

## ALBUM BOOK BACKDROPS: BUD NOT BUDDY (EMILY KORMAN 11/11)

### Album Description

This Book Backdrop is set in the author's home state of in the 1930's. Bud, the main character, travels the state from Flint to Grand Rapids giving a glimpse of the midwestern state in the 1930. It tells the story of an orphaned boy who sets out on a quest to find his father after his mother's death and along the way he meets many different types of people: a homeless family, labor organizer, Lefty, former baseball player, and Herman, his father, and his band members (the Dusky Devastators of the Depression). Throughout his journey, he experiences racial tensions, tensions between the police and those trying to hop the trains, grief, and poverty. Bud gets to experience first hand the jazz music culture of the 1930s.

Students will use the Primary Source Analysis Tool in reviewing one primary source to see what they observe in the image (students will write down (who, what, when, where, why, and how questions). Then, they will reflect on observations that were made about the primary source. Lastly, the student will write down further questions they have about what the image or others reflections on the topic of study.

#Social Studies/History, #Language Arts, #Art, #Music, #3-5, #primary sources

## JAZZMUSICIAN.GIF



### Teaching Notes:

I would use this primary source to have the students analyze using the book and primary source to start a discussion about how do you think Bud felt about Herman and his band member called Dusky Devastators of the Depression? How do you think the band members helped Bud? How did Herman help Bud? What do you think Bud felt about jazz music? Will it be something he decides to learn to play?

**Reference Link:** <http://hdl.loc.gov/loc.music/gottlieb.09201>

Gottlieb, William P. *Portrait of Cootie Williams, New York, N.Y., Between 1938 and 1948.* , Monographic. Photograph. Retrieved from the Library of Congress, .

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### **HOBOS.JPG**



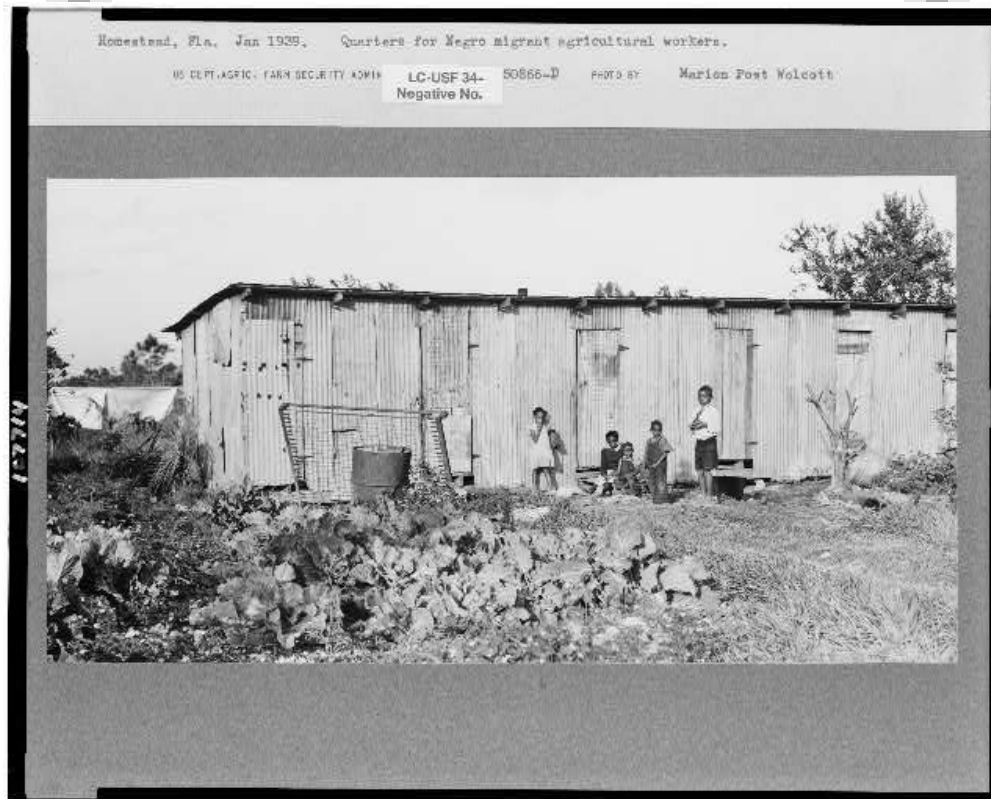
#### **Teaching Notes:**

Have the students discuss how they would have felt if the police pulled these two homeless men off the train. Have the students conduct arguments for pulling the homeless men off the train and arguments against pulling the men off the train.

**Reference Link:** <https://lccn.loc.gov/2006677423>

*Two Hobos Walking Along Railroad Tracks, After Being Put Off a Train.* [No Date Recorded on Caption Card] Photograph. Retrieved from the Library of Congress, .

## HOMELESS CHILDREN.JPG



### Teaching Notes:

I would have the students critically think what it would be like to live in a homeless encampment like in Bud Not Buddy called Hooverville or pictured here in the primary source. What would the children have to do for food? Where would they attend school? What do they parent(s) do for job or do they have parent?

#Social Studies/History, #English/Language Arts, #Primary Sources, #3-5

**Reference Link:** <http://hdl.loc.gov/loc.pnp/pp.fsaowi>

Wolcott, Marion Post, 1910-1990, photographer; LC-USF34-050866-D (b&w film neg.) LC-USZ62-107714 (b&w film copy neg. from print) LC-USZ62-116085 (b&w film copy neg. from print)

## POLICE.JPG



### Teaching Notes:

I would use this primary source to have students to discuss the tension between the police and those trying to hop on trains. Discuss what use of force might have been used by the police to remove the homeless from the trains. Discuss how they were removed from the trains and why the students think their removal was necessary. Can we use love and meeting ones needs instead of hate?

#Social Studies/History, #English/Language Arts, #primary sources, #3-5

**Reference Link:** <https://www.loc.gov/pictures/item/2015650855/>

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### FLINT MICHIGAN HOME.JPG



#### Teaching Notes:

This primary source will give students a visual image of what Flint, Michigan looked like in the 1930s and how the Depression effected this community, by their housing, jobs, and overall economy.

**Reference Link:** <https://lcn.loc.gov/2017790323>

Dick, Sheldon, photographer. *Autoworkers' houses. Flint, Michigan.* Jan.-Feb. Photograph. Retrieved from the Library of Congress, .

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### BOYS.JPG



#### Teaching Notes:

The homeless boys in this primary source are similar boys to those Bud might have met along his journey across Michigan to find his father.

#Social Studies/History, #primary source, #3-5.

**Reference Link:** <https://lcn.loc.gov/2011645148>

*Mississippi, Natchez, four of a kind.* Photograph. Retrieved from the Library of Congress, .

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### Teaching Notes:

Hello Emily,

This album is so powerful. There is so much to observe. Bud was not a quitter. He conquered his mission but faced a lot of trials doing so. I would ask my students to identify the positives and negatives during Bud's journey. I would also ask them to talk about if they would have done the same thing, why or why not.

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### GRAND RAPIDS MICH..JPG



#### Teaching Notes:

This primary sources shows a difference setting due to Grand Rapids being a large city with a greater economy supported by a greater demand for factories, businesses, restaurants, and hospitals to produce what people need.

**Reference Link:** <https://lcn.loc.gov/2016815123>

Detroit Publishing Co., Publisher. *View of Monroe St. i.e. Avenue, showing Hotel Pantlind, Grand Rapids, Mich.* [Between 1900 and 1910] Photograph. Retrieved from the Library of Congress, .

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[https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps\\_logo-1.png](https://sites.msudenver.edu/tpswesternregion/wp-content/uploads/sites/476/2021/11/tps_logo-1.png)

## TRAIN.JPG



### Teaching Notes:

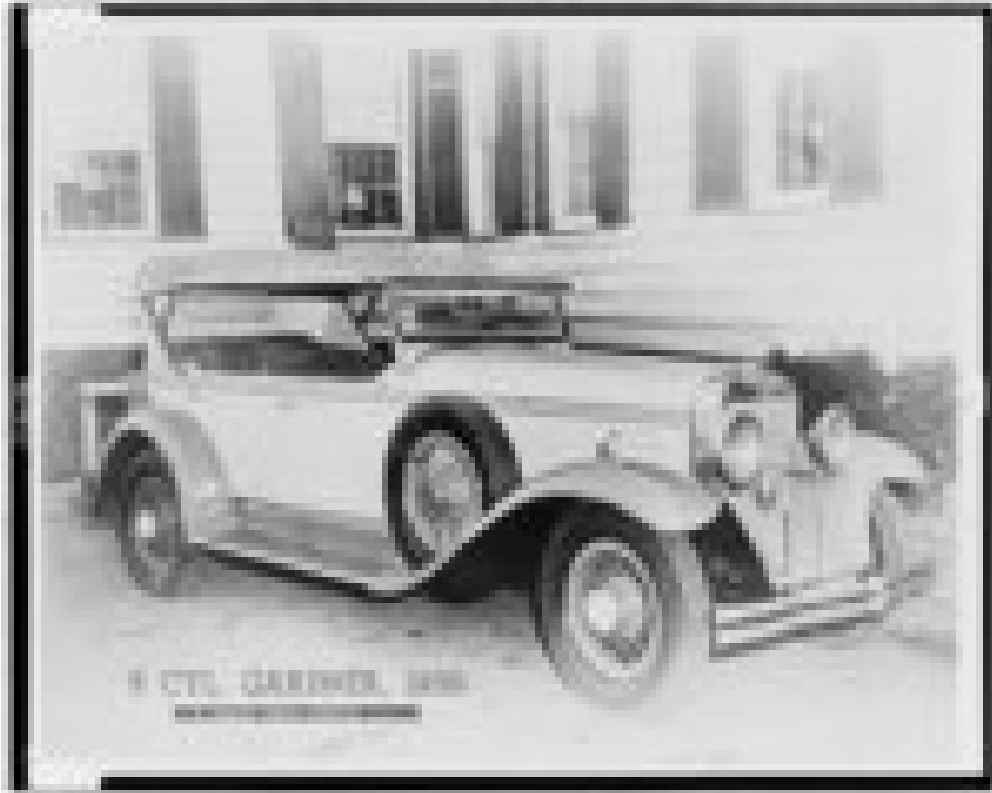
I would use this primary source image so students would have reference to an 1930's train. It would allow them to visualize the scene that expresses the tension between the police and the homeless especially when they are removed from the train. Ask the students what they think would happen if the police allowed the homeless to travel by train? What benefits would that give them?

#Social Studies/History, #Language Arts/ELA, #Primary Source, #3-5

**Reference Link:** <https://lcn.loc.gov/2016824138>

*Train: "Pennsylvania".* [Between 1921 and 1922] Photograph. Retrieved from the Library of Congress, .

### 1930S CAR.JPG



#### Teaching Notes:

This primary source image reflects an example of a 1930s automobile that Lefty, the baseball player, used to drive Bud from his journey to Grand Rapids, Michigan. Have the students compare and contrast how the automobile has changed from the 1930s to the current model of 2020.

#Social Studies/History, #primary sources, #3-5,

**Reference Link:** <https://lcn.loc.gov/97512735>

*8 cyl. Gardner.* Photograph. Retrieved from the Library of Congress, .

### CIRCLEVILLE.JPG



#### Teaching Notes:

I selected this primary source because it reflects a visual of the Hooverville similar to one described in Bud Not Buddy. This is not familiar term for many students. Circleville, because of its non-industrial surroundings, retains much of old-time flavor. Outstanding industries: Eshelman's Feed Mill. Employs 150-200 men the year 'round. Pay averages about eighty-five cents an hour. Container Corporation of America makes paper out of straw, can absorb by-product of all neighboring farms. In addition, a number of canneries and feed mills. During depression many farms of the district were foreclosed. People who lost homes naturally gravitated toward the town. A town of its character is unable to house new influx of population. Consequently there sprang up around it an extensive Hooverville. Circleville got its name through having been built in a circle as a better protection against the Indians. Students could question what was it like to live in a Hooverville?

#Social Studies/History, #primary source, #3-5

**Reference Link:** <https://lcn.loc.gov/2017731409>

Shahn, Ben, photographer. *Environs of Circleville, Ohio see general caption*. Summer. Photograph. Retrieved from the Library of Congress, .

## DEPRESSION.JPG



### Teaching Notes:

I would use this show this image to my students and have them use the Primary Source Analysis Tool. I would have them make observations about the peoples feelings, thoughts, and circumstances surrounding the time period. Then, I would have them ask questions and make inferences they about the Depression and the men in the image. Then, I would have them to reflect on any further research they would want to do based on the image they were presented.

#Social Studies/History, #English/Language Arts, #primary sources, #3-5

**Reference Link:** <https://www.loc.gov/item/2013647257/>

Barry, Mark Benedict, photographer. "*Depression*". Photograph. Retrieved from the Library of Congress, .