

Out of the Dust Unit Resources

Student Resource	Location
Section 1: Lessons 1-4	
Text: "Winter 1934" from <i>Out of the Dust</i> by Karen Hesse	Purchased text
Text: "No Title" by Woody Guthrie	Out of the Dust Unit Reader
Lesson handouts	Pages 2 – 8
Section 2: Lessons 5-8	
Text: "The Drought" from American Experience	Out of the Dust Unit Reader
Text: "Drought!" from "Farming in the 1930's"	Out of the Dust Unit Reader
Text: WWI US Food Administration Propaganda	Pages 14-16
Text: "Wheat Prices"	Page 17
Lesson handouts	Pages 9 – 19
Section 3: Lessons 9-12	
Text: <i>Out of the Dust</i> by Karen Hesse	Purchased text
Lesson handouts	Pages 22 – 23
Section 4: Lessons 13-15	
Text: "On Drought Conditions" by Franklin D. Roosevelt	Pages 24 - 25
Text: "Letters from the Dust Bowl" by Caroline Henderson	Out of the Dust Unit Reader
Lesson handouts	Pages 26 – 28
Section 5: Lessons 16-22	
Text: <i>Out of the Dust</i> by Karen Hesse	Purchased text
Lesson handouts	Pages 29 – 36
Section 6: Lessons 23-25	
Text: <i>Out of the Dust</i> by Karen Hesse	Purchased text
Text: "Okies" from "Farming in the 1930's"	Out of the Dust Unit Reader
Text: "USDA Photographer Rescues Destitute Farm Workers"	Pages 38 – 40
Lesson handouts	Page 37
Section 7: Lessons 26-28	
Text: <i>Out of the Dust</i> by Karen Hesse	Purchased text
Lesson handouts	Page 41
Section 8: Lessons 29-33 (Culminating Writing Task)	
Lesson handouts	Pages 42 – 51
Section 9: Lessons 34-38 (Extension Task)	
Lesson handouts	Pages 52 – 56
Section 10: Lessons 39-40 (Cold Read Task)	

Split-page Notes

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Character Evidence Chart

Locate evidence which tells us something about characters' personality traits.

Ask yourself these questions: What type of person are they? What do they value? How do they treat others?

Character	Evidence (quotation from the text)	What does this text evidence tell us about the character's personality?

Character Analysis Chart

Chart the development of Pa and Billie Jo throughout the novel *Out of the Dust*.

Description (physical and emotional)	Pa	Billie Jo

TP-CASTT: “Fields of Flashing Light”

Reread the poem “Fields of Flashing Light” and complete the chart below.

	Description	
Title	Consider the title, and make a prediction about what the poem is about.	
Paraphrase	Put the poem into your own words. Make sure you tell what is happening at the beginning, middle, and end. Tell what is really happening, not what the poet is figuratively saying.	
Connotation	Look at the poem beyond the actual events. Look for figurative language, imagery, etc., and describe its impact on the reader.	
Attitude (Tone)	What is the speaker’s tone? Is there more than one attitude or tone in different parts of the poem?	
Shifts	Are there any changes in the speaker or attitude? Look for key words, time change, punctuation.	
Title	Look at the title again. Why is the title important to the poem?	
Theme	What is the subject? What is the poet saying about the subject? What message is the poet trying to send?	

Figurative Language Analysis

Locate examples of figurative language used in the text. Explain the author's intended meaning, and what impact it has on you, the reader.

Figurative language from the text	Author's intended meaning, and the impact on the reader.

Conversation Stems¹**Clarifying**

- Is it your position that...
- To be clear, you're saying that...
- I'm confused when you say X. Can you elaborate?

Paraphrasing

- Put another way, you're saying...
- So you're saying that...
- Is it fair to say that you believe...
- I hear you saying that...

Agreeing

- ___'s point about ___ was important because...
- The reasons you provided support what I am saying because...
- You and I are coming from the same position.

Disagreeing

- I see it differently because...
- The reasons and details ___ provided better support ___ because...
- There is no evidence to suggest that is true.
- I agree that ___, but we also have to consider that...
- We see ___ differently.

Elaborating

- ___ mentioned that...
- Yes, and furthermore...
- Adding to what you said,...
- I agree, and I want to add that...

Summarizing

- Overall, what I'm trying to say is...
- My whole point in one sentence is...
- More than anything else, I believe that...
- Ultimately, my goal is to demonstrate that...

Revising

- Before I thought ___, but now I think ___ because...
- I still think ___, but now I wonder...
- My new thinking is...

¹ Adapted from te@chthought at <http://www.teachthought.com/learning/sentence-stems-higher-level-conversation-classroom/>

Two Texts Chart

	Woody Guthrie “No Title”	Winter 1934
Physical Environment		
Daily Life		
People’s Attitudes		

Vocabulary Log

Keep a list of words or expressions you have learned throughout the unit.

Word	My Best Guess	My Definition	Synonyms	Sketch / Source Sentence

Summary of "The Drought"

Use this template to write a summary of the informational text "The Drought."

Write the central idea of the text.				
What happened?	When did it happen?	Who was involved?	Why did it happen?	What was learned?
Write a summary of the text including the central idea statement and details above. <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>				

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is a vertical margin line on the left side, creating a narrow left margin. The paper appears to be from a notebook or a standard ruled document.

Excerpts of Encyclopedia Entries

Great Depression

The Great Depression (1929-39) was the deepest and longest-lasting economic downturn in the history of the Western industrialized world. In the United States, the Great Depression began soon after the stock market crash of October 1929—known as “Black Tuesday”—which sent Wall Street into a panic and wiped out millions of investors. Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and rising levels of unemployment as failing companies laid off workers.

By 1933, when the economy reached its lowest point, some 13 to 15 million Americans were unemployed and nearly half of the country’s banks had failed. Though the relief and reform measures put into place by President Franklin D. Roosevelt helped lessen the worst effects of the Great Depression in the 1930s, the economy would not fully turn around until after 1939, when World War II kicked American industry into high gear.

New Deal

“New Deal,” the domestic program of the administration of U.S. President Franklin D. Roosevelt between 1933 and 1939, took action to bring about immediate economic relief as well as reforms in industry, agriculture, finance, waterpower, labour, and housing. The term was taken from the speech Roosevelt gave as he accepted the Democratic nomination for the presidency on July 2, 1932. Voters unhappy with President Herbert Hoover’s ability to bring relief from the Great Depression overwhelmingly voted in favour of the Democratic promise of a “new deal” for the “forgotten man,” and voted overwhelmingly to support Roosevelt for president.

Because President Roosevelt's advisors believed that the economic depression had been caused by an economic slowdown in farming, much of the New Deal was intended to help farmers. In the alphabet soup of

agencies, several were intended to help farmers, and the impact of these New Deal programs continues today. The programs included:

- **AAA, the Agricultural Adjustment Act of 1933.** AAA controlled the supply of seven "basic crops" — corn, wheat, cotton, rice, peanuts, tobacco and milk—by offering payments to farmers in return for taking some of their land out of farming, not planting a crop.
- **CCC, the Civilian Conservation Corps of 1933.** The CCC was a public works program that put more than three million young men and adults to work building roads and trails in parks, building conservation dams, building campgrounds, planting trees, draining swamps, replanting grazing land, renovating historic buildings and stringing telephone lines.
- **FSA, the Farm Security Administration of 1935 and 1937.** The FSA loaned money to tenant farmers (renters) at low interest rates. The FSA also built model cooperative farmsteads for farmers who had been forced to receive relief (now known as "welfare"). The agency built camps in California for Okies and other migrant workers.
- **SCS, the Soil Conservation Service of 1935.** The SCS encouraged Great Plains farmers to use soil conservation methods that would help conserve soil fertility and stop erosion. It sometimes paid farmers to plant certain crops or paid them not to produce a crop at all and let the land lie idle (fallow). Farmers were encouraged to rotate crops and renew soil nutrients, to follow the contour of the land when plowing, to terrace sloping land to prevent erosion, and to plant rows of trees in "shelter belts" to slow wind erosion.
- **WPA, the Works Progress Administration, established under the Emergency Relief Appropriation Act of 1935.** The WPA lasted until 1943 and employed at least 8.5 million people at an average of \$2 a day. They built thousands of roads, bridges, schools, post offices and other public construction projects. In addition, under the WPA's Arts Program, thousands of unemployed writers, musicians, artists, actors, and photographers temporarily went on the federal payroll, producing public projects ranging from murals to national park guidebooks.

WWI US Food Administration Propaganda

“Little Americans” (published 1917)



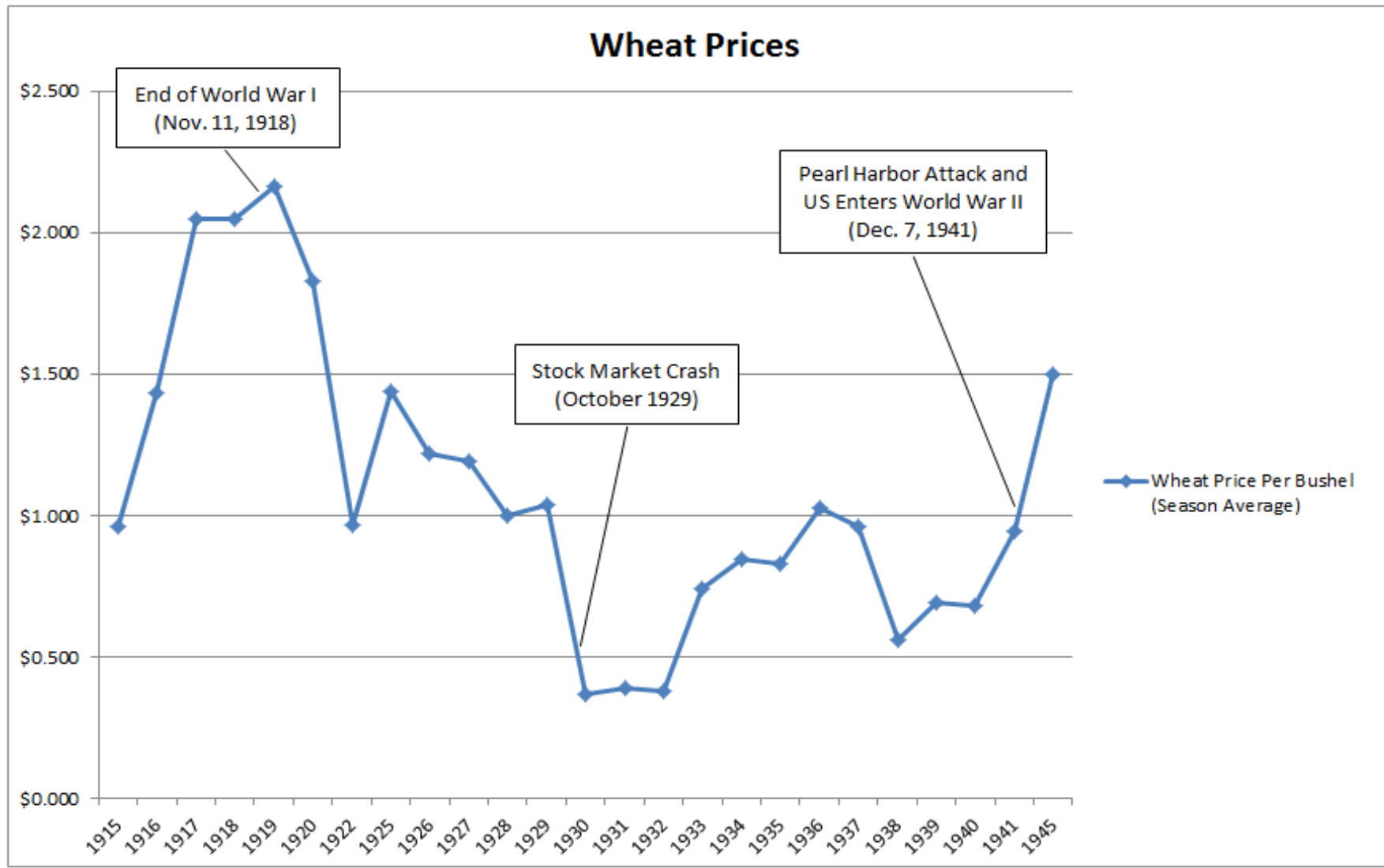
“Stamina” (published 1917)



“Will You Give Them Wheat?” (published 1918)

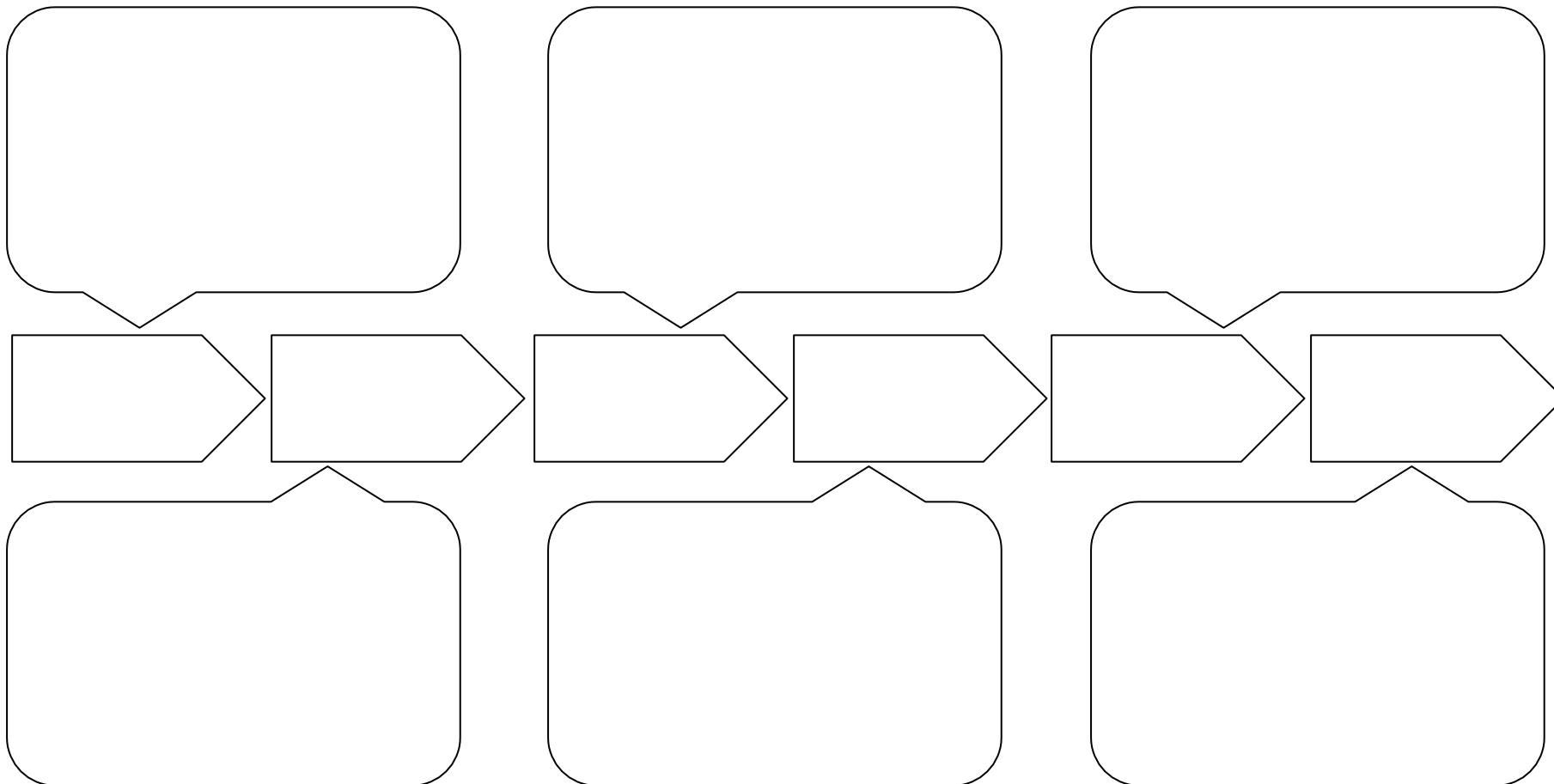


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Dust Bowl Timeline

Record information gathered from the various texts we have read to create an accurate understanding of the historical context of the Dust Bowl.



A graphic organizer for a Dust Bowl timeline. It features a central horizontal row of six white rectangular boxes with black outlines, each with a triangular arrow pointing to the right. Above and below this central row are three large, empty, rounded rectangular boxes with black outlines, intended for additional notes or details related to the timeline events.

Information Structures

	Benefits	Limitations
Fiction		
Web-based news article (no links to additional information)		
Web-based feature story (with links to multimedia resources)		
Encyclopedia entry		
Graphic		
Video		

Argument Sentence Stems

Reason Statement Stems

One reason _____ .
To begin with, _____ .
In addition to _____ , _____ .
Another reason is _____ .
An equally important point to consider is _____ .
Furthermore, _____ .
Finally, _____ .

Evidence Statement Stems

The author/article/passage states that _____ . (paraphrase)
The author/article/passage (also) tells us that _____ . (paraphrase)
The author claims that _____ . (paraphrase)
According to the author/text, _____ . (paraphrase)
The author says “ _____ .” (quotation)
The author states “ _____ .” (quotation)
The passage states “ _____ .” (quotation)

Evidence Explanation Sentence Stems

This quotation shows how _____ .
This quotation makes it clear that _____ .
In other words, the author believes that _____ .
The author’s point is that _____ .
This shows/illustrates/explains _____ .
This means/confirms/suggests _____ .
This expresses the idea that _____ .

Tone and Mood in "Spring 1934"

Tone		Mood	
Tone is the writer’s attitude or feeling toward the subject.		The atmosphere or emotion the writer creates for the reader.	
What tone of voice is the author using?		What is my emotional response as I read?	
Tone and Mood Words			
Positive		Neutral	
Cheerful Optimistic Delighted Calming Hopeful Soothing Passionate Caring Loving Sympathetic		Meditative Perplexed Questioning Unaffected Sentimental Informative Formal Resigned Mysterious Reflective	
		Negative	
		Angry Worried Anxious Sad Gloomy Hopeless Depressed Frightened Pessimistic Irritated	

Reread "Beat Wheat." Then fill out the chart below.

Which words and phrases from the text help paint a picture?	What is the speaker's attitude toward the subject? (Tone)	What feeling do I get when I read these words and phrases? (Mood)
One quarter of the wheat is lost: blown away or withered up	resigned, matter of fact	sad, worried
What remains is little more than a wisp of what it should be.	wishful, sentimental	sad, sympathetic
What is the overall tone of the poem? What is the overall mood of the poem?		

Tone and Mood in "Spring 1934"

Instructions: Reread the following poems from *Out of the Dust*:

- 1) "Apple Blossoms" 2) "World War" 3) "Apples" 4) "Dust and Rain"

Select one of the poems to analyze closely for tone and mood by filling and fill in the chart below.

Poem Title: _____

Which words and phrases from the text help paint a picture?	What is the speaker's attitude toward the subject? (Tone)	What feeling do I get when I read these words and phrases? (Mood)

What is the overall tone of the poem?

What is the overall mood of the poem?

Tone and Mood in “On the Road with Arley”

Reread “On the Road with Arley.” Then fill out the chart below.

Which words and phrases from the text help paint a picture?	What is the speaker’s attitude toward the subject? (Tone)	What feeling do I get when I read these words and phrases? (Mood)

What is the overall tone of the poem? _____

What is the overall mood of the poem? _____

How does the speaker’s tone affect the mood (feeling the reader gets)? _____

Excerpt from “On Drought Conditions”

Franklin D. Roosevelt

September 6, 1936

I have been on a journey of husbandry. I went primarily to see at first hand conditions in the drought states; to see how effectively Federal and local authorities are taking care of pressing problems of relief and also how they are to work together to defend the people of this country against the effects of future droughts.

I saw drought devastation in nine states.

I talked with families who had lost their wheat crop, lost their corn crop, lost their livestock, lost the water in their well, lost their garden and come through to the end of the summer without one dollar of cash resources, facing a winter without feed or food—facing a planting season without seed to put in the ground.

That was the extreme case, but there are thousands and thousands of families on western farms who share the same difficulties.

I saw cattlemen who because of lack of grass or lack of winter feed have been compelled to sell all but their breeding stock and will need help to carry even these through the coming winter. I saw livestock kept alive only because water had been brought to them long distances in tank cars. I saw other farm families who have not lost everything but who, because they have made only partial crops, must have some form of help if they are to continue farming next spring.

I shall never forget the fields of wheat so blasted by heat that they cannot be harvested. I shall never forget field after field of corn stunted, earless and stripped of leaves, for what the sun left the grasshoppers took. I saw brown pastures which would not keep a cow on fifty acres.

Yet I would not have you think for a single minute that there is permanent disaster in these drought regions, or that the picture I saw meant depopulating these areas. No cracked earth, no blistering sun, no burning wind, no grasshoppers, are a permanent match for the indomitable American farmers and stockmen and their wives and children who have carried on through desperate days, and inspire us with their self-reliance, their tenacity and their courage. It was their fathers' task to make homes; it is their task to keep those homes; it is our task to help them with their fight.

First let me talk for a minute about this autumn and the coming winter. We have the option, in the case of families who need actual subsistence, of putting them on the dole or putting them to work. They do not want to go on the dole and they are one thousand percent right. We agree, therefore, that we must put them to work for a decent wage, and when we reach that decision we kill two birds with one stone, because these families will earn enough by working, not only to subsist

themselves, but to buy food for their stock, and seed for next year's planting. Into this scheme of things there fit of course the government lending agencies which next year, as in the past, will help with production loans.

Every Governor with whom I have talked is in full accord with this program of doing work for these farm families, just as every Governor agrees that the individual states will take care of their unemployables but that the cost of employing those who are entirely able and willing to work must be borne by the Federal Government.

If then we know, as we do today, the approximate number of farm families who will require some form of work relief from now on through the winter, we face the question of what kind of work they should do. Let me make it clear that this is not a new question because it has already been answered to a greater or less extent in every one of the drought communities. Beginning in 1934, when we also had serious drought conditions, the state and Federal governments cooperated in planning a large number of projects—many of them directly aimed at the alleviation of future drought conditions. In accordance with that program literally thousands of ponds or small reservoirs have been built in order to supply water for stock and to lift the level of the underground water to protect wells from going dry. Thousands of wells have been drilled or deepened; community lakes have been created and irrigation projects are being pushed.

Water conservation by means such as these is being expanded as a result of this new drought all through the Great Plains area, the western corn belt and in the states that lie further south. In the Middle West water conservation is not so pressing a problem. Here the work projects run more to soil erosion control and the building of farm-to-market roads.

Spending like this is not waste. It would spell future waste if we did not spend for such things now. These emergency work projects provide money to buy food and clothing for the winter; they keep the livestock on the farm; they provide seed for a new crop, and, best of all, they will conserve soil and water in the future in those areas most frequently hit by drought.

If, for example, in some local area the water table continues to drop and the topsoil to blow away, the land values will disappear with the water and the soil. People on the farms will drift into the nearby cities; the cities will have no farm trade and the workers in the city factories and stores will have no jobs. Property values in the cities will decline. If, on the other hand, the farms within that area remain as farms with better water supply and no erosion, the farm population will stay on the land and prosper and the nearby cities will prosper too. Property values will increase instead of disappearing. That is why it is worth our while as a nation to spend money in order to save money.

This text is in the public domain.

Comprehension Questions: "Letters From the Dust Bowl"

1. Reread paragraph 1. What hardship does the author describe that we may not have considered before?

2. Reread paragraph 2. What are the two types of land tracts the author saw on her drive? What "most difficult problem" does she point out?

3. Reread paragraph 3. The author describes two different types of Dust Bowl residents. Describe them briefly.

4. Reread paragraph 4. Which of the two types of resident does the author describe in this paragraph?

5. Reread paragraphs 5-7. What major problem does the author describe in these three paragraphs?

6. What does the author mean when she says “remote control stands in the way of constructive efforts toward recovery” in paragraph 7?

7. Reread paragraphs 8-11. List two signs of hope the author mentions.

8. Reread paragraph 12. What does the author mean when she says “We instinctively feel that the longer we travel on a straight road, the nearer we must be coming to a turn.”

9. Reread paragraphs 14. The author lists several erosion control experiments. List 3 of them.

10. What is the author's point of view toward the erosion control experiments? What details does she include to support her opinion? Locate three pieces of text evidence, and write them down.

Argument Structure Organizer

Claim:		
Reason 1:	Reason 2:	Reason 3:
Evidence 1:	Evidence 1:	Evidence 1:
Evidence 2:	Evidence 2:	Evidence 2:

Argument Sentence Organizer

Claim:

Reason: One reason the reader should agree with my claim:

Explanation: How does this reason support my claim?

Evidence: One piece of text evidence that supports my reason:

Explanation: How does this piece of evidence support my reason?

Evidence: One piece of text evidence that supports my reason:

Explanation: How does this piece of evidence support my reason?

Evidence: One piece of text evidence that supports my reason:

Explanation: How does this piece of evidence support my reason?

Argument Sentence Stems and Transition Words and Phrases

Reason Statement Stems

- One reason _____ .
- To begin with, _____ .
- In addition to _____ , _____ .
- Another reason is _____ .
- An equally important point to consider is _____ .
- Furthermore, _____ .
- Finally, _____ .

Evidence Statement Stems

- The author/article/passage states that _____ . (paraphrase)
- The author/article/passage (also) tells us that _____ . (paraphrase)
- The author claims that _____ . (paraphrase)
- According to the author/text, _____ . (paraphrase)
- The author says “ _____ .” (quotation)
- The author states “ _____ .” (quotation)
- The passage states “ _____ .” (quotation)

Evidence Explanation Sentence Stems

- This quotation shows how _____ .
- This quotation makes it clear that _____ .
- In other words, the author believes that _____ .
- The author’s point is that _____ .
- This shows/illustrates/explains _____ .
- This means/confirms/suggests _____ .
- This expresses the idea that _____ .

Transition Words and Phrases

In other words,
To put it differently,
For one thing,
In addition,
In this case,
For this reason,
In other words,
In contrast,

Another key point is . . .
On the positive side,
On the negative side,
Consequently,
Surprisingly,
Significantly,
Frequently,
Similarly,

For example,
For instance,
To illustrate this point,
To clarify,
To explain,
To emphasize,
To demonstrate,
To summarize,

Argument Revision Checklist

Read the draft, checking off each question as you answer it. Revise accordingly.

		Self: Y / N	Peer: Y / N
1	Introduction: Does my thesis statement make it clear what my position is?		
2	Introduction: Have I summarized my reasons in my introduction?		
3	Body: Does each body paragraph begin with a clear reason statement?		
4	Body: Have I explained how each reason supports my claim?		
5	Body: Do all the sentences in each body paragraph relate to the same reason?		
6	Body: Do I have enough pieces of evidence to support each reason?		
7	Body: Have I explained how each piece of evidence supports the reason?		
8	Conclusion: Did I restate my thesis statement using different wording?		
9	Conclusion: Did I summarize the information in my body paragraphs in a new way?		
10	Conclusion: Did I leave my reader something new to think about?		
11	How many transition words or phrases have I used? _____ Are there any places I could add one to make connections between ideas clearer?		

Argument Editing Checklist

Read your draft aloud. Look for the types of problems listed below. Revise accordingly.

	Spelling, Grammar, and Mechanics Items	Self	Peer
1	Check spelling. Are there any words that look suspicious that should be looked up?		
2	This is a formal piece of writing. Is 3rd person narrative point of view used consistently? <i>(NOTE: The personal pronoun "I" should not be used except in direct text quotations.)</i>		
3	When text evidence in the form of direct quotations appears, the exact wording is used, and it is enclosed by quotation marks.		
4	When titles of chapters appear, each word is capitalized, and the title is enclosed in quotation marks.		
5	When evidence from the text is used, the page number appears after the quotation, and in parentheses, e.g. (p.132)		
6	Verb tenses used in sentences is consistent. <i>(Note: Present tense is most often used when writing about literature.)</i>		
7	When introductory phrases are used, they are followed by a comma. <i>(NOTE: This rule applies to many of the transition words and phrases.)</i>		
8	Are all sentences complete? Does each one have a subject and a predicate?		
9	Are there any run-on, or fused, sentences that need to be separated?		

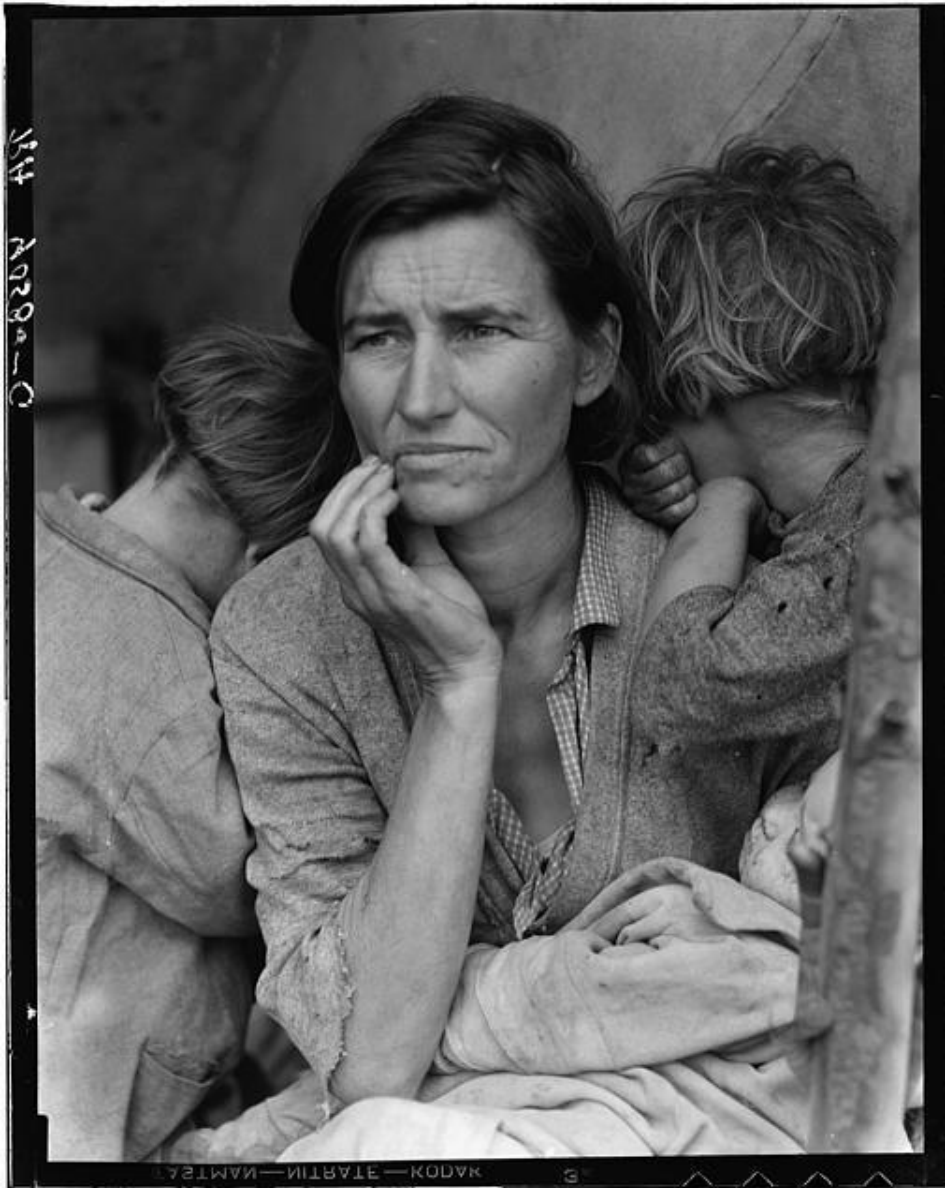
TP-CASTT: "Hope"

Reread the poem "Hope" and complete the chart below.

	Description	
Title	Consider the title, and make a prediction about what the poem is about.	
Paraphrase	Put the poem into your own words. Make sure you tell what is happening at the beginning, middle, and end. Tell what is really happening, not what the poet is figuratively saying.	
Connotation	Look at the poem beyond the actual events. Look for figurative language, imagery, etc., and describe its impact on the reader.	
Attitude (Tone)	What is the speaker's tone? Is there more than one attitude or tone in different parts of the poem?	
Shifts	Are there any changes in the speaker or attitude? Look for key words, time change, punctuation.	
Title	Look at the title again. Why is the title important to the poem?	
Theme	What is the theme? What is the poet saying about the subject? What message is the poet trying to send?	

“Migrant Mother”

Dorothea Lange



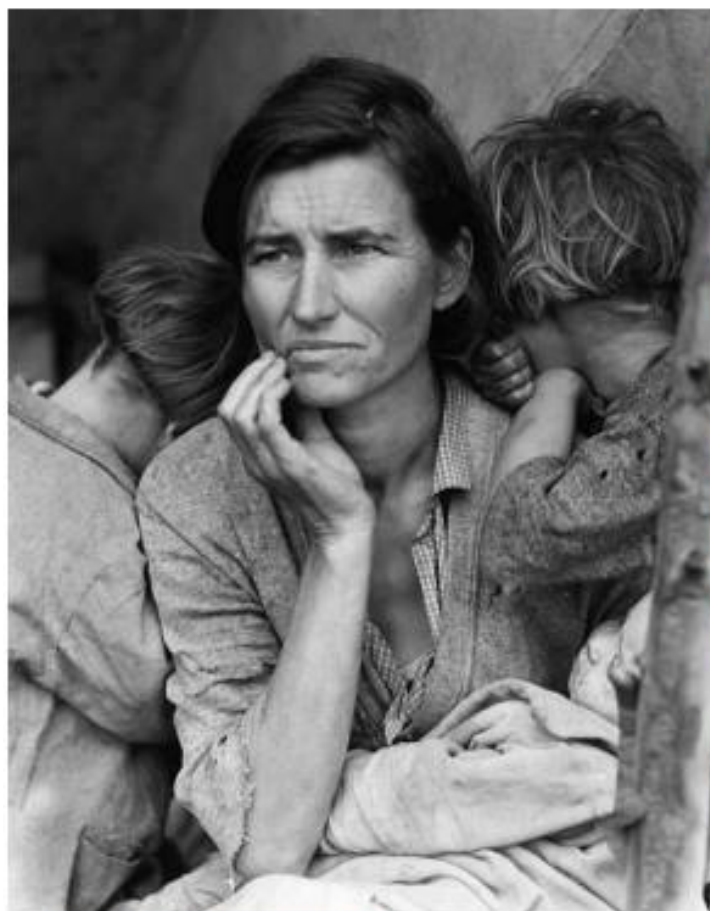
Library of Congress, Prints & Photographs Division, FSA/OWI Collection, LC-USF34-9058-C.

http://www.loc.gov/rr/print/list/128_migm.html



USDA PHOTOGRAPHER RESCUES DESTITUTE FARM WORKERS

By Gwen Gilbert, Federal Women's Program Manager



Migrant Mother, by Dorothea Lange

In celebration of Women's History Month, I would like to share the story behind the making of the famous "Migrant Mother" photograph, taken by government photographer Dorothea Lange, during the Great Depression. Lange was a documentary photographer working for the United States Department of Agriculture, Farm Security Administration (FSA), previously known as the Resettlement Administration, during the 1930's.

Dorothea Lange recounts the story of the "picture that symbolized an era", in an article entitled "The Assignment I'll Never Forget", published in *Popular Photography* magazine, February, 1960. She had been working in the field for a month, photographing migrant farm laborers in California. With her assignment done, she headed north, driving past Nipomo in San Luis Obispo County, seven hours from home, on that cold and rainy day in March, 1936:

I was on my way and barely saw a crude sign with pointing arrow which flashed by at the side of the road, saying PEA-PICKERS CAMP. But out of the corner of my eye I did see it.

I didn't want to stop, and didn't. I didn't want to remember that I had seen it, so drove on and ignored the summons. Then accompanied by the rhythmic hum of the windshield wipers, arose an inner argument: 'Dorothea, how about that camp back there? What is the situation back there? Are you going back? Nobody could ask this of you, now could they? To turn back is certainly not necessary. Haven't you plenty of negatives already on this subject? Besides, if you take a camera out in this rain, you're just asking for trouble. Now be reasonable, etc., etc., etc.'

Helping People Help the Land



Having convinced myself for 20 miles that I could continue on, I did the opposite. Almost without realizing what I was doing, I made a U-turn on the empty highway. I went back those 20 miles and turned off the highway at that sign, PEA-PICKERS CAMP. I was following instinct, not reason; I drove into that wet and soggy camp and parked my car like a homing pigeon.

I saw and approached the hungry and desperate mother, as if drawn by a magnet. I do not know how I explained my presence or my camera to her, but I do remember she asked me no questions. I made five exposures, working closer and closer from the same direction. I did not ask her name or her history. She told me her age, that she was 32. She told me that they had been living on frozen vegetables from the surrounding fields and birds that the children had killed. She had just sold the tires from her car to buy food. There she sat in the lean-to tent with her children huddled around her, and seemed to know that my pictures might help her, and so she helped me. There was a sort of equality about it.



What I am trying to tell other photographers is that had I not been deeply involved in my undertaking on that field trip, I would not have had to turn back. What I am trying to say is that I believe this inner compulsion to be the vital ingredient in our work; that if our work is to carry force and meaning to our views, we must be willing to go 'all-out'.



As soon as Lange got home, she developed the negatives, and dashed with pictures barely dry to the office of the *San Francisco News*. The *News* editor, George West, promptly notified Federal relief officials that the pea-pickers, stranded by crop failure in Nipomo were starving. On March 10, 1936, the *News* carried a United Press report that the Federal Government was rushing 20,000 pounds of food to the 1,800 hungry migrant farm workers. Beneath the headline "Rugged, Hungry, Broke, Harvest Workers Live in Squallor [sic]", were two of Lange's photographs of the mother and her children in the lean-to shelter.

The following day, the *News* printed an editorial, along with the "Migrant Mother" photograph, under the headline asking "What Does the 'New Deal' Mean to This Mother and Her Children?" A shipment of food (beans, flour, and rolled oats) had arrived for the harvest workers, who had been denied aid from county welfare agencies who "wanted them to move along" after the loss of the pea crop. The *News* reported, "Only the accident of a Federal survey photographer's report drew attention of Federal relief officials, and resulted in food being trucked to the camp from Los Angeles yesterday." Dorothea Lange's name was not mentioned in the stories or the photo credit lines.

*Series of Photographs, Nipomo,
California, 1936, by Dorothea Lange*

For more information on the life and work of Dorothea Lange, the following references are highly recommended:

Andrea Fisher; *Let Us Now Praise Famous Women: Women Photographers for the US Government 1935 to 1944* (New York: Pandora Press, 1987).

Milton Meltzer, *Dorothea Lange: A Photographer's Life* (New York: Farrar, Straus, Giroux, 1978).

Elizabeth Partridge, *Dorothea Lange: A Visual Life* (Washington: Smithsonian Institution Press, 1994).

To view the 270,000 images recorded by Lange and the famous team of FSA photographers, you can access the Library of Congress Prints and Photographs Online Catalog at:
<http://www.loc.gov/pictures/>

The influential editorial and the photographs published in the *News*, also resulted in the allocation of \$200,000 by the State Emergency Relief Administration, needed to begin building sanitary migrant camps in California.

The mother in the now famous photograph was Florence Thompson, who had left Oklahoma for California in 1925. The Depression hit hard about the time her husband died. She supported her children, and survived the Depression, by picking potatoes, peas, grapes, and cotton. With her daughters in the picture, Norma (Rydlowski), in her arms; Katherine (McIntosh), left; and Ruby (Sprague), right; Thompson eventually settled to reside in Modesto.

Dorothea Lange achieved something astonishing, something that was not only about starving pea-pickers, but beyond that, something about motherhood itself. Here was an image of every mother's anguish, in all times and places, whether coming from drought, flood, famine, or war. Lange later said, "what surprises me is that when they present this story of agricultural labor, people don't really see the big story which is behind it, which is the story of our natural resources."

The "Migrant Mother", like few other pictures, leads a life of its own. It is the most famous photograph of the Depression Era, and perhaps the single most universally recognized and appreciated photograph of all time. Dorothea Lange created a work of art, with its own message rather than that of its maker, which continues to speak to the people of the world.



This story was originally written by Gwendolyn S. Gilbert in 2000, when she was a Soil Conservationist and Federal Women's Program Manager for the USDA Natural Resources Conservation Service in California. Gwen is currently a Program Analyst for the USDA Natural Resources Conservation Service in Washington, DC, where she can be reached by phone at: (202) 720-5742, or via email at: gwen.gilbert@wdc.usda.gov



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TP-CASTT

Reread the poem titled _____ and complete the chart below.

	Description	
Title	Consider the title, and make a prediction about what the poem is about.	
Paraphrase	Put the poem into your own words. Make sure you tell what is happening at the beginning, middle, and end. Tell what is really happening, not what the poet is figuratively saying.	
Connotation	Look at the poem beyond the actual events. Look for figurative language, imagery, etc., and describe its impact on the reader.	
Attitude (Tone)	What is the speaker's tone? Is there more than one attitude or tone in different parts of the poem?	
Shifts	Are there any changes in the speaker or attitude? Look for key words, time change, punctuation.	
Title	Look at the title again. Why is the title important to the poem?	
Theme	What is the subject? What is the poet saying about the subject? What message is the poet trying to send?	

Culminating Writing Task Directions

Consider the title of the novel: *Out of the Dust*. How does the phrase “out of the dust” relate to a theme of the novel? To answer this question, write a literary analysis that includes a claim, supporting reasons, and several pieces of relevant text evidence.

To answer this question:

- Identify key events in *Out of the Dust* which involve Billie Jo and impact the course of events in the novel.
- Determine the role the setting and the dust play in each of those events.
- Examine the decisions Billie Jo makes and the outcomes of those decisions.
- Evaluate how those outcomes impact Billie Jo and lead her to change throughout the novel.
- Determine what it means literally and figuratively for Billie Jo to get “out of the dust.”
- Determine a theme of the novel, based on your analysis of the setting and Billie Jo’s changes over the course of the novel.

Include in-text citations. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

Culminating Writing Task Brainstorming Chart

Questions	My Thoughts	Evidence (quotation, summary, or paraphrase)
Which key events involving Billie Jo impact the course of events in the novel?		
What role does the setting and the dust play in each of those events?		
What decisions does Billie Jo make, and what are the outcomes of those decisions?		

Questions	My Thoughts	Evidence (quotation, summary, or paraphrase)

Argument Structure Organizer

Claim:		
Reason 1:	Reason 2:	Reason 3:
Evidence 1:	Evidence 1:	Evidence 1:
Evidence 2:	Evidence 2:	Evidence 2:

Argument Sentence Organizer

Claim:

Reason: One reason the reader should agree with my claim:

Explanation: How does this reason support my claim?

Evidence: One piece of text evidence that supports my reason:

Explanation: How does this piece of evidence support my reason?

Evidence: One piece of text evidence that supports my reason:

Explanation: How does this piece of evidence support my reason?

Evidence: One piece of text evidence that supports my reason:

Explanation: How does this piece of evidence support my reason?

Culminating Writing Task Rubric

	3	2	1	0
Reading and Understanding Text	<ul style="list-style-type: none"> Shows full comprehension of ideas both explicit and inferential indicated by grade-level reading standards Accurate analysis and reasoning is demonstrated through ample textual evidence 	<ul style="list-style-type: none"> Shows comprehension of ideas indicated by grade-level reading standards Mostly accurate analysis and reasoning is demonstrated through adequate textual evidence 	<ul style="list-style-type: none"> Shows limited comprehension of ideas indicated by grade-level reading standards Minimally accurate analysis and reasoning is demonstrated through minimal textual evidence 	<ul style="list-style-type: none"> Shows no comprehension of ideas indicated by grade-level reading standards Inaccurate or no analysis and reasoning is demonstrated with little or no textual evidence
Writing about Text	<ul style="list-style-type: none"> Addresses the prompt and introduces either claim(s) or a topic Organization is clear and cohesive with relevant support¹ Language clarifies relationships among ideas Formal style consistently demonstrates awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and states an opinion or topic Organization has development with some support and cohesion Language links ideas Style demonstrates an awareness of purpose and audience 	<ul style="list-style-type: none"> Addresses the prompt and has an introduction Organization has minimal development and support Language and style demonstrate limited awareness of purpose or audience 	<ul style="list-style-type: none"> Does not address the prompt Lacks organization, is undeveloped, and does not provide support Language and style demonstrate no awareness of purpose or audience

¹ Support includes evidence from accurate, credible sources, facts, definitions, concrete details, quotations, other information and examples.

	3	2	1	0
Language Conventions	<ul style="list-style-type: none"> • Full command of conventions indicated by grade-level standards • Few minor errors do not interfere with meaning 	<ul style="list-style-type: none"> • Some command of conventions indicated by grade-level standards • May have errors that occasionally interfere with meaning 	<ul style="list-style-type: none"> • Limited command of conventions indicated by grade-level standards • Errors often interfere with meaning 	<ul style="list-style-type: none"> • No command of conventions indicated by grade-level standards • Frequent and varied errors interfere with meaning

Argument Revision Checklist

Read the draft, checking off each question as you answer it. Revise accordingly.

		Self: Y / N	Peer: Y / N
1	Introduction: Does my thesis statement make it clear what my position is?		
2	Introduction: Have I summarized my reasons in my introduction?		
3	Body: Does each body paragraph begin with a clear reason statement?		
4	Body: Have I explained how each reason supports my claim?		
5	Body: Do all the sentences in each body paragraph relate to the same reason?		
6	Body: Do I have enough pieces of evidence to support each reason?		
7	Body: Have I explained how each piece of evidence supports the reason?		
8	Conclusion: Did I restate my thesis statement using different wording?		
9	Conclusion: Did I summarize the information in my body paragraphs in a new way?		
10	Conclusion: Did I leave my reader something new to think about?		
11	How many transition words or phrases have I used? _____ Are there any places I could add one to make connections between ideas clearer?		

Argument Editing Checklist

Read your draft aloud. Look for the types of problems listed below. Revise accordingly.

	Spelling, Grammar, and Mechanics Items	Self	Peer
1	Check spelling. Are there any words that look suspicious that should be looked up?		
2	This is a formal piece of writing. Is 3rd person narrative point of view used consistently? (NOTE: The personal pronoun "I" should not be used except in direct text quotations.)		
3	When text evidence in the form of direct quotations appears, the exact wording is used, and it is enclosed by quotation marks.		
4	When titles of chapters appear, each word is capitalized, and the title is enclosed in quotation marks.		
5	When evidence from the text is used, the page number appears after the quotation, and in parentheses, e.g. (p.132)		
6	Verb tenses used in sentences is consistent. (Note: Present tense is most often used when writing about literature.)		
7	When introductory phrases are used, they are followed by a comma. (NOTE: This rule applies to many of the transition words and phrases.)		
8	Are all sentences complete? Does each one have a subject and a predicate?		
9	Are there any run-on, or fused, sentences that need to be separated?		

Extension Task Student Instructions

Read “10 Things You May Not Know About the Dust Bowl,” by Christopher Klein. Then research the answer to **one** of the following questions, gathering relevant information from credible sources:

1. What were the causes of the Dust Bowl, and what efforts have been made to prevent similar disasters?
2. What was daily life like in the Dust Bowl area during the 1930s?

Following the research, create an interactive news article that answers the question you chose. Your article should include:

- quotations from unit texts and other sources;
- descriptive details, examples, statistics, and anecdotes;
- links to multimedia components (e.g., videos, interactive timelines, songs, etc.);
- visuals (e.g., graphics, photographs, drawings, etc.); and
- basic bibliographic information for sources.

Your writing should use grade-appropriate words and phrases and a variety of sentence patterns. It should also demonstrate command of proper grammar and usage, punctuation, and spelling.

Life in the Dust Bowl

by Student Extraordinaire



The people who lived in the Dust Bowl region were mostly wheat farmers. When the drought years came, and there wasn't enough rain for their crops, the plants died and the soil in the bare fields turned to dust and was taken up by the wind. They were called "black blizzards," and the dust was impossible to get rid of.

"In the dust-covered desolation of our No Man's Land here, wearing our shade hats, with handkerchiefs tied over our faces and Vaseline in our nostrils, we have been trying to rescue our home from the wind-blown dust which penetrates wherever air can go. It is almost a hopeless task," said an Oklahoma woman in a letter published in Reader's Digest magazine (Drought). Everyone who lived there during the 1930s said the same thing.

Caroline Henderson, in her letter of March 8, 1936, said that one of the hardest things to deal with was that she and her family couldn't plan any events because they never knew when the next dust storm would hit. "Nothing you see or hear or read will be likely to exaggerate the physical discomfort or material losses due to these storms," she wrote. She talks about wanting to paint her house, but can't because "the pleasantest morning may be a prelude to an afternoon when the 'dust devils'

all unite in one hideous onslaught" (Letters).

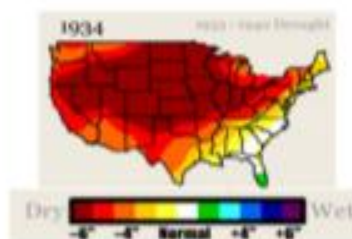
Despite the tough times, three quarters of farmers in the Dust Bowl stayed on their land, and the ones who did move went mostly to neighboring states. Only 16,000 migrants from the Dust Bowl area went to California (10 Things). Instead of leaving, residents stayed on the family farm and found ways to help one another and make each other happy. Caroline Henderson writes that "the poinsettia and Christmas cactus are blooming a second time and the geraniums blossom in spite of the dust" (Letters).

Deadly Dust

People who breathed in the dust suffered from all sorts of illnesses, like asthma, bronchitis and influenza. The fine dust had a high silica content, which was bad for people's lungs. Dust pneumonia was particularly bad for infants, children, and the elderly (10 Things).

People couldn't help but breathe in the fine dust. "When those dust storms blew and you were out in them, well, you spit out dirt," recalls Imogene Glover of Kansas. "It looked like tobacco juice, but it was dirt" (Surviving). Animals died, too.

Drought Years



Many parts of the United States suffered severe drought between 1933 and 1940, and the worst year was 1934. Farmers couldn't grow any crops, and school was cancelled because of dust storms. (Drought!)



LeRoy Hankel was a farmer during the drought years, and he remembers praying for rain. He also remembers that people "just took everything in stride" (Drought!).



Dust Storms Common

In 1932, there were 14 dust storms recorded by the weather bureau. In 1933, there were 38 (Surviving). Then the big one called "Black Sunday" hit on April 14, 1935. Winds on that day were 60 mph. "The impact is like a shovelful of fine sand flung against the face," said Avid D. Carlson in a New Republic article. Herman Goertzen remembers that his chickens went to roost in the middle of the day because they thought it was night. (Drought!)

Elaboration Methods

Identify (while reading) or use (while writing) the various elaboration methods good writers use to include detail.

Method	Example
Descriptive details	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Examples	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Statistics	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Anecdotes (stories)	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Extension Task Research Notes

Record text evidence you wish to include in your news article.

Be sure to include all 4 methods of elaboration: descriptive details, examples, statistics, and anecdotes.

Source (Title)	Quotation/Paraphrase	Elaboration Method

Extension Task Checklist

List the items you should check are included in your final draft.

	Item	Self	Peer
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			