

Instructional Recipe

How Did Texans Help To Fight A War That Was Worlds Away?

Grade 7, Texas History

Step 1 – Ask

Objectives:

Students will analyze the political, economic, and social impact of World War I on the history of Texas.

Introduction:



War Bonds Desk. The Portal to Texas History.
<http://texashistory.unt.edu/ark:/67531/metaph40965/>. Accessed August 12, 2009.

Ask:

- ★ Can you think of ways that Texans helped to fight the war known as World War I?
- ★ Do you know anyone fought in WWI? Have you ever heard stories from family members about WWI?
- ★ What kinds of changes do you think happened in Texas when the war was fought and won?

Vocabulary:

- ★ **World War I** - A war fought from 1914 to 1918, in which Great Britain, France, Russia, Belgium, Italy, Japan, the United States, and other allies defeated Germany, Austria-Hungary, Turkey, and Bulgaria
- ★ **enlistee** - A person who enlists or is enlisted for service in the armed forces
- ★ **war bond** - A certificate of debt issued by a government or corporation guaranteeing payment of the original investment plus interest by a specified future date

TEKS:

(7.7D) analyze the political, economic, and social impact of major wars, including World War I and World War II, on the history of 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

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

Suggested Search: *Texas AND "World War I"*

Texas Heritage Online Resources:

- ★ United States. Army. Army Expeditionary Forces. (2008). *The Stars and Stripes: The American Soldiers' Newspaper of World War I, 1918-1919*. United States: Project Gutenberg. Retrieved August 12, 2009, from Texas Heritage Online: <http://www.gutenberg.org/files/25085/25085-h/25085-h.htm>
- ★ [Young man in World War I uniform]. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph25485/>. Accessed August 12, 2009.
- ★ Jones. *Fireworks at the Denton County Courthouse Celebrating the End of World War I*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph12494/>. Accessed August 12, 2009.
- ★ *U.S. Army Soldiers in Germany During World War I*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph39560/>. Accessed August 12, 2009.
- ★ *First Group of Men Drafted from Weatherford*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph27826/>. Accessed August 12, 2009.
- ★ [Letter Informing Solomon Falls of Jett Fall's Death]. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph3186/>. Accessed August 12, 2009.
- ★ Army and Navy History Company. *The Texas spirit of '17: a pictorial and biographical record of the gallant and courageous men from Ellis County who served in the Great War*. Dallas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph20203/>. Accessed August 12, 2009.
- ★ Dallas County Heritage Society. "Dallas Cartoonist John Knott Looks At World War I." *Legacies: A History Journal for Dallas and North Central Texas, Volume 04, Number 01, Spring, 1992*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph35116/>. Accessed August 12, 2009.

EBSCO Resources:

- ★ Chapter 4: The Progressive Era. Bricks Without Straw: A Comprehensive History of African Americans in Texas, 1997, p76-91, 16p, 6 bw; Reading Level (Lexile): 1300; (AN 19177371)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=19177371&site=src-live>>
- ★ NOVEMBER 11, 1918. By: Stone, Ron. Book of Texas Days, 1984, p191-191, 1/8p; Reading Level (Lexile): 1060; (AN 21474866)
<<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=21474866&site=src-live>>
- ★ The Eagle, Bryan, Texas, Charla Anthony column: Interest in victory gardens is growing By: Anthony, Charla. Eagle, The (Bryan, TX), 07/04/2008; (AN 2W62W63262883589)
<<http://search.ebscohost.com/login.aspx?direct=true&db=nfh&AN=2W62W63262883589&site=src-live>>
- ★ House, Edward Mandell. Columbia Electronic Encyclopedia, 6th Edition, 1/1/2009, p1-1, 1p; Reading Level (Lexile): 1070; (AN 39012328)
<<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=39012328&site=src-live>>

Additional Websites:

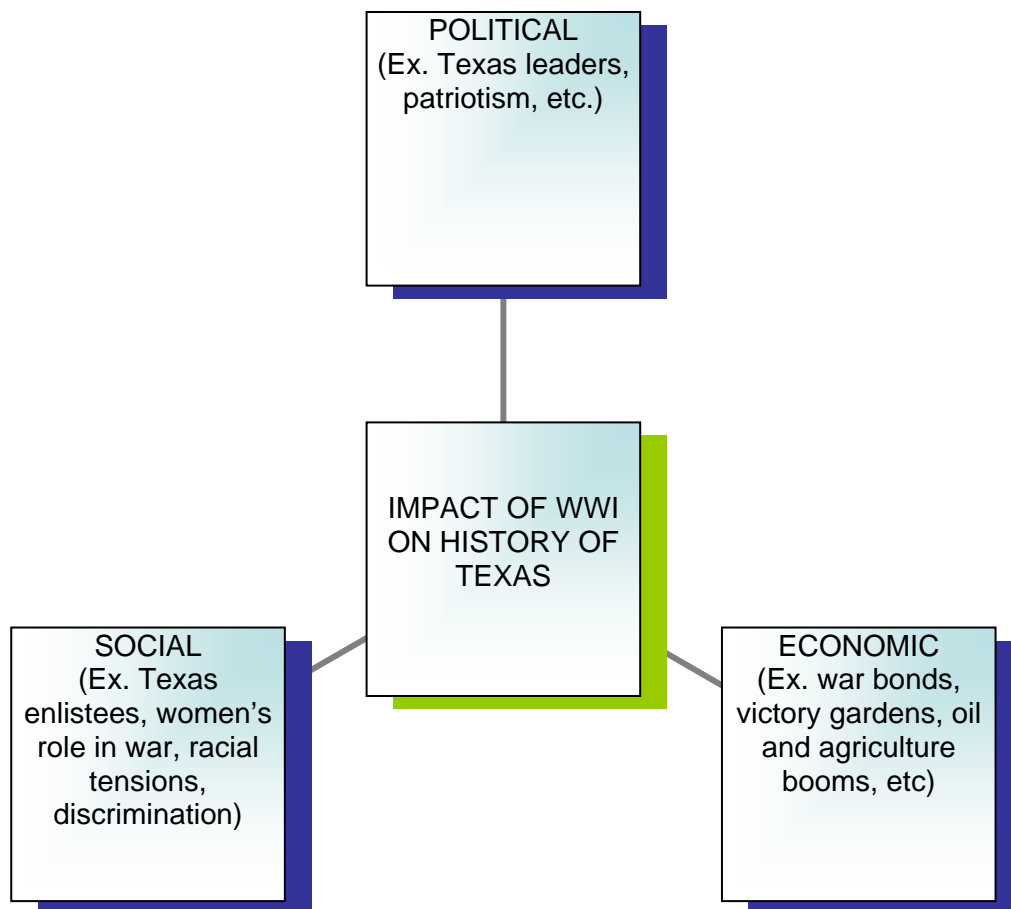
- ★ <http://www.tshaonline.org/handbook/online/articles/WW/gdw1.html>

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 or <http://bubbl.us>, or create a diagram in a word processor.

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




Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ **Create a “war bonds” poster** to encourage Texans to purchase war bonds in support of World War I. Be sure to include the political, economic and social reasons to support the war by buying war bonds.
- ★ **Design a statue** that commemorates Texans who fought in World War I. Be sure to include the political, economic and social reasons to support the war by buying war bonds.

🔗 Technology Link - Students can use Microsoft Word or Publisher to develop their products. Use the EBSCO image collection to help you find images of Texas.



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>.

War Bonds Poster: Impact of WWI on Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Content - Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.

Design a Statue: Impact of WWI on Texas

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	Student can accurately answer all questions related to facts in the statue and processes used to create the statue.	Student can accurately answer most questions related to facts in the statue and processes used to create the statue.	Student can accurately answer about 75% of questions related to facts in the statue and processes used to create the statue.	Student appears to have insufficient knowledge about the facts or processes used in the statue.
Content - Accuracy	At least 7 accurate facts are displayed on the statue.	5-6 accurate facts are displayed on the statue.	3-4 accurate facts are displayed on the statue.	Less than 3 accurate facts are displayed on the statue.
Required Elements	The statue includes all required elements as well as additional information.	All required elements are included on the statue.	All but 1 of the required elements is included on the statue.	Several required elements were missing.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.