

Vocabulary Handbook

Children of the Dust Bowl

by Jerry Stanley

Name: _____

Prefix List

PREFIX	DEFINITION	PREFIX	DEFINITION
anti	against	pro	to advance
con, com, col	together	re	again / back
de	opposite of	semi	half
dis	not / opposite of	sub	under / to yield
ec	out of	super	above
em	cause to be	sur	to give up
en	cause to	un	not
fore	before		
il	not		
im	not		
in	not		
inter	between / among		
ir	not		
mid	middle		
mis	wrongly		
non	not		
ob / op	against		
over	in / into		
para	alongside of		
pre	before		

Roots List

ROOT	DEFINITION	ROOT	DEFINITION
apathe	unfeeling	memor / memen	memory / remember / capacity to store information
audi	hear	monu, monere	remind
auto	self	phon	sound
bio	life	photo	light
chrono	time	port	bring / carry
dict	say	pos / posit	place / position
dign	worthy	pover, povre	poor
fix	fasten	regula	rule / pattern
flict	strike	render	to give / to yield
form	shape / form	rog	to ask / to question
fus(e)	flow	rupt	break
gen	give birth	scope	see
geo	earth	serve / serv	to keep safe / servant / slave
graph	write	sect	cut / divide
gredi	to step	spair / sper	hope
ignore	not know / be unaware	squal	to be dirty
ject	to throw	struct	build
just / jus / jur	right	testi	evidence / witness

Suffix List

SUFFIX	DEFINITION	SUFFIX	DEFINITION
able	can be done	ing	verb form / present participle
ade	act of / product of	ion	act / process
age	noun form	ious	possessing the qualities of
al	having characteristics of	ish	adjective form
ance	makes the word a noun	ism	belief / practice
ant	serving in the capacity of	ist	a person who practices
ary	noun form	ition	act / process
ate	verb, adjective, or noun form	itive	adjective form of a noun
ation	act / process	ity	state of
ative	adjective form of a noun	ive	adjective form of a noun
ed	past tense	ize	verb form
en	made of	less	without
ence	makes the word a noun	ly	characteristic of
ent	noun form	ment	action / process
eous	possessing the qualities of	mony	noun form
er	person connected with	ness	state of / condition of
er	comparative	or	person connected with
es	plural	ous	possessing the qualities of
est	comparative	ric	adjective form
etic	adjective form	s	plural
ful	full of	ship	a condition or circumstance
ia	condition of	tion	act / process
ial	having characteristics of	tious	adjective form
ible	can be done	ty	state of
ic	having characteristics of	ure	act of / process of
ice	noun form	y	characterized by

Vocabulary: Making Connections

Target Word:

migrants

Context:

“*Children of the Dust Bowl* ... is told largely in the words of the migrants themselves.” (blurb)

“But the Great Depression of the 1930s and a drought in the Great Plains states forced the Okies to leave their homes and head for California... When they arrived in California, the migrants discovered that few jobs were available.” (p. 1)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

unemployment

Context:

“By 1932 one thousand families a week in Texas, Oklahoma, and Arkansas were losing their farms to the banks.” (unemployment is inferred, p. 3)

“Businesses began to lay off workers to offset new losses... Unemployment brought even less savings and spending, and the economy slowed yet another notch... Unemployment rose from 1.5 million Americans in 1929 to a debilitating 12 million in 1932.”
(*The Great Depression: Sinking Deeper and Deeper*, paragraphs 3–4)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

unprofitable

Context:

“The Depression caused the price of wheat and corn to fall so low that it made growing these crops unprofitable.” (p. 3)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

hardship

Context:

“Although used by others as a term of abuse, to the Okies themselves it meant pride, courage, and a determination to accept hardship without showing weakness.” (author’s note)

“When Okies recall the Dust Bowl migration, they remember every town...
They remember every hardship and every happy moment.” (p. 15)

“Always they kept up hope: hope that the truck wouldn’t overheat again, hope that the tires would last one more day, hope that there would be enough food and water for tomorrow...”
(hardship is inferred, p. 20)

What it is...

What it is not...

I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“In wheat country they were reaping a record-breaking crop. Plains farmers had turned untamed prairie into one of the most prosperous regions in the country.”
(bountiful is inferred, *Surviving the Dust Bowl*)

“You had railroad companies and states putting out advertisements encouraging people to think of this land as a bountiful land...posters showing watermelons the size of small automobiles, grapes the size of bowling balls...people were encouraged to believe that this was the Garden of Eden.”
(*Surviving the Dust Bowl*)

“Then, in the summer of 1931, the rains stopped. Wheat withered in the fields—leaving the land naked.” (barren is inferred, *Surviving the Dust Bowl*)

Target Words:

bountiful vs. barren

What it is...

What it is...

I'll remember this word by:

I'll remember this word by:

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Vocabulary: Making Connections

Target Word:

despair

Context:

“This memorable book provides a glimpse of a neglected period of American history and tells a story of prejudice being transformed into acceptance, and despair into hope.” (blurb)

“And this woman was hysterical. She was. She thought she should maybe just go ahead and kill the baby and herself because it was the end of the world.” (despair is inferred, *Surviving the Dust Bowl*)

“I felt very sorry for ’em. The whole family, the wife, the kids and the husband, they were tired-lookin’ people, people that you could see felt rather hopeless.” (despair is inferred, *Surviving the Dust Bowl*)

What it is...

What it is not...

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Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

squatter community

Context:

“During dead time, the Okies lived in the bottoms of dry lakes...in tents and shacks made of cardboard and tin. Others lived in ditch banks, under bridges, and in fields of weed and rock. These squatter communities became known as Little Oklahomas or Okieville, and the people who lived in them had no work and nothing to eat except boiled cabbage and corn bread.” (p. 25)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

injustice

Context:

“If the Okies tried to help themselves to the surplus crop left on the ground, the growers might pour oil on the food, strike a match, and set the crop on fire, hoping the Okies would move on to another town. John Steinbeck saw this happen several times and called it the ‘saddest, bitterest thing of all.’ ”
(injustice is inferred, p. 26)

“The squalor and filth of these camps was shocking and tragic.” (injustice is inferred, p. 26)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

squalor

Context:

“The squalor and filth of these camps are shocking and tragic.” (p. 26)

“The bad sanitary conditions and inadequate diet led to epidemics of dysentery, tuberculosis, and pneumonia. ‘Even if we found work,’ one squatter said, ‘the people starved. We lived like animals.’ ”
(squalor is inferred, p. 26)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

humanized

Context:

“Lange’s photographs gave a face to the distress and suffering of the nation.”
(humanized is inferred, “Dorothea Lange’s Social Vision”)

“Lange’s work was powerful in its effort to portray the personal side of the Depression’s misery,
as the individual families she worked with humanized the national crisis.”
 (“Dorothea Lange’s Social Vision”)

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Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

preserve

Context:

“What is the Library [of Congress] doing to preserve its collections?”

The Library uses the full range of traditional methods of conservation and binding...to preserve its collections. These measures include maintaining materials in the proper environment, being prepared for emergencies such as water leaks, ensuring the proper care and handling of the collections, and stabilizing fragile and rare materials by placing them in acid-free containers to protect them from further deterioration.” (Library of Congress Frequently Asked Questions, #16, retrieved from www.loc.gov)

What it is...

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I'll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Contrasts

Context:

“Soon Leo’s office was flooded with letters from angry parents protesting his plan.”
(opposition is inferred, p. 44)

“Many residents of Kern County were generous in supporting ‘the Okie school,’ as they called it. But it is equally true that others opposed it and continued to shout ‘Okie, go home!’ ”
(acceptance is inferred, p. 48)

“...to the Okies themselves [the name] meant pride, courage, and a determination to accept hardship without showing weakness.” (author’s note)

Target Words:

opposition vs. acceptance

What it is...

What it is...

I’ll remember this word by:

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I’ll remember this word by:

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Vocabulary: Making Connections

Target Word:

self-sufficient

Context:

“The students at Weedpatch School learned to operate farm machinery and raised a variety of crops for the school’s kitchen.” (self-sufficient is inferred, caption, p. 54)

“By the time Edna went to work in the school’s new cafeteria in the spring of 1941, the school had become completely self-sufficient in potatoes, vegetables, milk, eggs, and beef.” (p. 56)

What it is...

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I’d probably find this word in these contexts (places, events, people, situations):

Text to World

I’ll remember this word by connecting it to:

(word, phrase, sketch)

Vocabulary: Making Connections

Target Word:

memorable

Context:

“The children who studied at Weedpatch School had life experiences they would never forget. Patsy Lamb told the story of the first Thanksgiving at the school.” (memorable is inferred, p. 63)

What it is...

What it is not...

I'd probably find this word in these contexts (places, events, people, situations):

Text to World

I'll remember this word by connecting it to:

(word, phrase, sketch)