

## Instructional Recipe

# How Did Victory Gardens and Rationing Help Texans Support Troops In WWII?

Grade 7, Texas History

### Step 1 – Ask

#### Objectives:

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

#### Introduction:



[World War II Soldiers]. The Portal to Texas History.  
<http://texashistory.unt.edu/ark:/67531/metaph29172/>. Accessed August 13, 2009.

#### Ask:

- ★ How do you think these soldiers from Texas contributed to World War II?
- ★ How do you think Texans at home contributed to World War II?
- ★ How do you think the war changed Texas politics, economy or society?

#### Vocabulary:

- ★ **black out** – extinguishing lights so that enemies can't see or power outage
- ★ **GI** – a nickname for a member of the U.S. military
- ★ **Nazi** - A member of the National Socialist German Workers' Party, founded in Germany in 1919 and brought to power in 1933 under Adolf Hitler
- ★ **ration coupon** – coupons given to citizens that represented a fixed amount of food or goods
- ★ **World War II** – A war fought from 1939 to 1945, in which Great Britain, France, the Soviet Union, the United States, China, and other allies defeated Germany, Italy, and Japan.

#### 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  
**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

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

### Texas Heritage Online Resources:

- ★ *[Display window of a business during World War II]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph1272/>. Accessed August 13, 2009.
- ★ *[Rosenberg in a "Black Out" during World War II, some lights still visible]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph1269/>. Accessed August 13, 2009.
- ★ *Katie Sinclair with Flags Italy 1944*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph28947/>. Accessed August 13, 2009.
- ★ United States of America Office of Price Administration. *[Philip F. Saltsman's War Ration Book]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph25272/>. Accessed August 13, 2009.
- ★ *Selective Service Card*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph28939/>. Accessed August 13, 2009.
- ★ *[Men holding ropes, blimp at Hitchcock Naval Air Station]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph18553/>. Accessed August 13, 2009.
- ★ *[Japanese surrender, September 2, 1945]*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph36467/>. Accessed August 13, 2009.
- ★ Texas Historical Foundation. *Heritage, Fall 2005*. Austin, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph45371/>. Accessed August 13, 2009.
- ★ Dallas County Heritage Society. *Legacies: A History Journal for Dallas and North Central Texas, Volume 03, Number 01, Spring, 1991*. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph35118/>. Accessed August 13, 2009.
- ★ Miller, R.V. "What We Think." *The Tulia Herald (Tulia, Tex), Vol. 35, No. 10, Ed. 1, Thursday, March 9, 1944*. Tulia, Texas. The Portal to Texas History. <http://texashistory.unt.edu/ark:/67531/metaph42823/>. Accessed August 13, 2009.

### EBSCO Resources:

- ★ CHAPTER 10: The Pre-War Years in South Texas. Oil Patch & Oil Men: From Depression to Inflation & Crisis, 2004, p74-81, 8p; Reading Level (Lexile): 1100; (AN 19294909) <<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=19294909&site=src-live>>
- ★ CHAPTER 11: The War Years. Oil Patch & Oil Men: From Depression to Inflation & Crisis, 2004, p82-71, 10p; Reading Level (Lexile): 1060; (AN 19294910) <<http://search.ebscohost.com/login.aspx?direct=true&db=tih&AN=19294910&site=src-live>>
- ★ Dwight David Eisenhower. Monkeyshines on America, Oct2003 Texas Issue, p4-4, 1p; Reading Level (Lexile): 1010; (AN 12723731) <<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=12723731&site=src-live>>
- ★ Hobby, Oveta Culp. Columbia Electronic Encyclopedia, 6th Edition, 1/1/2009, p1-1, 1p; Reading Level (Lexile): 1160; (AN 39011869) <<http://search.ebscohost.com/login.aspx?direct=true&db=ulh&AN=39011869&site=src-live>>
- ★ Nimitz, Chester W(illiam). Britannica Biographies, 2008, p1, 0p; Reading Level (Lexile): 1080; (AN 32419327) <<http://search.ebscohost.com/login.aspx?direct=true&db=mih&AN=32419327&site=src-live>>

### Additional Websites:

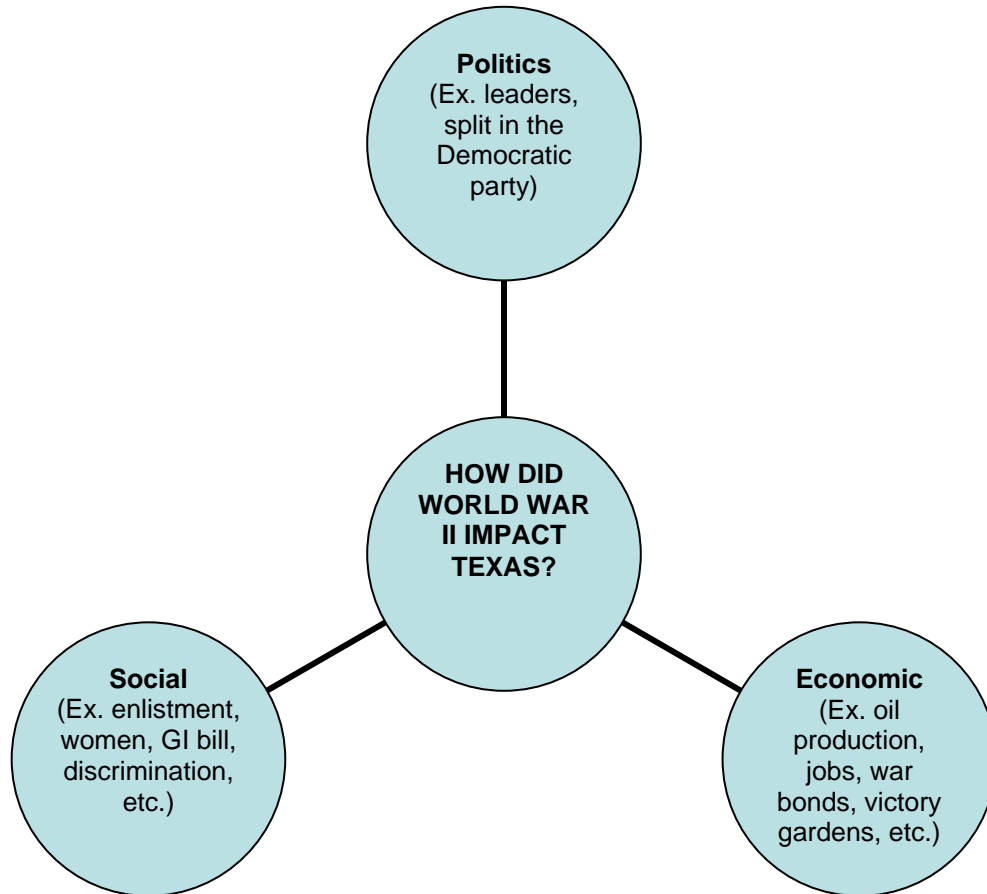
- ★ <http://tshaonline.org/handbook/online/articles/WW/npwnj.html>
- ★ [http://www.tshaonline.org/handbook/online/articles/DD/wad1\\_print.html](http://www.tshaonline.org/handbook/online/articles/DD/wad1_print.html)
- ★ <http://www.texasescapes.com/WorldWarII/Texas-Women-in-World-War-II.htm>

### 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.**



#### Step 4 – Discuss

Students may choose one of the following projects to complete:

- ★ Pretend that you are President Franklin D. Roosevelt and that you are coming to Texas to deliver a speech thanking Texans for supporting the war effort. **Write a speech** that analyzes political, economic, and social changes that Texans faced during World War II.
- ★ President Roosevelt has asked you to **create a medal** that will be given to Texas soldiers returning from World War II. The medal must illustrate how Texas life, especially politics, the economy, and society, have changed as a result of this war.

🔗 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>.

### Speech: Impact of World War II on Texas

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
Stays on Topic	Stays on topic all (100%) of the time.	Stays on topic most (99-90%) of the time.	Stays on topic some (89%-75%) of the time.	It was hard to tell what the topic was.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.
Comprehension	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.

## Commemorative War Medal: Impact of World War II on Texas

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Attention to Theme	The student gives a reasonable explanation of how every item in the medal is related to the assigned theme. For most items, the relationship is clear without explanation.	The student gives a reasonable explanation of how most items in the medal are related to the assigned theme. For many of the items, the relationship is clear without explanation.	The student gives a fairly reasonable explanation of how most items in the medal are related to the assigned theme.	The student's explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.
Titles and Text	Titles and text very clearly relate to the political, economic, and social impacts of WWII on Texas.	Titles and text somewhat clearly relate to the political, economic, and social impacts of WWII on Texas.	Titles and text demonstrate a weak relationship to the political, economic, and social impacts of WWII on Texas.	Titles and/or text don't clearly relate to the political, economic, and social impacts of WWII on Texas.
Creativity	Several of the graphics or objects used in the medal reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics or objects used in the medal reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by the student, but the ideas were typical rather than creative.	The student did not make or customize any of the items on the medal.
Design	Graphics very clearly relate to the political, economic, and social impacts of WWII on Texas.	Graphics somewhat clearly relate to the political, economic, and social impacts of WWII on Texas.	Graphics demonstrate a weak relationship to the political, economic, and social impacts of WWII on Texas.	Graphics don't clearly relate to the political, economic, and social impacts of WWII on Texas.