including history/social studies.

MISSION US: "Up from the Dust" and the accompanying curriculum provide students with multiple opportunities to develop literacy skills through (1) reading and listening to game dialogue, (2) learning "smartword" vocabulary terms in the game and utilizing them in classroom activities, (3) comprehension and analysis of primary documents, and (4) written performance tasks in the classroom activities and Scene Study in-game tool.

MISSION US: "Up from the Dust" is most closely aligned with the following Common Core Standards:

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.



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RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events.

From the National Council on Social Studies C3 Framework, available online at:

<http://www.socialstudies.org/c3>

The College, Career, and Civic Life (C3) Framework is designed to strengthen social studies education by enhancing the rigor of the social studies disciplines (including History) and building students' critical thinking, problem solving, and participatory skills to become engaged citizens.

MISSION US: "Up from the Dust" most closely align with the following standards:

Change, Continuity, and Context (D2.His.1.6-8) Analyze connections among events and developments in broader historical contexts.

Perspectives (D2.His.4.6-8) Analyze multiple factors that influenced the perspectives of people during different historical eras.

Causation and Argumentation (D2.His.14.6-8) Explain multiple causes and effects of events and developments in the past.

From the National Standards for History Basic Education, available online at

<http://www.nchs.ucla.edu/history-standards>

The National Standards for History feature Historical Thinking Standards (skills) and U.S. History Standards (content).

MISSION US: "Up from the Dust" aligns most closely with the following Historical Thinking Standards:

1. Assessment of continuity and change
2. Chronological Thinking
3. Historical Comprehension
4. Historical Analysis and Interpretation

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National Standards Alignment

MISSION 5: "Up from the Dust"

"Up from the Dust" also addresses the following content area:

Era 8: The Great Depression and World War II (1929-1945)

Standard 1: *The causes of the Great Depression and how it affected American society.*

Standard 1B: The student understands how American life changed during the 1930s.

5-12	Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers.
7-12	Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises.
7-12	Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities.

Standard 2: *How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state.*

Standard 2A: The student understands the New Deal and the presidency of Franklin D. Roosevelt.

7-12	Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley.
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(See the MISSION 5: Learning Goals for additional historical understandings).

From the Partnership for 21st Century Skills, available online at

http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120

This framework advocates for teachers and learners to master the knowledge, skills, and expertise needed to live and work in the 21st century. P21 brings together resources and tools for educators to integrate the "four Cs" (critical thinking and problem solving, communication, collaboration, creativity and innovation) into their core curriculum. P21 is also focused on the crucial role of support systems (professional development, learning environments, curriculum) in assisting educators in developing an approach to 21st century learning.

MISSION US is an interactive and immersive game experience that promotes critical thinking and problem solving. "Up from the Dust" asks students to construct their own understanding of the impact of the Great Depression and New Deal on ordinary Americans. By playing the game and constructing a historical narrative, students also engage in critical thinking that requires them to reason effectively, use systems thinking, make judgments and decisions, and reflect on their learning experiences.



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National Standards Alignment

MISSION 5: "Up from the Dust"

MISSION US: "Up from the Dust" is most closely aligned with the following Twenty-First Century Student Outcomes:

Critical Thinking and Problem Solving

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Communication and Collaboration

Communicate Clearly

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
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MISSION 5: "Up from the Dust"

- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

Information and Communications Technology (ICT) Literacy

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate, and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

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Timeline of Events Before, During, & After the Mission

MISSION 5: "Up from the Dust"

May 10, 1869—Workers complete construction on America's first transcontinental railroad line. Spanning from the eastern side of the Missouri River to the Pacific coast at San Francisco Bay, the railroad shortened what had once been a six- to eight-month journey by wagon to a week-long train ride.

1893—The stock market crashes, leading to "The Panic of 1893." The United States Treasury goes bankrupt, and the economy collapses as people withdraw deposited funds and banks fail.

1909—Congress passes the Enlarged Homestead Act, increasing federal land grants to 320 acres for homesteaders willing to settle on and farm the land for five years. New "dry farming" techniques make land in the southern Great Plains, once thought to be useless for agriculture, attractive to farmers.

1917—U.S. enters World War I; the federal government decides wheat production is essential to the war effort and establishes a guaranteed price per bushel for the crop.

1929—Benefiting from easy access to credit and new, productivity-boosting farming technologies, American wheat farmers produce record amounts of wheat, but prices drop due to oversupply.

March 4, 1929—Herbert Hoover is inaugurated as the 31st President of the United States.

October 29, 1929—The stock market crashes, beginning the worst and longest-lasting economic crisis in the history of the United States. The date comes to be known as "Black Tuesday."

1930—4.3 million Americans are unemployed.

June 17, 1930—President Hoover signs the Tariff Act of 1930 (also known as the Smoot-Hawley Act), which raises the tariff (tax) on over 20,000 goods imported to the country. Wealthy business owners support the tariff because it makes it more difficult for foreign companies to sell their goods in the U.S. However, the tariff hurts the economy more than it helps.

July 4-15, 1930—The Communist Party holds a convention in Chicago and establishes the Unemployed Councils of the U.S.A., with branches in several major cities. The Unemployed Councils organizes direct action protests and called for unemployment insurance and relief for the jobless.

1931—8 million Americans are unemployed.

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MISSION 5: "Up from the Dust"

1931—The Midwestern and Southern Plains are plunged into a severe and lasting drought, which causes the death of millions of acres of crops. Due to the over-plowed land, dust blows and so-called "black blizzards" begin.

December 7, 1931—As Congress convenes, the first national hunger march brings to Washington, D.C. more than 1,500 protesters, selected at local conferences and demonstrations. The marchers demand unemployment insurance and relief. Hunger marches continue on state capitols around the country.

1932—12 million Americans are unemployed.

June, 1932—20,000 World War I veterans stage a Bonus March to the Capitol in Washington, D.C., demanding that their war bonuses be distributed immediately. U.S. troops disperse the protesters by force and burn their encampment to the ground.

November 8, 1932—Franklin D. Roosevelt (FDR) is elected as the 32nd President of the United States.

1933—12.8 million Americans are unemployed.

1933—More than 200,000 farmers lose their farms to bank foreclosures. The highest rates of farm foreclosure are in the South and Great Plains.

March 4, 1933—FDR is inaugurated. During his first 100 days in office, he immediately addresses the crisis of the Great Depression by sending fifteen major bills to Congress and establishing major New Deal programs, including the following:

March 6, 1933—Only two days after taking office, President Roosevelt declares a "bank holiday" in which banking transactions are temporarily suspended until March 10. During this four-day period, Congress passes the Emergency Banking Act, enabling banks that were stable to reopen while assisting those that were not.

March 12, 1933—FDR gives his first "fireside chat" radio address to 60-million listening Americans. Folksy and reassuring in tone, fireside chats explained what his administration is doing to help people in need and eases the nation through the Great Depression.

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May 12, 1933—Congress passes the Agriculture Adjustment Administration (AAA), a farm relief bill. The program sets temporary guaranteed prices for many crops and livestock and pays farmers to decrease their production.

April 5, 1933—Roosevelt issues an executive order establishing the Civilian Conservation Corps (CCC), which provides temporary work for 3 million young men and income for their families. The men live in military-style camps, construct recreation facilities, and carry out conservation projects.

June 16, 1933—Roosevelt signs the National Industrial Recovery Act (NIRA). NIRA uses government power to regulate markets, raise prices, and increase wages, and it also guarantees workers the right to organize into labor unions.

June 16, 1933—The NIRA includes a spending program called the Public Works Administration (PWA). The PWA further promotes economic growth by creating a budget for public works projects in order to stimulate employment and rebuild industrial America.

1934—11.3 million Americans are unemployed.

1934—Black and white sharecroppers in Arkansas organize the Southern Tenant Farmers' Union to fight back against unjust treatment by landlords.

May 1934—Dust storms spread from the Dust Bowl area to 75% of the country. At its height the worst drought in U.S. history affects 27 states.

November 1934—Democrats sweep the fall elections and gain overwhelming dominance in Congress, indicating the popularity of the New Deal.

1935—10.6 million Americans are unemployed.

January 15, 1935—The federal government organizes the Drought Relief Service. In emergency areas where cattle are at risk of starving because of the drought, the Drought Relief Service pays farmers and ranchers for their undernourished cattle and either kills them or sends them to a slaughterhouse.

April 8, 1935—In response to continued widespread unemployment, Congress passes the Emergency Relief Appropriation Act. This act includes the Works Progress Administration (WPA), which gave people work by creating projects for them such as building schools, bridges,

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Timeline of Events Before, During, & After the Mission

MISSION 5: "Up from the Dust"

or other public structures. One popular WPA program, the Federal Writer's Project, gives work to unemployed writers. Over time the WPA is extremely successful, hiring 8.5 million people for 1.4 million jobs.

April 14, 1935—The worst "black blizzard" of the Dust Bowl causes extensive damage to the southern Great Plains; the day lives on in local memory as "Black Sunday."

May 27, 1935—The Supreme Court declares the NRA unconstitutional in *Schechter Poultry Corporation vs. United States*. This ruling dissolves one of FDR's main accomplishments in the first New Deal.

July 6, 1935—Congress passes the National Labor Relations Act, also known as the Wagner Act. The Wagner Act addresses the basic rights of private sector employees to join and create trade unions and bargain with their employers. The act also creates a National Labor Relations Board to hold hearings on labor disputes.

August 15, 1935—FDR signs the nation's first Social Security Act. It provides benefits for the unemployed, disabled, dependent women and children, and senior citizens.

Fall 1935—The Resettlement Administration (soon to become the Farm Security Administration, or FSA) begins a photography program, sending documentary photographers around the country take photos of how the Great Depression was impacting ordinary Americans.

November 14, 1935—John L. Lewis establishes the Congress of Industrial Organizations (CIO). A coalition of labor unions that coordinated workers in industrial unions in the U.S. and Canada, the CIO supports FDR and the New Deal and remains in operation for twenty years.

1935-1936—In response to the upcoming 1936 election and criticism that the New Deal is not accomplishing enough for Americans, FDR initiates a second New Deal focusing on more radical policies.

1936—9 million Americans are unemployed.

November 3, 1936—FDR is re-elected for a second term in the White House, winning by a landslide over Republican candidate Alf Landon (losing only two states, New Hampshire and Vermont).

1937—7.7 million Americans are unemployed.

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March 1937—The federal government begins the Shelterbelt Project, with the goal of planting trees across the Great Plains in order to protect against soil erosion. Disputes over funding limit the program's effectiveness.

1938—10.4 million Americans are unemployed.

1938—Thanks to conservation efforts undertaken by the CCC and Soil Conservation Service, there is a 65% reduction in soil blowing, although the drought continues.

1939—9.5 million Americans are unemployed.

1939—In the fall of 1939, rains finally begin to fall again on the Great Plains, putting an end to the eight-year drought.

September 1, 1939—World War II begins in Europe.

December 7, 1941—The Imperial Japanese Navy attacks Pearl Harbor, Hawaii. In response to the attack, the United States enters in World War II. After entry into the war, the U.S. economy is revitalized and the country heads out of the Great Depression.

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Educator's Primer on the Historical Period

MISSION 5: "Up from the Dust"

Life on the Southern Great Plains

Until the arrival of European and American settlers in the late nineteenth century, the southern Plains of the United States were predominantly grasslands, the home and hunting grounds of many Native American tribes and the range of untold millions of bison. In the late 1860s and 1870s, with the completion of the Transcontinental Railroad, the United States government forced most of the Great Plains Indians onto reservations, and opened the region to homesteaders. One strip of land south of Kansas and north of Texas remained unclaimed by either state, since it fell nearby the Indian Territory that would become Oklahoma. Known as "No Man's Land," it eventually became the panhandles of Oklahoma and Texas, home to some of the largest cattle ranches in the country. In 1885-1886, severe winters killed most of the herds, ending the massive cattle drives and "Beef Bonanza" on the southern plains; only the largest ranches survived. The land was not ideal for agriculture, as extremely cold winters, high winds, dry hot summers, and unreliable precipitation plagued the region. A severe drought in the 1890s pushed most of the homesteaders off the land.

Life on the plains began to change in the early twentieth century as federal laws, farm mechanization, rainfall, and demand for wheat all aligned, encouraging farming on the Plains. In 1909, Congress passed the Enlarged Homestead Act, offering cheap public land in the southern plains that attracted farmers to the region. At the same time, farm mechanization increased dramatically. The number of manufacturers of farm tractors rose from six in 1905 to one hundred sixty in 1920, and generous bank loan programs put tractors within financial reach for many family farmers. The period from 1912 on through the 1920s saw above-average rainfall across the Great Plains, and during World War I the government guaranteed high wheat prices as demand for wheat rose. Production in the region increased dramatically, quadrupling the number of acres planted in wheat between 1910 and 1930. After the war ended, wheat prices remained high, and farmers continued to purchase land and equipment on credit to increase their production. This created a speculative bubble among Great Plains farmers that would burst with the onset of the Great Depression.

The Start of the Great Depression

On "Black Thursday" — October 24, 1929 — the Wall Street stock market crashed. Throughout the 1920s, the government, through the Federal Reserve Board, had fueled Wall Street's frenzied speculation by keeping interest rates low. Cheap money spurred the building boom of the 1920s, but it also enabled many investors to buy huge amounts of stock "on margin." In effect, they had borrowed against the shares' value and had used that borrowed money to purchase additional shares. While the market soared, investors made tremendous profits; but when it declined, brokerage firms called in their loans and investors lost their entire investments. The Federal Reserve eventually raised interest rates, but only after the crash. Although the vast majority of Americans owned no stock, few escaped the social impact of the 1929 market crash.

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Unemployment skyrocketed from fewer than 500,000 workers to more than four million between October and December 1929. Millions more could find only part-time work. Average real wages fell 16 percent in just two years.

The effects of the stock market crash spread beyond the borders of the United States. As the center of world capitalism, the Wall Street crash sent tremors throughout the shaky system that had emerged after World War I. Banks failed and unemployment soared throughout the industrial world. Within the United States, high interest rates after the crash put enormous pressure on the banking system, especially on unstable rural banks and ethnic savings and loans that farmers, merchants, and tradesmen relied upon for easy credit. Uninsured by either state or federal authorities, more than 5,000 of these smaller financial institutions failed during the first three years of the Great Depression. Nine million people lost their savings accounts when banks closed.

How the Depression Impacted Farmers

In rural America, a terrible drought compounded the miseries of the Depression. In 1932, a drought hit the Great Plains; normal rainfall did not return for nine years. Wheat prices sank 50%, causing farm income to plummet. Many farmers did not even bother to harvest the crops they had planted. Although farm families could provide some of their own food, they earned too little cash to meet mortgage payments, service equipment loans, or pay their taxes. Hundreds of thousands of families lost their farms. With the drought came a series of terrifying dust storms. Clouds of dirt reaching to 8,000 feet rolled across the Plains states, sometimes accompanied by thunder, lightning, and powerful winds. A March 1935 storm carried off twice the amount of dirt excavated in building the Panama Canal, in the process destroying half the wheat crop in Kansas and the entire harvest in Nebraska. Dust made its way into homes, beds, food, clothes, and destroyed crops, livestock, and a whole way of life. The worst-hit area was dubbed "the Dust Bowl."

Dry weather had caused the Dust Bowl, but the destructive way in which farmers also had been cultivating the land compounded the weather's effects. When farmers began settling in the southern plains in the 1890s, they plowed up the grasses that had held the topsoil in place. The region had experienced droughts before, but the dry spell that hit in the 1930s, combined with the new cultivation patterns, generated a human-made ecological catastrophe. This coincided with a massive exodus of residents of the southern plains, known as the "Okie" or "Dust Bowl" migration to California. John Steinbeck's 1939 novel *The Grapes of Wrath* (and the popular film made from it) reinforced the mistaken view that everyone who migrated was fleeing the dust. In fact, while 16,000 farmers did flee the Dust Bowl, many more (about 400,000) migrated west overall for a variety of reasons. They came from a wider area of the Southwest and moved not only because of the drought, but also because agricultural prices had dropped so low and the

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Educator's Primer on the Historical Period

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growing mechanization of midwestern agriculture eliminated the need for a large rural labor force.

Joblessness and Homelessness Nationwide

In the months following the stock market crash, joblessness spread across the country. Unemployment struck hardest in large cities, in single-industry towns, in the Northeast and the Midwest, and among male blue-collar workers, both black and white. Material deprivation was only part of the human cost of the Depression. The psychological strains were severe, too. Almost everyone felt insecure. Those who had jobs feared losing them; those without work worried about what would become of their families. In the early years of the Depression, people generally blamed themselves for their troubles. This great crisis forced Americans out of their homes and onto the road. Many people fell behind on their rent or mortgage payments and lost their homes. By 1932, a quarter-million youths under age twenty-one (as well as many of their older counterparts) had left home in search of work or shelter, hitching rides or hopping freight trains in what one government agency called a "migration of despair." Across the country, homeless Americans built squatter camps out of scrap lumber and metal, and called them "Hoovervilles" as a testament to President Hoover's inadequate response to hard times.

As millions of men lost their jobs, working women, especially if married, faced increased job discrimination. People assumed that married women worked only to make "pin money." Most cities banned married women from teaching. Even the American Federation of Labor, which had hundreds of thousands of female members, proposed that "preference of employment" be given to "those upon whom family or dependency rests," by which they meant men. When women could find jobs, employers routinely paid them less than men, even for the same work.

Women were by no means the only group facing joblessness and discrimination. Many employers insisted that native-born white workers receive preference in employment. Mexican Americans were among the foremost victims of this revived racism. Nearly 500,000 Mexican nationals and their U.S.-born children returned to Mexico either voluntarily or by force during the Depression. Several states encouraged emigration by barring noncitizens from employment on public works projects, and many local governments and private relief agencies offered free rail fare to the Mexican border for those who were willing to leave. Separately, the Great Depression worsened the plight of African Americans, who often were already poor. African-American workers tended to work in the industries that were most affected by the economic downturn—unskilled manufacturing, construction, mining, and lumber. White workers displaced black ones in many of these difficult, low-status jobs, reversing much of the progress African Americans had made in moving into industrial work. In the South, where three-quarters of the African American population still lived, the drought compounded the misery that was engendered by rock-bottom cotton and tobacco prices. White landowners, fearful that

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African-American day laborers would refuse to pick the cotton if there was any other way to put food on the table, refused to allow relief programs before the fall harvest.

President Hoover's Response to the Crisis

When the Depression struck, few Americans expected the federal government to take dramatic action. The government had barely 750,000 civilian and military employees (compared to more than five million today). The Post Office was the government agency that touched the lives of most Americans. There was no military draft and no aid for cities, schools, farmers, or the unemployed. Faced with America's economic collapse, President Hoover thought that the primary role of the federal government should be to coordinate private, state, and local relief and recovery efforts rather than to launch major national initiatives. The key to recovery, he believed, was restoring business confidence, which meant keeping the budget in balance and avoiding any direct effort to regulate business or stimulate consumer demand. Hoover assured Americans the US economy itself was "on a sound and prosperous basis" and would soon recover. He set about encouraging the kind of voluntary cooperation among businessmen, farmers, and local governments that he had championed during World War I, and his years as commerce secretary in the 1920s. At his request, some major corporations held off wage cuts to maintain consumers' spending power. Charitable giving reached record levels, though never enough to alleviate mass unemployment. Hoover responded to the crisis of the agricultural economy, which preceded the stock market crash, by winning passage of the Agricultural Marketing Act of 1929. That legislation made available \$500 million for loans to marketing cooperatives to foster efficiency, limit surpluses, and raise prices. But the unprecedented government effort to bring order to the agricultural sector foundered on Hoover's voluntarist philosophy: the Marketing Act failed to provide the government with the authority to limit production, so farm prices continued to fall.

While Hoover made some attempts to increase government spending on public works and assistance to banks and farmers, these programs failed to have much of an impact. He refused to commit federal funds to supply basic needs, arguing that local entities should provide relief to suffering citizens. In 1932, only eight American states had any form of unemployment compensation, and few workers received retirement pensions from their employers. When provided, relief often took the form of "food orders" that could be used only to purchase groceries, with little or no money for rent, clothes, or medical care. Most recipients found this system demeaning. By 1932, only about one-quarter of the jobless received aid.

Organized Responses to the Great Depression

Communists and socialists played a large role in mobilizing discontent and turning the attention of the American people to the federal government as a solution to their problems. Radical activists in both groups thought that the inequality and exploitation that were endemic

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to capitalism had precipitated the Great Depression. In 1930 and 1931, under banners reading "Work or Wages" and "Fight, Don't Starve!" communists and socialists organized scores of demonstrations of the unemployed in major cities across the country. Communist-led Unemployed Councils often clashed with police when landlords or banks tried to evict families from their apartments or houses. Radicals often led the crowds that moved families and furniture back into their homes, and these disruptive violations of the law forced many landlords to think twice before putting a family on the street. Family farmers took militant direct action as well. By 1932, more than one-third of the farmland in states were scheduled for sale at auction because the farm owners had fallen behind on taxes or mortgage payments. Neighbors often aborted these sales by intimidating potential bidders, buying the farm themselves at a token price, and returning it to its original owner. In Alabama, communists organized the Sharecropper's Union in an attempt to protect agricultural workers who were especially vulnerable to falling cotton prices and unjust landlords.

Communists also organized "hunger marches," protest rallies demanding "work or wages" from local and state governments, during the early years of the Great Depression. A dozen states witnessed such marches in 1931, and national hunger marches took place in 1931 and 1932 with marchers descending on Congress demanding relief and unemployment insurance. While they failed to bring about new legislation, the marches brought increased public attention to the plight of the unemployed. In June 1932, a veterans' march on Washington, DC, had an even greater impact on the nation. After World War I, Congress had passed a bill promising each veteran a cash bonus to be paid in 1945. But the vets needed the money immediately, and in May 1932, a group of veterans from Portland, OR set out for Washington to press their case. Twenty thousand former servicemen soon set up camp in the capital. Prodded by Army Chief of Staff General Douglas MacArthur, who considered the Bonus Army a "mob" driven by the "essence of revolution," Hoover called out the regular army, which launched a tank and cavalry assault on the Bonus Army encampment, burning down their temporary shelters. Millions of citizens were horrified by images, reproduced in newspapers and on newsreels, of an army driving off a ragtag collection of men who had faithfully served their country and were now desperately seeking help. These early Depression protests helped workers and farmers to turn their attention beyond their neighborhoods and employers and to demand help with their problems from the state. They wanted more from the government, and they had the voice and votes to win it.

FDR and the New Deal

In his inaugural address, President Franklin Delano Roosevelt responded to these mass protests, acknowledging, "The nation calls for action, and action now." Roosevelt indeed took immediate action with a wide array of programs—collectively known as "the New Deal"—designed to restore production and stability in banking, agriculture, and industry. But

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Roosevelt was not a radical, nor were the overwhelming majority of his key appointees. Even as the government took on new responsibilities, Roosevelt sought to conserve as much of the nation's existing economic and social arrangements as possible.

Between Roosevelt's election in November 1932 and his inauguration in March 1933, the economy dipped to the lowest point of the entire Depression. A master of the use of radio, he assured the nation in his inaugural address that "the only thing we have to fear is fear itself." Roosevelt's enormous self-confidence, combined with paternal warmth and a plain, friendly manner, gave hope to millions. He later broadcast a radio series of "fireside chats" in which he explained his programs to the public, using easily digestible anecdotes. From the start, Roosevelt had come to embody the state as friend and protector.

Roosevelt's first task was to restore confidence in the financial system. Two days after taking office, he declared a national bank holiday and then called Congress into special session. The Roosevelt administration pushed through an Emergency Banking Act that regulated the banks, empowering the government to lend money to troubled banks, reorganize failed ones, and stop the hoarding of gold. Additional laws established the Federal Deposit Insurance Corporation, which guaranteed the security of most family savings, and the Securities and Exchange Commission, which required what FDR called "truth telling" in the stock market. To provide funds for the unemployed, Congress set up the Federal Emergency Relief Administration (FERA), which immediately began spending \$1 billion a year—roughly 2% of the national income. Congress also approved the Civilian Conservation Corps (CCC). During the decade of its existence, the CCC provided temporary work for three million young men, who lived in military-style camps, constructed recreation facilities, and carried out conservation projects under the direction of army officers. Later in 1933, Roosevelt launched the Civil Works Administration (CWA), which quickly hired four million of the unemployed and put them to work on four hundred thousand small-scale projects, mainly road building and repair work. These emergency work relief programs employed more than ten million Americans. By putting real money in the pockets of the poor, they offered tangible evidence that the New Deal could touch the lives of ordinary Americans.

To restore prosperity to farmland America, the Roosevelt Administration pushed through an Agricultural Adjustment Act (AAA) to regulate production and prices for farmers, one-quarter of the US population. Agriculture had been in a crisis for years because of low prices and chronic overproduction. Passed by Congress in the spring of 1933, the AAA used federal funds to pay farmers to reduce the size of their crops in order to force up commodity prices. To finance the payments to farmers, the government taxed food processors, who generally passed the new levy on to consumers in the form of higher costs. Separate government agencies promoted soil conservation and made loans at favorable rates to farmers who reduced their

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cultivated acreage. Since the planting season had already begun by the time the AAA became law, farmers who wanted benefit payments had to destroy crops and livestock. The destruction of food and fiber in the midst of Depression-bred want created a furor, because it highlighted the larger irrationalities that were embedded in the government's market-taming program. But the AAA boosted farm income by fifty percent within four years. Large commercial farmers benefited most, since they could make the greatest reductions in their crops and thereby receive the largest payments. Tenant farmers and sharecroppers found themselves worse off under the AAA. Legally, landowners were obligated to share their crop reduction payments with those who rented their land, but they commonly evaded the responsibility, often by taking tenant lands out of production, evicting the occupants, and pocketing the federal payments. The impact of the AAA on these small farmers soon provoked a new wave of protest. In 1934, Arkansas sharecroppers and laborers—both black and white—organized the Southern Tenant Farmers' Union (STFU), which sought to pressure federal officials to stop the evictions and give tenants and sharecroppers their fair share of government price-support payments. The union, which soon grew to 10,000 members, came under attack from planters and local authorities. Although this reign of terror forced the STFU underground, the union still managed to organize cotton pickers' strikes in five states in 1936. Black tenant farmers became some of the union's most effective organizers.

The \$3.3 billion Public Works Administration (PWA), set up in 1933, produced dozens of government-financed dams, airports, courthouses, and bridges. In California alone, the PWA helped to finance the world's largest dam at Shasta; the longest and most expensive suspension bridge, between San Francisco and Oakland; and the nation's first freeway, from downtown Los Angeles to Pasadena. Following the Long Beach earthquake of 1933, the PWA rebuilt the entire school system of Los Angeles County. In 1933, the New Deal launched its most ambitious and celebrated experiment in regional planning: the Tennessee Valley Authority (TVA). The TVA was a government-owned corporation that was designed to carry out the comprehensive redevelopment of an entire river watershed spanning seven southern states. A separate government entity, the Rural Electrification Administration, brought running water and electric lights to remote farmhouses nationwide by making cheap, government-backed credit available to hundreds of electric power cooperatives.

Industrial recovery was the greatest task confronting the New Deal. How could the downward cycle of falling wages, prices, profits, and employment be stopped? Roosevelt pushed through the National Industrial Recovery Act (NIRA), which mandated a government-sanctioned system of business self-regulation, coordinated by a National Recovery Administration (NRA). Like the AAA, the NRA used government power to regulate the market, raise prices, and increase wages. The NRA generated more than five hundred industry wage and price codes, but trade unionists, New Dealers, and some businessmen recognized that industry self-

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regulation required a strong labor movement. Section 7a of the NIRA proved an important and controversial part of each industry code. It gave employees "the right to organize and bargain collectively through representatives of their own choosing . . . free from the interference, restraint, or coercion of employers." American trade unions tripled their membership during the 1930s, and increased their political and economic power in a dramatic fashion.

As revolutionary as Section 7a of NIRA was, however, southern planters and western growers used their clout to exclude agricultural workers from its new federal protections. California's commercial agriculture depended on a multi-ethnic workforce. Three of every four of the state's 200,000 farm laborers were Mexican Americans, but workers of Filipino, Armenian, Chinese, and Japanese descent, as well as "Okie" migrants from middle America, also sweated in the cotton fields and fruit orchards. Nearly 50,000 workers, the vast majority of them Mexican Americans, conducted more than forty agricultural strikes in 1933. During these tense conflicts, whole communities organized for a long and bitter struggle. Led by the Cannery and Agricultural Workers Industrial Union, these uprisings of the migrant poor continued in 1934, spreading from the Imperial Valley on the Mexican border to the Santa Clara Valley near San Francisco. Almost all these work stoppages ended in violence and defeat. Many strike leaders were arrested, tried, and jailed under California's draconian criminal syndicalism act, which made it a crime to belong to a group that sought a change in industrial ownership by force. An entire generation would pass before Cesar Chavez and other unionists sought to improve the lot of California agricultural workers.

Opposition to the New Deal from the Right and Left

By the end of 1934, the New Deal had acquired a powerful set of enemies. Since FDR's inauguration, national income had risen by one-quarter, unemployment had dropped by two million, and total factory wages had leapt upward. But the nation's annual output remained only slightly more than half of what it had been in 1929. Ten million workers were trying to survive without jobs, and almost twice that number depended at least partially on relief. The NIRA came under particularly fierce attack. Many farmers, small businessmen, and consumer groups argued that NRA price and production controls had been written primarily by and for large corporations; their effect was to prop up prices, stifle competition, and slow economic expansion. Business criticism of the NIRA spilled over into a more general conservative criticism of the New Deal. Most businessmen feared that federal jobs programs would lead to higher taxes and a spirit of working-class defiance.

At the same time, a populist quest for even more far-reaching reforms became evident in the 1934 congressional elections. The Democrats won a two-thirds majority in the Senate and over three-quarters of the seats in the House. Most of the newly elected Democrats strongly backed the New Deal or stood to its left, seeking to implement an even more radical legislative agenda.

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So as the nation moved to the left, the New Deal came under attack from all sides. Huey Long, elected governor of Louisiana in 1928, rose to power by attacking corporate interests and portraying himself as a champion of the common man. In 1934, Long proposed the "Share Our Wealth Plan," a system of confiscatory taxes on large fortunes and incomes that would enable the government to provide every family with "enough for a home, an automobile, a radio, and the ordinary convenience," plus a guaranteed annual income. Long set up thousands of Share Our Wealth Clubs and developed a large national following. In California, novelist Upton Sinclair resigned from the Socialist Party in 1933 to form the End-Poverty-in-California (EPIC) movement and run for governor within the Democratic Party. Sinclair proposed that the state turn idle farmland and factories into self-sustaining cooperatives of the unemployed and impose high taxes on corporations and the rich. Attacked as a Communist and a crackpot, Sinclair lost the governorship but received well over one-third of the votes. Other critics of the New Deal took their cues from Charles E. Coughlin, a Catholic priest from the suburbs of Detroit whose weekly radio broadcasts sometimes reached an audience of forty-five million listeners. Like Long, Coughlin at first supported Roosevelt but quickly grew disillusioned. He blamed the Depression on "Wall Street" and "international bankers" and called for class harmony, "living wages," and social legislation to combat the evils of industrialism. The possibility that these populist anti-Roosevelt movements might join forces and enter national politics in 1936 deeply worried Roosevelt and his advisers.

By the spring of 1935, the New Deal was in a state of disarray, and its main industrial recovery agency, the NRA, was falling apart. The final blow came on May 27, when, in *Schechter v. United States*, the Supreme Court declared the NIRA unconstitutional. The Court ruled that in allowing the NRA to write legally enforceable codes, Congress had unlawfully delegated its own authority and, by applying the codes to local businesses, had unconstitutionally extended the federal power to regulate interstate commerce. This decision signaled that the Court would strike down much of the New Deal's most far-reaching legislation.

The Second New Deal

Although production had risen by almost 30 percent since early 1933, unemployment remained high in 1935. New Dealers blamed "underconsumption" — a chronic weakness in consumer demand caused by low wages, an inequitable distribution of income, and a capitalist system that was no longer growing. In a burst of reform that historians have since come to call the "Second New Deal," FDR and most Democrats pushed for measures that would help workers by creating government-paid jobs, a system for unemployment and old-age insurance, and the right to organize labor unions.

New Dealers tackled the unemployment issue directly. In the spring of 1935, Congress passed the \$5 billion Emergency Relief Appropriations Act, which funded new agencies designed to

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provide useful and creative employment to millions. The National Youth Administration initiated work projects for more than 4.5 million students and young workers, and the Resettlement Administration aided the rural homeless, agricultural tenants, and owners of small farms. But the Works Progress (later Projects) Administration (WPA) was the most important of these new programs. Unlike the Civil Works Administration, the WPA provided productive jobs, not relief. WPA workers built or improved more than 2,500 hospitals, 5,900 schools, 1,000 airport landing fields, and nearly 13,000 playgrounds. WPA employees saw themselves as workers and citizens, not as welfare cases.

The Social Security Act was a second major piece of New Deal legislation passed in the spring of 1935. Funded by equal contributions from employers and employees, the act provided minimal payments to unemployed workers, the aged, and dependents of deceased breadwinners. This was a social, collective insurance program designed to protect the American people from the turmoil that was always present in a capitalist economy. A major weakness of the original Social Security Act was that it did not cover agricultural or domestic workers, who were largely African-American and Mexican-American. But in providing ongoing social protection to most citizens, including unemployment insurance and aid for poor families, the law represented a fundamental break with traditional notions that the poor and the unemployed were to blame for their condition. The old-age insurance and unemployment programs won nearly universal support. Most Americans saw these entitlements not as relief for the poor, but as insurance that was purchased with taxes deducted from their own paychecks.

Undoubtedly the most radical and far-reaching piece of legislation that was passed during Roosevelt's "second hundred days" of 1935 was the National Labor Relations Act, known as the Wagner Act, for its sponsor, New York's Senator Robert Wagner. The Wagner Act guaranteed workers the right to freely organize their own unions and to strike, boycott, and picket their employers. It banned "unfair labor practices" by bosses, including the maintenance of company-dominated unions, the blacklisting of union activists, the intimidation or firing of workers who sought to join an independent union, and the employment of industrial spies. The new law also established a National Labor Relations Board, which would hear employee complaints, determine union jurisdictions, and conduct on-site elections. Whenever a majority of a company's workers chose a union, management had a legal obligation to negotiate with the union over wages, hours, and working conditions.

New Deal Culture

Just as mass production typified American industry in the 1930s, mass culture characterized entertainment, journalism, and the arts during that era. Fifty million Americans went to the movies each week. Radio entered almost every home, and news magazines such as *Time* and

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Newsweek brought East Coast reportage to even the most remote rural areas. And for the first time, the federal government employed writers, photographers, actors, and artists on a massive scale. Late in 1933, New Deal relief and public works agencies began to fund public arts projects, employing thousands of artists to produce more than fifteen thousand murals, oils, watercolors, and prints. As part of the Works Progress Administration, employees of the Federal Art Project created murals for the walls of federal and state buildings and established public art centers in remote communities. WPA projects for writers and musicians gave important and creative work to thousands of unemployed white-collar workers. Federal Writers' Project employees published guidebooks, collected folk songs, and recorded interviews with ex-slaves, cowboys, and immigrants. The United States had only eleven symphony orchestras in the early 1930s; the WPA music project created thirtyfour more, not just in the biggest cities of the East and West Coasts, but in Oklahoma and Utah as well. The government supported dramatic arts through the WPA's Federal Theatre Project, which hired actors, writers, and directors from the relief rolls. It produced classics by Shakespeare, Molière, and Marlowe, as well as socially avant-garde works such as the "Living Newspaper" plays and Sinclair Lewis's *It Can't Happen Here*. Many plays were produced in multiple versions, with African-American, Spanish, and Yiddish casts.

One of the most outstanding contribution to the nation's cultural awareness came from the New Deal photojournalists. To build broad public support for its programs, the Roosevelt administration encouraged the directors of New Deal agencies to document the human suffering caused by the Depression. The WPA, the Department of Agriculture, and the Farm Security Administration (formerly the Resettlement Administration) hired amateur and professional photographers to travel the Depression-ravaged country. Their "social-realist" photos—particularly Dorothea Lange's haunting portraits of poor farm women, Arthur Rothstein's shots of dust storms, and Walker Evans's despairing images of sharecroppers—became icons of the Depression. These photos circulated widely in the popular press, including *Time*, *Look*, and *Life* magazines, and they appeared in major museum exhibits and best-selling books.

The End of the New Deal & the Great Depression

By 1937, a remarkable economic recovery convinced administration policymakers that the Depression was nearly over; indeed, rising prices now seemed the real threat. So despite continued high unemployment, FDR cut WPA expenditures, laying off 1.5 million relief workers. This premature effort to balance the federal budget sucked purchasing power out of the economy, as did the \$2 billion tax increase required by the new Social Security program (the pension checks would not begin flowing until 1941). But the sharp recession of 1937 and 1938 also had more ominous causes. American capitalism was still an unstable system; none of the New Deal reforms transformed its fundamental character.

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If the New Deal was stymied at the end of the 1930s, it nevertheless left an enormous legacy that reshaped the nation for more than two generations to come. Economic recovery was actually the least of the New Deal's achievements. It was in many respects an economic failure. None of Roosevelt's recovery programs ended mass unemployment or restored long-term economic growth. World War II military spending and half a decade of continued Cold War government spending would be required to eradicate mass unemployment and restore economic growth to the United States. The New Deal and the new unions constituted a cultural triumph because they transformed Americans' vision of themselves and of their nation. With widespread public support, the federal government constructed a welfare state that became an active presence in citizens' lives. As World War II approached, the nation would be more unified than ever because its patriotism arose from a pluralism that was far more genuine than that of earlier—or later—times.

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Glossary of Key Terms

MISSION 5: "Up from the Dust"

As students play MISSION 5: "Up from the Dust," they will encounter many of the terms below. Some of the terms, listed in this document in purple, are included as "smartwords" in the game. See the MISSION 5 "At A Glance" document in the Overview section of the Teacher Materials for information on when the smartwords are included in gameplay. Additional terms are included for teacher and student reference.

4-H Club—A national organization that provides practical and hands-on learning about agriculture and home economics, especially in rural areas.

AAA—Abbreviation for the Agricultural Adjustment Act, a New Deal program for farmers, that included paying them not to grow more than a certain amount of crops in order to raise prices.

acres—Standard units for measuring areas of land. One acre is an area of land that measures 66 feet by 660 feet. One square mile is equal to 640 acres.

agronomist—A person who uses scientific knowledge to help farmers with soil management and crop production.

auspices—Care, protection and guidance provided by a senior.

aviatrix—A female pilot.

bank run—When most of a bank's customers attempt to withdraw their money in at the same time because they fear that the bank has insufficient funds.

barter—To exchange goods for other goods, rather than for money.

beaut—(slang) A beautiful work of art.

black blizzards—Severe storms of dust clouds.

Black Sunday—A massive dust storm that hit the Oklahoma and Texas panhandles on April 14, 1935.

Bonus Army—The popular name for a group of 20,000 World War I veterans who gathered in Washington, D.C., in the summer of 1932 to pressure Congress to make an early cash bonus payment for their military service.



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boom—A period of great prosperity or rapid economic growth.

bootleggers—People who made and distributed alcohol illegally during the period of Prohibition, when having or selling alcohol was against the law. **Bulls**—(slang) Railroad police officers who keep rail yards secure from trespassers and prevent theft from or damage to railroad property.

bumper crop—An unusually large harvest.

Burlington Route—A private railroad line that traveled from Texas northwest through Denver, and then east to Chicago.

bushel—A standard unit of measurement equivalent to 60 pounds of wheat.

bust—To become ruined suddenly and completely.

cannery—A factory where foods are processed and packaged into cans for distribution and sale.

Capitol Hill—A hill in Washington, D.C., on which the United States Capitol building sits, and where the United States House of Representatives and Senate meet.

catalog—A book or pamphlet containing an enumeration of things.

catwalk—A narrow platform or pathway, as on the sides of a bridge.

CCC—Abbreviation for Civilian Conservation Corps, a New Deal program that put young men to work on environmental and natural resources projects on government land.

charity—A gift or activity that benefits the larger public.

CO—Abbreviation for Commanding Officer, the highest ranking military official at a government base or camp.

collateral—An item of value promised in exchange for a loan, which the lender may keep if the loan is not repaid.

Comanches—A nomadic tribe inhabiting Mexico and the adjacent parts of the United States.

commissary—A store that sells food and supplies, especially in a military or labor camp.

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communist—A person who supports the principles of communism, an economic and social system in which, in theory, all of a society's property is owned in common, rather than by individuals.

confederate—Bringing states or groups of people into an alliance.

contouring—Plowing along raised slopes in the land in order to create a natural barrier that reduces the flow of water downhill.

cotton gin—A machine that efficiently removes seeds from cotton fibers, allowing for greater productivity in processing cotton.

demonstration—A public meeting or march protesting against something or expressing views on a political issue.

deported—When a foreigner is forced by the government to leave a country.

destitute—Extremely poor, and unable to pay for basic needs such as food, lodging, and clothing.

disc plow—A plow that uses several steel discs to cut the soil where crops will be planted. It is particularly effective at breaking up hard, dry soil.

donations—Money or goods offered as charity.

dress pattern—A model or design used as a guide for cutting and sewing a dress.

drifter—A person who moves from place to place, without a permanent home or job.

drought—A prolonged period of unusually low rainfall, resulting in a shortage of water.

dry spell—A short period of time without rain.

Dust Bowl—A period of severe dust storms that struck the Great Plains in the 1930s, due to drought and over-plowing.

economize—To save money by reducing spending and avoiding waste.

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estimated—Roughly calculated.

exception—An instance or case not conforming to the general rule.

exhausted—Spent, (resources are) consumed entirely.

expenses—The money required to run a farm, business, or household.

extension agent—An agent employed by the county government to work with farmers to increase crop yields, prevent erosion, eliminate blights or pests, and the like.

fallow—Plowed farmland that has been left unplanted for a period of time in order to restore its fertility.

FERA—Abbreviation for the Federal Emergency Relief Administration, a New Deal program that provided money to state governments to distribute relief to needy people.

flourish—(noun)A condition or period of thriving.

foreclosure—When a bank takes possession of property because the owner failed to pay back the bank loan or mortgage on time. The bank may then sell the property to a new owner.

freight—Goods or cargo, transported by train or ships

gamble—(noun) An enterprise undertaken or attempted with a risk of loss and a chance of profit or success.

gangsters—Members of an organized gang of criminals, especially those who use violence in their illegal businesses.

gear box—A set of gears, also called the transmission, that controls how the power from an engine is used.

ginning season—The time of year after cotton is harvested when it is cleared of seeds using a machine called a cotton gin (short for engine).

Grand Ole Opry—A weekly country-music stage concert in Tennessee, founded in 1925 as a one-hour radio "barn dance."

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grain elevator—A building for collecting, measuring, storing, and distributing grain received from farmers.

Great War—Another name for World War I, which the U.S. entered in 1917 on the side of the Allies.

gringos—A Spanish word for foreigner, or non-Hispanic person, that is often used to describe English-speaking Americans.

hobo—(slang) A homeless person who moves from place to place, often in search of work.

Homestead Act—A law passed in the 1860s that offered up to 160 acres of public land to any head of a family who paid a registration fee, lived on the land for five years, and cultivated it or built on it.

Hoover Tourist—A person who travelled from place to place, due to economic hardship, during the Depression; the term was a way to criticize President Hoover for not doing enough to help people.

Hooverville—Makeshift homes created by the homeless during the 1930s and named after President Herbert Hoover.

Hugh Bennett—A soil expert who raised awareness of soil erosion and persuaded Congress to create the Soil Conservation Service.

impertinent—Boldly disrespectful.

Indians—Members of the aboriginal people of America.

infirmary—A building or room within a larger institution that serves as a hospital.

inquisitive—Curious and tending to ask questions.

irrigating—Supplying farmland with water brought in from somewhere else.

Jim Thorpe—An extraordinarily talented American athlete, Thorpe could run the 100-yard dash in 10 seconds.

Kiowas—American Indian people of the southern plains of the US, living mainly in Oklahoma.

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La Revolución—How Mexicans referred to the Mexican Revolution, a major armed struggle between 1910 and 1920 that radically transformed Mexican politics and society.

Lindy Hop—A partner dance created by African-Americans in New York city that achieved widespread popularity in the 1930s.

lister plow—A plow featuring two large steel blades in the shape of a wedge, designed to pick up the earth from below and move it to both sides of a central furrow.

lodging—A place to sleep or stay.

lynched—Killed by a mob in a racially motivated attack. Lynch mobs often hung their victims but also sometimes burned or tore apart the victim's body.

migrant workers—People who move from place to place to get work, usually farm workers who plant and harvest crops.

mortgage—A contract between a bank and a property owner in which the bank lends the owner money and temporarily owns the land until the owner pays back the loan, also refers to the monthly payment the property owner makes to the lender.

motto—A short phrase expressing a guiding principle or belief of a person, group, or institution.

National Youth Administration (NYA)—A New Deal program that provided work and educational opportunities to young people, aged 16 to 25.

nationalize—To transfer a privately-owned segment of industry or commerce to government ownership or control.

No Man's Land—An area that is unowned, uninhabited, or undesirable.

Okies—A term used to describe Oklahoma farmers who migrated to California to escape the Dust Bowl; in fact, migrants came from several states in the South and Midwest.

on the dole—Receiving a regular distribution of money or food from the government.

outhouse—A small building (such as a shed) that is separated from a main building.

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Glossary of Key Terms

MISSION 5: "Up from the Dust"

Pancho Villa—A well-known general leading the army fighting against the Mexican government during the Mexican Revolution.

panhandle—A strip of land projecting like the handle of a pan.

Pikes Peak—A famous mountain in Colorado. The summit is higher than any point in the United States east of its longitude.

plow-up—To pull up with a plow.

prospects—Chances of finding a spouse or a job.

railroad bull—(slang) Railroad police officer who keeps rail yards secure from trespassers and prevents theft from or damage to railroad property.

rebs—Confederate soldiers

Red Cross—A humanitarian organization that provides emergency assistance, disaster relief, and education inside the United States.

relief—Assistance, especially in the form of food, clothing, or money, given to those in special need or difficulty.

Resettlement Administration (RA)—A New Deal agency that helped struggling urban and rural families move in to communities planned by the federal government.

reveille—A bugle call used to wake up military personnel, usually at sunrise.

ribbon contender—A potential award-winner.

riding the rails—Riding on freight trains, illegally and without paying.

rodeo—A competitive sport related to cattle herding.

Roebuck—A type of deer

Rolleiflex—A high-quality camera, made in Germany, used in the 1930s and 1940s by professional photographers.

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Scottsboro boys—Nine young black men who were falsely accused of assaulting two white women while riding the rails near Scottsboro, Alabama, in 1931.

smut—Sooty matter, a disease-causing fungus that spoils crops.

soda jerk—A person, typically a young man, who prepares drinks at a soda fountain (a counter with a faucet that can dispense carbonated water).

sod—Grass and the part of the soil beneath it held together by the roots.

sodbusters—Farm workers who plow the land.

soil conservation—The protection of soil from erosion and loss of fertility, usually through methods to reduce damage from wind or water.

stock market crash—A sudden dramatic decline of stock prices in a stock market, resulting in a significant loss of paper wealth.

stoop labor—Hard agricultural labor required to plant, cultivate, and harvest crops that grow low to the ground.

Sundown town—A town that keeps out African Americans (or Mexican Americans or Chinese Americans) by posting signs warning them to leave by sundown, and by other methods such as police intimidation.

superlative—Of the highest order, quality, or degree.

tenant farmers—People who farm land owned by another person and pay rent in the form of cash or a portion of the crop produced.

The Klan—Refers to the Ku Klux Klan, an organization dedicated to maintaining white supremacy that was founded by former Confederate military officers during Reconstruction.

tree line—In a mountainous area, the highest elevation on which trees are capable of growing.

tumbleweed—A plant that grows in dry areas; in late summer it breaks off from its roots and is blown across the landscape by the wind.

union—An organized association of workers formed to protect their rights and interests.

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vagrancy—Having no permanent place to live; homelessness.

varmint—A troublesome, mischievous person.

vetoed— In the United States government, when the president has rejected a proposed law.

weather the storm—To survive a difficult situation.

work relief— When the government provides support to the unemployed by hiring them to perform jobs that benefit the community, such as building roads.

Yanks—(slang) used to refer to an individual from Northern United States.

yards— Short for rail yards, an area containing a series of railroad tracks for parking, connecting, or loading and unloading railroad cars.

yearling— An animal that is one year old.

yield— The quantity of crop produced per unit of land under cultivation, for example, 12 bushels per acre of land.

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Character/Location Overview & Historical Figure Profiles

MISSION 5: "Up from the Dust"

Much of "Up from the Dust" is based on actual events, places, and people. While some characters are fictional and serve to illustrate the various experiences of the Americans during the Great Depression, others are based on actual historical figures. Brief background information is included here on the MISSION's fictional characters, biographical information on the historical figures, and background on the real places featured in the game.



Virginia (Ginny) Dunn (fictional character)

Ginny (Frank's twin sister) is thirteen when "Up from the Dust" begins. She lives with her family on a wheat farm in the Panhandle of Texas a few miles outside of Dalhart. She goes to school in Dalhart and helps out on the farm taking care of the chickens and making butter. She is active in the 4-H Club and is close friends with her neighbor Thelma.

Frank Dunn (fictional character)

Frank (Ginny's twin brother) is thirteen when "Up from the Dust" begins. He lives with his family on a wheat farm in the Panhandle of Texas a few miles outside of Dalhart. He goes to school, helps take care of the beef and milk cows on the farm, and enjoys reading adventure stories in his spare time. He doesn't always get along with his older brothers, but is close to Ginny. He's raising his calf on his own and hoping she will win a ribbon at the county fair.



Trudy Dunn (Ma) (fictional character)

Trudy Dunn has lived in the southern Texas Panhandle her whole life. Her father homesteaded land in the 1870s and began planting a hardy strain of wheat that could survive the harsh climate. After marrying Raymond Dunn, they took over her family's wheat farm and expanded it.

Raymond Dunn (Pa) (fictional character)

Raymond Dunn farms wheat and raises a few head of cattle on 640 acres in the Texas Panhandle. His father was a ranch hand on the XIT ranch in the Texas panhandle and Raymond hoped to become a cattle rancher. But a wheat boom during World War I encouraged him to switch to wheat farming and to teach his sons all he's learned about raising wheat.

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Bill and Bud Dunn (fictional characters)

Bill and Bud are Ginny and Frank's older brothers. They are 17 and 18 when the game begins and have finished high school. They both want to start up their own farm soon and spend most of their time tending the crops. Neither of them has much tolerance for the young twins.



Tom Mitchell (fictional character)

Mr. Mitchell is a tenant farmer who lives with his wife and two daughters, near the Dunns. He works on land owned by a businessman in Dalhart to whom he pays a portion of his wheat crop as rent. After World War I, he moved his family from Arkansas to the Texas Panhandle, hoping to make enough money growing wheat to buy his own land. With declining wheat prices, it hasn't worked out that way.

Thelma Mitchell (fictional character)

Thelma is Ginny's best friend and is also thirteen years old at the start of "Up from the Dust." Her family are tenant farmers, so they do not own their own land. When hard times hit, they are unable to borrow money and more likely to go deeper into debt. Thelma goes to school with Ginny and Frank and is also active in the 4-H Club.



Mrs. Evelyn Huff (fictional character)

Mrs. Evelyn Huff runs a general store near the Dunn farm. She knows everybody who farms nearby and will barter eggs, butter, homemade jams, and other farm goods for necessities such as sugar, flour, and salt. She also allows most of the local families to pay on credit while they wait to sell their yearly crop.

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Charlie, a Bonus Army veteran (fictional character)

Charlie fought in World War I and was promised an additional payment for his military service. With the high unemployment after the stock market crash, he was laid off from his factory job and has not been able to find any work. Along with thousands of other World War I veterans, he is traveling to Washington DC to ask the government to pay veterans the bonus now.

Roberto Lopez (fictional character)

Roberto Lopez is a Rock Island Railroad line worker. He works in a small group to maintain the railroad tracks, keeping them clear and level, cleans freight cars, and helps load and unload freight. His family came from Chihuahua, Mexico, where his father worked on a large ranch, but the Mexican Revolution caused the ranch owner to flee. His father was recruited by the railroad 20 years ago to work laying track.



Edward "Ned" Shaw (fictional character)

Ned Shaw is a sharecropper from Arkansas who has decided to move his family to Los Angeles, California in search of better economic and social conditions. Shaw worked the land and gave most of his cotton crop to the landowner as payment for seed and rent. When cotton prices dropped during the Depression, his landlord demanded his entire crop as payment, forcing the family to leave in search of employment.

Tony Amato (fictional character)

Tony Amato is 19 years old and becomes friends with Frank Dunn when they are in the CCC together. The son of Italian immigrants, he grew up in the Bronx in New York City. His father is an unemployed laborer and brick layer and his mother takes care of his three younger siblings. His first CCC assignment was in upstate New York planting trees, then he was transferred to the camp in Texas where he meets Frank.



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Franklin Delano Roosevelt (historical figure, 1882-1945)

President Franklin Delano Roosevelt (known colloquially as "FDR") served as President of the United States during the Great Depression and the early years of World War II. Born into a wealthy New York family, Franklin Delano Roosevelt used his charm, money, and social prominence to climb the political ladder, serving as assistant Secretary of the Navy and Governor of New York before being elected President in 1932. Roosevelt contracted polio in 1921 and lost the use of both legs. He would never walk again without heavy braces and much assistance, but Roosevelt's misfortune probably made him more expansive, mature, and socially

concerned. As President during the Great Depression, Roosevelt was beloved by some Americans for the active steps he took to provide a wide variety of relief programs, though he was also a target of critics who opposed his expansion of the federal government's role in social welfare. Roosevelt served almost four complete terms in office, the most of any U.S. President.



Dorothea Lange (historical figure, 1895-1965)

Dorothea Lange was a documentary photographer best known for her images of American hardship during the Great Depression. Born in New Jersey, she moved to northern California when she was in her 20s and lived there for the rest of her life. Lange worked for a variety of federal agencies from 1935-1945, traveling around the country to photograph the Dust Bowl, conditions in migrant labor camps, rural poverty, wartime defense industry workers, and imprisoned Japanese Americans.

Locations in MISSION 5: "Up from the Dust"

Dalhart, Texas

Located in the far northwest corner of Texas, an area bordering on Oklahoma and known as "the panhandle," Dalhart was home to 4,691 people in 1930. Dalhart had a newspaper, school, courthouse, post office, railroad station, grain elevator, and shops that served not only the town's residents but also the farm families of the surrounding rural counties of Dallam and Hartley.

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Character/Location Overview & Historical Figure Profiles

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family wheat farm

[number of family owned wheat farms during the 1930s]

Farm families met most of their needs through the farm itself. In addition to growing and selling wheat, they grew or raised most of their food by tending small vegetable gardens and keeping chickens and cows; the livestock also supplied the family with products (such as eggs and butter) to sell or trade at the local store.

grain elevator

Grain elevators played an important role in the economies of farming regions, providing farmers with a place to store their harvested grain prior to it being shipped to distant markets. Grain elevators were operated as private businesses, and sometimes as farmer-owned cooperatives, and usually located near railroad lines.

country store

For rural residents who lived far from each other and from the nearest town, country stores served an important role in the community. Small store owners were usually willing to provide credit when their customers needed it, and to trade with farm families for eggs, butter, and other farm products.

Hooverville

The unemployment rate soared in the U.S. during the Great Depression (peaking at 25% in 1933), while wages for those who still had jobs fell sharply. Many people fell behind on their rent or mortgage payments and lost their homes. In many cities, the growing homeless population gathered in groups of temporary, poorly constructed shacks and tents. These encampments became known as "Hoovervilles," a name started by the Democratic Party to focus the blame for the Great Depression on President Herbert Hoover, a Republican.

Civilian Conservation Corps (CCC) camp

CCC camps housed the young men who participated in the Civilian Conservation Corps. Constructed in areas where CCC members were doing conservation work and other projects and modeled on military camps, CCC camps included a barracks (where the corps members slept), mess hall (where corps members ate), a medical dispensary (where corps members were treated if they became ill), and buildings for classrooms and recreational activities.

Imperial Valley fields and migrant labor camp

The Imperial Valley is located in southern California. Low-wage agricultural workers who travelled from place to place planting, tending, and harvesting crops have long been a feature of the agricultural economy. But the mass unemployment and drought of the Great Depression caused more people than ever before to seek this kind of work, driving down wages for it even

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further. As a seasonal, migratory workforce, these workers were often forced to live in inadequate, unsanitary camps provided by growers. During the early years of the New Deal, the Farm Security Administration built and maintained much better camps for migrant workers.

Railyards and trains

During the 1930s more than 200,000 miles of railroad tracks crisscrossed the United States, the primary means of transporting the nation's people, products, and raw materials. All but the smallest communities had a railroad station where passengers could purchase tickets and get on and off trains, and railyards provided a place where workers loaded and unloaded freight trains. To prevent theft and keep people from riding the freight cars for free, railroad companies hired security officers (known as "bulls") to patrol railyards.

New Deal Relief Office in Dalhart

While New Deal relief programs originated in Washington, D.C., they were administered locally throughout the country. Local relief officials decided who was eligible for relief, how much each person or family would receive in direct aid (such as cash, food, and clothing), and who to place in work programs. Relief offices were located in schools and other local government buildings. Many Americans were deeply ashamed that they needed relief, so the public act of standing in line at the relief office and being interviewed about their dire circumstances could be humiliating.

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Myths and Misconceptions

MISSION 5: "Up from the Dust"

1. The 1930s Great Depression was the first national depression in the United States

Although the Great Depression of the 1930s was the longest and most disruptive economic crisis in United States history, economic panics, recessions, and depressions had been cyclical events since the nineteenth century—severe depressions occurred in 1819, 1837, 1857, 1873, and 1893. Most of these depressions were worse than the one that came before. As the nation's economy and population grew, so did the numbers of people affected in each crisis. Economic transformations during the nineteenth and early twentieth centuries left more Americans working for wages and paying for goods in cash rather than raising their own food and bartering for goods; this made them far more vulnerable to uncertainties in banking and the stock exchange.

2. Everyone in the Dust Bowl left the Great Plains for the West.

John Steinbeck's 1939 novel *The Grapes of Wrath* and its popular film adaptation reinforced the mistaken view that millions fled the Dust Bowl and sought work in California. In fact, while 16,000 farmers moved in search of better opportunities, three-quarters of farmers in the Dust Bowl region stayed put; many who did migrate settled in neighboring states. Migrants from the southern plains made up only a small portion of the 1.2 million migrants to California. Most who migrated west came from a wider swath of the Midwest and moved not only because of the drought but because of the steep drop in agricultural prices and the growing mechanization of Midwestern agriculture, which was eliminating the need for a large rural labor force.

3. The Dust Bowl was exclusively a natural disaster caused by the drought.

Dry spells were common in the Great Plains, occurring roughly every twenty-five years. However, drought alone was not enough to cause the extreme dust storms and devastation of the Dust Bowl—human misuse of the land was also a crucial factor. For centuries, prairie grasses covered the southern Plains, held in place by the region's delicate topsoil. But beginning in the 1890s, settlers plowed up grasses in order to plant wheat and cotton, and growing cattle and sheep herds further destroyed this protective layer. Farmers planted even more acres of wheat as the market boomed during World War I and the decade following. By the time drought hit in the 1930s, the topsoil was exhausted and the wind carried the soil away.

4. President Roosevelt and the New Deal ended the Great Depression.

As extensive as they were, none of Roosevelt's New Deal recovery programs ended mass unemployment or restored long-term economic growth in the United States. The country's entry into World War II in 1941, and the accompanying rise in industrial manufacturing to meet the military's needs, finally brought the unemployment rate down below 10% and

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eliminated the last effects of the Great Depression. Massive government and military spending then continued in postwar years and into the Cold War, doubling economic growth and insuring historically low unemployment rates.

5. **Everybody in the country supported President Roosevelt and the New Deal.**

The New Deal was criticized by both conservative and progressive groups. Conservatives claimed New Deal programs were socialism in disguise, while liberals and radicals attacked them for not providing enough relief and maintaining the fundamental aspects of capitalism. The New Deal's National Recovery Act (NRA)—which mandated price controls, minimum wages, and the right of workers to unionize—drew extensive criticism from business leaders, and the massive government spending on relief and employment programs prompted general conservative criticism. Most businessmen feared that federal jobs programs would lead to higher taxes and a spirit of working-class defiance. For their part, socialist, communist, and labor activists argued that the reforms did not go far enough, and that New Deal programs protected the banking system and large corporations.

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Top 5 Things to Know Before You Play

MISSION 5: "Up from the Dust"

Before you begin playing MISSION US: "Up from the Dust," here are five important pieces of information to consider. This information may or may not help you as Frank and Ginny make their way through life during the Dust Bowl and Great Depression.

1. The economic expansion and rising availability of credit during the 1920s set the stage for the economic crisis of the Great Depression.

The 1920s were a time of economic expansion in the U.S., as construction and manufacturing boomed. Consumer goods, such as cars, radios, and refrigerators accounted for much of the new manufacturing, and the availability of consumer credit expanded to enable Americans to buy these new goods. The greater availability of bank loans and credit also enabled more people to invest in the stock market than ever before. But the prosperity of the 1920s was uneven; as the rich got much richer, the average worker's income rose more slowly and farm income was erratic. This overextension of credit and unequal distribution of wealth contributed to the collapse of the economy triggered by the stock market crash in October 1929.

2. The economic impact of the stock market crash caused widespread and unprecedented suffering among Americans.

Unemployment rose from 3% in 1929 to 23% in 1932, and millions of people could only find part-time work. Average real wages fell 16% in just 2 years. Nine million people lost their savings accounts when thousands of small banks and other financial institutions failed during the first three years of the Great Depression. Many people, employed and unemployed, fell behind on their rent or mortgage payments and lost their homes. The newly homeless often lived in poorly constructed groups of temporary dwellings that became known as "Hooverilles," or they became transients.

3. Racial discrimination and segregation were common and, in many places, legal during the Great Depression.

During the 1920s and 1930s, segregation laws in most southern and many northern states required African Americans and whites to be educated in separate schools, travel on separate train cars, and be separated in all public spaces like movie theaters, restaurants, and swimming pools. While some African Americans had moved to northern cities during the Great Migration of the World War I era, most still lived in the rural South. In Texas, people of Mexican descent made up nearly 12% of the population in 1930 and, like African Americans, faced significant discrimination and were subject to many of the same segregation laws. During the early years of the Great Depression, state officials in Texas, Arizona, and California rounded up Mexican immigrants and sent them back to Mexico, seeking to reduce demand for local relief.

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4. Railroads were an important method of transportation during the Great Depression.

Prior to the beginning of commercial air travel and the construction of the interstate highway system, railroads were the most common method of transportation in the U.S. In 1930, the U.S. had 250,000 miles of railroad tracks blanketing the country, moving freight and people over short and long distances. By 1932, a quarter of a million youths under age twenty-one (as well as many of their older counterparts) had left home in search of work or shelter, hitching rides or hopping freight trains in what one government agency called a "migration of despair."

5. It was difficult for family farmers to hold onto their land during the Great Depression.

At the start of the Depression, the number of farmers who owned the land they farmed was steadily shrinking. Between 1929 and 1933, a third of all American farmers lost their farms. Many farmers had taken on increasing levels of debt during the 1920s, and when farm prices dropped with the onset of the Great Depression, they could no longer pay back that debt and banks foreclosed on their land and equipment.

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MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The following role-play is designed as an introductory activity, and should be completed before your students begin playing Mission 5: "Up from the Dust." Its purpose is to get your students thinking about how individuals, groups, and communities react when faced with unexpected, large-scale crises impacting their lives and livelihoods. Specifically, students often have a hard time understanding why private charity isn't always enough to get communities through an economic crisis. This simulation allows them to see how charity and private wealth can dry up over time, making government assistance necessary. The activity will also get students thinking about the limitations of both charity and government aid.

By completing the activity, students will begin grappling with the issues and challenges faced by the United States during the Great Depression. The activity presents a much-simplified and grade-level appropriate simulation for students. Feel free to adapt or amend the activity to best meet your curricular goals and the needs of your students.

Steps to Complete:

- 1) Read through the entire activity to see if you want to make any changes/adaptations before using it with your students.
- 2) Cut the "Citizens of Cloverdale" organizer into sections, so that each section contains information about one group. Divide your students into four groups. Give each group one section from the "Citizens of Cloverdale" organizer. Explain that groups will be making decisions and contributing to discussions based on the perspective or viewpoint of their assigned group or characters. Note: students are not necessarily "acting out" the roles of their assigned group; they are merely representing a perspective. Give students 3-5 minutes to familiarize themselves with their assigned groups.
- 3) Read the Introduction from the "Rising Waters in Cloverdale" organizer to your students. This scenario describes the town in which all groups live.
- 4) Ask each group to introduce themselves to the class and explain their role in the Cloverdale community.
- 5) Read Scenario #1 from the "Rising Waters in Cloverdale" organizer to your students. Then, ask all groups the following questions (you may also wish to write them on the board, since they are referred to repeatedly throughout the rest of the activity):
 - a. What is your group's current mindset or outlook?
 - b. Will you help others? Who and how?
 - c. Will you ask for help from others? Who?

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Ask each group to discuss their answers. Groups may also discuss the questions with each other. Then, have each group share their responses with the class.

- 6) Read Scenario #2 to your students. Ask all groups the same three questions from Step 5 above. Ask students to discuss their answers. Then, have each group share their responses with the class.
- 7) Read Scenario #3 to your students. Ask all groups the same three questions from Step 5 above. Ask students to briefly discuss their answers. Then, have each group share their responses with the class.
- 8) Conclude the activity with a class discussion. You may choose to discuss some or all of the questions below, or assign selected questions as take-home writing assignments:
 - Reflect on the decisions your group made. Do you think your group acted in the community's best interest? In the group's best interest? How might your group have done things differently?
 - How did your group come to its decisions as far as how to react to each new set of circumstances in Cloverdale?
 - In the different scenarios, citizens of Cloverdale benefited economically from charity, government assistance, and work/employment. What are the differences and similarities between those terms? Cite examples of charity, government assistance, and work/employment in the different scenarios in Cloverdale, as well as from real life.
 - What are the differences between "surviving" problems and "solving" problems? Which did the citizens of Cloverdale do, based on the decisions made by your class?
 - What are some of the limits on what individuals, families, and the community can do in the face of a crisis?
 - How do communities respond when faced with disasters in real life? What groups and organizations typically help out?
- 9) Explain to your students that they will now be playing MISSION US: "Up from the Dust," which examines how the United States grappled with the Great Depression and Dust Bowl, real (and far more widespread) crises than the rising waters in Cloverdale.

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Top 5 Things to Know Before You Play

MISSION 5: "Up from the Dust"

Citizens of Cloverdale

Cut this organizer into sections, so that each section contains information about one group. Divide your students into seven groups. Give each group one section. Explain that groups will be making decisions and contributing to discussions based on the perspective or viewpoint of their assigned group or characters.

Group 1: The Mayor and Town Council of Cloverdale

The Mayor and the Town Council of Cloverdale are very popular elected officials. They have made many improvements to the town in recent years. Cloverdale is a prosperous town, mostly as a result of Clover's World of Fun, a very popular amusement park. The town's budgets are constantly balanced, and the Town Council has managed to save close to a half a million dollars in an emergency fund. The Mayor and the Town Council members are confident they will be reelected when their terms are over in two years.

Group 2: The Staff and Volunteers of the Cloverdale Food Pantry

The Cloverdale Food Pantry was founded about ten years ago. The Food Pantry gives groceries and other household items to needy families in Cloverdale. The Food Pantry relies heavily on donations from families and businesses. The Food Pantry has two large food drives each year, one around Thanksgiving and another in the late winter. Several of the more disadvantaged families in Cloverdale rely on the Food Pantry, especially since many are workers at Clover's World of Fun, the popular local amusement park. The Park is only open from May until early September, so winters can be particularly difficult. There are only three staff members who get paid at the Food Pantry, the rest of the workers are volunteers.

Group 3: The Clover Family

The Clover family is the wealthiest in the town of Cloverdale. They are the owners of Clover's World of Fun, a very popular and successful amusement park. The park has been in the family for close to 100 years. People come from across the state, the country, and the world to go to Clover's World of Fun. The Clover family lives in a fabulous mansion on the outskirts of town. They are very generous, and regularly donate large sums of money to the local charities such as the Cloverdale Food Pantry. They also support community improvement projects, like the construction of a public swimming pool and local hiking trails. The Clover Family has homes all around the world, but they spend most of their time in Cloverdale.

Group 4: The Diaz Family

The Diaz family is comprised of a mother, father, and their two middle school-aged kids. Ms. Diaz is an operating manager at Clover's World of Fun, a very successful local amusement park. Mr. Diaz is the head of the public library. The Diaz family lives in a comfortable neighborhood of Cloverdale, in a nice house with a big backyard. The Diaz children attend Cloverdale Middle School. Mr. and Mrs. Diaz volunteer at the Cloverdale Food Pantry, and are active citizens in the community.

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Top 5 Things to Know Before You Play

MISSION 5: "Up from the Dust"

Rising Waters in Cloverdale

After dividing your class into four groups and distributing the "Citizens of Cloverdale" information, read the "Introduction" below to you students. Next, ask each group to introduce themselves to the class and explain their role in the Cloverdale community.

Then, read the different scenarios below to your students. After each scenario, ask all groups the following questions (you may also wish to write them on the board):

- a. What is your group's current mindset or outlook?
- b. Will you help others? Who?
- c. Will you ask for help from others? Who?

After asking the questions, have student briefly discuss their answers. Then, have each group share their responses with the class.

Introduction: May in Cloverdale

Cloverdale is a very prosperous town located in the United States. Cloverdale has a population of 40,000. The largest industry in Cloverdale is Clover's World of Fun, a very successful local amusement park. The park draws visitors from across the state, the city, and the world. Cloverdale is situated in a beautiful valley between mountains. The success of the theme park has provided many jobs for residents and tax revenue for the local government. Right now, it is May, and everyone in the town is excited because there are three new, state-of-the-art roller coasters opening at the park. The new coasters are sure to draw many visitors to the park (and the town) in the coming months. Clover's World of Fun is open each year from May until early September. Everyone is looking forward to a prosperous summer. Cloverdale was voted one of the "best places to live" in the United States in a recent poll. The town's citizens are proud to call Cloverdale home. Crime is low, schools are good, there are jobs available, and people look out for each other. Life is good in Cloverdale. Let's hear about some residents of the town.

Scenario 1: October in Cloverdale

Clover's World of Fun had a record-breaking summer. The three new roller coasters drew record-breaking crowds to Cloverdale. However, despite the wonderful summer, disaster has struck Cloverdale!

During the last week in September, a catastrophic flood hit the town. It rained heavily for several days, and the runoff from the mountains filled the valley, like water filling a bowl. The rains were accompanied by high winds and at least one tornado. Clover's World of Fun has been severely damaged. It will not be re-opening for a while. It will take between twenty and thirty million dollars to reopen the park.

Everyone who worked at the park is currently unemployed. The three new roller coasters are completely wrecked. Nearly every family and business in town has sustained some damage.

The Diaz family's house is damaged. The staff of the Food Pantry is working overtime trying to meet the demands of all the families that need help. The Mayor and Town Council are doing the best they can. They can choose to use their emergency funds at this time, but have to decide a) if they want to do so, or b) if they do want to use them, how they would prefer to do so. The Town Council cannot use its funds to

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repair a private citizen's home, and can choose to use the emergency fund only once. Leaving Cloverdale is not an option for any group.

Scenario 2: April in Cloverdale

Now we will move forward to April, the springtime after the flood. The long winter was very, very difficult in Cloverdale. Schools are still not opened. Clover's World of Fun has been condemned and will not reopen. The Clover family is in the midst of settling insurance claims and other legal matters, and they have no money to give. The Cloverdale Food Pantry is still open, but will run out of food within the month. The library and all non-essential services have closed. The Diaz family is quickly using its limited savings. The Mayor and Town Council are doing the best they can. If they have not already done so, they can choose to use their emergency funds at this time, but have to decide a) if they want to do so, or b) if they do want to use them, how they would prefer to do so. The Town Council cannot use its funds to repair a private citizen's home, and can choose to use the emergency fund only once. The Town Council can choose to seek assistance from the state and federal government at this time. The state or federal government can provide some basic assistance to Cloverdale, including temporary housing and food. Leaving Cloverdale is not an option for any group.

Scenario 3: August in Cloverdale

Cloverdale is deep in crisis. The Food Pantry is closed. With the exception of the town government, the majority of the town is unemployed. The Clover family's fortune has been greatly reduced, and is now mostly tied up in the stock market and real estate overseas. The Mayor and Town Council are doing the best they can. If they have not already done so, they can choose to use their emergency funds at this time, but have to decide a) if they want to do so, or b) if they do want to use them, how they would prefer to do so. The Town Council cannot use its funds to repair a private citizen's home, and can choose to use the emergency fund only once. The Town Council can choose to seek assistance from the state and federal government at this time. The state or federal government can provide some basic assistance to Cloverdale, including temporary housing and food. Leaving Cloverdale is not an option for any group.

TEACHER'S GUIDE

Writing Prompts

Prologue: The Great Plow-Up

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one to respond to. You may assign one or more to the entire class. You might make one or more of the topics the basis for in-class discussions. Where there are multiple questions in a single prompt, choose the question or questions that best suits your students. Make your decisions according to the needs of your group.

You may notice that many of the topics contain some version of the phrase, "Write about a time in your life..." The intent of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions, and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and relate to it better.

Since students vary in their degree of comfort and skill in writing, you should decide when and how much students should write. We suggest that since students need to share their writing with each other to make personal and historical connections, you should encourage them to focus on content rather than mechanical skills. Pieces can be revised and edited later if you decide they should be shared formally (such as on a bulletin board or in a newsletter).

TEACHER'S GUIDE

Writing Prompts

Prologue: The Great Plow-Up

MISSION 5: "Up from the Dust"

Read through all the topics first, and then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

THE LAND YOU LIVE ON. During the Prologue, Ginny Dunn gives a lot of background information about the history of the land where her family farm is. She mentions the Civil War, the building of transcontinental railroads, Indian wars, ranching, and farming. What is the history of the land where YOU live? Who were the earliest inhabitants? When did the first Europeans arrive, and who were they? How has your area, neighborhood, town, or city changed over time? You will need to do some research to complete this Writing Prompt.

HOME SWEET HOME. The Dunn family lives in Texas, on a farm located in the southern part of the Great Plains. Describe the farm and compare and contrast its appearance to the place where you live. Consider the environment, the technology, and the people in your answer. What is similar? What is different?

ALL IN A DAY'S WORK. During the farm tour, Frank mentions the chores that he and Ginny must complete to help their parents keep the farm running. From tending the livestock to keeping "varmints" out of the wheat field to watering the vegetable garden, everyone in the Dunn family has work to do. How are work and chores divided among members of your family? What are you asked to do at home to help out? Does everyone in your home have specific tasks to do? Do you think that Frank and Ginny's chores are more or less difficult than your chores? Why? What would Frank and Ginny think about your chores, based on what you know about them so far?

THE TIMES, THEY ARE A-CHANGING. During the farm tour, Frank mentions that the Dunn family has a radio, and has recently started using a tractor rather than horses to plow their land. The technology available to the family is changing. How has technology changed during your lifetime? Are there devices and gadgets that were once a part of your life that you no longer use? Ask an older friend or family member how technology has changed during their lifetime, and how those changes have impacted peoples' lives.

TAKE YOUR CHANCES. Mr. Dunn tells Frank that "farming is always a gamble," and it depends on things like how much it will rain and the price of wheat. If the weather and other forces aren't in their favor, they could stand to lose their income and even their home. Each year that the Dunns farm, they are taking a risk. Write about a time in your life when you took a gamble or made a risky decision. What was the decision? Did the gamble pay off for you? Why or why not?

TEACHER'S GUIDE

Writing Prompts

Prologue: The Great Plow-Up

MISSION 5: "Up from the Dust"

A LOT OF RESPONSIBILITY. When Mr. Dunn asks Frank to help make decisions about the best ways to farm, he gives his son a lot of responsibility. Frank's decisions will have a big impact on all of the Dunns, from the work they do to the amount of money they have in the bank. Do you think a parent today would give a child Frank's age this much responsibility? Why or why not? What is the biggest responsibility you have been given? How did that responsibility make you feel?

GINNY OR FRANK'S JOURNAL. Through either Frank or Ginny's eyes, think about your circumstances from the beginning to the end of this part of "Up from the Dust." Think about your emotions and feelings about life on the farm and with your family. Think about your father's remark that "the boom times" have ended, and what might lie ahead. Think about the choices you made and the consequences of those choices. Now write a diary entry from either Frank or Ginny's point-of-view summarizing what happened to you in the Prologue. You may choose to illustrate one aspect of your entry.

TEACHER'S GUIDE

Review Questions

Prologue: The Great Plow-Up

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of the prologue.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE
Review Questions
Prologue: The Great Plow-Up
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play the Prologue, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

- 1) Before much of Texas and the Midwest became wheat farms, what different groups of people lived on the land? What happened to these groups?

- 2) Why did farmers call wheat "liquid gold?"

- 3) The Dunns don't have plumbing on their farm, unlike most folks in town. Where does the family get its water? What are some of the ways they use their water supply?

TEACHER'S GUIDE
Review Questions
Prologue: The Great Plow-Up
MISSION 5: "Up from the Dust"

4) Describe the Dunn family's farm. What type of crops do they have? What animals do they raise?

5) According to Ginny, why are tractors better than horses for plowing fields?

6) What is the climate like in the Texas Panhandle? How does Ginny know when springtime is coming?

7) Pa tells Frank, "Farming is always a gamble." What does he mean by this?

TEACHER'S GUIDE

Review Questions

Prologue: The Great Plow-Up

MISSION 5: "Up from the Dust"

8) Why does Pa instruct Frank to leave some land "fallow" when they are farming?

9) During the farming game, what factors affect the price of your wheat harvest?

10) What "expenses" do the Dunns pay after they harvest and sell their wheat? For this question, your answer does not need to be complete sentences.

TEACHER'S GUIDE

Review Questions

Prologue: The Great Plow-Up

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

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TEACHER'S GUIDE

Review Questions

Prologue: The Great Plow-Up

MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play the Prologue, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) Before much of Texas and the Midwest became wheat farms, what different groups of people lived on the land? What happened to these groups?

At first, different Native American tribes lived throughout the western states. But after the Civil War, settlers started to populate the area and forced the tribes into reservations. Ranchers then brought their cattle onto the land. But that too ended when the price of beef collapsed.

2) Why did farmers call wheat "liquid gold?"

In the 1900s, the government offered to buy wheat for \$2 a bushel, which made farmers more money than they ever made before and encouraged them to plant more wheat.

3) The Dunns don't have plumbing on their farm, unlike most folks in town. Where does the family get its water? What are some of the ways they use their water supply?

The family has a windmill that pumps water out of the ground into a tank. They use the water from it for their animals, for cooking, and for watering their vegetables.

TEACHER'S GUIDE
Review Questions
Prologue: The Great Plow-Up
MISSION 5: "Up from the Dust"

4) Describe the Dunn family's farm. What type of crops do they have? What animals do they raise?

The Dunns have a number of different livestock and crops on their farm. They raise cattle for dairy, and chickens for eggs. But most of all, they are wheat farmers. They all live in a single-floor house, where the boys share a room and Ginny gets a her own space.

5) According to Ginny, why are tractors better than horses for plowing fields?

Tractors can plow fields faster than horses can and also create neater rows for crops to grow. This can mean more money for farmers.

6) What is the climate like in the Texas Panhandle? How does Ginny know when springtime is coming?

It is arid, and most plants cannot grow there. But, Ginny's family has a plum tree, which blossoms white flowers in the spring.

7) Pa tells Frank, "Farming is always a gamble." What does he mean by this?

You can't always predict if you'll make money from a crop. You need things like rain and the price of wheat to be on your side.

TEACHER'S GUIDE

Review Questions

Prologue: The Great Plow-Up

MISSION 5: "Up from the Dust"

8) Why does Pa instruct Frank to leave some land "fallow" when they are farming?

Fallow land is plowed but doesn't have any crops planted in it. This helps the soil restore itself.

9) During the farming game, what factors affect the price of your wheat harvest?

Changes in both the weather and the state of the country's economy affect the price of wheat. During the game, the stock market crashes and the price of wheat plummets.

10) What "expenses" do the Dunns pay after they harvest and sell their wheat? For this question, your answer does not need to be complete sentences.

Mortgage and tax, Farm Loan, Tractor Loan

TEACHER'S GUIDE

Document Based Activity

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR

For farmers, everything hinges on the harvest. Will they have enough wheat to sell? What price will they get for their harvest? During the 1920s and 1930s, wheat farmers experienced both "boom periods" – times when sales of crops increased rapidly--and "bust periods" – when demand decreased and prices fell – as environmental and economic forces interacted. How farmers responded to conditions also affected the situation. For example, when wheat farmers responded to dropping prices by planting more acres, the additional wheat on the market further depressed prices.

In this activity, students will analyze data from the 1920s and 1930s to understand how wheat prices, rainfall, and acres of wheat planted were related. Analysis questions are provided to help students understand and interpret the data.

Activity Components

- Three figures based on historic data:
 - Figure 1: Average Price of Wheat, 1909-1940
 - This graph shows the average price of wheat per bushel paid to farmers in the United States. A bushel of wheat weighs 60 pounds. The large spike in wheat prices in the period 1917-1920 corresponds to high demand for wheat during World War I.
 - Figure 2: Annual Rainfall in Wheat-Producing States, 1910-1940
 - This graph shows the annual rainfall in wheat-producing states. The average for the period, 26.9 inches, is included as a red line so individual years can be compared to the average for the time period.
 - Figure 3: Acres of Wheat Harvested in Texas, 1910-1940
 - This graph shows the total acres of wheat harvested in Texas. Note that units are 1,000 acres, so 500 on the graph corresponds to 500,000 acres.
- Data Analysis Guide: Questions students can use to analyze each graph.

Steps to Complete:

The following procedure is recommended for this activity and can be adapted based on your curricular goals and timing constraints.

1. Discuss "boom periods" and "bust periods" with your students. Explain that for farmers, a boom period would mean that they made a good profit from their harvest. A bust period would mean that they made a very low profit or no profit.

TEACHER'S GUIDE

Document Based Activity

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

2. Distribute all three figures and the "Data Analysis Guide" to students.
3. Have students work in small groups to analyze the data using the guide. Divide the class in half. One half of the class should focus on analyzing data from the period 1925-1928. The other half of the class should focus on analyzing data from the period on 1930-1933. Give students 20-25 minutes to analyze their assigned data.
4. After students have had an opportunity to analyze their assigned data, pair groups that analyzed 1925-1928 data with groups that analyzed 1930-1933 data. Ask students to compare the time periods.
5. Ask students to imagine they live on a wheat farm in Texas in 1928 or in 1933. Then ask students to write a paragraph describing what the last three years have been like for their family. Have students include predictions for the wheat harvest in the following year based on the data from previous years. What actions could farmers take based on the prediction?

TEACHER'S GUIDE
Document Based Activity
Part 1: Boom to Bust
MISSION 5: "Up from the Dust"

Name: _____ Class: _____ Date: _____

Data Analysis Guide

1. Circle the time period your group is analyzing: 1925-1928 or 1930-1933

Figure 1: Average Price of Wheat

2. Look at the wheat prices during the period you circled in question 1. During this period, what was the minimum (lowest) price and maximum (highest) price per bushel?
3. How do the wheat prices in your assigned period compare to the three years before the period began?

Figure 2: Annual Rainfall

4. What was the minimum and maximum amount of rainfall during the period you circled in question 1?
5. How does your time period compare to the average amount of rainfall? Are most years in the time period above or below the average?

Figure 3: Acres of Wheat Harvested

6. Identify the highest and lowest numbers of acres of wheat harvested during your period. Describe any patterns or trends for your period.
7. How does your assigned time period compare to the three years immediately before your period began?

TEACHER'S GUIDE

Document Based Activity

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

Summary

8. Summarize your findings. Complete the phrases below with the following descriptions: much higher, higher, the same, lower, much lower

Time Period (circle one): 1925-1928 or 1930-1933

- During this time period, the price per bushel of wheat was _____ than other times from 1909-1940.
 - Annual rainfall was _____ compared to the average?
 - Overall, the number of acres being harvested was _____ compared to other times.
 - Explain whether this was a boom period or bust period for farmers.
9. Now, focus on the other time period. Complete the phrases below with the following descriptions: much higher, higher, the same, lower, much lower
- Time Period (circle one): 1925-1928 or 1930-1933
- During this time period, the price per bushel of wheat was _____ than other times from 1909-1940.
 - Annual rainfall was _____ compared to other times.
 - Overall, the number of acres being harvested was _____ compared to other times.
 - Explain whether this was a boom period or bust period for farmers.
10. Did farmers plant more or less wheat after prices dropped? Why?

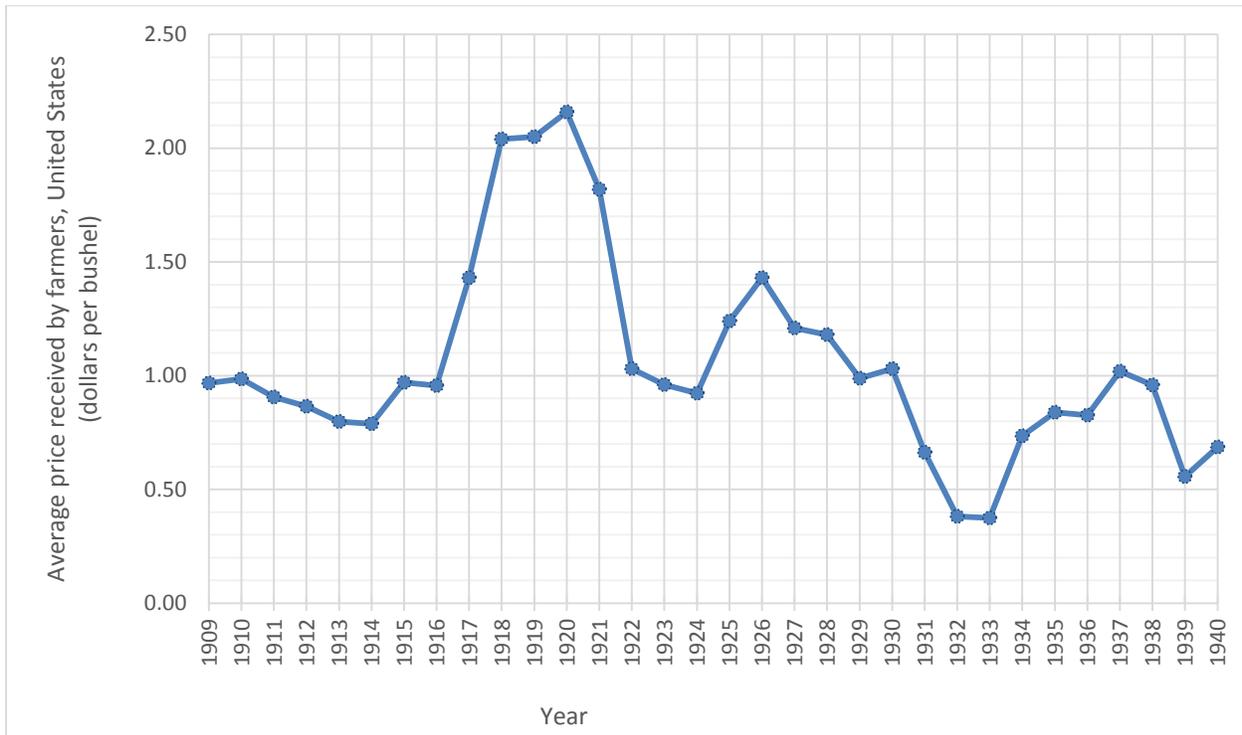
TEACHER'S GUIDE

Document Based Activity

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

Figure 1: Average Price of Wheat (1909-1940)



Source: The Wheat Year Book

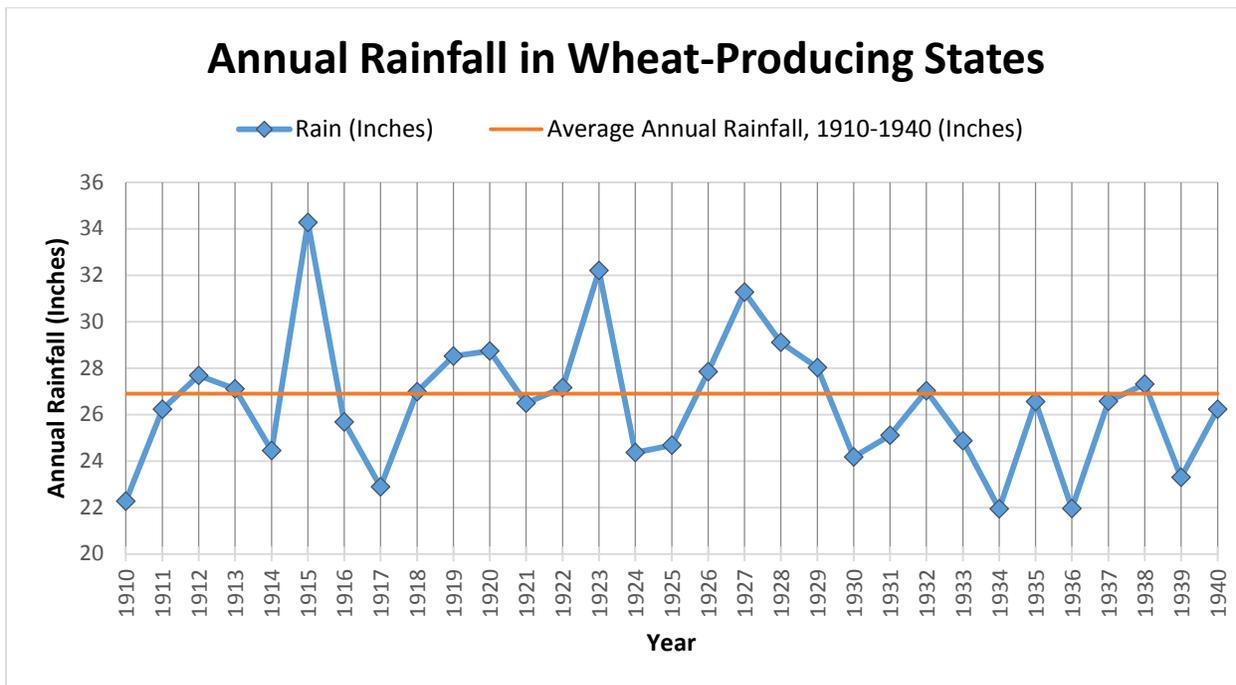
TEACHER'S GUIDE

Document Based Activity

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

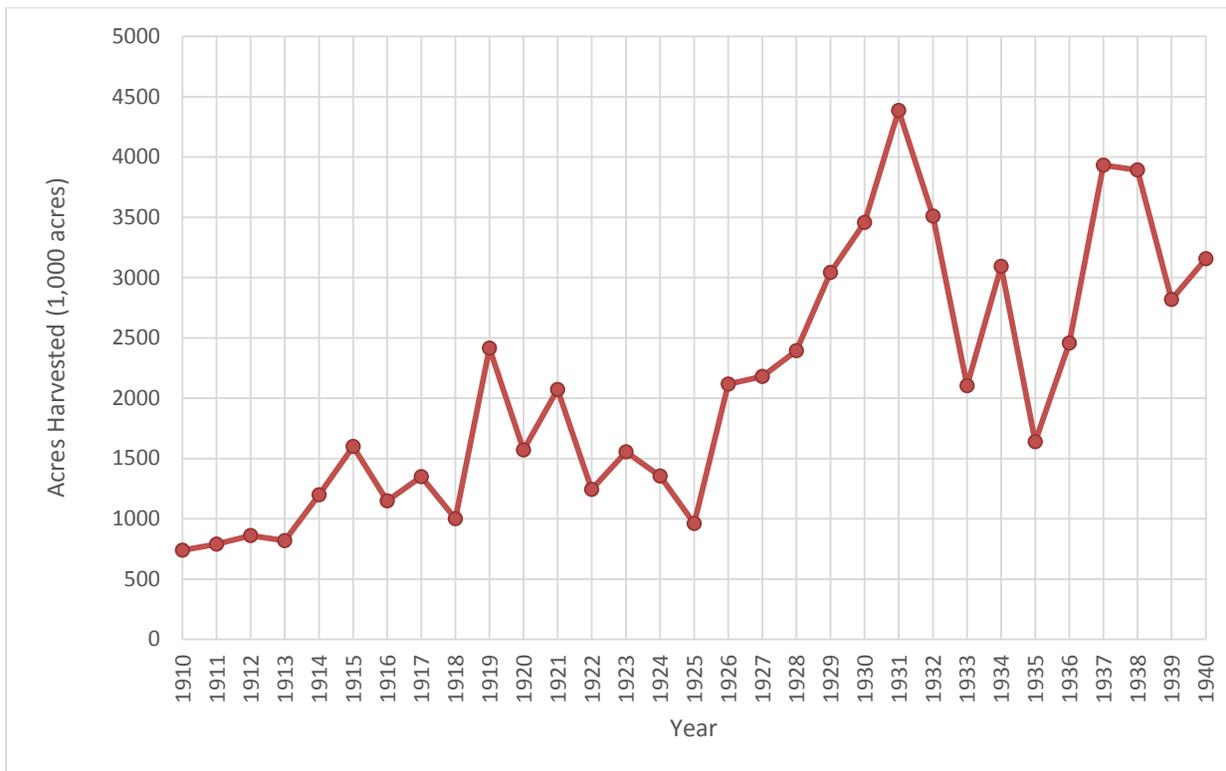
Figure 2: Annual Rainfall in Wheat-Producing States (1910-1940)



Source: National Oceanic and Atmospheric Administration, National Centers for Environmental Information. (<http://www.ncdc.noaa.gov/cag/time-series/us/>)

TEACHER'S GUIDE
Document Based Activity
Part 1: Boom to Bust
MISSION 5: "Up from the Dust"

Figure 3: Acres of Wheat Harvested in Texas (1910-1940)



Source: The Texas Wheat History

TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing Part 1 of "Up from the Dust." These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.

Divide your students into small groups of four or five, and ask each group to review the terms and definitions.

After your students have had a chance to review and discuss the terms and definitions, distribute the excerpt from Frank and Ginny's interview. Review the directions with your students, and ask them to complete the text using the terms they studied.

Here is the order in which the vocabulary terms should be inserted into the blanks within the interview:

drought

bushels

grain elevator

spoilage

collateral

Red Cross

relief

bank run

vetoed

communist

economize

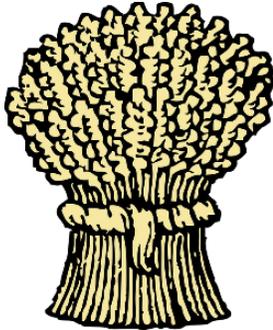
4-H

TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

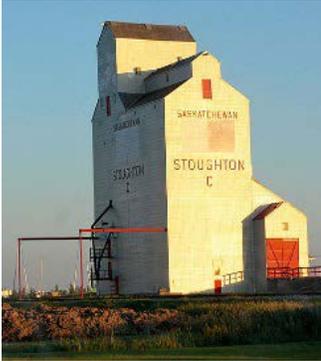
<p><u>4-H</u></p> <p>A national program that provides practical and hands-on learning about agriculture and home economics, especially in rural areas.</p> 	<p><u>bank run</u></p> <p>When most of a bank's customers try to withdraw their money at the same time because they fear that the bank has insufficient funds.</p> 
<p><u>bushels</u></p> <p>Standard units of measurement (one bushel is equivalent to 60 pounds of wheat).</p> 	<p><u>spoilage</u></p> <p>Waste that is produced due to deterioration of food.</p> 
<p><u>collateral</u></p> <p>An item of value promised in exchange for a loan, which a lender may keep if the loan is not repaid.</p> 	<p><u>communist</u></p> <p>A person who supports the principles of communism, an economic and social system in which all of a society's property is owned in common, rather than by individuals.</p> 

TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

<p><u>drought</u> A prolonged period of unusually low rainfall, resulting in a shortage of water.</p> 	<p><u>economize</u> To save money by reducing spending and avoiding waste.</p> 
<p><u>grain elevator</u> A building for collecting, measuring, storing, and distributing grain received from farmers.</p> 	<p><u>Red Cross</u> A humanitarian organization that provides emergency assistance, disaster relief, and education in the United States.</p> 
<p><u>relief</u> Assistance, especially in the form of food, clothing, or money, given to those in special need or difficulty.</p> 	<p><u>vetoed</u> In the federal government, when the president has rejected a proposed law.</p> 

TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

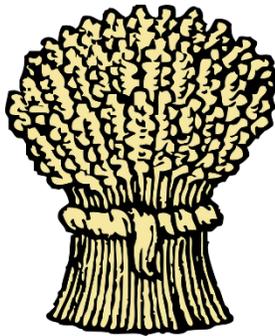
4-H



bank run



bushels



spoilage



collateral



communist



TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

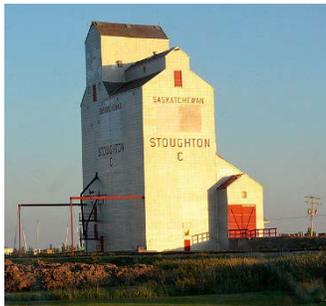
drought



economize



grain elevator



Red Cross



relief



vetoed



TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

<p>A national program that provides practical and hands-on learning about agriculture and home economics, especially in rural areas.</p>	<p>When most of a bank's customers attempt to withdraw their money at the same time because they fear that the bank has insufficient funds.</p>
<p>A standard unit of measurement equivalent to 60 pounds of wheat.</p>	<p>Waste that is produced due to deterioration of food.</p>
<p>An item of value promised in exchange for a loan, which a lender may keep if the loan is not repaid.</p>	<p>A person who supports the principles of communism, an economic and social system in which all of a society's property is owned in common, rather than by individuals.</p>

TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

<p>A prolonged period of unusually low rainfall, resulting in a shortage of water.</p>	<p>To save money by reducing spending and avoiding waste.</p>
<p>A building for collecting, measuring, storing, and distributing grain received from farmers.</p>	<p>A humanitarian organization that provides emergency assistance, disaster relief, and education in the United States.</p>
<p>Assistance, especially in the form of food, clothing, or money, given to those in special need or difficulty.</p>	<p>In the federal government, when the president has rejected a proposed law.</p>

TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Activity: In 1990, more than fifty years after the events of "Up from the Dust," Ginny Dunn's granddaughter Emily interviewed Ginny and Frank for a middle school history assignment about the Great Depression. The following is a portion of that interview.

After reading and discussing the words and terms on the flash cards, read this excerpt from the interview, and use your memory to fill in the missing words and terms.

<i>collateral</i>	<i>bank run</i>	<i>drought</i>	<i>Red Cross</i>
<i>relief</i>	<i>economize</i>	<i>vetoed</i>	<i>grain elevator</i>
<i>communists</i>	<i>4-H</i>	<i>bushels</i>	<i>spoilage</i>

Emily (Ginny's granddaughter): Do you remember when the _____ first hit? Did all of the crops die because of it?

Frank: Yes. I remember it clearly. We went from having too much wheat during one harvest to having too little. Of course, having _____ of wheat sitting around wasn't good news either. It meant there was simply too much wheat, but not enough demand, and the prices went down.

Ginny: I liked tagging along with Pa whenever he dropped off the wheat. He drove the truck to where the trains would take it away. You could see heaps of wheat lying outside the _____ at Dalhart, most of which eventually became _____. But yes, that was before the drought.

Emily: How did everyone survive when times were tough?

Frank: Families and neighbors were much closer back then. Sometimes, people needed loans to keep themselves afloat. They ended up offering the banks their land and homes as _____ to secure these loans. During those times we all pitched in and did whatever we could to help each other out.

Ginny: We also did donated shoes and clothing to the church and the _____ as part of their _____ efforts. We did whatever we could with the little we had.

Emily: Wow! Everyone was so nice during such a difficult time! Didn't people panic?

TEACHER'S GUIDE

Vocabulary Activity

Part 1: Boom to Bust (1930-1932)

MISSION 5: "Up from the Dust"

Ginny: Well, I am sure many were worried, and some were very angry. If you took a walk around town, you would hear people debating over whether or not there would be a _____, because the banks may have lost too much money in the stock market. Or how the president _____ every bill meant to help farmers that landed on his desk. No one agreed on what should be done. Everyone had differing political opinions. In some of the big cities, _____ held rallies, because they felt the government should do more to help people who were suffering.

Emily: It must have been so worrying for your parents.

Ginny: True, but I think our parents kept most of their money worries from us. In general, the adults were very skillful at hiding money problems from the kids. Clubs sprang up to teach us all canning, ways to mend your clothing, and other ways to _____ and save money. I joined the _____, where the leader told us it was our responsibility to always help our family and neighbors.

TEACHER'S GUIDE

Writing Prompts

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one to respond to. You may assign one or more to the entire class. You might make one or more of the topics the basis for in-class discussions. Where there are multiple questions in a single prompt, choose the question or questions that best suits your students. Make your decisions according to the needs of your group.

You may notice that many of the topics contain some version of the phrase, "Write about a time in your life..." The intent of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions, and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and relate to it better.

Since students vary in their degree of comfort and skill in writing, you should decide when and how much students should write. We suggest that since students need to share their writing with each other to make personal and historical connections, you should encourage them to focus on content rather than mechanical skills. Pieces can be revised and edited later if you decide they should be shared formally (such as on a bulletin board or in a newsletter).

TEACHER'S GUIDE

Writing Prompts

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

Read through all the topics first, and then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

CRASH! During Part One, Frank and Ginny wonder whether the October 1929 stock market crash contributed their family's financial issues. Mr. Dunn said that the crash had "nothing to do with farmers." We now know the stock market crash was a very significant event that partially caused the Great Depression, an economic crisis that deeply impacted the United States and other countries for several years. What events have happened during your life that may be significant to US History students a hundred years from now? You may also consider interviewing older friends or family members about important historical events that happened during their lifetimes, and how those events impacted their lives and the country.

OUR TOWN. Ginny goes into the town of Dalhart, Texas with her father in Part One. She has the option of visiting places like her school, the movie theater, the soda foundation, and a 4-H club meeting. From what Ginny says, you can tell she's visited each of these places before, and they are all important to her. What are the most important places in your community to you? If you were showing a new friend around your town, what places would be at the top of your list to show? Why? What makes these places significant to you? You may also consider developing a brochure or poster promoting the most important places in your community.

UNEXPECTED OBSTACLES. Throughout Part One, the Dunn family farm is impacted by a number of unpredicted obstacles, including drought, hail storms, and falling wheat prices. Write about a time in your life when you encountered an unexpected obstacle when you were attempting to reach a specific goal or outcome. What was the goal? What was the obstacle? How did you overcome—or not overcome—the obstacle? What advice would you give to someone trying to reach a similar goal?

IT'S ALL POLITICS. As Ginny explores the town of Dalhart in Part One, she may encounter adults who are discussing the news of the day and their thoughts and opinions about politicians and the government. Do you pay attention to politics or news stories about the government? Why or why not? Do you have strong opinions about any political leaders or elections? How did you develop these opinions? Why are many adults so interested and opinionated about politics?

DEALING WITH DISAPPOINTMENT. When the wheat harvest fails to make enough money for the Dunns, a promised family trip to California is cancelled. Frank and Ginny are

TEACHER'S GUIDE

Writing Prompts

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

disappointed that they will not get to visit their Aunt Ruth or see the ocean. Despite the Dunns' best attempts to make the farm profitable, it isn't working. Write about a time in your life when you or your family were hoping for something and didn't get the outcome you wanted. How did the disappointment make you feel? What made you feel better?

GINNY OR FRANK'S JOURNAL. Through either Frank or Ginny's eyes, think about your circumstances from the beginning to the end of this part of "Up from the Dust." Think about your emotions and feelings about life on the farm and with your family. Think about what might lie ahead. Think about the choices you made and the consequences of those choices. Now write a diary entry from either Frank or Ginny's point-of-view summarizing what happened to you in Part One. You may choose to illustrate one aspect of your entry.

TEACHER'S GUIDE

Review Questions

Part 1: Boom to Bust

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 1.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE
Review Questions
Part 1: Boom to Bust
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 1, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) Why can't Ginny and Frank visit their Aunt Ruth?

2) During the farming game, did you end up with a good or a bad harvest? What were some of the factors that affected the harvest?

3) What is the town of Dalhart like? What are some of the things you saw and heard while traveling around?

TEACHER'S GUIDE
Review Questions
Part 1: Boom to Bust
MISSION 5: "Up from the Dust"

4) Why won't banks loan Mr. Mitchell money?

5) Why does Mr. Mitchell need to sell his wheat right away?

6) The farmers at the grain elevator do not agree about whether or not the government should provide relief to struggling families. In the space below, describe the opinions for each side:

For Government Relief:
Against Government Relief:

7) Ginny's high school closes temporarily for what annual event? Why do you think the school closes for that reason?

TEACHER'S GUIDE
Review Questions
Part 1: Boom to Bust
MISSION 5: "Up from the Dust"

8) What is usually the busiest time of year for the Ford car dealership in Dalhart? Why does it happen at that time of year?

9) Whiling visiting Dalhart, you may have visited the some of the following locations. Describe what you saw next to ones you visited:

4-H Demonstration:
Drug Store:
Library:
Movie Theatre:
High School:
Ford Dealership:

10) What services does the Red Cross provide? For this question, your answer does not need to be a complete sentence.

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 1.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 1, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) Why can't Ginny and Frank visit their Aunt Ruth?

Their parents don't have enough money to send them to California.

2) During the farming game, did you end up with a good or a bad harvest? What were some of the factors that affected the harvest?

The harvest does not go well for the Dunns. Major weather changes and natural disasters, like drought, a fungus outbreak, and hail damages much of the crops. The stock market also continues to plummet, which hurts the price of wheat.

3) What is the town of Dalhart like? What are some of the things you saw and heard while traveling around?

Dalhart is a small town surrounded by farmland, but it has many places for people to socialize and gather. It has a library, theatre, school, and several shops. It also has a large grain mill where farmers can sell and store their harvest.

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

4) Why won't banks loan Mr. Mitchell money?

He doesn't have any collateral, such as farmland, to qualify for a loan.

5) Why does Mr. Mitchell need to sell his wheat right away?

He needs to pay his family's rent and doesn't have enough money to pay for storing his harvest.

6) The farmers at the grain elevator do not agree about whether or not the government should provide relief to struggling families. In the space below, describe the opinions for each side:

For Government Relief: *Mr. Mitchell thinks the government should either lend money to farmers until there is no more drought, or buy all the wheat.*

Against Government Relief: *The other farmers don't think the government should help because it has never previously provided relief to farmers.*

7) Ginny's high school closes temporarily for what annual event? Why do you think the school closes for that reason?

The high school closes just before harvest and reopens after the new crops are planted. It probably closes because even the children help out with the harvest.

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

8) What is usually the busiest time of year for the Ford car dealership in Dalhart? Why does it happen at that time of year?

July is its busiest time because all the farmers have cash from the harvest.

9) Whiling visiting Dalhart, you may have visited the some of the following locations. Describe what you saw next to ones you visited:

4-H Demonstration: *Ginny learns how to preserve vegetables.*

Drug Store: *A customer and some workers are arguing about banks and whether or not they are going to fail.*

Library: *Two librarians are talking about how Hoover vetoed a government relief bill. They seem to think Hoover is not right for the presidency.*

Movie Theatre: *The movie theatre has several posters up for coming attractions.*

High School: *The high school looks closed.*

Ford Dealership: *The dealership is slow, but sells most of its vehicles in July when farmers and workers are paid.*

10) What services does the Red Cross provide? For this question, your answer does not need to be a complete sentence.

Food & Clothing Drives

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

The Bonus March

A NOTE TO THE EDUCATOR

In 1924, Congress enacted the World War Adjusted Compensation Act, or "Bonus Act," which provided compensation to veterans of United States Armed Forces that served during the Great War (April 5, 1917, to July 1, 1919). Veterans received certificates based on the length of their service that were redeemable in 1945. After the Great Depression began in 1929, some veterans organized the "Bonus Expeditionary Force" (popularly called the "Bonus Army") and demanded the immediate payment of their certificates. The media referred to the gathering of veterans from all over the country in Washington D.C. in the spring and summer of 1932 as the "Bonus March." During this time, a bill was being debated in Congress to provide for the immediate payment of the certificates.

In this activity, students examine primary source documents exploring the experiences of the veterans and opinions about the early payment of the bonus. Guiding questions are provided for each document.

Steps to Complete

The following procedure is recommended for this activity and can be adapted based on your curricular goals and timing constraints:

1. Distribute primary source document(s) to students.
2. Have students work independently or in small groups to investigate the document(s) with the goal of learning as much as they can about the opinions of veterans, politicians, and the media.
3. Select guiding questions to help your students investigate each source. You can give your students all of the guiding questions, or choose a few to which they can respond.
4. Have students present their findings to the class or a fellow student and share what was learned.
5. Assign students to imagine they are concerned citizens in 1932, writing a letter to their representative explaining what they think should be done about the Bonus Act. Students can choose to either be for or against immediate payment of the bonus, but they should use the information they uncovered from the primary source document(s) to support their opinions.

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

Extensions

Although the House of Representatives passed the Wright Patman Bonus Bill, which would have provided for the immediate payment of bonuses to the veterans, the bill was defeated in the Senate. Many of the marchers remained in campsites near the Capitol. Six weeks later, local police attempted to remove the veterans, shooting and killing two veterans in the process. President Hoover then ordered the US Army to evict the remaining members of the Bonus Army. Many of them were injured and arrested during the eviction. The Resources section of the "Up from the Dust" Educator's Guide contains resources that you can use with your students to learn about what happened during the confrontation and how people reacted to it.

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

Bonus March
Guiding Questions

In Part 2 of "Up from the Dust," the Dunn twins are beginning to see the effects the economic problems are having on their neighbors. Frank meets a veteran who is going to join the "Bonus Army," a veterans' organization that demanded that the certificates that had been given to them for their service in the Great War be paid immediately instead of in 1945, as the government had promised. The primary sources in this activity illustrate different viewpoints about how the government should respond to the veterans' demands. You will be assigned one or several of these sources to review. As you review each source, use these questions to analyze it. Remember to look closely at the source and think deeply about what it tells you about the veterans' needs and how the government should respond.

Document 1: "7,000 in Bonus Army Parade in Capital, Orderly But Grim"

- What is the author's purpose?
- In what publication did the article appear? Who do you think was the audience?
- How does the author describe the marchers? What characteristics does the author emphasize?
- What is missing from this article? What additional information do you wish the author had included?

Document 2: "Give Them Their Bonus and Employment" Cartoon

- What is the artist's point of view? How is this point of view conveyed?
- In what publication did the cartoon appear? Who do you think was the audience?
- How are the two scenes in the cartoon similar? How do they differ?
- What elements are present in each scene that demonstrate equality vs. inequality?
- What questions does the document raise for you?

Document 3: W.W. Waters Memoir

- How does this passage describe veteran's experiences in the city of Portland?
- What is the author's point of view? How is it conveyed?
- What characteristics of veterans does the author emphasize? How are those characteristics conveyed?
- According to the author, what does the "bonus" represent to veterans? What do veterans really want?

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

Document 4: Herbert Hoover, "Address at the Annual Meeting of the American Legion"

- Analyze the speech. What is the author's point of view? How is this point of view conveyed?
- Who was the audience? What clues are given about the opinions of the audience?
- How does the author frame or present the issue in order to persuade the audience?
- How does the author's opinion about the veteran's legislation fit into his general philosophy of what should be done to address the problems in the country, based on information you have learned by playing "Up from the Dust"?

Document 5: Letter from Mr. Jack Rast to Representative Patman

- What is the author's point of view? How is this point of view conveyed?
- Why did the author write the letter?
- What is the author's opinion about what the government should do for the veterans? What arguments are made to support this point of view?

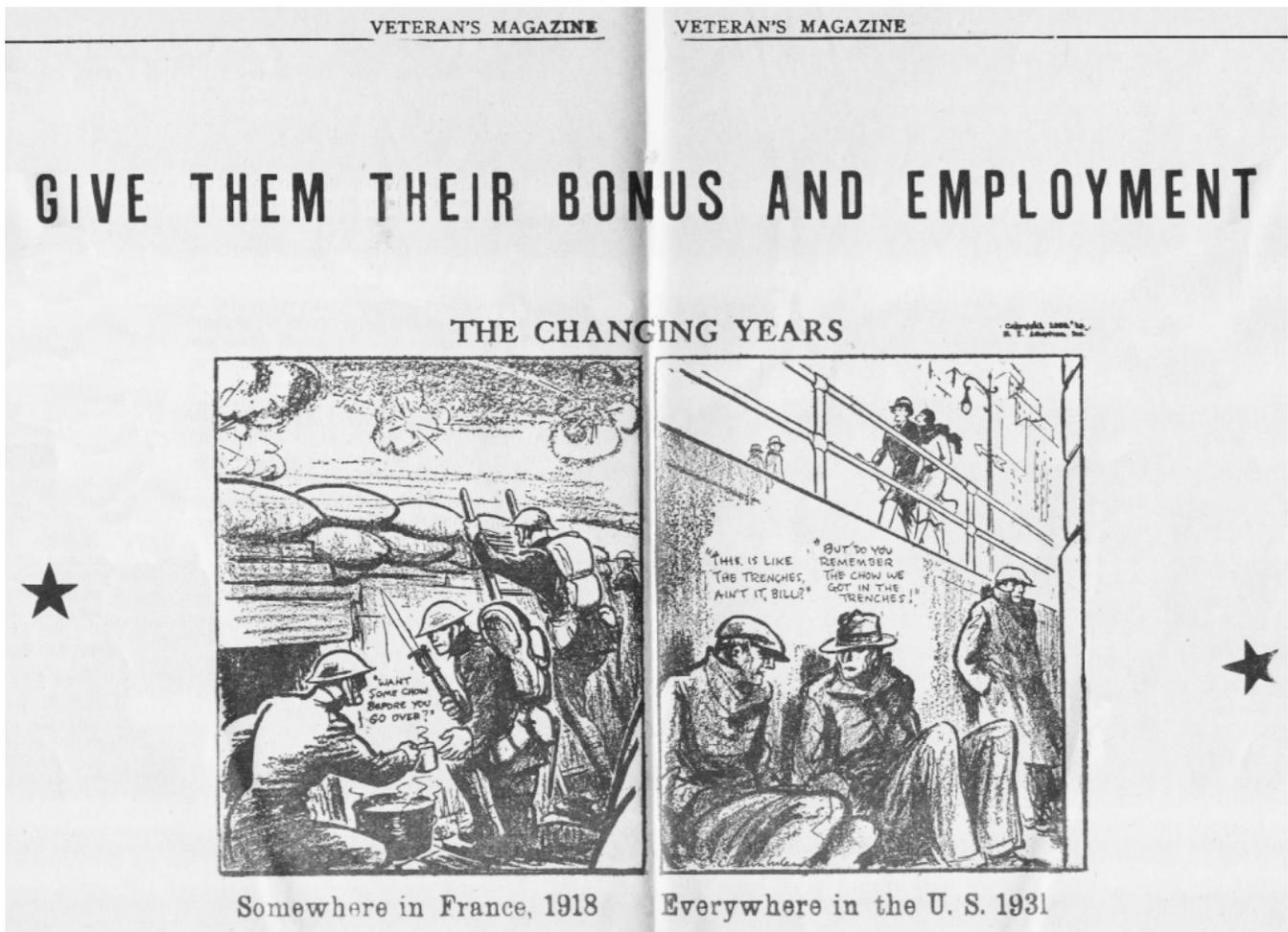
TEACHER'S GUIDE
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"7,000 in Bonus Army Parade in Capital, Orderly But Grim," *New York Times*, June 8, 1932, 1.

Selections from "7,000 in Bonus Army Parade in Capital, Orderly But Grim."	Glossary Terms
<p>An army of 7,000 ex-service men paraded up Pennsylvania Avenue tonight in motley uniforms but orderly ranks.</p> <p>One hundred thousand spectators lined the sidewalks, an unusually large turnout for this city, and applauded the marchers repeatedly.</p>	<p><i>Pennsylvania Avenue: Street in Washington D.C. connecting the White House and the Capitol.</i> <i>motley: different, not all the same</i> <i>ranks: orderly rows</i></p>
<p>It was the first formal gesture of the "bonus expeditionary force" in its campaign to [persuade] Congress to pay immediately the entire \$2,400,000,000 called for by their [veterans' bonuses].</p>	<p><i>gesture: an action to communicate a position or an intention</i></p>
<p>Its purpose was to show Congress the determination of the men to stay here until they collect what they contend is a debt, and at the same time it showed the city that it was face to face with a social problem that grows as new thousands of veterans roll in afoot and in box cars</p>	<p><i>contend: to state with confidence</i> <i>debt: something that is owed to another</i> <i>afoot: walking</i></p>
<p>First came the colors and pro-bonus banners of the massed units, and after them, in a place of honor, the veterans who had received medals for heroism. There were scores of these.</p>	<p><i>colors: a color or pattern used to show membership in an organization</i> <i>massed: involving many people</i> <i>scores: a great many</i></p>
<p>Then, in order came the six regiments. Most of the men showed the poverty that has caused them to come here. They were in every conceivable garb. . . . Most of them were coatless, some wore frayed suits, but almost to a man their shirts were freshly washed, though unironed, and their faces fresh shaven.</p>	<p><i>conceivable: able to be imagined</i> <i>garb: clothes</i> <i>frayed: clothing coming apart at the ends</i></p>
<p>There were even a few women and an uncomprehending baby or two, for a dozen wives had come here with their husbands . . .</p>	<p><i>uncomprehending: not understanding</i></p>

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MISSION 5: "Up from the Dust"

"Give Them Their Bonus and Employment" Cartoon. *National Veterans Association of Enlisted Men Magazine*, Seattle, Wash., A.H. Robinson, 1931



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W.W. Waters and William C. White, B.E.F. *The Whole Story of the Bonus Army*. New York: The John Day Company, 1933. pgs. 6-10. <http://catalog.hathitrust.org/Record/001874081>

In the following memoir, World War I veteran W.W. Waters recalls the high unemployment and low morale he witnessed on the streets of Portland, Oregon during the first years of the Great Depression. Facing a similar situation himself, Waters helped found the Bonus Expeditionary Force, a collective of veterans who marched from Oregon to Washington D.C. in the spring of 1932 demanding immediate payment of their war bonuses.

Selections from <i>The Whole Story of the Bonus Army</i>	Glossary Terms
<p>In my ceaseless beating about the city I found family after family in the same general condition or worse. I saw men half clad, in threadbare clothing, pacing the streets in soleless shoes. On their faces was the same look, part of hope, part of bewilderment, as they searched for a chance to earn a few dollars at honest work. I talked with hundreds of these men and found that, with few exceptions, they wanted not charity but work that would enable them to lives and to regain their self-respect...</p>	<p>ceaseless: not ending half clad: not fully dressed threadbare: worn out bewilderment: confusion</p>
<p>These men did think and talk a great deal about the so-called Bonus. The name "Bonus" is unfortunate. It is not a gift, as the word implies. It is a payment of money to compensate those men who served in the Army for the difference in pay between that of service men and non-service men in 1918. The bill, asking payment in full of the adjusted compensation for wartime service, was introduced by Representative Patman of Texas and, during the early winter of 1931, was pending in Congress. The majority of veterans were hoping that it would pass.</p>	<p>compensate: pay compensation: payment</p>

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<p>These men had fallen far down into the valley of despair. Some push was necessary to start them out and up over the hill. Jobs would have provided the best sort of impetus but there were no jobs. The Bonus, a lump sum of money, could act in the same fashion. Debts could be met, doctors' bills paid, a fast fraying credit renewed, and one man could look another in the eye once more...</p>	<p>fraying: falling apart credit: confidence in a person's ability to repay money lent to them</p>
<p>The point, continually forgotten, is that the Bonus in these men's minds became a substitute or a symbol for that long dreamt of new start, a job. These men had nothing to which to look forward except to the shiny shoulders of the man in front of them in the breadline. Whenever I asked these men which they would rather have, the Bonus or a job, the replay was nearly always the same: "A job, of course. But where's a job coming from? I've looked every day for over a year and haven't found one."</p>	

TEACHER'S GUIDE
Document Based Activity
Part 2: Neighbors in Need
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President Herbert Hoover, "Address at the Annual Meeting of the American Legion (September 21, 1931)"

Source: Herbert Hoover, *The Memoirs of Herbert Hoover Vol. 2: The Cabinet and Presidency, 1920-1933* (New York: The Macmillan Company, 1952), 288-289.

Selections from "Address at the Annual Meeting of the American Legion"	Glossary Terms
<p>The world is passing through a great depression fraught with grueling daily emergencies alike to men and to governments... Some individuals may have lost their nerve and faith, but the real American people are digging themselves out with industry and courage. We have the self-containment, the resources, the manhood, the intelligence, and by united action we will lead the world in recovery.</p>	<p>fraught: filled with something bad grueling: very tiring self-containment: ability to take care of something by oneself</p>
<p>Today the National Government is faced with another large deficit in its budget. There is a decrease in the annual yield of income taxes . . . Simultaneously we are carrying a high and necessary extra burden of public works in aid to the unemployed, of aids to agriculture and of increased benefits and services to veterans.</p>	<p>deficit: how much an amount of money falls short of what is needed yield: amount</p>
<p>Make no mistake. In these circumstances it is those who work in the fields, at the bench and desk who would be forced to carry an added burden for every added cent to our expenditures. We can carry our present expenditures without jeopardy to national stability. We can carry no more without grave risks.</p>	<p>at the bench: referring to workbenches used by carpenters and mechanics expenditure: amount spent jeopardy: risking danger stability: the strength to stand, continue to endure grave: serious</p>
<p>I am not speaking alone of veterans' legislation which has been urged for action at this convention, but I am speaking equally of demands for every other project proposed in the country which would require increased Federal expenditure. . .</p>	<p>veteran's legislation: refers to the bill sponsored by Representative Wright Patman (and known as the "Bonus Bill") that would pay veterans their bonus earlier than originally agreed upon</p>

TEACHER'S GUIDE
Document Based Activity
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Committee on Ways and Means, House of Representatives, Payment of Adjusted Compensation Certificate. 72nd Congress, 1st session, April 11 to 29, 1932, pg. 11.

San Antonio, Texas, February 25, 1932

Representative Patman,

Dear Sir: The soldiers' bonus bill will soon come before the House. I ask you in the name of humanity to do all you can to put it over.

I have five little children and a wife who are insufficiently fed and are at this present moment hungry.

I have stood in water, mud, and filth up to my waist fighting for my flag, until now, broken in health, out of work, I am obliged to accept charity. To-day they left me a bunch of spinach and a small, very small, piece of meat to feed eight people.

My God, gentlemen, do you think have I no pride? Let me tell you, Representatives of the American people, I am as good an American citizen as any of you, and so were my forebears before me. I want work, not charity, and the people must have it.

If the Government will pay us what they owe us it will put just that much money in circulation, for there is no doubt that almost all of the World War men need money as badly as I do...

There are thousands of ex-soldiers in actual want right now. I know I am, for as God is my judge. There is not a single penny under this roof at this writing and none in sight, and furthermore, I am willing to make oath to everything I have written.

I have just read a draft of your bill in Congressional Record, and I want you to know I thank you personally, for what you have done for the soldiers.

Would to God there were more men in Washington like you—men who know what the Government owes us, and what is our due.

Mr. Patman, I thank you, so do my babies and my dear wife, and we all say God bless you.

Sincerely yours,
Jack Rast

TEACHER'S GUIDE

Vocabulary Activity

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing Part 2 of "Up from the Dust." These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.

Divide your students into small groups of four or five, and ask each group to review the terms and definitions.

After your students have had a chance to review and discuss the terms and definitions, distribute the excerpt from Frank and Ginny's interview conducted by Ginny's granddaughter. Review the directions with your students, and ask them to complete the text using the terms they studied.

Here is the order in which the following terms should be inserted into each blank within the excerpt:

inquisitive

tenant farmer

drought

foreclosure

precipice

yard

drifters

riding the rails

bulls

Great War

veterans

Bonus Army

TEACHER'S GUIDE

Vocabulary Activity

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

Bonus Army

The popular name for a group of 20,000 World War I veterans who gathered in Washington, D.C. in the summer of 1932 to pressure Congress to make an early cash bonus payment for their military service.



veteran

A person who has served in the military.



drifter

A person who moves from place to place, without a permanent home or job.



foreclosure

When a bank takes possession of property because the owner failed to pay back the bank loan or mortgage on time. The bank may then sell the property to a new owner.



Great War

Another name for World War I, which the US entered in 1917 on the side of the Allies.



inquisitive

Curious and tending to ask questions.



TEACHER'S GUIDE
Vocabulary Activity
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

drought

A prolonged period of unusually low rainfall, resulting in a shortage of water.



bulls

Railroad police officers who keep rail yards secure from trespassers and prevent theft from or damage to railroad property.



riding the rails

Riding on freight trains, illegally.



tenant farmer

A person who farms land owned by another person and pays rent in the form of cash or a portion of the crop produced.



yards

Rail yards, an area containing a series of railroad tracks for parking, connecting, loading and unloading railroad cars.



precipice

the edge of a cliff



TEACHER'S GUIDE
Vocabulary Activity
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MISSION 5: "Up from the Dust"

Bonus Army



veteran



drifter



foreclosure



Great War



inquisitive



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drought



bulls



riding the rails



tenant farmer



yards



precipice



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<p>The popular name for a group of 20,000 World War I veterans who gathered in Washington, D.C. in the summer of 1932 to pressure Congress to make an early cash bonus payment for their military service.</p>	<p>A person who has served in the military.</p>
<p>A person who moves from place to place, without a permanent home or job.</p>	<p>When a bank takes possession of property because the owner failed to pay back the bank loan or mortgage on time. The bank may then sell the property to a new owner.</p>
<p>Another name for World War I, which the US entered in 1917 on the side of the Allies.</p>	<p>Curious and tending to ask questions.</p>

TEACHER'S GUIDE
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MISSION 5: "Up from the Dust"

<p>A prolonged period of unusually low rainfall, resulting in a shortage of water.</p>	<p>Railroad police officers who keep rail yards secure from trespassers and prevent theft from or damage to railroad property.</p>
<p>Riding on freight trains, illegally.</p>	<p>A person who farms land owned by another person and pays rent in the form of cash or a portion of the crop produced.</p>
<p>Rail yards, an area containing a series of railroad tracks for parking, connecting, loading and unloading railroad cars.</p>	<p>the edge of a cliff</p>

TEACHER'S GUIDE

Vocabulary Activity

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Activity: In 1990, more than fifty years after the events of "Up from the Dust," Ginny Dunn's granddaughter Emily interviewed Ginny and Frank for a middle school history assignment about the Great Depression. The following is a portion of that interview.

After reading and talking about the words and terms on the flash cards, read this excerpt from the interview, and use your memory to fill in the missing words and terms.

<i>Bonus Army</i>	<i>veterans</i>	<i>drought</i>	<i>drifters</i>
<i>foreclosure</i>	<i>Great War</i>	<i>inquisitive</i>	<i>bulls</i>
<i>riding the rails</i>	<i>yard</i>	<i>tenant farmer</i>	<i>precipice</i>

Emily: Who was your closest friend during the Depression, Grandma?

Ginny: I was very close to a girl named Thelma Mitchell. She and I participated in club activities and we loved to bake. If we had a baking demonstration at the club, Thelma was always very _____, asking for specific measurements of ingredients and writing down instructions. Her father was also a close friend of our father's. He didn't own his farm, but was a _____. He had to pay rent for the land he grew his crops on. Thelma was worried about having to leave town if the family couldn't make the rent.

Frank: The Mitchells weren't the only family hurting. Once the _____ affected the harvest, everyone's finances dwindled. Lots of farmers started having problems with the banks.

Emily: But why did so many people end up losing their farms?

Frank: When people couldn't pay their mortgages, their farms went into _____. The bank took their property back, and sold it to someone else. People ended up broke and with nothing.

Emily: That's horrifying.

Ginny: It was hard for everyone. People like Thelma wouldn't know until the last week of every month whether they were moving out of town or staying. It was nerve wracking, like living on a _____. Our club activities were a good distraction.

Emily: What about your friends, Great Uncle Frank?

TEACHER'S GUIDE

Vocabulary Activity

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

Ginny: You were a little bit of a loner, Frank. I think I was your best friend!

Frank: No, I had other friends. But I enjoyed some alone time—I'd tend to the cows, or read a book. I really liked going to the rail _____ and watching the _____ plan their next move by _____. Most of them were young men wanting to flee misery and seek adventure. Whenever a freight train approached, they would hide behind bushes. If the railroad _____ saw them, they could be thrown off the train, or made to pay the train fare with all of their belongings. Once the coast was clear and the train would start moving again, they would run alongside the train and hoist themselves onto a boxcar.

Emily: Did any of the young men ever ask you to come along?

Frank: Well, the only time I was ever asked was actually by an older man back at the farm. He had served in the military during the _____, but came to our farm looking for ways to earn money. He told me his plan was to make it to Washington, D.C. to join other _____ like him in the _____ to demand government action for the military folks.

TEACHER'S GUIDE

Writing Prompts

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one to respond to. You may assign one or more to the entire class. You might make one or more of the topics the basis for in-class discussions. Where there are multiple questions in a single prompt, choose the question or questions that best suits your students. Make your decisions according to the needs of your group.

You may notice that many of the topics contain some version of the phrase, "Write about a time in your life..." The intent of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions, and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and relate to it better.

Since students vary in their degree of comfort and skill in writing, you should decide when and how much students should write. We suggest that since students need to share their writing with each other to make personal and historical connections, you should encourage them to focus on content rather than mechanical skills. Pieces can be revised and edited later if you decide they should be shared formally (such as on a bulletin board or in a newsletter).

TEACHER'S GUIDE

Writing Prompts

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

Read through all the topics first, and then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

I HATE THIS ROAD. Ginny and her friend Thelma Mitchell drive the Mitchells' truck to the church and country store to complete Ginny's assigned chores. Ginny is only fourteen years old in Part 2. Currently in the United States, the minimum age able to obtain a driver's license is fourteen years, three months (in South Dakota). In New Jersey, the minimum age is seventeen, which is the highest in the country. At what age should you be able to legally drive a vehicle? What should the requirements be for getting a driver's license? Should age matter? Do Ginny and Frank seem more responsible to you than fourteen year olds today? Why?

DOING THEIR PART. Mrs. Dunn asks Ginny to drop off a bag of clothes at a Red Cross clothing drive. People in Dalhart are banding together to help those in need. Has there been a time in your life when you or your family supported a charity, or donated money or items to a cause you believe in? Why was it important to do so? If you were going to donate money to an important cause today, what would it be? Why would you pick this cause?

A FRIEND IN NEED. Thelma confides to Ginny that her family is having some financial problems, and she is worried they may have to leave town. If you have a problem, or if something is worrying you, who do you confide in? What makes this person the best person with whom to share your problems? What are the best things a person can do when you present a problem to him or her? What might Ginny be able to do to help Thelma and make her feel a little better?

NEEDS VS. WANTS. When Ginny arrives at the country store, she tries to trade her butter and eggs for coffee, baking soda, and other items, including pineapple for Thelma's special 4-H recipe. The butter and eggs are not enough to pay for all of the items Ginny wants, so she must make some choices about what to get, what to leave behind, and what to potentially buy on store credit. What items did you choose to get at the store? How did you pay for those items? Did you get the pineapple? Is the pineapple something you *needed*, or something you *wanted*? What is the difference between *needs* and *wants*? Is Mrs. Dunn's request for coffee a *need* or a *want*? Why?

CREDIT PROBLEMS. In Part 2, Ginny must decide whether or not she will buy groceries on credit at the country store. "Credit" is the idea that a person can buy items or services before payment, based on the trust that payment can be made at a future time. Credit can sometimes

TEACHER'S GUIDE

Writing Prompts

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

make life easier, since it enables you to purchase things before you have all of the needed money. However, anything purchased on credit will have to be paid for at some point. Did you choose to buy anything on credit? Why or why not? Why might purchasing on credit create difficulties for the Dunns in the future? Interview an older friend or family member about how credit can be used, and why it can sometimes create problems.

YOU ARE WHAT YOU READ. Frank Dunn is reading the novel *The Red Badge of Courage* in Part 2. He is very interested in the action and adventure of the story. Throughout the game, Frank has expressed interest in traveling and seeing new places. What sorts of books do you most like to read? What does your favorite book—or favorite type of book—reflect about you?

MARCH ON! The drifter Frank meets in the farmyard explains that he is trying to get to Washington, D.C. to meet up with the Bonus Army. What is the Bonus Army asking for? What group protest actions have you heard about or studied before? Do you think these actions are effective? Why or why not?

GINNY OR FRANK'S JOURNAL. Through either Frank or Ginny's eyes, think about your circumstances from the beginning to the end of this part of "The Hardest Times." Think about your emotions and feelings about life on the farm and with your family. Think about what might lie ahead. Think about the choices you made and the consequences of those choices. Now write a diary entry from either Frank or Ginny's point-of-view summarizing what happened to you in Part 2. You may choose to illustrate one aspect of your entry.

TEACHER'S GUIDE

Review Questions

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 2.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE
Review Questions
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 2, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) While talking to Ma in the kitchen, what household items do you notice the Dunns keep in the room?

2) What chores does Ginny's mother send her to do in town?

3) On the ride in to town, you learn that Thelma's family is struggling financially. Describe Thelma's feelings about it. Give examples to support your answer.

TEACHER'S GUIDE
Review Questions
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

4) What items did you decide to buy at the country store? Did you choose not to buy something from your list? Why? How do you think Ma will feel about your decision?

5) What type of book is Frank reading by the chicken coop? What does the book say about his personality?

6) Why does a drifter come to the Dunn farm? Where is he going?

7) What is the "Bonus Army" hoping to do in Washington, D.C.?

TEACHER'S GUIDE
Review Questions
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

8) In this part you may have met a number of new people. In the space below, make some notes about each person. For these answers, your notes do not need to be complete sentences.

Thelma:
Country Store Shopkeeper:
Drifter:

TEACHER'S GUIDE

Review Questions

Part 2: Neighbors in Need

MISSION 5: "Up from the Dust"

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TEACHER'S GUIDE
Review Questions
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 2, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) While talking to Ma in the kitchen, what household items do you notice the Dunns keep in the room?

The Dunns have a radio, gas lamp, food, washboard and basin, wood stove, and small dining table.

2) What chores does Ma send Ginny to do in town?

Ginny needs to go to the country store to trade for coffee, sugar, and baking soda. She also needs to drop off clothing donations at the Red Cross.

3) On the ride in to town, you learn that Thelma's family is struggling financially. Describe Thelma's feelings about it. Give examples to support your answer.

Thelma seems upset and embarrassed. She asks Ginny not to tell anyone that they need donations and can't get credit from banks or stores.

TEACHER'S GUIDE
Review Questions
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

4) What items did you decide to buy at the country store? Did you choose not to buy something from your list? Why? How do you think Ma will feel about your decision?

5) What type of book is Frank reading by the chicken coop? What does the book say about his personality?

Frank is reading an adventure story about mountaineering. He seems like he wants to travel and experience the world instead of live on a farm.

6) Why does a drifter come to the Dunn farm? Where is he going?

The drifter is searching for work. He is headed to Washington, D.C. to join other veterans in the Bonus Army and ask the government for money.

7) What is the "Bonus Army" hoping to do in Washington, D.C.?

The Bonus Army wants to pressure the government into giving them cash bonuses for their service in World War I.

TEACHER'S GUIDE
Review Questions
Part 2: Neighbors in Need
MISSION 5: "Up from the Dust"

9) In this part you may have met a number of new people. In the space below, make some notes about each person. For these answers, your notes do not need to be complete sentences.

Thelma:
Country Store Shopkeeper:
Drifter:

TEACHER'S GUIDE

Document-Based Activity

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR

During the 1930s, homeless people built hundreds of shanty towns across the United States. These temporary settlements became known as "Hoovervilles" as a criticism of how President Herbert Hoover was handling the economic crises. In the activity, students will analyze photographs taken in different Hoovervilles. A Photograph Analysis Guide helps students be thorough in their examination of a picture.

Activity Components

- Photograph Analysis Guide: Questions students can use to analyze each image.
- Six Primary Sources
 - Photograph 1: Homeless shantytown known as Hooverville, foot of S. Atlantic St, ca. 1933 Seattle, Washington.
 - Photograph 2: A man hammers scavenged wood as the floor of a Hooverville home under construction in late December 1931. St. Louis, Missouri.
 - Photograph 3: The Mississippi River rises into some of the shacks of the city's biggest Hooverville in St. Louis, Missouri. November 1931.
 - Photograph 4: Hooverville residents eat meals provided by a charity on Dec. 4, 1932. St. Louis, Missouri.
 - Photograph 5: Women prepare food for canning. St. Louis, Missouri. September 1931.
 - Photograph 6: Women clean jars in preparation for canning food. St. Louis, Missouri. September 1931.
- Captions and Sources: The original captions have been included on a separate page so that students can concentrate on the images first.

Steps to Complete:

The following procedure is recommended for this activity and can be adapted based on your curricular goals and timing constraints.

6. Distribute photograph(s) and the "Photograph Analysis Guide" to students. You may choose to share as many or as few of the photographs as you wish. Distribute one "Photograph Analysis Guide" with each photograph.
7. Have students work independently or in small groups to analyze the photograph(s) using the guide. Have them answer questions 1-4 before you give them the captions.
8. Distribute the captions and the source information. Have students complete questions 5-6 of the "Photograph Analysis Guide."
9. Ask students to use the information they uncovered from the photographs and captions and their playing of Part 3 to write a newspaper account describing living conditions in Hoovervilles. You may want to have students include at least one detail for each photograph they analyze.

TEACHER'S GUIDE
Document-Based Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

Name: _____

Class: _____

Date: _____

Photograph Analysis Guide

Photograph Number: _____

1. Describe what you see.	2. What do you learn about Hooverilles by viewing the image?
3. What do you know is true? What assumptions might you make while viewing this image?	4. What is the mood or feeling of the image? How is that communicated?
5. How does reading the caption change how you view the image?	6. What questions do you have about what is shown in the image?

TEACHER'S GUIDE
Document-Based Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"



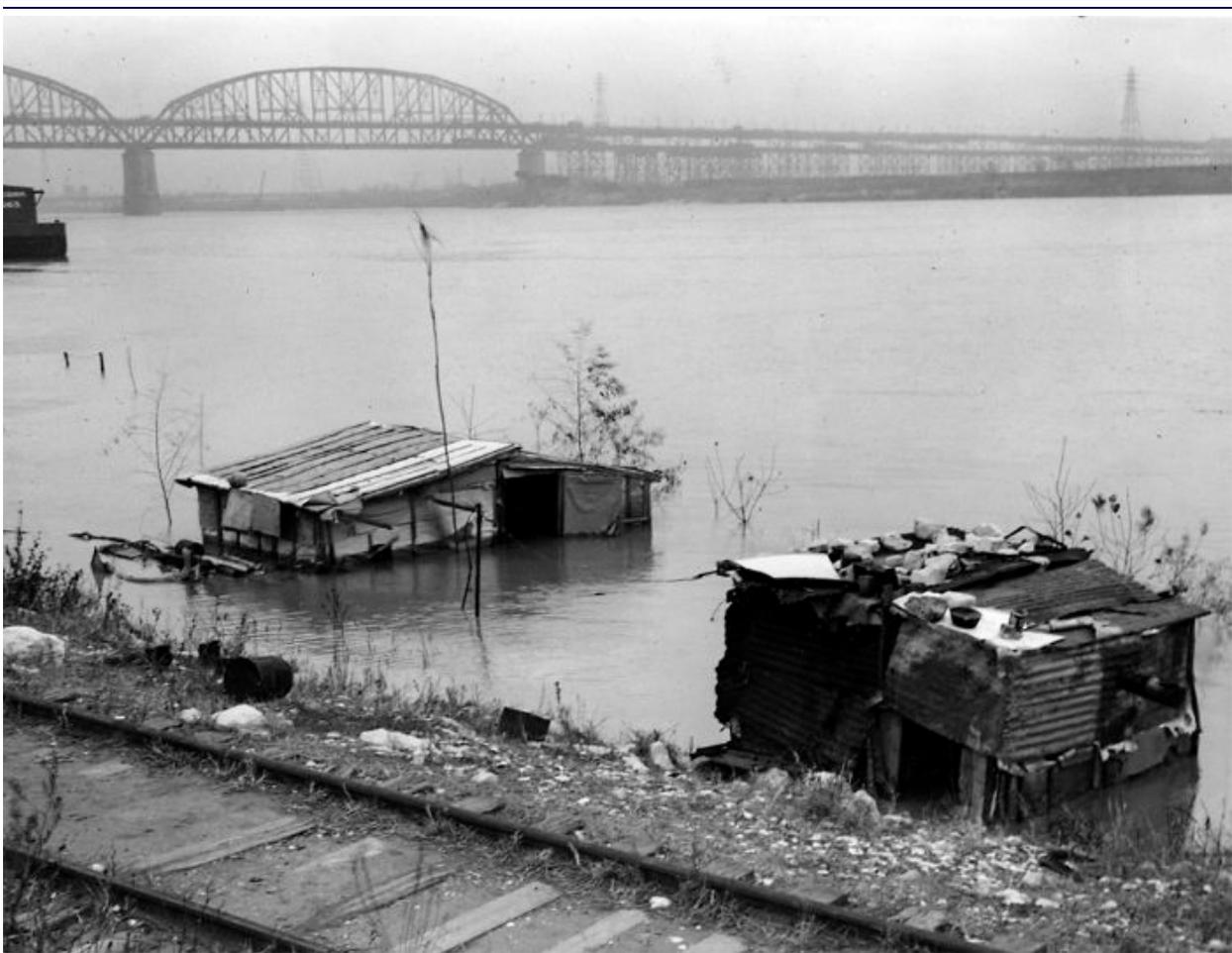
Photograph 1

TEACHER'S GUIDE
Document-Based Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"



Photograph 2

TEACHER'S GUIDE
Document-Based Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"



Photograph 3

TEACHER'S GUIDE
Document-Based Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"



Photograph 4

TEACHER'S GUIDE
Document-Based Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"



Photograph 5

TEACHER'S GUIDE
Document-Based Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"



Photograph 6

TEACHER'S GUIDE

Document-Based Activity

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

Captions and Sources

Photograph 1

Homeless shantytown known as Hooverville, foot of S. Atlantic St, ca. 1933
Seattle, Washington.

University of Washington Libraries. Special Collections Division. Seattle Photograph Collection.
<http://digitalcollections.lib.washington.edu/cdm/singleitem/collection/seattle/id/1167/rec/14>

Photograph 2

Caption: A man hammers scavenged wood as the floor of a Hooverville home under construction in late December 1931. Hooverville residents built their own homes with old wood, crates, scraps of metal, canvas -- even flattened cans.

St. Louis, Missouri.

Photo by Post-Dispatch staff photographers

<http://stltoday.mycapture.com/mycapture/enlarge.asp?image=27374108&event=918017&CategoryID=23105>

Photograph 3

Caption: The Mississippi River rises into some of the shacks of the city's biggest Hooverville in November 1931. The Municipal Bridge upriver is in the background. Press reports estimated that more than 3,000 people lived in the big Hooverville, and another 2,000 lived in smaller clusters along the city's 16-mile riverfront. Residents who were chased by floods kept returning until the federal Works Progress Administration cleared out Hooverville in 1936. But some residents came back and rebuilt after that, and clusters of squatter shacks could be seen along the river into the 1960s.

St. Louis, Missouri.

November 1931.

Photo by Post-Dispatch staff photographers.

<http://stltoday.mycapture.com/mycapture/enlarge.asp?image=27374107&event=918017&CategoryID=23105>

TEACHER'S GUIDE

Document-Based Activity

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

Photograph 4

Caption: Hooverville residents eat meals provided by a charity on Dec. 4, 1932. Fortunately for the 1,500 dinners, it was a balmy 52 degrees that day.

St. Louis, Missouri.

Photo by Post-Dispatch staff photographers.

<http://stltoday.mycapture.com/mycapture/enlarge.asp?image=27374113&event=918017&CategoryID=23105>

Photograph 5

Caption: Women from destitute families prepare peaches and string beans for canning just outside the Welcome Inn, a food-distribution charity that was built beneath the Municipal (later MacArthur) Bridge, just east of Fourth Street. The picture was published Sept. 11, 1931. Ralph Hirsch, who owned a nearby bunkhouse for workingmen, organized the Welcome Inn in April 1930 to help jobless and homeless families that had been building shacks along the Mississippi River. Those squatter communities became known as Hoovervilles, a bitter reference to President Herbert Hoover. The biggest such community in St. Louis formed along the river from the Municipal Bridge south for more than a mile. The Welcome Inn was only three blocks to its west. In November 1930, charity-minded philanthropists from the city's wealthy Central West End took over the Welcome Inn and expanded its offerings. They hired women, such as those seen here, to can donated produce for winter distribution. The women were paid in food. (Post-Dispatch)

St. Louis, Missouri.

September 1931

Photo by Post-Dispatch staff photographers.

<http://stltoday.mycapture.com/mycapture/enlarge.asp?image=27374113&event=918017&CategoryID=23105>

Photograph 6

Women at the Welcome Inn clean jars in preparation for canning. Wholesale grocers, bakeries and other local businesses donated produce and day-old bread to the Welcome Inn, which distributed it to residents of Hooverville and other poor families. (Post-Dispatch)

St. Louis, Missouri.

September 1931

Photo by Post-Dispatch staff photographers.

<http://stltoday.mycapture.com/mycapture/enlarge.asp?image=27374113&event=918017&CategoryID=23105>

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing Part 3 of "Up from the Dust." These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.

Divide your students into small groups of four or five, and ask each group to review the terms and definitions.

After your students have had a chance to review and discuss the terms and definitions, distribute the excerpt from Frank and Ginny's interview. Review the directions with your students, and ask them to complete the text using the terms they studied.

Here is the order in which the vocabulary terms should be inserted into the blanks within the interview:

yearling

Hoovervilles

hoboes

evicted

union

cannery

on the dole

cotton gin

KKK

deported

soil conservation

lodged

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

cannery

A factory where foods are processed and packaged into cans for distribution and sale.



cotton gin

A machine that efficiently removes seeds from cotton fibers, allowing for greater productivity in processing cotton.



lodging

A place to sleep or stay temporarily.



hobo

(Slang) A homeless person who moves from place to place, often in search of work; a vagrant.



Hoovervilles

Makeshift villages created by the homeless during the 1930s and named after President Herbert Hoover.



on the dole

Receiving a regular distribution of money or food from the government.



TEACHER'S GUIDE
Vocabulary Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

soil conservation

The protection of soil from erosion and loss of fertility, usually through methods to reduce damage from wind or water.



union

An organized association of workers that protects their rights and interests, in an attempt to improve working conditions.



yearling

An animal that is one year old.



deported

Forced by the government to leave a country.



eviction

To remove a tenant forcefully from a property by the landlord or by authority.



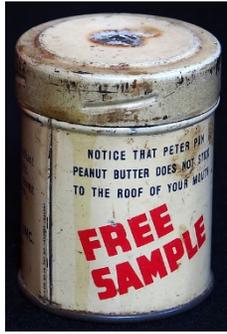
KKK

The Ku Klux Klan, a secret society in the southern US that violently condemned slave liberation and terrorized Black and other non-White ethnic groups.



TEACHER'S GUIDE
Vocabulary Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

cannery



cotton gin



lodging



hobo



Hoovervilles



on the dole



TEACHER'S GUIDE
Vocabulary Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

soil conservation



union



yearling



deported



eviction



KKK



TEACHER'S GUIDE
Vocabulary Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

<p>A factory where foods are processed and packaged into cans for distribution and sale.</p>	<p>A machine that efficiently removes seeds from cotton fibers, allowing for greater productivity in processing cotton.</p>
<p>A place to sleep or stay temporarily.</p>	<p>(Slang) A homeless person who moves from place to place, often in search of work; a vagrant.</p>
<p>Makeshift villages created by the homeless during the 1930s and named after President Herbert Hoover.</p>	<p>Receiving a regular distribution of money or food from the government.</p>

TEACHER'S GUIDE
Vocabulary Activity
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

<p>The protection of soil from erosion and loss of fertility, usually through methods to reduce damage from wind or water.</p>	<p>An organized association of workers that protects their rights and interests, in an attempt to improve their working conditions.</p>
<p>An animal that is one year old.</p>	<p>Forced by the government to leave a country.</p>
<p>To remove a tenant forcefully from a property by the landlord or by authority.</p>	<p>The Ku Klux Klan, a secret society in the southern US that violently condemned slave liberation and terrorized Black and other non-White ethnic groups.</p>

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Activity: In 1990, more than fifty years after the events of "Up from the Dust," Ginny Dunn's granddaughter Emily interviewed Ginny and Frank for a middle school history assignment about the Great Depression. The following is a portion of that interview.

After reading and talking about the words and terms on the flash cards, read this excerpt from the interview, and use your memory to fill in the missing words and terms.

<i>Hoovervilles</i>	<i>soil conservation</i>	<i>cannery</i>	<i>union</i>
<i>deported</i>	<i>evicted</i>	<i>on the dole</i>	<i>KKK</i>
<i>yearling</i>	<i>hoboes</i>	<i>cotton gin</i>	<i>lodged</i>

Emily: Grandma, didn't you try to stop Great Uncle Frank from leaving? Riding the rails sounds so dangerous!

Ginny: Well, I tried, but it didn't work. I still remember—Frank had lost his _____. She was such a sweet cow. He was very upset, and when I told him that our aunt had invited me to go see her in California—

Frank: I was irate. I wanted to get out of there too—the drought, the dust, everything! I just made up my mind and told Ginny I was leaving.

Ginny: I still think it was a bad idea, Frank. Ma and Pa were frantic. Pa was counting on you to help out with planting in curves the next day, ever since he heard that _____ expert talk on the radio.

Frank: You're right. I had forgotten all about that.

Ginny: Both our parents were pretty hurt, and scared for you.

Emily: Did you regret running away?

Frank: I regret not telling our parents, for sure. But as dangerous as it was, I don't regret the experiences I had when I rode the rails.

Emily: Can you tell me about them?

TEACHER'S GUIDE

Vocabulary Activity

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

Frank: Gee, where do I start, Emily? I made it to Chicago and saw several _____ right by the rail yard. These camps were cleverly named after the President.

Emily: Who lived there? Was it _____?

Frank: Yes, but they were looking for work, so they only _____ there until they found something better. The people there were mostly factory workers and their families. I met a boy whose family had been _____ from his house. Most of the factories had slashed the workers' wages, and ignored demands made by workers' _____. Some just shut down like the _____ where the boy's father used to work. Everyone there was unemployed and _____ —they would only get a handful of flour, some butter and a can of beans.

Ginny: Didn't you run into Bill and Bud on a farm one time? I remember you wrote us about it.

Frank: I did when I went to Floydada. They were standing outside a _____ building, holding bags of cotton and looking shell-shocked. It felt so great to see them after so long, but they asked me to leave and find work elsewhere. They said the conditions on that farm were far worse.

Emily: Did seeing your brothers make you want to go home?

Frank: It did. I saw all sorts of families riding the rails together and that made me miss home even more. The African-American families had to constantly hide from being victimized by the _____ because of the color of their skin. The Mexican families feared being _____ to another country by the US government. These families suffered the most.

TEACHER'S GUIDE

Writing Prompts

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

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You may notice that many of the topics contain some version of the phrase, "Write about a time in your life..." The intent of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions, and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and relate to it better.

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TEACHER'S GUIDE

Writing Prompts

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

Read through all the topics first, and then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

THE END OF A FRIEND. At the beginning of Part 3, the Dunn family can no longer keep Frank's prize-winning cow. There is no grass for her to eat, and the family can't afford to buy her feed. To keep the cow's suffering to a minimum, Mr. Dunn decides she must be killed. Even today, people find themselves in difficult situations with pets that are old and sick. They must confront the awful decision to let their animals suffer, possibly with prolonged deaths, or be put down immediately. How did you react when the cow was killed? Did you agree or disagree with Mr. Dunn's decision? Why? What would you have done if you were in Frank's position?

A SERIOUS SITUATION. As Part 3 begins, the Dunn family is in a serious situation. The drought has continued. Their crops are failing. They are no longer able to feed the animals on their farm. They don't have a lot of money. Ginny and Frank, though only teenagers, have to confront and deal with very real and adult problems. Have you ever had to manage a problem or situation that was difficult, serious, or very adult? What was it, and how did you react to it? If you have not had to manage a serious situation, what do you think your response would be if faced by one? How do you think a person of your age could best react if faced with very adult problems?

WHERE WOULD YOU LIKE TO VISIT? When Frank is deciding to run away from home, he and Ginny discuss the different places he may want to go. They discuss Chicago, Pike's Peak, and the Grand Ole Opry. If you could get on a train and go anywhere in the United States, where would you go? Why? What would you do once you got there? Do you think your choice would be surprising to your friends and family? Why or why not?

FREE TRANSPORTATION? When Frank decides to "ride the rails," and take trains across the country without paying for tickets, he is stealing. Riding the rails was illegal. People found doing it could be mistreated by railroad security and arrested. Given the situation on the Dunn farm, was Frank justified in deciding to ride the rails? Is breaking the law ever justified? When? Can you think of any situation that would compel you to break the law?

A HELPING HAND. While Frank is riding the rails, he sees people coming together to help each other out in different ways. What are some of the acts of charity and kindness you saw while riding the rails? During the Depression, how did people work together to cause change, or at least try to cause change? When people are faced with serious challenges today, such as

TEACHER'S GUIDE

Writing Prompts

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

financial difficulties or natural disasters, how do people come together to help out? Write about a time in your life when people banded together to help out those who were facing difficulty.

HOPE FOR THE FUTURE. As Frank travels, he hears people with different perspectives and viewpoints on the condition of the United States. The nation is in the midst of the worst economic crisis it has ever faced. Many people are out of work and close to starving. They have very little hope for the future of the country. What are your thoughts on the future of the United States? What are the nation's greatest strengths and greatest challenges today? What would you do to make the U.S. even better?

STAYING ALIVE, STAYING ALIVE. While Frank is riding the rails, he survives by taking charity (people choose to give him food), or working odd jobs for food and shelter. Do you think Frank should feel ashamed because he had to ask people for food? Why or why not? Think about a time in your life when you had to ask for help or assistance. Were you ashamed? Why or why not? Does society have a duty to help those who are less fortunate? Explain your answer.

GINNY OR FRANK'S JOURNAL. Through either Frank or Ginny's eyes, think about your circumstances from the beginning to the end of this part of "Up from the Dust." Think about your emotions and feelings about life on the farm and life while riding the rails. Think about what might lie ahead. Think about the choices you made and the consequences of those choices. Now write a diary entry from either Frank or Ginny's point-of-view summarizing what happened to you in Part 3. You may choose to illustrate one aspect of your entry.

TEACHER'S GUIDE

Review Questions

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 3.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE
Review Questions
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 3, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) Why are cattle starving on the Dunn farm?

2) What happened to Frank's prize cow?

3) Frank decided to leave the farm and head on an adventure across the country. Why did he want to leave? How did he plan to travel?

TEACHER'S GUIDE
Review Questions
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

4) Why are sheriffs going after "hombres" in Dalhart, according to the Mexican-American rail worker who wakes you at the train station?

5) While riding the rails, you may have seen people waiting in lines. What were these people lining up for? Did you ever join? Why or why not?

6) Who are the "bulls?" What is their job on the railroad?

7) During your travels, you may have visited a large Hooverville. Which city was it in? Describe what you saw there – i.e. the people, living conditions, food, etc.

TEACHER'S GUIDE
Review Questions
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

8) When you visited towns, what did you buy? Did you ever try to steal anything? Why or why not?

9) Compare the small towns with big cities. What were the similarities and differences between them?

10) In this part you may have met a number of new people. In the space below, make some notes about each person you encountered. For these answers, your notes do not need to be complete sentences.

Shopkeepers and business owners:
Rail yard detectives:
Hobos (in camps and on trains):
Townsfolk:
Protestors:

TEACHER'S GUIDE

Review Questions

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all of your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 3.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE
Review Questions
Part 3: Riding the Rails
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 3, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) Why are cattle starving on the Dunn farm?

A major drought and overgrazing killed off most of the grass for the cows to eat.

2) What happened to Frank's prize cow?

The family could not feed it anymore, so the cow needed to be put out of its misery and shot.

3) Frank decided to leave the farm and head on an adventure across the country. Why did he want to leave? How did he plan to travel?

Frank was upset the family had to kill their cows and that the wheat crop was failing. He wanted to escape farm life and see highlights of the country, like Pike's Peak, a Hooverville, and the Grand Ole Opry. He planned to ride freight trains for free.

TEACHER'S GUIDE

Review Questions

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

4) Why are sheriffs going after "hombres" in Dalhart, according to the Mexican-American rail worker who wakes you at the train station?

Many of the white residents feel like the Latinos are taking up all of the government relief. The sheriffs are arresting Latinos for lingering in the town, and threatening to deport people to Mexico.

5) While riding the rails, you may have seen people waiting in lines several times. What were these people lining up for? Did you ever join? Why or why not?

Reasons for lines include: government relief, breadlines, and rumors of work.

6) Who are the "bulls?" What is their job on the railroad?

"Bulls" are rail yard detectives who catch hobos and anyone trying to ride the rails for free.

7) During your travels, you may have visited a large Hooverville. Which city was it in? Describe what you saw there—i.e. the people, living conditions, food, etc.

The Hooverville is in St. Louis.

****NOTE: Descriptions of what they see will vary depending on what choices were made. Stories include: Seeing shanties, people prepping meals and lining up for meals, people raising their own animals, families, etc.*

TEACHER'S GUIDE

Review Questions

Part 3: Riding the Rails

MISSION 5: "Up from the Dust"

8) When you visited towns, what did you buy? Did you ever try to steal anything? Why or why not?

****NOTE: Answers can include: meals, snacks and groceries, postcards to send home*

9) Compare the small towns with the big cities. What were the similarities and differences between them?

Rail yards in small towns often had fewer trains and they arrive very infrequently. Rail yards in cities had many more trains that went all over the country. Cities usually had more breadlines and people active in protests. People in smaller towns seemed to be more hostile towards hobos and minorities.

10) In this part you may have met a number of new people. In the space below, make some notes about each person you encountered. For these answers, your notes do not need to be complete sentences.

Shopkeepers and business owners:

Rail yard detectives:

Hobos (in camps and on trains):

Townsfolk:

Protestors:

TEACHER'S GUIDE

Document Based Activity

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

Reactions to the New Deal

A NOTE TO THE EDUCATOR

During his campaign for the presidency in 1932, Franklin D. Roosevelt pledged to use the power of the government to help people suffering from the economic collapse. Soon after he took office, a series of new programs called "The New Deal" were launched that attempted to reform the banking industry, improve the economy, and provide relief and opportunities for people in need.

The New Deal was a landmark in American history because of the impact it had on citizen's lives and the political controversy it caused. The programs were popular with many people who needed support during the Great Depression. At the same time, there were critics of the programs. Some New Deal programs were challenged in court, and a few were struck down because they were found to be outside the constitutional powers granted to the government. Some of the New Deal programs that are still in existence, like Social Security, continue to be debated today.

In this activity, students examine primary source documents exploring the different reactions to the New Deal. Students will analyze why some people supported the programs and why others opposed them.

Activity Components

Four documents:

- Document 1: "A Utah Observer Praises the CCC"
A local official writes a letter to a Civilian Conservation Corps (CCC) recruitment center describing the positive impact the program has had on the enrolled youth.
- Document 2: "A Citizen Claims the New Deal is a Path Towards Socialism"
A writer argues for stimulating private business to create employment, and against increasing the role of the federal government.
- Document 3 "Letter to Franklin D. Roosevelt"
In September 1935, President Franklin D. Roosevelt wrote to clergymen to seek feedback on whether conditions were improving.
- Document 4 Cartoon "A Present for the Kid"
A cartoon from 1936 that was published in the Saturday Evening Post.

Reactions to the New Deal Graphic Organizer

TEACHER'S GUIDE
Document Based Activity
Part 4: A New Deal for Some
MISSION 5: "Up from the Dust"

Steps to Complete

The following procedure is recommended for this activity and can be adapted based on your curricular goals and timing constraints.

6. Select one document to read as a class.

7. Using the document the class read together, model how to complete the "Reactions to the New Deal Graphic Organizer." Discuss the central idea of the text and highlight details illustrating that idea.

8. Divide students into small groups. Ask each group to examine another document together and analyze it using the graphic organizer.

9. Have students share their work with the class. Have students emphasize why people either supported or opposed New Deal programs. (The documents represent the following viewpoints: support of New Deal, criticism of New Deal for being too intrusive, desire for the New Deal to be larger and to help more people.)

10. Ask students to pick one New Deal program they learned about in Part 4 of "Up from the Dust." Then, have students write a short scene of dialogue between two or more people set in 1934. The two people should have different opinions about the New Deal. They should discuss the program and explain why they are for or against it. They may propose changes to the program that would align with their perspectives.

TEACHER'S GUIDE
Document Based Activity
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Reactions to the New Deal Graphic Organizer

Class Document:

Central Idea of Text	Details in Text Illustrating this Idea

Group Document:

Central Idea of Text	Details in Text Illustrating this Idea

TEACHER'S GUIDE
Document Based Activity
Part 4: A New Deal for Some
MISSION 5: "Up from the Dust"

Document 1

Nobel L. Chamber, "A Utah Observer Praises the CCC," *HERB: Resources for Teachers*, accessed May 9, 2016, <http://herb.ashp.cuny.edu/items/show/728>.

March 9, 1937

Mr. Glen D. Reese, For the Director of Selection
Civilian Conservation Corps
522 Newhouse Building
Salt Lake City, Utah

Dear Mr. Reese:

Of the dozens of boys selected for enrollment in the Civilian Conservation Corps during the past two years, I have had occasion to observe, rather closely, some of them both before enrollment and after, and feel that some very definite benefits have **accrued**, particularly to the individual enrollee.

I have noted many who, prior to enrollment, have appeared to be suffering from malnutrition and upon return have come out much improved. In fact, they have taken on a manly appearance. It has also been interesting to note their change of attitude with respect to Government and various other problems.

Their enrollment in the C.C.C.'s seemed to have impressed them with a sense of individual responsibility as many of the boys, after returning, have found private employment chiefly because of the training received in the C.C.C. camps....

Many of the **allottees** have been made independent of other types of relief and in many cases the amount going into their homes has made possible the rehabilitation of many families.

As a general rule, comments from the outside have been very favorable. In fact, less criticism has come, concerning the activities of the Civilian Conservation Corps, to me than of any other Federal Emergency program.

Very truly yours,
CACHE COUNTY DEPARTMENT OF PUBLIC WELFARE
By /s/ Nobel L. Chambers, Director

Glossary Terms
accrued: to increase
allottees: a person who is given something

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Document Based Activity
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MISSION 5: "Up from the Dust"

Document 2

"A Citizen Claims the New Deal is a Path Towards Socialism," Robert S. McElvaine, ed., *Down & Out in the Great Depression: Letters from the "Forgotten Man"* (Chapel Hill: The University of North Carolina Press, 1983), 150-1.

Note: This letter was reproduced with all of the author's original spelling, syntax, and grammar.

Selections from "A Citizen Claims the New Deal is a Path Towards Socialism"	Glossary Terms
<p>Hornell, New York March 7, 1934</p> <p>My Dear Senator:</p> <p>It seems very apparent to me that the Administration at Washington is accelerating its pace towards socialism and communism. Nearly every public statement from Washington is against stimulation of business which would in the end create employment.</p> <p>Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand its relief activities, and will lead in the end to disaster to all classes.</p>	<p><u>socialism</u>: social organization in which much of the planning of the economy is done through a centralized government, though private property is still recognized</p> <p><u>communism</u>: an economic system in which there is collective ownership of property</p> <p><u>sympathetic</u>: to be in agreement with something</p> <p><u>promoting</u>: encouraging, helping</p> <p><u>relief</u>: assistance</p>
<p>I believe that every citizen is entitled to know the policy of the Government, and I am so confused that I wish you would write me and advise me whether it is the policy of this Administration, of which you are a very important part, to further discourage business enterprise, and eventually set up a program which eliminates private industry and effort, and replaces it with Government control of industry and labor, — call it what you will: socialism, fascism, or communism, or by any other name.</p>	<p><u>business enterprise</u>: an organization that provides goods or services</p> <p><u>private industry</u>: business owned by individuals, as opposed to the government</p> <p><u>fascism</u>: a system of government with strong centralized control often under a dictator; people who disagree with the government are controlled</p>

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I am not addicted to annoying public office holders with **correspondence**, but if there are any private rights left in this country, then I would appreciate an early reply to this letter, so that I may take such action as is still possible, to protect myself and my family.

With kindest personal regards,

Yours truly,
W.L.C. [male]

WLC:JFE
U.S. Senator Robert F. Wagner
Senate Building,
Washington D.C.

correspondence: writing letters to someone

TEACHER'S GUIDE
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Document 3

Armand Guerrero, "Letter to Franklin D. Roosevelt," 11 October 1935, accessed online from <http://newdeal.feri.org/clergy/cl028.htm>, 18 November 2009.

Selections from "Letter to Franklin D. Roosevelt"	Glossary Terms
<p>Our Honored President:</p> <p>Your kind letter to me as a clergyman prompts me to record the following reactions:</p> <p>The people I represent generally are looking at your Social Security Program as a step in the direction of progress....</p> <p>The relief situation is deplorable--the standards are inadequate to the point of desperation. Little consideration is being shown the victims of the depression.</p>	<p><u>deplorable</u>: very unfortunate</p> <p><u>consideration</u>: careful thought</p>
<p>The Public Works Program has hardly reached the people of Chicago. We hardly know there is one. We hear of large appropriations--but delays have given the people faintness of heart. The announced standards of wages for these projects are far too low. Abandonment of the housing projects took away what little evidence we had that the federal government was going to do something for the people.</p>	<p><u>appropriations</u>: money set aside for a specific purpose</p> <p><u>abandonment</u>: to desert or leave something behind</p>
<p>Generally our criticism is that your administration had not gone far enough. The bold announcement in your inaugural address gave us hope that there would be a divorce between your administration and the elements that had been running the country to the dogs. We are still hoping.</p>	<p><u>inaugural address</u>: speech given by a person at the beginning of a term of office.</p>
<p>Assuring you that we will join you in every movement for the good of our country.</p> <p>Sincerely yours, Armand Guerrero, Minister Arnold Memorial Methodist Episcopal Church Chicago, IL October 11, 1935</p>	

TEACHER'S GUIDE
Document Based Activity
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Document 4

Herbert Johnson. "A Present for the Kid." Saturday Evening Post. 1936. Political Cartoons, 1900 Archives & Special Collections, University of Nebraska-Lincoln Libraries.

<http://unllib.unl.edu/archon/?p=collections/controlcard&id=1869>

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TEACHER'S GUIDE

Vocabulary Activity

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing Part 4 of "Up from the Dust." These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.

Divide your students into small groups of four or five, and ask each group to review the terms and definitions.

After your students have had a chance to review and discuss the terms and definitions, distribute the excerpt from Frank and Ginny's interview conducted by Ginny's granddaughter. Review the directions with your students, and ask them to complete the text using the terms they studied.

Here is the order in which the following terms should be inserted into each blank within the excerpt:

*tumbleweed
bootlegger
Brain Trust
New Deal
destitute
CCC
work relief
relief roll
FERA
credit
AAA
contouring*

TEACHER'S GUIDE

Vocabulary Activity

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

<p style="text-align: center;"><u>New Deal</u></p> <p>A group of government programs and policies established by President Franklin D. Roosevelt to improve conditions of those suffering from the Great Depression.</p> 	<p style="text-align: center;"><u>AAA</u></p> <p>Agricultural Adjustment Act, a New Deal program that helped farmers by guaranteeing prices for farm crops and paying farmers to plant fewer acres than usual.</p> 
<p style="text-align: center;"><u>CCC</u></p> <p>Civilian Conservation Corps, a New Deal program that provided payment to the families of unemployed, unmarried men in exchange for their labor on projects related to natural resources.</p> 	<p style="text-align: center;"><u>contouring</u></p> <p>Plowing along raised slopes in the land in order to create a natural barrier that reduces the flow of water downhill.</p> 
<p style="text-align: center;"><u>destitute</u></p> <p>Extremely poor, and unable to pay for basic needs such as food, lodging, and clothing.</p> 	<p style="text-align: center;"><u>FERA</u></p> <p>Federal Emergency Relief Administration, a New Deal agency that helped state governments provide emergency relief to needy people, including cash, food, and clothing.</p> 

TEACHER'S GUIDE

Vocabulary Activity

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

relief roll

The official list of people receiving relief from the state.



work relief

When the government provides support to the unemployed by hiring them to perform jobs that benefit the community, such as building roads.



bootleggers

People who made and distributed alcohol illegally during the period of Prohibition, when having or selling alcohol was against the law.



credit

Obtaining goods or services before payment, based on the trust that payment will be made in the future.



tumbleweed

A plant that grows in dry areas; in late summer it breaks off from its roots and is blown across land by the wind.



Brain Trust

A group of experts that advises a government leader or politician.



TEACHER'S GUIDE

Vocabulary Activity

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

New Deal



AAA



CCC



contouring



destitute



FERA



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relief roll



work relief



bootleggers



credit



tumbleweed



Brain Trust



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Vocabulary Activity

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MISSION 5: "Up from the Dust"

<p>A group of government programs and policies established by President Franklin D. Roosevelt to improve conditions of those suffering from the Great Depression.</p>	<p>Agricultural Adjustment Act, a New Deal program that helped farmers by guaranteeing prices for farm crops and paying farmers to plant fewer acres than usual.</p>
<p>Civilian Conservation Corps, a New Deal program that provided payment to the families of unemployed, unmarried men in exchange for their labor on projects related to natural resources.</p>	<p>Plowing along raised slopes in the land in order to create a natural barrier that reduces the flow of water downhill.</p>
<p>Extremely poor, and unable to pay for basic needs such as food, lodging, and clothing.</p>	<p>Federal Emergency Relief Administration, a New Deal agency that helped state governments provide emergency relief to needy people, including cash, food, and clothing.</p>

TEACHER'S GUIDE

Vocabulary Activity

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

<p>The official list of people receiving relief from the state</p>	<p>When the government provides support to the unemployed by hiring them to perform jobs that benefit the community, such as building roads.</p>
<p>People who made and distributed alcohol illegally during the period of Prohibition, when having or selling alcohol was against the law.</p>	<p>Obtaining goods or services before payment, based on the trust that payment will be made in the future.</p>
<p>A plant that grows in dry areas; in late summer it breaks off from its roots and is blown across land by the wind.</p>	<p>A group of experts that advises a government leader or politician.</p>

TEACHER'S GUIDE

Vocabulary Activity

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Activity: In 1990, Frank and Ginny were both interviewed by Ginny's granddaughter as part of an oral history assignment about the Great Depression era. The following is an excerpt from the transcript of that interview.

After reading and talking about the words and terms on the flash cards, read this excerpt from the interview, and use your knowledge of the vocabulary to fill in the missing words and terms.

<i>bootlegger</i>	<i>contouring</i>	<i>FERA</i>	<i>Brain Trust</i>
<i>relief roll</i>	<i>work relief</i>	<i>CCC</i>	<i>credit</i>
<i>tumbleweed</i>	<i>AAA</i>	<i>New Deal</i>	<i>destitute</i>

Emily: So, you finally returned home!

Frank: Yes, I did. But not for long. Your grandma Ginny made sure I had a plan.

Ginny: Well, I didn't want you to run off like a _____ in the wind again. I was worried you would fall in with the wrong crowd and become a _____ or some other sort of criminal! I wanted you to do something that would make you happy and feel connected with the family.

Have you learned about President Roosevelt in school, Emily?

Emily: I think so. Wasn't he the President during that time?

Ginny: Yes. He and his _____ came up with a bunch of programs that they called the _____. These programs helped out _____ families—those who were in need of clothing, shelter, food and of course, jobs.

Frank: Ginny became quite the expert on these programs. How many times did you stop by the program offices?

TEACHER'S GUIDE

Vocabulary Activity

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

Ginny: Oh, I don't remember. They had three programs that I inquired about. I think I helped Frank the most—the _____ program hired him to build national parks. Bill and Bud were hired later on too. I was also very happy when Mr. Mitchell was able to find some form of temporary employment through _____.

Emily: Ah! No wonder you were so nostalgic when we all took a trip to Yosemite last year.

Frank: Those days were the best. We felt like we were being paid to go camping. It felt so good to be able to help my family financially as well, while also receiving proper meals, accommodations and a job. Didn't you tell Roberto about the program too, Ginny?

Ginny: I did, but his experience was rather rough. Thinking back, I don't think those programs worked out for everyone. For example, Mrs. Huff was able to get on the _____ since her country store was also hit hard by the Depression, but the payments she got from _____ were too little. Her customers still didn't have much money to pay for what they needed, and being the nice lady that she was; her entire store was running on the _____ system.

Frank: I think, thankfully, that our family largely benefited from the programs. Pa also got some help from the _____ program once they stabilized the prices of the crops. I also got him to try out a new farming technique—_____— which helped protect the soil from water and wind damage. Our circumstances were definitely starting to look better before Black Sunday hit.

TEACHER'S GUIDE

Writing Prompts

Part Four: A New Deal for Some

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one to respond to. You may assign one or more to the entire class. You might make one or more of the topics the basis for in-class discussions. Where there are multiple questions in a single prompt, choose the question or questions that best suits your students. Make your decisions according to the needs of your group.

You may notice that many of the topics contain some version of the phrase, "Write about a time in your life..." The intent of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions, and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and relate to it better.

Since students vary in their degree of comfort and skill in writing, you should decide when and how much students should write. We suggest that since students need to share their writing with each other to make personal and historical connections, you should encourage them to focus on content rather than mechanical skills. Pieces can be revised and edited later if you decide they should be shared formally (such as on a bulletin board or in a newsletter).

TEACHER'S GUIDE

Writing Prompts

Part Four: A New Deal for Some

MISSION 5: "Up from the Dust"

Read through all the topics first, and then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

A COMMUNIST, A SOCIALIST, AND A FASCIST. At the beginning of Part 4, Ginny describes how some Americans viewed President Franklin Delano Roosevelt during the early days of the New Deal. Some Americans called him names, and believed he was taking the country in the wrong direction. Have you ever heard adults discussing their dissatisfaction with current or past presidents? Why do Americans sometimes feel such strong emotions related to the presidency? Consider interviewing an older friend or family member about favorite and least favorite presidents during their lifetime. What made someone decide whether or not the president is right for the country?

THE DEVIL MAKES WORK FOR IDLE HANDS. Mrs. Dunn tells Ginny that she is worried about Ginny's brothers, because she doesn't think they have enough to do and keep them occupied. She tells Ginny an old saying: "the devil makes work for idle hands." What does this mean? Do you agree with the saying? Why or why not? What are you most likely to do when you are bored or otherwise unoccupied?

SIXTEEN GOING ON SEVENTEEN. Mrs. Dunn tells Ginny that Frank is "seventeen and old enough to make up his own mind." Is seventeen old enough to make up your own mind about everything in your life? Why or why not? When is a person "grown up" enough to make all of their own decisions? What things are you prevented from doing because of your age? Do you feel you should be able to do any of these things regardless of your age?

LETTERS TO ELEANOR. After her store is saved, Mrs. Huff announces she is going to write a letter to the First Lady, Eleanor Roosevelt. During the Great Depression, thousands of Americans wrote letters to both the President and the First Lady, sharing their troubles, thanking them for their work, or complaining about New Deal programs. Have you ever written to a politician or other celebrity? If so, who? Why do some people write to famous individuals? If you could write a letter to any person, past or present, alive or dead, and get a response from him or her, who would it be?

BEST ATTRIBUTES. After Ginny gets all of the neighbors signed up for different New Deal programs, Mrs. Dunn compliments her on her careful reading and attention to detail. What are *your* best attributes and talents? Think about a time when you were complimented or praised for a particular trait. What did you do, and who praised you?

TEACHER'S GUIDE

Writing Prompts

Part Four: A New Deal for Some

MISSION 5: "Up from the Dust"

SEPARATE AND UNEQUAL? After Roberto enlists in the Civilian Conservation Corps, he shares that because he is Mexican, he must sleep in a separate bunkhouse and the other workers sometimes call him names. Roberto is being discriminated against. What groups in the United States today face discrimination? What forms does the discrimination take? Have you witnessed—or experienced—discrimination in your own life?

GINNY OR FRANK'S JOURNAL. Through either Frank or Ginny's eyes, think about your circumstances from the beginning to the end of this part of "Up from the Dust." Think about your feelings about life in Dalhart, and how the changes that have come with President Roosevelt's election are impacting your family. Think about what might lie ahead. Think about the choices you made and the potential consequences of those choices. Now write a diary entry from either Frank's or Ginny's point-of-view summarizing what happened to you in Part 4. You may choose to illustrate one aspect of your entry.

TEACHER'S GUIDE

Review Questions

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 4.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE

Review Questions

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 4, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) At the beginning of this part, you hear President Roosevelt give a speech, saying "the only thing we have to fear is fear itself." What did he mean by this?

2) According to Ma, why are farmers being paid not to farm?

3) After he finishes his adventure riding the rails, how does Frank feel about being back on the farm?

TEACHER'S GUIDE

Review Questions

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

4) While in town as Ginny, you visit a government assistance office and collect pamphlets about several relief programs. In the space below, provide notes on what you learned about each program:

FERA:
CCC:
AAA:

5) Why does Ginny think the Civilian Conservation Corps is an unfair organization?

6) In this part, you learn about types of relief programs the government is offering to towns like Dalhart. In the space below, write a description of the type of relief next to each name:

"On the dole":
Work relief:

7) Why would someone prefer to receive work relief instead of being on the dole?

TEACHER'S GUIDE

Review Questions

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

8) In the space below, list which government relief agency Ginny suggests to each person from town. Were your suggestions successful at helping each person's situation? What happens to each person at the end of the part?

Mr. Mitchell:
Roberto:
Mrs. Huff:

9) What happens on "Black Sunday," and what are some reasons why it may have happened?

TEACHER'S GUIDE

Review Questions

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

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There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 4.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE

Review Questions

Part 4: A New Deal for Some

MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 4, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) At the beginning of this part, you hear President Roosevelt give a speech, saying "the only thing we have to fear is fear itself." What did he mean by this?

The President is saying that Americans need to remain calm and let the government get to work and fix the Depression.

2) According to Ma, why are farmers being paid not to farm?

The government's AAA program is encouraging farmers to grow fewer crops and limit what they sell in order to increase prices.

3) After he finishes his adventure riding the rails, how does Frank feel about being back on the farm?

Frank is still unhappy to be on the farm. He is ready to travel again and try to help the family.

TEACHER'S GUIDE

Review Questions

Part 4: A New Deal for Some MISSION 5: "Up from the Dust"

4) While in town as Ginny, you visit a government assistance office and collect pamphlets about several relief programs. In the space below, provide notes on what you learned about each program:

FERA: Federal Emergency Relief Administration; this program provides emergency money to state and local governments which is then meant to be distributed to people in need.

CCC: Civilian Conservation Corps; this program hires young men to plant trees, build parks, clear trails, and perform conservation work across the country. Only men between the ages of 18 to 25 are eligible.

AAA: Agricultural Adjustment Act; This program is designed to pay farmers to reduce the amount of crops they plant in order to limit supply, which in turn will raise the prices of crops. Only farmers who own their land are eligible for the AAA.

5) Why does Ginny think the Civilian Conservation Corps is an unfair organization?

It only allows men to participate.

6) In this part, you learn about types of relief programs the government is offering to towns like Dalhart. In the space below, write a description of the type of relief next to each name:

"On the dole": Receiving a regular distribution of food and/or money from the government.

Work relief: A type of government aid where a person works on a public project and receives money or food.

7) Why would someone prefer to receive work relief instead of being on the dole?

Being on the dole can be embarrassing for people who don't want to be seen receiving charity. Work relief can allow a person to save face by letting them work for their aid.

TEACHER'S GUIDE

Review Questions

Part 4: A New Deal for Some MISSION 5: "Up from the Dust"

8) In the space below, list which government relief agency Ginny suggests to each person from town. Were your suggestions successful at helping each person's situation? What happens to each person at the end of the part?

*Depending on which program you offer and questions you ask at the relief office, you can succeed or fail at helping each citizen. Listed below are the organizations that can successfully help each person.

Mr. Mitchell: FERA

Roberto: CCC; FERA

Mrs. Huff: AAA

9) What happens on "Black Sunday," and what are some reasons why it may have happened?

Because of over farming and drought, the topsoil in the farms in the panhandle was being blown around as dust. Eventually, on one summer day, a massive dust storm blows through Dalhart.

TEACHER'S GUIDE

Document Based Activity

Part 5: California or Dust

MISSION 5: "Up from the Dust"

Life in the CCC

A NOTE TO THE EDUCATOR

The Civilian Conservation Corps (CCC) was one of the early New Deal programs enacted by Franklin D. Roosevelt after he became president in 1933. The CCC placed unemployed young men between the ages of 18 and 23 (later expanded to 17 and 28) in conservation and natural resource development jobs on government-owned land. Work projects ranged from building roads and dams, to cleaning parkland and planting trees. For each month of service, men received \$30, \$25 of which was sent home to the men's families. The program remained popular for the nine years it was in operation. Congress voted to end the program in 1942 because of the military draft.

In this activity, students examine primary source documents that present different experiences in and attitudes about the CCC. Students will analyze how experiences and attitudes differed based on a person's race or gender.

Activity Components

- Guiding Questions: Prompts to focus student exploration of each document
- Primary Sources:
 - Document 1: Photograph "C.C.C. Boys Constructing Campground Table and Benches at Baker Lake"
 - Document 2: "A Negro in the CCC"
 - Document 3: Photograph "African-American CCCers Practice Radio Communications"
 - Document 4: "New York Girls Ask the President for a CCC of Their Own"
 - Document 5: "A Midwestern Runaway Remembers the CCC"

Steps to Complete

The following procedure is recommended for this activity and can be adapted based on your curricular goals and timing constraints.

11. Assign groups of students one or more documents to analyze.
12. Select guiding questions to help the students investigate each source. You can give your students all of the guiding questions or choose a few for them to respond to.
13. Ask each group to present their findings to the class or a fellow student and share what was learned.
14. Ask groups to write a script for and/or perform a radio news story about life in the CCC. In the news story, the host should interview one or more people about their experiences and attitudes. Encourage students to use details from the documents they reviewed. If students perform their scripts, considering recording their stories.

TEACHER'S GUIDE
Document Based Activity
Part 5: California or Dust
MISSION 5: "Up from the Dust"

Life in the CCC
Guiding Questions

In Part 5 of "Up from the Dust," Frank Dunn learns what life in a New Deal program was like. The primary sources in this activity illustrate different viewpoints of what the Civilian Conservation Corps was like for those who participated, as well as the attitudes of those who were not allowed to participate. You will be assigned one or several of these sources to review. As you review each source, use these questions to analyze it.

Document 1: Photograph "C.C.C. Boys Constructing Campground Table and Benches at Baker Lake"

- Cover the caption below the photo and look at the image. What do you notice about the people and the setting?
- What do you think is happening? What are you unsure about?
- What sort of work do you think these people were doing? Why?
- Do you think life in the CCC was easy or difficult? Why?
- Now read the description. What information did you gain from the description?

Document 2: "A Negro in the CCC"

- What did the author think about the CCC before joining? Why?
- How did the experience of being in the CCC differ for people of different races?
- What details does the author provide about how the people treated the people in the corps?
- What were the living conditions like at Camp Dix and the camp where Luther later worked? Which details help you understand the situation?
- What questions does the document raise for you?

Document 3: Photograph "African-American CCCers Practice Radio Communications"

- Cover the caption and look at the photo. What do you notice about the people and the setting?
- What do you think is happening? What are you unsure about?
- Now read the description. What information did you gain from the description?

TEACHER'S GUIDE
Document Based Activity
Part 5: California or Dust
MISSION 5: "Up from the Dust"

Document 4: "New York Girls Ask the President for a CCC of Their Own"

- What is the purpose of this letter? What motivated the authors to write it?
- Identify the claims the authors make to support their argument.
- Why do you think the authors sent the letter anonymously (did not sign their names)?

Document 5: "A Midwestern Runaway Remembers the CCC"

- What did the author think about the CCC before joining? Why did he decide to join?
- What details let you know what work was like?
- What did the author gain from being in the CCC?

TEACHER'S GUIDE
Document Based Activity
Part 5: California or Dust
MISSION 5: "Up from the Dust"

Document 1

"C.C.C. boys constructing campground table and benches at Baker Lake Mt, Baker National Forest. Photo by Fromme." Department of Agriculture, 1936. National Archives: Records of the Forest Service, 1870-2008, Historic Photo Series. <https://catalog.archives.gov/id/299010>

C.C.C. boys constructing campground table and benches at Baker Lake



Mt. Baker N.F.

Photo, by Fromme

Description: By 1935, the Roosevelt Administration had sent over 150,000 members of the Civilian Conservation Corps (CCC) to conserve, improve, and expand public park sites. CCC workers cleared walking trails and campsites, built administrative buildings, and planted millions of trees at parks around the country. This image shows CCC members making a camping table and benches (as their supervisor watches close by) in the Mount Baker National Forest in Washington State. The table and benches are designed in the "National Park Service Rustic" architectural style, a style that used wood and stone materials to build structures that blended into a park's natural environment.

TEACHER'S GUIDE
Document Based Activity
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Document 2

Luther C. Wandall, "A Negro in the CCC," *Crisis* 42 (August 1935): 244, 253-54; from the *New Deal Network*, "African Americans in the Civilian Conservation Corps," <http://newdeal.feri.org/aaccc/index.htm>.

Selections from "A Negro in the CCC"	Glossary Terms
<p>During the two years of its previous existence I had heard many conflicting reports concerning the Civilian Conservation Corps, President Roosevelt's pet project....Some said that the colored got all the leftovers. Others said that everything was all right. But my brother, who is a World War veteran, advised me emphatically: "I wouldn't be in anything connected with the Army."</p>	<p>concerning: about pet project: project undertaken because it is someone's personal desire emphatically: said with emphasis colored: term used at the time meaning African-American people</p>
<p>So it was with some apprehension that....I was "accepted for enrollment," and should report the following Monday "to U. S. Army authorities for further registration"....</p>	<p>apprehension: fearing trouble in the future accepted for enrollment: given a place in the CCC</p>
<p>So there I was, on a bus bound for Camp Dix, New Jersey, without having prepared or told anyone goodbye. Our bus was comfortable, and equipped with a radio, so the ride was a very enjoyable one.</p>	
<p>We reached Camp Dix about 7:30 that evening....And here it was that Mr. James Crow first definitely put in his appearance. When my record was taken at Pier I, a "C" was placed on it. When the busloads were made up at Whitehall Street an officer reported as follows: "35, 8 colored." But until now there had been no distinction made.</p>	<p>Mr. James Crow: refers to state and local laws that enforced racial segregation in the Southern United States, known as Jim Crow laws put in his appearance: became visible</p>

TEACHER'S GUIDE
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<p>But before we left the bus the officer shouted emphatically: "Colored boys fall out in the rear." The colored from several buses were herded together, and stood in line until after the white boys had been registered and taken to their tents. This seemed to be the established order of procedure at Camp Dix.</p> <p>This separation of the colored from the whites was completely and rigidly maintained at this camp....</p>	<p>fall out: leave one's place in a military formation</p>
<p>While we stood in line there, as well as afterwards, I was interested to observe these officers. They were contradictory, and by no means simple or uniform in type. Many of them were southerners, how many I could not tell. Out of their official character they were usually courteous, kindly, refined, and even intimate. They offered extra money to any of us who could sing or dance. On the other hand, some were vicious and ill-tempered, and apparently restrained only by fear....</p>	<p>courteous: polite refined: well-mannered intimate: acting like a close friend vicious: severe or evil in nature restrained: held back</p>
<p>Food at Camp Dix was poor in quality and variety, and barely sufficient in quantity. A typical breakfast: boiled eggs, corn flakes, milk, bread, coffee, butter. Lunch: frankfurters, sauerkraut, potatoes, gravy, bread, apple-butter, coffee. Dinner: bologna, applesauce, potato salad, bread, coffee, cake.</p>	<p>sufficient: enough</p>

TEACHER'S GUIDE
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Part 5: California or Dust
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<p>We stayed at Camp Dix eight days. We were never told officially where we were going. Just before we boarded the train we were split into two companies. I was placed in Company Y...We were taken to permanent camp on a site rich in Colonial and Revolutionary history, in the upper South. This camp was a dream compared with Camp Dix. There plenty to eat, and we slept in barracks instead of tents. An excellent recreation hall, playground, and other facilities.</p>	<p>barracks: buildings used to house soldiers</p>
<p>...But the final result leaves much to be desired. Things are not always run efficiently, food is often poorly cooked.</p>	
<p>During the first week we did no work outside camp, but only hiked, drilled, and exercised. Since then we have worked five days a week, eight hours a day. Our bosses are local men, southerners, but on the whole I have found nothing to complain of. The work varies, but is always healthy, outdoor labor....</p>	<p>drilled: practiced military training exercises</p>
<p>Our officers, who, of course, are white, are a captain, a first lieutenant, a doctor, and several sergeants. Our athletic director is colored, as is our vocational teacher. Discipline is maintained by imposing extra duty and fines on offenders. The fines are taken only from the \$5 a month which the men receive directly.</p>	<p>vocational: related to occupations, jobs</p>
<p>On the whole, I was gratified rather than disappointed with the CCC. I had expected the worst. Of course it reflects, to some extent, all the practices and prejudices of the U. S. Army. But as a job and an experience, for a man who has no work, I can heartily recommend it.</p>	<p>gratified: pleased</p>

TEACHER'S GUIDE
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Document 3

Civilian Conservation Corps, "African-American CCCers Practice Radio Communications,"
HERB: Resources for Teachers, accessed May 9, 2016, <http://herb.ashp.cuny.edu/items/show/1083>.



Description: In this 1933 photograph, young men study radio operations at a Civilian Conservation Corps camp for African-American men in Kane, Pennsylvania. After work hours, enrollees were encouraged to take educational and vocational (job skills) classes that might help them find employment after they were discharged from the CCC.

TEACHER'S GUIDE
Document Based Activity
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Document 4

Anonymous, "New York Girls Ask the President for a CCC of Their Own," *HERB: Resources for Teachers*, accessed May 9, 2016, <http://herb.ashp.cuny.edu/items/show/729>.

Note: original spelling has been preserved

Homer, New York

[Acknowledged Feb. 11, 1935]

Mr. Roosevelt,

In Homer a lot of us girls think that seeing there is a CCC camp for boys that there should be one for girls. In a book we read about a military camp for girls, it told how in the morning the girls have to attend school for so long and in the afternoon too. They had to learn how to sew and nurse the sick. They had to make clothes for the poor. . . . A camp like that would give young girls a place to go. We are not very old ourselves from 13 on up but we get in a lot of trouble just the same. And we think you might try to do something about it so that girls in our age could do something like we mentioned and not have to wait until they are 17-18 or 19 years of age. We no how to sew and cook we use to belong to "4-H" and "Girl Scouts" and in school there are a lot of cranky old teachers, and the children think themselves so high above us girls. If you should care to give us your answer you can broadcast it over the Radio at noon between 5:00-5:30 at station B.E.N. Buffalo if you don't ans. before the 28th of February we will know you aren't going to help us. Why we are writing is because we want to get away from home get a change in life. And we thought maybe you would help us.

Don't put this in the papers. If you do leave out where the Letter came from.

Signed,

The Eight Secret X's

XXX

TEACHER'S GUIDE

Document Based Activity

Part 5: California or Dust

MISSION 5: "Up from the Dust"

Document 5

"A Midwestern Runaway Remembers the CCC," *HERB: Resources for Teachers*, accessed May 9, 2016, <http://herb.ashp.cuny.edu/items/show/1010>.

Note: In this interview, Jim Mitchell describes his experiences in the CCC. "Poke" refers to his friend Peter Lijinski.

Poke and I ran into an army officer in Lake City, Iowa. We told him we were on the road and had taken up with a carnival. "That's not life for kids," he said. "Why don't you join the CCC?" Poke was easily persuaded. I balked at the idea of having some army guys push me around. But I was sick to my guts of being footloose and went back to Kenosha with Poke. My grandfather talked me into joining the CCC.

Company 2616 was stationed at Camp Norwood on the banks of the Wisconsin River....Little did we realize that this stark encampment was the haven thousands of boys like ourselves needed....

On the road you lived for yourself and to hell with everyone else. In the CCC you not only learned to live with other guys, you had to go out with a crew and haul logs together. You learned to work as a team.

You worked alongside state foresters who took no nonsense from you. They wanted a day's work and they got it. We had a thousand and one different jobs, from climbing trees to surveying parks. You learned to do a job and do it well. It gave you confidence when you started to become accepted by your peers and to fit in with them.

You had three square meals a day with good food and a good place to sleep. On the road, you spent all your time wondering about whether you were going to eat. If you worked it wasn't useful work but just for food. To this day I can go and see parks that we built in the CCC, I can see trees that we planted. It's a living legacy. You didn't have a living legacy on the road.

The CCC shaped my life, which had had no direction. Back home I'd had no role models to measure my life against. In the corps there were well-educated fellows whose goals had been interrupted. I wanted to be like them and knew I had to get an education to do so.

I stayed in the CCC for two years getting thirty dollars a month. At last I could bring some help to my family. My first letter gave me a big boost:

"Dear son, I want you to know how grateful we are to you and proud, too. The \$25 we get each month goes a long way in holding us together. It's good to look Dimitri in the eye and plunk down cash for groceries, and not be obliged to Merriweather for the rent."

For the first time I felt good about myself.

TEACHER'S GUIDE

Vocabulary Activity

Part 5: California or Dust

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

On the following pages, you will find "flashcards" with terms and definitions (both combined and separate) that your students may encounter while playing Part 5 of "Up from the Dust." These terms and definitions can be introduced and practiced before or during the time students see or hear them in the context of Mission US or in their American history study. The discussion questions and writing prompts will provide further opportunities for students to have more practice with the words and terms.

Divide your students into small groups of four or five, and ask each group to review the terms and definitions.

After your students have had a chance to review and discuss the terms and definitions, distribute the excerpt from Frank and Ginny's interview. Review the directions with your students, and ask them to complete the text using the terms they studied.

Here is the order in which the vocabulary terms should be inserted into the blanks within the interview:

Black Sunday

Dust Bowl

irrigation

agronomist

CO/Commanding Officer

infirmery

reveille

NYA/National Youth Administration

Rolleiflex

migrant workers

stoop labor

Resettlement Administration

TEACHER'S GUIDE
Vocabulary Activity
Part 5: California or Dust
MISSION 5: "Up from the Dust"

Dust Bowl

A period of severe dust storms that struck the Great Plains in the 1930s, due to drought and over-plowing.



Black Sunday

A massive dust storm that hit the Oklahoma and Texas panhandles on April 14, 1935.



National Youth Administration (NYA)

A New Deal agency that provided work and educational opportunities to young people, ages 16 to 25.



migrant workers

People who move from place to place to get work, usually farm workers who plant and harvest crops.



Resettlement Administration (RA)

A New Deal agency that helped struggling urban and rural families move into communities planned by the federal government.



agronomist

A person who uses scientific knowledge to help farmers with soil management and crop production.



TEACHER'S GUIDE
Vocabulary Activity
Part 5: California or Dust
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CO

Commanding Officer, the highest ranking military official at a government base or camp.



infirmary

A building or room within a larger institution that serves as a hospital.



irrigating

Supplying farmland with water brought in from somewhere else.



reveille

A bugle call used to wake up military personnel, usually at sunrise.



stoop labor

Hard agricultural labor required to plant, cultivate, and harvest crops that grow low to the ground.



Rolleiflex

A high-quality camera, made in Germany, used in the 1930s and 1940s by professional photographers.



TEACHER'S GUIDE
Vocabulary Activity
Part 5: California or Dust
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Dust Bowl



Black Sunday



National Youth Administration (NYA)



migrant workers



Resettlement Administration (RA)



agronomist



TEACHER'S GUIDE
Vocabulary Activity
Part 5: California or Dust
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CO



infirmary



irrigating



reveille



stoop labor



Rolleiflex



TEACHER'S GUIDE
Vocabulary Activity
Part 5: California or Dust
MISSION 5: "Up from the Dust"

<p>A period of severe dust storms that struck the Great Plains in the 1930s, due to drought and over-plowing.</p>	<p>A massive dust storm that hit the Oklahoma and Texas panhandles on April 14, 1935.</p>
<p>A New Deal agency that provided work and educational opportunities to young people, ages 16 to 25.</p>	<p>People who move from place to place to get work, usually farm workers who plant and harvest crops.</p>
<p>A New Deal agency that helped struggling urban and rural families move into communities planned by the federal government.</p>	<p>A person who uses scientific knowledge to help farmers with soil management and crop production.</p>

TEACHER'S GUIDE
Vocabulary Activity
Part 5: California or Dust
MISSION 5: "Up from the Dust"

<p>The highest ranking military official at a government base or camp.</p>	<p>A building or room within a larger institution that serves as a hospital.</p>
<p>Supplying farmland with water brought in from somewhere else.</p>	<p>A bugle call used to wake up military personnel, usually at sunrise.</p>
<p>Hard agricultural labor required to plant, cultivate, and harvest crops that grow low to the ground.</p>	<p>A high-quality camera, made in Germany, used in the 1930s and 1940s by professional photographers.</p>

TEACHER'S GUIDE

Vocabulary Activity

Part 5: California or Dust

MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Activity: In 1990, more than fifty years after the events of "Up from the Dust," Ginny Dunn's granddaughter Emily interviewed Ginny and Frank for a middle school history assignment about the Great Depression. The following is a portion of that interview.

After reading and talking about the words and terms on the flash cards, read this excerpt from the interview, and use your memory to fill in the missing words and terms.

<i>irrigation</i>	<i>infirmery</i>	<i>CO</i>	<i>agronomist</i>
<i>RA</i>	<i>NYA</i>	<i>Dust Bowl</i>	<i>stoop labor</i>
<i>reveille</i>	<i>Black Sunday</i>	<i>Rolleiflex</i>	<i>migrant workers</i>

Emily: Could you talk more about _____? It sounds like it was quite a catastrophic event.

Frank: Yes. Well, it was probably the single biggest storm during the _____ period. Didn't it hit in April, Ginny?

Ginny: I remember—April 14, 1935. It was the worst dust storm I have ever seen. It ruined the farm and felt like a huge blow to all our efforts. We went through the drought, the storm, the Depression—but I think in the end, it made us more resilient. The New Deal rolled out more programs that really helped us out as a family, too.

Frank: I told you your grandma's a New Deal expert!

Ginny: It's true! I still have your letters from when you were enrolled in the CCC. You seemed to love it there. You wrote about how you wanted to show Pa new methods of _____ and getting water to the farm; and how you wanted to be an _____ when you grow up.

Emily: Really? Can you show me those letters, Grandma?

Ginny: I'd love to. Let me go get them.

TEACHER'S GUIDE

Vocabulary Activity

Part 5: California or Dust

MISSION 5: "Up from the Dust"

Frank: Gee. I didn't know your grandma kept them all these years. I won't argue. I definitely enjoyed my time there. It made me see more of the country than I could have on my own, back when I rode the rails. I remember trying to impress the camp's _____ so he would let me choose where we were headed next.

Ginny (*brings box over*): I found all the letters. Here, look at this one:

"Dear Ginny

I am feeling much better. It must have been the heat out here that got to me. I am going to get discharged from the _____ tomorrow morning. Trust me: I'll be up before I hear the _____. Although I'm not yet sure where I'll be heading next, I can hardly wait. I hope you got to Aunt Ruth's place safely. Were you able to find the _____ office there? I am sure they have the perfect job waiting for you. I hope we see each other soon!

Love,

Frank"

Emily (*looking at a photograph*): Grandma, who is the woman standing with you in this photo?

Ginny: That is Dorothea Lange—a wonderful woman. She was a photojournalist and I ran into her when the Mitchells were driving me to California.

Emily: Wow! Our teacher showed us some Depression-era photos taken by Dorothea Lange. Is that really her? Can I please show this photo to my teacher?

Ginny: Sure.

Emily: Thank you, grandma. Did you get to work with her?

Ginny: I did. She taught me how to take photographs with the _____. The very first image I captured with her camera was that of _____ who were working at the farms by the border. I think I have it here. Look.

Emily: Their work looks very difficult.

TEACHER'S GUIDE

Vocabulary Activity

Part 5: California or Dust

MISSION 5: "Up from the Dust"

Ginny: Yes. _____ requires a lot of physical exertion. A lot of these farmers suffered bad backs and other injuries. Dorothea was trying to capture their suffering so that the authorities would help these farmers live in better circumstances. Eventually, they were able to find better housing and wages at settlements built by the _____.

Frank: I can't think of anyone who was not affected severely by the drought. For all of us, the hard times didn't really end until a few years after Black Sunday. The rain brought joy back into our lives and livelihoods. I remember Pa's sigh of relief when he saw the plains become golden with wheat. Even though we were going to war, it was good to have so many people back to work and able to feed their families again.

TEACHER'S GUIDE

Writing Prompts

Part 5: California or Dust!

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

You will need to decide how best to share these writing prompts with your students. You might share them all and ask students to choose one to respond to. You may assign one or more to the entire class. You might make one or more of the topics the basis for in-class discussions. Where there are multiple questions in a single prompt, choose the question or questions that best suits your students. Make your decisions according to the needs of your group.

You may notice that many of the topics contain some version of the phrase, "Write about a time in your life..." The intent of these prompts is twofold: first, since students remember the content of their own lives, they can more easily respond to the questions, and they are more likely to want to express themselves if they feel competent to do so; second, these questions can form a meaningful bridge between what happens in the lives of ordinary people today and the lives of people in history. For these reasons, you might decide to use some of the prompts before students encounter the history, because thinking about them sets the students up to understand and relate to it better.

Since students vary in their degree of comfort and skill in writing, you should decide when and how much students should write. We suggest that since students need to share their writing with each other to make personal and historical connections, you should encourage them to focus on content rather than mechanical skills. Pieces can be revised and edited later if you decide they should be shared formally (such as on a bulletin board or in a newsletter).

TEACHER'S GUIDE

Writing Prompts

Part 5: California or Dust!

MISSION 5: "Up from the Dust"

Read through all the topics first, and then choose one of them to write about. Write the title of the piece at the top of your page. Write in complete sentences. After you are finished, proofread your work for correctness.

DEAR GINNY, DEAR FRANK. Part 5 features letters exchanged between Ginny and Frank, recounting their adventures after leaving the farm. At one point, Frank remarks that it took a week for Ginny's letter to reach him. Currently, few people write letters. Emails and text messages have made communication easier, faster, and more convenient. What are the advantages and disadvantages of letter writing versus electronic communication? Why do you prefer one over another? When was the last time you wrote a letter, and to whom did you send it?

CALIFORNIA OR KANSAS? In Part 5, Frank learns that his CCC camp will be closing down, and he will either be sent to California to do forestry work, or Kansas to do soil conservation work. If you were to choose between visiting California and Kansas, which would you pick? What ideas or preconceptions do you have about each place? How is each state represented in popular culture (like movies and TV shows)? If you were to pick a state to live in (other than the one where you currently live), which would you pick? Why?

BOOSTING MORALE. When Frank and Tony are working to shingle the cabin roof, Frank tries to motivate his team to get them to work faster. Think about a time in your life when you were on a team working towards a common goal. How did the team get motivated? Who or what encouraged you? What is the best way to get a team to work together and succeed?

THE LINDY HOP?! Frank and Tony attend a dance, where young people are dancing the Lindy Hop, a type of partnered swing dance that was very popular during the late 1930s and early 1940s. While there are some people today who know how to do the Lindy Hop, most people don't dance it any more. Swing dancing was a fad. "Fads" are when a group or culture develops a widely shared enthusiasm for something. Fads are usually short-lived. Think about the fads that have come and gone during your life, such as dances, musicians, toys or games, fashions, and hairstyles. Which fads were the biggest? Which did you enjoy the most? The least? Why do people get so excited about fads?

LEAVING HOME. By the middle of Part 5, both Frank and Ginny have left Texas and are living away from their parents. When do you imagine you will leave home and/or family behind? Think about your life in 10 years. Where do you hope to be living? What do you hope to be doing? How will you live differently when you are on your own?

TEACHER'S GUIDE

Writing Prompts

Part 5: California or Dust!

MISSION 5: "Up from the Dust"

BRUSH WITH FAME. Ginny ends up on the road with Dorothea Lange, a photographer working for the Department of Agriculture who later became a widely known and influential photojournalist. Some of Dorothea Lange's photographs have become the most iconic and important images of the twentieth century. While Ginny is traveling with Lange, she is not yet the well-known figure she later became. Have you ever had the opportunity to meet a famous person? What were the circumstances? If not, what famous person would you choose to meet, if you could pick any one in the world?

WHAT YOU SEE AND WHAT YOU DON'T. When Ginny is traveling with Dorothea Lange, she is challenged to create captions for some of the photographs Lange takes. Lange explains that captions are a "written explanation of a photograph," they capture both "what you see and what you don't," and they "focus on facts." Take some photographs (or select a series of photographs you already have) and create captions for them, using the guidelines Dorothea Lange provided in "Up from the Dust."

GINNY OR FRANK'S JOURNAL. Through either Frank or Ginny's eyes, think about your circumstances from the beginning to the end of this part of "Up from the Dust." Think about how life has changed for both Frank and Ginny. Think about what might lie ahead. Think about the choices you made and the consequences of those choices. Now write a diary entry from either Frank's or Ginny's point-of-view, summarizing what happened to you in Part 5. You may choose to illustrate one aspect of your entry.

TEACHER'S GUIDE

Review Questions

Part 5: California or Dust

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 5.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE
Review Questions
Part 5: California or Dust
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 5, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) At the beginning of this part, Frank learns that his camp for the Civilian Conservation Corps (CCC) is getting shut down, and the workers will be relocated to different camps. Where are these camps? What type of work is done at each location?

2) What is the daily schedule like for workers at Frank's camp?

3) What does "CO" stand for? What is that person's role in the CCC?

TEACHER'S GUIDE
Review Questions
Part 5: California or Dust
MISSION 5: "Up from the Dust"

4) Why does Frank want to win the cabin shingling competition?

5) What does Tony suggest Frank's group should do to win the shingle competition? Do you agree with Tony's idea? Explain how you decided to respond to Tony's suggestion, and why you made the decision you did.

6) While at a dance in town, Frank and Tony notice several local men who had bullied them earlier. You are given several options to handle the selection. In the space below, circle the option you chose and explain the result of your decision.

Walk away:
Keep a lookout:
Talk to the locals:
Start a fight:

TEACHER'S GUIDE
Review Questions
Part 5: California or Dust
MISSION 5: "Up from the Dust"

7) Why is Ginny heading to California with the Mitchell family?

8) What happens on Ginny's ride to California with the Mitchells?

9) What does Dorothea Lange do for the Department of Agriculture?

10) Describe the working conditions you see at the migrant labor camp in Imperial Valley.

TEACHER'S GUIDE
Review Questions
Part 5: California or Dust
MISSION 5: "Up from the Dust"

11) What is the Resettlement Administration? How do farm owners feel about the agency?

TEACHER'S GUIDE

Review Questions

Part 5: California or Dust

MISSION 5: "Up from the Dust"

A NOTE TO THE EDUCATOR:

The purpose of these questions is to check the students' understanding of the action of the game and the history embedded in that action. Since the outcome of gameplay can vary depending on the choices the student makes, the answers to the questions may also vary.

Some students might learn information from the game later than others, or not at all. If you choose to discuss responses as a whole group, information can be shared among all your students.

There may be more questions here than you want your students to answer in one sitting or in one evening. In that case, choose the questions you feel are most essential for their understanding of Part 5.

Feel free to copy the following pages of this activity for your students.

If you are not planning to have your students write the answers to the questions, you'll need to modify the directions.

TEACHER'S GUIDE
Review Questions
Part 5: California or Dust
MISSION 5: "Up from the Dust"

Name: _____

Date: _____

Directions: After you play Part 5, read and answer these questions from the point of view of your characters, Ginny and Frank Dunn. You may not know all the answers, so do the best you can. Write in complete sentences and proofread your work.

1) At the beginning of this part, Frank learns that his camp for the Civilian Conservation Corps (CCC) is getting shut down, and the workers will be relocated to different camps. Where are these camps? What type of work is done at each location?

There are two camps Frank and his colleagues could be sent to, in either Kansas or Tahoe, California. The camp in Kansas focuses on soil conservation to deal with the Dust Bowl crisis. In Tahoe, CCC workers plant trees and build fire trails.

2) What is the daily schedule like for workers at Frank's camp?

Workers have reveille at 6am, then work until 4pm. They have free time in the evening before a hard lights out at 10pm.

3) What does "CO" stand for? What is that person's role in the CCC?

CO is an abbreviation for commanding officer. He is the person in charge of the different groups doing field work in the CCC.

TEACHER'S GUIDE
Review Questions
Part 5: California or Dust
MISSION 5: "Up from the Dust"

4) Why does Frank want to win the cabin shingling competition?

If his group wins, Frank thinks the CO will be impressed by their hard work and will let them go to the new CCC camp of their choosing.

5) What does Tony suggest Frank's group should do to win the shingle competition? Do you agree with Tony's idea? Explain how you decided to respond to Tony's suggestion, and why you made the decision you did.

Tony suggests stealing shingles from other groups.

6) While at a dance in town, Frank and Tony notice several local men who had bullied them earlier. You are given several options to handle the selection. In the space below, circle the option you chose and explain the result of your decision.

Walk away: *NOTE: Answers depending on players' decisions.*

Keep a lookout:

Talk to the locals:

Start a fight:

TEACHER'S GUIDE
Review Questions
Part 5: California or Dust
MISSION 5: "Up from the Dust"

7) Why is Ginny heading to California with the Mitchell family?

Ginny has left home to live with Aunt Ruth in Los Angeles. She is considering joining the National Youth Administration, which provides work and education opportunities to youth ages 16 to 25.

8) What happens on Ginny's ride to California with the Mitchells?

The Mitchells' truck breaks down, and they don't have enough money to fix the truck. Ginny goes ahead and sends a telegram to her aunt to wire money for a ticket to California. Along the way, she meets photographer Dorothea Lange. Lange offers to take Ginny to California if she helps her with a job first.

9) What does Dorothea Lange do for the Department of Agriculture?

She is a photographer who documents the working conditions at migrant labor camps.

10) Describe the working conditions you see at the migrant labor camp in Imperial Valley.

Responses will vary based on selections. Players will see field laborers harvesting crops and a shanty building made of discarded wood and mud. Dorothea Lange explains different aspects of their lives, like wages, labor, and ethnicities.

****NOTE: All players see both labor conditions and camp living conditions, but depending on how many questions they ask, they will have more or fewer details about what they see.*

TEACHER'S GUIDE
Review Questions
Part 5: California or Dust
MISSION 5: "Up from the Dust"

11) What is the Resettlement Administration? How do farm owners feel about the agency?

The Resettlement Administration is part of the US Department of Agriculture, which focuses on building camps with proper living conditions for migrant workers and their families. Farm owners who have tenants or employ farm workers don't like it because they're worried workers and tenants will demand better living and working conditions

TEACHER'S GUIDE

Additional Media Resources

MISSION 5: "Up from the Dust"

The creators of MISSION US have assembled the following list of websites, fiction, and non-fiction to enhance and extend teacher and student learning about the people, places, and historical events depicted in the game.

I. WEB RESOURCES

Portals and Collections

New Deal Network

<http://newdeal.feri.org/index.htm>

Extensive collection of primary documents on the Depression and New Deal created by the Franklin and Eleanor Roosevelt Institute (FERI), in collaboration with the Franklin D. Roosevelt Presidential Library, Marist College, and IBM and now based at Columbia University's Institute for Learning Technologies.

Franklin D. Roosevelt Presidential Library and Museum

<http://www.fdrlibrary.marist.edu/>

The collection includes many digitized resources from the library's collections, including transcripts and some audio for President Roosevelt's many speeches throughout his career.

Miller Center

http://millercenter.org/academic/dgs/primaryresources/new_deal

Extensive collection on FDR, the New Deal, and newspaper articles and images from the Great Depression Era.

The Library of Congress: American Memory

Farm Security Administration/Office for War Information Photographs

<http://www.loc.gov/pictures/collection/fsa/>

Photographs taken by an extensive U.S. government photography project between 1935 and 1944.

Voices from the Dust Bowl

<http://www.loc.gov/collection/todd-and-sonkin-migrant-workers-from-1940-to-1941/about-this-collection/>

Audio recordings, images, and other archival materials documenting the everyday life of residents of government-sponsored migrant work camps in central California in 1940 and 1941.

The Dust Bowl

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/>



TEACHER'S GUIDE

Additional Media Resources

MISSION 5: "Up from the Dust"

Primary sources for the Dust Bowl such as photographs and songs.

History Central

<http://www.historycentral.com/documents/Depression.html>

Primary documents revolving around the Great Depression and New Deal legislation.

History Matters

<http://historymatters.gmu.edu/>

Offers primary documents including audio, images, and text with contextual headnotes as well as a guide to websites and teaching resources.

HERB: Social History for Every Classroom

<http://herb.ashp.cuny.edu/>

Offers classroom-ready primary documents (many with reading supports) classroom activities and other teaching materials, fully searchable as well as organized by era.

Digital Public Library of America

<http://dp.la/exhibitions/exhibits/show/new-deal/franklin-delano-roosevelt/>

<http://dp.la/primary-source-sets/guides/teaching-guide-exploring-the-new-deal>

<http://dp.la/primary-source-sets/sets/the-new-deal>

<http://dp.la/primary-source-sets/sets/the-grapes-of-wrath-by-john-steinbeck>

A range of primary sources from libraries and collections across the U.S., including an exhibit that summarizes FDR'S presidency, New Deal and his legacy; a Teaching Guide on Exploring the New Deal; and Primary Source documents sets on the New Deal and The Grapes of Wrath.

Links, Resources, and Videos on Demand

Federal Reserve Bank of St. Louis

<https://www.stlouisfed.org/the-great-depression>

Great Depression teaching tools and resources, art, videos, timelines, and historical documents.

EDSITEment!

<http://edsitement.neh.gov/how-teachers-can-make-most-dust-bowl/related-edsitement-lesson-plans-and-other-content-dust-bowl>

Lesson plans and resources to help teachers "make the most" of the Dust Bowl.

Gilder Lehrman Institute of American History

<http://www.gilderlehrman.org/history-by-era/great-depression-and-world-war-ii-1929-1945/new-deal>

Timeline, teacher resources, terms, and primary sources centered on FDR's New Deal.

TEACHER'S GUIDE

Additional Media Resources

MISSION 5: "Up from the Dust"

The American Presidency Project

<http://www.presidency.ucsb.edu/fireside.php>

Full transcripts of FDR's fireside chats.

The American Presidency Project

<http://www.presidency.ucsb.edu/medialist.php?presid=32>

Video and audio tapings of FDR beginning in March 4, 1933 and ending March 1, 1945.

II. BOOKS

Non-Fiction for Students

Children of the Dust Bowl: The True Story of the School at Weedpatch Camp. (1992). Jerry Stanley. While the story takes place during the Dust Bowl, the narrative is centered on children building a school in Weedpatch, Oklahoma. Their project is part of a camp orchestrated by the Farm Security Administration.

The Great American Dustbowl. (2013). Don Brown. A graphic novel that tells the story of America's Dust Bowl.

Riding the Rails: Teenagers on the Move during the Great Depression. (1999). Errol Lincoln Uys. Tells the tale of 250,000 teenage hoboes living in America during the Great Depression and explains what it was like to be homeless during the Depression.

The Great Depression: An Eyewitness History. (1996). David F. Burg. Consists of hundreds of first-hand accounts of the Great Depression such as memoirs, letters, speeches, articles. Each has an introduction and background information.

Little Heathens: Hard times and High Spirits on an Iowa Farm During the Great Depression. (2007). Mildred Kalish. A memoir of a girl who happily lived on her grandparent's farm in Iowa during the Depression.

Fiction for Students

Bud, not Buddy. (1999). Christopher Paul Curtis. This book takes place during the Depression Era and focuses on the journey of an eight year old boy, Bud, who is from Flint, Michigan and is in search of his birth father.

Esperanza Rising. (2000). Pam Muñoz Ryan. Esperanza and her mother are forced to leave Mexico to work in the labor camps in South California during the eve of the Great Depression.

TEACHER'S GUIDE

Additional Media Resources

MISSION 5: "Up from the Dust"

A Long Way from Chicago, Peter Beck (1998). This Newberry Award winning short story novel involves the story of a two siblings, Joey and Mary Alice Dowdel, visiting their Grandmother in rural Illinois during the summers of the Great Depression.

A Year Down Yonder. (2000). Peter Beck. The Newberry Medal winning sequel to *A Long Way From Chicago* takes place in 1937 where Mary Alice has to leave her father in Chicago to live with her grandmother in rural Illinois.

Treasures in the Dust. (2000). Tracey Potter. A story told by two best friends, Annie May Weightman and Violet Cobble, who live in Cimarron County, Oklahoma during the Dust Bowl and Great Depression.

Out of Dust. (1997). Karen Hesse. This verse novel is set in Oklahoma from 1934-1937 and illustrates the stories of families of farmers during the Dust Bowl.

Nowhere to Call Home. (2001). Cynthia C. DeFelice. Frances' father is unable to cope with his financial situation after the stock market crash and takes his own life. Frances sells her railroad ticket and clothes to live life on the rails as a hobo named Frankie Blue.

Six Days in October: The Stock Market Crash of 1929. (2002). Karen Blumenthal. Blumenthal illustrates the events leading up to the 1929 stock market crash and the nation's response to the event.

Years of Dust: The Story of the Dust Bowl (2009). Albert Marrin. The story of the Dust Bowl and the impact it had on Americans' lives and homes is told and supplemented by historical quotations and photographs.

The Truth About Sparrows. (2004). Marian Hale. Sadie, a twelve year old girl, is forced to leave her home in Missouri for Texas because of the drought and Depression. Sadie's story deals with the issue of the difficulties of the Depression era and also leaving home.

Thursday's Child. (2003). Sonya Hartnett. A coming of age story about a girl, Harper Flute, and her family's struggle living in their shanty during the Great Depression.

General Non-fiction/Non-fiction for Teachers

American Exodus: The Dust Bowl Migration and Okie Culture in California. (1989). James N. Gregory. Examines both migrants' experiences during the Great Depression and social and cultural changes in California following their influx.

TEACHER'S GUIDE

Additional Media Resources

MISSION 5: "Up from the Dust"

Rooted In Dust: Surviving Drought and Depression in Southwest Kansas. (1994). Pamela Riney-Kehrberg. An environmental and social history of the Dust Bowl that examines family strategies for coping with the disaster.

Dust Bowl: The Southern Plains in the 1930s (1979). Donald Worster. A chronicle of the Dust Bowl years with a focus on two communities: Cimarron County, Oklahoma and Haskell County, Kansas.

Nature's New Deal: The Civilian Conservation Corps and the Roots of the American Environmental Movement. (2007). Neil M. Maher. Presents the history of one of Franklin D. Roosevelt's boldest and most successful experiments, the Civilian Conservation Corps, and explains how it was a turning point both in national politics and in the emergence of modern environmentalism.

Fear Itself: The New Deal and Origins of Our Times. (2014). Ira Katznelson. Examines the New Deal through the lens of the pervasive fear spurred by the collapse of capitalism, the rise of dictatorships abroad, and racial divisions in United States.

The Great Depression. (1984). Robert McElvaine. A readable and thorough study of the economic, political, and cultural impact of the Great Depression.

The New Deal: America's Response to the Great Depression. (2000). Ronald Edsforth. Offers a concise synthesis of the New Deal and its consequences.

Black Tuesday: Prelude to Great Depression. (2007). Robin Doak. Timelines, bibliographies, maps, charts about the Black Tuesday stock market crash on October 29, 1929.

The Worst Hard Time. (2005). Timothy Egan. This non-fiction account tells the story of one of our land's worst natural disasters.

The Great Crash 1929. (1954). John Kenneth Galbraith. Tells the story of the events leading up to the Wall Street crash and ultimately argues that the crash could have been predicted.

One Time, One Place: Mississippi in the Depression. (1971). Eudora Welty. More than 100 photographs of Mississippi during the Great Depression, specifically photographs from the WPA.

Dorothea Lange: A Life Beyond Limits (2009). Linda Gordon. Biography of the Farm Security Administration photographer whose iconic photos of the Great Depression include "Migrant Mother."

TEACHER'S GUIDE

Additional Media Resources

MISSION 5: "Up from the Dust"

Farming the Dust Bowl: A First-Hand Account from Kansas. (1941). Lawrence Svobida. A wheat farmer during the Dust Bowl, Svobida provides a graphic first-hand account of life during the 1930s as a farmer.

Lords of Finance: The Bankers Who Broke the World. (2009). Liaquat Ahamed. Winner of the 2010 Pulitzer Prize, Liaquat Ahamed reveals that the 1929 Great Depression occurred because of certain bankers' decisions and their domino effect on the U.S. economy.

Hard Times: An Oral History of the Great Depression. (1988). Studs Terkel. 164 individuals including farmers, movie stars, stock brokers, government officials tell the story of life during the Great Depression.

General Fiction/Fiction for Teachers

Grapes of Wrath. (1939). John Steinbeck. This novel tells the story of the Joads family during the Great Depression. The Joads leave their life in Oklahoma to pursue the promise land of California.

Of Mice and Men. (1937). John Steinbeck. Steinbeck paints a portrait of two ranch workers, George Milton and Lennie Small, who are forced to move constantly in search of job opportunities during the Great Depression.

Tobacco Road. (1932). Erskine Caldwell. Takes place during the Depression in farmlands near Augusta, Georgia. The novel is centered on the Lesters, a family of sharecroppers, and their experience with poverty, farming, and family drama.

III. FILM RESOURCES:

The Grapes of Wrath, John Ford, 1940. 129 min, not rated. John Steinbeck's story of Tom Joad and his family's journey to California after being kicked off their land.

Brother, Can You Spare a Dime?, Philippe Mora 1975. 110 min, not rated. A documentary consisting of newsreel footage and contemporary videos to portray life during the Great Depression.

Mr. Deeds Goes to Town, Frank Capara, 1936. 115 minutes, not rated. A simple country man named Longfellow Deeds inherits a large fortune. He decides to give his fortune to struggling farmers.

1929: The Great Crash, Joanna Bartholomew 2009 (?). (59 minutes), not rated. A documentary discussing the possible causes of the 1929 Wall Street Crash.

TEACHER'S GUIDE

Additional Media Resources

MISSION 5: "Up from the Dust"

Of Mice and Men, Gary Sinise 1992. (115 minutes), PG-13. Steinbeck's novel about two drifters is brought to screen.

The Plow that Broke the Plains, Pare Lorentz 1936. (25 minutes), not rated. A short documentary explaining the uncontrollable farming that occurred in the Great Plains which caused the Dust Bowl.

Riding the Rails, Lexy Lovell and Michael Uys 1997. (72 min), not rated. The documentary consists of testimonials of transients' experiences during the Great Depression.

IV. PBS PROGRAMS AND RESOURCES

Learning Adventures in Citizenship

http://www.pbs.org/wnet/newyork/laic/episode6/topic1/e6_topic1.html

Episode 6 takes place during the time period of 1931-1940 focusing on New York City and the Great Depression with multiple topics to explore and activities.

Ken Burns, "The Roosevelts"

<http://www.pbs.org/kenburns/the-roosevelts/about/episode-guide/episode-five/>

Episodes 5 and 6 take place during 1933-1944 and focus on FDR's presidency and America's entrance into WWII.

Ken Burns, "The Dust Bowl" TV Mini-Series

<http://www.pbs.org/kenburns/dustbowl/watch-videos/#2219206510>

Profiles the Dust Bowl.

American Experience, "The 1930s"

<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/1930s-teachers-resource/>

Teacher resources including lesson plans and external resources that explore the New Deal.

American Experience, "The Crash of 1929"

<http://www.pbs.org/wgbh/americanexperience/films/crash/>

Profiles the 1929 stock market crash.

Ken Burns, "The Dust Bowl"

<http://www.pbs.org/kenburns/dustbowl/educators/lesson-plans/#plow>

Lesson plans pertaining to particular grades.



Bill Dunn



Bud Dunn



Dorothea Lange



Frank Dunn



Ginny Dunn



Charlie



Tony Amato



Trudy Dunn



Raymond Dunn



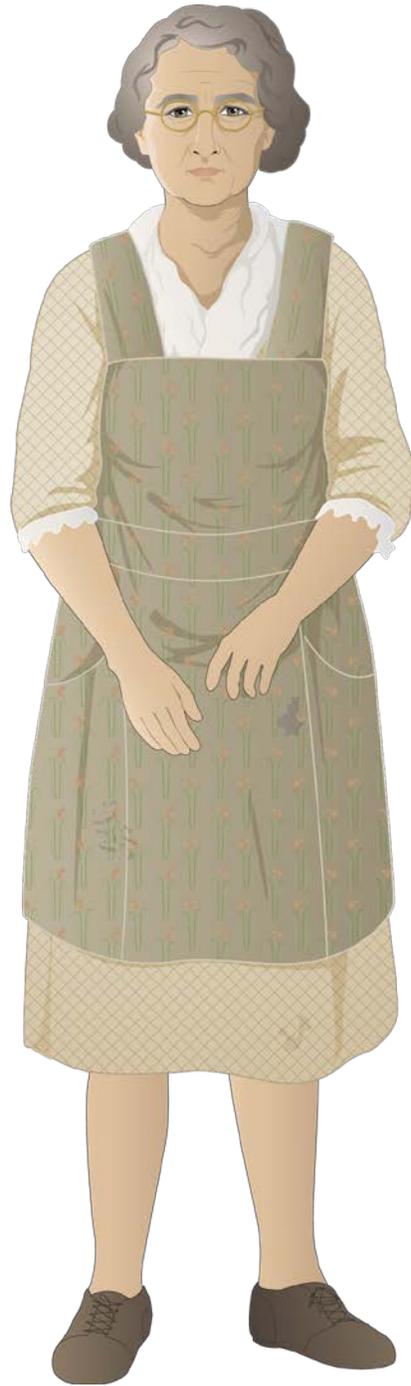
Edward Shaw



Roberto



Tom Mitchell

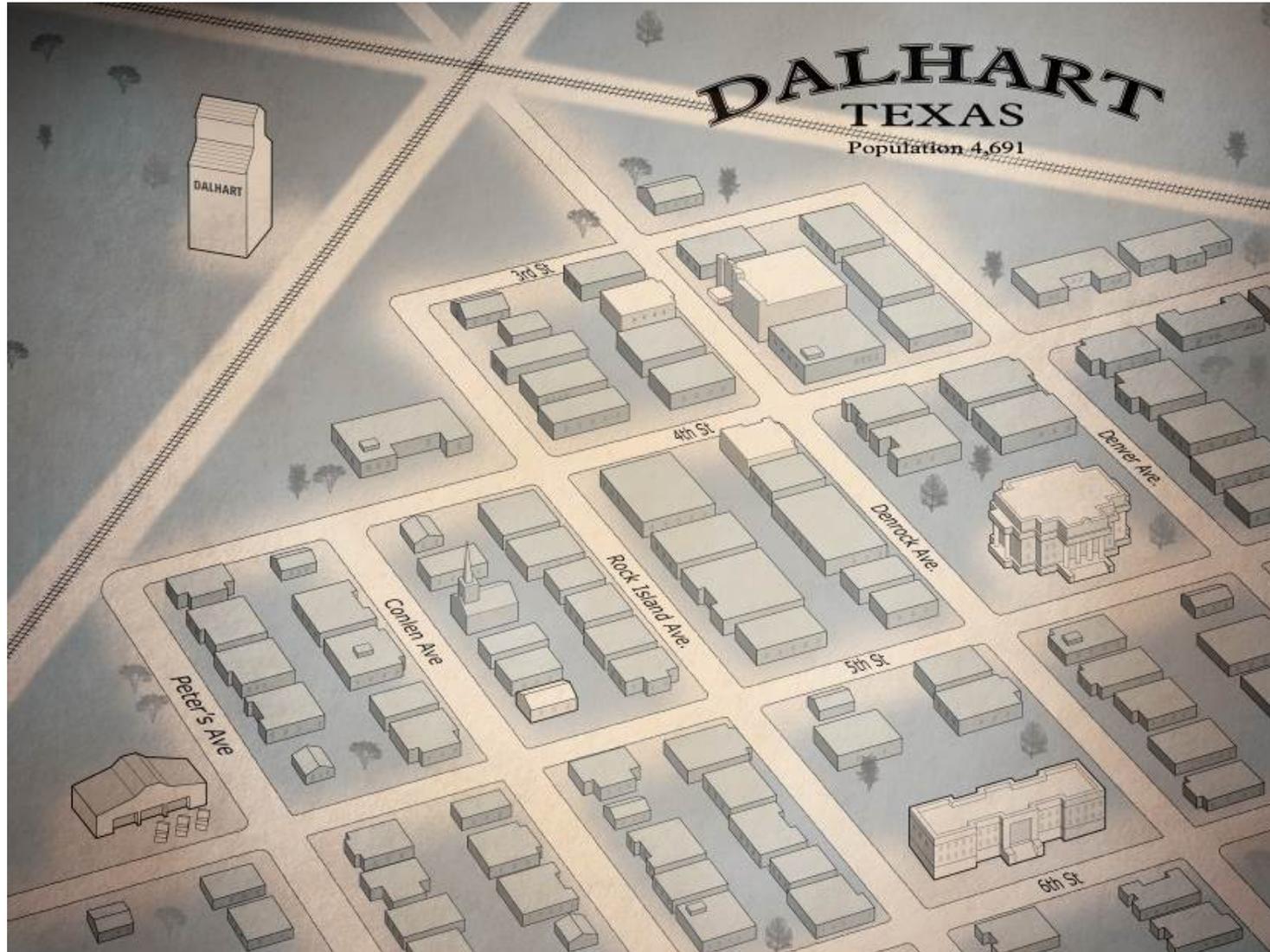


Evelyn Huff



Thelma Mitchell

DALHART, TEXAS



FAMILY WHEAT FARM



GARDEN



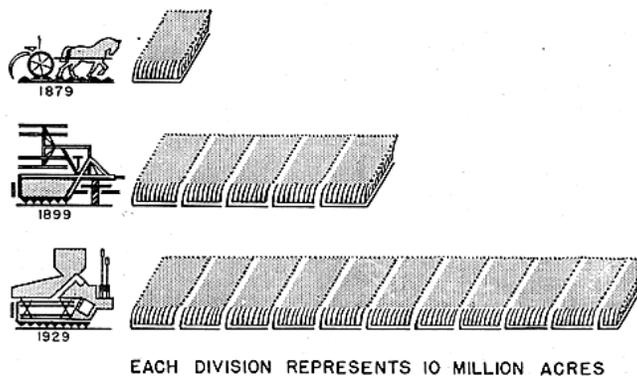
HOUSE



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In 1936, President Roosevelt formed a committee of scientists, agricultural engineers, and government officials to assess the causes of—and possible remedies to—the drought conditions that were plaguing the Great Plains region. In the following section of their report, the committee uses evidence to show how excessive plowing and overgrazing had removed the grasses which naturally anchored the soil in place, thereby contributing to the Dust Bowl conditions in the 1930s.

**ACREAGE OF HARVESTED CROPS
IN 8 GREAT PLAINS STATES**



One primary source of disaster has been the destruction of millions of acres of this natural cover, an act which in such a series of dry years as that through which we are now passing left the loose soil exposed to the winds. This destruction has been caused partly by over grazing, partly by excessive plowing. It has been an accompaniment of settlement, intensified in operation and effect since the World War. In eight states lying partly within the region the area in harvested crops has increased as follows:

1879	12,200,000 acres
1899	53,500,000 acres
1909	71,600,000 acres
1919	87,800,000 acres
1929	103,200,000 acres

Source: Morris Cooke et al, *Report of the Great Plains Drought Area Committee*, (Hopkins Papers, Franklin D. Roosevelt Library) Box 13. <http://newdeal.feri.org/hopkins/hop27.htm>

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Life on a Farm

Caroline Henderson lived and farmed in the Oklahoma Panhandle from 1907 until her death in 1966. She left detailed written descriptions of life in the Great Plains and published articles for Atlantic Monthly on harsh living conditions during the Great Depression. In the following letter, written in 1916 to a friend's mother, she describes farm life before the Depression hit, including the healthy livestock she and her family raised and a significant new home improvement: indoor plumbing.

We have a nice little bunch of cattle now or at least the beginning of one—24 head, all cows and heifers but four. They were getting pretty tired of dry feed but are gaining in milk since I have been watching them on the rye. Last fall we started to name the calves according to the alphabet and had Sweet-Alice and Annabel Lee. This spring we have Ben Bolt, Booker, Beauty, Buttercup and a new comer yesterday who is not yet named. Cream has kept up in price better than usual. Until just recently we have been receiving 30 cents per gallon, and eggs, astonishing to tell, are still 15 cents per dozen! Usually by this time they have been down to 10 or sometimes 8 ½. The cream and eggs keep a little ahead of the grocery bill so that is quite a help. I wonder sometimes how really poor people in towns manage to get enough to eat these days when nearly everything is so high in price.

We have made one improvement this spring which is a great help to me—that is getting the water pumped into the house. I suppose we shouldn't have dared to do it if we had known how the season was going to be but after all, I am glad we did for it saves so much times and strength. We are fortunate in having kept over enough grain and I think enough roughage to winter the stock if we can only have a little pasture for them this summer.

Source: Caroline Henderson, "Letter to Mrs. Alden, May 18, 1916," in *Letters from the Dust Bowl*, Alvin O. Turner, ed., University of Oklahoma Press, 2001, pg. 78.

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Account of Farming Practices in Oklahoma

Byrd Monford Morgan was born in 1924 in Oklahoma. His family moved to California when he was in sixth grade and leased a farm in Madera County during the Depression. In this oral history (recorded in 1981), Morgan describes how farming practices helped cause the Dust Bowl in the Great Plains.

Interviewer: Could you tell me a little bit more about the farming practices? I heard that most of the farmers in Oklahoma at that time didn't practice crop rotation.

Morgan: They didn't practice crop rotation. They didn't seem to realize that they were losing the top soil by not terracing on slopes to keep it from washing away. I've seen great gulches and ravines washed down at the ends of the fields that came to too much of a drop in elevation. Lots of top soil washed away. In the western part of the country that had happened. They'd farmed the same thing too many years in a row. When the drought did come the wind blew the top soil away. If the wheat doesn't grow the dirt just gets powdery and then the wind blows it away. You have a lot of wind in that country and just because you have drought years it doesn't mean that you can't have a downpour occasionally. In that latitude you have a lot of violent weather where your southern and northern climates clash at certain times of the year. You can have a downpour of four or five inches of rain in two or three hours and still be drought year.

Interviewer: But you feel that because of the farming methods when the winds came they did lose a lot of the top soil?

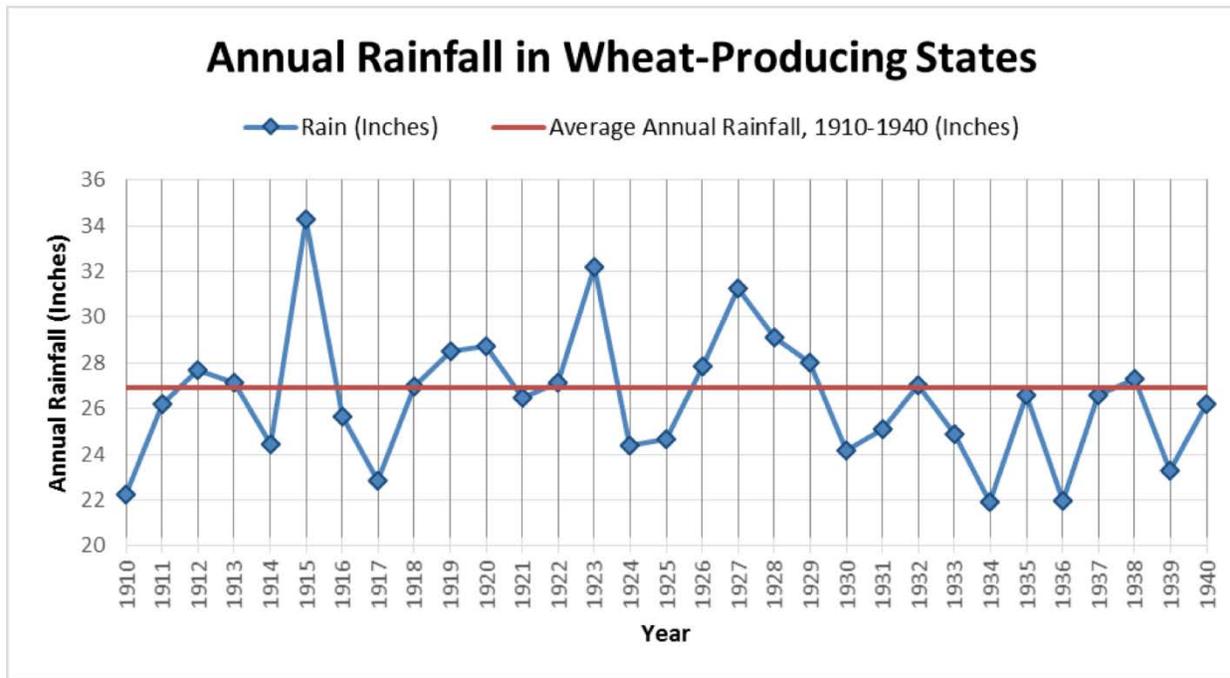
Morgan: Oh, definitely. They should never have grown cotton in Oklahoma in the first place. Cotton is very hard on soil. It takes pretty good land to start out with. They'd start raising cotton just year after year.

Source: "Interview with Byrd Monford Morgan," California State College, Bakersfield - *California Odyssey: The 1930s Migration to the South San Joaquin Valley*, pg. 11
http://www.csub.edu/library/_files/DB_files/Morgan131Rev.pdf

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Annual Rainfall in Wheat-Producing States, 1910-1940

This graph shows the annual rainfall in the Great Plains wheat-producing areas (including the Texas Panhandle) from 1910-1940, and includes the average annual rainfall in the region during that period as reference.

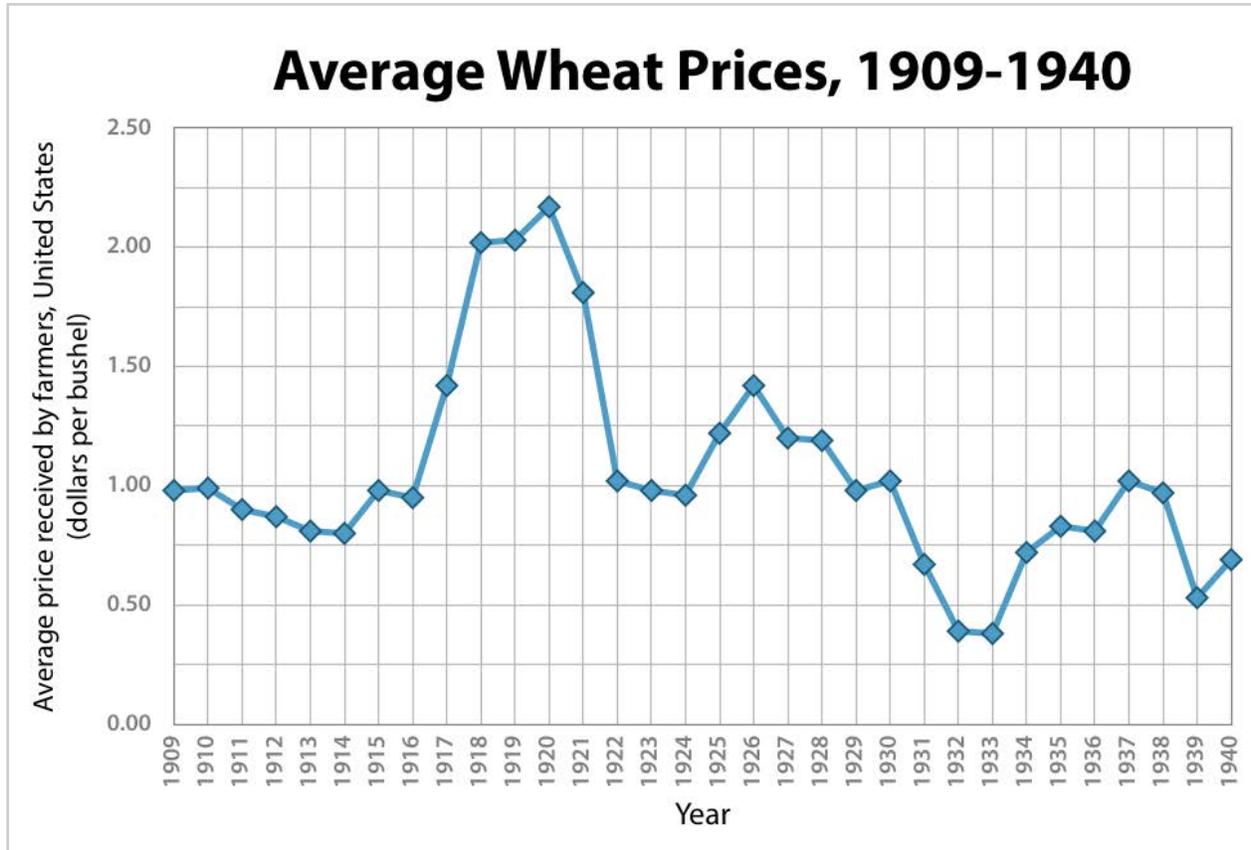


Source: National Oceanic and Atmospheric Administration, National Centers for Environmental Information. <http://www.ncdc.noaa.gov/cag/time-series/us/>

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Average Wheat Prices, 1909-1940

This graph, based on data collected by the U.S. Department of Agriculture, details the average annual price that farmers received for a bushel (60 pounds) of wheat from 1909 to 1940.



Source: United States Department of Agriculture, "Table 1—Wheat: Planted acreage, harvested acreage, production, yield, and farm price: All Years," *The Wheat Year Book*, 2016.
<http://www.ers.usda.gov/data-products/wheat-data.aspx#25377>, accessed 4/14/2016.

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On the XIT Ranch

The XIT Ranch was a cattle ranch in Northern Texas that operated from 1885 to 1912. At its height, the ranch stretched over 3,000,000 acres across the Texas Panhandle, and was a major contributor to the booming Texas cattle industry. By 1912, however, growing debts forced XIT owners to sell their land, much of which was later converted into farmland. In this photo, taken in 1904, XIT ranchers use a hot iron to burn the XIT insignia into each cow's flesh with a hot iron (a practice known as branding) in an attempt to discourage theft.



Source: W.D. Harper, "Branding on the XIT," 1904, Library of Congress Prints and Photographs Division, Washington D.C. Photo copyrighted by C.A. Kendrick, Denver.
<https://www.loc.gov/item/2006690182>

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Clothing Drive Article

Private charity drives—like this one for used clothing in Shamrock, Texas—were essential for Americans who were unable to provide for themselves and their families due to the effects of the Great Depression. High unemployment rates and crop failures made buying clothes financially unfeasible for many Americans, who had to rely on charitable events to get basic necessities.

B. and P.W. Club Starts Drive for Castoff Clothing; Citizens asked to donate old clothes to aid in relief work

Members of the local Business and Professional Women's club will sponsor an old clothes drive in connection with Cleanup and Paintup week, according to Mrs. George McFann, president, responding to a plea from the Shamrock relief office for cooperation in aiding persons on relief rolls.

Anyone who has articles of clothing to donate, is asked to call the relief office, or any member of the club and they will be called for.

Regardless of what condition the wearing apparel may be in, the ladies in charge of the sewing room will mend them. Shoes, and especially men's shoes, are needed, Mrs. McFann stated.

The drive will last through the week and all local residents are urged to cooperate with the club in making it a success.

Source: "B. and P.W. Club Starts Drive for Castoff Clothing," *The Shamrock Texan*, Thursday, June 13, 1935, Vol. 32, No. 32, pg. 1.

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First National Bank Advertisement

After the Stock Market Crash in 1929, many Americans—*anxious that they would lose all their money—*rushed to their local banks and cashed out their savings. These "bank runs" were justified: in 1930 alone, more than 1,300 banks failed, losing depositors millions of dollars. This advertisement from the First National Bank in Dalhart, Texas, attempted to give readers confidence that their money was secure because the bank was a member of the Federal Reserve system of banks. One year later, President Roosevelt signed the 1933 Banking Act and formed the Federal Deposit Insurance Corporation, or FDIC, which insured the money held in banks.

We are Members of the
**FEDERAL
RESERVE**
System of Banks
SAFETY!

Have Money
SAFE in our Bank

MONEY is always stacked up in the Federal Reserve Bank, of which we are a member, and we can deposit our safe securities whenever we want to and get **READY CASH**.
You can get **READY CASH** when you want it when you deposit your money with **US**.

START SAVING REGULARLY NOW
We Welcome **YOUR Banking Business**

THINK! *The* **First National** *Bank* THING!
Growing with Dalhart since 1903
DALHART, TEXAS
HAVE MONEY! HAVE MONEY!

Source: "Have Money Safe in our Bank" in *The Dalhart Texan*, March 15, 1932, pg. 2.

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Article on Hoover's Veto of the Relief Bill

Throughout the Great Depression, Republican and Democratic politicians disagreed on how best to handle the nation's economic crisis. Democratic politicians, like Speaker of the House John Nance Garner and Senator Robert Wagner, argued that the federal government should take an active role and intervene in the Depression. The Wagner-Garner Relief Bill, which proposed spending over 2 billion dollars on unemployment relief, was an example of their position. Republican President Herbert Hoover, however, believed that the Depression would be short lived and the economy would right itself through private business and charity. The following newspaper article from 1932 outlines Hoover's reason for vetoing the unemployment bill.

Garner Relief Bill Measure Vetoed

WASHINGTON – President Hoover today sent to Congress a prompt and vigorous veto of the \$2,122,000,000 Wagner-Garner unemployment relief bill.

The vetoed bill immediately was referred to the House Ways and Means Committee with the Democratic leadership making no attempt to override the veto.

The president's veto message was dispatched from the White House less than 10 minutes after the bill, passed by both houses in advance of this long threatened veto, had been signed by Garner and Vice-President Curtis.

Mr. Hoover said the Wagner-Garner bill "Violates every sound principle of public finance and government."

"Never before has so dangerous a suggestion been seriously made to our country," the president said.

Mr. Hoover urged enactment of a compromise relief bill which he said should be changed around the proposal he had made previously.

"With the utmost seriousness," Mr. Hoover said, "I urge the Congress to enact a relief measure but I cannot approve the measure before me, as it is with possibility of special privileges, so impractical of administration, so dangerous to public credit and damaging to our whole conception of governmental relations to the people as to bring far more distress than it will cure."

Source: "Garner Relief Bill Measure Vetoed," *Sweetwater Daily Reporter*, Sweetwater, Texas, July 11, 1932, pg. 1.

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The Plow That Broke the Plains

The U.S. government's Resettlement Administration, a forerunner of the Farm Security Administration, produced The Plow That Broke the Plains, a documentary film directed by Pare Lorentz. The film combines poetic narration with footage of drought conditions throughout the Great Plains region (some of which was filmed in Dalhart, Texas). Lorentz wanted the film to portray both the greatness of America's agricultural landscape and the dangers of abusing it. In the following seven-minute clip, the film transitions from the growth and abundance of crops following World War I to the barren wastelands of the Dust Bowl era.

Transcript:

VII: BLUES

Then we reaped the golden harvest...
then we really plowed the plains...
we turned under millions of new acres for war wheat.
We had the man-power...
we invented new machinery...
the world was our market.
By 1933 the old grass lands had become the new
wheat lands...a hundred million acres...
two hundred million acres...
More wheat!

VIII: DROUGHT

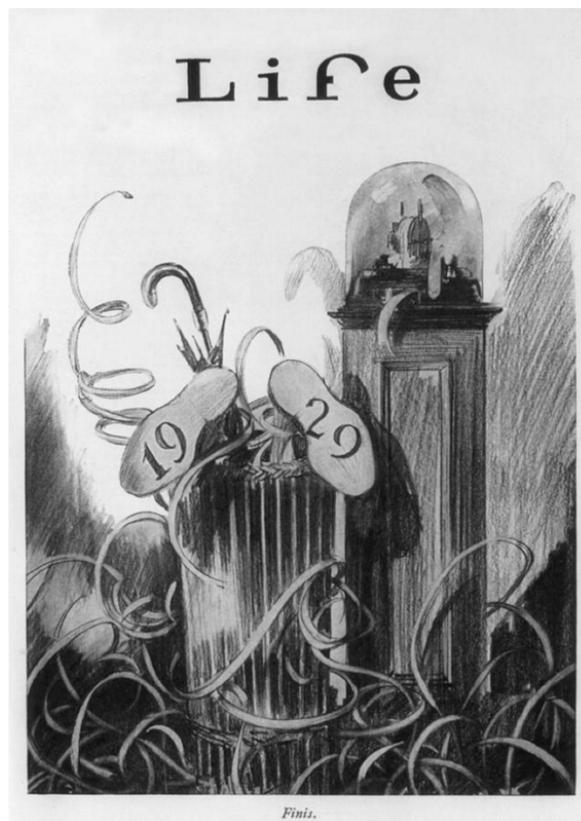
A country without rivers...without streams...
with little rain...
Once again the rains held off and the
sun baked the earth.
This time no grass held moisture against the
winds and the sun...this time millions of acres
of plowed land lay open to the sun.

Source: Pare Lorentz, "The Plow That Broke the Plains," U.S. Resettlement Administration, 1936. https://archive.org/details/plow_that_broke_the_plains
(14:15 - 21:03 min)

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The Stock Market Crash

On October 24, 1929, stock market prices plummeted. In the ensuing panic, investors on Wall Street attempted to stop any further losses by selling a record 12.9 million stocks in one day. The market continued to fall, however, ushering in the largest financial and unemployment crisis in U.S. history: the Great Depression. This cover of Life magazine depicts the stock market crash in 1929 (represented here by ticker tape (strings of papers printed with stock prices) and shoes labeled "1929" in a waste basket).

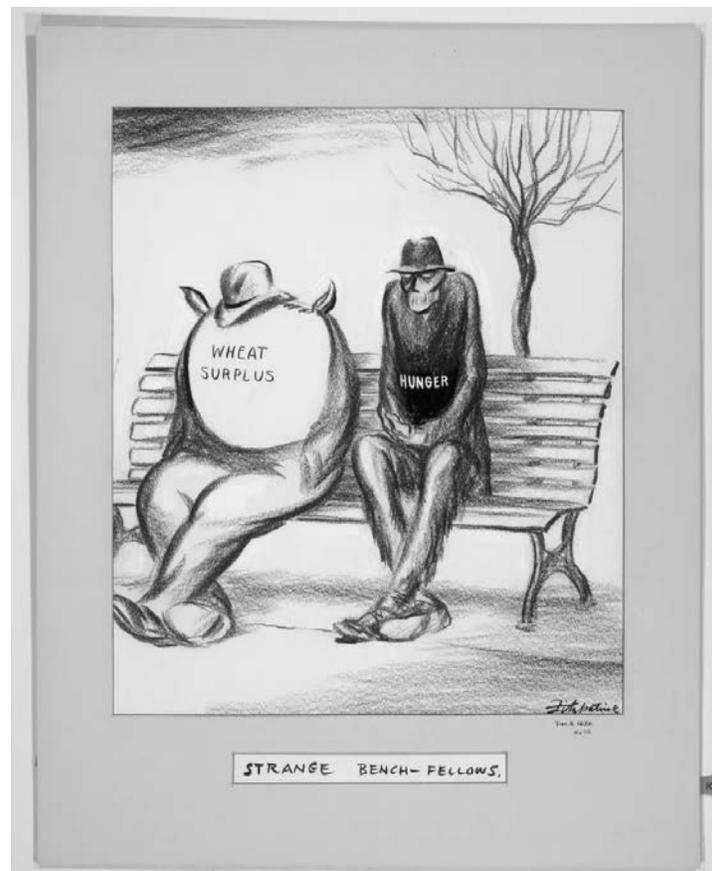


Source: *Life Magazine*, "Finis" 1929 Dec. 27, cover illustration. Library of Congress, <https://lccn.loc.gov/2011649515>

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Wheat Surplus Political Cartoon

In the early years of the Great Depression, wheat farmers in the U.S. generated more wheat than was needed. A greater supply, however, led to lower demand for the crop, and the price of wheat dropped. Fearing an economic collapse in agriculture, the federal government withheld wheat shipments and encouraged farmers to grow less wheat. For those in urban centers who were unemployed and hungry, refusing shipments of food seemed unimaginable. This 1930 cartoon highlights the contrast between a surplus of wheat and an increase in hunger.



Source: Daniel Robert Fitzpatrick, "Strange Bench Fellows," *St. Louis Dispatch*, 1930.
<http://shsmo-tc1.missouri.edu/cdm/singleitem/collection/ec/id/11468/rec/35> Fitzpatrick, Daniel Robert, 1891-1969 The *St. Louis Post-Dispatch* Editorial Cartoon Collection.

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4-H Club Pamphlet

4-H is a national organization that began in 1914 with the purpose of promoting hands-on education for youth in rural areas. 4-H clubs teach children farming techniques, home economics, and encourage engagement in local communities. This text from the national 4-H organization's 1926 handbook details the organization's goals; also included is a page from the club's equipment catalogue.

Club Work – What It Is

Boys' and Girls' Club Work is a nation-wide movement which gives rural boys and girls an opportunity to develop themselves educationally, economically and socially.

It is a movement which demonstrates the better practices in agriculture and home economics.

It makes play out of work.

It promotes industry and thrift.

It applies business methods to farming.

It develops self-reliance, ambition and aggressiveness.

It fosters individual ownership a love of nature and the things in the open country: it makes farm life attractive.

Through contests it brings out the best effort and thought.

It stands for the four-fold development of the Head, Heart, Hands, and Health.

Its slogan is "Make the Best Better."

And above all it develops the highest type of manhood, womanhood and American citizenship.

Boys' and Girls' 4-H Club work is organized and administered by the Agricultural Colleges, the U.S. Department of Agriculture co-operating.



Source: The National Committee, "4-H Handy Book: Songs, Ritual, Equipment," 1926, pgs. 2, 16.

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Bonus Army Memoir

In the following memoir, World War I veteran W.W. Waters recalls the high unemployment and low morale he witnessed on the streets of Portland, Oregon, during the first years of the Great Depression. Facing a similar situation himself, Waters was a founding member of the Bonus Expeditionary Force, a collective of veterans who marched from Oregon to Washington D.C. in the spring of 1932 demanding immediate payment of their war bonuses.

In my ceaseless beating about the city I found family after family in the same general condition or worse. I saw men half clad, in threadbare clothing, pacing the streets in soleless shoes. On their faces was the same look, part of hope, part of bewilderment, as they searched for a chance to earn a few dollars at honest work. I talked with hundreds of these men and found that, with few exceptions, they wanted not charity but work that would enable them to lives and to regain their self-respect...

These men did think and talk a great deal about the so-called Bonus. The name "Bonus" is unfortunate. It is not a gift, as the word implies. It is a payment of money to *compensate* those men who served in the Army for the difference in pay between that of service men and non-service men in 1918. The bill, asking payment in full of the adjusted compensation for wartime service, was introduced by Representative Patman of Texas and, during the early winter of 1931, was pending in Congress. The majority of veterans were hoping that it would pass.

These men had fallen far down into the valley of despair. Some push was necessary to start them out and up over the hill. Jobs would have provided the best sort of impetus but there were no jobs. The Bonus, a lump sum of money, could act in the same fashion. Debts could be met, doctors' bills paid, a fast fraying credit renewed, and one man could look another in the eye once more...

The point, continually forgotten, is that the Bonus in these men's minds became a substitute or a symbol for that long dreamt of new start, a job. These men had nothing to which to look forward except to the shiny shoulders of the man in front of them in the breadline. Whenever I asked these men which they would rather have, the Bonus or a job, the replay was nearly always the same: "A job, of course. But where's a job coming from? I've looked every day for over a year and haven't found one."

Source: W.W. Waters and William C. White, *B.E.F. The Whole Story of The Bonus Army* (New York: The John Day Company, 1933), pgs. 6-10. <http://catalog.hathitrust.org/Record/001874081>

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"Bonus Ouster Disgrace"

During the summer of 1932, thousands of World War I veterans descended on Washington D.C. to demand early payment of their wartime bonus payments and camped out in the city, awaiting Congressional action. On July 28, 1932, President Hoover used the army to force the remaining Bonus Marchers out of their main campground and set fire to their tents. Americans were horrified by this treatment of the poor and desperate veterans. Three months later, Hiram Johnson, a senator from California, addressed the event in a speech.

One of the blackest pages in our history was written with fire and sword after the adjournment of Congress. Some thousands of worn and tattered veterans assembled in Washington during the session to beg for work on the payment of their adjusted compensation certificates. I saw these men daily and talked often with many of them. I deny they were either vicious or criminals. Their errand was futile and their march to Washington probably should never have been undertaken. But they had the right to come to the nation's capital.

They were the men who but a decade ago were proclaimed the heroes and the saviors of the republic. Their plight was pitiable, and I never saw more moving sight than these tattered veterans proudly marching despite their condition behind the Stars and Stripes. They were orderly and guilty of neither violence or crime in Washington.

The President sent against these men, emaciated from hunger, scantily clad, unarmed, the troops of the United States army. Tanks, tear-bombs, all of the weapons of modern warfare were directed against those who had borne bravely the arms of the republic. The miserable shelters of the men were burned and in many instances they housed women and children, and the soldiers we had acclaimed so but fifteen years ago, who went with our cheers and our tears to fight our battles were ruthlessly driven from their camp, and at the sword's point herded into the shelterless darkness and the night.

Source: Senator Hiram Johnson. "Speech in Aragon Ballroom, Chicago, November 4," reprinted in *Chicago Herald and Examiner*, November 5, 1932.

http://www.ecommcode.com/hoover/hooveronline/hoover_and_the_depression/bonus_march/group_index.cfm?GroupID=19

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A Child's View of the Drought

Ethel Oleta Wever Belezouli was born in Oklahoma and moved with her family to California when she was a teenager. In this oral history recorded in 1981, Belezouli describes the dust storms she and her family faced while still living in Oklahoma, the difficult growing seasons, and the resourcefulness of her local farming community.

Interviewer: It sounds like your life on the farm was kind of an idyllic life. But what happened when the drought came?

Ethel Oleta Wever Belezouli: ...We moved to another place. The house wasn't nearly so nice but it wasn't that bad. . . . I remember the first sandstorm that I had anything to do with. We were walking home. Of course, we walked a lot then. There were cars and we had a car, but people thought nothing of walking. Everybody walked. So we were walking home probably three or four miles and this huge, huge black cloud came. We thought it was going to be a thunderstorm or a rainstorm but it was only dust. And it just blotted out the sun. It was just like night. People had to use their car lights. The town lights went on. It was very, very bad but then there would be a while without any storms. Then we'd have more sandstorms and more sandstorms.

Afterwards sand piled up two feet high in front of your door. It went through your windows and everywhere. It just permeated everything. Those were bad.

Interviewer: Do you remember your father talking very much about how that affected the crops?

Belezouli: Oh yes. The big question was, "Will it rain?" We noticed every little cloud. But it didn't rain. There was quite a long period there that it didn't rain. The farmers would sow their crops. I shouldn't say there was no rain because I remember my dad did grow some broomcorn and cotton. I remember those two crops. It was very exciting for the young girls in the community when the broomcorn johnnies came... They'd go from town to town and farmer to farmer [harvesting broomcorn]. All the women would go and help whoever was having them that day cook the dinner. The young girls would serve and get to meet all the handsome men. That was interesting for me too. I liked that.

Interviewer: But as the storms grew worse and the drought grew worse what happened to your financial situation?

Belezouli: I rather imagine it was pretty bad.

Source: "Interview with Ethel Oleta Wever Belezouli," California State College, Bakersfield - *California Odyssey: The 1930s Migration to the South San Joaquin Valley*, pgs. 7-8
http://www.csub.edu/library/_files/DB_files/Belezouli124.pdf

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Farm Foreclosure "Evacuation Sale"

This image of an "evacuation sale" in 1933 depicts the impact of foreclosures on farmers' lives. As farmers became unable to sell their crops and earn income, they were forced into debt. Some were unable to pay their mortgages and were evicted from their property. Suddenly homeless, farmers had to sell as many of their belongings as they could to survive.



Source: "Farm foreclosure sale," 1933, Franklin D. Roosevelt Presidential Library & Museum, 7420 (269).

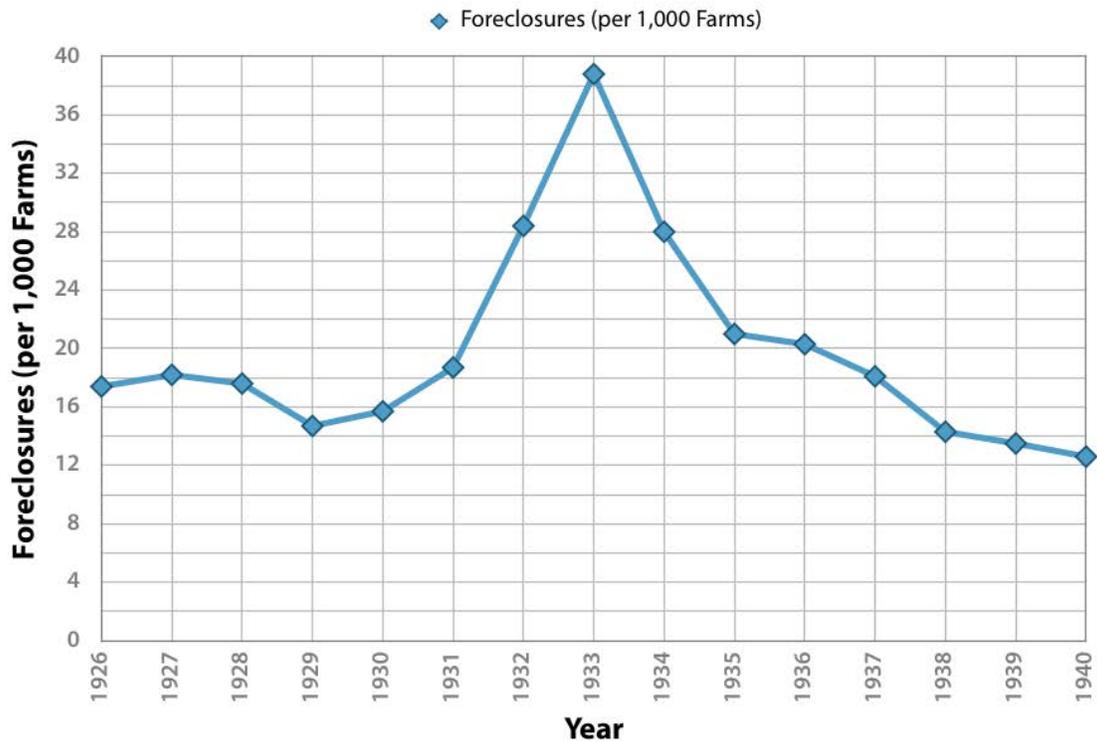
<http://www.fdrlibrary.marist.edu/archives/collections/franklin/index.php?p=digitallibrary/digitalcontent&id=3494>

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Farm Foreclosures in the United States

This graph depicts the number of farm foreclosures (banks reclaiming ownership of farms when farmers can not make mortgage payments) per 1,000 farms in the United States from 1926 to 1940. While the farm economy was not initially affected by the stock market crash of 1929, market prices for crops dropped significantly in the early 1930s. Farmers were then unable sell what they had grown for a reasonable price and could not pay their mortgages and other credit payments, leading to foreclosure.

Farm Foreclosures in the United States



Source data: Lee J. Alston, "Farm Foreclosures in the United States During the Interwar Period," *Journal of Economic History*, vol. 43, issue 4, December 1983, pg. 888.

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Father Cox on the Breadline

Father James Renshaw Cox was a Catholic priest from Pittsburgh, Pennsylvania, who arranged private charity donations through his church during the Depression. In this image from 1930, Cox helps to pass out loaves of bread to needy families. In 1932, Cox earned national recognition when he and thousands of protesters marched to Washington D.C. to demand jobs for the unemployed.



Source: "A view of bread being unloaded and passed down the line," ca. 1930, James R. Cox Papers, 1923-1950, University of Pittsburgh
http://images.library.pitt.edu/cgi-bin/i/image/image-idx?rgn1=hpicas_c;med=1;q1=AIS.1969.05;size=20;c=hpicas;back=back1455894304;subview=detail;resnum=10;view=entry;lastview=thumbnail;cc=hpicas;entryid=x695.0829.fc;viewid=0829FC
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Herbert Hoover Addresses the Bonus Bill

President Herbert Hoover gave this speech to the annual meeting of the American Legion on September 21, 1931. (The American Legion is a national organization for military veterans.) Veterans of World War I were eligible for a cash bonus for their service, due to be paid in 1945. The Legion supported a bill in Congress that would require the federal government to immediately pay veterans their bonuses, which would cost \$3,400,000,000. Hoover opposed the bill, as he explains in this speech, because it would increase the federal government's budget deficit (meaning the government would be spending more money than it collected). When the bill to fund the bonuses came up for a vote in Congress, it did not pass.

The world is passing through a great depression fraught with grueling daily emergencies alike to men and to governments... Some individuals may have lost their nerve and faith, but the real American people are digging themselves out with industry and courage. We have the self-containment, the resources, the manhood, the intelligence, and by united action we will lead the world in recovery.

Today the National Government is faced with another large deficit in its budget. There is a decrease in the annual yield of income taxes... Simultaneously we are carrying a high and necessary extra burden of public works in aid to the unemployed, of aids to agriculture and of increased benefits and services to veterans.

Make no mistake. In these circumstances it is those who work in the fields, at the bench and desk who would be forced to carry an added burden for every added cent to our expenditures. We can carry our present expenditures without jeopardy to national stability. We can carry no more without grave risks.

I am not speaking alone of veterans' legislation which has been urged for action at this convention, but I am speaking equally of demands for every other project proposed in the country which would require increased Federal expenditure...

Source: Herbert Hoover, *The Memoirs of Herbert Hoover Vol. 2: The Cabinet and Presidency, 1920-1933* (New York: The Macmillan Company, 1952), 288-289.

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President Hoover Encourages Private Charity

President Herbert Hoover wrote the following letter to 10-year-old Barbara McIntyre of Columbus, Ohio after she wrote to him 1931 to report that she and her friends planned to collect old blankets, clothing, shoes, and food to send to him in Washington, for distribution to the poor.

The White House
Washington
November 19, 1931

My dear Barbara,

I have your very sweet letter of November 10th. It is a beautiful undertaking. I would suggest, however, that instead of sending the contributions which you collect to me, that you should distribute them to those in need in your own locality.

Yours faithfully,
Herbert Hoover

Source: Stanley Weintraub and Rodelle Weintraub, eds., *Dear Young Friend: The Letters of American Presidents to Children*, Mechanicsville, PA: Stackpole Books, 2000.
<http://herb.ashp.cuny.edu/items/show/1373>

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"Of Course We Can Do It!" Advertisement

Few Americans expected the government to take drastic action when the Depression struck. Many turned instead to their employers, merchants, churches, landlords, and local banks, as well as to family networks, for assistance. This 1931 advertisement, placed by the President's Organization on Unemployment Relief, encourages local voluntary charity as a response to the Great Depression. As the Depression and unemployment deepened, however, it became clear that local relief was drastically inadequate and aggressive government action was needed.

NOVEMBER 21, 1931 THE LITERARY DIGEST 45



Of course WE CAN DO IT!

- We dug the Panama Canal, didn't we? And they said we couldn't do that.
- We put an army in France four months after we entered the World War, didn't we? And surprised the world.
- Now we've got a tough one to crack right here in our own back yard.

Men are out of work. Our men. Our neighbors. Our citizens. Honest, hard-working folk.

They want jobs. They're eager to work. But there aren't jobs enough to go 'round. Somebody's got to tide them over.

Who's going to do it? The people who dug that ditch. The people who went to France, or bought Liberty Bonds, or went without sugar—Mr. and Mrs. John K. American.

That means you—and you—and YOU!—every one of us who is lucky enough to have a job.

We're going to share our luck with the folks out of work, now's we? Remember—there's no National fund they can turn to for relief. It's up to us! And we've got to dig deeper than we did last winter.

But if we all dig deep enough we can keep a roof over every head, food in every pantry, fuel on every fire, and warm clothing on every needy man, woman and child in America.

That will beat Old Man Depression and lead the way to better days. Can we do it? Of course we can do it. Give . . . and give generously.

WHERE TO GIVE: There is no National Agency through which you may contribute. The way for you to give is through your local welfare and relief organizations, through your Community Chest or through your emergency unemployment committee if you have one.

THE PRESIDENT'S ORGANIZATION ON UNEMPLOYMENT RELIEF

Walter S. Dufford, Director
(WALTER S. DUFFORD)

COMMITTEE ON MOBILIZATION OF RELIEF RESOURCES

Charles F. Young, Chairman
(CHARLES F. YOUNG)

• The President's Organization on Unemployment Relief is non-political, and non-sectarian. Its purpose is to all local welfare and relief agencies everywhere to provide for local needs. All facilities for the nation-wide program, including this advertisement, have been furnished to the Committee without cost.

Source: "Of Course We Can Do It!," *Literary Digest*, November 21, 1931. American Social History Project. <http://historymatters.gmu.edu/d/6787>

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World War I Veterans March in Washington

In the summer of 1932, facing unemployment and poverty because of the Great Depression, veterans of the Great War (now known as World War I) began demanding that the bonuses be distributed immediately. Nearly 20,000 veterans marched to Washington and camped out in the Anacostia Flats section of the city; newspapers called them the "bonus army." This New York Times article describes a June march by some of the veterans down Pennsylvania Avenue, the street in Washington on which the White House is located.

An army of 7,000 ex-service men paraded up Pennsylvania Avenue tonight in motley uniforms but orderly ranks.

One hundred thousand spectators lined the sidewalks, an unusually large turnout for this city, and applauded the marchers repeatedly.

It was the first formal gesture of the "bonus expeditionary force" in its campaign to [persuade] Congress to pay immediately the entire \$2,400,000,000 called for by their [veterans' bonuses].

Its purpose was to show Congress the determination of the men to stay here until they collect what they contend is a debt, and at the same time it showed the city that it was face to face with a social problem that grows as new thousands of veterans roll in afoot and in box cars...

First came the colors and pro-bonus banners of the massed units, and after them, in a place of honor, the veterans who had received medals for heroism. There were scores of these.

Then, in order came the six regiments. Most of the men showed the poverty that has caused them to come here. They were in every conceivable garb...Most of them were coatless, some wore frayed suits, but almost to a man their shirts were freshly washed, though unironed, and their faces fresh shaven.

There were even a few women and an uncomprehending baby or two, for a dozen wives had come here with their husband...

Source: "7,000 in Bonus Army Parade in Capital, Orderly But Grim," *New York Times*, June 8, 1932, 1.

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"Boys Hopping Freight"

During the Great Depression, an estimated 250,000 youths left home to search for work, to ease the burden on their families, to escape an abusive home life, or to find adventure. Opportunities for work were rare and never long-term, and most young transients hitchhiked or illegally rode freight trains, traveling from town to town. Empty and unlocked boxcars offered shelter from the weather but could also invite danger. In 1932, the Interstate Commerce Commission reported 425 deaths and 1,344 injuries of people getting on or off moving trains.



Source: Farm Security Administration/Office of War Information, "Boys Hopping Freight," c. 1935-1942, Library of Congress, American Memory Collection, <http://hdl.loc.gov/loc.pnp/fsa.8e03154>
<http://herb.ashp.cuny.edu/items/show/1080>

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Conclusions on Deportation Laws

In 1930, as it became apparent that the stock market crash of 1929 had set off a severe economic depression, some local and state officials believed that their limited relief funds should not be given to foreign-born residents. Mexicans, already the target of discrimination, were particularly vulnerable. Around the country, local officials discouraged Mexican immigrants from applying for relief, used law enforcement to intimidate Mexican communities, and even forcibly deported—or repatriated—thousands of Mexicans and Mexican-American citizens back to Mexico. This federal government report describes the "grave abuses and unnecessary hardships" involved in the way the U.S. enforced existing deportation laws.

A vigorous enforcement of the deportation laws is necessary both to carry out our immigration policy and to rid the country of undesirable residences unlawfully here. The execution of the laws involves most important rights of personal liberty; the processes of deportation reach over 100,000 persons a year, many of whom are aliens lawfully in the country or United States citizens. In the administration of the laws one agency of the United States Government acts as investigator, prosecutor, and judge, with despotic powers. Under the present system not only is the enforcement of the law handicapped but grave abuses and unnecessary hardships have resulted.

- a. The apprehension and examination of supposed aliens are often characterized by methods unconstitutional, tyrannical, and oppressive.
- b. There is strong reason to believe that in many cases persons are deported when further development of the facts or proper construction of the law would have shown their right to remain.
- c. Many persons are permanently separated from their American families with results that violate the plainest dictates of humanity.
- d. The enforcement of the deportation laws is handicapped by the overcentralization of the administrative machinery and by burdening that machinery with the performance of conflicting duties.

Source: National Commission on Law Observance and Enforcement, *Report on the Enforcement of the Deportation Laws of the United States* (Government Printing Office, Washington: 1931), 177.
[http://iif.lib.harvard.edu/manifests/view/drs:4673882\\$181i](http://iif.lib.harvard.edu/manifests/view/drs:4673882$181i)

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"I'm Going to Fight Like Hell": Anna Taffler and the Unemployed Councils of the 1930s

The Communist-led Unemployed Councils mobilized jobless men and women in hundreds of local communities to demand jobs and better treatment from relief authorities. In these excerpts from a recorded interview, Anna Taffler, a Communist activist and a Russian Jewish immigrant, described how her own experience of facing eviction pushed her into organizing the unemployed. She also talked about the focus of local councils on issues like fighting for more relief and stopping evictions.

"The courts are no good, the system is no good, everything is no good!" And I says, "I'm going to fight like hell!" And I started in...

I still had no home, so I started looking for help, asking around. And I had some friends, and they told me that...they're organizing unemployment councils...So I told myself, "You need to be in the organization of the unemployed councils."

Their policy was to give as little relief as possible...It was a constant struggle. So we would come to the relief bureau at that time, and we would stay in the auditorium and we would ask people, you know, "We are from the unemployment council. We are from the Workers Alliance. What are your needs?" and so on and so forth. And people were only too glad to get help, you know. I'd go around and sign them up for membership. But if they didn't have the quarter, it was all right, too, you know. But, we would represent them. Some people were denied rent, and they were facing evictions. Some people were cut off of food. And you know how we did it? To open-air meetings, putting up platform right in the front of the relief bureau getting up and letting the people in the whole neighborhood know what's going on."

Source: Interview done by Oral History of the American Left, Tamiment Library, New York University, for the public radio program *Grandma Was an Activist*, producers Charlie Potter and Beth Friend,
<http://historymatters.gmu.edu/d/31>

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"Hunger March to Salem"

This painting by Ronald Debs Ginter depicts a hunger march to Salem, state capitol of Oregon, in January, 1933. Hunger marches were common protest events in which protesters demanded greater government aide to combat the unemployment, homelessness, and hunger caused by the Great Depression. In major cities throughout the United States, communist and other leftist organizations like the Unemployed Citizens' League and the United Front Unemployed organized hunger marches to publicize the plight of the unemployed and to promote their organizations' demands for government action.



Source: Ronald Debs Ginter, "Oregon State Hunger March to Salem," 1933. Washington State Historical Society.

<http://digitum.washingtonhistory.org/cdm/singleitem/collection/art/id/82/rec/2>

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"Family Who Traveled by Freight Train"

Young adults who were single men and women were not the only people who rode freight trains looking for work during the Great Depression. Whole families left home and rode the rails together in search of a better life. In this photo by Dorothea Lange, a father, mother, and two young boys are resting on the side of the railroad tracks. Note how the mother covers her face in the photo, possibly embarrassed by her family's situation.



Source: Dorothea Lange "Family who traveled by freight train. Washington, Toppenish, Yakima Valley," 1939, U.S. Farm Security Administration/Office of War Information Black & White Photographs, <http://www.loc.gov/pictures/item/fsa2000003842/PP/>

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Oklahoma Tenant Farmers' Union

Founded in Arkansas in 1934, the interracial Southern Tenant Farmers' Union (STFU) had two goals: to protect sharecroppers and tenant farmers from eviction by planters and to ensure that they received their share of the money due from Agricultural Adjustment Act (AAA) payments to landowners. By 1935, the Oklahoma Tenant Farmers' Union had seventy-five hundred members in numerous Oklahoma communities. It argued for decent living wages for field workers, an extension of a wage-and hour law to include agricultural labor, lower interest rates on loans for farmers, federal protection of migratory workers' civil liberties, and stable market prices. This photograph, taken in 1939, reflects the interracial membership of the Oklahoma Tenant Farmers Union, unusual for its time and place.



Source: Russell Lee, "Meeting of some members of the Oklahoma tenant farmers' union. Muskogee, Oklahoma," photograph; from Library of Congress, Prints & Photographs Division Washington, D.C., <http://hdl.loc.gov/loc.pnp/fsa.8b22435>

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"Experience is the Best Teacher": Phoebe Eaton Dehart on Riding the Rails

Young women did not take to the road as often as young men, but contemporary reformers estimated that girls made up about ten percent of the 250,000 youth on the road during the Depression. Peggy Eaton Dehart grew up on a homestead in Wyoming and saw drought and grasshopper infestations reduce her family's earnings. But Peggy's decision to hit the road was not mainly economic; conflict with her father provoked her into leaving home with a friend when she was fifteen. Dehart was interviewed in April 1994.

My friend Irene Willis was boarding with my brother and his wife. Irene's parents had moved to Issaquah, Washington. She wanted to see them but had no money to travel and planned to hitchhike. She didn't want to go alone and asked me to come along.

I'd worked for two and a half weeks and collected \$2.50. Irene said we could earn money picking fruit in Washington. I wrote my mother a letter telling her not to worry. "Experience is the best teacher," I told Mom. . . .

We hitchhiked to Wheatland and across the Laramie Mountains to Bosler Junction . . . That afternoon we caught a number of rides that took us three hundred miles across the state to Cokeville, near the Idaho border. . . .

"Uncle Slim" and "Daddy Joe" introduced themselves: Slim Jack Fuller was thirty-seven and Joe Daniels was sixty. They came from Casper, Wyoming, and were on their way to the harvest in Washington.

When a train stopped for water, Slim and Daddy Joe found an open boxcar and helped us climb aboard. I sat swinging my legs out of the boxcar door as the train started to move. Slim slapped my shins. "Keep your feet down or you'll be jerked off into eternity," he said, warning that I could be hit by a switch.

We rode that train all day and night and most of the next day. It was a thrill seeing the wonderful scenery as we went along. At night Slim and Daddy Joe showed us how to roll up in the paper that lined the boxcar walls and stay warm.

Late the next afternoon we arrived at Nampa, Idaho. We had to change trains to go northwest. Irene and I waited in the jungle, while our friends went uptown to beg for food. When we'd eaten we went to join other hoboes sitting on a grassy amphitheater opposite the one empty boxcar that was going to Le Grande, Oregon. We were the only women among the group of fifty men.

By August 3, Irene and I had made it back to Nampo, Idaho, where we were arrested for vagrancy. The police fingerprinted us and locked us in a cell infested with bedbugs. In the morning we appeared in front of a judge, who fined us each ten dollars. We didn't have that

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kind of money. Watching the judge write something on a sheet of paper, we thought we would have to sit it out in jail at a dollar a day. Instead the judge gave us a voucher for a meal.

"When you've had your breakfast get out of town," he said. . . .

On Monday, August 15, I got a ride across the Laramie Mountains and arrived home in time for supper. I was lovingly greeted and was never scolded.

I'd been gone for five weeks and had traveled over twenty-four hundred miles. I still had fifty cents in my pocket. I'd written three letters and eleven postcards to let my family know where I was. I didn't consider myself a runaway.

Source: Errol Lincoln Uys, *Riding the Rails: Teenagers on the Move During the Great Depression*, (New York: Routledge, 1999), pg. 91-96.

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Seattle Hooverville

The Depression left millions of Americans unemployed. Some Americans and their families, unable to afford rents or mortgages on their homes, were forced to live on the streets. Massive shantytowns called "Hoovervilles"—named for President Hoover, whom many Americans blamed for the Depression—sprang up as temporary housing for the newly homeless. Seattle's largest Hooverville (seen in this photograph from 1933) stretched for over 9 acres and consisted of hundreds of shacks without electricity or running water.



Source: "Homeless shantytown known as Hooverville," ca. 1933, Seattle Photograph Collection, University of Washington Libraries, Special Collection Division.
<http://digitalcollections.lib.washington.edu/cdm/singleitem/collection/seattle/id/1167/rec/14>

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"Billions of Govt. Spending"

In 1933, the first year of the New Deal, government spending reached 62.1 billion dollars. This amount of spending created a deficit (the difference between how much the government earned and how much it spent) of 35.2 billion dollars and left the U.S. with a national debt of over 22 billion dollars. Government spending continued to rise throughout Roosevelt's first term as President. Many Americans saw the government spending, needed to fund New Deal recovery programs, as financially wasteful and dangerous.



Source: Herbert Johnson, "Nonsense! If it gets too deep, you can easily pull me out!" *Saturday Evening Post*, Sept. 28, 1935. Copyright 1935 Curtis Publishing Company. Courtesy Mrs. Katherine Johnson Evans and Mrs. Herberta J. Muth.

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Black Sunday Dust Storm

Years of drought in the Great Plains did more than drastically reduce farmers' crop yields. The dry conditions also created brittle surface soil that, when combined with heavy wind conditions, generated massive dust clouds. On April 14, 1935, one of the largest recorded dust storm phenomena in history crippled regions from the Texas Panhandle in the South to Canadian border in the North. Newspapers called the event, which displaced over 300 million tons of topsoil in one day, "Black Sunday." The following two pictures show how Black Sunday affected the town of Garden City, Kansas. The first image of downtown Garden City was taken fifteen minutes before the storm, and the second image was taken from the same spot as the storm hit.



Source: "Garden City, Kansas approximately 15 minutes later after dust storm blotted out the sun. Street lights are on allowing orientation of picture." Photo # 1 and 2 of sequence. In: "Effect of Dust Storms on Health," U. S. Public Health Service, Reprint No., 1707 from *The Public Health Reports, Vol. 50, no. 40, October 4, 1935.* <http://www.srh.noaa.gov/oun/?n=events-19350414-maps>

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A Citizen Reports on How the New Deal Has Impacted His Life

This letter was written to President Roosevelt after his Fireside Chat radio broadcast of June 28, 1934, in which he explained the "Three R's" of the New Deal: relief, recovery, and reform. While economic data showed that the nation was beginning to recover from the worst of the Depression, Roosevelt also asked his listeners to answer four questions to determine if they personally were experiencing recovery. H.O.L.C. stands for the Home Owner's Loan Corporation, a New Deal program that allowed homeowners to refinance their mortgages to prevent foreclosure.

July 3, 1934

My dear Mr. President:—

Thank you many times for your cheerful message over the Radio. My family and I answered each of your questions as they were asked, in the affirmative, some in the negative. "Are you better off than last year" Yes, decidedly. "Are your debts less burdensome" Yes, Yes, thanks to your H.O.L.C. —Heretofore only the wealthy could hope to receive favors from our Government, but now even the "forgotten man" is remembered. "Is your bank account more secure?" Absolutely! "Is your faith in your future more firmly grounded?" Yes.

And now the negatives. "Have you lost any rights of freedom of action or choice?" None whatsoever, but I have gained some greater freedom under the New Deal—But let the Government continue to appoint and manage The [New] Dealers, and not listen to the clamoring of the Old Crowd...

John Pauer
Sacramento, Calif.

Source: Lawrence W. Levine and Cornelia R. Levine, eds., *The People and the President: America's Conversation with FDR* (Boston: Beacon Press, 2002), 103.

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Aftermath of Dust Storms

While the April 14, 1935, Black Sunday storm was the largest dust storm of the Great Depression, it was certainly not the first or only one to strike the Great Plains. In 1932, there were 14 reported dust storms in the region. By 1933, the number climbed to 38. Dust and dirt became a constant problem that affected many aspects of everyday life in the Dust Bowl. The following oral histories describe the consequences and cleanup process that took place at home after a storm.

Margie Daniels, Hooker, Oklahoma: The next morning you'd still have that dust settling in the air, but there would be the sunshine and all again but then everything would just be covered in dirt. Everything was full of dust. If you were cooking a meal, you'd end up with dust in your food and you would feel it in your teeth. You'd start to eat and when you would drink water or something, you would grit down and you always felt like you had grit between your teeth. You know it felt terrible.

Clella Schmidt, Spearman, Texas: The next day when Mother and my grandmother started cleaning out the house, they were taking the dirt out in buckets full. They were scooping it up onto, ah, ah, wheat scoops, which are pretty good-sized scoops, and carrying it out into the yard.

Imogene Glover, Guymon, Oklahoma: The dust was just like face powder. It was so heavy and thick. It wasn't like sand. It was just real heavy, like face powder. Only it was real dark, almost black.

Source: WGBH Educational Foundation, "American Experience: Surviving the Dust Bowl"
Transcript, 1998. <http://www.pbs.org/wgbh/americanexperience/films/dustbowl/>

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Eleanor Roosevelt and the New Deal

This photograph shows Eleanor Roosevelt touring a Works Progress Administration construction site in Des Moines, Iowa. The WPA was a New Deal program that created jobs for millions of unemployed Americans by organizing public works projects throughout the country. From 1935-1943, WPA workers built 40,000 new buildings, 5,900 schools, 1,686 parks, 1,000 libraries, and thousands of roads, bridges, tunnels, and other improvements to infrastructure. Roosevelt used her national influence as first lady to champion programs like the WPA, as well as other progressive social issues such as women's rights, anti-lynching campaigns, and improved working conditions for laborers. She continued her advocacy work for decades after the Great Depression, becoming a delegate to the United Nations and serving as the first U.S. Representative to the United Nations Commission on Human Rights.



Source: "Eleanor Roosevelt at Works Progress Administration site in Des Moines, Iowa,"
Photographer Unknown, 6/8/1936 National Archives, Collection: Franklin D. Roosevelt Library
Public Domain Photographs, 1882 - 1962 <https://research.archives.gov/id/195991>

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Farmers' Lives in the Great Depression

This June 17, 1933 article in the Dalhart Texan newspaper describes a meeting between community members and representatives of the Roosevelt administration who were seeking information about the impact of the Depression on communities in and around the Oklahoma Panhandle. Years of drought and increasing numbers of dust storms made it nearly impossible for farmers to grow crops or raise livestock, and the speakers begged for immediate and direct federal aid to combat these conditions and save farmers' lives.

The simple, honest sons of the soil told a story of disaster and desolation to the four-state relief meeting at Gumon Friday that beggared description and staggers the mind.

President G. R. Gear, of the Guymon Chamber of Commerce, a banker, presided at the meeting called by the Chamber of Commerce and Red Cross officials of Guymon and Texas county. Three hundred delegates from approximately 30 counties attended.

Conditions Unbelievable

Not a blade of wheat in Cimarron county, Okla.; cattle dying there on the range; a few bushels of wheat in the Perryton areas against an average yield of four to six million bushels; with all stored surplus not more than fifty percent of the seeding needs will be met—ninety percent of the poultry dead in one Panhandle county because of sand storms; sixty cattle dying Friday afternoon, between Guymon and Liberal from some disease induced by dust—humans suffering from dust fever—milk cows going dry, turned into the highways to starve, hogs in such pitiable shape the buyers will not have them; cattle being moved from Dallam and other counties to grass; no wheat in Hartley county; row crops a remote possibility; cattle facing starvation; Potter, Seward and other Panhandle counties with one-third of their population on charity or relief work; ninety percent of farmers in most counties have had to drop loans, the continued drought forcing many of them to use the money for food, clothes, medicine, shelter.

These are only the dregs in the cauldron of the Panhandle's devastation. Civic leaders and farmers were asked to sketch conditions and they spent hours in rapid-fire talk.

Elmer Scott, Dallas, personal representative of Harry L. Hopkins, Washington, D.C., in charge of the administration of federal emergency relief, got these answers in questions asked Panhandle farmers, relating to general conditions: No wheat crop, no row crop possible, no grass, no chance of any money being produced in the Panhandle before the wheat crop of mid-summer 1934, imperative need of millions of dollars now to save livestock so that human life

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can be sustained and the productive agencies of the Panhandle snatched from obliteration. Estimates are from 45 to 60 counties and 60,000 families must have help at once. At \$250 per family to last the humans and livestock a year, the total is 15 million dollars...

Leaders Speak

This condition is beyond crop loans; beyond R. F. C. work these people must have direct help now." said C. R. (Jake) Stahl, of Borger.

President Fanning: "This is not charity. These people only ask a chance to earn. they have built this country. Our government in helping them is not giving, but investing in a section that is a big portion of the nation's bread basket. We think it humanitarian when our government sends money to earthquake-torn Hawaii; to feed the destitute Belgians; to save the Armenians—are we to stand idly by and see our fellow citizens starve to death?

Mr. Scott: "The big issue now is to save human lives."

Dr. D. S. Lee, Guymon: "A doctor knows conditions as well as the farmers—better than any other town or city resident. These farm families are starving to death. I know a family living on bread and milk, with the one cow going."

Source: "Disaster Threatens Farmers; Prevailing Destitution Is Beyond Description; Farmers Facing Bitter Struggle, Tell Story of Hardships Caused by Drought, as Citizens Urge Relief Measures" in *The Dalhart Texan*, June 17, 1933, p. 1, 12.

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Fearing Socialism and Communism in the New Deal

The New Deal had many critics. Some feared that the dramatic increase in government intervention in the economy would lead to communism, or that Roosevelt's power would lead to fascism. Since the 19th century, some Americans feared that socialism or communism would upset the nation's capitalist system and threaten American liberty. These fears had been especially strong since the Red Scare following World War I. The rise of dictators such as Hitler, Mussolini, Franco, and Tojo in the 1920s and 1930s added new worries about the threat of fascism. (This letter was reproduced with all of the author's original spelling, syntax, and grammar.)

Hornell, New York March 7, 1934

My Dear Senator:

It seems very apparent to me that the Administration at Washington is accelerating its pace towards socialism and communism... Everyone is sympathetic to the cause of creating more jobs and better wages for labor; but, a program continually promoting labor troubles, higher wages, shorter hours, and less profits for business, would seem to me to be leading us fast to a condition where the Government must more and more expand its relief activities, and will lead in the end to disaster to all classes. I believe that every citizen is entitled to know the policy of the Government, and I am so confused that I wish you would write me and advise me whether it is the policy of this Administration, of which you are a very important part, to further discourage business enterprise, and eventually set up a program which eliminates private industry and effort, and replaces it with Government control of industry and labor,— call it what you will: socialism, fascism, or communism, or by any other name. I am not addicted to annoying public office holders with correspondence, but if there are any private rights left in this country, then I would appreciate an early reply to this letter, so that I may take such action as is still possible, to protect myself and family. With kindest personal regards,

Yours truly, W.L.C. [male]

WLC:JFE

U.S. Senator Robert F. Wagner Senate Building
Washington, D.C

Source: McElvaine, Robert S., ed., *Down & Out in the Great Depression: Letters from the Forgotten Man* (Chapel Hill, NC: The University of North Carolina Press, 1983), 150.

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The NAACP Challenges Social Security

President Roosevelt sent his Social Security bill, named the "Economic Security Act," to Congress in January 1935. Congress held committee hearings on the bill. Here, a representative of the National Association for the Advancement of Colored People (NAACP), a group dedicated to advancing the rights of African Americans, testifies before Congress about how the bill excludes African Americans.

Mr. Houston:The point that I am making is that in order to qualify for the old-age annuity there is a provision that taxes must be paid on behalf of this person prior to the day when he reaches 60 years. Now, for the benefit of Negroes, I want to inquire who would be benefited or excluded by that provision? First, and very serious, Negro share croppers and cash tenants would be excluded. I take it that I do not need to argue to this committee the fact that of the Negro population and of the population of the country generally, your Negro share cropper and your Negro cash farm tenant are just about at the bottom of the economic scale. He is not employed. There is no relation necessarily of master and servant by which he gets wages on which a tax could be levied. Therefore this population is excluded from the entire benefits of the old-age annuity, and that represents approximately, according to the 1930 census, 490,000 Negroes. Next: Domestic servants are ... excluded from the act ... because the system of employing domestic servants is so loose.... In addition to that, from the standpoint of present persons unemployed ... this old-age annuity does not provide for these ... I do not need to argue to the committee that Negroes have suffered from unemployment more than any other class of the community.

Source: "The Statement of Charles H. Houston, representing the NAACP, to the House Ways and Means Committee on the Economic Security bill," February 1, 1935. Washington, D.C.
Excerpt from *Historical Thinking Matters*,
<http://historicalthinkingmatters.org/socialsecurity/0/inquiry/main/resources/34/>

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President Roosevelt Outlines the New Deal

In his first 100 days as President, Franklin Roosevelt pushed 15 major bills through Congress aimed at bringing America out of the Great Depression. His administration created economic reform programs such as the Federal Emergency Relief Administration, the Civilian Conservation Corps and the Agricultural Adjustment Act. Together, these and other relief programs were called The New Deal. In the following transcript from a nationally broadcasted radio address—one of many “fireside chats” he would give during his presidency—Roosevelt outlines The New Deal to the American people.

The legislation which has been passed or is in the process of enactment can properly be considered as part of a well-grounded plan.

First, we are giving opportunity of employment to one-quarter of a million of the unemployed, especially the young men who have dependents, to go into the forestry and flood-prevention work. This is a big task because it means feeding, clothing and caring for nearly twice as many men as we have in the regular army itself. In creating this civilian conservation corps we are killing two birds with one stone. We are clearly enhancing the value of our natural resources, and we are relieving an appreciable amount of actual distress. This great group of men has entered upon its work on a purely voluntary basis; no military training is involved and we are conserving not only our natural resources, but our human resources. One of the great values to this work is the fact that it is direct and requires the intervention of very little machinery...

Next, the Congress is about to pass legislation that will greatly ease the mortgage distress among the farmers and the home owners of the Nation, by providing for the easing of the burden of debt now bearing so heavily upon millions of our people.

Our next step in seeking immediate relief is a grant of half a billion dollars to help the States, counties and municipalities in their duty to care for those who need direct and immediate relief.

The Congress also passed legislation authorizing the sale of beer in such States as desired it. This has already resulted in considerable reemployment and incidentally has provided much needed tax revenue.

We are planning to ask the Congress for legislation to enable the Government to undertake public works, thus stimulating directly and indirectly the employment of many others in well-considered projects.

Further legislation has been taken up which goes much more fundamentally into our economic problems. The Farm Relief Bill seeks by the use of several methods, alone or together, to bring about an increased return to farmers for their major farm products, seeking at the same time to

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prevent in the days to come disastrous overproduction which so often in the past has kept farm commodity prices far below a reasonable return. This measure provides wide powers for emergencies. The extent of its use will depend entirely upon what the future has in store.

Well-considered and conservative measures will likewise be proposed which will attempt to give to the industrial workers of the country a more fair wage return, prevent cut-throat competition and unduly long hours for labor, and at the same time encourage each industry to prevent overproduction...

Source: Franklin Delano Roosevelt, "Outlining the New Deal Program," Sunday, May 7, 1933, Franklin Delano Roosevelt Presidential Library and Museum.
<http://docs.fdrlibrary.marist.edu/050733.html>

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Camps and the Community

In 1933, President Franklin Roosevelt established the Civilian Conservation Corps (CCC) to put young men aged 18-25 to work planting trees and helping farmers put soil conservation methods into effect. The federal government built more than 4,500 camps to house CCC members during their time in the program. Men in the CCC were paid \$30 per month, with \$25 sent home to their families. While people who lived near the camps appreciated the money that CCC members spent in their communities, this large influx of young male strangers was sometimes a source of tension. This letter to First Lady Eleanor Roosevelt describes interactions between locals and CCC members in New Jersey.

Dear Mrs. Roosevelt,

I know the President is much too busy with greater problems. So, I as one mother to another beg of you to take this matter up with him if he has a spare moment.

About four and one half miles from Sussex, N.J., and very near our little farm is a camp of re-forest workers, young men from 18 to 25, and sorry to say the roughest kind. Up until three weeks ago our daughters were free to go to and from the village unmolested. These fellows have been to our door and neighbors trying to sell over-alls, bits of jewelry or work in the garden for a little money.

Last Friday our High School at Sussex gave a dance for the graduation class. Four of these chaps in over-alls and work shirts walked in and demanded admittance since it was public. It ended in a fight and the town policeman had to be called.

Saturday night our little movie house, only open Friday and Saturday for our children who can only see pictures seldom. Again a crowd of them got in the house and because it was an old picture, they hissed and made all sorts of remarks about it. They were asked to leave and the language from them was terrible.

Now I am sure you will understand what we are suffering. Our community has never been so upset. Any hour of the night, Saturday and Sunday groups are on the road from the camp to Sussex and it isn't safe for women or girls to be driving alone. Last week one of my neighbors' daughters was driving alone and two of four fellows asked for a ride and she refused, of course, so they stood in her way where she couldn't turn out without going in the gutter or hitting them.

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Now please, Mrs. R., won't you intercede for we Mothers here. And we shall be more than grateful.

Mrs. Chambers

Source: Chambers to Roosevelt, June 11, 1933, Box 956, Correspondence of Investigators, Division of Investigation, Record Group 35, U.S. National Archives (Washington, D.C.).

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The CCC and Public Parks

By 1935, the Roosevelt Administration had sent over 150,000 members of the Civilian Conservation Corps (CCC) to conserve, improve, and expand public park sites. CCC workers cleared walking trails and campsites, built administrative buildings, and planted millions of trees at parks around the country. This image shows CCC members making a camping table and benches (as their supervisor watches close by) in the Mount Baker National Forest in Washington State. The table and benches are designed in the "National Park Service Rustic" architectural style, a style that used wood and stone materials to build structures that blended into a park's natural environment.



Source: "C.C.C. boys constructing campground table and benches at Baker Lake Mt, Baker National Forest. Photo by Fromme." Department of Agriculture, 1936. National Archives: Records of the Forest Service, 1870-2008, Historic Photo Series.
<https://catalog.archives.gov/id/299010>

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The CCC and Soil Conservation

Prior to the Great Depression, most farmers overplanted the same crops and failed to protect the land's delicate topsoil. Such farming practices left the soil less productive for growing and made the impact of the drought much worse. To combat this problem, the Civilian Conservation Corps (CCC) worked with the Soil Conservation Service (a federal program responsible for reducing water and wind erosion in rural agricultural areas) to improve farming practices and revitalize damaged crop fields. In this photograph, CCC workers use tractors to dig diversion lines between crop fields. These tracks guided runoff water away from farmlands in order to prevent the formation of gullies (deep ditches caused by sudden water erosion).



Source: John Vachon, "CCC (Civilian Conservation Corps) working with Soil Conservation Service making diversion terrace to prevent gullying, Vernon County, Wisconsin," September, 1939. Library of Congress, Prints and Photographs Division, Washington, D.C. LC-USF33-T01-001569. <http://www.loc.gov/pictures/item/fsa1997004942/PP/>

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Housing for Mexican Field Workers

Migrant farm workers, many of them Mexican or Mexican-American, travelled from job to job and received very low pay. As a result, they often had to live in whatever poor, unsanitary housing the growers provided. While working for the Farm Security Administration, Dorothea Lange photographed these conditions and exposed the problem to a national audience.



Source: Dorothea Lange, "Ditch bank housing for Mexican field workers. Imperial Valley, California." March, 1937. Farm Security Administration - Office of War Information Photograph Collection, Library of Congress Prints and Photographs Division.
<https://www.loc.gov/item/fsa2000000943/PP/>

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Jim Crow at Camp Dix

The Civilian Conservation Corps (CCC) provided many African American enrollees with valuable training and educational opportunities. While the legislation that established the CCC required that the corps accept young men regardless of race, the program was administered at the state level, resulting in instances of segregation. African-American corpsmen confronted racial prejudice and hostility both within the CCC camps and from nearby white communities. Luther C. Wandall, an African American from New York City, wrote the following account of his experiences in a segregated Civilian Conservation Corps camp for Crisis, the magazine of the National Association for the Advancement of Colored People.

During the two years of its previous existence I had heard many conflicting reports concerning the Civilian Conservation Corps, President Roosevelt's pet project. One boy told me that he almost froze to death one night out in Washington. Some said that the colored got all the leftovers. Others said that everything was all right. But my brother, who is a World War veteran, advised me emphatically: "I wouldn't be in anything connected with the Army." . . .

We reached Camp Dix about 7:30 that evening. As we rolled up in front of headquarters an officer came out to the bus and told us: "You will double-time as you leave this bus, remove your hat when you hit the door, and when you are asked questions, answer 'Yes, sir,' and 'No, sir.'"

And here it was that Mr. James Crow first definitely put in his appearance. When my record was taken at Pier I, a "C" was placed on it. When the busloads were made up at Whitehall street an officer reported as follows: "35, 8 colored." But until now there had been no distinction made.

But before we left the bus the officer shouted emphatically: "Colored boys fall out in the rear." The colored from several buses were herded together, and stood in line until after the white boys had been registered and taken to their tents. This seemed to be the established order of procedure at Camp Dix.

This separation of the colored from the whites was completely and rigidly maintained at this camp. One Puerto Rican, who was darker than I, and who preferred to be with the colored, was regarded as pitifully uninformed by the officers.

Source: Luther C. Wandall, "A Negro in the CCC," *Crisis* Vol. 42 (August, 1935): 244.
<http://newdeal.feri.org/aacc/aacc01.htm>

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Pea Pickers, Imperial Valley, California

Photographer Dorothea Lange, hired by the U.S. government's Farm Security Agency, travelled around the country documenting the working and living conditions of Americans during the Depression. She took this photograph of field laborers in the Imperial Valley region of California. Lange often wrote detailed notes to accompany each photograph, relating bits of information and giving context that might otherwise be lost with visuals alone. This photo of laborers picking peas is followed with a description of their low wages: "one cent per pound. Hamper holds about twenty eight pounds."



Source: Dorothea Lange, "Pea pickers. Wages (1939): one cent per pound. Hamper holds about twenty eight pounds. Near Niland, Imperial County, California." February, 1939. Farm Security Administration - Office of War Information Photograph Collection, Library of Congress Prints and Photographs Division. <http://www.loc.gov/pictures/item/fsa2000004589/PP/>

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We Were Just Okies to Her . . . ": Rev. Billie H. Pate on Moving to California

Billie Pate's family worked as sharecroppers in Texas, farming land owned by someone else and giving the landowner a share, or portion, of the crop they produced each year. During the Depression, crop prices sunk too low to sustain the family. Like other farm families who migrated to California, they were drawn by the promise of work, the hope of eventually being able to own land in an agriculturally rich state, and the knowledge that the state provided higher relief payments than other states. The Pate family migrated in 1935 when Billie was ten. In this oral history excerpt, he describes his work and school experiences in California. Michael Neely interviewed Pate in March 1981 for a San Joaquin regional oral history project.

Pate: So we got here in the fall of 1935 and we were living out in this one ranch and we picked cotton that fall because my father couldn't get a job, and then the winter months came on and they were terribly bad. We lived in the camp with no running water and no inside plumbing...

Neely: Did you pick cotton?

Pate: On the weekends, yes. When it wasn't raining, we worked...

Neely: Did the money go to the children or to the family?

Pate: Family, always to the family. And this was how we survived. We worked. We always worked and even during the next summer when I was eleven—in 1936 I was eleven. We hired out in the fields. At eleven I chopped cotton with adults, and then we chopped cotton, hoed all summer...

We started school also. There was a school at the cotton camp, but my mother didn't want us to go to that school... the school at the camp had many Mexican Americans, and we were not accustomed to these people. We had never been around them and so my mother wasn't comfortable with it at that time...

Probably this was one of the hardest years of my life, the first year we came... for some reason our teacher resented us and made it known that she didn't like the Okies and the Arkies and the Texans... We were really trash to her...

Then there was a term, we were called Okies. Oh, we weren't from Oklahoma—that's just a term for this group. We were just Okies to her and Okies were inferior...

Neely: What were the reactions you had to being treated as trash?

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Pate: Oh, I certainly didn't like it because I didn't feel like trash.

Source: "Interview with Rev. Billie H. Pate," California State College, Bakersfield - California
Odyssey: The 1930s Migration to the South San Joaquin Valley, pg. 7.
http://www.csub.edu/library/_files/DB_files/Pate117.pdf

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A Midwestern Runaway Remembers the CCC

During the Great Depression, many young people left home to search for economic opportunity (and sometimes adventure) on the open roads of America. Jim Mitchell was a sophomore in high school when his father lost his job, sending the family into desperate financial circumstances. Running away from rural Kenosha, Wisconsin, in the winter of 1933, Mitchell eventually joined the Civilian Conservation Corps (CCC), a federal government program for unemployed youth. In this interview, Mitchell recalls his reasons for joining the CCC and details the life it offered him.

In the CCC you not only learned to live with other guys, you had to go out with a crew and haul logs together. You learned to work as a team.

You worked alongside state foresters who took no nonsense from you. They wanted a day's work and they got it. We had a thousand and one different jobs, from climbing trees to surveying parks. You learned to do a job and do it well. It gave you confidence when you started to become accepted by your peers and to fit in with them.

You had three square meals a day with good food and a good place to sleep. On the road you spent all your time wondering about whether you were going to eat. If you worked it wasn't useful work but just for food. To this day I can go and see parks that we built in the CCC, I can see trees that we planted. It's a living legacy. You didn't have a living legacy on the road.

I stayed in the CCC for two years getting thirty dollars a month. At last I could bring some help to my family. My first letter gave me a big boost:

"Dear son, I want you to know how grateful we are to you and proud, too. The \$25 we get each month goes a long way in holding us together. It's good to look Dimitri in the eye and plunk down cash for groceries, and not be obliged to Merriweather for the rent."

For the first time I felt good about myself.

Source: Errol Lincoln Uys, *Riding the Rails: Teenagers on the Move During the Great Depression* (New York: Routledge, 2003), 259-261.

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Social Effects of Migratory Labor

The following excerpt is from economist and social activist Paul S. Taylor's 1937 report on migratory farm labor. Already an expert on rural and agricultural economics by the time of the Great Depression, Taylor was hired by the Farm Security Administration to travel throughout the country studying and documenting the impact of the Depression and Dust Bowl on farm laborers. In this concluding section of the report, Taylor explains the difficult living and working conditions experienced by migratory farm laborers and their families.

Migratory agricultural labor is attended [accompanied] by characteristic social problems. First, earnings are low, with all that fact entails [involves]...

Second, housing of migrants (with of course the usual exceptions) is universally a serious problem... In California, the ragged camps of migrants squatting in filth by the roadside, in open fields, along ditch banks, or on garbage dumps fairly beggar description. Large growers frequently provide good housing, but smaller growers with short peak season are often unable to do this...

Third, migrants, like other farm workers, are left relatively unprotected by social security legislation. All the evils of migrant-labor life are aggravated when children must submit to its hardships. I shall mention only that migration cripples the education of the young...Indeed I know of school districts where Mexicans predominate, where in fact the non-attendance at school was preferred, so that the State aid given because of their presence in the district might be spent on the local white American children . . .

To sum it up, migratory farm labor is a focus of poverty, bad health, and evil housing conditions. Its availability in large numbers at low wages aids large-scale agriculture in its competition with the family farm. Migratory laborers are victims of all the prejudices of settled folk against outlanders and nomads, without the advantages of an organized group of their own. They are discriminated against by arbitrary and illegal blockades. They cannot participate in democracy. The education of their children is seriously impaired if not completely neglected. Race prejudices are heightened and labor conflict intensified. Migrants and public welfare suffer alike.

Source: Paul S. Taylor, *Migratory Farm Labor in the United States*, (Bureau of Labor Statistics, United States Department of Labor, March, 1937), 10-12.
<https://babel.hathitrust.org/cgi/pt?id=txu.05917301725465>