

## Texas Essential Knowledge and Skills for Social Studies At the Lone Star Flight Museum, Galveston Texas

### §113.32 United States History Studies Since Reconstruction

Summary of TEKS: 113.32 b1, b2, c1-AC, c6-ABCEG, c14-AB, c22-B, c23-A, c24-AB

#### 113.32 (b1)

*Students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras...*

The Lone star flight museum has original aircraft from Post WWI, WWII, Korea, Vietnam, and the Cold War eras, and replica and model aircraft from the 19<sup>th</sup> century.

#### 113.32 (b2)

*The use of a variety of rich primary and secondary source material such as biographies and auto biographies; landmark cases of the U.S. Supreme Court; novels; speeches, letters, and diaries; and poetry, songs, and artworks is encouraged. Motivating resources are also available from museums, historical sites, presidential libraries, and local and state preservation societies.*

The Texas Aviation Hall of Fame at the Lone Star Flight Museum consists of biographical sketches of important individuals in Texas Aviation History. Their lives and accomplishments are recorded using news articles, photographs, models, and artifacts.

#### 113.32 (c1)

*History: The student understands traditional historical points of references in U.S. history from 1877 to the present. The student is expected to*

- (A) identify the major eras in U.S. history from 1877 to the present;*
- (C) explain the significance of the following dates: 1941 – 1947.*

A large portion of our museum is dedicated to aircraft from World War II – tours include lectures on the historical importance of the aircraft, including Battles within the war they were involved in and the effects of those conflicts.

#### 113.32 (c6)

*History: The student understands the impact of significant national and international decisions and conflicts from World War II and the Cold War to the present on the United States. The student is expected to*

- (A) identify reasons for U.S. involvement in World War II, including the growth of dictatorships and the attack on Pearl Harbor;*
- (B) analyze major issues and events of World War II such as fighting the war on multiple fronts, the internment of Japanese-Americans, the Holocaust, the*

- battle of Midway, the invasion of Normandy, and the development of and Harry Truman's decision to use the atomic bomb;*
- (C) explain the roles played by significant military leaders during World War II, including Omar Bradley, Dwight Eisenhower, Douglas MacArthur, George Marshall, and George Patton;*
- (E) analyze conflicts in Korea and Vietnam and describe their domestic and international effects;*
- (G) analyze reasons for the Western victory in the Cold War and the challenges of changing relationships among nations*

The Multi-front style of war is discussed from two angles: the Allies fighting in Europe and the Pacific, and the Germans fighting both the British and Russians. The Battle of Midway is discussed at the SBD Dauntless, Normandy when discussing the reasons for the black and white stripes displayed on our aircraft. Atomic weaponry comes into play during discussions on the B-58 Hustler, America's first nuclear, supersonic bomber. The Flight Museum hosts a Skyraider and Huey, both from the Vietnam eras, through the Skyraider also served in Korea.

113.32 (c14)

*Economics: The student understands the economic effects of World War II, the Cold War, and increased worldwide competition on contemporary society. The student is expected to*

- (A) describe the economic effects of World War II on the home front, including rationing, female employment, and the end of the Great Depression;*
- (B) describe the impact of the Cold War on the business cycle and defense spending*

The Texas Aviation Hall of Fame has a large display dedicated to the WASP pilots: Women Air Service Pilots. These women are discussed in the context of the lack of male pilots to fill all needs, and the need for women in general. Rationing and shortages of materials are discussed by the T-50, made of wood due to shortages of metal, and the N3N, made from recycled blimp parts.

The museum has two cold war era aircraft, the B-58 Hustler from the United States, and a Mig-21 Fishbed from the Soviet Union. These aircraft are compared to discuss the difference in philosophy between the Soviet Union and United States, including mentions of the extreme cost of the B-58 and changes because of it.

113.32 (c22)

*Science, technology, and society: The student understand the impact of science and technology on the economic development of the United States. The student is expected to*

*(B) explain how scientific discoveries and technological innovations such as those in agriculture, the military, and medicine resulted from specific needs*

Tours discuss changes in aircraft technology to address the needs of the military community, and the evolution of technology as seen in the F3F aircraft.

113.32 (c23)

*Science, technology, and society: The student understands the influence of scientific discoveries and technological innovations on daily life in the United States. The student is expected to*

- (A) analyze how scientific discoveries and technological innovations, including those in transportation and communication, have changed the standard of living in the United States*

The Douglas DC-3 aircraft is discussed in reference to the commercial aircraft which came before it and in how the DC-3 revolutionized air travel today.

113.32 (c24)

*Social studies skills: The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to*

- (A) locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information about the United States;*
- (B) 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.*

The materials in the Texas Aviation Hall of Fame can be a starting point for a research project or book report. The museum also has a collection of Oral Histories which are available for student research when requested.

Docents interact with students and ask them questions, requiring the students to draw inferences about what they are seeing. Optional Museum and take-home activities also serve to test student's attentiveness and their knowledge of the aircraft concepts.