From the Dust Bowl to Sunny California

Students learn about push and pull factors through an analysis of primary sources.

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Grade Level: 7
Duration: 3 class periods

National Geography Standards
HUMAN SYSTEMS
9. The characteristics, distribution, and migration of human populations on Earth’s surface

Arizona Geography Strand
Concept 4 Human Systems
PO2 Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.
PO 4 Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.

Other Arizona Standards
Strand 1 American History
Concept 8 Great Depression and WWII
PO 2 Determine the impact of natural and manmade crisis of the Great Depression

ELA Common Core Standards
Reading Standards for 6-8 for Literacy in History/Social Studies
Key Ideas and Details
6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.
Integration of Knowledge and Ideas
6-8.RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Production and Distribution of Writing
6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Research to Build and Present Knowledge
6-8.WHST.9 Draw evidence from informational texts to support analysis reflection, and research.

Overview
Where people chose to live is an important factor in understanding the distribution of resources. Many factors can contribute to the decisions for human migration. Push factors can make an area undesirable and pull factors can make another area desirable. Crisis such as the Great Depression can be a catalyst promoting populations to consider these push/pull factors that can lead to human migrations.

Purpose
In this lesson students will gain a better understanding of how a lack of economic resources
in one region during the Great Depression influenced human migration. And the availability of natural resources in another area created opportunity for employment and economic gain.

**Materials**

- Sunny California song lyrics
- Background to Sunny California song
- Audio-Visual Analysis Tool with a Geographic Lens (Optional)
- Image Analysis Tool with a Geographic Lens
- Setting the Scene Power Point
- Xerox copies of each of the slides in the Setting the Scene Power Point
- Life in California Power Point
- Push and Pull Factors of Migration handout
- Map of the Dust Bowl (See Sources)
- Push and Pull Factors in Lyrics to Sunny California worksheet
- Letter Writing Assignment
- Route 66 and the Dust Bowl Migration power point (optional)

**Objectives**

The student will be able to:

1. describe push and pull factors in terms of the Dust Bowl era
2. analyze how social, political, and economic reasons impact where people choose to live

**Procedures**

*Prerequisite Skills: Students should have read the information on the Dust Bowl in their textbooks. The included power point on background to the Dust Bowl can also be used to supplement the textbook for further understanding of this event.*

**SESSION ONE**

1. Anticipatory Set: Show the Setting the Stage Power Point. Just have the students look at the images and not interact in any way.

2. Distribute the Image Analysis Tool with a Geographic Lens. Explain the directions on how to complete the sheet. Have the students work with a partner. Show the Power Point again and as each pair of students selects an image to analyze, give them a Xerox copy of the image. Partners should complete the worksheet for one of the images.

3. Take a few minutes to discuss some of the analyses done by the pairs.

4. Closure: Have the students look at a map of the region named the Dust Bowl. Have them name the states that were affected on the back of their image analysis worksheets.

**SESSION TWO**

1. Anticipatory Set: Ask the students who has ever moved to a new city or new state. Ask the students why did they move. List the reasons on the whiteboard.

2. Pass out the Push and Pull Factors of Migration handout. Discuss the 3 types of factors. Now look at the list on the whiteboard and see where each of the class’s contributions would fall (economic, social, or political).

3. Read the background to the Sunny California song and play the audio if possible. Hand out the Sunny California song lyrics. Have the students read aloud the lyrics and discuss any vocabulary that might be unfamiliar.

4. Optional: Have students complete the Audio-Visual Analysis Tool with a Geographic Lens.

5. Distribute the Push and Pull Factors in Lyrics to Sunny California worksheet. Have the students complete the sheet.

6. Closure: Discuss the push and pull factors according to this song.

**SESSION THREE**

1. Anticipatory Set: Review with the students what are primary sources. Share with them that the images from the earlier power point and the one they will be seeing shortly were taken by Dorothea...
Lange. These primary sources are a wonderful way to capture the emotion of the time period.

2. Show the Life in California Power Point. After each images have the students comment on the “pulls” for living in California or “pushes” that would make the traveler regret going to California.

3. Distribute the Letter Writing Assignment and discuss the directions for the assessment.

4. Closure: Have students who finish early draw illustrations for their letters or work on one of the extensions listed below.

Assessment

The Image Analysis Tool with a Geographic Lens can be graded for completeness. The Push and Pull Factors in Lyrics to Sunny California worksheet can be graded using the answer key. The friendly letter can be graded on the scoring guide given at the bottom of the Letter Writing Assignment. Mastery on each of the assignments will be considered 80% or higher.

Extensions

1. Have the students locate Route 66 from the Dust Bowl areas to California on a US map. Have them research how this migration of people changed towns along the route.

2. Have the students look for other primary source images that evoke emotion in regards to another time period. Do the Image Analysis Tool with a Geographic Lens

3. Students could create a handbill promoting or deterring migration to California during the Dust Bowl times. A handbill advertising for cotton pickers to migrate to Arizona could be used as a sample. http://lcweb2.loc.gov/afc/afcts/images/sb001/0021.jpg

Sources

Oklahoma Historical Map: The Dust Bowl 1935-1940 can be found at http://media.maps.com/magellan/Images/okhist4.gif

Images in both Power Points were taken by Dorothea Lange http://memory.loc.gov/

Sunny California song background http://www.loc.gov/teachers/lyrical/songs/california.html

Sunny California song (audio) http://www.loc.gov/item/toddbib000215/

Background information from a primary source can be found at http://lcweb2.loc.gov/cgi-bin/ampage?collId=afcts&fileName=sb001/sb001.db&recNum=30 and http://lcweb2.loc.gov/cgi-bin/ampage?collId=afcts&fileName=sb001/sb001.db&recNum=31

This newspaper article comments on numbers of migrants and why farm laborers could not expect to find full-time employment in California fields.


Look at the tab labeled Interpreting Primary Sources with a Geographic Lens.