

Name _____

Date _____

Vocabulary Matching

Directions: Match the vocabulary words in Column A with their definitions in Column B. Write the correct letter in the space provided.

Column A

_____ 1. barnstormers

_____ 2. credit

_____ 3. indict

_____ 4. inflation

_____ 5. martial law

_____ 6. partisan

_____ 7. petrochemicals

_____ 8. shelterbelts

_____ 9. subsidy

Column B

A. increase in the price of consumer goods and services while purchasing power decreases

B. temporary use of military rule

C. chemicals derived from petroleum or natural gas

D. buy now, pay later

E. pilots who give airplane rides and flying and stunt exhibitions

F. rows of trees planted to anchor the soil and buffer the wind

G. a sum of money paid by the government to groups needing help

H. strong, biased political backing

I. charge with a crime

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Post-World War I Economy

Directions: Calculate the answer to each of the following problems. Then write the letter of your answer in the blank provided.

- _____ 1. Wartime rationing had driven up the cost of consumer goods. Beef prices had risen from 10 cents to 18 cents a pound. What would be the cost of a 6-1/2 -pound beef roast after the war?
- A. 52 cents
B. 65 cents
C. \$1.17
D. \$1.82
- _____ 2. A house that had rented for \$25 a month before the war rented for \$60 a month after the war. What was the annual rent for the house before the war?
- A. \$25
B. \$60
C. \$300
D. \$720
- _____ 3. In 1924, the state legislature passed the first-ever state gasoline tax. The 2.5 cent a gallon tax was to be used for highway construction. If, during one month, you made gasoline purchases of 15 gallons, 11 gallons, 7.5 gallons, and 9 gallons, what amount did you pay in gasoline tax?
- A. 42.5 cents
B. 85 cents
C. \$1.06
D. \$106.25
- _____ 4. Young pilots returning from the war often earned their living by giving rides and sightseeing tours in their airplanes at \$25 a passenger, one passenger at a time. If a pilot could give 16 tours a day, what could the pilot earn for a five-day week?
- A. \$400
B. \$2,000
C. \$2,400
D. \$2,800
- _____ 5. In 1925, 58.6 percent of the farms in Oklahoma were farmed by tenants. If there were 115,498 tenant farmers, what was the total number of farms in Oklahoma?
- A. 67,681
B. 81,598
C. 115,498
D. 197,096
- _____ 6. In 1923, oil was discovered near the town of Seminole. The town became the center of the Greater Seminole field and went from a population of 500 to 20,000. What is the percent of increase in the town's population?
- A. 97.5 percent
B. 390 percent
C. 3900 percent
D. 4000 percent
- _____ 7. In November 1923, Governor Walton was impeached, convicted, and removed from office after serving only 10 months. What percentage of his elected term had he served?
- A. 21 percent
B. 42 percent
C. 83 percent
D. 100 percent

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Internet Activity—The Marland Mansion

Directions: Find the web site for the Marland Mansion, www.marlandmansion.com. Scroll to the bottom of the home page to find categories of information. Follow the directions and answer the questions.

1. Click on “Mansion Tour.” After the tour, name five things about this home that impressed you the most.

2. Click on “Grounds Tour.” After this tour, name three things that you liked. _____

3. Click on “History.” List five facts about the Marland family. _____

4. Click on “Marland Oil.” What impressed you about Marland the businessman? How did he treat his workers? _____

5. Who now owns the Marland Mansion? _____



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Expressions of the Great Depression

Directions: Look at the photographs from the Great Depression in your textbook. Then, write a narrative expressing what life was like during this period of time.

Name _____

Date _____

Alphabet Soup

Directions: Match the New Deal program on the left with its description on the right. Write the letter of your answer in the blank provided.

- | | |
|---------------|---|
| _____ 1. AAA | A. Brought electricity to rural areas of the United States |
| _____ 2. CCC | B. Insured bank accounts of customers |
| _____ 3. FCA | C. Employed young men to work on conservation projects |
| _____ 4. FDIC | D. Constructed buildings, roads, and other public works projects |
| _____ 5. FERA | E. Regulated stocks and the stock market |
| _____ 6. PWA | F. Provided price supports for farmers who cut back production |
| _____ 7. REA | G. Gave money to states to provide jobs, food, clothing, and other relief efforts |
| _____ 8. SEC | H. Refinanced farm mortgages |
| _____ 9. WPA | I. Built public projects, which included art and writing |

Directions: Complete the following activities in the space provided. Be sure to use complete sentences.

10. Why were post offices chosen for the locations of New Deal murals? _____

11. What did the murals in Oklahoma communities depict? _____

12. Go to the web site www.wpamurals.com/oklahoma.htm and read through the list of murals. Which murals were located nearest your home? Do they still exist? Have you seen them? If so, describe your impressions of them.

Name _____

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Interviews—The Dust Bowl in Oklahoma

Directions: Find and interview an individual who lived through the 1930s Depression and Dust Bowl.

- First, ask for the time for the interview and make an appointment to meet.
- Be on time for the appointment.
- Take a tape recorder or pen and notebook to record answers.
- Then tape (be sure to ask permission) or record the answers.

Some questions you might ask:

1. How old were you at the time of the Dust Bowl and Depression years? _____
2. What was life like for you and your family during this time? Can you describe in detail? _____

3. How did these hard times affect you and your family? _____

4. What did you do for entertainment? _____

5. What do you think students today should know about the Depression? _____

6. What lessons do you think we need to learn from the Dust Bowl and Depression days? _____

Directions: Using the information you gathered, write an essay about this individual's experiences. If you cannot find someone to interview, go to www.pbs.org/wgbh/americanexperience/films/dustbowl/. Click on "Features," then "An Eyewitness Account." Write your essay about the person in this eyewitness account.

Name _____

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“To Make Matters Worse”

Directions: Everyone was touched by the Depression era. But farmers in the Great Plains faced an even greater foe—dust. Read the selection and then answer the questions on a separate sheet of paper.

While the hearts and minds of most Americans continued to focus heavily on the hardships of the Depression, Mother Nature had an even bigger plan. For years, farmers had failed to rotate their crops. With each new generation of farmers, the soil became more barren. Added to this problem were drought conditions that ultimately made the Great Plains of the United States a wasteland of dust. Parts of Kansas, Colorado, New Mexico, Oklahoma, and Texas lay cracked and dry. When the winds came in 1934, there were no rooted plants left to hold the soil down.

Blizzards of dust covered 150,000 square miles. Storms with gigantic plumes of dust as much as five miles high swept over the plains. Sixty-mph winds suffocated cattle and forced people to wear handkerchiefs across their mouths and noses to survive. The sky was black with dust; even in tightly closed houses, a siltlike mist fell over everything. More than 850 million tons of earth were lost during the great dust storms. Animals lay scattered amid plows, wagons, and houses buried in piles of dust.

But even in the midst of such heartbreak, people kept a sense of humor. One popular story about the dust storms helped people cope with the hardships. The story went something like this.

A man driving a car saw a ten-gallon cowboy hat resting on a high pile of dust. He stopped and lifted up the hat. To his surprise, under the hat was the head of a farmer, alive and well.

“Can I help you?” the man asked the farmer. “I’ve got my car here. I’ll give you a ride to town.”

“No, thanks,” replied the farmer, “I can make it on my own. I’m on my horse.”

At the height of the storms in 1934, President Roosevelt intervened with millions of dollars for conservation programs. However, without rain, little could be done to reclaim the lost plains. Thousands of farmers, many of whom walked, set out for California or cities in the Northeast in search of jobs and a better life. The “Okies,” as they were called, quickly found that they were not wanted by workers already competing for jobs in the far western states. Signs along the roadside carried messages such as “Go Home, Okies.”

Many of the farmers who made it to California found only day work, picking fruits and vegetables to earn \$1.25 a day. Some who drove to California wound up living in their cars, while those who walked were completely homeless. Author John Steinbeck captured the plight of these migrant people in his book *The Grapes of Wrath*. Musician and songwriter Woody Guthrie put the plight of Dust Bowl victims to music. His song “End O’ My Line” described the hopeless situation.

“Long about Nineteen Thirty-one,
My field burnt up in the boiling sun.
Long about Nineteen thirty-two,
Dust did rise and the dust it blew.
End o’ my line, and o’ my line,
I reckon I’ve come to the end o’ my line.”

Some 3.5 million people left the Dust Bowl to find hope in northern or western cities. Most of all, a way of life was lost after a decade of wind and dust. It would take years to recapture the farming glory of the Great Plains.

1. Has your family ever been involved in a national disaster? What emotions did it generate? List ten adjectives to describe the feelings of Dust Bowl victims.
2. In what ways would a Dust Bowl affect other parts of the country?
3. Today, does the government have programs in place to help farmers in the event of a national disaster?



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Internet Activity—Will Rogers

Directions: Go to the web site of the Will Rogers Memorial Museum in Claremore, Oklahoma, <https://www.willrogers.com/>. Using the information you find on this site, fill in the information about the life of Will Rogers in the chart below.

Early years _____

Cowboy years _____

Ziegfeld Follies _____

Newspaper columnist, radio pundit, and philosopher _____

Movie star _____

Family _____

Death _____

Name _____

Date _____

Who Are You?

Directions: While reading this chapter, fill in the names that match the accomplishments of these people.

Individual	Significance
1. _____	A 19-year-old African American falsely arrested for assaulting an elevator operator. The incident sparked the Tulsa Race Massacre.
2. _____	Was elected governor by a wide margin but later was impeached.
3. _____	Established Braniff Airlines with flights between Oklahoma City and Tulsa and later moved operations to Dallas.
4. _____	Famous Oklahoma aviator who broke aviation records in his plane Winnie Mae. He also invented the pressurized suit used in flight today. He was killed in a plane crash with Will Rogers.
5. _____	Oklahoma Highway Commission member who helped locate Route 66 through Tulsa and Oklahoma City.
6. _____	Bought radio station WKY, the first station west of the Mississippi River.
7. _____	First Oklahoma woman elected to the House of Representatives.
8. _____	Oklahoma became the first state to ban the teaching of his theory of evolution.
9. _____	Colorful governor during the Depression years. He ran as a presidential candidate, but lost to Franklin D. Roosevelt.
10. _____	Wrote <i>The Grapes of Wrath</i> , a tragic novel about the experiences of an Oklahoma family during the Dust Bowl years.
11. _____	Popular folksinger who wrote the song "This Land Is Your Land."
12. _____	A wealthy oil man from Ponca City who became governor of Oklahoma.
13. _____	A cowboy from Claremore who was known for his homespun philosophy. He is Oklahoma's most famous son.
14. _____	Created the first shopping cart.
15. _____	Invented the parking meter.
16. _____	Known as "Machine Gun." He was a famous outlaw from Oklahoma.
17. _____	His "Texas Playboys," a western swing band, relocated to Tulsa in 1934.