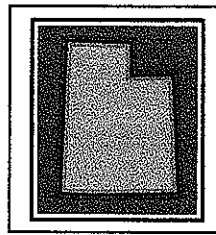
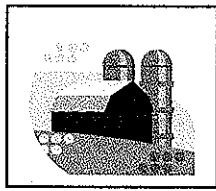


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## **IMPACT OF THE GREAT DEPRESSION ON AGRICULTURE IN UTAH**

**Subject:** Utah Studies for gifted 7<sup>th</sup> graders (scored +85% on Salt Lake District ELP placement testing). This group will be referred to as MELPs (Magnet Extended Learning Program students).

SPECIAL NOTE: Salt Lake District is requiring MELPs in all middle schools study the Great Depression using The College of William & Mary Center for Gifted Education's curriculum from *the 1930s in America: Facing Depression (2003)*. We have been instructed to DIG DEEP on the state core rather than cover everything.

MELPs will be teamed with MELPs Language Arts (LA) and MELPs Science 7. Our team theme for the year is STRUCTURE. In LA the students will read the novel, *Out of the Dust* a Newbery Award winner by Karen Hesse (c1997). It is structured in prose to present a unique literary exploration of the Dust Bowl. In Science, they will be learning what natural structures failed causing the wind erosion leading to the Dust Bowl.

This unit is only for Objective 2b.

### **Utah State Core Curriculum Standard:**

**Standard 4: Students will understand the diverse ways people make a living in Utah.**

**Objective 2:** Investigate the past and present role of agriculture in Utah.

- a. Identify the importance of farming and ranching to Utah's economy.
- b. ***Explain the impact of the Great Depression on farmers and agriculture.***
- c. Investigate how agriculture has diversified and improved over time.
- d. Examine the cultural legacy of agriculture in Utah.

### **Enduring Understanding:**

**for Objective 2b.**

Students will be able to understand how agriculture was impacted by natural, social, economic and government forces during the Great Depression.

Students will be able to empathize with Americans most impacted by these events.

**For the whole unit**

Students will be able to compare and contrast the Great Depression and the current economic climate as it relates to agriculture in Utah.

**Assessment Evidence:**

Students will be able to chose the final project from the following:

1. Read the novel, *No Promises in the Wind* by Irene Hunt (c1970). A book talk will be scheduled with me to discuss the novel.
2. Interview a person who lived during the Depression. Using the form I provide, the student will ask certain questions plus three of their own. The interview can be filmed or a presented in a written report.
3. Analyze two of the famous migrant farmer pictures commissioned by the government using the photo primary source worksheet. The student will produce a poster size visual analysis of his/her findings.

Student homework as listed per Instructional Activities section, quizzes and essays will be part of the unit grade.

**Materials needed:**

1. *The 1930s in America: Facing Depression* (c2003)
2. *Brother Can You Spare a Dime* recording. [youtube.com Bing Crosby](http://youtube.com/BingCrosby)
3. *Hard Times: An Oral History of the Great Depression* by Studs Terkel (c2000).
4. Depression era photos on line at <http://memory.loc.gov/ammem/fsahtml/fahome.html>
5. DVD *Grapes of Wrath* (c2004)
6. *No Promises on the Wind* by Irene Hunt (c1970)
7. picture of President Franklin D Roosevelt
8. FDR's Fireside Chat at  
<http://www.americanrhetoric.com/speeches/fdrfirstfiresidechat.html>
9. *Changes and Challenges* CD, at  
[http://extension.usu.edu/aitc/lessons/pdf/cc1920\\_depression.pdf](http://extension.usu.edu/aitc/lessons/pdf/cc1920_depression.pdf)

**Instructional Activities:**

**DAY ONE:** Discussion on Essential Question 1: Have you ever been hungry?  
I read from *No Promises on the Wind* by Irene Hunt on the characters description of hunger...more discussion

Play "Brother Can you Spare a Dime" discussion  
Read excerpts from *Hard Times: An Oral History of the Great Depression*

**\*\*Homework:** Using a dictionary, define the section vocabulary.

**DAY TWO:** Essential Question #2: What is a depression?  
. Essential Question #3: What structures failed leading to the Great Depression?  
Present unit project choices with examples of each. Give students the rubric I will be using to grade projects. Can be turned in anytime

during the unit. Books can be checked out from me. Copies of photos will also be provided. The interview format worksheet will also be available today.

Using a reasoning web (p83 in *1930s in America: Facing Depression (2003)*) explain the causes and effects of the financial structure crash of 1929

**\*\* Homework:** Study for quiz on section vocabulary.

**DAY THREE:** Vocabulary QUIZ

Essential Question #4: What happened to agriculture in the Dust Bowl?

Using discovery.com videos, show film footage of the Black Blizzards and after...project from my computer to class.  
Using a graphic organizer, students will discover how the dust destroyed the agricultural structure.

**DAY FOUR:** Essential Question #5: How did people react?

Read excerpts from *Out of the Dust*

Ask students to generate a list of responses possible to the dust bowl. Discuss each one with the class.

Discuss those people who left in search of a better life.

Show selected pieces of DVD *Grapes of Wrath* (c2004)

**\*\*Homework:** In the voice of one of the characters from *Grapes of Wrath*, Describe your feelings about the dust bowl.

**DAY FIVE:** Essential Question #5: Students will go to Depression era photos on line at

<http://memory.loc.gov/ammem/fsahtml/fahome.html>  
and answer the questions on the worksheet individually.

**DAY SIX:** Continue with Essential Question #5: How did people react?

Politically: Hoover's Reaction: read "President's Hoover's Plan (p. 117). Discuss the good/bad/ugly of his plan.

Present the reaction to Hoover's Plan (p127). Discuss

**\*\* Homework:** Write a letter to President Hoover with your thoughts on his plan.

**DAY SEVEN:** Continue with Essential Question #5: How did people react?

Politically: Read and discuss the students' letters.

Present the election of 1932. Show film footage from [historychannel.com](http://historychannel.com)

Students read FDR's First Inaugural address. The student will complete a primary source analysis worksheet.

**DAY EIGHT:** Continue with Essential Question #5: How did people react?  
Politically: Introduce the New Deal using a graphic organizer.

Play some excerpts from FDR's Fireside Chats.  
<http://www.americanrhetoric.com/speeches/fdrfirstfiresidechat.html>

**\*\* Homework:** Assign each student a New Deal Program (p. 181)  
to research on the internet using a research organizer.

**DAY NINE:** Continue with Essential Question #5: How did people react?  
Politically: Group students with the same New Deal program.  
Give them the rest of the period to create a Fireside Chat script  
for FDR explaining the purpose of the program.

**DAY TEN:** Continue with Essential Question #5: How did people react?  
Politically: Each group will present its Fireside Chat.  
Discuss the pros/cons of each program with class.

**\*\* Homework:** Write a one page synopsis of the New Deal and how it  
impacted agriculture.

**DAY ELEVEN:** Essential Question #6  
How did the Great Depression impact agriculture in Utah?  
Refer to the lesson plan on *Agricultural Hard Times & The  
Great Depression 1920—1930, Screens 5 and 6* at  
[http://extension.usu.edu/aic/lessons/pdf/cc1920\\_depression.pdf](http://extension.usu.edu/aic/lessons/pdf/cc1920_depression.pdf)

**\*\* Homework:** Have each student read "Utah History to Go" (provide a copy of  
the three page article).

**DAY TWELVE:** Essential Question #6  
How did the Great Depression impact agriculture in Utah?

Discuss article with class.  
Wrap up with oral quiz

**LAST DAY TO TURN IN PROJECT!!!!**

**Created by Mark Ellis 8/3-6/2009**

