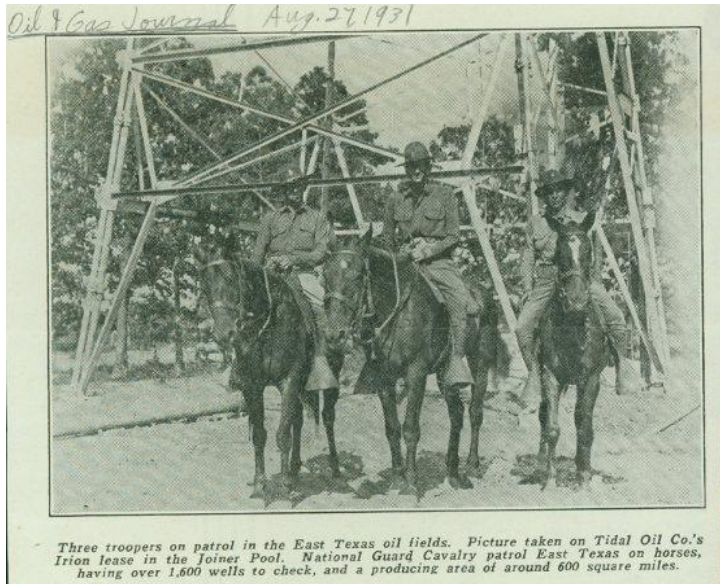# Instructional Recipe
Was Martial Law Effective in the Oil War in Texas?
Grade 7, Texas History

Step 1 – Ask

Objectives: The student will be able to explain the political, economic, and social impact of the oil industry on the early 20th century.

Introduction:

Three troopers on patrol in the East Texas oil fields. Picture taken on Tidal Oil Co.'s Irion lease in the Joiner Pool. National Guard Cavalry patrol East Texas on horses, having over 1,600 wells to check, and a producing area of around 600 square miles.

"Troopers on Patrol in East Texas":
http://www.tsl.state.tx.us/exhibits/railroad/oil/troops.html

Ask:
★ Why would the Governor of Texas need the National Guard to provide security and stability at an East Texas oil field?
★ How would this federal government involvement in enforcing laws in the state of Texas impact the actions of the people of East Texas?

Vocabulary:
★ **civil unrest** – authority in an area has been broken down by disturbances such as riots, damaging property, harming others, etc.
★ **martial law** – state or national government temporarily imposes the law on an area that is experiencing civil unrest
★ **proclamation** – official declaration(in this case, the Governor officially declared martial law)

TEKS:
(7.7 A) explain the political, economic, and social impact of the oil industry on the industrialization of Texas.
(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, real estate, banking, and computer technology
(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:
(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
(7E) Create a document using desktop publishing techniques including, but not limited to, the creation of multi-column or multi-section documents with a variety of text-wrapped frame formats
(10D) Demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate
(11A) Publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video

Step 2 – Investigate

Texas State Library and Archives Resources:
- ★ "The Oil Wars": http://www.tsl.state.tx.us/exhibits/railroad/oil/page6.html
- ★ Read the first 23 lines of the following source: Proclamation of Martial Law in East Texas, August 16, 1931, Records of Ross S. Sterling, Texas Office of the Governor, Archives and Information Services Division, Texas State Library and Archives Commission.
  http://www.tsl.state.tx.us/governors/personality/sterling-oil-2.html
- ★ R.M. Farrar to Governor Sterling, August 19, 1931. Records of Ross S. Sterling, Texas Office of the Governor, Archives and Information Services Division, Texas State Library and Archives Commission.
  http://www.tsl.state.tx.us/exhibits/railroad/oil/farrar-sterling.html
- ★ "Said the Governor to the Governor," *Daily Oklahoman*, August 22, 1931. Records of Ross S. Sterling, Texas Office of the Governor, Archives and Information Services Division, Texas State Library and Archives Commission.
  http://www.tsl.state.tx.us/exhibits/railroad/oil/sterling-cartoon-31.html

EBSCO Resources:
- ★ "martial law." *Columbia Encyclopedia* (n.d.): *Columbia Encyclopedia*. EBSCO. Web. 22 Nov. 2010.
  http://search.ebscohost.com/login.aspx?direct=true&db=umh&AN=IXBmartiall&site=src-live

Additional Websites:
- ★ "A Brief History of the East Texas Oil Field":
  http://www.easttexasoilmuseum.com/Pages/history.html

Use the above resources to record information on the concept map on the next page. Think about the following when using the primary sources above:
- ★ What message is the source trying to communicate?
- ★ Who is the intended audience for this source?
- ★ What parts of the source informs you about the topic of the lesson?
- ★ Which sources support or refute your original thoughts about the topic?

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 draw a table in a word processor program.

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

Arguments to Support Martial Law in Texas in 1931	Arguments to Oppose Martial Law in Texas in 1931

Step 4 – Discuss

Students may choose one of the following projects to complete:

★ **Write a Letter** to Governor Sterling. In your letter, be sure to state whether you support or oppose the decision to declare martial law. Also, state how you think it will impact the oil war that was happening in Texas at the time.
★ **Draw a political cartoon** to demonstrate whether you support or oppose the decision to declare martial law in Texas in 1931. Then **design a webpage** that houses your political cartoon. The cartoon and webpage should include a drawing, text or discussion about how martial law impacted East Texas.

🖑 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. Students can use an online comic creator, such as http://www.toondoo.com or http://www.makebeliefscomix.com to create the cartoon.

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.

Teacher Name:_____

Student(s) Name(s): _____

Letter-Writing : Martial Law in Texas 1931

CATEGORY	4	3	2	1
Content Accuracy	The letter contains at least 5 accurate facts about the topic.	The letter contains 3-4 accurate facts about the topic.	The letter contains 1-2 accurate facts about the topic.	The letter contains no accurate facts about the topic.
Point of View	The letter offers a firm position and supports that position with facts from research. The letter acknowledges the opposition, and facts to refute their position.	The letter offers a position and supports that position with several facts from research.	The letter offers a position and supports that position with a few facts from research.	The letter offers a position.
Sentences & Paragraphs	Sentences and paragraphs are complete, well-constructed and of varied structure.	All sentences are complete and well-constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well-constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Format	Complies with all the requirements for a persuasive letter.	Complies with almost all the requirements for a persuasive letter.	Complies with several of the requirements for a persuasive letter.	Complies with less than 75% of the requirements for a persuasive letter.

Teacher Name:_____

Student(s) Name(s): _____

Web Site Design : Political Cartoons - Martial Law

CATEGORY	4	3	2	1
Content	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat muddy or vague.	The site lacks a purpose and theme.
Interest	The author has made an exceptional attempt to make the content of this Web site interesting to the people for whom it is intended.	The author has tried to make the content of this Web site interesting to the people for whom it is intended.	The author has put lots of information in the Web site but there is little evidence that the person tried to present the information in an interesting way.	The author has provided only the minimum amount of information and has not transformed the information to make it more interesting to the audience (e.g., has only provided a list of links to the content of others).
Layout	The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.
Graphics	Graphics are related to the theme/purpose of the site, are thoughtfully cropped, are of high quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, are of good quality and enhance reader interest or understanding.	Graphics are related to the theme/purpose of the site, and are of good quality.	Graphics seem randomly chosen, are of low quality, OR distract the reader.