

## Instructional Recipe

### How is the World Affected by Immigration and Migration?

Grade 9-12  
Geography  
Cross Curricular Connection  
Education Service Center Region 20



Online research and information resources available through a partnership between the Texas State Library and Archives Commission, the Texas Education Agency and Education Service Center, Region 20 <http://web.esc20.net/k12databases>

#### Step 1 – Ask

**Objectives:** The student will understand the effects of migration and immigration on American society and will learn to analyze the effects of changing demographic patterns resulting from migration.

**Introduction:** Life during the Great Depression of the 1930s was extremely difficult. But for those who were impoverished, it created unbearable circumstances that were magnified by the 1935 drought and poor farming practices in the southern panhandle states which led to wind erosion and severe dust storms. At the same time, the development of the tractor enabled large landowners to cut the tenant farmer workforce. At the turn of the decade, approximately 1.8 million tenant farmers had been evicted from their homes. Consequently, they began to migrate to California searching for work and prosperity. *Steinbeck's Grapes of Wrath* is a mirror into the migratory event that took place in the 1930s.



<http://www.loc.gov/exhibits/treasures/images/vc007153.jpg>

Picture by Dorothea Lange: Library of Congress

#### Ask:

- ★ What were the causes of the Great Depression?
- ★ How did the Great Depression affect individuals?
- ★ How did the Great Depression affect society?
- ★ What circumstances characterized the Great Depression?
- ★ How did migrant camps mirror socialist societies?

#### Vocabulary:

- ★ Migration
- ★ Immigration
- ★ Dust Bowl
- ★ Socialist society

#### TEKS: Geography

113.32.10(A,B)

The student understands the effects of migration and immigration on American society. The student is expected to: (A) analyze the effects of changing demographic patterns resulting from migration within the United States; and (B) analyze the effects of changing demographic patterns.

#### TEKS: English Language Arts:

110.55(6) The student analyzes and critiques the significance of visual representations. The student is expected to: (A) recognize and evaluate how literature and various other art forms convey messages; and (B) examine the impact of literature and various other art forms.

#### Technology Application

TEKS: 126.25.7(A)

The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to: (A) combine graphics, images, and sound for foundation or enrichment curricular projects.

## Step 2 – Investigate

[Click here for internet links/URLs](#)

### **K-12 Online Subscription Resources:**

**From EBSCO:** Use search strategies (dust bowl and migration), (socialistic society and Grapes of Wrath), (dust bowl and Great Depression).

- ★ [John Steinbeck](#) Essay by: R. Baird Shuman. Magill's Survey of American Literature, Revised Edition, 2007. (Author Biography)
- ★ [Landmark Literature: Steinbeck's 'Grapes Of Wrath' Is The Classic Story Of The Conflict Between The Powerful And The Powerless](#) By: Galarneau, Andrew Z. Buffalo News, The (NY), 12/05/2006; (AN 2W62W62712639505)
- ★ [The Grapes of Wrath](#) Essay by: David Peck. Cyclopedia of Literary Places, 2003. (Work Analysis)
- ★ **Additional Websites:** [Sketchbooks of Dorothea Lange](#); [American Folklife, Library of Congress](#); [Texas Dustbowl](#)
- ★ [American Life Histories: Manuscripts from the Federal Writer's Project, 1936-1940](#)
- ★ [The Forgotten People](#)
- ★ [Great Depression and World War II \(American Memory Timeline\)](#)
- ★ [An American Time Capsule](#)
- ★ [Southern Mosaic: The John and Ruby Lomax 1939 Southern States Recording Trip](#)
- ★ [Woody Guthrie and the Archive of American Folk Song: Correspondence, 1940-1950](#)
- ★ [Voices From the Dustbowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941](#); [Grapes of Wrath Book Blurb](#)

### **Books:**

**Fiction:** Steinbeck, John. *Grapes of Wrath*. New York: Penguin Books, 2002.

## Step 3 – Create

[Click here for internet links/URLs](#)

Explain how students will organize their notes from Step 2.

- ★ Read John Steinbeck's *Grapes of Wrath* as part of the preparatory work for this unit.
- ★ Take the [Google Lit Trip](#) to trace the path taken by migrant workers during the dust bowl exodus, and specifically, the Joad Family in *Grapes of Wrath*.
- ★ Use the [fishbone graphic organizer](#) to determine what the cause/effect relationships were that contributed to the mass migration.
- ★ Draw conclusions from the graphic organizer to use in the American Sketchbook that will be created in Step 4.

### **Technology Link –**

- ★ [Teaching with Technology: The Grapes of Wrath](#)
- ★ [National Endowment for the Arts: Grapes of Wrath Podcast](#)
- ★ Download [Grapes of Wrath Lit Package](#)
- ★ More interactive graphic organizers: [http://lexiconsys.com/graphic\\_organizer.html](http://lexiconsys.com/graphic_organizer.html)

### Step 4 – Discuss

[Click here for internet links/URLs](#)

- ★ Create an American Sketchbook of the Great Depression using PhotoStory. The sketchbook should include 6 pages with images and a podcast devoted to the following questions:
  - ✚ In Steinbeck's novel, *The Grapes of Wrath*, the Joads scraped together almost \$200.00 before leaving for California. What would be the purchasing power of that sum of money in 1939? What would the same trip cost today?
  - ✚ How does migration affect the family? In the case of the Joad's migration to California, who becomes center of the family? How do the roles reverse?
  - ✚ Community building activities were described in the migrant camps. What were they? How did those activities lead to improved living conditions for the migrant families?
  - ✚ How did the poor working conditions of the migrant workers contribute to the development of labor unions?
- ★ Include your podcast and pictures as part of the Sketchbook. (The Library of Congress has an excellent example of a [sketchbook](#) created from photographs taken by Dorothea Lange during the Great Depression. For more pictures, use the Wilson web gallery and EBSCO image database as well.)

#### 🔗 **Technology Link –**

- ★ Create a podcast to accompany the sketchbook. Use the [Podcast story board and rubric](#) for evaluation of this portion of the lesson.

### Step 5 – Reflect

[Click here for internet links/URLs](#)

- ★ Allow students to present their projects to the rest of the class. Use the following suggested [Sketchbook Migration](#) rubric to assess the students' work. Make sure that the students are familiar with the rubric *before* they begin creating their project. They should refer to the rubric repeatedly to monitor their progress in creating their project.
- ★ Students will complete the Podcast Story Board and Rubric.
- ★ 🔗 **Technology Link:** You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

#### 🔗 **Technology Link:**

[Rubric for Photo Story](#)

Use wiki spaces to display the sketchbooks. For a tutorial on wiki spaces go to: <http://www.wikispaces.com/site/tour#introduction>

[Wikispaces.com](http://www.wikispaces.com) : <http://www.wikispaces.com>

[PBwiki.com](http://pbworks.com/) : <http://pbworks.com/>

## Internet Links/URLs

Articles may be located by either the accession number (AN) or the persistent URL.

### Step 2 – Investigate

- **John Steinbeck**  
<http://web.ebscohost.com/ehost/detail?vid=1&hid=9&sid=1cb931cb-c36c-4f6c-b774-cefbc0c11ca%40sessionmgr4&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#db=lfh&AN=MOL9830000290>
- **Landmark Literature: Steinbeck's "Grapes Of Wrath' Is The Classic Story Of The Conflict Between The Powerful And The Powerless**  
<http://web.ebscohost.com/ehost/detail?vid=1&hid=9&sid=dca052a3-073e-42c2-ba60-780433a7d6f6%40sessionmgr4&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#db=nfh&AN=2W62W62712639505>
- **The Grapes of Wrath (Work Analysis)**  
<http://web.ebscohost.com/ehost/detail?vid=1&hid=9&sid=cf5071cb-2302-472c-8a3d-452e7fd11f87%40sessionmgr4&bdata=JnNpdGU9ZWlhvc3QtbGl2ZQ%3d%3d#db=lfh&AN=MOL0300100465>
- **Sketchbooks of Dorothea Lange**  
<http://www.loc.gov/exhibits/treasures/trm016.html>
- American Folklife, Library of Congress  
<http://www.loc.gov/folklife/>
- **Texas Dustbowl**  
<http://memory.loc.gov/pnp/fsa/8b27000/8b27200/8b27277r.jpg>
- **American Life Histories: Manuscripts from the Federal Writer's Project, 1936-1940**  
<http://memory.loc.gov/ammem/wpaintro/wpahome.html>
- **The Forgotten People**  
<http://www.loc.gov/exhibits/treasures/trm016.html>
- **Great Depression and World War II (American Memory Timeline)**  
<http://memory.loc.gov/learn/>
- **An American Time Capsule**  
<http://memory.loc.gov/ammem/rbpehtml/>
- **Southern Mosaic: The John and Ruby Lomax 1939 Southern States Recording Trip**  
<http://memory.loc.gov/ammem/lohtml/lohome.html>
- **Woody Guthrie and the Archive of American Folk Song: Correspondence, 1940-1950**  
<http://memory.loc.gov/ammem/wwghhtml/wwghome.html>
- **Voices From the Dustbowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941**  
<http://memory.loc.gov/ammem/afctshhtml/tshome.html>
- **Grapes of Wrath Book Blurb**  
<http://www.edstephan.org/>

### Step 3 – Create

- **Teaching with Technology: The Grapes of Wrath**  
<http://tewt.org/grapesofwrath.html>
- **Google Lit Trip**  
<http://googlelittrips.com/GoogleLit/Home.html>
- **fishbone graphic organizer**  
[http://lexiconsys.com/graphic\\_organizers/fishboneIndx.html](http://lexiconsys.com/graphic_organizers/fishboneIndx.html)
- **Listen to the Grapes of Wrath podcast**  
<http://www.neabigread.org/books/grapesofwrath/radioshow.php>

### Step 4 – Create

- **sketchbook**  
<http://www.loc.gov/exhibits/treasures/trm016.html>

### Step 5 – Reflect

- <http://rubistar.4teachers.org/index.php>.
- <http://www.wikispaces.com/site/tour#introduction>
- **Wikispaces.com**  
<http://www.wikispaces.com/>
- **PBwiki.com**  
<http://pbworks.com/>



**III. Podcast Storyboard**

**Remember: Music Intro (fade in, fade out), Intro, Music (fade in/fade out), Content, Music (fade in/fadeout)**

Time	Podcaster	Script

<b>Time</b>	<b>Podcaster</b>	<b>Script</b>

## Podcast

### IV. Rubric

### Podcasts Rubric

Names: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria					Points
	5	4	3	2	1	
<b>Content Knowledge</b>	<ul style="list-style-type: none"> <li>-Establishes a clear purpose and consistently maintains focus</li> <li>-Selects quality content which includes important vocabulary</li> <li>-Arranges presentation using own words</li> <li>-Meets the criteria established on the project guidelines</li> </ul>	<ul style="list-style-type: none"> <li>-Establishes a purpose and reasonably maintains focus</li> <li>-Selects adequate content and includes most of the important vocabulary</li> <li>-Arranges presentation using own words</li> <li>-For the most part, written with the audience in mind</li> <li>-Meets the criteria established on the project guidelines with few exceptions</li> </ul>	<ul style="list-style-type: none"> <li>-Purpose is sometimes clear but diverts at times.</li> <li>-Content is adequate.</li> <li>-Presentations contains some words that were taken directly from sources</li> <li>-Audience was addressed adequately but improvement possible.</li> <li>-Meets the criteria adequately but has a few missing components.</li> </ul>	<ul style="list-style-type: none"> <li>-Difficult to interpret the focus</li> <li>-Should include more content</li> <li>-Nice use of vocabulary</li> <li>-Some wording is not in his/her own words</li> <li>-Questions are well written although they need to be more spontaneous</li> <li>-Lacks numerous criteria established on the project guidelines with few exceptions</li> </ul>	<ul style="list-style-type: none"> <li>-Clarify your purpose and/or focus</li> <li>-Check to see that you have enough content</li> <li>-Fact check your content</li> <li>-Review the important vocabulary</li> <li>-Rewrite presentation so it is in your own words</li> <li>-Content not appropriate for audience</li> <li>-Does not follow project guidelines</li> </ul>	_____
<b>Creativity</b>	<ul style="list-style-type: none"> <li>-Group is creative with his/her podcast and it supports his/her content in a way that helps facilitate interest in the listener.</li> </ul>	<ul style="list-style-type: none"> <li>-Group has some creativity within the podcast, and it does not take away from the "over all" message.</li> </ul>	<ul style="list-style-type: none"> <li>-Group is adequately creative but it does not add to the content.</li> </ul>	<ul style="list-style-type: none"> <li>-Student shows some creativity with music.</li> </ul>	<ul style="list-style-type: none"> <li>-Student has little creativity incorporated into his/her podcast.</li> </ul>	_____
<b>Delivery</b>	<ul style="list-style-type: none"> <li>-Extremely well-rehearsed, smooth delivery in a conversational style</li> <li>-Highly effective enunciation, expression, and rhythm keep the audience hooked</li> <li>-Consistently uses correct grammar</li> <li>-Volume of voice enhances presentation</li> </ul>	<ul style="list-style-type: none"> <li>-Well rehearsed and almost always smooth delivery</li> <li>-Effective enunciation, expression, and rhythm keep the audience interested</li> <li>-Nearly always uses correct grammar</li> <li>-Volume of voice is sufficient</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate rehearsal but sometimes mechanic</li> <li>-Adequate enunciation, expression, and rhythm keep the audience interested</li> <li>-Grammar is adequate</li> <li>-Voice volume rises and falls.</li> </ul>	<ul style="list-style-type: none"> <li>-Requires more practice</li> <li>-Presentation doesn't sound natural. Work on making it more spontaneous.</li> <li>-Some incorrect grammar with most of it being correct.</li> <li>-Voice volume rises and falls.</li> </ul>	<ul style="list-style-type: none"> <li>-Practice your presentation until it doesn't sound like you are reading</li> <li>-Make your voice sound expressive and rhythmic</li> <li>-Increase or decrease your pace</li> <li>-Try it again without laughing</li> <li>-Double check your grammar</li> <li>-Check voice levels</li> </ul>	_____
<b>Technology</b>	<ul style="list-style-type: none"> <li>-Transitions are smooth, spaced correctly, and without noisy, dead space</li> <li>-Makes every effort to anticipate and filter out unwanted ambient noise</li> <li>-Effective use of music</li> <li>-Sound remains at a consistent level throughout</li> <li>-Podcast length keeps the audience interested and engaged</li> </ul>	<ul style="list-style-type: none"> <li>-For the most part, transitions are smooth and spaced correctly; a minimal amount of noisy dead space can be heard</li> <li>-Some ambient noise</li> <li>-Somewhat effective use of music</li> <li>-Sound level changes are acceptable</li> <li>-Podcast length keeps audience listening</li> </ul>	<ul style="list-style-type: none"> <li>-Transitions are smooth and spaced correctly.</li> <li>-Adequate use of music</li> <li>-Sound levels are adequate but could be improved.</li> <li>-Podcast length is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>-Transitions need refinement.</li> <li>-Too noisy of a background. Try re-recording using a different mic or quieter room.</li> <li>-Some changes need to be made regarding sound levels between the music and voices.</li> <li>-Podcast almost completes podcast length requirement.</li> </ul>	<ul style="list-style-type: none"> <li>-Go back to the editing board to eliminate "cut offs"</li> <li>-Filter your background noise and record again</li> <li>-Revisit your music output levels or style of music</li> <li>-Check your sound levels</li> <li>-Trim down your piece to eliminate any unnecessary audio.</li> </ul>	_____

# The Great Depression Migration Using Photo Story

## **Research Instructions**

- 1) Identify a category of information to investigate on the migration during the Great Depression.
- 2) Research the identified investigative category using the internet, the library catalog, and the K-12.
- 3) Download and save at least six different pictures which reflect key elements of your research. You may save these to a flash drive or wiki space as designated by your teacher.
- 4) Download and save one song which reflects your category of investigation to your computer or jump drive. (Make sure to observe copyright.)

## **Photo Story Instructions**

- 1) Open Photo Story.
- 2) Reflect key information from your category investigation using at least six slides, an audio track, and text on at least one slide that defines the culture.
- 3) Save your Photo Story to a flash drive or wiki space as directed by your teacher.

## **Photo-story Rubric**

	4	3	2	1
<b>Organization</b>	The sequence of information is logical and intuitive. Menus and paths to all information are clear and direct.	The sequence of information is logical. Menus and paths to most information are clear and direct.	The sequence of information is somewhat logical. Menus and paths are confusing and flawed.	The sequence of information is not logical. Menus and paths to information are not evident.
<b>Media</b>	5 pictures, 1 audio file and text on one screen	Missing one requirement	Missing two requirements	Missing three or more requirements.
<b>Technology</b>	Project runs perfectly with no technical problems. For example, there are no error messages, all sound, video, or other files are found.	Project runs adequately with minor technical problems.	Project runs minimally. There are many technical problems when viewing the project.	Project does not run satisfactorily. There are too many technical problems to view the project.
<b>Investigative Category</b>	Key elements in the	Information in the	Information in the investigative	Information in the investigative

	investigative category are easily understood and significantly enhance other students' learning.	investigative category is understood and adequately portrayed to support other students' learning.	category is not easily understood and needs some additional information to support other students' learning.	category cannot be understood or is significantly lacking to support other students' learning.
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