

The Dust Bowl and the New Deal

Objectives: The student will

- analyze the causes and effects of the Dust Bowl,
- analyze the New Deal response to the Dust Bowl
- evaluate the effectiveness of New Deal laws/agencies

TEKS US 9A, 13C, 13E, 24B

Overview: Using primary sources such as photographs and letters, students will learn how the Dust Bowl impacted lives and then analyze how the government responded to the needs of the farmers.

Time: Two class periods

Show the video “Dust Bowl Days”

Ask the students to list words that describe what they just saw

- (Hot, windy, choking, blinding, dirty, suffocating, dry, massive, lonely, scary, dark)
- What would you do if you saw that “huge cloud of dust” headed your way?

Pass out the handout Chapter 14, Sec. 2 Primary Source Letter from a Dust Bowl Survivor (*The Americans*, McDougal-Littel Unit 4 In Depth Resources)

After reading aloud, use the three discussion questions at the bottom of the page to identify what it was really like to live through a dust storm.

What caused these dust storms?

- (Drought, wind, heat of atmosphere, newly plowed ground)

Read the first paragraph on page 474 (*The Americans* by MacDougal-Littell) to check their ideas about the cause of the duststorms.

Why are farmers still overproducing?

- Didn't they learn from the Gilded Age how devastating overproduction can be economically? (producing for World War I had brought profits, so why stop)

Turn to the map on page 474 (*The Americans* by McDougal-Little)

- Which states were included in the Dust Bowl. Which states received the dust?
- Where would you “run to” if you lived in the panhandle of Texas? Why?

Knowing what was studied about FDR's help for the unemployed in the city,

(brief review of Relief, Recovery and Reform-the 3 R's)

how do you think he would help the people in the dustbowl area?

- Free food, moving vans, bring in water,?

Pass out the chart on New Deal laws and assign the students to complete.

- May either work with a partner or assign as homework depending on time.

Day Two: Review the completed chart. Put emphasis on the concepts that still exist today (the Reform measures) and move on.

Farm Relief and the New Deal

Using Chapter 15 in your text, briefly state the purpose of each agency/law, determine if it is Relief, Recovery or Reform, then state why you chose that 3R.

Agency/Law	Purpose	3 R's	Why?
Civilian Conservation Corp			
Agricultural Adjustment Act			
Second AAA			
Soil Conservation and Domestic Allotment Act			
Resettlement Administration			

Informal Assessment: homework grade for completion of the chart.

Formal Assessment:

The Farmer: "Sure, I'll Try Anything Once!"
By MORRIS



After studying the above political cartoon, what would be included in the cup of Roosevelt Farm Relief Measure?

- A. Paying farmers to plant more crops in order to make more money
- B. Offering to refinance farm mortgages at higher interest rates
- C. Paying farmers to destroy their surplus crops and animals
- D. Instructing the CCC to clear more land for farmers to use

Political Cartoon for assessment found on the web at:
American Political Development at the Miller Center of Public Affairs
<http://www.nisk.k12.ny.us/fdr/FDRfarmissues.html>

All photos used in the movie can be found in the Library of Congress.
Open the following web address,

<http://lcweb2.loc.gov/pp/fsaquery.html#Number>

then type in the digital photo numbers for each photo used in the movie.

fsa 8b22733
fsa 8b27555
fsa 8b27562
fsa 8b21967
fsa 8b27554
fsa 8b38289
fsa 8b21967
fsa 8e03000
fsa 8b26998
fsa 8b26997
fsa 8b26996
fsa 8b26995
fsa 8b26999
fsa 8b36922
ppmsc 00241
fsa 8b38283
fsa 8b27288
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LC-USF34-034167-D
Fsa 8b27279
Fsa 8b27109
Fsa 8b27289
Fsa 8b29744
Fsa 8b29785
Fsa 8b31972
Fsa 8b31973
Cph 3c29097
Fsa 8b38304

Music for the movie: "Colorado Dustbowl Days" Written and sung by
Cris Williamson, album *Prairie Fire*, 1984 reissued in 2004 by Wolf Moon Records.
Permission has been granted by Cris Williamson, owner of Wolf Moon Records, Nov. 2005

