“Wartime Conservation and the Gasoline Crisis”

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GRADES 9–10 Humanities

INTRODUCTION
This activity challenges students to discover the impact of World War I on Angelinos. More specifically, students will put into context the importance of gasoline during World War I and the significance of rationing gas during the war. Students will read articles about the role of the automobile industry during World War I and its impact on Angelinos.

CALIFORNIA HISTORY-SOCIAL SCIENCE STANDARDS
10.5 Students analyze the causes and course of the First World War.
10.5.4 Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort.

HISTORICAL AND SOCIAL SCIENCES ANALYSIS SKILLS
Historical Research, Evidence, and Point of View
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation
1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

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Sponsors
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Geographic Literacy

MATERIALS

1. One file folder of the 8 photo images listed in the Appendix for each group of four students in the class.
2. A copy of Handout 1.1 for each group.
3. A copy of Handout 1.2 for each student.
4. Copies of the Article “Gasless Days Are Here Again” divided into sections so that each student will receive a section of the article.
5. A transparency of Handout 1.3 or project on LCD. “Cars decorated with flags jammed on 6th Street and Broadway in a peace celebration of the war’s end, November 11, 1918.”

http://digarc.usc.edu/search/controller/view/chs-m131.html

PREPARATION

1. Copy each of the images of the 8 automobiles listed in the Appendix for each student group.
2. Place each of the 8 images in a file folder for each group.
3. Copy Handout 1.1 for each group.
4. Copy Handout 1.2 for each student.
5. Make enough copies of the Article “Gasless Days Are Here Again” so that each student will receive a section of the article.
6. Make a transparency of Handout 1.3 or project it on an LCD projector. “Cars decorated with flags jammed on 6th Street and Broadway in a peace celebration of the war’s end, November 11, 1918.”

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ACTIVITIES

1. Students, in groups of four, are given a file folder of photo images of automobiles from 1900-1970 and asked to put the photos into chronological order using contextual clues.
2. Students complete Handout 1.1 when completing the sequencing activity.
3. The class reviews the correct order of the cars.
4. Teacher introduces the rationale of the lesson to the students.
5. Students are introduced to the reading strategy called SOAPS + S.
6. Distribute Handout 1.2 to each student.
7. Pass out a different section of the reading to each of the students.
8. Students group themselves according to the section that they have been given.
9. Students, once they are grouped together, use SOAP + S to read the article.
10. Hold a class discussion centering on the article by reviewing SOAPS + S for the article.

ASSESSMENT

1. Project the transparency of Handout 1.3 to the class. Ask students the following questions:
   • What do you see?
   • Describe what is happening in the streets?
   • Why do you think all these cars are in the street?
   • Why might these people being celebrating?
   • How might these Angelinos have played a role in winning the war?
2. Ask students to create a Lickert scale in their notebooks ranging from 1 to 10 with 1 representing least effective and 10 representing most effective. Students, using the article, rank the effectiveness of gasoline rationing during World War I. Students write a 2 to 3 sentence statement to support their rationale.

EXTENSIONS

1. Students using the articles can create a pamphlet for motorists on actions to be taken to save gasoline during World War I.
2. Students can create a Line Graph plotting the data for the average cost of gasoline between the years 1910-1920 and 2000-2008 to visualize the difference in price between then and now.
BIBLIOGRAPHY


Online Images:
“Automobile parked on a desert road, ca.1910.” 1910.
http://digarc.usc.edu/search/controller/view/chs-m11718.html

“Cars decorated with flags jammed on 6th Street and Broadway in a peace celebration of the war’s end,
November 11, 1918.” 1918.
http://digarc.usc.edu/search/controller/view/chs-m131.html

http://digarc.usc.edu/search/controller/view/chs-m12913.html

“Exterior view of the A & P Market and Thrifty Drug Store at Sunset and Fairfax from across the street,
ca.1940.” 1940.
http://digarc.usc.edu/search/controller/view/chs-m1353.html

“Man in a suit standing next to an open-air automobile, ca.1920.” 1920.
http://digarc.usc.edu/search/controller/view/chs-m11700.html

“Olvera Street, showing an automobile, ca.1930-1939.” 1930/1939.
http://digarc.usc.edu/search/controller/view/chs-m3889.html

Puck, Gates. “First automobile parade in Los Angeles, sponsored by the Los Angeles Automobile Club,
looking east on Sunset Boulevard, 1904.” 1904.
http://digarc.usc.edu/search/controller/view/chs-m11690.html

“View of Hollywood Boulevard at Wilcox Avenue, showing automobiles and Karl’s Shoes, 1953.” 1953.
http://digarc.usc.edu/search/controller/view/chs-m3402.html

“View of Wilshire Boulevard from a car showing the May Company building, April 28, 1964.” 1964.
http://digarc.usc.edu/search/controller/view/chs-m1399.html
APPENDIX

“Automobile parked on a desert road, ca.1910.” 1910.
http://digarc.usc.edu/search/controller/view/chs-m11718.html

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“View of Hollywood Boulevard at Wilcox Avenue, showing automobiles and Karl’s Shoes, 1953.” 1953.
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“View of Wilshire Boulevard from a car showing the May Company building, April 28, 1964.” 1964.
http://digarc.usc.edu/search/controller/view/chs-m1399.html

AUTO CLUB RESOURCES

HANDOUT 1.1
AUTOMOBILE IMAGE SORT

TASK

1. You have 8 images of automobiles from the University of Southern California Archives in your folder. Decide as a group their chronological order.

2. What evidence do you have in the images to support the order that you have placed them in?
1. Critical Reading Strategies for Analysis of Documents
   - SOAPS + S
     S=Subject: What is the document talking about?

O=Occasion: What was happening at the time the piece was written, what was going on in the author’s life?

A=Audience: Who is being spoken to, how does the audience affect the approach of the author?

P=Purpose: What type of action or reaction does the author want the audience to have?

S=Speaker: Who is doing the speaking or the writing?

S=Significance: What is important about the document?
“Cars decorated with flags jammed on 6th Street and Broadway in a peace celebration of the war’s end, November 11, 1918.” 1918.
From the University of Southern California Libraries Digital Archive
http://digarc.usc.edu/search/controller/view/chs-m131.html