

Instructional Recipe

How Did Weather Change The Lives Of Thousands of Texans?

Grade 7, Texas History

Step 1 – Ask

Objectives:

Students analyze the effects of weather on major events in Texas.

Introduction:



Dust storms and black dusters. The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph3429/>. Accessed August 12, 2009.

Ask:

- ★ Can you think of a time when your plans had to change because of weather? What happened?
- ★ What kind of weather does Texas experience?
- ★ When has weather changed the lives of Texans? Why?

Vocabulary:

- ★ **weather** - Adverse or destructive atmospheric conditions, such as high winds or heavy rain
- ★ **Dust Bowl** - A region reduced to aridity by drought and dust storms

TEKS:

- (7.9C)** analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas.
- (7.21 A)** differentiate between, locate, and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about Texas.
- (7.21B)** analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.
- (7.21C)** organize and interpret information from outlines, reports, databases, and visuals including graphs, charts, timelines, and maps.
- (7.21D)** identify points of view from the historical context surrounding an event and the frame of reference that influenced the participants.
- (7.21E)** support a point of view on a social studies issue or event.

Technology Application TEKS:

- 3A.** Discuss copyright laws/issues and models, ethical acquisition and use of digital information, citing sources using established methods
- 4B** Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies
- 6A** Determine and employ methods to evaluate the electronic information for accuracy and validity
- 6B** Resolve information conflicts and validate information through accessing, researching, and comparing data
- 6C** Demonstrate the ability to identify the source, location, media type, relevancy, and content validity of available information
- 7A** Plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings
- 7B** Create and edit spreadsheet using all data types, formulas and functions, and chart information
- 10A** Use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports

Step 2 – Investigate

Texas Heritage Online Resources:

- ★ Texas Historical Foundation. *Heritage, Winter 2006*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45364/>. Accessed August 12, 2009.
- ★ *[Damage from storm of 1900 in Galveston]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph125/>. Accessed August 12, 2009.
- ★ *[Aftermath of 1900 Galveston storm, a horse surrounded by debris]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph124/>. Accessed August 12, 2009.
- ★ Texas Historical Foundation. "Growing a Community: The Ropesville Resettlement Project." *Heritage, Volume 02, 2007*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45362/>. Accessed August 12, 2009.
- ★ Deaf Smith County Historical Society. "The Dust Bowl." *The land and its people, 1876-1981: Deaf Smith County, Texas*. Deaf Smith County, Tex. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph16010/>. Accessed August 12, 2009.

EBSCO Resources:

- ★ Dust to Dust: Farmers losing government funding may be forced to plant again, risking a second Dust Bowl By: Hull, Joshua. *Lubbock Avalanche Journal (TX)*, 07/06/2009; (AN 2W62431072901)
<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62431072901&site=src-live>
- ★ From none to too much. *Economist*, 09/05/98, Vol. 348 Issue 8084, p26-26, 1/2p, 1 bw; Reading Level (Lexile): 1000; (AN 1023409)
<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=1023409&site=src-live>
- ★ Texas City. *Columbia Electronic Encyclopedia*, 6th Edition, 1/1/2009, p1-1, 1p; (AN 39035768)
<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=39035768&site=src-live>
- ★ TEXAS' HISTORY. By: Sherman, Melissa. *Let's Take a Look at Texas*, 2008, p7-9, 3p; Reading Level (Lexile): 1220; (AN 14151550)
<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=14151550&site=src-live>
- ★ The Great Storm. By: Rogers, Lisa Waller. *Great Storm: The Hurricane Diary of J. T. King, Galveston, Texas, 1900, 2002*, p1-4, 4p; (AN 31944027)
<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=31944027&site=src-live>

Step 3 – Create

Students can work individually or with partners to create a concept map that organizes the information they learned about Texas. Here are some suggested topics that could be included:

🔗 Technology Link – Students may use graphic organizer software such as Inspiration, draw a table in a word processor, or create a spreadsheet using Microsoft Excel to map out their ideas.

Allow students to share their information with another group or as a whole class.

	Great Hurricane, 1900	Dust Bowl, 1930s
Who was affected by this event?		
What happened?		
Where did the event take place?		
When did the event occur?		
Why and How were Texans changed by this event?		

Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ Choose one event from your research. **Write and perform a newscast** as if you are reporter at the time of the event. Be sure to include the who, what, where, when, why, and how of your event. Also, be sure to explain what this event taught Texans.
- ★ **Create a public awareness campaign poster** that explains the dangers of one of the events from your research. Be sure to include the who, what, where, when, why, and how of your event. Also, be sure to include why Texans should be aware of the possibility of the event happening again in the future.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their script or poster. Use the EBSCO image collection to help you find images of Texas. Students can videotape their performances and edit using Windows Movie Maker or iMovie.

Step 5 – Reflect

Allow students to present their projects to the rest of the class. Use the following suggested 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.

🔗 Technology Link: You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

Newscast - Presentation and Planning:

How Weather Has Changed Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Research	Group researched the subject and integrated 5-7 "tidbits" from their research into their newscast.	Group researched the subject and integrated 3-5 "tidbits" from their research into their newscast.	Group researched the subject and integrated 2-3 "tidbits" from their research into their newscast.	Either no research was done or it was not clear that the group used it in the newscast.
Accuracy of Facts	All supportive facts are reported accurately (3 of 3).	Almost all facts are reported accurately (2 of 3).	One fact is reported accurately.	No facts are reported accurately OR no facts were reported.
Point of View - Purpose	Newscast establishes a purpose at the beginning and maintains that focus throughout! Cohesive newscast.	Establishes a purpose at the beginning, but occasionally wanders from that focus.	The purpose is somewhat clear but many aspects of the newscast seem only slightly related.	It was difficult to figure out the purpose of the newscast.
Knowledge Gained	Accurately answers questions related to topic.	Accurately answers most questions related to topic.	Accurately answers some questions related to topic.	Appear to have little knowledge about questions related to topic.

Public Awareness Campaign Poster:

How Weather Has Changed Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Campaign/Product	Students create an original, accurate and interesting Poster product that adequately addresses the issue.	Students create an accurate Poster product that adequately addresses the issue.	Students create an accurate Poster product but it does not adequately address the issue.	The Poster product does not adequately address the issue.
Brainstorming - Problems	Students identify more than 4 reasons why weather caused change in Texas.	Students identify at least 4 reasons why weather caused change in Texas.	Students identify at least 3 reasons why weather caused change in Texas.	Students identify fewer than 3 reasons why weather caused change in Texas.
Brainstorming – Preparation for Future	Students identify more than 4 reasons/ways to prepare for the event in the future.	Students identify at least 4 reasons/ways to prepare for the event in the future.	Students identify at least 3 reasons/ways to prepare for the event in the future.	Students identify fewer than 3 reasons/ways to prepare for the event in the future.
Research/Statistical Data	Students include 4 or more high-quality examples or pieces of data to support their campaign.	Students include at least 3 high-quality examples or pieces of data to support their campaign.	Students include at least 2 high-quality examples or pieces of data to support their campaign.	Students include fewer than 2 high-quality examples or pieces of data to support their campaign.