

Constructing Narrative from the Migrant Experience in Literature

Lesson Overview:

The American migrant experience 1920-1945 helped strengthen our country's expansion to the western states. The American Literature Experience, during and post migration, helped to capture the spirit of these brave souls who moved west to find a better life but only found more hardship.

After reading and watching, excerpts from John Fante's *Ask the Dust*, John Steinbeck's *The Grapes of Wrath* and reading primary source documents from that era, students will use primary source photographs from the Dust Bowl and California immigration to construct a historical fiction narrative.

Included in this lesson is a pull-out mini lesson using LOC primary source photographs to write character descriptions

Objectives:

After completing this unit, students will be able to:

- Understand America's western migration 1920-1945
- Read literature about and from America's western migration
- Analyze written Dust Bowl/Migrant primary sources from the LOC
- Analyze primary source photographs from the LOC
- Construct a fictional narrative using primary source materials

Common Core State Standards:

Reading Standards for Literature

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Writing Standards

W.11-12.3.a Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Language

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.4.a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

L.11-12.4.c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.11-12.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Time Required: Two weeks

Recommended Grade Level(s): for 9-12 using different literature can be used in 6-8

Topic(s):

American Western Migration 1920-35

Primary source Photographs, narratives and newspapers

American Literature 1915-1946-Modern Age

Era: 1920-45 America's Western Migration

Preparation:

Materials:

- Primary Source Analysis Tools-
<http://www.loc.gov/teachers/usingprimarysources/guides.html>
- The Grapes of Wrath* by John Steinbeck –Chapter 10
- Ask the Dust* by John Fante-chapters six and seven
- The Grapes of Wrath* DVD with Henry Fonda
- Dust Bowl Migrations: Teaching with Primary Sources-Teacher's Guide
http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/pdf/teacher_guide.pdf
- The Grapes of Wrath*-vocab-themes-discussion questions-reading quiz
- Ask the Dust*-vocab-themes-discussion questions-reading quiz
- EC Character Description Grading Sheet
- Historical Fiction Narrative Criteria
- Historical Fiction Narrative Rubric

Resources:

- NOAA archives of Black Sunday 14 April 1935
<http://www.srh.noaa.gov/oun/?n=blacksunday>
- LeRoy Hankel remembers a wind blowing so hard that a truck was blown . . .
http://www.livinghistoryfarm.org/farminginthe30s/water_02.html
- “Why We Come To California”-audio file
[http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field\(DOCID+@lit\(4120b1\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(4120b1)))
- Why We Come to California-song text
[http://memory.loc.gov/cgi-bin/query/r?ammem/todd:@field\(DOCID+@lit\(st116\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/todd:@field(DOCID+@lit(st116)))
- Poem-Hard Luck Oakie
[http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field\(DOCID+@lit\(5130a1\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(5130a1)))
- Heavy black clouds of dust rising over the Texas Panhandle, Texas
<http://www.loc.gov/pictures/resource/fsa.8b27277/>
- Squatters along highway near Bakersfield, California.
<http://www.loc.gov/pictures/resource/fsa.8b26857/>
- Dust bowl refugee from Chickasaw, Oklahoma.
<http://www.loc.gov/pictures/item/fsa2000000945/PP/resource/>
- Oklahoma dust bowl refugees.
<http://www.loc.gov/pictures/item/fsa1998018535/PP/resource/>
- Along the highway near Bakersfield, California. Dust bowl refugees
<http://www.loc.gov/pictures/item/fsa1998017873/PP/resource/>
- [Ndee Sangochonh, Apache Indian
<http://www.loc.gov/pictures/resource/cph.3c06797/?co=ecur>
- Navaho Indian-Hatali Nez
<http://www.loc.gov/pictures/resource/cph.3b04346/?co=ecur>
- Mr. and Mrs. Frank Pipkin being recorded by Charles Todd (left) at the Shafter Migratory Labor Camp, Shafter, California
[http://memory.loc.gov/cgi-bin/displayPhoto.pl?path=/afc/afcts/images/p009&topImages=0001r.jpg&topLinks=0001u.tif&displayProfile=4&dir=ammem&itemLink=r?ammem/toddbib:@field\(DOCID+@lit\(p009\)\)](http://memory.loc.gov/cgi-bin/displayPhoto.pl?path=/afc/afcts/images/p009&topImages=0001r.jpg&topLinks=0001u.tif&displayProfile=4&dir=ammem&itemLink=r?ammem/toddbib:@field(DOCID+@lit(p009)))
- Migrant agricultural worker's family. Seven children without food.
<http://www.loc.gov/pictures/resource/fsa.8b29525/>
- Stories from the Dust Bowl-first person accounts
http://www.shptv.org/dust_bowl/experience.html
- Classroom Computer with internet access and projector
 - Access to computer lab

Procedure:

This project is meant to be incorporated into a broad unit on the Modern Age of American Literature 1915-1946. The project will work best if it is started after students learn about the literary movement of Modernism and other authors have been read, for example Ernest Hemingway

Teachers should familiarize themselves with the Dust Bowl, the migration to California and the texts; Steinbeck's, *The Grapes of Wrath* and Fante's, *Ask the Dust*. You may of course substitute other texts if you desire.

Have the requisite materials ready before each activity:

Activities (described as steps)

Day one and/or two

Step 1-Engage Prior Knowledge about the Dust Bowl

You can use a KWL worksheet if you want

<http://www.eduplace.com/graphicorganizer/pdf/kwl.pdf>

Class discussion as needed

Step 2-Introduce the Dust Bowl and migration to California using resources

below: Be sure to include primary source materials including audio and first person accounts

Teacher planning resources

Primary Source Analysis Tools-

<http://www.loc.gov/teachers/usingprimarysources/guides.html>

Dust Bowl Migrations: Teaching with Primary Sources-Teacher's Guide

http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/pdf/teacher_guide.pdf

Audio and written resources

NOAA archives of Black Sunday 14 April 1935

<http://www.srh.noaa.gov/oun/?n=blacksunday>

LeRoy Hankel remembers a wind blowing so hard that a truck was blown . . .

http://www.livinghistoryfarm.org/farminginthe30s/water_02.html

Stories from the Dust Bowl-first person accounts

http://www.shptv.org/dust_bowl/experience.html

Audio/written resources-poems and songs

"Why We Come To California"-audio file

[http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(4120b1)))

[bin/query/r?ammem/toddbib:@field\(DOCID+@lit\(4120b1\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(4120b1)))

Why We Come to California-song text

[http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/r?ammem/todd:@field(DOCID+@lit(st116)))

[bin/query/r?ammem/todd:@field\(DOCID+@lit\(st116\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/todd:@field(DOCID+@lit(st116)))

Poem-Hard Luck Oakie

[http://memory.loc.gov/cgi-](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(5130a1)))

[bin/query/r?ammem/toddbib:@field\(DOCID+@lit\(5130a1\)\)](http://memory.loc.gov/cgi-bin/query/r?ammem/toddbib:@field(DOCID+@lit(5130a1)))

Song-Woody Guthrie-"Talking Dust Bowl Blues"

www.apple.com/iTunes

Days 3-5

Day 3

Step 3-Introduce the literature you are using as mentor texts. I use chapter 10 from *The Grapes of Wrath* and *Ask the Dust*, chapters six and seven. I set the chapters up with a summary of the novels. Pointing out that *TGOW* is a journey novel of the Joad's travels to California from Oklahoma, and *ATD* is the story of two immigrants who migrate to Los Angeles from Mexico and Colorado. Both stories take place during the 1930's amidst the Dust Bowl and the Depression. California was supposed to be this paradise, but when the migrants got there, it wasn't as advertised.

With all literature, I introduce vocabulary, set up themes and give reading quizzes if I feel students aren't reading.

See handout 1-vocabulary/themes

I sometimes start by reading *TGOW* out loud to get the students into the reading

Day 4

Step 4-This day is set aside for reading. The chapters aren't too long, but everybody reads at a different pace.

Step 5-Students should take notes when they encounter themes we have talked about or run into passages which show the Dust Bowl or Migrant Experience. If students have not finished reading or were absent, they can finish the reading as homework

Day 5

Step 6-Today is a class discussion and reinforcement of the literature day. I show clips from the Henry Fonda version of *TGOW*. Students discuss what they see and looking at the B&W movie, they really get a picture of the poverty of the Joads.

See handout 2-discussion questions

See handout 3-reading quiz questions

After today, students should have a real good feel for the Dust Bowl and the literature. This sets them up real well for the writing assignments for the next week.

Once again, students can use the weekend to catch up if necessary.

Day 6-7

Step 7-Here is an optional mini-lesson. If you have done a lot of writing and feel that the students are good at writing description, you can skip these steps. If you want to reinforce descriptive writing go for it.

Step 7a-I like to use Edward Curtis's Native American portraits for this lesson. His faces tell a lot of stories. I project a photograph of a Navaho Indian, Hatali Nez on the board. We then walk through, using the modified LOC photo analysis document, how to analyze the picture.

Hatali Nez- <http://www.loc.gov/pictures/resource/cph.3b04346/?co=ecur>

LOC photo analysis document-handout 4

Step 7b-We then discuss what we have come up with from our analysis. I encourage whole class discussion on this.

Step 7c-Then in groups of 2 or 3, students write down as many descriptive words or phrases as they can about the picture. The key is to be bold and vivid. They can use similes and metaphors if they want. I am not looking for common words like old or wrinkled, but I am looking for words that have texture and images.

Step 7d-we then brain dance by each group writing a word or phrase on the board around the picture. After each group has gone, they can continue writing more words on the board until they are out of descriptors.

This gives all the students a visual of the words. You can discuss and ask students why they came up with the words. This lends itself to interesting discussion.

Step 7e (optional) You can have somebody copy all the words/phrases into a word document. This is fun if you have time left in class. Open up www.wordle.net and create a word cloud. You just copy and paste the phrases into Wordle, and it makes a visual of all your words arranging them in different ways to describe your picture. Play around with it before hand and have some fun.

Step 8 You'll need to take the students to the computer lab. Before hand, make sure they have the URL of the Edward Curtis collection.

<http://www.loc.gov/pictures/search/?st=grid&co=ecur>

They can browse the collection for a photo they like. They call it up and start working with it, repeating steps 7a-c. You can give them another LOC photo analysis document-handout 4 if you want. Once they have their list of words and analysis sheet. They can start the writing portion of this assignment.

Step 8a- Students then write a 150-250 word character description from their Edward Curtis Native American photograph. They can create some back story to help with the description. Once again, you want to emphasize that they need vivid word/wording and phrases. The use of similes, metaphor and other figurative language is most welcome.

Helpful note-I have included another Curtis photo if you want to skip the searching step and have students all write about the same photograph.

Ndee Sangochonch, Apache Indian

<http://www.loc.gov/pictures/resource/cph.3c06797/?co=ecur>

Step 8b-See handout 5-Edward Curtis character description grading sheet I don't give the students a rubric per say at this point in the school year. They know how I grade. Lots of vivid wording, images and figurative language they get an A worth of points (12.5-15). The grading goes down from there. It is the same with the other categories. If you want, you can make a rubric from the grading sheet.

Helpful note-If you want to stop and work on revision, you can. This lesson's purpose [to me] is to get the students to think in images, figurative language and vivid wording.

Days-8-10 or more

Step 9-You should have given the students a lot of background on the Dust Bowl and the migration west. If they understand it, they should be able to construct a historical fictional narrative from a photograph/s they find on the Library of Congress website that shows people or families during the time period. This is a fictional narrative, so they can make up what they don't know.

Step 9a-You can take your pick from the four photos I have below that relate to the Dust Bowl and the western migration or find one you would like to use on the LOC website. As a whole group, Look at handout 6 on the Dust Bowl and western migration photo analysis. The first question is the same as the last photo analysis, but it differs with the second question. This is where the students brainstorm a back story for the photograph from what they observe, and what they have learned. They can fill in the back story details as they see fit. They can discuss what details they brainstormed with the whole class. Since they have done most of this before, you don't have to go in great detail.

-Migrant mom with two children- <http://www.loc.gov/pictures/resource/fsa.8b29525/>

-Migrant Band- [http://memory.loc.gov/cgi-bin/displayPhoto.pl?path=/afc/afcts/images/p009&topImages=0001r.jpg&topLinks=0001u.tif&displayProfile=4&dir=ammem&itemLink=r?ammem/toddbib:@field\(DOCID+@lit\(p009\)\)](http://memory.loc.gov/cgi-bin/displayPhoto.pl?path=/afc/afcts/images/p009&topImages=0001r.jpg&topLinks=0001u.tif&displayProfile=4&dir=ammem&itemLink=r?ammem/toddbib:@field(DOCID+@lit(p009)))
-Dust Bowl refugees- <http://www.loc.gov/pictures/item/fsa1998017873/PP/resource/>
-Dust Bowl refugees in car- <http://www.loc.gov/pictures/item/fsa1998018535/PP/resource/>

This should get the students a good start. Use class discussion for any questions the students may have.

Step 10-You'll need to take the students to the computer lab. Before hand, make sure they have the URL of the Dust Bowl Collections

<http://www.loc.gov/pictures/search/?sp=1&co=fsa&st=grid>

<http://www.loc.gov/pictures/search/?q=dust%20bowl%20refugees&sg=true>

You can also do a Google advanced search with the words *dust bowl*, *California*, *refugees* and put in *Library of Congress* in the site or domain box of your search.

http://www.google.ca/advanced_search

They can browse the collection for a photo they like. They call it up and start working with it, repeating steps 9a. You can give them another LOC photo analysis document-handout 6 if you want. If printing is allowed, you can also have them print off a copy of the photo. Please make sure that LOC gives them permission to do so.

Helpful Note-You can pick out a series of photos in advance if you want and make copies for the students to pick from. Sometimes searching for photos is not productive. It all depends on your class. I like to give students a choice.

Step 10a-Once they have their photo and their analysis sheet they can start brainstorming. If they want, they can use a mapping handout to help them organize their narrative. http://www.eslflow.com/Visio-brainstorm_worksheet_cluster_diagram.pdf

Step 11-Students should be writing their narrative. You can give more days in the computer lab or assign it for homework. I usually make longer writing assignments due a week after we're done with the brainstorming portion of the writing process.

The end product is a 600 word historical fictional narrative from a LOC photo on the Dust Bowl or the western migration. I have included handouts for the criteria of and grading of the narrative.

Handout 7-Fictional Historical Narrative criteria

Handout 8-Fictional Historical Narrative grading sheet

Helpful Note- I sometimes have a revision day where students bring in their drafts and students work in groups revising their narrative. At this point, it is up to you how you want to proceed. See handout 9-small picture-big picture editing

Extension Activities: Another neat project would be to make a documentary or automated power point from the pictures that students found in the LOC archives

Assessment: The assessments for each step are imbedded in the procedures and step by step lesson plans

Evaluation:

The evaluation of the unit is the fictional historical narrative that students produce. If they include details about the Dust Bowl or western migration and have a storyline that shows the poverty, lost

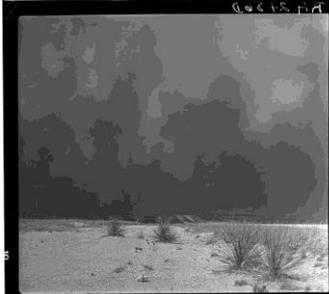
Thomas P. Suchenek, Hancock Public Schools, Hancock Central High School, Grade 11/English

hopes and despair of the people from their LOC picture, and they use vivid wording in their descriptions, then they have understood the overview, reading and were able to relate it in a written format.

Resource Table- Constructing Narrative from the Migrant Experience in Literature

Images	Description	Citation	URL
	<p>Migrant agricultural worker's family. Seven children without food. Mother aged thirty-two. Father is a native Californian. Nipomo, California</p>	<p>Library of Congress Prints and Photographs Division Washington, DC 20540 USA</p>	<p>http://www.loc.gov/pictures/item/fsa1998021554/PP/</p>
	<p>Mr. and Mrs. Frank Pipkin being recorded by Charles Todd (left) at the Shafter Migratory Labor Camp, Shafter, California, 1940. Photograph by Robert Hemmig.</p>	<p>Charles L. Todd and Robert Sonkin Migrant-Worker Collection. American Folklife Center. (AFC 1985/001:P9-p1)</p>	<p>http://memory.loc.gov/cgi-bin/displayPhoto.pl?path=/afc/afcts/images/p009&topImages=0001r.jpg&topLinks=0001u.tif&displayProfile=4&dir=ammem&itemLink=r?amme/toddbib:@field(DO CID+@lit(p009))</p>
	<p>Navaho Indian Hatali Nez</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA Curtis (Edward S.) Collection</p>	<p>http://www.loc.gov/pictures/item/2003652720/</p>
	<p>[Ndee Sangochonh, Apache Indian, half-length portrait, facing front] Curtis, Edward S., 1868-1952, photographer</p>	<p>Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA Curtis (Edward S.) Collection</p>	<p>http://www.loc.gov/pictures/item/92522126/</p>
<p>Teacher's Guide and Analysis Tools</p>	<p>Tools to use for analyzing primary source materials</p>	<p>The Library of Congress > Teachers > Using Primary Sources > Teacher's</p>	<p>http://www.loc.gov/teachers/usingprimarysources/guides.html</p>

		Guides	
	Along the highway near Bakersfield, California. Dust bowl refugees	Library of Congress Prints and Photographs Division Washington, DC 20540 http://hdl.loc.gov/loc.pnp/pp.print	http://www.loc.gov/pictures/item/fsa1998017873/PP/
	Oklahoma dust bowl refugees. San Fernando, California	Library of Congress Prints and Photographs Division Washington, DC 20540 http://hdl.loc.gov/loc.pnp/pp.print	http://www.loc.gov/pictures/item/fsa1998018535/PP/
	Dust bowl refugee from Chickasaw, Oklahoma. Imperial Valley, California. "Black Sunday, 1934, that was the awfulest dust we ever did see"	Library of Congress Prints and Photographs Division Washington, DC 20540 USA http://hdl.loc.gov/loc.pnp/pp.print	http://www.loc.gov/pictures/item/fsa2000000945/PP/
	Squatters along highway near Bakersfield, California. Penniless refugees from dust bowl. Twenty-two in family, thirty-nine evictions, now encamped near Bakersfield without shelter, without water and looking for work in the cotton	Library of Congress Prints and Photographs Division Washington, DC 20540 http://hdl.loc.gov/loc.pnp/pp.print	http://www.loc.gov/pictures/item/fsa1998017871/PP/
Dust Bowl Migrations:Teaching with Primary Sources-Teacher's Guide	Teaching guide for background information on the Dust Bowl and migration to California	In Library of Congress-Teaching with Primary Sources http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/pdf/teacher_guide.pdf	http://www.loc.gov/teachers/classroommaterials/primarysourcesets/dust-bowl-migration/pdf/teacher_guide.pdf

	<p>Heavy black clouds of dust rising over the Texas Panhandle, Texas</p>	<p>Library of Congress Prints and Photographs Division Washington, DC 20540 http://hdl.loc.gov/loc.pnp/pp.print</p>	<p>http://www.loc.gov/pictures/item/fsa1998018491/PP/</p>
<p>Poem-Hard Luck Oakie</p>	<p>Hard Luck Okie Composer/Author Turner, Roy Performer(s)/Interviewee(s) Turner, Roy</p>	<p>Voices from 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(5130a1))</p>
<p>Why We Come to California-song text</p>	<p>WHY WE COME TO CALIFORNIA Flora Robertson Shafter, 1940</p>	<p>Voices from 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/todd:@field(DOCID+@lit(st116))</p>
<p>Why We Come To California-audio file</p>	<p>Why We Come To California Composer/Author Mrs. Flora Robertson Performer(s)/Interviewee(s) Robertson, Mrs. Flora</p>	<p>Voices from 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(4120b1))</p>
<p>Audio/text of LeRoy Hankel</p>	<p>LeRoy Hankel remembers a wind blowing so hard that a truck was blown 30 to 40 feet down a street.</p>	<p>Wessell's Living Farm History website</p>	<p>http://www.livinghistoryfarm.org/farminginthethe30s/water_02.html</p>
<p>NOAA website</p>	<p>NOAA archives of Black Sunday 14 April 1935</p>	<p>NOAA National Weather Service Weather Forecast Office Norman, OK</p>	<p>http://www.srh.noaa.gov/oun/?n=blacksunday</p>
<p>Stories from the Dust Bowl-website</p>	<p>Stories from the Dust Bowl</p>	<p>Stories from the Dust Bowl-DVD EXECUTIVE PRODUCER Lawrence Holden</p>	<p>http://www.shptv.org/dust_bowl/experience.html</p>

Bibliography

Fante, John. Ask the Dust. New York: Ecco Press, 2002.

The Grapes of Wrath. Dir. John Ford. Perf. Henry Fonda, Jane Darwell and John Carradine. 20th Century-Fox. 2004. DVD.

Guthrie, Woody. "Talking Dust Bowl Blues." Dust Bowl Ballads 1940. Library of Congress Archives. Found on iTunes www.apple.com/iTunes.

Steinbeck, John. The Grapes of Wrath. Ninth printing. New York: Viking Press, 1939.

LOC lesson plan handout 1

Vocabulary and Themes

Vocabulary for *The Grapes of Wrath* chapter 10

implement pilgrimage scourge paralytic lucent

Vocabulary for *Ask the Dust* chapters six and seven

vagrancy gluttony quivering ineffable intricate

Themes in TGOW chapter 10

family leaving loneliness hopefulness new beginnings
fatigue friendship poverty responsibility

Themes in ATD chapters six and seven

immigrants hope poverty new beginnings sunshine
ethnicity dust

LOC lesson plan handout 2

Discussion questions

Discussion Questions *The Grapes of Wrath* chapter 10

1. What are the Joad's looking forward to in California?
2. What have they been told about California?
3. Why doesn't Grampa want to make the trip to California?
4. Why does Jim Casy make the trip to California?
5. Do you think the loaded truck will make it to California?

Discussion Questions *Ask the Dust* chapters six and seven

1. Why does Arturo use an ethnic slur when talking to Camilla?
2. Why is the sun important in these two chapters?
3. Why does Arturo tell us about all the people he meets?
4. Why are Arturo's writing heroes important?
5. Why was assimilation difficult for the immigrants to California?

LOC lesson plan handout 3

reading quizzes

Reading Quiz *The Grapes of Wrath* chapter 10

1. What happens to Tom Joad if he leaves Oklahoma?
2. Who takes care of the Joad's dogs?
3. Who is Rose of Sharon married to?
4. What do the Joad's butcher and salt down before the trip?
5. How do they get Grampa on the truck for the trip?

Reading Quiz *Ask the Dust* chapters six and seven

6. What state does Arturo Bandini come from?
7. What is Bandini's occupation?
8. Bandini claims he is an American because the landlady doesn't want what ethnic group in her hotel?
9. What is the name of Bandini's first published story?
10. What is the name of Mrs. Hargraves's husband?

LOC Lesson Plan handout 4

Character Description-Primary Source Photo Analysis

Edward Curtis's Native American images

Step 1-Observation (not all apply)

Brainstorm here-words-phrases

- What do you see?
- What do you notice first?
- What people and objects are shown?
- How are they arranged?
- What is the physical setting?
- What, if any, words do you see?
- What other details can you see?

Step 2-Reflect-generate and test hypotheses about the image (not all apply)

- Why do you think this image was made?
- What's happening in the image?
- When do you think it was made?
- Who do you think was the audience for this image?
- What tools were used to create this?
- What can you learn from examining this image?
- What's missing from this image?
- If someone made this today, what would be different?
- What would be the same?

Step 3-What questions do you have? further observation and reflection

What do you wonder about . . . who? · what? · when? · where? · why? · how?

EC character Description Grading Sheet

Handout 5

____ 5 pts. beginning-flow-transitions-ending

____ 15 pts. Vivid wording-images-figurative language

____ 5 pts. Spelling/grammar/punctuation

____ /25 points

Comments:

25-22.5 _____

22.49-20 _____

19.99-17.5 _____

17.49-15 _____

14.99-0 _____

EC character Description Grading Sheet

Handout 5

____ 5 pts. beginning-flow-transitions-ending

____ 15 pts. Vivid wording-images-figurative language

____ 5 pts. Spelling/grammar/punctuation

____ /25 points

Comments:

25-22.5 _____

22.49-20 _____

19.99-17.5 _____

17.49-15 _____

14.99-0 _____

LOC Lesson Plan handout 6

Dust Bowl-western migration-Primary Source Photo Analysis

Step 1-Observation (not all apply)

Brainstorm here-words-phrases

- What do you see?
- What do you notice first?
- What people and objects are shown?
- How are they arranged?
- What is the physical setting?
- What, if any, words do you see?
- What other details can you see?

Step 2-Give life to the photo [create a backstory] (not all apply)

- Who are these people? What are their names?
- Where did they come from? State of origin?
- Why did they leave?
- Where are they going? Why are they going?
- How can their skills help them survive?
- What is happening right now with these people?
- What is not explained that you can add in?
- What is the conflict? What is moving the plot along?
- What other details can you add in?

Step 3-What do you wonder about the people in the photograph? further observation and reflection

What do you wonder about . . . who? · what? · when? · where? · why? · how?

Fictional Historical Narrative Criteria

LOC Dust Bowl–western migration Handout 7

Paper

Layout- typed, easy to read 12 pt. font with 1” margins and centered title

Format- Introduction, main body and conclusion, 600 words minimum

Content- A fictional story using the backdrop of the Dust Bowl and western migration from a photograph in the Library of Congress archives. Students will create a backstory from their knowledge of the events of this time period. They will incorporate details from the photograph in the story. Names and plot can be fictionalized, but events, centered on the characters, will be real.

Writing

Style- Students will use vivid wording, images, figurative language, and dialogue to move the plot along.

Usage- Students will adhere to proper forms for grammar, punctuation and spelling.

Deadlines

Due dates You can mark your due dates here for rough and final drafts Please turn in all drafts with your final draft.

Fictional Historical Narrative

Dust Bowl-western migration grading sheet-handout 8

_____ 10 pts. Introduction and conclusion

_____ 10 pts. Plot (with conflict), historical setting and character development

_____ 15 pts. Details from the LOC photograph-must turn in photo with narrative

_____ 15 pts. Vivid wording-images-figurative language

_____ 10 pts. Spelling/grammar/punctuation

_____ /60 points

Comments: 60-56 _____

55.99-52 _____

51.99-48 _____

47.99-44 _____

43.99-0 _____

Fictional Historical Narrative

Dust Bowl-western migration grading sheet-handout 8

_____ 10 pts. Introduction and conclusion

_____ 10 pts. Plot (with conflict), historical setting and character development

_____ 15 pts. Details from the LOC photograph-must turn in photo with narrative

_____ 15 pts. Vivid wording-images-figurative language

_____ 10 pts. Spelling/grammar/punctuation

_____ /60 points

Comments: 60-56 _____

55.99-52 _____

51.99-48 _____

47.99-44 _____

43.99-0 _____