

VIDEO NOTES

WHO	WHAT	WHERE	WHEN	WHY	OTHER ?

The Great Dust Storm

By Woody Guthrie

On the 14th day of April of 1935,
There struck the worst of dust storms that ever filled the sky.
You could see that dust storm comin', the cloud looked deathlike black,
And through our mighty nation, it left a dreadful track.

From Oklahoma City to the Arizona line,
Dakota and Nebraska to the lazy Rio Grande,
It fell across our city like a curtain of black rolled down,
We thought it was our judgement, we thought it was our doom.

The radio reported, we listened with alarm,
The wild and windy actions of this great mysterious storm;
From Albuquerque and Clovis, and all New Mexico,
They said it was the blackest that ever they had saw.

From old Dodge City, Kansas, the dust had rung their knell,
And a few more comrades sleeping on top of old Boot Hill.
From Denver, Colorado, they said it blew so strong,
They thought that they could hold out, but they didn't know how long.

Our relatives were huddled into their oil boom shacks,
And the children they was cryin' as it whistled through the cracks.
And the family it was crowded into their little room,
They thought the world had ended, and they thought it was their doom.

The storm took place at sundown, it lasted through the night,
When we looked out next morning, we saw a terrible sight.
We saw outside our window where wheat fields they had grown
Was now a rippling ocean of dust the wind had blown.

It covered up our fences, it covered up our barns,
It covered up our tractors in this wild and dusty storm.
We loaded our jalopies and piled our families in,
We rattled down that highway to never come back again.

(Woody Guthrie. Lyrics transcribed at
www.geocities.com/Nashville/3448/pretty.html)

Internet Research: Guided Web Exploration

Spend at least 40 minutes on these sites, answering the questions on your own paper. Take time to view photos and be sure to click on links that raise questions, such as “How bad was the Dust Bowl?” and “Why was there so much dust?”, to gain additional information.

1. Go to: “Day of the Black Blizzard”

<http://www.discovery.com/area/history/dustbowl/dustbowl opener.html>

- What was the date of the “Day of the Black Blizzard” ?
- How long did it last?
- What were some changes made in every day life due to the dust?
- What were the “dust bowl blues”?

Read through the events/hours of the day and write a 2-3 sentence summary of each segment.

- 8:00 am
- 12:00 noon
- 2:40 pm
- 6:00 pm

- As a result of this destruction, what did most people do?

- List three statistics you find astonishing from this site.

- What did we learn about farming/agriculture from the dust bowl, and how is it evident in farming today?

Go to the “WEB LINKS” at the bottom of the page. Click on “Dust Bowl”. Look at some of the photographs in this section. Choose one that is really vivid to you – jot down some details or feelings that make it so memorable.

2. Go to: “Voices from the Dust Bowl”

<http://memory.loc.gov/ammem/afetshtml/tsme.html>

Click on “The Migrant Experience” to read about the events and circumstances.

- What were some of the causes of the Dust Bowl?
- Why was there hope in California?
- What is the origin of the word ‘Okie’?
- Name two programs or actions the federal government provided to help the migrants or the farmers?

Web Site Citations

Author, editor, compiler (last name first) _____

Title of Web Page or Document _____

Title of Complete Work _____

Date of Publication or Update _____

Name of Institution or Organization Sponsoring or Associated with this web site

Date of Access _____

Web address/ URL _____

NOTES:

Magazine Assignment

The class has been divided into groups of 5, and each group will be responsible for producing the feature/cover story for *Life in the US Magazine* 1937. The layout for the magazine will include the following 5 feature stories/assignments designed to give the readers a full account of the Dust Bowl experience. Read each of the 5 assignments carefully and consider the point of view from which it is presented. Each member of the group may assume responsibility for one assignment, or you may pair up to produce one or more, as long as everyone in the group is involved and working, and each of the five features is completed. Directions and explanations are included in your packets.

Directions/Criteria

1. Go over the magazine assignments with the members of your group and determine individual assignments.
2. Once your role is selected, begin searching for factual accounts and information related to your assignment.
3. You must use a minimum of 3 different sites.
4. Record citation information and notes on pages provided. Ask for additional sheets if needed.
5. Prepare, organize, and outline your written work.
6. Write your assignment. If time permits, share it with another group member for comment and/or review. Type your paper.
7. Prepare a bibliography sheet using the information recorded on your citation/note sheets. Be sure to follow the guidelines from the bibliography guide or check out the Learning Page web site under Citation Information on the Web Site page (bookmarked).
8. As a group, combine assignments and any additional information into the magazine feature. Turn in.

Assignments:

1. Background Coverage and News Summary

This is to be an objective report on the events causes, effects, and analysis of the situation now identified as the Dust Bowl. As in any accurate news coverage, be sure to include location (map), agricultural and geographic factors, migration, facts, and figures relating to the catastrophe and an expert or informational summary that will enable the readers to understand the circumstances surrounding the events of the Dust Bowl. (Remember the 5 W's.)

2. Photography and Human Interest Stories

Choose a photograph that reflects a personal experience, an event, or in some way dramatizes the Dust Bowl experience. Create an imaginary narrative account (as a reporter) detailing the event, person, objects, or activities revealed in the photograph.

Although your account is creative, it must be based on and include actual historical events, probable reactions or happenings, and true-to-life responses or activities from the experiences of the people and lives of the Dust Bowl.

Interviews (2)

3. As a reporter, transcribe a personal interview with a migrant to California, detailing his/her experiences and trip. Include motivations and events that led to the migration. Include details of the trip, route, reception, destination and any information about government programs or public reactions that may have affected him/her.

4. Create a personal interview between you, the reporter, and a California native investigating the impact the migrants have had on his/her community. What is his/her response to the migrants' plight and arrival in California? Include opinions, facts, feelings and attitudes that reflect the realities of that time and place. Include reaction to government programs and New Deal policies that affect the situation.

5. Letter

Write a letter as a mother, father, or other family member to a relative back in New York City. In the letter, describe the life on a farm in the middle of the Dust Bowl territory with children and a family to maintain. Describe the daily life and events related to the hardships encountered, the choices or options available, the realities related to the future, any government programs or solutions, and the responses of the individuals.

*XTRA – your group may want to add photos, advertisements, or any other enhancements to your magazine that might reflect the times and events

Web Sites – The Dust Bowl and the Thirties

Information About the Dust Bowl

- **The Migrant Experience**
<http://memory.loc.gov/ammem/afctshhtml/tsme.html>
This is a good site with information and explanation of the migrant experience – discussing why and where they came from. Be sure to explore the links to Charles Todd’s articles on the Okies for a firsthand account from the Dust Bowl. Read about individuals and experiences.
- **The Dust Bowl**
<http://drylands.nasm.edu:1995/bowl.html>
This Smithsonian exhibit and site features the environmental explanation and discussion of the world’s dry lands and specifically the “Dust Bowl”. Good photos and summary of disastrous dust storms of 30’s, plus environmental and scientific information about dry lands on the home site.
- **Migrant Workers & Photographs**
<http://memory.loc.gov/ammem/afctshhtml/tshome.html>
Check out this site for photos of migrant workers, travel, conditions, destinations and experiences. Short captions and identifiers to locate persons and places in the photos. Great primary sources.
- **The Dust Bowl**
<http://www.ptsi.net/user/museum/dustbowl.html>
Great overview of Dust Bowl. Explanation of the natural disaster and its effect on the lives and lands of the Dust Bowl region and the migration of victims to California.
- **Photos and Captions**
<http://memory.loc.gov/ammem/fsowcap.html>
Victims of the Dustbowl and others suffering from the Great Depression are captured in these photos. Be sure to select #4 “Migrant Mother” for most famous photos from the era.
- **The Dust Bowl Experience**
<http://www.pbs.org/wgbh/amex/dustbowl/sfeature/newdeal.html>
Check out maps and details of the Dust Bowl and the New Deal Programs designed to help.

Information About the Great Depression and the Thirties

- **Timeline of the Great Depression**
<http://www.pbs.org/wgbh/amex/rails/timeline/index.html>
This is a good resource for placing people and events in sequence and highlighting the most important. Information on timeline data can be accessed from this site.
- **Cultural Life in the Thirties**
<http://www.nhmccd.cc.tx.us/contracts/lrc/kc/decade30.html>
A great resource for people, places, events and attitudes of the 1930’s. Includes

baseball heroes, wages, entertainment, and education as well as accounts of the Depression and Dust Bowl experiences.

- **The Great Depression and the New Deal**
<http://lcweb2.loc.gov/wpaintro/intro01.html>
Good reference source for both.
- **The New Deal Network**
<http://newdeal.feri.org/index.htm>
Check out the letters to Mrs. Roosevelt and the features in “classroom”. Timeline is helpful but limited. Explore all links and categories.

Citation Information

- **The Learning Page.**
<http://memory.loc.gov/ammem/ndlpedu/resources/cite/index.html>
Electronic Citations. Citing electronic sources, specific examples of LOC and photographs. Remember to use those under the MLA style guidelines.

Research Magazine Project Evaluation Form

Student _____

Total Points _____

Evaluator: Self Peer Teacher

	Poor 1				Excellent 5
Following Directions					
Did student present subject described in the assignment?	1	2	3	4	5
Did student follow assigned schedule?	1	2	3	4	5
Content					
Did student accurately reflect the point of view of the subject in the assignment?	1	2	3	4	5
Did student include reference to or mention of at least 3 historical facts, events, people, actions or ideas?	1	2	3	4	5
Did student include essential information & details to provide the reader with a clear understanding of subject, time and place?	1	2	3	4	5
Writing/Mechanics					
Is the writing well organized and clearly presented?	1	2	3	4	5
Does the writing contain many errors in grammar, punctuation and spelling?	1	2	3	4	5
Did the student include a bibliography documented in the proper format?	1	2	3	4	5
Did the student use a minimum of 3 sources?	1	2	3	4	5
Cooperative Group Work					
Did student work well with members of his group?	1	2	3	4	5
Did student assume responsibilities and complete work on time?	1	2	3	4	5
Did the student contribute equally to the group project?	1	2	3	4	5
Creativity & Imagination					
Did the writing demonstrate creativity, imagination and style?	1	2	3	4	5

54-60 excellent 48-53 good 42-48 average 36-41 poor below 35 unacceptable

Comments: