

TEKS Cluster: Great Depression and World War II

7.7 History. The student understands how individuals, events, and issues shaped the history of Texas during the late 19th, 20th, and early 21st centuries.

Connected Knowledge and Skills 7.11, 7.12, 7.17, 7.19

The Great Depression and Dust Bowl

- ❖ 7.7(E)* analyze the political, economic, and social impact of ... the Great Depression, ... and significant issues in the ... early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas
- 7.12(B)* explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas
Readiness Spiral Standards: 7.1(A), 7.8(C), 7.9(A), 7.10(D)
- 7.7(B) define and trace the impact of “boom-and-bust” cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching ... banking ...
- 7.17(B) identify the contributions of Texas leaders such as ... John Nance Garner (“Cactus Jack”) ... Sam Rayburn
Supporting Spiral Standards: 7.9(B), 7.10(B)

Texas During World War II

- ❖ 7.7(E)* analyze the political, economic, and social impact of major events, including ... World War II, ... on the history of Texas
- 7.11(A)* explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing *Spiral Standard*
- 7.17(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States
- 7.11(B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas
- 7.12(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas
- 7.19(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world
Supporting Spiral Standards: 7.8(A), 7.19(A), 7.19(D)

Student Expectations

- ❖ 7.7(E)* analyze the political, economic, and social impact of ... the Great Depression, ... and significant issues in the ... early 21st centuries such as political and economic controversies, immigration, and migration on the history of Texas (R)
- 7.12(B)* explain the impact of economic concepts within the free enterprise system such as supply and demand, profit, and world competition on the economy of Texas (R)
- 7.7(B) define and trace the impact of “boom-and-bust” cycles of leading Texas industries throughout the 20th and early 21st centuries such as farming, oil and gas production, cotton, ranching ... banking ... (S)
- 7.17(B) identify the contributions of Texas leaders such as ... John Nance Garner (“Cactus Jack”) ... Sam Rayburn (S)

Connected Spiral Standards

- identify the major eras in Texas history, describe their defining characteristics, and explain the purpose of dividing the past into eras, including ... Texas in the Great Depression ... 7.1(A)
- analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas 7.8(C)*
- identify ways in which Texans have adapted to and modified the environment and explain the positive and negative consequences of the modifications 7.9(A)*
- explain ways in which geographic factors such as ... the Dust Bowl, limited water resources, and alternative energy sources have affected the political, economic, and social development of Texas 7.9(B)
- describe how immigration and migration to Texas have influenced Texas 7.10(B)
- analyze the effects of the changing population distribution and growth in Texas and the additional need for education, health care, and transportation 7.10(D)

Academic Vocabulary

Vocabulary	Terms	
boom-and-bust cycle	Civilian Conservation Corps (CCC)	John Nance Garner (“Cactus Jack”)
depression	Dust Bowl	New Deal legislation
profit	Federal Deposit Insurance Corporation (FDIC)	Sam Rayburn
ration	Franklin Roosevelt (FDR)	Social Security Act (SSA)
regulation	Great Depression	Works Progress Administration (WPA)
supply and demand	Herbert Hoover	
world competition		

Stimulus

Speech/Journal/ Diary	Letter/ Newspaper Article	Government Document	Secondary Source Text
Photograph/ Painting	Political Cartoon/ Advert./Other	Map	Chart/Table
Graph	Graphic Organizer	Bulleted List of Facts	Timeline

Content Builder

- Political:
 - Texas leaders John Nance Garner “Cactus Jack” and Sam Rayburn were influential in Washington, D.C. under President Roosevelt. John Garner served both as the Speaker of the House of Representatives and later as Vice President. Sam Rayburn served 48 years in the House of Representatives, 17 of those as Speaker of the House (longest-serving Speaker in U.S. history). Sam Rayburn was a mentor to future President Lyndon B. Johnson.
 - President Roosevelt’s New Deal programs were evident in several parts of the state at the height of the Depression. There were over 1,000 Civilian Conservation Corps (CCC) and Works Progress Administration (WPA) work camps in Texas, and these workers contributed to numerous projects such as state and national parks, roads, and planting trees for conservation. The River Walk in San Antonio is one notable WPA project.
 - Some rural Texans were adversely affected by government regulation programs when livestock and crops were stored or destroyed in order to keep prices artificially high.
 - Although some Texans found temporary relief from the New Deal programs, the onset of World War II actually stabilized the economy, helping industries to grow and markets to begin moving again.
- Economic:
 - The Texas economy suffered during the Great Depression, though not as severely as many other parts of the country, primarily due to such a diversified economy and large agricultural industries across the state. Although most Texans did not own shares in the stock market, they were affected by the fallout in national resource shortages, wages, banking, and legislation. More Texans struggled due to the prolonged drought and the Dust Bowl. As banks went under, some Texans lost savings and immediate cash flow.
 - Demand for oil continued to increase throughout the 1930s.
- Geographic:
 - Texans in the panhandle suffered tremendously from the effects of the Dust Bowl. Due to a significant boom in agriculture (particularly cotton and wheat) in the late 1920s, prices quickly began to plummet when the stock market crashed in 1929 (supply and demand). An unstable market, coupled with extreme drought and poor soil conditions, made it difficult for farmers to make a profit. Throughout the decade, sustained drought, damaged topsoil, and high winds produced the disastrous effects of the Dust Bowl. Many farmers fell into extreme poverty, some losing their livestock or land altogether due to a lack of production and profit.
 - Following the Dust Bowl, soil conservation efforts and education helped to restore the region to once again become productive for farming.
- Social:
 - Businesses and banks closed, causing higher rates of unemployment and distrust in financial institutions.
 - Some farmers in the Panhandle migrated (some to California and some to South Texas) seeking employment.
 - New Deal legislation including the Social Security Act (SSA) and the Federal Deposit Insurance Corporation (FDIC) were established to counteract economic insecurities.
 - Beginning in the early 1930s, the Mexican government agreed to repatriate Mexican citizens illegally living in the United States under terms that included free transportation to settle in a selected city of the citizen’s choice. The Mexican government provided land to cultivate so the individuals could better themselves. Text of the letter from the Mexican Consulate inviting Mexican citizens living in the United States the opportunity to take advantage of the offer can be found at: <http://www.digitalhistory.uh.edu/> and search for “Repatriation During the Great Depression.”

Instructional Implications

When you teach The Great Depression and Dust Bowl, remember to:

- Create an interactive map indicating how different cities/regions were positively or negatively affected by various aspects of the Great Depression, New Deal, and Dust Bowl.
- Use several primary and secondary sources such as The Worst Hard Time, by Timothy Egan, The Dust Bowl, by Ken Burns (<http://www.pbs.org> and search for “Ken Burns and the Dust Bowl”), photos, newspaper articles, and memoirs, to create graphic organizers noting various PEGS effects of the Great Depression, New Deal, and Dust Bowl in Texas. Students may use these same resources to develop a persona to articulate PEGS effects in context of time and location.
- Use biographies and other primary or secondary source materials for the specified individuals to identify contributions of each of these political leaders and classify their contributions to either the state or national arena. Examine and identify characteristics and qualities that made these Texans effective leaders.
- Using the boom-and-bust business cycle model from previous units, trace the events that affected major industries in Texas through the late 19th and 20th centuries, identifying cause and effect relationships as the business cycle changed.

Learning from Mistakes

Students may make the following mistakes:

- Assuming that the stock market crash immediately affected all Texans (or all U.S. citizens)
- Assuming that all New Deal legislation provided relief and jobs
- Assuming the New Deal ended the Depression

Student Expectations

- ❖ 7.7(E)* analyze the political, economic, and social impact of major events, including ... World War II, ... on the history of Texas (R)
- 7.11(A)* explain economic factors and the development of major industries that led to the urbanization of Texas such as transportation, oil and gas, and manufacturing *Spiral Standard* (R)
- 7.17(A) identify the leadership qualities of elected and appointed leaders of Texas, past and present, including Texans who have been president of the United States (R)
- 7.11(B) explain the changes in the types of jobs and occupations that have resulted from the urbanization of Texas (S)
- 7.12(A) explain the impact of national and international markets on the production of goods and services in Texas, including agriculture and oil and gas (S)
- 7.19(E) analyze how scientific discoveries and technological innovations have resulted in an interdependence among Texas, the United States, and the world (S)

Connected Spiral Standards

- locate and compare the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions 7.8(A)
- compare types and uses of technology, past and present 7.19(A)
- evaluate the effects of scientific discoveries and technological innovations on the use of resources such as fossil fuels, water, and land 7.19(D)*

Academic Vocabulary

Vocabulary		Terms
allied forces	goods and services	Admiral Chester A. Nimitz General Dwight D. Eisenhower
axis powers	interdependence	
factors of production	international markets	
free enterprise system	national markets	
globalization	petrochemical plants	

Stimulus

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Content Builder

This cluster examines the leadership, political, economic, and social effects of World War II on the history of Texas. Although World War II is primarily a political story, the effects on Texas are widely economic, with tremendous influence on technology and expanded opportunities for the latter half of the 20th century.

- Background – World War II lasted from 1939-1945, with the United States engaged in war from 1941-1945 following the Japanese attack on Pearl Harbor in Hawaii. Fighting in World War II took place on two major fronts, the European/African theater and the Pacific theater.
- Leadership
 - Two Texans were instrumental in leading the Allied forces. General Dwight D. Eisenhower (later elected President in 1952) was the Supreme Allied Commander in Europe. Admiral Chester A. Nimitz was Admiral of the Pacific Fleet.
 - Col. Oveta Culp Hobby, a Houstonian, became the head of the Woman's Auxiliary Army Corps (WAACs), which included 100,000 women in non-combat military positions. Audie Murphy was the most decorated soldier of World War II. They exhibited effective leadership qualities including knowledge, experience, vision, trustworthiness, and consistency.
- Political – Texas supplied thousands of troops, major training bases, and prisoner of war camps, and was also the site of several Japanese Internment Camps. Early in the war years, Japanese-Americans, mainly from the West Coast, were put in camps until the end of the war.
- Economic – The Texas economy thrived and the Great Depression became a memory. From Beaumont/Port Arthur south to Corpus Christi, petrochemical plants were built to refine fuel for the American war effort. Farmers helped the United States become the breadbasket for all the Allied nations. Other wartime industries such as steel mills, tin smelting, aircraft factories, shipyards, paper and wood-pulp industries, and munitions and synthetic rubber factories grew. Manufacturing income increased by over 400 percent.
- Social – On the home front, women filled jobs both in the home and the workplace, as many men were fighting in the war. Other women joined the war effort in unique ways including the Women Airforce Service Pilots (WASPs). Food and certain resources were rationed and the federal government encouraged Americans to plant victory gardens. Urbanization continued to increase in the latter years of the Great Depression and through World War II due to the increased demand for raw and manufactured goods.

Instructional Implications

When you teach Texas During World War II, remember to:

- Use a timeline with these critical 20th century events to help students sequence and examine the cause and effect relationship between events. Emphasize the economic, social, and political impact of the events on Texas. Use primary sources (e.g., photos and WWII posters available from the National Archives) to help students analyze the impact of these events in Texas and the United States. Emphasize that the migration of over 450,000 people to Texas for jobs and the return of over 600,000 veterans had significant PEGS impacts in Texas and moved the state into a position of economic and political power following WWII.
- Brainstorm qualities that characterize effective leaders. Use examples of past and current elected and appointed leaders in Texas and the United States (including those named in this cluster), and provide students opportunities to evaluate the degree to which these leaders exhibit or fail to exhibit the qualities of effective leadership.
- Using statistics from the Census Bureau and the U.S. Department of Labor, have students determine how agriculture and agricultural products, oil and gas exploration, and refining and distribution affect the state economy during World War II. This can lead to examination and analysis of how these products and services sold in local, national, and international markets profit Texas industries and, therefore, the Texas economy.
- Brainstorm ways in which advancements in Texas agriculture and energy link Texas to the rest of the United States and the world (e.g., Texas agricultural products produced with extensive irrigation are sold in all markets, petrochemical products ranging from gasoline to plastics to medicines are bought and sold in all markets). Have students analyze of how the advancements in industry during the war created interdependence among Texas, the United States, and the world.
- As a prerequisite, make sure students know the factors of production and can distinguish between the production of goods and services. Students need a working understanding of the characteristics of market economies and the free enterprise system. Students are asked to analyze the impact of national and international markets and decisions in those markets on production in Texas. Providing brief scenarios for students will help this analysis.
- Have students analyze the economic concepts of supply and demand; production factors such as profit, markets, and regulations; and the effects of technological innovations and scientific discoveries on advancements in agriculture and energy industries.

Learning from Mistakes

Students may make the following mistakes:

- Not making the connections between the war effort and the impact on the economy