

Copper Country ISD
Workshop: June 19-21, 2012

Depression Era: 1929-1945 in the United States

Photographs of Migrant or Displaced Workers & Life Events; Used to Compare to Descriptions of Characters in “The Grapes of Wrath” by: John Steinbeck

Lesson Overview:

This lesson uses primary source images of migrant or displaced workers in the “Depression Era” selected from the digital collections of the “Library of Congress”. Students visually view and analyze the facial expressions and body language of people in the photographs. Specific questions will be asked of students as photographs are shown on an overhead.
(list of inquiry questions are provided in procedures section)

Photographs will elicit class discussion as to what emotions people may have felt and what their daily lives may have been like. Literary concepts such as: perspective, mood, atmosphere, and tone will be incorporated into the discussion. Students will be able to compare and contrast the historical photographs to characters described in the reading of “The Grapes of Wrath” by John Steinbeck.

After discussion of the photographs presented has concluded, students will write 200 word descriptions of two out of 5 of the photographs. For the writing, students will word process papers and print them off when finished for a grade. Students will work on creative and descriptive writing skills using a rubric to help guide them.

Objectives:

Students will be able to:

- develop a visual image of people in the ‘Depression Era’ as described in words in the reading of “The Grapes of Wrath” by John Steinbeck
- gain knowledge of how to analyze historical photos and relate the visual images to historical fiction and nonfiction literature
- Initiate and participate effectively in a range of collaborative discussions, building on others’ ideas and expressing their own clearly and persuasively
- Use precise words and phrases in writing, telling details, and using sensory language to convey a vivid picture of experiences, events, settings, and/or characters

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Standards:

Michigan Common Core English Language Arts Standards:

Writing Standards: Grades 11 and 12

#3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences

#4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

Speaking and Listening Standards: grades 11 and 12

#1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 and 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively

#4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that the listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks

#5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest

Time Required: 2 to 3 class periods

- Activity 1 (Class discussion of photographs): 1 /2 to 1 class period
- Activity 2 (writing assignment) : 1 to 2 class periods

Recommended Grade Level(s):

11- 12th grade

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Topic(s):

- American History
- Photographs, Prints, and Posters

Era:

Depression Era in the United States: 1929-1945

Preparation:**Materials:**


1. Overhead to Project Photographs onto Screen
2. Photographs for Class Discussion (refer to resource table for permanent URLs)
3. Class Discussion Questions for Photographs (refer to end of lesson plan)
4. Individual copies of photos to hand out to students – suggestion- 10 copies of each photo (1 per page – big enough for students to see details in photographs)
5. Writing Assignment Directions and Grading Rubric (refer to end of lesson plan)
6. Computer access for each student with access to Microsoft Word/other word processing program on the computer; a printer to allow students to print off papers to turn in when finished

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Resources/Reference Table:

Resource Table for Class Discussion Photos


Depression Era: 1929-1945 in the United States
Photographs of Migrant or Displaced Workers & Life
Events

Image	Description	Citation	Permanent URL
	<p>Creator(s): Lange, Dorothea, photographer</p> <p>Date Created/Published: 1936 Feb. or Mar.</p> <p>Summary: Photograph shows Florence Thompson with three of her children in a photograph known as "Migrant Mother." For background information, see "Dorothea Lange's Migrant Mother' photographs ..."</p>	<p>Title: Destitute pea pickers in California. Mother of seven children. Age thirty-two. Nipomo, California</p> <p>Other Title: Migrant mother.</p> <p>Creator(s): Lange, Dorothea, photographer</p> <p>Date Created/Published: 1936 Feb. or Mar.</p> <p>Repository: Library of Congress Prints and Photographs Division, Washington, DC 20540 USA</p>	<p>http://www.loc.gov/pictures/item/fsa1998021539/PP/</p> <p>Enlarged URL: http://hdl.loc.gov/loc.pnp/fsa.8b29516</p>


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	<p>People in Photograph:</p> <p>Myra Pipkin, age 46, holding grandchild, Shafter FSA Camp,</p> <p>Location and Date:</p> <p>Shafter, California, 1941. Photo by Robert Hemmig.</p> <p>Summary:</p> <p>Written Notes on Item:</p> <p>Mrs. Frank Pipkin Age 46, 1941 - Youngest Great-Grandmother (handwritten on reverse)</p>	<p>"Voices form the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection: 1940-1941"</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(p010))</p>
	<p>People in Photograph</p> <p>Pipkin, Mrs. Frank Pipkin, Mr. Frank</p> <p>Location & Date</p> <p>Shafter, California 1941</p> <p>Summary Notes:</p> <p>Written Notes on Item</p> <p>a) Mr. & Mrs. Frank Pipkin (handwritten directly on reverse) b) Mr. and Mrs. Frank Pipkin. C.T. at Presto Recorder...sweating. Mrs. P. was a gold mine of old English ballads. Many thought of her as a prototype of "Ma Joad" in the "Grapes of Wrath". F.S.A. camp in Shafter,</p>	<p>"Voices form the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection: 1940-1941"</p>	<p>http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(p009))</p>

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	Cal. (typed and attached)		
	<p>People in Photograph: Dwellers in Circleville's "Hooverville," central Ohio (see general caption).</p> <p>Location & Date: 1938 Summer</p> <p>Summary Notes: General caption for this series of images: Circleville, county seat of Pickaway County. Average small Ohio city, depending upon surrounding rich farmlands for its livelihood. Because of its non-industrial surroundings, retains much of old-time flavor. Outstanding industries:</p> <p>Eshelman's Feed Mill. Employs 150-200 men the year 'round. Pay averages about eighty-five cents an hour. Container Corporation of America makes paper out of straw, can absorb by-product of all neighboring farms. In addition, a number of</p>	<p>REPOSITORY Library of Congress Prints and Photographs Division Washington, DC 20540 USA http://hdl.loc.gov/loc.pnp/pp.print</p> <p>DIGITAL ID (digital file from intermediary roll film) fsa 8a18471 http://hdl.loc.gov/loc.pnp/fsa.8a18471</p>	<p>http://www.loc.gov/pictures/item/fsa1997018403/PP/</p> <p>Enlarged URL: http://hdl.loc.gov/loc.pnp/fsa.8a18471</p>

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	<p>canneries and feed mills. During depression many farms of the district were foreclosed. People who lost homes naturally gravitated toward the town. A town of its character is unable to house new influx of population.</p> <p>Consequently there sprang up around it an extensive Hooverville. Circleville got its name through having been built in a circle as a better protection against the Indians. For further information Chamber of Commerce, Circleville. Circleville is the home of Ted Lewis</p>		
	<p>People in Photograph: Part of a mess line in a camp for white flood refugees, Forest City, Arkansas</p> <p>Location & Date: Feb. 1937</p> <p>Summary Notes:</p> <p>Original caption before agency editing: Part of the messline in the concentration camp for white flood refugees, Forrest City,</p>	<p>REPOSITORY Library of Congress Prints and Photographs Division Washington, DC 20540 USA http://hdl.loc.gov/loc.pnp/pp.print</p> <p>DIGITAL ID (digital file from intermediary roll film) fsa 8a14662 http://hdl.loc.gov/loc.pnp/fsa.8a14662</p>	<p>http://www.loc.gov/pictures/item/fsa1997014618/PP/</p> <p>Enlarged URL: http://hdl.loc.gov/loc.pnp/fsa.8a14662</p>

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	Arkansas. Title and other information from caption card.		
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Procedure:

1. Display photographs 1 at a time on overhead – projecting on to screen. Make sure the image is big enough for all students to view.
2. Go through discussion questions with students. Make sure to allow students to view each picture for a few minutes before beginning to ask questions. Call on random students to answer questions. Make sure all students get a chance to answer at least 1 question. Also allow students to raise hand and answer questions.
3. Hand out assignment and writing rubric and go over the directions with the students. Ask students if they have any questions and if they clearly understand the directions.
4. Have student one at a time come up to a desk and pick out 2 photos to write on. The teacher should have the photos laid in individual piles.
5. Take students to a computer lab to work on writing project. Remind students when they are finished to save papers and have students print papers when finished to turn in for a grade.

*REMIND students to spell-check and proofread projects before finishing

6. If a student finishes early, the teacher can assign an extension project or have a student write a description of a third photo for extra credit.

Extension Activities:

- **Extension Discussion (present day connection):** Show photographs of misplaced workers in the most recent recession of 2006-to present. How do the photographs appear similar to the ‘Depression Era’ photographs and how do they differ?
- **Letter from Camp:** Have students imagine they are in a displaced or migrant workers camp as similar to the characters in “The Grapes of Wrath” and the photos. They are in the camp by themselves away from their family. They have went to the camp to find work to send money home to their family. Have them write a letter back to their parents/ a family member explaining their experiences at the camp and describing what it.
- **Journal of Camp Experiences:** Have students imagine they are in a displaced or migrant workers camp as similar to the characters in “The Grapes of Wrath” and the photos. Have students write a daily journal of at least 5 daily entries (1 paragraph – 5 sentences per entry) of what their daily lives are like at the camp.

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Suggested Discussion Questions for Photographs:

Note: Tell students to take a few minutes to observe each picture before begin asking questions. Tell them to look at the details and what is happening in each picture. Pay attention to anything that stands out to them.

Modern Day Connection Discussion Question: After you complete the questions for each picture ask students to make comparisons to the present. (Hooverville picture) Do we have any modern day Hoovervilles or shanty towns? How can we compare our most recent recession to situations or people in the photographs viewed.

1. What is the setting of the photograph? Where do you think the photograph was taken and what time period?
2. Thinking of plot, what is happening in the picture? What activities are the characters doing in the photograph?
3. What type of atmosphere is portrayed through the picture? Is there a specific mood or tone?
4. What type of facial expression do the characters have? How does this effect atmosphere, mood or tone?
5. Was the photographer/author trying to relay a certain perspective through the photograph? What message is the photographer/author trying to tell us?
6. Do you think the persons in the photographs were set up in poses or just taken as they naturally were?
7. Are there any questions you have about the photos that you wish you could ask the photographer?
8. Thinking about the characters described in “The Grapes of Wrath” by John Steinbeck, how are the characters in the photos different? The same?
9. Thinking about the characters described in “The Grapes of Wrath” by John Steinbeck, are the characters in the photos doing similar activities or different activities as described in the book?
10. Is the atmosphere, mood, tone, setting etc. in the photos similar or different to the descriptions in “The Grapes of Wrath”?

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People of “The Great Depression” Writing Project

Student Directions:

You are going to use two photos out of the five that you previously had a class discussion over and you will be writing a description of each photo. Each description needs to be 200 words or more in length. You need to look carefully at the photos and use as many descriptive words as possible to describe the people and what is going on in the photographs. Try to use your senses when describing: sight, sound, smell, touch, and hearing. Use thesaurus.com or dictionary.com to help look up words to describe the photos. Try to think of describing the photo to someone who cannot actually see them.

You need the following on your paper:

1. A title (you may make up your own title)
2. Your name
3. Your 200 word description of the photograph

Note - refer to grading rubric before starting your paper

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**People of “The Great Depression” Writing Project Rubric
(For each individual photo you write and describe)**

Formatting Directions:

Title at top of paper:	10	0		
Name on Paper:	10	0		
Length of Paper:	40	30	20	0
	(200 words or more)	(199 -150)	(149-100)	(100 or less)

Writing Assessment:

Stimulating Ideas

- 1 2 3 4 5 Focuses on specific experience or event
- 1 2 3 4 5 Presents an engaging picture of the action and people involved
- 1 2 3 4 5 Contains specific details

Logical Organization

- 1 2 3 4 5 Includes engaging beginning, strong development, and effective ending
- 1 2 3 4 5 Forms meaningful whole, moving smoothly from one point to the next

Engaging Voice

- 1 2 3 4 5 Writing shows that the writer is truly interested in the subject

Original Word Choice

- 1 2 3 4 5 Contains specific nouns, vivid verbs, and colorful modifiers

Effective Sentence Style

- 1 2 3 4 5 Flows smoothly from one sentence to the next

100 points possible

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