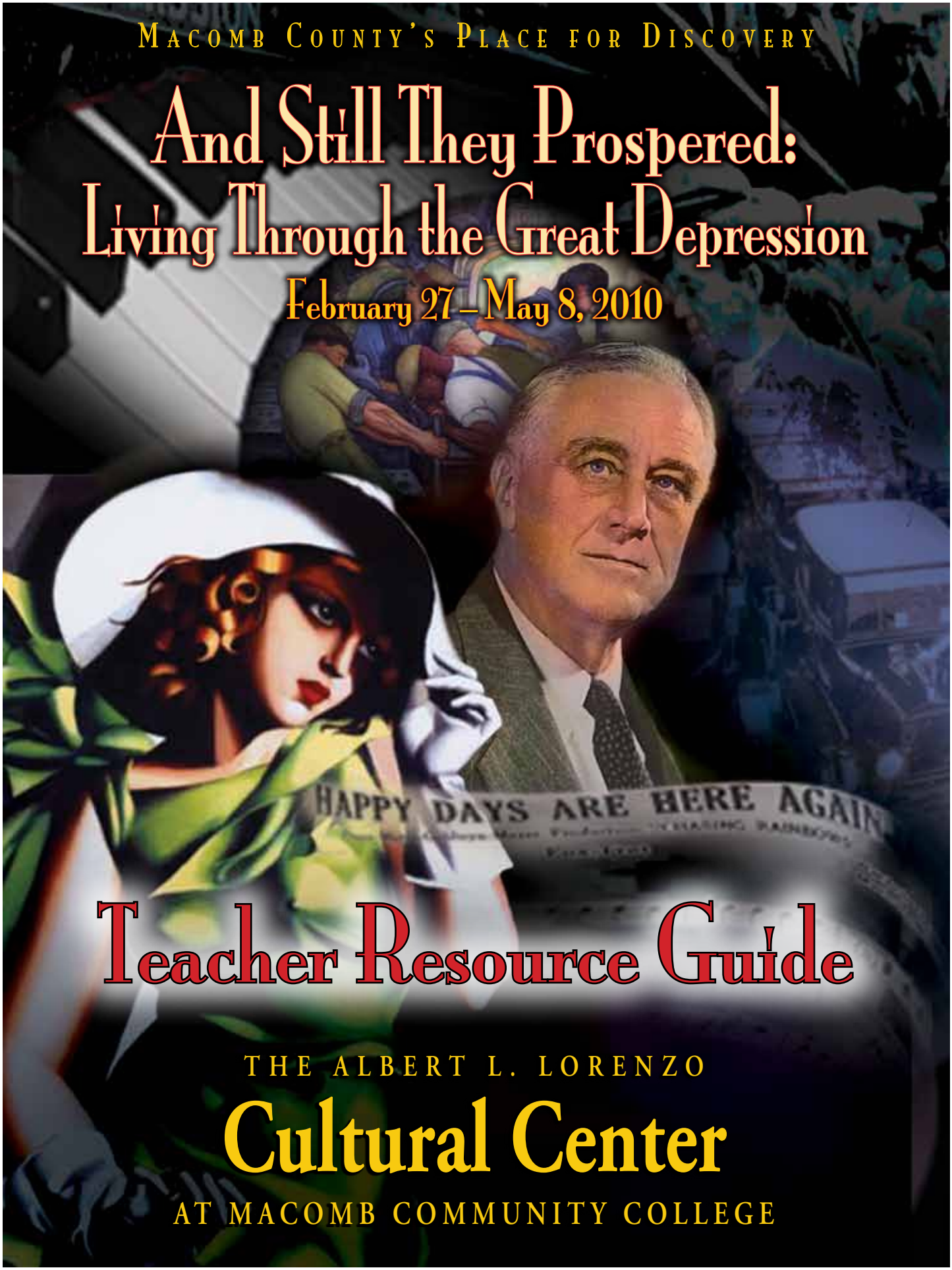

Macomb County's Place for Discovery

And Still They Prospered: Living Through the Great Depression

February 27 – May 8, 2010

Teacher Resource Guide

THE ALBERT L. LORENZO

Cultural Center

AT MACOMB COMMUNITY COLLEGE

And Still They Prospered:
Living Through the Great Depression

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TEACHER RESOURCES

And Still They Prospered: Living Through the Great Depression

Exhibit Introduction

Throughout the exhibition ***And Still They Prospered: Living Through the Great Depression*** at the Lorenzo Cultural Center, students will develop a greater understanding of those challenging times and discover the inspiring acts that carried people through one of the country's darkest decades.

This packet of information is designed to assist teachers in making the most of their students' visit to the Lorenzo Cultural Center. Contained in this packet are:

1. An outline of the exhibit
2. Facts, information, quotes and activities related to the 1930s.
3. Lesson plans related to the 1930s. Links to original sources are in the header of each lesson plan. Links to worksheets and related documents are underlined and highlighted blue within the text.
4. A resource list with websites, addresses and information

And Still They Prospered: Living Through the Great Depression
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PART I: EXHIBIT OUTLINE

How did Americans in the 1930s do it?

Where did they find the wherewithal to survive, to maintain hope, to carry on? What can their ability to band together to help each other teach us today?

During your visit we hope you will develop a greater understanding of those challenging times and discover the inspiring acts that carried people through one of the country's darkest decades.

Through exhibits, presentations, activities and performances, we'll not only explore the context of the financial collapse, the political landscape and the leadership but also focus on the local stories of ingenuity, courage, creativity and compassion that helped Americans transcend the Great Depression.

Exhibits

The Way We Worked
An exhibition created by the National Archives with the support of the Foundation for the National Archives and organized for travel by the Smithsonian Institution Traveling Exhibition Service. *The Way We Worked* documents the enormous changes in work and the workplace through photographs, highlighting the effects of industrialization, urbanization, immigration, labor unrest, wars and economic depression on ordinary working Americans.

Uneasy Years: Michigan Jewry During Depression and War
Explores the dilemmas of Michigan Jews during this period—increasingly at home in Michigan and the United States yet anxious amidst economic depression and rising Nazism, terror and the war abroad.

Clarke Family Quilt Collection
Examples from the collection, includes quilts and quilt tops completed between 1926 and 1946, reflecting the resurgence of interest in quilting and the domestic arts during the Great Depression.

PART II: TIMELINE OF THE GREAT DEPRESSION

The 1930's & The Great Depression

The stock market crash on "Black Tuesday," October, 29, 1929 is believed to have caused the Great Depression, but many other factors also influenced the economic challenges of the 1930s. The Smoot-Hawley Tariff of 1930, enacted to protect American companies, included a high tax for imports thereby leading to less trade between America and foreign countries. Commodity prices declined, banks failed, and businesses closed resulting in widespread poverty and unemployment.

The Great Depression stands as a unique event in American history due to both its length and severity. With the unprecedented economic collapse, the nation faced "an emergency more serious than war." A time of tremendous suffering, the Depression left a quarter of the workforce unemployed.

1929 in Detroit

Despite the gyrations on Wall Street, the Detroit area felt financially secure. Detroit's workers were the most productive in the country. President Herbert Hoover attended the dedication of the Henry Ford Museum and Greenfield Village and the Ambassador Bridge opened to traffic. However, soon after the stock market crash, two priests of the Capuchin order, Solanus Casey and Herman Buss opened a soup kitchen on Mt. Elliot. They thought it would be temporary. It has never closed.

1930

In response to the stock market crash in 1929 and the growing depression, President Herbert Hoover asked the U.S. Congress to pass a $150 million public works project to increase employment and economic activity.

The analog computer, or differential analyzer, was invented at the Massachusetts Institute of Technology.

The population counted in the 1930 census reached 123,202,624, a 16.2% increase over the past decade.

The first Mickey Mouse comic strip was published.

The Detroit-Windsor Tunnel was completed and City Airport opened at Gratiot and Conner.

1931

The Star-Spangled Banner, by Francis Scott Key, was approved by President Hoover and Congress as the national anthem.

The Empire State Building in New York City opened for business.

Cartoonist Chester Gould created the debut appearance of the Dick Tracy comic strip.

Jane Addams, pioneer social worker and ardent feminist, became the first American woman to be awarded the Nobel Peace Prize.

The Collingwood Massacre occurred in Detroit, where three members of the Little Navy Gang, so named because of their fleet of rum-running boats during Prohibition, were coaxed to an apartment on Collingwood by members of their rivals, The Purple Gang. They were shot and killed. Three high-ranking Purples were convicted of murder and sentenced to life in prison.

1932

The Reconstruction Finance Corporation was established to stimulate banking and business. Unemployment reached twelve million workers.

Amelia Earhart flew across the Atlantic Ocean.

Carlsbad Caverns National Park installed high speed elevators to descend visitors into the depths of the caves. These elevators traveled seventy-five stories in one minute.

The infant son of Charles and Anne Morrow Lindbergh, Charles, was kidnapped. He was found dead not far from his home in Hopewell, New Jersey.

The highest continuous paved road in the United States, the Trail Ridge Road in Rocky Mountain National Park, Colorado, was opened to traffic.

Democratic challenger Franklin D. Roosevelt defeated incumbent President Hoover. The landslide victory, 472 Electoral College votes to 59 for Hoover began the era of FDR that would lead the nation through the vestiges of the Great Depression.

Diego Rivera began his now-famous murals at the Detroit Institute of Arts.

1933

President Franklin D. Roosevelt was inaugurated for the first time. His speech with its hallmark phrase, "We have nothing to fear, but fear itself" began to rally the public and Congress to deal with great depression issues.

The New Deal social and economic programs were passed by the United States Congress.

The Civilian Conservation Corps was authorized under the Federal Unemployment Relief Act. It would provide work for approximately three million men during the succeeding nine years and help construct many national parks and other projects across the United States.

The Century of Progress World's Fair was held in Chicago, Illinois. It lasted for two seasons, drawing over 39 million visitors.

Strong dust storms stripped topsoil from farms. It was one in a series of such storms to plague the Midwest and Mississippi Valley through the end of the decade.

The 21st Amendment to the U.S. Constitution was passed, ending prohibition. Michigan was the first state to vote for Prohibition and was the first state to ratify the 21st Amendment.

1934
The U.S. Securities and Exchange Commission was established.

Japan renounced the Washington Naval Treaty of 1922 and the London Naval Treaty of 1930.

John Dillinger was killed.

1935
The greatest hitter in the history of baseball, Babe Ruth, retired from Major League Baseball.

The Social Security Act was passed by Congress as part of the New Deal legislation.

The Historic Sites Act was signed into law by President Franklin D. Roosevelt, declaring a national policy to preserve historic sites, including National Historic Landmarks.

Porgy and Bess, the opera by George Gershwin, opened in New York City.

The Hoover Dam was dedicated by President Roosevelt.

The UAW (United Auto Workers) was organized in Detroit.

1936
The Santa Fe Railroad inaugurated the all-Pullman Super Chief passenger train service between Chicago, Illinois and Los Angeles, California.

The Summer Olympics Games opened in Berlin, Germany under the watchful eye of German leader Adolph Hitler. The star of the games was Jesse Owens, a black American, who won four gold medals.

Franklin D. Roosevelt overwhelmed his Republican challenger, Alfred Landon, for a second presidential term. His Electoral College margin, 523 to 8, and 62% of the popular vote insured Roosevelt carte blanche in his goals of the New Deal.

Gone with the Wind was published by Margaret Mitchell.

1937
Wallace H. Corothers patents the linear condensation polymer, invented in the Dupont labs.

William Henry Hastie was appointed to the federal bench, becoming the first African-American federal judge.

At Lakehurst, New Jersey, the German airship Hindenburg exploded into flames while mooring. The fire consumed the largest airship in the world, 804 feet long, within one minute, causing the

death of thirty-six people.

The Golden Gate Bridge opened.

The Appalachian Trail, extending two thousand miles from Mount Katahdin, Maine to Springer Mountain, Georgia was completed.

1938
The Naval Expansion Act was passed.

The National Minimum Wage was enacted within the federal legislation known as the Fair Labor Standards Act. It established a minimum wage of $0.25 as well as time and one half for overtime and the prohibition of most employment for minors.

The final reunion of the Blue and the Gray was held. It commemorated the 75th anniversary of the Battle of Gettysburg in Gettysburg, Pennsylvania.

A nationwide scare developed when Orson Welles broadcasted his *War of the Worlds* radio drama, which included fake news bulletins stating that a Martian invasion had begun on earth.

Boxer Joe Louis knocked out Max Schmeling in the first round of their title fight.

1939
President Franklin D. Roosevelt asked the U.S. Congress for a defense budget hike.

The New York World's Fair opened for its two year run. This world's fair is often credited with proving to the American public that prosperity and good times were ahead after a decade of depression.

The first regular commercial flights across the Atlantic Ocean were instituted by Pan American Airlines.

Albert Einstein alerted Franklin D. Roosevelt to an A-bomb opportunity, which led to the creation of the Manhattan Project. Einstein had arrived as a fugitive from Nazi Germany six years earlier in 1933.

The United States declared its neutrality in the European war after Germany invaded Poland, effectively beginning World War II.

PART III: BACKGROUND INFORMATION ON THE GREAT DEPRESSION

Franklin Delano Roosevelt
Born in 1882 to a privileged family, Franklin Delano Roosevelt (FDR) attended Harvard University and Columbia Law School and married Eleanor Roosevelt in 1905. In the summer of 1921, when he was just 39, he was stricken with polio and fought to regain the use of his legs.

FDR assumed the presidency at the depth of the Great Depression with a promise of prompt and vigorous actions in response to the national crisis, and asserted in his Inaugural Address, "The only thing we have to fear is fear itself."

By March 1933 there were 13,000,000 unemployed in our Nation, and almost every bank was closed. In his first "hundred days," he proposed a sweeping program to bring recovery to business and agriculture. He sought to bring relief to the unemployed and to those in danger of losing their farms and homes. These reforms where especially brought about through the establishment of the numerous New Deal initiatives.

By 1935 the Nation had achieved some measure of recovery, but some businessmen and bankers were turning against Roosevelt's New Deal program. Roosevelt responded with a new program of reform: Social Security, heavier taxes on the wealthy, new controls over banks and public utilities, and an enormous work relief program for the unemployed.

Anna Eleanor Roosevelt
Eleanor Roosevelt was a woman with great sensitivity to the underprivileged of all creeds, races, and nations, and she devoted her life's work to improving their lot in life.

After coming to the White House in 1933, Eleanor Roosevelt understood social conditions and transformed the role of First Lady accordingly. She broke precedent by holding press conferences, traveling to all parts of the country, giving lectures and radio broadcasts, and expressing her opinions candidly in a daily syndicated newspaper column, "My Day."

Within a year of Franklin's death, she began her service as American spokeswoman in the United Nations. She continued a vigorous career until her strength began to wane in 1962. She died in New York City that November, and was buried at Hyde Park beside her husband.

Detroit Area Luminaries of the 1930s
At a time when unemployment and poverty were rising, several luminaries shined the spotlight on Detroit – an architect of the auto industrialists, the Radio Priest, a priest that launched the soup kitchen, a humanitarian, philanthropist and civic leader, and the inventor of the modern assembly line.

This exhibit outlines the lives of Albert Kahn, Father Coughlin, Father Solanus, Tracy McGregor and Henry Ford.

Henry Ford

Henry Ford (July 30, 1863 – April 7, 1947) was the founder of the Ford Motor Company and father of the modern assembly lines used in mass production. He was a prolific inventor and was awarded 161 U.S. patents. As owner of the Ford Motor Company he became one of the richest and best-known people in the world. Ford had a global vision, with consumerism as the key to peace. Ford did not believe in accountants; he amassed one of the world's largest fortunes without ever having his company audited under his administration. Henry Ford's intense commitment to lowering costs resulted in many technical and business innovations, including a franchise system that put a dealership in every city in North America, and in major cities on six continents.

Father Solanus Casey

Father Solanus Casey, born in 1870, came to Detroit to be a Capuchin friar. During his years as a priest he spent 23 years at St. Bonaventure Monastery in Detroit. During his years at St. Bonaventure, Fr. Solanus received more than 6,000 requests for help from petitioners and was credited for curing their maladies including cancer and blindness. Father Solanus died July 31, 1957, on the 53rd anniversary of his first Mass.

The Capuchin Soup Kitchen got its official start during the Great Depression of 1929, a period of devastating national poverty. "They are hungry; get them some soup and sandwiches," Fr. Solanus was known to say to the friars. In time the lines grew to more than 2,000 people waiting for their single meal of the day. From these beginnings grew the Capuchin Soup Kitchen of today.

Father Charles Coughlin

Father Charles Edward Coughlin (October 25, 1891 – October 27, 1979) was a Canadian-born Roman Catholic priest at Royal Oak, Michigan's National Shrine of the Little Flower Church. It was in Detroit that Father Coughlin began his radio broadcasts on WJR in 1926, where he preached a weekly sermon. During the 1932 Presidential election, Father Coughlin was a strong voice in favor of candidate Franklin D. Roosevelt.

The following years would see a change in demeanor from Father Coughlin, as he began to find disdain with Roosevelt’s plans, claiming that the capitalist intentions of the President were damaging to the nation. The years to come were perhaps the most damaging in the public’s eye. After the election in 1936, Father Coughlin became a sympathetic supporter of the fascist policies of Hitler and Mussolini.

Tracy McGregor

Tracy William McGregor was a humanitarian, philanthropist, and Detroit civic leader. He established the McGregor Fund of Michigan in 1925 with a gift of $5,000 to "relieve the misfortunes and promote the well being of mankind." One of Michigan's first charitable foundations, The McGregors gave major gifts to the fund between 1929 and 1934, totaling about

$6 million. Generous grants were (and still are) given to charitable organizations that fit within the interests of the McGregors.

Tracy McGregor was an avid book collector and a great supporter of higher education. When Tracy died in 1936, his personal collection of about 12,500 volumes was donated to the University of Virginia.

Albert Kahn

One of the most prolific architects in American history, Albert Kahn designed well over 1,000 buildings in his lifetime, undertaking an extraordinary variety of commissions, including some of the largest manufacturing plants ever constructed. Kahn possessed a number of personal traits that elicited a startling degree of professional loyalty amongst his clients, particularly the moguls Henry Ford, Henry B. Joy, Walter P. Chrysler, and the Fisher Brothers, who presided over Detroit's blossoming auto industry of the first half of the twentieth century.

Major Detroit-Area Works by Kahn:

- Temple Beth El, now the Bonstelle Theater of Wayne State University, 1903
- The Palms Apartments, on Jefferson Avenue, Detroit, 1903
- Belle Isle Aquarium and Conservatory, on Belle Isle, Detroit, 1904
- Casino, on Belle Isle, Detroit, 1907
- Packard Plant, 1907
- Cranbrook House, at Cranbrook Educational Community, 1907
- Highland Park Ford Plant, Highland Park, Michigan, 1908Detroit News building, 1917
- General Motors Building, now State of Michigan offices, 1919
- Detroit Police Headquarters, 1923
- Temple Beth El, 1923
- Detroit Free Press building, 1925
- Edsel & Eleanor Ford House, Michigan, 1927
- Fisher Building
- River Rouge Glass Plant, 1930
- Dearborn Inn, 1931
- Ford Rotunda, 1934
- Dodge Truck Plant, Warren, Michigan, 1938
- Detroit Arsenal Tank Plant, 1941
- Willow Run Bomber Plant, 1941
- Multiple buildings at the University of Michigan, Ann Arbor, Michigan from 1913-1936

The Economic Crisis Known as The Great Depression
On March 4, 1933, when FDR took the oath of office, America was in the midst of the worst economic crisis in its history. Since the onset of the Great Depression—initiated by the crash of the stock market in the fall of 1929—over $75 billion in equity capital had been lost on Wall Street, U.S. exports had fallen by 62 percent and over 13 million people, nearly 25 percent of the workforce were unemployed. In Detroit, the jobless rate was even higher - a staggering 50 percent. Caught in a web of despair, thousands of men and women walked the streets in search of work or a bit of food, doled out from one of the hundreds of soup kitchens.

In rural America, thousands of tons of unmarketable crops sat rotting, while farm income plummeted and thousands of families were forced to abandon their homesteads. Reeling from the pressures of such a massive economic downturn, more than 11,000 banks had closed their doors, and the U.S. banking system had all but ceased to function. The nation, in short, appeared to be falling into an economic abyss that might well result in the total breakdown of order. Some observers even feared that without immediate and dramatic action, the country might well slip into revolution.

Prohibition
“Bootlegging,” or the illegal liquor trade during Prohibition, was a booming business, and the most influential Detroit gangsters involved in the trade were the Purple Gang. With the Detroit River less than a mile across in some places and 28 miles long, it was a smugglers dream.

In 1929, illegal liquor was second only to the auto industry in Detroit in terms of revenue and it is estimated that 75% of liquor brought into the U.S. during Prohibition was transported through Detroit. There were as many as 25,000 blind pigs, or after-hours drinking clubs, operating in the Detroit area and payoffs and bribes were rampant, with even high-ranking politicians and civic leaders on ‘the take’.

Soup Kitchens
During the early years of the Depression, when Franklin Delano Roosevelt's predecessor, Herbert Hoover claimed that "No one has starved," soup kitchens provided food assistance when the federal government would not. In the absence of local or federal relief programs, Americans did as they had done in the past: they turned to churches and community organizations for help.

Despite the scarcity of government-sponsored support, the growth of these establishments was so extensive that virtually every town and city in America had a substantial number of private organizations offering food to those in need. The infamous mobster Al Capone, even joined this collective struggle against hunger by opening a popular soup kitchen in Chicago.

Americans Learn to Ration
After the stock market crash in 1929, the American economy fell apart and 13 million people lost their jobs. Families either ate two meals a day or on alternate days. Some families even searched for their meals in the local garbage dumps. A coal miner's lunch at this time consisted of beans and watery gravy along with a "water sandwich" - stale bread soaked in lard and water. Most everyone had to cut down or completely remove fruits and meats from their meals because they were too expensive.

The Dust Bowl
Beginning in the early 1930s, parts of the United States experienced a severe drought that brought huge dust storms to parts of the Midwest and southern plains. These storms financially destroyed many farmers. New Dealers created the Resettlement Administration in 1935 to attack the rural poverty that had grown out of the Depression and dust storms. It provided impoverished farmers with equipment, low-cost loans, and education about soil conservation. In his 1937 poster "Years of Dust," Ben Shahn contrasted an image of an impoverished pre-New Deal farmer trapped by years of drought with a listing of the Resettlement Administration's bold actions.

The New Deal and the Banking Act of 1933
FDR's response to the Great Depression was to initiate the "New Deal" — a series of economic measures designed to reinvigorate the economy, and restore the confidence of the American people in their banks and other key institutions. One of the most significant of these was the Banking Act of 1933, which finally brought an end to the panic that gripped the nation's banking system.

To ensure the American people regained their faith in their local banks, FDR turned to the radio, and in the first of his many "fireside chats," convinced the American people the crisis was over and that their deposits—backed by the newly established the Federal Deposit Insurance Corporation (FDIC) — were safe.

The New Deal and the Social Security Act of 1935
The most famous measure of the New Deal was the 1935 Social Security Act, which led to the establishment of the Social Security Administration and the creation of a national system of old-age pensions and unemployment compensation. Social Security also granted federal financial support to dependant children, the handicapped, and the blind.

The New Deal also led to the formation of a number of significant regulatory agencies, such as the Securities and Exchange Commission (SEC), set up to stave off a further crash of the Stock Market, the Federal Housing Administration (FHA), which ultimately made home ownership affordable for millions of average Americans, as well as the National Labor Relations Board, the Civil Aeronautics Authority, and the Federal Communications Commission.

The New Deal and the Works Progress Administration
With the inauguration of Franklin Delano Roosevelt on March 4, 1933, a confused and hungry nation was desperate for assistance. The federal government's response to the economic crisis was swift and massive, with an explosion of legislation designed, at least in theory, to bring a halt to the human suffering and put the country on the road to recovery. These initiatives came to be collectively called the ***New Deal*** with promises from Roosevelt of 'relief, recovery and reform'.

The Works Progress Administration (WPA) was one of the many programs initiated by the federal government under President Franklin D. Roosevelt to combat the devastating effects of the Great Depression. As originally designed, the WPA was to have two important functions. First, it was to operate a nation-wide program of "small useful projects" intended to provide

employment for needy employable workers. Second, it was to coordinate the activities of the "Works Program."

Although the Civil Works Administration (CWA), the Civilian Conservation Corps (CCC), and the National Recovery Administration (NRA) were all begun two years earlier, the Works Progress Administration (WPA) became the best known of the administration's alphabet agencies. Roosevelt devoted more energy and more money to the WPA than to any other agency. Roosevelt and his administration felt the creating jobs for the jobless would restore human spirit and dignity, but that dignity came with a price tag. An appropriation of $5 billion dollars was requested for the WPA, however between the years of 1936 – 1939, expenditures totaled more than $7 billion.

The Civilian Conservation Corps

"I propose to create a Civilian Conservation Corps to be used in simple work, not interfering with normal employment, and confining itself to forestry, the prevention of soil erosion, flood control, and similar projects."

President Franklin D. Roosevelt

In 1933, President Roosevelt formed the Civilian Conservation Corps (CCC), one of the most popular and successful programs of the New Deal. Roosevelt's vision was to recruit thousands of unemployed young men, enroll them in a 'peacetime army', send them into battle against destruction and erosion of our natural resources, and rebuild America's infrastructure. Three million men between the ages of 18 and 24 were enrolled in the CCC, working tirelessly on a myriad of natural resource projects until the CCC ended in 1942.

During the nine years of the Civilian Conservation Corps:

* 89,000 miles of telephone line were installed
* 126,000 miles of roads and trails were constructed
* 6,459,000 man-days were expended fighting fires
* 6,660,000 erosion control check dams were built
* 2,356,000,000 trees were planted

Federal Writer's Project

Begun in 1935 and lasting four years, the main objective of the Federal Writers' Project was to put writers to work. Director Henry G. Alsberg and his successor John Newsome employed professional writers, editors, researchers, art critics, and historians, paying around $20 weekly for a variety of material including oral histories, children's books, ethnographies, state and local information guides, and other works. The most well-known of these works was the American Guide Series, which was printed by each state and contained descriptions and histories of each city and town. Some of America's best known authors participated in the Federal Writer's Project, including Saul Bellow, Zora Neale Hurston, John Steinbeck, Studs Terkel and John Cheever, and two Detroiters, Robert Hayden and Dudley Randall.

The Federal Arts Project

The Federal Art Project (FAP) was created in 1935 to provide work relief for artists in various media--painters, sculptors, muralists and graphic artists, with various levels of experience. As with the other Federal cultural projects of the time, the program sought to bring art and artists into the everyday life of communities throughout the United States, through community art centers, exhibitions and classes. Some well-known Michigan artists who participated in the FAP were painters Henry Bernstein and Carlos Lopez and sculptor Samuel Cashwan.

The Works Progress Administration Agencies

Emergency Banking Act/Federal Deposit Insurance Corporation (FDIC)	Right after taking office as President, FDR shut down all of the banks in the nation and Congress passed the Emergency Banking Act which gave the government the opportunity to inspect the health of all banks. The Federal Deposit Insurance Corporation (FDIC) was formed by Congress to insure deposits up to $5000.	These measures reestablished American faith in banks. Americans were no longer scared that they would lose all of their savings in a bank failure. Government inspectors found that most banks were healthy, and two-thirds were allowed to open soon after. After reopening, deposits had exceeded withdrawals.
Federal Emergency Relief Administration (FERA)	Led by Harry Hopkins, a former social worker, this agency sent funds to depleting local relief agencies. Within two hours, $5 million were given out. Mr. Hopkins believed that men should be put to work and not be given charity. His program also funded public work programs.	Revitalized many deteriorating relief programs.
Civil Works Administration (CWA)	This public works program gave the unemployed jobs building or repairing roads, parks, airports, etc.	The CWA provided a psychological and physical boost to its 4 million workers.
Civilian Conservation Corps (CCC)	This environmental program put almost 3 million unmarried men to work maintaining and restoring forests, beaches, and parks. Workers earned only $1 a day but received free board and job training. From 1934 to 1937, this program funded similar programs for 8,500 women.	The CCC taught the men and women of America how to live independently, thus, increasing their self esteem.
Indian Reorganization Act of 1934	This act ended the sale of tribal lands and restored ownership of unallocated lands to Native American groups.	The outcome was obviously positive for the Native Americans.
National Industrial Recovery Act (NIRA) of June 1933	The decline in the industrial prices in 1930s caused business failures and unemployment. The NIRA was formed in order to boost the declining prices, helping businesses and workers. The NIRA also allowed trade associations in many industries to write codes regulating wages, working conditions, production, and prices. It also set a minimum wage.	The codes stopped the tailspin of prices for a short time, but soon, when higher wages went into effect, prices rose too. Thus, consumers stopped buying. The continuous cycle of overproduction and under consumption put businesses back into a slump. Some businesses felt that the codes were too complicated and the NIRA was too rigid. Declared unconstitutional later on.
Public Works Association (PWA)	The PWA launched projects such as the Grand Coulee Dam on the Columbia River.	One of the best parts of the NIRA.

Federal Securities Act of May 1933/ Securities and Exchange Commission (SEC)	This act required full disclosure of information on stocks being sold. The SEC regulated the stock market. Congress also gave the Federal Reserve Board the power to regulate the purchase of stock on margin.	Critical for long-term success for businesses.
Home Owners Loan Corporation (HOLC) / Agriculture Adjustment Administration (AAA)	In order to help people keep their houses, the HOLC refinanced mortgages of middle-income home owners. The AAA tried to raise farm prices. It used proceeds from a new tax to pay farmers not to raise specific crops and animals. Lower production would, in turn, increase prices.	Farmers killed off certain animals and crops as they were told to by the AAA. Many could not believe that the federal government was condoning such an action when many Americans were starving. Declared unconstitutional later on.
Tennessee Valley Authority (TVA) (May 1993)	The TVA helped farmers and created jobs in one of America s least modernized areas.	Reactivating a hydroelectric power plant provided cheap electric power, flood control, and recreational opportunities to the entire Tennessee River valley.
Works Progress Administration (WPA) 1935-1943	This agency provided work for 8 million Americans. The WPA constructed or repaired schools, hospitals, airfields, etc.	Decreased unemployment.
Farm Security Administration (FSA)	The FSA loaned more than $1 billion to farmers and set up camps for migrant workers.	Photographs taken by FSA workers are some of the most iconic of the era, and are available at the Library of Congress website.
National Labor Relations Act (Wagner Act)	It legalized practices allowed only unevenly in the past, such as closed shops in which only union members can work and collective bargain. The act also set up the National Labor Relations Board (NLRB) to enforce its provisions.	The National Labor Relations Board still deals with relations between unions and employers in the private sector today.
Fair Labor Standards Act of 1938	This banned child labor and set a minimum wage.	This law was a long awaited triumph for the progressive-era social reformers.
Social Security Act	This act established a system that provided old-age pensions for workers, survivor benefits for victims of industrial accidents, unemployment insurance, and aid for dependent mothers and children, the blind and physically disabled.	Although the original SSA did not cover farm and domestic workers, it did help millions of Americans feel more secure.

Henry Ford Trade School

"We try to stimulate boys to think for themselves by working out practical problems and doing practical work. Our text books are the basic things-the materials and forces of nature and human society." -- Henry Ford.

The Henry Ford Trade School opened October 25, 1916 with six boys and one instructor. By 1931 the enrollment had risen to 2,800 with 135 instructors.

Henry Ford wanted to give young boys the foundation for a career in auto manufacturing when he opened the school on Woodward Avenue in Highland Park and, in the 1903s, relocated to the Ford Rouge complex in Dearborn.

Classroom time was divided between the customary high school subjects and the plant shops where the boys learned the rudiments of die, gage, forge, carpentry, sheet metal, tool repair, and nickel plating.

Enrollment preference was given to needy children. In 1935, at the height of the school's enrollment, five percent of the boys were orphans and 40 percent had no father able to help support the family. Cash scholarships were awarded and paid regularly to the young men.

The school became a critical link in the effort to win World War II. Skilled tradesmen taught some 200,000 people including Navy machinists, airmen and "Rosie the Riveters," women who helped produced B-24s for Ford at Willow Run airport.

In 1952, when the automaker was struggling financially, Ford's grandson, Henry Ford II, closed the facility.

More than 8,000 tradesmen were graduated from the school during the 33 years of its existence.

United Auto Workers

By 1930, 4 million Americans were out of work. Jobless workers joined together and formed "unemployed councils." The councils aided families by blocking evictions, reconnecting utilities that had been cut off and distributing food through soup kitchens.

In 1935, Congress passed the National Labor Relations Act. The measure provided government guarantees of the right to organize and bargain collectively.

The new law invigorated workers eager for independent unions that could address their many grievances, and on Aug. 26, 1935, the American Federation of Labor officially chartered the United Automobile Workers (UAW).

Organizing activity in 1936 did not go unimpeded, however. Companies applied tactics to break strikes and avoid bargaining with unions. But autoworkers and an energetic group of UAW organizers, including the Reuther brothers, proved equal to the task.

In 1937, Chrysler and General Motors workers sat down in a number of their automaker's plants and won recognition of the UAW.

Henry Ford's hostility toward unions was well known in Detroit and throughout the nation. During a leafleting campaign on May 26, 1937, organizers at River Rouge's Gate 4 were severely beaten. The incident was witnessed by news reporters and came to be known as the "Battle of the Overpass." In the years that followed, the UAW continued to make slow, steady inroads at Ford.

Diego Rivera, Detroit Industry and the DIA

In 1932, when Diego Rivera (1886 – 1957) was well known in the United States as one of the leaders of the Mexican muralist movement, he was commissioned to decorate the walls of what was then called the Garden Court of the Detroit Institute of Arts. Although he was originally

asked to paint just two of the largest panels, Rivera was so captivated by Detroit and the Ford Motor Company's River Rouge industrial complex that he soon suggested painting murals on all four walls.

The only stipulation of the project agreement was that the theme of the murals should relate to the history of Detroit and the development of its industry. The complete cycle combines the artist's love of industrial design and admiration for North American engineering with his philosophical opinions about industry's positive and negative contributions to society.

The Greatest Sports Year Ever

No other city can boast major sports championships in three sports during the same season. In 1935, the Detroit Tigers won their first championship by defeating the Chicago Cubs in the World Series. That was followed two months later when the Lions roared to their first title over the New York Giants. In the spring of 1936, the Detroit Red Wings completed the trifecta when they downed the Toronto Maple Leafs in four games to win their first-ever Stanley Cup.

As all those teams were having dream seasons, Detroit's own Joe Louis went from boxing obscurity to being recognized internationally as one of the greatest boxing champions. It has been described as the greatest year in the history of American sports.

The Purple Gang

The Purple Gang was to Detroit what Al Capone and his gang were to Chicago. The gang spawned from the neighborhood known as Paradise Valley on Detroit's lower east side in the late 1920s. The Purple Gang was the only Jewish crime organization to completely control the criminal underworld of a major American city.

The Purples were involved in various criminal activities including hijacking liquor from Canada, distillation of alcohol and running Blind Pigs and gambling operations. They were also involved in kidnapping other gangsters for ransom, which had become very popular during this era.

The gang faded out when the police moved against them and a rival Sicilian gang, tired of competing with the Purples, decided to eliminate them. The murder of one of their leaders in November 1937 signaled the end of the Purple Gang in organized crime in Detroit.

Paradise Valley and Black Bottom

Paradise Valley and Black Bottom are actually two different east-side areas in Detroit that shared the border of Gratiot Avenue. Black Bottom, the older of the two, was located south of Gratiot as far as the Detroit River. Paradise Valley gained its popularity and identity as growing African-American communities spread north of Gratiot to the area known as the North End.

Between World War I and II, Black Bottom and Paradise Valley became the social, cultural and economic center of the African American community, despite a constant struggle against poverty and discrimination. Local heroes of these areas included Olympic star Jesse Owens, boxing champion Joe Louis, and poets Dudley Randall and Robert Hayden.

Popular Music of the 1930s
American popular music from the 1930's reflects the cultural and social conditions that shaped the American identity during the period. The first half of the decade produced regionally popular artists like Blind Willie Johnson, the Rev. F.W. McGee, The Carter Family, Jimmie Rodgers, performing music later dubbed “hillbilly” or “ethnic”.

Roy Acuff and The Monroe Brothers represented the emergence of modern genres of county music. Bob Wills and his Texas Playboys brought the dynamic and culturally complex sound of western swing to the mix. Jazz of the thirties hinted towards new styles of bebop and cool jazz under the direction of such artists as Duke Ellington, Count Basie, Louis Armstrong, Fletcher Henderson, Lionel Hampton, Lester Young, and many others. The blues and jazz of African American musicians of the Harlem Renaissance would fuse stylistically into rhythm and blues through the efforts of such artists as Billie Holiday, Ella Fitzgerald, Cab Calloway, Ethel Waters and Cleo Brown. The swing era is fully realized with the recordings of Artie Shaw, Tommy Dorsey, Benny Goodman and the Glenn Miller Orchestra.

Homes of the 1930s
One of the most popular and affordable home styles of the 1930s was the Bungalow. Typical architectural features of the bungalow include a one-story or one-and-a-half story design, a broad low-gabled roof with wide overhanging eaves and a front porch that often extended the full width of the house.

One way to buy a bungalow was to order a kit through a catalog. Saginaw and Bay City were centers for shipping the construction kits nationwide. Michigan manufacturers of these home kits included Aladdin Company and Sterling Homes in Bay City. The Sears and Roebuck and the Montgomery Ward catalogs also offered bungalows.

PART IV: FAMOUS QUOTES

"Lions and tigers and bears! Oh, my!"
-Dorothy from the Wizard of Oz, 1939

"You can get much farther with a kind word and a gun than you can with a kind word alone."
-Al Capone

"There is nothing in the situation to be disturbed about."
-Secretary of the Treasury, Andrew Mellon, Feb 1930

"Gentleman, you have come sixty days too late. The depression is over."
-Herbert Hoover, responding to a delegation requesting a public works program to help speed the recovery, June 1930

"I never think of the future. It comes soon enough."
-Albert Einstein, December 1930

"First of all, let me assert my firm belief that the only thing we have to fear is fear itself - nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance."
-Franklin D. Roosevelt, *First Inaugural Address, Mar. 4, 1933*

"Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young. The greatest thing in life is to keep your mind young."
- Henry Ford

"Failure is simply the opportunity to begin again, this time more intelligently."
-Henry Ford

"Once, during Prohibition, I was forced to live for days on nothing but food and water."
-W.C. Fields

"Great minds discuss ideas; average minds discuss events; small minds discuss people."
-Eleanor Roosevelt

"How can you frighten a man whose hunger is not only in his own cramped stomach but in the wretched bellies of his children? You can't scare him--he has known a fear beyond every other."
- John Steinbeck, *The Grapes of Wrath*

"This is the happiest day in my life. It was the most sensational series I have ever played in. My greatest thrill was scoring that winning run."
-Tigers player/manager Mickey Cochrane after scoring the winning run in the 1935 World Series.

PART V: GREAT DEPRESSION LESSON PLANS

Lesson Plan: Dear Mrs. Roosevelt: "Analyzing the Letters"

Grade Level: Middle School, High School
Primary Subject: Social Studies, Language Arts
Roosevelt Institute
http://www.newdeal.feri.org/classrm/clasdmr1.htm

Pair this activity with the following Lorenzo Cultural Center presentations:

- "Staying Alive and Fighting to Survive: Detroit in the Great Depression" on February 27 and April 8
- "Early Years of the Depression" on March 10
- "Memories of the Great Depression and Detroit's Recovery" on March 11
- "The Great Depression Revisited" on March 11

Introduction:
This section contains a series of questions or tasks that ask students to analyze the letters found at this web site (http://www.newdeal.feri.org/classrm/clasdmr1.htm). Each task stands alone, so you can pick and choose what seems useful to you based on your specific curriculum needs.

Michigan Curriculum Content Standards

This lesson presents an opportunity, in part, to present these standards:

- USHG 7.1.2 CAUSES AND CONSEQUENCES OF THE GREAT DEPRESSION – Explain and evaluate the multiple causes and consequences of the Great Depression.
- USHG 7.1.3 THE NEW DEAL – Explain and evaluate Roosevelt's New Deal Policies.
- U6.2 INVESTIGATION TOPICS AND ISSUE ANALYSIS
- K1.8 READING AND COMMUNICATING

Classroom Procedures:

1. After choosing the parts of the lesson that suit your needs, reproduce copies of the 19 letters included in the Dear Mrs. Roosevelt feature. Divide students into four groups, and ask them to read four or five letters from the set, assigning them by their designated number so all letters are read by at least one group.
2. Ask each group to identify the young people who wrote to Mrs. Roosevelt by gender, age, race, religion, geographic region, education, or the apparent socio-economic status of their parents.
    - Ask the groups to share their list with the class, and chart the results on the board. Ask students to draw conclusions from the information. For instance, what patterns emerged?
    - Did the letters represent a cross-section of Americans, or did a single group dominate?
    - What do their findings suggest about Mrs. Roosevelt's appeal?

3. Ask students to discuss the characteristics of those who wrote the letters. They are likely to notice that most were girls. Ask them to consider why girls might be more likely to write to Mrs. Roosevelt than boys.
4. Invite students to comment on the replies Mrs. Roosevelt sent to the children's letters. Ask students how they would feel had they received the "secretary's letter." (Study "canned" replies vs. personal replies.)
5. Professor Robert Cohen stated that Mrs. Roosevelt "frequently used her newspaper column *My Day*, her weekly radio addresses, her speeches and books to discuss the Depression's impact on the young," and that "she lobbied for expanded aid to youth and education." After explaining this to the students, ask them whether they believe Mrs. Roosevelt's work to solve the problems of children and youth was inspired by their letters.
6. Ask students which of Mrs. Roosevelt's efforts would have yielded the greatest overall benefit: her intense lobbying efforts on behalf of children, or a personal response to each of the written requests?
7. Some writers such as Studs Terkel in *Hard Times* stressed the idea that during the Depression the emotional strain of poverty wasn't great because "everyone we knew was poor."
    - Do the letters featured here validate the idea that everyone was "in the same boat," so there was little embarrassment in having few material goods?
    - Ask students to find evidence in their assigned set of letters confirming or refuting this idea.
    - After each group shares information with the class, ask students to create generalizations from their collective findings.
8. As groups study the letters sent to Mrs. Roosevelt, have them note to what extent the children stressed the willingness of their families to work hard.
    - Ask students to identify specific ways that children tried to convince Mrs. Roosevelt that they were uniquely worthy of her help.
    - Solicit the opinions of the class on what their rationales reveal about the children's values.
    - Invite students to comment on whether today's children hold similar values.
9. Since most students will not study the complete set of letters at the Web site, ask each group to select the most convincing one and read it aloud to the whole class.
    - Ask the class why these particular letters stood out.
    - Solicit the opinion of individual students as to why they strongly identified with one child's letter.
10. Ask students to speculate about what happened to these children after the Depression. To strengthen their responses, review historic events of the 40's, 50's, and 60's that may have affected the lives of the young letter writers.
11. As an **extended assignment**, ask students to imagine that they were one of these children, now grown. Keeping this role in mind, have each student write a follow-up letter to Mrs. Roosevelt, explaining how his or her life unfolded since the first letter. Have the students read their letters to the class. Ask students if the tone of each imaginary letter reveals a pessimistic or optimistic view of the opportunities available in the United States since the Depression.

Lesson Plan: Riding the Rails
Grade Level: Elementary, Middle School, High School
Primary Subject: Social Studies, Language Arts
PBS
http://www.pbs.org/wgbh/amex/rails/tguide/index.html

Pair this activity with the following Lorenzo Cultural Center presentations:

- "Staying Alive and Fighting to Survive: Detroit in the Great Depression" on February 27 or April 8
- "Early Years of the Depression" on March 10
- "Saving the Soil at the Grassroots: Michigan's Dust Bowl, 1937-41" on March 25

Michigan Curriculum Content Standards:

- USHG 7.1.2 CAUSES AND CONSEQUENCES OF THE GREAT DEPRESSION – Explain and evaluate the multiple causes and consequences of the Great Depression.
- USHG 7.1.3 THE NEW DEAL – Explain and evaluate Roosevelt's New Deal Policies.
- C3.1.3 ANALYZE THE PURPOSES, ORGANIZATION, FUNCTIONS AND PROCESSES OF THE JUDICIAL BRANCH AS ENUMERATED ARTICLE III OF THE CONSTITUTION

At the height of the Great Depression, more than a quarter million teenagers were living on the road in America, many criss-crossing the country by illegally hopping freight trains. The film "Riding the Rails" tells the story of ten of these teenage hobos -- from the reasons they left home to what they experienced -- all within the context of depression-era America.

Before Watching

1. What do students know about homelessness today? What are some of the reasons for homelessness? Why do you think people were homeless in the 1930s? Would teenagers have different reasons for being homeless than adults, both in the past and today?

2. What do students think of when they hear the word "hobo"? How do they define hobo? Are there still hobos today?

After Watching

1. Compare the attitude of people towards hobos in the 1930s and the homeless today. Do you think they are treated differently? Why might that be?

2. Have students research the impact of the Great Depression on the American family. You may also wish to view the AMERICAN EXPERIENCE film "Surviving the Dust Bowl" to help students get a more complete picture of the problems facing families in different parts of the country during the 1930s. Consider the economic challenges facing families and look at the various aspects of the New Deal that tried to address these problems. To what extent were they successful? In what ways did they fail?

3. Write a diary entry or letter from the point of view of a teenager during the 1930s who has run away to ride the rails. Explain why you left and what you are experiencing. What are your hopes? What are your fears?

4. Find out about the life of present-day hobos. Read *Rolling Nowhere: A Young Man's Adventures Riding the Rails with America's Hobos* by Ted Conover (Penguin, 1987). Conover hopped freight trains as a college anthropology student in the 1980s. How is his account similar to and different from that of the hobos presented in the film? Consider the types of people who are hobos, their reasons for riding the rails, conditions on the road, the ways they get money, the types of support and assistance available, etc. For other titles about hobos and youth in the depression, see the Reference & Bibliography section.

Resources

Allsop, Kenneth, "Hard Travelin': The Hobo and His History," New American Library, New York, 1967.

Anderson, Nels, "The Hobo: The Sociology of the Homeless Man," University of Chicago Press, 1967 (reprint of 1923 edition).

Cohen, Norm, "Long Steel Rail: The Railroad in American Folksong," University of Illinois Press, 1981.

Davis, Kingsley, "Youth in the Depression," University of Chicago Press, 1935.

Douglas, George H., "All Aboard: The Railroad in American Life," Paragon House, New York, 1992.

Ellison, Ralph, "Flying Home and Other Stories," Random House, New York, 1996.

Fried, Fredrick, "No Pie in the Sky; The Hobo as an American Cultural Hero in the Works of Jack London, John Dos Passos, and Jack Kerouac," Citadel Press, New York, 1983.

Guthrie, Woody, "Bound for Glory," E.P. Dutton, New York, 1943.

Hemming, Robert J. and Graham, Maury "Steam Train," "Tales of the Iron Road: My Life as King of the Hobos," Paragon House, New York, 1990.

Kerouac, Jack, "Lonesome Traveler," McGraw-Hill, New York, 1960.

Maharidge, Dale, "Journey to Nowhere: The Saga of the New Underclass," Dial Press, Garden City, NY, 1985

Mathers, Michael, "Riding the Rails," Gambit, Boston, 1973.

Minehan, Thomas, "Boy and Girl Tramps of America," Farrar and Rinehart Publishers, New York, 1934.

Nock, O.S., "Railways of the USA," Hastings House Publishers, New York, 1979.

Terkel, Studs, "Hard Times: An Oral History of the Great Depression," Pantheon Books, New York, 1970.

Wormser, Richard, "Hoboes: Wandering in America, 1870-1940" Walker Publishing Company, New York.

Lesson Plan: Film Study of "The Grapes of Wrath"

Grade Level: Middle School, High School

Primary Subject: Social Studies, Language Arts
The Roosevelt Institute
http://newdeal.feri.org/nchs/students03.htm

Pair this activity with the following Lorenzo Cultural Center presentations:

- "Saving the Soil at the Grassroots: Michigan's Dust Bowl, 1937-41" on March 25
- "Hollywood and the Tumultuous '30s" on April 8

Michigan Curriculum Content Standards:

- USHG 7.1.2 CAUSES AND CONSEQUENCES OF THE GREAT DEPRESSION – Explain and evaluate the multiple causes and consequences of the Great Depression.
- USHG 7.1.3 THE NEW DEAL – Explain and evaluate Roosevelt's New Deal Policies.
- Arts Education Current Standard 4: Understanding, Analyzing, Describing and Evaluating Arts in their historical, social & cultural contexts

A. Lesson Objectives
B. Background Information
C. Lesson Activities (1-3 days)
D. Extension Activities
E. Resources

A. Lesson Objectives

- To analyze the effects of the Dust Bowl on tenant farmers by using a visual document.
- To analyze the film "The Grapes of Wrath" as a "cultural document" of its time.
- To view film critically by using a film guide to explore techniques and visual treatment of the migrant experience.

B. Background Information

Few literary works of the 1930s received the acclaim earned by John Steinbeck's *The Grapes of Wrath*. Published in March 1939, the novel about Oklahoma migrants became a sensation, topping the best seller list by early May. Essentially a fictional account of current events, the work expressed outrage, sympathy, and optimism without being consciously polemical. Twentieth Century Fox bought the film rights in late April, gambling on the hope that this socially conscious work would translate well on to the screen. The renowned John Ford directed the film version which was released early in 1940. That same year the novel, still on the top ten best sellers' list, won the Pulitzer Prize. The film took Oscars for Best Director and Best Supporting Actress (Jane Darwell as Ma Joad).

Both Steinbeck and Ford denied trying to make a political statement with their art. However, historian Alan Brinkley notes, "To modern readers and viewers... *The Grapes of Wrath*, in all its versions, had become an unusually vivid historical document: a portrait of a portion of American society in the Great Depression and of a political sensibility that continues to resonate...." In the context of teaching the 1930s, the novel and the film can illustrate the social themes of the Great Depression (migration, despair, poverty, individualism, conflict, community, solidarity, etc.).

Ideally, the film should be shown in class in order for students to discuss central themes, film techniques, character development, etc. If time does not permit the showing of the complete film, use the segments listed to modify the lesson.

The lesson is further enhanced if students have read the novel and can discuss the discrepancies between the text and the movie. Some critics charge that the film softened some of the novel's hard edge and political radicalism. Indeed, the ending is hopeful. Students should consider how changes in the nation's economy by 1939 may have influenced changes in the film script.

What makes this film valuable for teaching the thirties is not limited to its historical content or point of view. The film is a primary source, revealing a great deal about the times that inspired the story. But it also illustrates the technical art behind the visual image. For example, a tight camera frame suggests confinement; silhouettes and chiaroscuro lighting cast a darkness to convey bleakness and intensity. Even the director's use of silence and sounds or the maneuvering of the camera's eye can help students analyze the film much in the same way that they analyze text and photography of the Great Depression. Although there is debate over the merits of its documentary realism, the film can serve as a "cultural artifact" of its times.

C. Lesson Activities (1-3 days)

The lesson includes a synopsis of the film and a time line, as well as timed segments with questions for adaptation. In preparation for viewing "The Grapes of Wrath" distribute copies of the film synopsis and timeline to students. Because of their length, assign these for homework. Plan to devote class time going over the film synopsis. Use the timeline to clarify the drought and conditions in affected areas in particular the Dust Bowl and the "Black Blizzards."

If this lesson is conducted over several days, you might stop the film before the end of the class period and have students discuss their written observations. If students are too distracted to write while they are viewing, give them some quiet "power writing" time in the last minutes of the period to summarize what they have watched and/or discussed by using the film sheet as their guide. You might wish to provide the cast of characters on an overhead before the students actually begin viewing.

Before beginning the film, provide students with a list of questions as a viewing guide (See **Questions** at http://newdeal.feri.org/nchs/students03.htm).

If you do not have the time to show the entire film in class, use the film segments listed in the Questions.

D. Extension Activities

Use songs to enhance student understanding of the film and the larger issues of the Great Depression. Provide copies for students or use overheads of songs such as E. Y. Harburg and Jay Gorney's "Brother, Can You Spare a Dime?", Alfred Hayes' "I Dreamed I Saw Joe Hill Last Night" or Woody Guthrie's "So Long, It's Been Good to Know Yuh" and "Ain't Gonna Be Treated This Way."

Students can create movie posters to advertise "The Grapes of Wrath." Display these in the classroom.

The film "Grapes of Wrath" presents one of the New Deal's programs to help migrants through the Resettlement Administration (RA). Wheatpatch is representative of a series of camps established by the RA. Students can investigate this program as an optional activity. Compare and contrast the RA program with non-governmental efforts to establish migrant camps.

Research contemporary accounts of the Dust Bowl as recorded in contemporary periodicals such as *Life*, *Time*, *Business Week*, and *Fortune*. Compare these contemporary reports on the Dust Bowl and migrants to historical accounts.

Read John Steinbeck's *In Dubious Battle* about the migrant farmers' strike in California's Salinas Valley. How does the tone of this novel differ from that of *The Grapes of Wrath*?

E. Resources

The following resources will assist in the development of this lesson:

1. Carnes, Mark C. (ed). *Past Imperfect: History According to the Movies.* New York: Henry Holt, 1996, 224-227.
2. French, Warren. *Filmguide to The Grapes of Wrath.* Bloomington: Indiana University Press, 1973.
3. Resch, Kenneth E., and Vicki D. Schicker. *Using Film in the High School Curriculum: A Practical Guide for Teachers and Librarians.* Jefferson, North Carolina: McFarland, 1992.
4. Rollins, Peter C. (ed.). *Hollywood as Historian.* Lexington: University Press of Kentucky, 1985, 68-87.

Lesson Four: The Great Depression and the Arts: The New Deal's Federal Theatre Project

Grade Level: Middle School, High School
Primary Subject: Social Studies, Language Arts
The Roosevelt Institute

http://newdeal.feri.org/nchs/lesson04.htm

Pair this activity with the following Lorenzo Cultural Center presentations:

- "Government Support for the Arts: WPA prints from the 1930s" on March 4
- "The Detroit Industry Mural and the Great Depression" on March 21 and March 31
- "The Works Progress Administration in Detroit" on April 16

Michigan Curriculum Content Standards:

- USHG 7.1.2 CAUSES AND CONSEQUENCES OF THE GREAT DEPRESSION – Explain and evaluate the multiple causes and consequences of the Great Depression.
- USHG 7.1.3 THE NEW DEAL – Explain and evaluate Roosevelt's New Deal Policies.
- U6.2 INVESTIGATION TOPICS AND ISSUE ANALYSIS
- K1.8 READING AND COMMUNICATING
- Arts Education Current Standard 4: Understanding, Analyzing, Describing and Evaluating Arts in their historical, social & cultural contexts

A. Student Objectives

- To acquaint students with the New Deal's Federal Theatre Project (FTP) and the rationale for its creation.
- To identify social, economic, and political issues which were the focus of Living Newspaper productions of the FTP.
- To see how the arts can inform people about historical issues and events.
- To debate the government's role in supporting the arts.
- To analyze primary source material regarding the relationship between art and propaganda.

B. Background Information

Activity in the arts was one aspect of the Works Progress Administration (WPA). Established in April 1935 and directed by Harry Hopkins, its purpose was to provide socially useful work for the unemployed. WPA programs included the construction of public buildings such as schools, hospitals and courthouses; highways; recreational facilities such as athletic fields and parks and playgrounds and conservation facilities such as fish hatcheries and bird sanctuaries.

In addition four WPA arts projects ("Federal One") were established. "Federal One" not only provided work for artists, writers, musicians, and actors but nurtured young men and women who were embarking on a career in the arts during the Great Depression. Writers and artists such as Ralph Ellison and Jackson Pollock were among the many who were able to develop their

talents during a critical period in their professional lives. The Federal Writer's Project (FWP) employed writers to produce a variety of publications. The FWP's most famous effort was a series of guidebooks for states, cities, and localities such as Death Valley. The Federal Music Project (FMP) provided jobs for thousands of musicians who performed for millions during the lifetime of the project. The Federal Art Project (FAP) had painters and sculptors create works of art and teach studio and art history classes. The Federal Theatre Project (FTP), directed by Hallie Flanagan, was created according to Hopkins as a "free, adult, uncensored" federal theater. In addition to theater productions the FTP also established radio units, dance and vaudeville and circus productions, as well as marionette and children's theater companies. Reflecting the times, "Negro Units" were established in several cities.

The FTP was controversial. Its supporters hailed it as a wonderful experiment while critics saw it as "boondoggling," a heavy handed propaganda effort for the New Deal. Mired in controversy, Hallie Flanagan came to the defense of the project declaring in an essay, "Democracy and the Drama," that the plays produced by the FTP ". . . represent the new frontier in America, a frontier against disease, dirt, poverty, illiteracy, unemployment and despair. . . ."

Profound changes in the role of the Federal government wrought by the New Deal concerned many Americans. Critics felt fundamental values were being eroded by increased government involvement in all facets of American life. At the same time events in Europe and Asia suggested that fascism and communism presented serious threats to America. Hitler's rise to power in Germany, Mussolini's dominance of Italy, Japan's war with China, and the continued dominance of communism in the Soviet Union caused many Americans to fear un-American activities in the United States. It is within this context that the House of Representatives in May 1938 established an Un-American Activities Committee to investigate pro-fascist organizations.

Under the direction of Chairman Martin Dies (D-Texas), the House Un-American Activities Committee (HUAC) was charged with the task of determining the "extent, character, and objects of un-American propaganda activities in the United States." The Chairman and its conservative members turned their attention to left-wing groups, immigrant organizations, and labor unions. Building on bipartisan opposition to the New Deal, the committee began to focus its attention on the Federal Theatre Project which had become one of the New Deal's most vulnerable creations.

Members of the Committee accused the FTP of advocating the spread of communist ideology through the social themes of the plays it produced. Congressman J. Parnell Thomas (R-NJ), a member of the committee announced, weeks before the committee convened, "It is apparent from the startling evidence received thus far that the Federal Theatre Project not only is serving as a branch of the Communistic organization but is also one more link in the vast and unparalleled New Deal propaganda machine. . . ."

The New Deal's FTP was an easy target in part because of the public perception that arts were an unnecessary frill and questioned government expenditures for the production of plays. Playing on public concerns, members of the committee aroused popular sentiment against the FTP by charging that writers, actors, and stage hands were members of the American Communist Party. The legislation establishing the art project specifically stipulated that political affiliation could not be used to discriminate in hiring. Although Congress had the two major parties in mind when the legislation was written, the law had the unintended effect of protecting members of the Communist Party. Director Hallie Flanagan explained in her testimony that the law simply prohibited a political test in hiring. This however did not satisfy committee members who demanded to know the party affiliation of the FTP personnel. During testimony before the committee Director Flanagan quoted Christopher Marlowe. One congressman interrupted demanding to know Marlowe's political affiliation. Flanagan's explanation that Marlowe was one of England's greatest dramatists of the Shakespearean era failed to discredit the inquisitors who played on public fears.

The Living Newspaper, at the focal point of most of the controversy, was one of the more creative forms of the FTP. Each play identified a social problem and called for specific solutions. According to Brooks Atkinson, a *New York Times* drama critic, writers were "to shake the living daylights out of a thousand books, reports, newspaper and magazine articles" to create documentaries based on current news stories. Living Newspapers were collective efforts in many ways. The project involved a staff similar to that of a large city newspaper, with editors, reporters, and copyreaders. News gathering and research were paramount. The factual material gathered by reporters and researchers was given to dramatists, directors, stage technicians, and actors who would create dramatic material for presentation to an audience. Dialogue in each of the plays often footnoted newspaper and magazine articles to lend authenticity to the script.

Actual productions also used a variety of creative techniques. Stages had aprons, ramps, runways, and different levels. Frequent scene changes meant actors often carried props on and off stage. Scrim, a translucent curtain, could be illuminated so that action could be in front of or behind it, altering the dimensions of the stage. Animated cartoons, movies, photographs, headlines, charts, and other visual effects were projected onto the scrim, various backdrops, or portions of scenery. The offstage loudspeaker, "The Voice of the Living Newspaper," provided descriptive narratives, identified characters, or conveyed a variety of sound effects.

The Federal Theatre Project provides an opportunity to see how the New Deal addressed the Great Depression. It provided employment for hundreds and it established a federal government presence in the arts. Through this promotion of artistic expression the New Deal impacted the cultural life of the Depression years and contributed significantly to changes in American life during the 1930s.

C. Lesson Activities (3 days)

The two Living Newspaper productions in this lesson, *Power* and *One-Third of a Nation*, illustrate the Federal Theatre Project's concern for social issues. These Living Newspaper productions represent examples of "the documentary impulse" with their emphasis on facts. Each identified a significant social problem, explored the issues surrounding that problem, and suggested possible solutions. *Power* focused on electrification and the ownership of public utilities while *One-Third of a Nation* dealt with the problem of housing.

Introduce the lesson by providing some background on the Federal Theatre Project and specifically, the Living Newspaper dramas. Select one or both of the plays to use in class. If both plays are used, you may wish to divide the class into two groups and have each examine a different play. Before distributing the play scripts, have students research issues on which the dramas are based. For *Power*, students should read text accounts of the Tennessee Valley Authority (http://newdeal.feri.org/tva/index.htm) and Roosevelt's message to Congress (http://newdeal.feri.org/speeches/1933j.htm) calling for the establishment of TVA along with notes he later wrote regarding the program. For *One-Third of a Nation* have students examine text readings and oral histories to determine the affects of the depression on people's lives,

especially focusing on the affects of the continuing economic depression which stimulated the inauguration of the Second New Deal. Students should also read excerpts from Roosevelt's second inaugural (http://newdeal.feri.org/speeches/1937a.htm), his address to a Democratic Party victory dinner (http://newdeal.feri.org/court/fdr.htm), and the Fireside Chat of March 9, 1937 (http://newdeal.feri.org/chat/chat09.htm). The documents in this lesson along with text readings provide a basis for analysis of the issues raised in each play. Questions with each of the documents may help to focus student discussion.

Distribute copies of the excerpts of the selected play(s). (See Documents Section, (http://newdeal.feri.org/nchs/docs04.htm) for homework reading. Have students perform the play as a readers' theater. Provide "rehearsal" time if you wish for a more dramatic performance.

Depending on time for this activity, you may wish to have students perform the excerpts provided in these documents or have them select scenes to perform for the class. If students elect to perform several scenes from the provided script, have them explain the reasons for their selection of these scenes during debriefing.

Following the readers' theater, conduct a debriefing session using the following general questions as a discussion guide.

1. What is the issue the Living Newspaper dramatizes?
2. What is the point of view/interpretation of the Living Newspaper regarding the issue?
3. Based upon the knowledge you have about the issue as result of your research and study how accurate is the production's version of the truth?

Conclude the lesson by having students read excerpts of testimonies before the House Special Committee on Un-American Activities (See Testimonies http://newdeal.feri.org/nchs/huac.htm). Witnesses called before the committee included actors, administrative personnel, and the National Director of the FTP, Hallie Flanagan. Although it is difficult to do justice to testimony which covers thousands of pages, excerpts can give some idea of the criticisms levied against the FTP and the Living Newspaper dramas.

Assign students roles of the nine individuals in these excerpts of the hearings. Have each read their testimony to the class. The nine persons are (in order they appear in Document 12):

Congressman Martin Dies (Chairman, Texas); Mr. Wallace Stark; Congressman J. Parnell Thomas (New Jersey); Miss Hazel Huffman; Congressman John Dempsey (New Mexico); Congressman Joe Starnes (Alabama); Congressman Harold G. Mosier (Ohio); Mr. Charles Walton; and Mrs. Hallie Flanagan.

Divide the remainder of the class into groups representing different newspapers reporting on the hearings. One group should represent a liberal newspaper which has enthusiastically supported FDR and New Deal legislation; another group, a more conservative newspaper which has consistently spoken out against the New Deal for advocating socialism. A third represents a middle-of-the-road newspaper. Depending on class size other groups could be assigned to represent newspapers whose editorial policy favors Gerald L. K. Smith's Union Party (including many of the followers of the slain "Kingfish" Huey P. Long); or, the American Communist Party.

Assign each group three tasks: 1) write a factual news story on the House Special Committee on Un-American Activities; 2) write an editorial on the hearings and 3) draw a political cartoon to depict the paper's editorial policy regarding the hearing. Permit students to divide the three tasks within each group. Depending on class size you may wish to have students working in pairs. Post the student work in the classroom and discuss the differences in perspectives in the news articles, editorials, and cartoons.

Another option would be to create a news conference at which time all hearing participants would answer questions from reporters. Participants can be asked to respond to parts of their testimony. Committee members can be asked about their opinions and statements made. Reporters would need to prepare relevant questions and be able to follow-up with reactions to the answers.

As an overall assessment for this lesson have students write a reflective essay with a general synthesizing discussion about the role of propaganda and the government sponsorship of the arts.

D. Extended Activities

Identify an issue from the 1930s and create and perform a Living Newspaper play. Divide the class according to various task assignments that the FTP actually used to create a Living Newspaper. Have students create a poster to advertise their play.

Write a Living Newspaper play based on the House Un-American Activities Committee hearings on the Federal Theatre Project.

Organize a debate on the government's sponsorship of drama and art during the New Deal such as: "Resolved: The FTP is "boondoggling" at its worst with productions merely heavy handed New Deal and communist propaganda."

Research the controversies over federal government support for the National Endowment for the Arts and compare and or contrast with political opposition to the Works Progress Administration's "Federal One" (art, theater, music, and writers' projects).

E. Resources

The following resources will assist in the development of this lesson:

Buttitta, Tony, and Barry Witham. *Uncle Sam Presents: A Memoir of the Federal Theatre, 1935-1939.* Philadelphia: University of Pennsylvania Press, 1982.

De Rohan, Pierre (ed). *Federal Theatre Plays.* New York: Random House, 1938.

Roosevelt, Franklin Delano. *The Public Papers and Addresses of Franklin D. Roosevelt. New York: Random House. 1938-1941.* (Materials relating to Power are in Volume 2, and One-Third of a Nation are in Volume 6.)

United States Congress. *Hearings. Special Committee on Un-American Activities.* Washington: Government Printing Office, 1938.

Lesson Plan: Then and Now: Prices
Grade Level: Elementary
Primary Subject: Social Studies, Economics

Michigan Historical Center
http://www.michigan.gov/dnr/0,1607,7-153-54463_19268_20778-52530--,00.html

Pair this activity with the following Lorenzo Cultural Center presentations:

- "New Technology – 1930 vs. 2010: It's All Relative" on March 12 and April 15

Michigan Curriculum Content Standards:

- 4 - H3.0.5 Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past.

Compare Prices During the Great Depression to Prices Today

How much did toys and clothing cost during the Great Depression of the 1930s? What would they cost today?

Look at the **Then and Now: Prices** table below. In the left column is a list of women's clothing, men's clothing, games and toys and household goods. In the middle column, the price of each of these items is listed based on advertisements from 1932. Look through a current copy of your local newspaper to find out what it would cost to buy the same item today. Write that amount in the right column.

Some of those 1930s prices look pretty low compared to today's costs, don't they? Why? Look at the **Then and Now: Wages** table. Do people earn more or less now than they did in the 1930s? How do the prices compare to the wages? How many weeks would it take to buy each of the items on the table of prices? If an item costs less than a week's wages, divide the week's wages by 40 to estimate the hourly wage and figure out how many hours it would take to earn the money to buy the item.

(If you would like to print the tables below on a single sheet, go to the PDF or the graphic (GIF) of the **Then and Now: Prices** and **Then and Now: Wages** page.

Then and Now: Prices		
WOMEN'S CLOTHES	**THEN**	**NOW**

Winter Coat	$28.00	
Leather or Suede Bag	$2.25	
Bathrobe	$1.00	
Sweater	$1.00	
MEN'S CLOTHES	**THEN**	**NOW**
Broadcloth Shirt	$1.00	
Wool Sweater	$1.00	
Bathrobe	$4.90	
Overcoat	$18.50	
GAMES AND TOYS	**THEN**	**NOW**
Sled that Steers	$3.95 - $8.95	
Ping-Pong Table	$23.50 to $37.50	
Mechanical Toys	3 for$.59	
Doll	$1.95	
ITEMS FOR THE HOME	**THEN**	**NOW**
Table Lamp	$1.00	
Portable Electric Sewing Machine	$23.95	
Electric Washing Machine	$33.50	
Gas Stove	$19.95	

Then and Now: Wages		
WEEKLY WAGES (general averages)	**THEN**	**NOW**
Manufacturing--Production Worker	$16.89	$500
Cook	$15.00	$236
Doctor	$61.11	$1800
Accountant	$45.00	$700

Lesson Plan: Brother Can You Spare a Dime?
Grade Level: High School
Primary Subject: American History, English

Library of Congress
http://memory.loc.gov/learn/lessons/98/dime/teacher.html

Pair this activity with the following Lorenzo Cultural Center presentations:

- "Forgotton Detroit: The Depression Years" on March 3
- "Government Support for the Arts: WPA Prints from the 1930s" on March 4
- "Civilian Conservation Corps (CCC)" on March 19
- "The Works Progress Administration in Detroit" on April 16
- "The New Deal and the Future of American Business" on April 22
- "Legacies of the New Deal" on April 29

Michigan Curriculum Content Standards:

- USHG 7.1.2 CAUSES AND CONSEQUENCES OF THE GREAT DEPRESSION – Explain and evaluate the multiple causes and consequences of the Great Depression.
- USHG 7.1.3 THE NEW DEAL – Explain and evaluate Roosevelt's New Deal Policies.
- U6.2 INVESTIGATION TOPICS AND ISSUE ANALYSIS

The New Deal programs and agencies, created under the leadership of Franklin Delano Roosevelt, had a powerful impact on the relationship of government to the people of the United States. Yet a study of New Deal programs often leaves the student with a disconnected list of 'alphabet soup' programs and no real grasp of the impact of the New Deal.

This lesson takes a student through a process of examining primary sources, both photographs and life histories, to develop a sense of the profound impact the Great Depression had on real people's lives. Then after studying New Deal Programs, students apply what they've learned to improve the situations of those people, whose life history interviews they have read. They synthesize the information gathered into an essay which has both an expository and a creative component.

Objectives

By participating in this project the student will:

- analyze and evaluate primary sources.
- apply research skills to solve problems.
- understand the intent of New Deal programs and their impact on people's lives.

Time Required: eight to ten days

Resources:

From American Memory at the Library of Congress:

- America from the Great Depression to World War II, 1935-1945

- American Life Histories:Manuscripts from the Federal Writers' Project, 1936-1940
- Resources Page of online, print, and multi-media resources on the Great Depression and New Deal programs

Materials & Preparation

Before beginning this lesson, take time to plan with your librarian to see what print and non-print resources are available to support student research on the New Deal. The Resources Page may be useful in locating or purchasing materials. Students may need some guidance in locating information on the New Deal independent research component.

These worksheets and guides are needed for the lesson (listed in order used):

1. Primary Source Analysis Worksheet - encourages students to evaluate the quality and possible biases of primary sources.
2. Photographs from the Depression - links to selected photographs from America from the Great Depression to World War II, 1935-1945.
3. Photo Study Guide - a worksheet with critical viewing questions and a focus on understanding the circumstances of the Great Depression.
4. Life Histories - links to selected life histories from American Life Histories:Manuscripts from the Federal Writers' Project, 1936-1940.
5. Reading Life Histories - a worksheet with questions to lead to a critical reading and an analysis of circumstances during the Great Depression.
6. New Deal Essay Guide - an explanation of the format to be used to construct the concluding essay of this study.

NOTE: If your technology allows, have students copy each worksheet into a word processing document and answer the questions on the copy in the word processor. When analyzing the photographs, students can copy the picture and the questions onto the same document so that the picture can be viewed as the answers are created or reviewed.

Procedure

Optional Activity:

Prepare students for understanding the impact of primary documents by explaining how students become historians when they examine primary sources such as photographs and life histories. No interpreter stands between them and the original record. The Primary Source Analysis Worksheet is a helpful tool in looking at primary sources.

NOTE: This activity may require additional time beyond the 8-10 days scheduled.

Activity One:

Analyze with students the first photo from the set of photos in Photographs from the Great Depression.

1. Students examine Photographs from the Great Depression, selected from America from the Great Depression to World War II, 1935-1945.
2. Using the Photo Analysis Guide, students select two photographs and describe the life circumstances portrayed in the photos to review the social conditions occurring during the Great Depression.

Activity Two:

1. Students skim several Life Histories selected from American Life Histories:Manuscripts from the Federal Writers' Project, 1936-1940.
2. Using the Reading Life Histories Guide, they select one and analyze it as a way to begin to understand the needs of real people which New Deal programs were designed to meet.

NOTE: Before launching students into the life histories, be aware that:

1. Oral histories reflect the experience and attitudes of the narrator and as such, may show biases and prejudices which might seem inappropriate to the reader.
2. The interviewer may choose to reflect the speech patterns and pronunciations of the narrator by using misspellings and non-standard English.
3. The text of the interviews may have brackets indicating questions and uncertainties of the transcriber.
4. Each page of text has a "page image" link at the top to an image of the original manuscript page. The page image is in .tif format and requires viewing software (plug-in) to see it in the Web browser. The American Memory Viewer Information page has explanations and links to viewing software.

Activity Three:

Students research New Deal programs to assess which programs or agencies might have improved the life of the person whose interview was read in Activity Two. Online, print, and multi-media resources are on the Resources Page.

Activity Four:

Students use the New Deal Essay Guide to help them write an explanation of the New Deal programs they selected and create a follow-up interview with the person whose life history they read. This writing will make clear how the New Deal programs affected the life of the person interviewed.

Evaluation and Extension

This lesson merges the content area of the Great Depression with important information literacy skills. Students interpret and construct meaning from the photographs and life histories and apply the information in a new context. They evaluate the quality of primary sources and learn independently as they research the New Deal programs. Finally, students create a quality product synthesizing information and meaning from several sources.

Student products include:

1. A personal interpretation of photographs.
2. An evaluation/analysis of an oral history.
3. An essay explaining two or more New Deal programs and including a creative interview which demonstrates the ability to apply information gathered through research to a new situation.
4. An optional primary source analysis worksheet to provide a process by which to study the effect and impact of primary sources.

Rubrics for these products should be designed in a teacher-student collaboration.

Lesson Plan: Visions in the Dust: A Child's Perspective of the Dust Bowl
Grade Level: Middle School

Primary Subject: American History, English
Library of Congress
http://memory.loc.gov/learn/lessons/99/dust/intro.html

Pair this activity with the following Lorenzo Cultural Center presentations:

- "Saving the Soil at the Grassroots: Michigan's Dust Bowl, 1937-41" on March 25

Michigan Curriculum Content Standards:

- USHG 7.1.2 CAUSES AND CONSEQUENCES OF THE GREAT DEPRESSION – Explain and evaluate the multiple causes and consequences of the Great Depression.
- USHG 7.1.3 THE NEW DEAL – Explain and evaluate Roosevelt's New Deal Policies.
- U6.2 INVESTIGATION TOPICS AND ISSUE ANALYSIS

Objectives
At the conclusion of this unit, students will be able to:

- examine primary source materials to gain knowledge of the Dust Bowl;
- use historical fiction to understand the human aspect of the Dust Bowl experience;
- relate primary source materials from American Memory collections to passages, characters, and events from the novel; develop research skills and strategies, such as keyword searches, for finding information.

Time Required: 5 – 7 class periods

Resources Used:

American Memory collections:

- *America From the Great Depression to World War II: Black-and-White Photographs From the FSA and OWI*.
- *Voices From the Dust Bowl: The Charles L. Todd and Robert Sonkin Migrant Worker Collection*.
- *The American Experience: Surviving the Dust Bowl*. Washington, D.C.:PBS Online by WGBH, 1998. http://www.pbs.org/wgbh/amex/dustbowl, accessed May 31, 2000.

Print Sources:

- Farrell, Jacqueline. *The Great Depression.* San Diego: Lucent Books, 1996.
- Fremon, David K. *The Great Depression in American*
- *History*. Berkeley Heights: Enslow Pub., 1997.
- Hesse, Karen. *Out of the Dust*. New York: Scholastic Press, 1997.
- Sherrow, Victoria. *Hardship and Hope: America and the Great Depression.* LaVergne: Ingram Pub., 1995.
- Stanley, Jerry. *Children of the Dust Bowl*. LaVergne: Ingram Pub., 1992.

- Stein, R. Conrad. The Great Depression, Cornerstones of Freedom (A Series). Chicago: Children's Press, 1993.

Materials and Preparation:

- Study Guide
- Images of the Great Depression
- Guided Reading Journal

Procedure

Step One: Accessing Prior Knowledge, Initial Reaction (1 class period)

1. As an introductory activity, use Images of the Great Depression and present students with these three images from America from the Great Depression to World War II: Black-and-White Photographs from the FSA and OWI, ca. 1935-1945:

    - Farm house: Dust piled up around farmhouse. Oklahoma.
    - Farmer's Son: Dust is too much for this farmer's son in Cimarron County, Oklahoma.
    - Topsoil: Stock watering hole almost completely covered by shifting topsoil. Cimarron County, Oklahoma.

2. Using Images of the Great Depression, ask students for:

    - their personal reactions to photographs;
    - knowledge gained from viewing photographs; and
    - questions to be answered during this unit.

Step Two: History Through Fiction (2-3 class periods)

1. Students read *Out of the Dust*, noting Billy Jo's experiences in the Dust Bowl.
2. Using the Guided Reading Journal, students keep a guided journal noting specific passages relating to:

    - school life
    - community life
    - family life
    - government assistance
    - agriculture

3. After reading the novel as a group, examine the cover of *Out of the Dust*, noting the photograph of Lucille Burroughs. She was used to visually depict Hesse's character, Billy Jo. Using the same photo analysis technique in Step One, discuss with students the possible origins of the photograph. Why was this photograph used? After a brainstorming session, students can review the original image of Lucille Burroughs with its

bibliographic record found in America from the Great Depression to World War II: Black-and-White Photographs from the FSA and OWI, ca. 1935-1945.

Step Three: Depicting the Text (3-4 class periods)

1. Using their Guided Reading Journal, students generate keywords and concepts for searching America from the Great Depression to World War II: Photographs from the FSA and OWI, ca. 1935-1945 collection for images that portray sections of free verse found in Hesse's *Out of the Dust.* Students locate photographs that represent meaningful passages from the novel.
2. After image selection, students compile a presentation (poster, collage, scrapbook, multimedia presentation, etc.) to be shared with others. The presentation should include the picture with the accompanying passage from the text.

Evaluation & Extension

Student assessment is determined by teacher and peer evaluations based on how closely student-selected images depict text selected in the student's Guided Reading Journal.

- Students use Voices from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941 to look for songs that Billy Jo may have played on her piano or that Mad Dog Craddock and the Black Mesa Boys may have sung. (2-3 days)
- Students use American Life Histories: Manuscripts from the Federal Writers Project, 1936-1940 to compare the experiences of Billy Jo and her family to those in other parts of the nation during the Great Depression. (2-3 days)
- This lesson lends itself for use with other works of historical fiction teamed with other collections within American Memory
- Classes could also read Christopher Paul Curtis' *Bud, Not Buddy* to learn a Michigan child's perspective of the Great Depression and compare it to *Out of the Dust*

Lesson Plan: What Was Life Like During the Great Depression?

Grade Level: Middle School
Primary Subject: American History, English
Michigan Department of Natural Resources
http://www.michigan.gov/dnr/0,1607,7-153-54463_18670_18793-53467--,00.html

Pair this activity with the following Lorenzo Cultural Center presentations:

- "Detroit in the Great Depression" on February 27 or April 8
- "Who's Jim Hines?" on March 5
- "Early Years of the Depression" on March 10
- "Memories of the Great Depression and Detroit's Recovery" on March 11
- "The Great Depression Revisited" on March 11
- "Civilian Conservation Corps (CCC)" on March 19
- "The Works Progress Administration in Detroit" on April 16
- "FDR and the New Deal" on April 29

Michigan Curriculum Content Standards:

- 1.2.5. HISTORICAL PERSPECTIVE: Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan, and other parts of the United States.
- 1.2.7. HISTORICAL PERSPECTIVE: Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan, and other parts of the United States.
- 1.3.4. HISTORICAL PERSPECTIVE: Use primary sources to reconstruct past events in their local community.
- USHG 7.1.2 CAUSES AND CONSEQUENCES OF THE GREAT DEPRESSION – Explain and evaluate the multiple causes and consequences of the Great Depression.

Background Notes

Doing oral histories is a wonderful way for students to learn firsthand about past times. By asking questions and listening to stories from older relatives and friends, students can understand how much life has changed since the 1930s and establish special relationships with another generation.

Life during the Great Depression was difficult for everyone. Some workers risked their jobs by going on strike. Because of the severity of the Great Depression people began to support federal relief programs and to think differently about those who accepted charity. People worked for government programs such as the Civilian Conservation Corps, a program set up to give unemployed youth an opportunity to do conservation work in exchange for food, lodging and a small stipend.

Objectives

1. Students will interview an individual about his/her life.
2. Students will present an oral report based on an oral interview (rather than from books).
3. Students will explain the Great Depression as described by someone who lived in that era.
4. Students will compare and contrast people's experiences in the Great Depression depending on their age and circumstances based on classmates' reports.
5. Students will compare and contrast living during the Great Depression and living now.

Materials Needed

Pen, paper; if available: audio or video tape, tape recorder or video camera

Directions

Spend some time discussing the Great Depression with students. Use the "I Remember . . ." stories from the DNR and Then and Now: Prices activity as background. Help students identify people who remember the 1930s. You may want to work with a retirement center to identify people to interview. (If they will tape the interviews, have them practice using tape recorders and asking each other questions.)

Then ask students to prepare an oral report based on an interview with a relative or friend who lived during the Great Depression. Have them take notes and tape the interview if they can. In that way, if they missed a point, they can go back and listen to the tape.
Here are some sample questions for them to ask:

1. How old are you?
2. Do you remember the Great Depression?
3. Where did you live during the Great Depression?
4. How old were you during the Great Depression?
5. How did you get to school or work during the Great Depression?
6. Did you know anyone who lost their job during the Great Depression?
7. Did you know anyone who worked for one of the federal programs like the Civilian Conservation Corps?
8. Who was in your family then?
9. What was the hardest part of living then for you?
10. What did you usually eat during a day?
11. What did you do for fun?

Work with students to develop their own additional questions.

Have the students present an oral report based on their interviews.

Questions for Discussion or Research

1. What differences and similarities do you see between the lives of children, teenagers and adults at the time?
2. How was life different living in rural and urban areas?
3. Compare life during the Great Depression and now.
4. Read and discuss *Bud, not Buddy* by Christopher Paul Curtis (Delacorte Press, 1999) with your class (especially the Afterword, pages 237-243). This fictional story of a boy's

search for his father in 1936 presents glimpses of life in Michigan during the Great Depression.

Vocabulary

- **Alphabet Soup Programs:** Nickname given to New Deal programs initiated by President Franklin Delano Roosevelt and approved by Congress to provide relief and reform measures during the Great Depression. They were usually referred to by their initials, e.g., WPA for Works Progress Administration (later, Work Projects Administration) and CCC for Civilian Conservation Corps.
- **Great Depression:** The greatest depression (period of low economic activity and high unemployment) in American history. It is commonly considered to have begun with the stock market crash on October 29, 1929, and lasted until the end of the 1930s.
- **Oral History:** Historical information consisting of personal recollections usually in the form of a tape-recorded interview; the gathering and preservation of such data.

References

- American Life Histories, Manuscripts from the Federal Writers' Project, 1936-1940. (American Memory, Library of Congress)
- *Cobblestone, The History Magazine for Young People.* "Franklin D. Roosevelt, 1882-1945" (April 1995) and "The History of Labor" (October 1992).
- Stein, R. Conrad. *The Great Depression*, Cornerstones of Freedom (A Series). Chicago: Children's Press, 1993.
- Using Oral History (American Memory, Library of Congress)
- Zimmerman, Bill. *How to Tape Instant Oral Biographies, Recording Your Family's Life Story in Sound and Sight.* NY: Bantam Books, 1992.

Lesson Plan: The Roosevelt Rap

Grade Level: Middle School, High School
Primary Subject: American History

Franklin D. Roosevelt Presidential Library and Museum
http://www.fdrlibrary.marist.edu/education/resources/rap.html

Pair this activity with the following Lorenzo Cultural Center presentations:

- "Forgotten Detroit: The Depression Years" on March 3
- "Early Years of the Depression" on March 10
- "Free From Fear: The American People in Depression & War" on March 11
- "The Civilian Conservation Corps (CCC)" on March 19
- "The Works Progress Administration in Detroit" on April 16
- "The New Deal and the Future of American Business" on April 22
- "Legacies the New Deal" on April 29

Michigan Social Studies Curriculum Content Standards:

- WHG 7.1.1 INCREASING GOVERNMENT AND POLITICAL POWER – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens.
- USHG 7.1.2 CAUSES AND CONSEQUENCES OF THE GREAT DEPRESSION – Explain and evaluate the multiple causes and consequences of the Great Depression.
- USHG 7.1.3 THE NEW DEAL – Explain and evaluate Roosevelt's New Deal Policies.
- U6.2 INVESTIGATION TOPICS AND ISSUE ANALYSIS
- Arts Education Current Standard 4: Understanding, Analyzing, Describing and Evaluating Arts in their hisorical, social & cultural contexts

The Roosevelt Rap

Lyrics written by Jeffrey Urbin, Education Specialist at the Franklin D. Roosevelt Presidential Library and Museum

A long time ago,
In 1882,
A baby was born,
Known to me and to you.

His mother called him Franklin,
His father call him son,
And he grew up destined,
For Washington.

Franklin D. Roosevelt,
a.k.a. FDR,
Was born along the river,
In the town of Hyde Park.

He was the only son,
Of Sara and James,
Collecting stamps and birds,
Were his favorite games.

First he went to Groton,
Then to Harvard too,
Had degrees in Law and History,
By the time that he was through.

On March 17th ,
In 1905,
Franklin took Eleanor,
To be his bride.

They had the same last name,
But that don't mean nothing,
They were far enough apart,
They were fifth cousins.

How'd he get started,

In politics?
He ran for State Senate,
From the Dutchess County sticks.

A Democrat from these parts,
Was rare to see,
But FDR made it,
To Albany.

Then he backed Wilson,
At the National Convention,
It was a move that proved,
To make, a valuable connection.

Wilson soon was President,
And with that came the gravy,
He appointed FDR,
Assistant Secretary of the Navy.

And then in 1920,
Just for kicks,
FDR made his return
to politics.

Number two upon the ticket,
With a man named Cox,
But not enough people,
Marked the Democratic box.

Making it in politics,
Is tough, you know,
But not as tough as dealing,
With polio.

Now Franklin had a homegirl,
And they called her E.R.
He sent her off on trips,
Both near and far.

She was telling everybody,
That Franklin would be back,
He wouldn't be stopped,
By a polio attack.

Everyone around him said,
"Hey that's great,"
And they elected him the Governor,
Of New York State.

That seems pretty easy,
Now doesn't it?
But it couldn't have happened ,
without Al Smith.

Things around the Nation,
Were going pretty fine,
That was until October,
Of 1929.

Hoover seemed insensitive,
As if he didn't care,
He said "Relief was round the corner,"
But the statement didn't square.

Franklin had the common touch,
He knew how people feel,
And he spoke at the Convention,
And he pledged them a "New Deal."

People were beside themselves,
They knew not what to do,
That was until November
of 1932.

They elected Franklin President
From Prohibition they were parched,
But he didn't take,
The reins of power,

Until early March.
He wasted not a moment,
To bring us from malaise,
He passed a slate of legislation,

In just a hundred days.
He was helping all the people,
By themselves and then in groups,
With a recipe of programs,

Some called alphabet soup.
AAA, CCC and the NLRB,
NRA, BOB and the FDIC,

TVA, NRC and the WPA,
He did it all,
He went too far, some Republicans would say.

Now you might think,
that I forgot,
in the alphabet flurry,
SSI, but I did not,

Social Security was ahead of its time,
but I almost left it out,
cause its so hard to rhyme.

Try it out, and you'll see,
It's not an easy thing to do,
If I had been FDR
It would have been in term two.

G.W. had warned,
When his term was at an end,
'avoid entangling alliances,
if you can'.

The American public,
took this to heart,
but FDR knew different,
He was way too smart.

The appeasement at Munich,
Well, it worked for a while,
But give' em an inch,
And they'll surely take a mile.

Soon England was clinging,
But just by its toes.
So Franklin to the rescue,
with a garden hose.

Then all of a sudden,
That war across the sea,
Was brought to our door,
In a "Day of Infamy."

It took the Army,
The Airforce, the Navy and Marines,
In the factories back home,
Rosies took to the machines.

We grew gardens, bought war bonds,
And collected up scrap.
We fought long and fought hard,
And we pushed them all back.

Hitler, Hirohito,
And Mussolini,
Were the Axis leaders,
But we had the Big Three.

Roosevelt, Churchill and
Stalin too,
Were the Allied leaders,
Who won, WWII.

I forgot to mention Fala,
He was the man's best friend.
In the summer of 1945,
The war came to an end.

But Franklin didn't see it,
For on April 12th he died,
And let's not even mention,
Who was there at his side.

And so, here has been the story,
Of FDR's life,
His vision of United Nations,
Carried on by his wife.

The two were finally resting,
In a grave at his home,
In the garden where the roses,
From his name are still grown

Students, use your knowledge about Franklin D. Roosevelt, as well as the information found in the Roosevelt Rap, to answer the following questions:

1) When was Franklin D. Roosevelt born?

2) Where did FDR go to school?

3) When were FDR and Eleanor married? What was his relation to Eleanor?

4) What was the first elected position in which FDR served? In what year was he elected?

5) Why was it unusual for a Democrat to get elected in Dutchess County?

6) Why was FDR's support of Woodrow Wilson's 1912 Presidential campaign so important?

7) When did FDR contract polio?

8) How did Eleanor Roosevelt keep FDR's name in circulation while he was recuperating from the polio attack?

9) What is meant by the statement "Hoover seemed insensitive"?

10) Who said "[Relief] Recovery is just around the corner'?

11) How was FDR able to connect with the common man/woman?

12) What were some of the programs FDR passed during his first one-hundred days in office?

13) What is meant by the term "alphabet soup"?

14) Explain the New Deal programs mentioned in the rap: AAA, CCC, NRA, NLRB, BOB, FDIC, TVA, NRC and WPA? What did these programs do and were they effective?

15) What were the objections Republicans raised to the New Deal programs?

16) How does the saying "give them an inch and they take a mile" relate to the events of World War II?

17) What is meant by the "day of infamy"?

18) When did FDR die?

19) What did Eleanor Roosevelt do to carry on FDR's vision for a world organization?

20) Where are FDR and Eleanor Roosevelt buried?

PART VI: WEBSITES AND OTHER RESOURCES

MUSEUMS & EXHIBITS

Detroit Historical Museum
5401 Woodward Avenue
Detroit, Michigan 48202
313-833-7935
www.detroithistorical.org

Edsel & Eleanor Ford House
1100 Lake Shore Road
Grosse Pointe Shores, MI 48236
313-884-4222
www.fordhouse.org

The Henry Ford
20900 Oakwood Blvd.
Dearborn, MI 48124-5029
313-982-6001
www.thehenryford.org

Henry Ford Trade School Alumni Assoc.
http://hftsaa.org

Meadow Brook Hall & Museum
2200 N. Squirrel Rd
Rochester, MI 48309
248-370-2100
www.oakland.edu/mbh

Michigan State University Museum
West Circle Drive
East Lansing, MI 48824
517-355-2370
www.museum.msu.edu

Port Huron Museum
1115 Sixth Street
Port Huron, MI 48060
810-982-0891
www.phmuseum.org

Smithsonian Institution Traveling Exhibition Service
PO Box 37012
MRC 941
Washington, DC 20013-7012
202-633-3168
http://www.sites.si.edu

OTHER LOCAL RESOURCES

Charles H. Wright Museum of African American History
315 East Warren Ave.
Detroit, MI 48201
313-494-5800
www.maah-detroit.org

Cranbrook Art Museum
39221 Woodward Avenue
PO Box 801
Bloomfield Hills, MI 48303
248-645-3323
www.cranbrookart.edu/museum

Detroit Institute of Arts
5200 Woodward Avenue
Detroit, Michigan 48202
313-833-7900
www.dia.org

Detroit Science Center
5020 John R. Street
Detroit, MI 48202
313-577-8400
www.detroitsciencecenter.org

Michigan Civilian Conservation Corps Museum
11747 N. Higgins Lake Drive
Roscommon, MI 48653
989-348-6178
www.michigan.gov/dnr/0,1607,7-153-54463_18595_18602---,00.html

Michigan Library & Historical Center
702 West Kalamazoo Street
Lansing, MI 48909
517-241-2236
http://www.michigan.gov/hal/0,1607,7-160-17445_19273-51058--,00.html

The Murals of Royal Oak
Murals Project, Royal Oak Schools
1123 Lexington
Royal Oak MI 48073
248-435-8400 x257
www.royaloakschools.com/portal/murals/about

WEBSITES

Detroit News: The Historic 1936-37 Flint Auto Plant Strikes
http://apps.detnews.com/apps/history/index.php?id=115

Detroit Historical Society
www.detroithistorical.org

The Flint Sit-Down Strike Audio Gallery
http://www.historicalvoices.org/flint/index.php

Franklin D. Roosevelt Presidential Library & Museum
www.fdrlibrary.marist.edu

The FDR Rap
www.youtube.com/watch?v+2sfftlJx9Vk

Herbert Hoover Presidential Library and Museum
www.hoover.archives.gov

Labor History Project, University of Michigan – Flint
http://www.umflint.edu/library/archives/labor.htm

The Library of Congress
http://memory.loc.gov

Manuscripts from the Federal Writers' Project, 1936-1940
http://rs6.loc.gov/wpaintro/wpahome.html

The National Archives
www.archives.gov

New Deal/WPA Art Projects
www.wpamurals.com

PBS, American Experience
http://www.pbs.org/wgbh/americanexperience

The Roosevelt Institute
www.newdeal.feri.org

Walther P. Reuther Library of Labor and Urban Affairs
www.reuther.wayne.edu

PART VII: SUGGESTED READING LIST

Hear these authors speak at the Lorenzo Cultural Center. Dates and times of presentations are listed after book titles below.

Robert Hayden: Collected Poems/ Frank Rashid. Liveright Press, 1996.
- Sunday, February 28, 2010 at 2pm

Roses and Revolutions: The Selected Writings of Dudley Randall/ Frank Rashid. Wayne State University Press, 2009, www.wsupress.wayne.edu
- Sunday, February 28, 2010 at 2pm

Forgotten Detroit/ Paul Vachon. Arcadia, 2009, www.arcadiapublishing.com
- Wednesday, March 3, 2010 at 11am and 1pm

The Guardian Building: Cathedral of Finance/ Jim Tottis. Wayne State University Press, 2008, www.wsupress.wayne.edu.
- Thursday, March 4, 2010 at 1pm

Who's Jim Hines?/ Jean Alicia Elster. Wayne State University Press, 2008, www.wsupress.wayne.edu.
- Friday, March 5, 2010 at 11:00am and 1:00pm

Working Detroit: the Making of a Union Town/ Steve Babson. Wayne State University Press, 1986, www.wsupress.wayne.edu.
- Wednesday, March 10 at 1pm

Pointing the Way: Skilled Workers and Anglo-Gaelic Immigrants in the Rise of the UAW/ Steve Babson. Rutgers University Press, 1991, rutgerspress.rutgers.edu.
- Wednesday, March 10 at 1pm

General Motors: A Photographic History/ Michael Davis. Arcadia Press, 1999, www.arcadiapublishing.com.
- Thursday, March 11, 2010 at 11am

Chrysler Heritage: A Photographic History/ Michael Davis. Arcadia Press, 2001, www.arcadiapublishing.com.
- Thursday, March 11, 2010 at 11am

Ford Dynasty: A Photographic Heritage/ Michael Davis. Arcadia Press, 2002, www.arcadiapublishing.com.
- Thursday, March 11, 2010 at 11am

Detroit's Wartime Industry: Arsenal of Democracy/ Michael Davis. Arcadia Press, 2007, www.arcadiapublishing.com.
- Thursday, March 11, 2010 at 11am

Detroit Area Test Tracks/ Michael Davis. Arcadia Press, 2010, www.arcadiapublishing.com.

- Thursday, March 11, 2010 at 11am

Freedom from Fear: The American People in Depression and War 1929-1945/ David Kennedy. Oxford University Press, 2009, www.oup.com.

- Thursday, March 11, 2010 at 7pm

Food of a Younger Land: A Portrait of American Food/ Mark Kurlansky. Riverhead Books, 2009, http://www.riverheadbooks.com/

- Saturday, March 20, 2010 at 1pm

Art Deco in Detroit/ Rebecca Binno-Savage. Arcadia Press, 2004, www.arcadiapublishing.com.

- Saturday, March 27, 2010 at 1pm

Before Motown: A History of Jazz in Detroit, 1920-1960/ Lars Bjorn with Jim Gallert. University of Michigan Press, 2001, www.press.umich.edu.

- Saturday, April 10, 2010 at 1pm

Images of America: Works Progress Administration in Detroit/ Elizabeth Clemens. Arcadia Press, 2008, www.arcadiapublishing.com.

- Friday, April 16, 2010 at 11am

The People's Tycoon: Henry Ford and the American Century/ Steven Watts. Vintage Books, 2006, www.randomhouse.com.

- Saturday, April 24, 2010 at 1pm

Detroit's Belle Isle: Island Park Gem/ Mike Rodriguez and Thomas Featherstone. Arcadia Press, 2003, www.arcadiapublishing.com.

- Sunday, April 25, 2010 at 2pm

Culture and Politics (Charles Edmondson Historical Lectures)/ Alan Brinkley**.** Baylor University Press, 1999, www.baylorpress.com.

- Thursday, April 29, 2010 at 7:00

Franklin Delano Roosevelt/ Alan Brinkley. Oxford University Press, 2009, www.oup.com.

- Thursday, April 29, 2010 at 7:00

The End of Reform: New Deal Liberalism in Recession and War/ Alan Brinkley. Vintage Books, 1996, www.randomhouse.com.

- Thursday, April 29, 2010 at 7:00

The Unfinished Nation: A Concise History of the American People, Volume 2, Sixth Edition/ Alan Brinkley. McGraw-Hill Higher Education, 2009,

- Thursday, April 29, 2010 at 7:00

Voices of Protest: Huey Long, Father Coughlin, and the Great Depression/ Alan Brinkley. Vintage Books, 1983, www.randomhouse.com

- Thursday, April 29, 2010 at 7:00

The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit/ Thomas Sugrue. Princeton University Press, 2005, www.press.princeton.edu.

- Friday, April 30 at 1pm

Sweet Land of Liberty: The forgotten struggle for Civil Rights in the North/ Thomas Sugrue. Random House, 2008, www.randomhouse.com.

- Friday, April 30 at 1pm

The Violent Years: Prohibition and the Detroit Mobs/ Paul Kavieff. Barricade Books, 2001, www.barricadebooks.com.

- Wednesday, May 5 at 11am

Black Bottom: a Detroit Community/ Jeremy Williams. Arcadia Press, 2009, www.arcadiapublishing.com.

- Saturday, May 1, 2010 at 1pm