

**NOTES:**

**WHOLE-BRAIN CONNECTORS**

**I. The Dust Bowl**

Using the proper class format, create **ONE** "Whole-Brain" Connector for each Roman Numeral section of the notes.

A. During the 1930s, states from Texas to the Dakotas suffered a severe \_\_\_\_\_ . Topsoil dried out. High winds carried the soil away in blinding dust storms. The area became known as the \_\_\_\_\_ .

B. What caused the Dust Bowl?

1. Years of \_\_\_\_\_ by cattle and \_\_\_\_\_ by farmers destroyed the \_\_\_\_\_ that once held the soil in place.
2. The drought dried out the soil, and high winds \_\_\_\_\_ it away.

C. Who was affected by the dust storms?

1. Hardest hit were poor farmers in \_\_\_\_\_ and other \_\_\_\_\_ Plains states. Hundreds packed their belongings into cars and trucks and headed west. (Called "Okies")
2. They became \_\_\_\_\_ —people who move from one region to another in search of \_\_\_\_\_ .

3. Once the migrants reached the \_\_\_\_\_, they faced a new hardship—they were not wanted. Sometimes, angry crowds blocked the way and sent the migrants away.

## II. Women in the Depression

- A. \_\_\_\_\_ roles took on added importance during the depression. Some women took in \_\_\_\_\_ or \_\_\_\_\_ to help pay the rent.
- B. Working women faced special problems. If jobs were available, employers hired \_\_\_\_\_ before they would hire women. The federal government refused to hire a woman if her husband had a \_\_\_\_\_.
- C. Still, \_\_\_\_\_ of women worked to support themselves and their families. The number of married women in the \_\_\_\_\_ force increased by \_\_\_\_\_ percent.
- D. Some women workers went on \_\_\_\_\_ for better pay when employers lowered their wages.
- E. \_\_\_\_\_ created a new role for the First Lady. She toured the nation as the President's "eyes and ears." Further, she used her position to speak out for \_\_\_\_\_ rights.

### III. African Americans During the Depression

- A. When hard times hit, African American workers were often the \_\_\_\_\_ to lose their jobs. They were often denied public works jobs, too. Some \_\_\_\_\_ even refused to serve blacks.
- B. Eleanor Roosevelt and others close to the President urged him to improve the situation of \_\_\_\_\_ Americans.
- C. FDR invited black leaders to the White House. These unofficial advisers became known as the \_\_\_\_\_. The President appointed \_\_\_\_\_ to head the National Youth Administration's Division of Negro Affairs. She was the first African American to head a \_\_\_\_\_ agency.
- D. Often, Roosevelt followed the advice of the Black Cabinet. However, when African American leaders pressed him to support an \_\_\_\_\_ law, he refused. He feared losing the support of \_\_\_\_\_ in Congress.
- E. Many black leaders called on African Americans to unite to obtain their \_\_\_\_\_—the rights due to all citizens. Slowly, they made a few gains but the fight for equality would last for \_\_\_\_\_ to come.

## IV. Other Minorities During the Great Depression

### A. Mexican Americans

1. Mexican American farmworkers in the West and Southwest faced \_\_\_\_\_ in education and jobs and at the polls.
2. In good times, employers encouraged Mexicans to come \_\_\_\_\_ to work. When hard times struck, many Americans wanted Mexicans sent back to \_\_\_\_\_. More than 400,000 people were rounded up and sent to Mexico. Some of them were American \_\_\_\_\_.

### B. Asian Americans

1. Some Americans resented Asian workers who \_\_\_\_\_ with them for \_\_\_\_\_.
2. The government sought to \_\_\_\_\_ the number of Asians in the United States. In 1935, FDR signed a law that provided free \_\_\_\_\_ for Filipinos who agreed to return to the \_\_\_\_\_ and not come back.

### C. Native Americans

1. In \_\_\_\_\_, Congress made all Native Americans \_\_\_\_\_. Still, most lived in \_\_\_\_\_.

2. In the 1930s, Congress passed a series of laws known as the \_\_\_\_\_  
\_\_\_\_\_. The laws gave Native American \_\_\_\_\_ greater control over their own affairs.
3. \_\_\_\_\_, new head of the Bureau of Indian Affairs, ended the government policy of breaking up Indian landholdings.
4. In 1934, Congress passed the \_\_\_\_\_  
(\_\_\_\_\_). It protected and even expanded landholdings of Native American \_\_\_\_\_.
5. The Roosevelt administration let Indian reservations organize \_\_\_\_\_ and develop their own \_\_\_\_\_ projects.
6. The government set up the \_\_\_\_\_  
\_\_\_\_\_, which employed Indians in soil-erosion control, irrigation, and land development.