



Grade 04 Social Studies Unit 10 Exemplar Lesson 02: The Great Depression and World War II

This lesson is one approach to teaching the State Standards associated with this unit. Districts are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Midcycle State Adopted Instructional Materials](#).)

Lesson Synopsis

Students will identify the impact of the Great Depression, the Dust Bowl, and World War II on Texas. Students will demonstrate their understanding by writing a letter to the President explaining how these events affected Texans.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g. ~~sample phrase~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/index2.aspx?id=6148>.

- 4.5 History. The student understands important issues, events, and individuals of the 20th century in Texas. The student is expected to:**
- 4.5A Identify the impact of various issues and events on life in Texas such as urbanization, increased use of oil and gas, the Great Depression, the Dust Bowl, and World War II.**
- 4.5C Identify the accomplishments of notable individuals such as John Tower, Scott Joplin, Audie Murphy, Cleto Rodriguez, Stanley Marcus, Bessie Coleman, Raul A. Gonzalez Jr., and other local notable individuals.**

Social Studies Skills TEKS

- 4.21 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:**
- 4.21B 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.**
- 4.21C Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.**
- 4.22 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:**
- 4.22D Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies.**
- 4.23 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:**
- 4.23A Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.**

GETTING READY FOR INSTRUCTION

Performance Indicators

Grade 04 Social Studies Unit 10 PI 02

Draft a letter to the President of the United States describing how Texas was affected by the Great Depression or World War II.

Standard(s): [4.5A](#) , [4.5C](#) , [4.21B](#) , [4.21C](#) , [4.22D](#) , [4.23A](#)

ELPS [ELPS.c.5B](#)

Key Understandings

- Important events impacted Texas in the 20th century.
 - What effects did the Great Depression, the Dust Bowl, and WWII have on Texas?
 - How did notable individuals impact Texas?

Vocabulary of Instruction

- Great Depression
- Conflict
- Ration
- Drought
- Dust Bowl

Materials

- Refer to Notes for Teacher section for materials.

Attachments

All attachments associated with this lesson are referenced in the body of the lesson. Due to considerations for grading or student assessment, attachments that are connected with Performance Indicators or serve as answer keys are available in the district site and are not accessible on the public website.

[Handout: 20th Century Timeline \(1 per student\)](#)

[Handout: Learning Station Notes \(1 per student\)](#)

Suggested Duration: 4 days

-  [Teacher Resource: PowerPoint: The Great Depression](#)
-  [Handout: The Great Depression Card Sort \(4 sets; 2 sets per Learning Station #1\)](#)
-  [Teacher Resource: PowerPoint: The Dust Bowl](#)
-  [Teacher Resource: PowerPoint: World War II](#)
-  [Handout: The Point of View of Texans \(1 per student\)](#)
-  [Handout: Diary Entry \(1 per student\)](#)
-  [Teacher Resource: Notable Texan Poster \(1 per group for reference only\)](#)
-  [Handout: Letter Template \(1 per student\)](#)

Resources

- Texas Archive of the Moving Image: http://www.texasarchive.org/library/index.php/Seguin_War_Hero_Returns_Home

Advance Preparation

1. Teachers will need to become familiar with the content and procedures for this lesson.
2. Refer to the Instructional Focus Document for specific content to include in the lesson.
3. Select appropriate sections in the textbook and other classroom and library resources to support learning about historical eras and geography.
4. Preview websites according to district guidelines.
5. Prepare attachment(s) as necessary.

Background Information

Besides the oil boom and the advent of the automobile, the first half of the 20th century experienced several events of major significance. In 1917-1918, World War I challenged Texans to support the war effort in Europe. They supplied men, money, oil and gas, and food along with moral support for the war effort. The 1920s brought many changes in the way people shopped and invested. Department stores and buying on credit along with modern conveniences made life seem easier for many. While the lifestyle of the 1920s looked good on the surface, the poor farmer was struggling. Farmers plowed more land and planted more crops than ever before only to see falling prices because of over production.

The stock market crashed in 1929 and brought economic disaster to the nation. It did not affect Texas as much as many other states. Texas was not as industrialized as it would later become, although about 400,000 were jobless. Minorities, migrants, and women were most adversely affected by the economic depression. The oil boom in East Texas contributed to the economy in the region. This region was not as impacted as the rest of the state. Many Texans owned small farms. They were affected more by the drought. The unusually high winds, farming practices, and the drought contributed to the dust storms that ravaged central and west Texas including the high plains. The New Deal programs helped both the jobless and the farmers.

World War II provided much needed jobs for Texans. Jobs both in the military and in industry eased the effects of the depression on Texas. Texas supplied men, money, military training bases, ports, oil and gas, lumber and shipbuilding. Ration stamps were issued to limit the amount of goods that an individual could purchase that were needed by the war effort.

GETTING READY FOR INSTRUCTION

Teachers are encouraged to supplement and substitute resources, materials, and activities to meet the needs of learners. These lessons are one approach to teaching the TEKS/Specificity as well as addressing the Performance Indicators associated with each unit. District personnel may create original lessons using the Content Creator in the Tools Tab. All originally authored lessons can be saved in the "My CSCOPE" Tab within the "My Content" area.

INSTRUCTIONAL PROCEDURES

Instructional Procedures	Notes for Teacher
ENGAGE – Impact of the early 20th Century	NOTE: 1 Day = 50 minutes Suggested Day 1 – 20 minutes
<ol style="list-style-type: none"> 1. The early 1900s brought challenges and new ideas to the people of Texas, the United States, and the world. Conflicts, natural disasters, and new ideas changed life in Texas. 2. Distribute the Handout: 20th century Timeline (1 per student). 3. Students make inferences to classify and categorize information by cutting and pasting the appropriate description into the area that corresponds to its appropriate world event. 4. Post the following questions on the wall and explain that they will guide the learning for this lesson. <ul style="list-style-type: none"> • What effects did the Great Depression, the Dust Bowl, and WWII have on Texas? • How did notable individuals impact Texas? 	Materials: <ul style="list-style-type: none"> • glue • scissors Attachments: <ul style="list-style-type: none"> • Handout: 20th Century Timeline (1 per student) TEKS: 4.5A, 4.21B
EXPLORE/EXPLAIN – Learning Stations	Suggested Day 1 – 30 minutes Suggested Day 2 – 20 minutes
<ol style="list-style-type: none"> 1. Distribute the Handout: Learning Station Notes (1 per student). 2. Organize students into 6 groups, approximately 4 per group. 3. Set up 3 Computer Learning Stations on one side of the room using the following: <i>(Each computer will display ONE of the PowerPoint presentations below.)</i> 4. Learning Station #1: <ul style="list-style-type: none"> • Materials: <ul style="list-style-type: none"> ◦ Teacher Resource: PowerPoint: The Great Depression ◦ Handout: The Great Depression Card Sort (2 sets) • Instructions Learning Station #1: 	Materials: <ul style="list-style-type: none"> • 6 Computers with PowerPoint capabilities Attachments: <ul style="list-style-type: none"> • Handout: Learning Station Notes (1 per student) • Teacher Resource: PowerPoint: The Great Depression • Handout: The Great Depression Card Sort (4 sets: 2 sets per learning station) • Teacher Resource: PowerPoint: The Dust Bowl • Teacher Resource: PowerPoint: World War II

Suggested Duration: 4 days

<p>1. Student groups "buddy read" the slide presentation, taking turns quietly reading each slide out loud to each other.</p> <p>2. After completing all slides, students distribute the Handout: The Great Depression Card Sort (1 set per group.) <i>(If the group has more than 4 students in it, they may divide into 2 smaller groups, each participating in a separate card sort activity.)</i></p> <p>3. Students work cooperatively to classify/categorize the Great Depressions cards into the categories of causes, effects, and programs associated with the Great Depression. The teacher clarifies/verifies correct responses.</p> <p>5. Learning Station #2:</p> <ul style="list-style-type: none"> Materials: Teacher Resource: PowerPoint: The Dust Bowl Instructions Learning Station #2: <p>1. Student groups "buddy read" the slide presentation, taking turns reading each slide out loud to each other.</p> <p>2. When students come to the photograph slides, they pause to write a reflection on their Handout: Learning Station Notes as directed by the questions for each photo.</p> <p>6. Learning Station #3:</p> <ul style="list-style-type: none"> Teacher Resource: PowerPoint: World War II Instructions Learning Station #3: <p>1. Student groups "buddy read" the slide presentation, taking turns quietly reading each slide out loud to each other.</p> <p>2. After reading all slides, students work with a partner to complete a 3-2-1 Summary, as outlined on the Handout: Learning Station Notes (1 per student).</p> <p>7. Set up 3 identical Learning Stations on the other side of the room following the same instructions above so that the class can be divided into 6 groups, approximately 4 students each.</p> <p>8. After students have completed their discoveries at all 3 Learning Stations, facilitate a classroom discussion asking the following questions:</p> <ul style="list-style-type: none"> What impact did the Great Depression have on Texas? What impact did the Dust Bowl have on Texas? What impact did WWII have on Texas? How did all three of these major events move Texas from primarily a state of agriculture and oil to a more diversified, urban state with industry, factories, and big businesses? What notable Texans serve in WWII? 	<p>TEKS: 4.5A, 4.5C; 4.21B, 4.21C; 4.22D</p>
<p>EXPLAIN – Impact of Great Depression and World War II on Texas</p>	<p>Suggested Day 2 – 30 minutes</p>
<p>1. Organize students into small groups to complete the Handout: The Point of View of Texans during the Early 20th Century.</p> <p>2. Students will read a description of Texans during the early part of the 20th century, read the caption, write the point of view of Texans, and then offer a solution that might help their situation.</p> <p>3. Prior to having students begin this activity, review the concept of "point of view."</p>	<p>Attachments:</p> <ul style="list-style-type: none"> Handout: The Point of View of Texans during the Early 20th Century (1 per student) <p>TEKS: 4.5AC; 4.21C; 4.23A</p> <p>Instructional Notes:</p> <ul style="list-style-type: none"> point of view: perspective someone brings; a person's way of thinking about or approaching a subject, as shaped by his or her own character, experience, mindset, and history opinion: somebody's personal feeling or perspective on a subject; opposing perspectives could be valid particular perspective on subject: an aspect from which a subject may be considered or judged
<p>ELABORATE – Impact of Great Depression and World War II on Texas</p>	<p>Suggested Day 3 – 25 minutes</p>
<p>1. Distribute the Handout: Diary Entry (1 per student).</p> <p>2. Project the website below. Students watch the video <i>Seguin War Hero Returns Home</i>.</p> <ul style="list-style-type: none"> Texas Archive of the Moving Image: http://www.texasarchive.org/library/index.php/Seguin_War_Hero_Returns_Home <p>3. Explain the Medals of Honor Alvin Mueller won and what those meant.</p> <ul style="list-style-type: none"> Distinguished Flying Cross – honor for extreme heroism or extraordinary achievement while participating in an aerial flight during combat Distinguished Service Cross - the second highest military honor extreme gallantry and risk of life in actual combat with an armed enemy force Silver Star - third highest military decoration for valor and gallantry in action against an enemy of the United States Purple Heart – awarded to those who are wounded in combat 	<p>Materials:</p> <ul style="list-style-type: none"> Texas Archive of the Moving Image: http://www.texasarchive.org/library/index.php/Seguin_War_Hero_Returns_Home <p>Attachments:</p> <ul style="list-style-type: none"> Handout: Diary Entry (1 per student). <p>TEKS: 4.5A, 4.5C, 4.21C</p>

Suggested Duration: 4 days

4. Students complete the Handout: **Diary Entry** (1 per student).
5. Ask students to consider the questions below when writing their diary entry.
 - How did major events of the early 20th century impact Texas?
 - How did notable individuals impact Texas?

ELABORATE – Notable Texans

Suggested Day 3 – 25 minutes

1. Organize students into 7 groups.
2. Assign each group a notable Texan.
 - John Tower
 - Scott Joplin
 - Audie Murphy
 - Cleto Rodriguez
 - Stanley Marcus
 - Bessie Coleman
 - Raul A. Gonzales
 - Other local notable Texans may be added at the teacher’s discretion.
3. Allow students 10 minutes to research their notable Texan using the textbook, district-approved resources, and approved Internet sites.
4. Students create a “Notable Texan Poster” identifying the Texas town the person was from, two facts about the person, identifying what made the person a notable Texan, and indicating how the person impacted Texas using the Teacher Resource: **Notable Texan Poster** (1 per group for reference only).
5. Provide groups 2 minutes each to present their Notable Texan poster to the class.

Materials:

- chart paper or butcher paper
- markers
- computer
- textbook and/or local resources

Attachments:

- Teacher Resource: **Notable Texan Poster** (1 per group for reference only)

TEKS: 4.5C; 4.21C; 4.22D

EVALUATE – Impact of Great Depression and World War II on Texas

Suggested Day 4 – 50 minutes

- Grade 04 Social Studies Unit 10 PI 02**
- Draft a letter to the President of the United States describing how Texas was affected by the Great Depression or World War II.
- Standard(s): 4.5A , 4.5C , 4.21B , 4.21C , 4.22D , 4.23A
- ELPS** ELPS.c.5B
1. Students use their notes created from prior activities to write their letter and consider the following guiding questions.
 - What effects did the Great Depression, the Dust Bowl, and WWII have on Texas?
 - How did notable individuals impact Texas?
 2. Distribute the Handout: **Letter Template** (1 per student) to use to write a rough draft and to use as a template when writing their letter. The letter may be handwritten or students may use a computer to complete the Performance Indicator.

Materials:

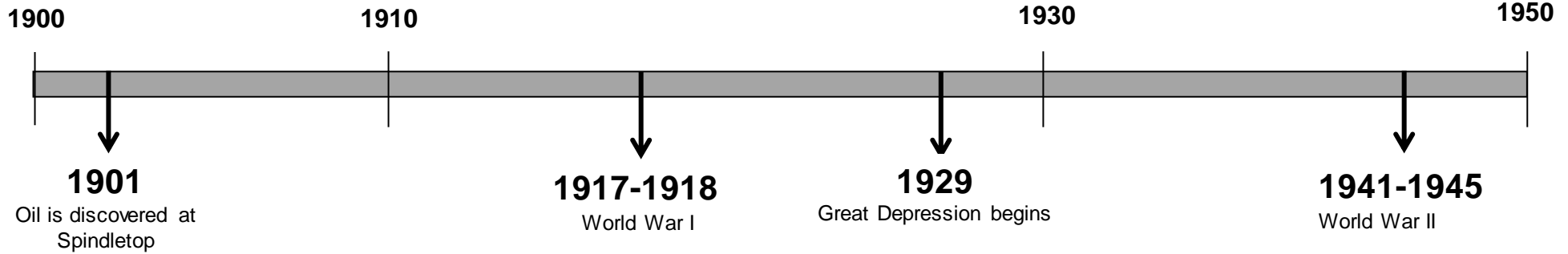
- computer

Attachments:

- Handout: **Letter Template** (1 per student)

TEKS: 4.5A. 4.5C, 4.21B, 4.22D

20th Century Timeline



Cut out the descriptions below and glue them to the major event they match above.

Worldwide economic crisis where 25% of all U.S. citizens were unemployed. Many families were homeless and hungry. Soup kitchens and bread lines kept people from starving. Things were not quite as difficult in Texas because many lived on farms where they could grow food to eat, but the state still felt the impact.

This was the first major oil discovery in the United States, and it tripled the entire oil production capability of the U.S. overnight. This oil discovery fueled the industrial expansion of the U.S. for next 100 years.

This was the most devastating war in all of history! The U.S. became involved after the Japanese attacked the U.S. naval fleet at Pearl Harbor, Hawaii. The U.S. partnered with Britain, France, Russia, and China to fight against Germany, Italy, and Japan.

Known as the "Great War." It introduced new weapons like machine guns and tanks. Germany, Austria-Hungary and the Ottoman Empire fought against the U.S., Great Britain, France, Russia, Italy, and Japan. More than 9 million soldiers were killed and 21 million more wounded.

Learning Station Notes

Great Depression PowerPoint:

1. Take turns reading each slide out loud to each other.
2. Take the Great Depression Card Sort and distribute the cards to all of the group members.
3. Working cooperatively, classify the cards into the following categories:
 - Causes for the Great Depression
 - Effects of the Great Depression
 - Government programs that helped people

The Dust Bowl PowerPoint:

Slides #1 - #4: Read the slides

Slide #5: Pretend you are one of the children in this picture. Write one word that describes how you feel.

Slide #6: Describe the picture. What similar experiences come to mind?

Slide #7: Explain in a sentence why these severe dust storms were called “black blizzards.”

Slide #8: What do you think happens inside the houses when a dust storm like this hits?

Slide #9: Why would the severe drought hurt cattle and other animals?



Color in the areas of Texas that were most impacted by the Dust Bowl.

World War II: 3-2-1 Summary

3 = List 3 ways Texas contributed to the WWII efforts.

1.

2.

3.

2 = List 2 impacts WWII had on Texas.

1.

2.

1 = List 1 of the heroic Texans who fought in WWII and what that person did.

1.

The Great Depression Card Sort

(cut apart and create 6 sets)

Category: Causes of the Great Depression	Category: Effects of the Great Depression	Category: Government Programs that Helped People
Stock Market (place where people invest money in many different companies) crashed on “Black Tuesday” October 29, 1929.	\$26 billion lost	Soup kitchens and bread lines were established to keep people from starving.
Banks failed and people lost all their money.	25% unemployed in the U.S.	Civilian Conservation Corps (CCC) – funded by the federal government – hired young men to build parks and work in soil conservation for \$30 per week.
Drought conditions across the country caused agriculture and ranching to fail.	Oil prices fell and cotton prices fell to 5 cents per pound.	The Public Works Administration (PWA) – funded by the federal government – hired people to build roads, schools,
	Many Texans lost their farms, their homes, and their jobs.	Works Progress Administration (WPA) – funded by the federal government – hired workers to build public buildings and roads. The WPA employed artists, writers, actors, and directors in large arts, drama, media, and literacy projects. 600,000 people in Texas were helped by the WPA.

Point of View of Texans

- 1.) In the talking bubble, write a caption reflecting which 20th Century event the photo reflects. 2.) Write the point of view of the person in the picture about the event they are living through. 3.) Add a possible solution that might help the situation.

Empty rounded rectangular box for writing a caption, point of view, and solution for the first photo.

Empty rounded rectangular box for writing a caption, point of view, and solution for the second photo.



Children of migrant workers during the Great Depression
Amarillo, Texas
Source: *The History Place, Dorothea Lange*



Shipyard Workers during World War II
Beaumont, Texas
Source: *Resources 4 Educators*

Notable Texan Poster Template

In what Texas town did he or she live?

2 Interesting facts about his or her life,
family, or childhood:

**Notable
Texan's
Name**

What made this person a NOTABLE
TEXAN?

What impact did his or her
accomplishments have on the state?

Letter Template

(Date – Great Depression or World War II)

Dear President Franklin Roosevelt,

Texas has been greatly affected by the (Great Depression/World War II).

- Negative Effect One
- Describe the effect on Texas
- Offer a solution

- Negative Effect Two
- Describe the effect on Texas
- Offer a solution

Sincerely Yours,

Student's Name