



## **Helping on the Homefront: How Americans Responded during World War 1**

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This curriculum unit is recommended for 4<sup>th</sup> Grade, STREAM, Media or Technology Special Area.

**Keywords:** World War I, War Effort, Women, Children, Herbert Hoover, Food Administration, Belgian Children, Teachers, Food Pledge, Victory Garden, US School Garden, Soldiers, Homefront, Veterans' Day, War Mobilization, N.C. Digital Learning Standards

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit.

### **Synopsis:**

In this unit, students will explore the responses to World War I that people had in America and in Belgium from 1917 – 1919 and before the USA declared war from 1914-1917. This inquiry unit is based on the essential question, “How did people contribute to the war effort or to war mobilization and respond in America to the changes that occurred during WWI?” Using primary and secondary sources, students will study the responses of the American people to the WWI Effort. They will examine the impact that World War I had on everyday life in America including how women went to work in public or voluntary jobs and how school children and adults conserved and created food and materials. Their food conservation efforts provided more supplies to send to the war front in Europe and to Humanitarian Relief through Herbert Hoover’s Belgian Relief Fund.

Students will explore messages to Americans who would have lived in 1917-1919 through propaganda posters created during WWI by the US Government. The posters encouraged volunteering to help on the homefront and to conserve food. They will read an article about Farmerettes, a portion of an essay by a teacher, a U.S. School Garden manual produced by the US Government, letters from Belgian children to Americans and a picture book about how the poppy flower became popular as a way to pay tribute to soldiers who had valiantly served their country. They will respond in a variety of digital formats such as Google Jamboard, Google Drawings, Google Slides, Flipgrid videos, Scratch coding program and Makey Makey kits.

*I plan to teach this unit during the coming year to 200 students in my eight 4<sup>th</sup> Grade Classes which I see once a week as a Special Area Teacher.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

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### **Rationale**

In our digitally enabled classrooms, whether it be during remote learning from home or from a traditional brick and mortar classroom, students should be provided with an education that will lay the foundation for being engaged, productive and successful in college and/or careers. In my curriculum unit, I wanted to build a series of lessons that would allow me to teach the new North Carolina Digital Learning Standards (NCDLS) which provide the “must have” skills that students need in a modern age. The N.C. State Board of Education and the N.C. Department of Public Instruction adopted the International Society for Technology in Education’s Standards for Students, now known as the NCDLS, which went into effect in the 2020 – 2021 school year. They provide teachers with a framework and a path that will lead students to build critical thinking skills while creating, collaborating and communicating in and through digital formats. Inquiry and design-thinking learning opportunities are embedded into the standards as a way to empower students’ voices. My students will have the experience in this unit of developing as a Knowledge Constructor, Innovative Designer, Empowered Learner, Computational Thinker, Global Collaborator and Creative Communicator, which are the foundation of the NCDLS.

This unit promotes investigation into the American experience of helping on the home front during WWI. In this unit, I want to accomplish the goals of helping my students curate information from digital resources that will allow them to demonstrate meaningful connections or conclusions. They will be able to create and remix digital resources into new creations that communicate complex ideas clearly and effectively. As they publish and present content that has their message customized for their audience, they will feel more confident to use technology responsibly and creatively.

Before studying the response of Americans to WWI, I had never considered the impact that the war effort had on the United States, specifically how Americans answered the call to serve their country even without enlisting in the military. The response of women to participate in jobs that had previously been filled by men was critical to the economy and to the creation of materials and food needed for Americans both at home and for soldiers in Europe. In order to have wheat, sugar and meat to send to soldiers and starving Belgians, Americans conserved food or grew their own food in Victory Gardens while teachers and school children developed US School Gardens at school which produced food. The children of Belgium sent letters to thank the US for their generosity during the WWI crisis when the USA provided critical food for their country. Because of the effort of millions of Americans, the soldiers, the Belgian people and others in Europe were helped and the American economy functioned well.

When we discover how the people of America responded with compassion to help their country during a crisis and to assist in feeding their own troops as well as Belgians who were starving, it creates a strong message that Americans did the right thing to help during WWI. In modern times, we are also faced with decisions to offer humanitarian assistance through charitable organizations. By studying how people responded to what they were being asked to

do during WWI, students will walk away at the end inspired to continue to do the right thing to help others.

I would like to show my students opportunities to help others in our city with coat drives such as “Steve’s Coats for Kids” or Food Drives. I will show how our local Samaritan’s Purse organization in Charlotte encourages people to send gift boxes to children in need around the world through Operation Christmas Child. I believe that when they hear about how the Belgian children who received food from the USA thanked the children of the USA in letters, it will help them realize that our efforts to support and come alongside others make a lasting impact. They will be able to look for ways to contribute in a meaningful way in our local community and in the world. I will encourage them to find charities or relief organizations that they and their families could support to extend the learning.

Finally, as an American teacher, I believe that it is admirable to instill in America’s youth the values of hard work, perseverance, commitment and strength, all of which manifested themselves in men, women and children during WWI. By noticing the work of Americans both overseas and on American soil during WWI, we nurture an appreciation of those who’ve gone before and made a difference in the lives of many people. The contribution of not only Americans on the home front but of servicemen and women can be observed in this unit. Students will also see how one American woman began a movement to honor and support American service people through the wearing of a poppy flower. My rationale includes the idea of honoring America’s Veterans for their sacrifice and for acknowledging the efforts of many individuals who kept America going strong during WWI.

## **Demographics**

I am the K-5 STREAM Teacher at Elon Park Elementary School in the southern part of Charlotte, NC in the Charlotte Mecklenburg Schools. I have taught at Elon Park Elementary since it opened 14 years ago. During the 13 years prior to opening Elon Park Elementary School, I taught third grade in the Charlotte Mecklenburg Schools, in Raleigh, NC and in Greensboro, NC. During my first six years at Elon Park, I was a 4<sup>th</sup> Grade teacher. For the past eight years, I have been the Technology/STREAM Teacher.

I am one of the Special Area Teachers known as Connect Teachers and teach each K-5 class once a week for 45 minutes. Each 4<sup>th</sup> grade class has around 25 students. Although I plan to conduct this unit with my fourth grade classes during a period of nine weeks in the Fall (October-November), this unit plan could easily be adapted for a shorter span of three to four weeks if a fourth grade classroom teacher completed two lessons in a week.

My experience as a classroom teacher to third and fourth graders before becoming the STREAM teacher informed my curriculum unit planning. As a result, I have provided resources that build background knowledge for students which they will use to build and enhance their comprehension of a variety of texts. Now that I am a Special Area Teacher, I still see myself as a reading coach who engages students with metacognitive reading strategies, and then equips them to apply new understandings with tasks that use technology tools.

The teacher who facilitates this unit will need to be familiar with many technology tools that will be used to deliver instruction and to create projects that will involve Google Drawings and other digital creation tools. Teachers will need to feel comfortable using a learning management system such as Canvas or Google Classroom where they will place digital resources. The needed technology tools are outlined in this unit. If teachers aren't familiar with these tools already, the lessons in this unit will guide teachers to see how I used them which will scaffold the process for others.

In my opinion, this unit is best suited for either a fourth grade teacher, a Media Specialist teaching fourth grade or a Technology/STREAM teacher teaching fourth grade. A classroom teacher could implement this unit over a period of three to four weeks while a Special Area teacher would need to stretch the unit out over an entire nine weeks since most Special Area Teachers at the Elementary School level see their grade level classes once a week. Each student will need their own digital device such as a Chromebook or iPad.

Our school enrollment is 1,096 students in grades K-5. Our school demographics are as follows: White 44.5%, Asian 37.6%, African American 6.9%, Hispanic 8.7%, Multi-Racial 1.8, American Indian .3%, Pacific Islander .2%. Our school has a supportive PTO who raises money for educational supplies and programs to develop school initiatives and build experiences to foster whole child development.

During the first 14 years of Elon Park's existence, there has been a culture of helping the larger community from within the efforts of our students and their families. Our students participate in an annual Canned Food Drive and Toy Drive to support our sister school in the Charlotte Mecklenburg Schools. Our students and their families donated for many years to causes such as the Leukemia and Lymphoma Society in their "Pennies for Patients" fund raising drive. In addition, twice as a school wide project, our students have packed bags of rice to give to people with great need for food in Charlotte and around the world by partnering with the Servants With A Heart charity. Fifth graders have created blankets for those staying at the local Ronald McDonald House while their child is being treated at Levine Children's Hospital. Supporting others in our community has been a hallmark of our school's existence.

This unit will introduce the idea of how Americans helped and supported soldiers and Belgians who were in the World War I crisis. By reading primary and secondary sources, students will construct an understanding of what life would have been like at the time of WWI for Americans and Belgians and notice that although it was over 100 years ago, we can be inspired to help those with needs around the world in our time. Since our students have participated in local charitable efforts sponsored by our school, this unit will encourage them to consider how they could support broader charitable efforts within our state, country and world.

**Unit Goals** - See *Appendix 1: Teaching Standards* for details.

In my fourth grade unit, students will explore an Essential Question: "How did people respond in America to the changes that occurred during WWI?" Students will be able to interact with primary and secondary sources to understand propaganda and to see the effects of the military and humanitarian aid provided to American soldiers and to Belgium. They will use digital

learning standards to authentically represent their thoughts and to create culminating projects that meaningfully apply their understanding of this unit.

Students will analyze examples of how people helped on the American homefront during WWI. During this unit, I would like for my students to analyze primary and secondary sources such as propaganda posters, articles and essays. Students will explore digital resources in Canvas to locate research and determine project guidelines. Resources could be placed in Google Classroom, Canvas or other Learning Management Systems.

By discussing an article called [“What Shall We Teachers Do?”](#)(p.210-211) in a Socratic Seminar format, they will refer to the text to support their ideas about solutions to support the war effort. They will create a variety of written responses/reflections in digital formats using the [www.Edji.it](#) website where articles will be placed. They will become co-editors of a Google Jamboard filled with questions developed from the SEL Jacob’s Ladder framework on Facing Adversity to promote critical thinking about text we read. They will discover how women, men and children responded to WWI mobilization and the war effort in America.

In order for my students to develop application of their learning, I would like to provide opportunities for them to create Google Drawings of ways that American people helped during WWI. Students will take on the role of a person living during WWI and design a replica of a US School Garden in a Google Drawing based on directions in the US Garden Manual. They will develop other Google Drawing posters to show ways that Americans helped and share these posters in a Padlet website which will display all of their posters in a Gallery format.

They will write descriptions of how Americans helped and include them and their Google Drawing posters in a mock Netflix series. They would make a copy in their Google Drive accounts of a Netflix Series Google Slides template and then add their Google Drawing images that would be saved as JPEG images. Later, they will share their Netflix series slides in Flipgrid and provide feedback to their classmates about their project.

They will be introduced to making three scene comic strips using [www.storyboardthat.com](#) and create scenes showing how humanitarian aid was provided during WWI by Americans to soldiers and to Belgians.

Since the unit will take place prior to Veterans’ Day, it will be appropriate to share the origin of Veterans Day, which began as Armistice Day, and then became Remembrance Day in the United Kingdom to honor those whose lives were lost in WWI. Americans were inspired by Remembrance Day and created Veterans Day along with the Tomb of the Unknown Soldier to honor our fallen military heroes. Students will virtually visit the Flanders Field Memorial in Belgium. Since the red poppy flower is known to have grown in the soil of Belgium, most notably in Flanders Field, students will read “The Poppy Lady” which describes the true story of Moina Belle Michael’s tribute to soldiers through the wearing of poppy flowers on lapels, then create a Veterans memorial or design that incorporates the poppy flower.

After learning to do simple coding at the Scratch website, students will create a coding program to program characters who would represent Americans who helped on the homefront during WWI. They will create an American who would have lived in 1918 out of cardstock or

other art supplies then they will connect their person to a Makey Makey Kit and the Scratch programming site. When they press buttons from Makey Makey that are hooked on the person made from cardstock, the Scratch program that they have created will cause the person to talk. They will have recorded their voices in Scratch to make the character come to life. This type of digital storytelling will expand their understanding of how computer programming can be used to share historical information in an innovative way.

#### **Culminating Project Ideas:**

1. You are an historian. Using your knowledge gained in this unit, how can you educate Charlotteans on how Americans helped on the Homefront during WWI through a Scratch coding project and Makey Makey kit project? (Students will participate in a coding activity to direct a computer-assisted device to complete simple tasks. Students will participate in hands-on making activities that enable them to apply their knowledge such as creating a cardstock replica of an American who helped on the homefront.)
2. You are an actor or actress. Pretend to be a person living in Charlotte during WWI. Create a script using a Simulated Journal Entry that would share how you helped the war effort while living in America during WWI. Record your script in a Flipgrid Video.
3. You are an historian. Using your knowledge of how Americans helped on the Homefront during WWI, how can you describe the following in creating a Netflix series on “Helping on the Homefront”? (Students will represent data in various ways to facilitate problem-solving and decision-making. Ex. Creating Google Drawings and Google Slides with the Netflix Template with information they’ve learned about responses from Women, Teachers, Children, and the US Government during WWI. Students will copy a Netflix template to create a project where they plan episodes to show how Americans helped on the Homefront during WWI and how Americans can still help today with humanitarian efforts.)
4. You are an American who helped on the homefront. Create a simulated Journal in a Google Doc about how you helped the war effort. Create a comic strip to share how you as an American helped on the homefront in WWI using [www.storyboardthat.com](http://www.storyboardthat.com). You will take a screenshot of the comic and place it in a Google Slide show.

#### **Content Research:**

##### **Introduction**

After World War 1 began in 1914, the United States remained neutral until 1917. Once the US joined the Allies to defeat the Central Powers, American soldiers were needed to create an army. Since there was no radio or TV at this time, propaganda posters, newspaper advertisement, public speeches and church sermons became an effective way to communicate and pull on the emotions of regular Americans to become involved in mobilizing manpower and resources.<sup>1</sup>

In 1917, after the US declared war on Germany as an Associated Power in World War 1, life changed for women, men and children in the United States. In order to build an army, the US passed the Selective Service act in 1917 as a way to recruit soldiers since they were not joining

voluntarily. The US Government responded to the need to train American soldiers by constructing military bases around the United States including Camp Greene in Charlotte, NC. <sup>2</sup>

When men enlisted or were drafted into the US military force, women out of necessity picked up where the men left off if they were permitted to do so once the men left for military training camps. Even though the war occurred thousands of miles away, Americans were swayed through propaganda posters to conserve wheat, sugar and meat to allow these items to be sent to the US Soldiers and to help in providing food for Belgians who were trapped geographically from receiving supplies by British war boats and could not grow or acquire food by themselves.

Americans in the early 1900s did not keep soldiers trained up and ready to fight as we do today which meant that the US had to build an army, a modern army that could use modern weapons and strategies. This meant creating training camps around the US in 1917, many of them being temporary camps. The US government assessed locations around the country for cities that could become military bases including Charlotte. While men enlisted and left their families to go to fight in WWI, the military bases were erected in record time to accommodate the soldiers. To prepare for WWI, the American soldiers, women and children had to rise to phenomenal challenges.

### **The Response of Women to help on the Homefront and on the War Front**

During World War 1, American women stepped into action just as their male counterparts did.<sup>3</sup> New opportunities presented themselves to women in the form of jobs that had previously been held by men who were now going off to war. More than 11,000 women enlisted in the Navy and held jobs such as nurses and clerical jobs. French speaking American women served in the Army Signal Corps to translate messages. The volunteer or compensated work that women did on American soil or in Europe during the war elevated respect for women and supported the Women's Suffrage movement.

Some women volunteered their service through the YMCA, YWCA, Red Cross or Salvation Army.<sup>4</sup> Through the volunteering of women who worked with the YWCA and the Women's Committee of the Council of National Defense (WCND), war work began as they raised money for the American Red Cross and for the Liberty Loan Defense funds.<sup>5</sup> Some of these women organized a special place at American military bases known as "Hostess Houses" where they would provide a place for families of soldiers to stay if they came to visit and provide soldiers with leisure and recreational activities such as reading or would teach soldiers to read. Because women served as volunteers on military bases in YMCA Hostess Houses or in raising funds in Liberty Bonds, they supported overall war effort.<sup>6</sup>

Posters requesting women to volunteer in the service of their country began to appear and convince women of how they could do their part at home during the World War 1 years when the USA was involved between 1917 – 1919.<sup>7</sup> Images of Uncle Sam with chalk in hand to write women's names on a blank black board in an Honor Roll list evoked pride in women for stepping up to serve their country in service organizations.<sup>8</sup> In an effort to wake up America from her sleep and call women to help in capacities that would help the economy during WWI, posters showed an American woman dressed in American flag colors, asleep.<sup>9</sup>

As millions of men enlisted in the American military, their jobs were left vacant. Women began to fill in the gap by participating in those jobs in manufacturing, transportation, office work and farming while also managing households. Four thousand women were hired by the Pennsylvania Railroad Company in 1917 and 1918 due to the need for workers since many of the men who had previously worked there had gone to war. Other women worked in ammunition factories where they manufactured artillery and were surrounded by gun powder and toxic fumes which would turn their skin yellow over time.<sup>10</sup>

The US Government wanted to recruit young women without children to care for to help the war effort. Propaganda posters decorated American cities where they called on American women to serve as nurses at home and abroad during WWI.<sup>11</sup> The National League for Women's Service supplied radio operators, nurses and ambulance drivers in Europe where they would also set up field hospitals. Over 21,000 nurses had enlisted in the American military and 10,000 served overseas during World War 1 from 1917-1918. Very few women were involved with trench warfare, but often served near war zones to help in any way.<sup>12</sup> It is also worth noting that the women who volunteered to help were mostly white young women whose parents could afford to send them to help.

The Women's Land Army of America was created in 1917 after being modeled after a British women's farming program and enlisted 20,000 American women known as "farmerettes" who worked as farmers to plow land and harvest food while the men who had previously worked on farms no longer were present.<sup>13</sup> Propaganda posters showed women rising to the occasion to plow fields and do their part to run farms in the absence of the men who had enlisted in the army.<sup>14</sup> Women saw posters that compared them to Joan of Arc who saved France which pressured them to purchase stamps to support the war effort.<sup>15</sup>

The farmerettes were typically white, middle class, non married women who were in college but left college to keep America's farms alive and well. They lived in communal housing and worked on farms to plow, plant, tend the plants and harvest the crops while being trained for these jobs. Standard work hours and pay were arranged which was an advancement in women's rights for the time. They learned to use equipment and were well received by other farmers' families as well as loved by the media. Since many of the farmerettes were a part of women's suffrage movements before the war began, their role in aiding their country elevated their cause of having equal voting rights as men.<sup>16</sup> After the war, the 19<sup>th</sup> amendment solidified women's right to vote after the nation viewed the leadership and effort that took place on the homefront in the many capacities that women filled.

Women contributed to war mobilization by finding other women who would also support efforts to conserve food. There was no food rationing in America during WWI but Americans were encouraged to conserve food.<sup>17</sup> America's first Food Administrator and later president, Herbert Hoover, insisted that food would win the war since America had food resources that could be sent to people who were starving in Belgium or France due to WWI.<sup>18</sup> Once the USA joined the war in 1917, Americans were encouraged to take the Food Pledge to conserve food so that it could be sent to the Allied forces and countries like France and Belgium whose food supply was cut off from warships.<sup>19</sup> Not all Americans signed the Food Pledges after America joined the war because Americans do not like being told what to do, especially by their



government, but around 14 million households did sign it. The Food Pledges were more popular in regions such as the South and Midwest. It was regarded as patriotic to sign a Food Pledge to conserve food once America joined the war.<sup>20</sup>

### **A Teacher's Thoughts on Getting School Children to Help with War Efforts/US School Gardens**

In a 1917 professional journal for teachers called the *Training School Quarterly* in North Carolina, a teacher composed an essay known as "What Shall We Teachers Do?" In this teacher's opinion, students should be encouraged to, "collect scrap metal, food, bandages and other raw materials, to sell war bonds, and to plant gardens and then can the produce."<sup>21</sup> Teachers in schools began to organize school children to conserve food and plant gardens that came to be known as US School Gardens. School gardens were already planted at some schools, but the war made them more significant and added more importance to them. Specific US Garden Manuals produced by the government advised children as to how to prepare their gardens. Organizing students into School Garden Armies became a part of the homefront mobilization.<sup>22</sup> There are excellent examples of School Garden Army manuals that detail specific types of plants and how to grow a School Garden.<sup>23</sup>

Teachers encouraged their American students to sing songs that would instill national pride and patriotism. These older patriotic songs about democracy which children sang included "America," "Yankee Doodle," "The Star-Spangled Banner," "La Marseillaise" (the French National Anthem). The newer songs written during the WWI crisis were "We're Going Over," "Over There," "What Kind of an American Are You?" and "If I had a Son for Each Star in Old Glory."<sup>24</sup> The new songs' themes were about enlisting in the military to fight the "The Hun", or the German enemy at the time.

### **"Food Will Win The War" Propaganda**

As a way to help the war effort, propaganda directed at school children made them feel as if they must do what they could to supply more food like wheat for the soldiers and food for the starving Belgians and Northern French whose fields were not planted or harvested due to war.<sup>25</sup> Propaganda posters encouraged all Americans to plant seeds which could produce food, provide needed nutrition for them and allow them to sell the produce to buy War Bonds to support the War.<sup>26</sup> Some propaganda, especially food and volunteer service posters, were aimed at women who would often be the ones preparing food while propaganda aimed at men aimed to sway them to support the war effort by enlisting and not allowing evil to prevail.

While soldiers were giving their lives on the battlefields in Europe during WWI, Americans saw propaganda posters that pled with them to shorten the war by conserving food and only using resources that they needed.<sup>27</sup> Charlotte, NC residents joined other American cities on January 21, 1918 in one of 10 Heatless Mondays to conserve fuel that would be sent to troops.<sup>28</sup> Instead of preparing food that required flour from wheat, Americans began to use corn and cornmeal to prepare muffins and meals.<sup>29</sup> Some Americans planted their own gardens which came to be known as Victory Gardens where they would grow their own food.<sup>30</sup> Eating less meat, wheat, sugar and fats meant that more food products could be sent to soldiers and people in

Europe who needed food assistance.<sup>31</sup> Meatless Monday and Wheatless Wednesday became the Food Administration's call to conserve meat and wheat and patriotically participate once America joined the war in 1917.<sup>32</sup> Americans who wanted to support their sons overseas or who wanted to help the Allies would have seen these actions as sacrifices. Some Americans, however, may have been persuaded to conserve food through the propaganda or through social pressure.<sup>33</sup>

### **Humanitarian Food Effort to support starving Belgians and American Soldiers**

Once America entered WWI, not only did Americans conserve food and supplies to help starving people in Belgium, but they also began to see their effort to mobilize food as a way to support American military troops stationed in France. Moving from a charitable position in giving which aided innocent people to a necessity position to help soldiers have food gave Americans a reason to do without to help the soldiers who must be fed to have the strength to fight the enemy.

Americans believed that humanitarian assistance should be in place to help those affected by WWI in Europe. Doctors and nurses volunteered to go to war to help people. Policy makers understood that humanitarian intervention was good to keep morale up and benefitted diplomatic relationships. America is portrayed as a savior through the financial giving to humanitarian causes in Belgium. America in propaganda posters was depicted as a Woman or Uncle Sam saving the people of Europe which encouraged domestic support. Some Americans may not have completely supported the war itself but most of them would support the humanitarian aid and relief.<sup>34</sup>

Relief agencies raised money that purchased food, medical supplies and clothing for American soldiers, European soldiers and European civilians. Not only did the US Government's Commission for Relief in Belgium mobilize food for Belgians but other agencies provided much needed aid in Europe such as the American Committee for Armenian and Syrian Relief, the American Relief Administration and the American Red Cross.<sup>35</sup>

The War Council in the USA was developed to manage the American Red Cross to help deliver aid as a part of military care. By the end of the war, one third of all Americans had given to the American Red Cross to benefit the soldiers.<sup>36</sup> Americans viewed the American Red Cross as equipped and ready to administer aid and relief on behalf of the U.S. Government.<sup>37</sup> Compassionate care was provided by the American Red Cross to soldiers and people affected by WWI.

Belgium was positioned between Germany and France. During WWI, Germany invaded Belgium thinking that they'd march through it to get to France and conquer France but Belgium fought back. English ships would block food from entering Belgium in an effort to block food from getting to Germany, but Herbert Hoover, the head of the US Food Administration, arranged shipments of flour in flour bags to be delivered to starving Belgians through Holland.<sup>38</sup> Before the US entered the war in 1917, Hoover had organized the flour bags to be shipped into Belgium to help the starving residents. After the US enters the war and is no longer neutral, the food is also needed to support the American soldiers who are fighting in the trenches in France.<sup>39</sup>

While the US was still neutral from 1914 – 1917, food and thread was sent from America in bags with special labels then the Belgian people would embroider thank you messages to America on the bags before the bags were sent back to America.<sup>40</sup> Belgians created beautiful lace designs using the thread from the USA and sold it to America and other European countries to earn money.<sup>41</sup> The Belgians survived because of the humanitarian assistance of the American people.<sup>42</sup> Belgian children wrote letters thanking the US children for sending food to them.<sup>43</sup> Under the leadership of Herbert Hoover, 9 million people in Belgium and France did not starve during WWI.<sup>44</sup> During a five year span between 1914 to 1919, food was provided to Belgium and France which caused Herbert Hoover to be seen as a Great Humanitarian.<sup>45</sup>

## **Conclusion**

In each of the responses of women to answer the call to work in the American economy, of teachers to instill food conservation and of children to build US School Gardens, they portray people who empathized with the needs of their own country and of the well-being of soldiers and people suffering from hunger. When the government built military camps to train American soldiers, it accomplished its purpose while also creating lasting changes to cities. The desire of American women, men and children to pitch in and do their part helped win the war from American soil. Their response was to support their country and its effort to reposition its human resources, the soldiers, and to feed starving Belgians.

## **Instructional Implementation: Teaching Strategies**

*Anchor Chart about Media Literacy:* At the beginning of the unit, I will create an anchor chart to spotlight information that is important to remember about Media Literacy to help students analyze the messages of propaganda posters. I will make this chart available by posting it on the wall or in our online learning platform of Canvas.

*Thinking Maps:* Students can also create Thinking Maps such as a Circle Map on a Digital Whiteboard collaboratively using Google Jamboard after reading and reflecting on text and images that they will see.

*Discussion Groups:* At some points, students will work in discussion groups while analyzing a primary or secondary source. The purpose is to allow them to analyze propaganda and texts that inform our Essential Question. They will discuss strategies they want to use for their own culminating project in discussion groups.

*Socratic/Paideia Seminar:* Students will participate in a Paideia Seminar to discuss “What Shall We Teachers Do?” article. Preseminar work will be watching 5 minute video about how Women Responded during WWI, discussing how Propaganda posters’ messages influenced people to participate and help with the war effort, and how discussing how Farmerettes worked on farms while men went off to war to be soldiers). Students will respond by creating Sticky Notes in Google Jamboard about how the teacher’s solutions would work then they will create a Google Drawing about their favorite solution. An extension could be done with the Art teacher in an embroidery type project.

*Digital Tools:*

[www.wakelet.com](http://www.wakelet.com) for collection of propaganda posters

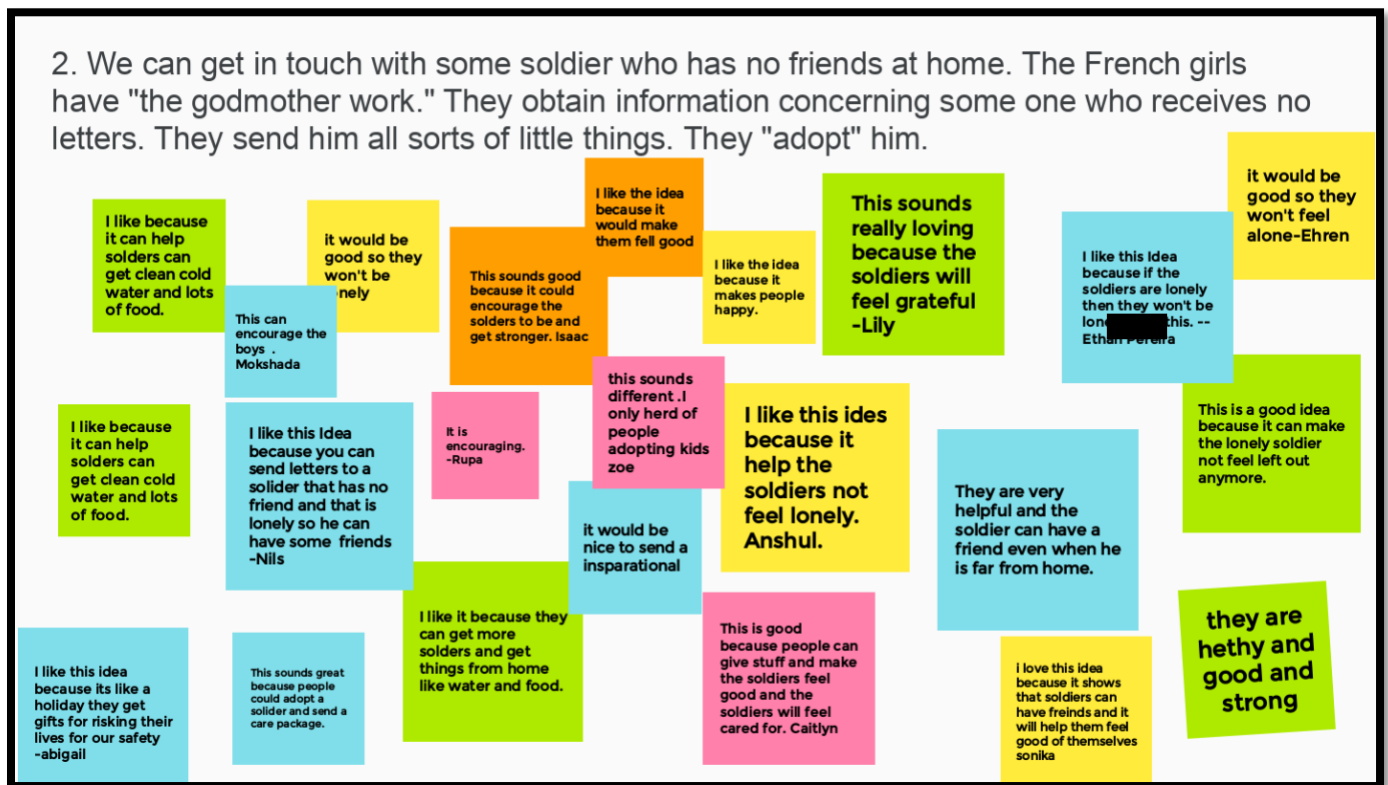
SEL Jacob's Ladder framework on Facing Adversity and Challenge (See p.10-11 of [Affective Jacob's Ladder Reading Comprehension Program: Social-emotional Intelligence](#))

[Google Jamboard](#) for discussion of text at [www.jamboard.google.com](http://www.jamboard.google.com)

[Edji.it](#) website to discuss Farmerette article.

Paideia Seminar to discuss ["What Will Teachers Do?"](#) article and use of Edji website for students to do inspectional read starting at p.210 and add comments to it.

Example of Google Jamboard Sticky Note responses to questions from the "What Shall We Teachers Do?" article (See more in Appendix 5 – Samples of Students Responses on Google Jamboard):



[Google Drawings](#): See Appendix 6 for examples of Google Drawings

[www.Flipgrid.com](http://www.Flipgrid.com) – A website where students can record their responses to questions in a video format.

Free Coding Program for Elementary School known as Scratch at <https://scratch.mit.edu/> where students will program a character to talk in speech bubbles as they learn more about Americans' responses to the war effort.

[Makey Makey Kits](#) (at least 5 kits) - Optional

See the lesson based on the “Doll-E” book to see how to make a cardboard style person, make it talk with Scratch coding program and attach it to Makey Makey:

<https://www.instructables.com/Making-and-Literacy-With-Doll-E-10/>

Simulated Journal Entries in Google Doc – Students will pretend to be one of the people groups such as a woman, a child, a teacher or other American and write about their experiences from 1917 – 1919 as a part of the WWI Effort in the United States.

Comic Creator website at [www.storyboardthat.com](http://www.storyboardthat.com) or [www.makebeliefcomics.com](http://www.makebeliefcomics.com)

These websites allow students to build multi scene comics with predesigned characters and settings where they include dialogue in speech bubbles.

#### *Unit Goal Timeline with Assessment:*

There are nine lessons in this curriculum unit. They could be taught weekly in a remote environment or weekly in a face to face environment with a STREAM Teacher, Technology Teacher or Media Specialist. If a fourth grade teacher is teaching this unit, it could be taught daily. More time could be needed past the nine lessons for students to independently create their final end of unit projects.

Informal Assessment will occur as student contribute to the digital questions in the Edji website, in Google Jamboard and as they create their Google Drawings. The teacher will look to see that students understand the lesson objectives through their participation in discussions, Jamboards and Google Drawings. Students could give each other feedback within Padlet if the commenting feature is turned on by the teacher. (Proper digital etiquette should be modeled for students by the teacher. The teacher will emphasize and expect appropriate comments when leaving comments in Padlet or in adding comments to a Google Jamboard. The teacher could choose to limit the time that students will have to comment on a Google Jamboard and change the settings from Editor back to Viewer at the end of an announced period of time.)

Formal Assessment will occur at the end of the unit when students choose one of four choices to apply their learning in a digital platform.

#### **List of Materials for Classroom Use**

This unit will allow teachers to place digital links to articles, Google Jamboards and assignments in a digital Learning Management System such as Canvas or Google Classroom.

Students will need to use Chromebooks or other laptop computers and be signed into their school based Google accounts to access Google Jamboard, Google Drawing, Google Docs and Google Slides for assignments in this unit. If students’ parents have signed a release form from CMS that will allow them to use Flipgrid, then they can login to their CMS Google Accounts to access a CMS teacher’s Flipgrid that will be created so that students could read a simulated journal into Flipgrid.

Teachers will use web resources listed below in the Teacher Resources.

Makey Makey kits could be purchased with school funds. Even if you could purchase one kit for \$50 with school funds, it would allow students to hook up their WWI person/doll that they'll make to the Scratch coding platform by connecting the Makey Makey to the Chromebook. The dolls could be made using shapes of a person cut out of paper and glued to wooden clothespins.

### **Resources for Students**

Canvas or Google Classroom Learning Management Systems will be the place where teachers place links for students to explore in this unit.

Anonymous, "What Shall We Teachers Do?" *Training School Quarterly*, 4:3 (1917): 208-211. Documenting the American South. University Library, The University of North Carolina at Chapel Hill, 2002. <https://docsouth.unc.edu/wwi/teachers/teachers.html> This is an essay by an anonymous teacher in 1917 who suggested solutions on how he or she and school children could help in the war effort.

Google Jamboard – Google Jamboard is a part of the Google Suite of Tools. Students have to be logged into their School based Google Account to use Jamboard. It allows you to add Sticky Notes to respond to teachers' questions.

[www.Wakelet.com](http://www.Wakelet.com)

PBS Learning Media Videos about WWI and about the Belgian Children's response to food aid linked in Lesson Plans

Britannica Website and video to provide context of the amount of countries involved in WWI linked in Lesson Plans

Library of Congress Propaganda posters from WWI to convince Americans to help the war effort linked in Lesson Plans

Library of Congress Food Conservation Propaganda posters from WWI linked in Lesson Plans

US School Garden Guide

Websites with historical articles such as the Farmerette Article and the "What Will Teachers Do?" article linked in Lesson Plans

[Doll-E website](#) to show how to create a cardstock person and hook it to the Makey Makey and Scratch coding program

Rubrics: A rubric will guide students as they create responses and their final project. See Appendices 2 - 4 for Rubrics.

## Digital Resources for Teachers

Canvas or Google Classroom Learning Management Systems will be the place where teachers place links for students to explore in this unit.

<https://www.loc.gov/collections/world-war-i-posters/?fa=subject%3Afood+supply&sp=2> – This Library of Congress website shows collections of WWI propaganda posters about conserving food.

Anonymous, “What Shall We Teachers Do?” *Training School Quarterly*, 4:3 (1917): 208-211. Documenting the American South. University Library, The University of North Carolina at Chapel Hill, 2002. <https://docsouth.unc.edu/wwi/teachers/teachers.html> This is an essay by an anonymous teacher in 1917 who suggested solutions on how he or she and school children could help in the war effort.

*North Carolinians and the Great War: the Impact of World War I on the Tar Heel State*. A Digitization Project. Electronic ed Chapel Hill, NC: Academic Affairs Library, University of North Carolina at Chapel Hill, 2002. <https://docsouth.unc.edu/wwi/index.html> This digital collection provides an overview of how North Carolinians were involved in WWI.

*Documenting the American South* (DocSouth) contains materials that are protected by federal copyright law.

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[www.edji.it](http://www.edji.it) – This website allows you to place an article in it and pose questions throughout the article to which students will respond. Students can tap anywhere on the article to stop and jot ideas. There is a feature known as Heat Vision which you can activate to show students all of the comments that have been made on the article and see popular locations of comments.

[www.flipgrid.com](http://www.flipgrid.com) – Flipgrid is a website that allows students to click on a code that a teacher makes then record themselves talking or showing their computer screens. For children under 13 in the Charlotte Mecklenburg Schools, parents have to sign a waiver for students to use Flipgrid in addition to the CMS Technology Agreement which is sent at the beginning of each school year. The Charlotte Mecklenburg Schools created a Waiver for parents to sign in the Fall of 2020.

[Google Jamboard](http://www.jamboard.google.com) for discussion of text at [www.jamboard.google.com](http://www.jamboard.google.com) – Google Jamboard is a part of the Google Suite of Tools. It allows you to create questions or graphic organizers on it, share the link with students, turn on their ability to edit in the Share Settings and watch as students in real time add Sticky Notes to respond to your questions. Students can see the ideas of the class in up to 20 different Jamboard pages. Teachers can add images to the Jamboard for students to reflect on or refer to texts that were read for example, in the Edji website (listed above) or copy/paste portions of text (with citation) into the Jamboard. At the end of using Jamboard, you will need to change the share setting in Google Jamboard back to Viewer so students will not be able to keep making changes to the Jamboard.

[www.pbslearningmedia.org](http://www.pbslearningmedia.org) – This website is full of historical information. In this unit, I share portions of two videos found in this site about the reasons WWI began and about Belgian children's letters to the USA.

[www.scratch.mit.edu](http://www.scratch.mit.edu) – This website has tutorials for how to build simple to more complex computer programs using drag and drop block coding. Students can record their voices to play back within their coding program.

Makey Makey - <https://makeymakey.com/pages/how-to> - This site shows lessons teachers can do with students to make circuits with a purpose using the Makey Makey kit that you can buy. Lesson 5 at the link above will show you how to code your key presses in the Scratch coding platform.

[Doll-E Project](#) - Use this [idea](#), create a person from cardstock or art supplies from WWI who will share how he or she helped as an American on the homefront during WWI. This project would combine Scratch coding and Makey Makey materials.

[www.wakelet.com](http://www.wakelet.com) – This website allows teachers to place links and curate them in a collection such as collection of links to propaganda posters.

<https://digital.ncdcr.gov/digital/collection/p15012coll10/id/2131/rec/3> - Digital image of a World War I poster featuring Columbia with outstretched arms. Poster is number 4 in a series.

<https://digital.ncdcr.gov/digital/collection/p15012coll10/id/1901/rec/4> - Digital image of a soldier holding fallen soldier.

<https://digital.ncdcr.gov/digital/collection/p15012coll10/id/1935/rec/6> - Digital image of a woman serving muffins, pancakes, and grits, with canisters on the table labeled corn meal.



<https://digital.ncdcr.gov/digital/collection/p15012coll10/id/2038/rec/11> - Digital image of fruits, vegetables, fish above text: "Eat more corn, oats, and rye products--fish and poultry"

<https://www.pbs.org/wgbh/americanexperience/features/help/> - Digital image of "Help!"

<https://www.loc.gov/pictures/item/00652935/> - Digital image of Poster showing Uncle Sam about to write on a blackboard with chalk.

<https://www-firstworldwar-amdigital-co.uk.eu1.proxy.openathens.net/Documents/Details/20.1.82> - Digital image of Uncle Sam propaganda; recruitment and enlistment

<https://docsouth.unc.edu/wwi/41899/menu.html>. - Digital image of a poster of Farm boy with potatoes, carrots, turnips, and pumpkins.

<https://www.loc.gov/pictures/item/2003675265/> - Digital image of a poster showing women working at a lathe in a factory complex, with a YWCA structure visible.

<https://www.loc.gov/pictures/item/95503110/> - Digital image of a woman in uniform holding megaphone and flag.

Synopsis of Lesson specific goals for students include the following:

*Lesson 1:* Poster analysis Doc: Students will analyze Propaganda posters using a list of criteria like this: [https://hti.osu.edu/sites/hti.osu.edu/files/poster\\_analysis\\_worksheet.pdf](https://hti.osu.edu/sites/hti.osu.edu/files/poster_analysis_worksheet.pdf) They will describe the message of the posters and how convincing the posters are by viewing them in a Wakelet collection of posters and by responding to each poster that has been placed in a Google Jamboard. Since this will be their first time using Jamboard and viewing resources in Wakelet, students will need time to explore, to understand how to create Sticky Notes and to agree to group norms such as not writing with the pen all over the Jamboard since this assignment does not require them to write with a digital pen.

After they analyze WWI Propaganda posters for what type of propaganda they had, students would then create their own public health posters or Covid 19 posters. They would consider these questions: What images and slogans might work today to encourage people to contribute to wear masks, wash hands and socially distance? What images or slogans might encourage people to do volunteer work or contribute to causes?

*Lesson 2:* Students will read an article about a specific group of farmerettes in California that is placed in the Edji.it website, respond to questions and stop and jot their thoughts throughout the article. The teacher can turn on a feature known as "heat vision" and let students see all of the spots where their classmates made a comment. Then, they will respond in Google Jamboard to questions based on the article and written using the Jacob's Ladder SEL question framework.

*Lesson 3 and Lesson 4:* Students will read an essay from an unidentified teacher during WWI, analyze vocabulary and discuss it in a Paideia Seminar on Seminar Text: "What Shall We

Teachers Do?" by Anonymous from <https://docsouth.unc.edu/wwi/teachers/teachers.html> (p.208-211). They will add Sticky Notes to a Jamboard where they will share their thoughts about the solutions that the teacher in the article suggests of how to help with the war effort. They will create a Google Drawing to show one solution that the teacher suggested on how to help with the war effort. This text, specifically p.210 until the end, will help students see that sometimes people have to brainstorm how they can help in a situation because teachers weren't told what to do. They figured out a way to have students help and contribute toward the broader mobilization goals.

*Lesson 5:* Students will analyze Food Propaganda Posters and a Garden Manual created by the US Government and explain how the Victory Gardens and US School Gardens helped supply local food for families and the community during WWI. They will create their own model of a U.S. School Garden or a Food Conservation Propaganda Poster in a Google Drawing.

*Lesson 6:* Students will read about the Belgian Relief Fund to see how Herbert Hoover organized food for Belgians whose food supply was cut off during World War 1. They will see the humanitarian effort and explore modern examples of humanitarian aid such as charity: water, Samaritan's Purse and the Red Cross. They will read letters from Belgian children who thank American children for cutting back on meat, wheat and sugar so that bags of wheat could be sent to Belgium to feed the Belgians. Students will see the embroidered bags of wheat that Belgians returned to the US and are now in the Herbert Hoover museum. SW compose a letter from the perspective of a Belgian child whose family was fed because of the Americans' effort or create a Google Drawing about this topic. Students would read the letter into a Flipgrid then watch each others' reading of the letters.

*Lesson 7:* Students will generate, develop, and communicate design ideas and decisions when they make their own Thank You to Veterans' using the poppy flower. Students will discover how Belgians and Americans honor those who died in WWI at Flanders' Field by taking a digital field trip to the Flanders' Field area in Belgium where the American Government has placed a Memorial to honor fallen soldiers from WWI. Students will understand how Remembrance Day began in England then became Veteran's Day in the USA so that every Nov.11, American honors Veterans who fought in US military endeavors. They can display their Google Drawings from the unit in a Padlet Gallery.

*Lesson 8:* Students will employ digital tools to organize and present data as evidence to defend a viewpoint/perspective by choosing project ideas at the conclusion of the unit.

*Lesson 9* – The teacher will continue to meet with small groups and facilitate learning for each group. The teacher will determine if project completion will require more time and provide this time over the next few days before students share their projects with the class.

### **Lesson Activities:**

The lessons directions are shown in a format which I entered them into Canvas for Student View when I completed these lessons with my fourth grade STREAM Classes. The name of the Lessons would be the names of Modules in Canvas.

*Lesson 1 Response of Women to WWI*

Objective: Students will learn that Media Literacy is the ability to access, analyze, evaluate and create media in a variety of forms. Students will analyze propaganda posters used in WWI and respond to the effectiveness of their message in Google Jamboard. Students will create modern day propaganda posters in Google Drawing to convince people to protect themselves and others from contracting the Covid 19 virus.

Materials: Student laptops, internet, Lesson in a digital Learning Management System like Canvas or Google Classroom

The following information will be placed in my students' Canvas Course for my class:

Activity:

When we read or view anything, in person or online, we should be aware that the creator of the media wants us to notice a message. Having Media Literacy gives us the ability to access, analyze, evaluate and create media in a variety of forms. We must have Media Literacy.

### KEY QUESTIONS OF MEDIA LITERACY

1. Who created the message and what is the purpose?
2. What techniques are used to attract and hold attention?
3. What lifestyles, values and points of view are shown or depicted?
4. How might different people interpret this message?
5. What is omitted or left out?

We will be seeing a quick video about how World War 1 began then start thinking about how women were involved in the War Effort. We will be typing our thoughts in Google Jamboard posters about Media Literacy!

While you listen to the first 5 minutes of the PBS Learning Media Video on how World War 1 (WWI) began, take notes on paper of 3-5 important events. You can pause the video or rewatch the video to write down your important facts. Here is the link to the video but start it at 1 min 14 seconds: <https://wtvi.pbslearningmedia.org/resource/world-war-one-how-great-war-still-influences-video/stem-in-30/> (Links to an external site.)

After you listen to the PBS Learning Media Video, click on this Google Jamboard link and create a sticky note where you write the name of one of the countries involved in WWI that you heard about.

Jamboard

Link: [https://jamboard.google.com/d/1RREQNlpJBuuC0alSVgCY6kWdxcYT\\_vcX2\\_gNs3mPMvQ/edit?usp=sharing](https://jamboard.google.com/d/1RREQNlpJBuuC0alSVgCY6kWdxcYT_vcX2_gNs3mPMvQ/edit?usp=sharing) (Links to an external site.) – Note that the teacher will create a new Google Jamboard but use the one in the previous sentence as an example. The teacher will have to open the settings so that students can be an editor and not just a viewer.

Click on this link and watch this 5 minute video on the role of Women in WWI:

<https://www.youtube.com/watch?v=6UmERSpTtJc&feature=youtu.be> (Links to an external site.)

Now move to the next page in the Jamboard to see posters from WWI that tried to persuade American Women to help in the USA during WWI. You will add your thoughts to 7 other Google Jamboard posters after viewing the 7 posters.

Click on the Wakelet Link to see Media Literacy questions that we ask when viewing posters and to see 7 posters from World War 1: <https://wke.lt/w/s/BEMR5F> (Links to an external site.)

You will click on a Google Jamboard link in the Wakelet that will allow you to reflect on the Media Literacy Questions about each of the 7 posters.

Here is the link to the Jamboard where you will type your thoughts about the message of each poster: <https://jamboard.google.com/d/19nLPqf78LZPqhj1J7OzoezFAhdT09N3QugHktFbMh/o/edit?usp=sharing> (Links to an external site.) – Note that the teacher will create a new Google Jamboard but use the one in the previous sentence as an example. The teacher will have to open the settings so that students can be an editor and not just a viewer.

Please type a Sticky Note on each of the 7 Circle Maps about each poster if you have time during STREAM Connect Time. Type your name on your sticky note.

Try out Google Drawing. Go to [Google Drawings](#) and create a modern day Propaganda poster on white paper to convince people to wear masks, wash hands and wait with social distance between people to prevent spread of Coronavirus.

### *Lesson 2 Response of Farmerettes in article*

Objective: Students will read portions of an article about Farmerettes, stop and jot answers to questions and thoughts about the article in the Edji.it website and respond to questions in a Jamboard.

Materials: Student laptops, internet, Lesson in a digital Learning Management System like Canvas or Google Classroom

### *Activity:*

The teacher will share that women helped the war effort by working in factories, volunteering at agencies such as the Red Cross, Salvation Army, YMCA, etc. and helping on farms. Twenty thousand American women, many of whom were in college, left their communities to work in farms to keep them going while farmers left to fight in WWI.

To begin, the teacher will show this Doc with a farmer's comments about farmerettes who helped on his farm here: <https://catalog.archives.gov/id/31481569> or an image of farmerettes at <https://www.docsteach.org/documents/document/suffrage-farmerettes>

The teacher will create her own free account at [www.edji.it](http://www.edji.it).

The teacher will have students read the farmerette article that she or he has placed in [www.edji.it](http://www.edji.it) and provide the link or print out the article. Here is the link to the farmerette article:

<https://www.smithsonianmag.com/history/before-rosie-the-riveter-farmerettes-went-to-work-141638628/>

The teacher will model how to answer questions in the Edji.it website that the teacher could embed. Sample questions are below in the Jacob's Ladder Questions from Ladder F. The teacher will model how that students can click on any word in the article and "stop and jot" and idea about the text. The teacher can show the comments that students are typing on the class board.

Click on the Google Jamboard link to respond to some of these questions after you read the article. Read what other students write on Sticky Notes too.

Jamboard on Jacob's Ladder Questions from Ladder F: Coping with Adversity and Challenge: <https://jamboard.google.com/d/1zafjQNQm95v114liGbhHwmTuUF2YDKMEIXudnuRXky0/edit?usp=sharing> (Links to an external site.) – The teacher will make a new Google Jamboard using the one in the previous sentence as an example.

Recognizing Adversity and Challenge: What was the main problem that the farmerettes faced?

Analyzing Adverse Situations and Conditions: Did the farmerettes make a wise decision to become farmers? Why or Why not? What was the basis of their decision to become farmers in 1918? What alternatives or other choices did the women have at this time in 1918?

Facing Adversity and Challenges: Pretend you are an advisor to the college women in 1918 and you are helping them to determine if they should become farmerettes. Create a chart that shows them how they might think about the pros and cons of becoming a farmerette.

Lesson 3 *Paideia Seminar on "What Shall We Teachers Do?" article*

Objective: You will read portions of an essay after previewing vocabulary from the essay and participate in a Paideia Seminar about the text.

Materials: Student laptops, internet, Lesson in a digital Learning Management System like Canvas or Google Classroom

The teacher will provide the following essay to students on paper: p.210 -211 of <https://docsouth.unc.edu/wwi/teachers/teachers.html>, share portions of it in [www.edji.it](http://www.edji.it) or provide a digital link to it in Canvas.

Paideia Seminar:

Seminar Text: "What Shall We Teachers Do?" by Anonymous from <https://docsouth.unc.edu/wwi/teachers/teachers.html> (p.210-211)

The teacher will remind students that WWI began in 1914 but the USA joined the effort in 1917. The USA trained servicemen and women at locations around the USA including in Charlotte, NC at a temporary military camp known as Camp Greene.

The teacher will do inspectional Read to the students during a Read Aloud time during the school day. She will provide a portion of the essay on paper and have students number the paragraphs and notice specific words that may be unfamiliar. The teacher will introduce vocabulary words from the text and ask students to discover other vocabulary words that are unknown:

- Flanders - the name of a Field well known as a battlefield in WWI
- idle - to do nothing (to sit idly would mean to do nothing while the people who went to war were doing the work of war)
- imminent - something that will definitely happen, no doubt that it is going to take place
- immensely - with great interest
- sinking of the Lusitania - Germany hit the Lusitania ship that was filled with people from Great Britain and the USA
- invasion - to invade a space such as a country that was not your own country
- perpetual - ongoing
- sanctity - of a very special nature
- liberty - a state of freedom
- conflagration - conflict between countries leading to fighting

#### Paideia Seminar

The teacher will have students sit in a circle, share group norms of how to respond in the seminar and have students set a personal goal such as to allow others to speak, to reference the text in their answers, to not dominate the discussion and allow others to jump in, etc.

#### Opening Seminar Question

What paragraph stands out the most to you? (Only give a number as you go around the circle.)

#### Core Questions:

Why did the paragraph from the Opening Question stand out to you? What words caught your attention?

Which suggestion for teachers to do with students would have made a large impact and why?

If you had been a teacher in the USA in 1917 - 1919, which suggestion in the text would you have done to help the war effort?

#### Closing Question:

Was it a good idea to encourage teachers to get school children involved in the war effort for WWI by doing the activities in this text? Why or why not? Be sure to refer to the text.

#### Post Seminar Writing and Art Extension Project:

In Lesson 4, the teacher will review how to make a Google Drawing and have students create a Google Drawing about their favorite solution that the teacher mentions in the article. Students will also comment in Google Jamboard slides about their thoughts on the various solutions that the teacher suggests in the essay.

The Art teacher could share this article

(<https://www.cornellcollege.edu/history/courses/stewart/his260-3-2006/01%20one/befr.htm>) that shows how the people of Belgium used American made flour sacks which had been first filled with flour and sent to Belgium from the USA to give them a food source. The Belgians later would create beautiful designs on the bags and didn't want German soldiers to use the flour sacks to hide things concerning war.

Students could work with the Art Teachers to develop an artistic design similar to the Flour Sack Designs that the Belgian people sewed messages on and sent back to the US. See the example flour bags that were embroidered and sent to Herbert Hoover who later became President Hoover as a way to say thank you for the flour at <https://hoover.archives.gov/exhibits/years-compassion-1914-1923>.

Video about Herbert Hoover and his organizing of food for Belgium:

[https://www.youtube.com/watch?v=k2os5DEnX\\_w](https://www.youtube.com/watch?v=k2os5DEnX_w)

Letters from Belgian Children to thank Americans for the flour:

[https://www.globalminnesota.org/wp-content/uploads/2020/10/Letters-of-Gratitude\\_small.pdf](https://www.globalminnesota.org/wp-content/uploads/2020/10/Letters-of-Gratitude_small.pdf)

Extension Articles to read:

[Herbert Hoover Exhibit in Minnesota](#)

[Flour Bag Article](#)

[Belgian War Lace examples with American Symbols as a way to say thank you to the USA](#)

[Flour Sack examples](#)

**Lesson 4:** *Response of Teachers – Conserve food and materials to win the war*

**Objective:** You will reflect on how a teacher decided to help during WWI and add sticky notes to a Google Jamboard to share your thoughts about how the teacher wanted her students to help with the WWI Effort. Students will create a Google Drawing of one of the Solutions that the teacher suggests.

**Materials:** Student laptops, internet, Lesson in a digital Learning Management System like Canvas or Google Classroom

**Activity:** Watch this video to learn more about what happened in Europe during WWI. Notice the trench warfare that happened.

<https://kids.britannica.com/kids/article/World-War-I/353933> (Links to an external site.)

**Discussion Questions:**

Do you think that it was hard being a soldier?

Why would Americans need to support the World War 1 Effort?

Read the Jamboard with the suggestions that the teacher gave in the article that we discussed in our previous lesson: [https://jamboard.google.com/d/1NaP1W1pzml6B\\_HiRHCSX-wFGBtjXQGrkvR9\\_fijK8as/edit?usp=sharing](https://jamboard.google.com/d/1NaP1W1pzml6B_HiRHCSX-wFGBtjXQGrkvR9_fijK8as/edit?usp=sharing) (Links to an external site.) – The teacher will need to create a new Jamboard but could follow the example of the one in the previous link.

As you read, stop and jot your thoughts on a digital Sticky Note in the Google Jamboard about the teacher's thoughts.

Discuss the following questions from the Social and Emotional Jacob's Ladder F: Coping with Adversity and Challenge:

Recognizing Adversity and Challenge: What was the main problem that the teacher faced? What other issues impacted the main problem?

Analyzing Adverse Situations and Conditions: Did the teacher make a wise decision to list solutions? Why or Why not.

Facing Adversity and Challenges: Which solutions to help with the War Effort do you think are best based on the teacher's list?

Go to the next page to see how to use Google Drawing and draw a solution that the teacher mentioned in the article.

Watch this introduction into how to make a Google Drawing:  
[https://www.youtube.com/watch?v=u2UmPAclbL4&feature=emb\\_logo](https://www.youtube.com/watch?v=u2UmPAclbL4&feature=emb_logo)

In Google Drawing, create a picture of one or two ideas that the teacher in the "What Shall We Do?" article describes. Ex. Send letters to soldiers, making rag pillows, have a garden to produce food, can the food, learn to put patches on old shoes or torn coats, etc.

*Lesson 5 Response of Students – Food Will Win the War*

Objective: Students will analyze food conservation posters from the Library of Congress and a US Schools Garden manual, describe what a garden would have included in words and in a drawing in the Google Drawing.

Materials: Student laptops, internet, Lesson in a digital Learning Management System like Canvas or Google Classroom

Activity:

Let's Review: Media literacy is the ability to access, analyze, evaluate and create media in a variety of forms.

## KEY QUESTIONS OF MEDIA LITERACY

1. Who created the message and what is the purpose?
2. What techniques are used to attract and hold attention?



3. What lifestyles, values and points of view are shown or depicted?
4. How might different people interpret this message?
5. What is omitted or left out?

Information from this website: <https://mediaeducationlab.com/what-media-literacy-0> (Links to an external site.)

How do these posters use words and images to convince people that they can make a difference?

View these posters which convinced Americans that they could play an important part to help the war effort if they would plant a garden of Victory and conserve food so that food could be sent to the War Front:

- [“The Seeds of Victory Insure the Fruits of Peace”](#)
- [“Be Patriotic”](#)
- [“Food”](#)
- [“Save”](#)
- [“The Spirit of ’18: The World Cry, Food”](#)
- [“America: The Hope of All who Suffer”](#)
- [“Food is Ammunition”](#)
- [“Eat More Cornmeal”](#)
- [Save a Loaf a Week”](#)
- [“Wheat is Needed for the Allies”](#)
- [“Food Will Win the War”](#) was the slogan that Americans heard to conserve food, grow their own food and have wheatless and meatless days.

People were encouraged to eat less and not waste food. The US Food Administration created propaganda posters which helped reduce food consumption by 18 tons in the USA. The food that was not eaten could then be sent to the War Front to soldiers and to the country of Belgium to provide food to those people who were starving because of the war. Visit these sites to browse pictures of Food Conservation in America during WW1:

<https://www.docsteach.org/documents?rt=kQ3YMvhsmCFS>

<https://www.docsteach.org/activities/teacher/americans-on-the-homefront-helped-win-world-war-i>

In 1917 when the USA joined WWI, schools encouraged children to be patriotic and support US Troops by conserving food and growing gardens.

Look at this Garden Manual for schools to see what children were encouraged to grow in their school gardens: <https://archive.lib.msu.edu/DMC/sgp/southveg/southveg.pdf> (Links to an external site.)

Look at the list of Food Conservation

Posters: <https://digital.ncdcr.gov/digital/search/collection/p15012coll10!p16062coll11/searchterm/FOOD+CONSERVATION/field/subject/mode/all/conn/and/order/title/ad/asc> (Links to an external site.)

Create your own U.S. School Garden using Google Drawing (use shape tools or search for images of food).

OR

Create your own Food Conservation Poster using Google Drawing.

Save your Google Drawing image as a JPEG by pressing File, Download and choose JPEG. We will upload to your images to a digital gallery known as a Padlet. (The teacher will need to make a free account at [www.padlet.com](http://www.padlet.com), create a Padlet then share the link with students.)

### *Lesson 6 Response to humanitarian needs*

Objective: Students will learn about the Belgian letters from children to the US thanking the US for sending food during WWI and consider how the US's help affected the Belgians' lives.

Materials: Student laptops, internet, Lesson in a digital Learning Management System like Canvas or Google Classroom

Activity:

SW read about and see video clips at PBS Learning Media's site about Herbert Hoover's flour bags including thread, lace making by Belgians who received food and thread, analysis of Belgian Children's Letters to American Children.

Read about how Herbert Hoover organized food from the USA to send to Belgian people whose land was being fought on so they could not grow food and the British ships and German submarines blocked food from entering Belgium.

<https://hoover.archives.gov/exhibits/years-compassion-1914-1923> (Links to an external site.)

Can you imagine needing the help of another country to help you have enough to eat? What would you do to say thanks?

PBS Learning Media Belgian Children's Letters

[Watch Belgian Children's Letters Video](#) (Links to an external site.)

What part of the video affected you?

Look at the Herbert Hoover Museum link and read about Flour Bags that were embroidered by Belgians to thank Americans for sending them flour made from wheat in those bags:

<https://hoover.archives.gov/flour-sack-exhibit> (Links to an external site.)

Create a Google Drawing from a Belgian Child's Point of View during WWI sharing how they would have felt and show an embroidered flour bag. Save the image as a JPEG. You will click on File, Download and choose JPEG.

OR Create a Google Drawing of how people in modern times help others. Save the image as a JPEG. You will click on File, Download and choose JPEG.

See examples below:

Our school helped in the past by making rice bags for children in Charlotte and in poor countries.

Our school has donated food items in a Food Drive during November and December to support Loaves and Fishes.

We have helped our sister school by providing gifts in December.

Some people help at this time of year by packing shoe boxes with supplies that are sent to kids around the world who need support through Operation Christmas Child.

In 2020, humanitarian motivation inspired a volunteer group to begin called Desks By Dads who built desks for students to have a place to study at home in remote learning since school buildings were closed. (<https://www.kiro7.com/news/trending/desks-by-dads-families-help-get-desks-kids-need-remote-learning/6L5EYFCCIVCV5PPE5FDESWZ6DQ/> (Links to an external site.))

How could you help during the current pandemic crisis?

What could our response be to people in need now? Operation Christmas Child, Charity organizations Steve's Coats For Kids

[https://www.samaritanspurse.org/operation-christmas-child/buildonline/?utm\\_source=buildonline&utm\\_medium=direct&ver=1.2#shoebox/girl/5-9](https://www.samaritanspurse.org/operation-christmas-child/buildonline/?utm_source=buildonline&utm_medium=direct&ver=1.2#shoebox/girl/5-9) - Build a box online as an example to send to a child in the world. If they are interested in doing this, the collection dates are the week of Nov.16-23.

#### *Lesson 7: Response of Americans in honor of fallen soldiers*

Objective: Students will view a Virtual Field Trip to Flanders Field, discover the origin of how the Poppy flower honored military veterans on Nov.11 in America and develop their own Veterans' Memorial using the Poppy flower.

Materials: Student laptops, internet, Lesson in a digital Learning Management System like Canvas or Google Classroom

#### *Activity:*

Read an article about Flanders Field, a cemetery in Belgium, which honors the American soldiers who died during World War I. You can also see a 360 degree Google Earth tour of Flanders Field. <https://www.cyark.org/projects/flanders-field-american-cemetery/in-depth> (Links to an external site.)

Read this book called "The Poppy Lady" and think about the main character's contribution to the war effort.

<https://www.youtube.com/watch?v=Z0waoMPQ3UY> (Links to an external site.)

Read this article about Moina Michael and think about how the information is presented differently than in the picture book about her: <https://www.alaforveterans.org/features/moina-michael/> (Links to an external site.)

Students could create a [Bubble Thinking Map](#) with adjectives describing Moina Michael.

Before the US began observing Veterans Day, England began to observe Remembrance Day or Armistice Day

In England, Veterans Day is known as Remembrance Day or Armistice Day when WWI ended on Nov.11 on the 11th hour of the 11th day of the 11th month. Here is how the English observe Remembrance Day: <https://kids.britannica.com/kids/article/Remembrance-Day/476309> (Links to an external site.)

Here is how the British people will observe Remembrance Day this year:

<https://www.bbc.co.uk/newsround/15492752> (Links to an external site.)

Here is how the 100<sup>th</sup> Anniversary of the beginning of World War 1 was remembered in England: <https://www.theatlantic.com/photo/2014/11/blood-swept-lands-and-seas-of-red/100851/>

When you are done, create a Google Drawing about Veteran's Day to honor specifically those who served in World War 1. Try to use the Poppy Flower in your design. What slogan will you put on your poster? Ex. Every Poppy Counts Download it as a JPEG and upload it to a Padlet link.

OR

Create your own Veterans Day Memorial to honor those American Soldiers who served in the Military and passed away in service of their country. Create it in a Google Drawing. Download it as a JPEG and upload it to a Padlet link.

#### Lesson 8: *Final Projects*

Objective: Students will choose a final project to complete during the next few classes and choose to have a partner or not. Students will follow guidelines on the rubric for each project choice to determine their final formal grade.

Materials: Student laptops, internet, Lesson in a digital Learning Management System like Canvas or Google Classroom

Introduce Final Project Choices as Formal Assessment:

Option 1: Once the teacher shares the four choices listed below, students will work independently to create them. The teacher will conduct mini lessons with each group to show them how to create the individual projects. The teacher will encourage partners to work together in small groups to support each other and either end up with a final project done by individuals or by partners.

Option 2: The teacher could decide to limit the choices based on his or her comfort level with using the Scratch programming website and based on availability of Makey Makey kits.

Option 3: The teacher could decide to offer just one choice to be able to do whole group directions.

Choice 1 SW be introduced to the Scratch platform and how to program a scene and be introduced to the Makey Makey kit. They will press buttons on the computer that will be

programmed to make the characters talk. Ex. Create a Scratch Jr. character who will describe an American who supported the war effort. See project directions below and see Appendix 2 for Rubric.

Choice 2 SW create a simulated journal about a person who helped in the war effort in America and develop a digital comic strip at [www.storyboardthat.com](http://www.storyboardthat.com) about how Americans helped in the war effort. See Appendix 3 for Rubric.

Choice 3 Flipgrid video of student reading a self written script based on a simulated journal entry and acting it out of how they as an American helped during WWI. See Appendix 3 for Rubric.

Choice 4 Netflix Series Google Slides Project and how to record selves in Flipgrid sharing the project. (See project directions below and see Appendix 4 for Digital Storytelling Rubric.)

#### *Scratch Coding Overview:*

Click on the link and watch this Introduction video about how we will learn to use Scratch, a coding program, to code stories about how people responded in WWI.

<https://csfirst.withgoogle.com/c/cs-first/en/cs-first-tutorials/getting-started-with-cs-first/learn-about-scratch-and-block-based-programming.html> (Links to an external site.)

Click here to see a simple project in Scratch where two characters talk to each other using speech bubbles: <https://scratch.mit.edu/projects/26402033/editor> (Links to an external site.)

You will learn to create a conversation between two people talking about their Response to WWI or just have one person share their response to WWI in Scratch!

You will click on the Tutorials Button to watch how to create a scene, add characters and add dialogue.

You will save your projects in Scratch so that you can open it again and add on to your coding project.

Visit this site to see how to make a person using cardstock or other simple materials and hook it to the Makey Makey kit: <https://www.instructables.com/Making-and-Literacy-With-Doll-E-10/>

If Makey Makey kits have not been purchased, students will create their person in the Scratch platform and make them talk but not connect them to the Makey Makey.

#### *Simulated Journal in Flipgrid:*

Click on the Flipgrid link if your parents gave permission for you to record in Flipgrid then share your Netflix Slides while recording in Flipgrid! (The Teacher will have created her own free Flipgrid account then provide students with a link and code. They will login using their Google Student Accounts.)

Comic in [www.storyboardthat.com](http://www.storyboardthat.com).

Create a Comic strip in [www.storyboardthat.com](http://www.storyboardthat.com) about how Americans helped during WWI. Take a screenshot of it and place it in a Google Doc or Google Slides and crop the borders to just show the comic strip. Have at least three sections of your Comic Strip.

#### *Netflix Series Directions:*

Create a Netflix Series using Google Drawing JPEG Images and a Netflix Project Template

Click on the link below to make your own copy of the Netflix series template:

<https://docs.google.com/presentation/d/1XhLII1Lg6GuCaQUy2ENEOvi8UsfYPP9qn6dvW2Y6GK8/copy> (Links to an external site.)

You will create a Netflix Series about how American people responded during WWI. What will the name of your series be? The Title of our Unit is "Helping on the Homefront: How Americans Responded During World War 1".

You will create a Google Drawing about each of the 4 Episodes below and write a description of the episode to explain what each Episode will be about. We will not actually create an episode, however, we will create a comic at [www.storyboardthat.com](http://www.storyboardthat.com). (Links to an external site.) Then, you will take a screenshot of it and place it in the Trailer part of your Netflix episode.

Episode 1 - Response of Women (Propaganda Posters, Farmerettes, working in jobs previously done by men) - Mrs. Maples will model how to create this paragraph using our answers to questions in our Jamboard.

Episode 2 - Response of Teachers and School Children (Letters to Soldiers, Care Packages, Red Cross folding of bandages, Clubs, Food Conservation)

Episode 3 - Response of People to Conserve Food and create Victory Gardens

Episode 4 - Response of Belgian Children to the USA's Humanitarian Aid

Trailer - Title (Show a scene that you will create that could have been in one of the episodes.) Create either a [www.storyboardthat.com](http://www.storyboardthat.com) (Links to an external site.) Comic or a Scratch Trailer about one of the Episodes to place in your Slide. Take a Screenshot of your Scratch coding program, include a link so that you can press the green flag and play back your Scratch program!)

#### *Related Episodes:*

Humanitarian Efforts going on today

*Lesson 9 – Students will continue to work on their culminating project during the next few class times and share them with the class as time allows.*

The teacher will work with the school administration and counselors on charitable project options that the teacher could introduce to students. The class could work toward bringing in items to support someone else in need as another way to wrap up this project. Ex. Adopt A Family, Steve's Coats For Kids, Canned Food Drive, Operation Christmas Child, etc.



## **Appendix 1: Implementing Teaching Standards**

### **NC Digital Learning Standards based on ISTE Standards for Students**

#### **Empowered Learner (EL)**

**NC.DLS.EL.1.c** - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. – Students will demonstrate their learning with technology tools such as Google Jamboard, Google Drawings, Google Slides and through coding with the Scratch programming website on the computer.

#### **Knowledge Constructor (KC)**

**NC.DLS.KC.3.a** Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. - Students will read digital articles and view digital images to build understanding of how Americans helped on the homefront.

**NC.DLS.KC.3.c** - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. – Students will create Google Drawings and Google Jamboards where they apply their new understandings about how Americans helped on the homefront.

#### **Innovative Designer (ID)**

**NC.DLS.ID.4.a** Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. – Students will generate ideas and create Google Drawings after learning how Americans helped on the homefront.

**NC.DLS.ID.4.b** - Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. – Students will create Google Drawings using digital images that they draw or find online.

#### **Computational Thinker (CT)**

**NC.DLS.CT.5.a** Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. – Students will create code using the Scratch coding platform and create a program that will have American character, who helped on the homefront in WWI, share her experience. These characters will be created in three dimensional form like a simple doll. Students will hook the Makey Makey from the doll to the computer. When they press a button on the doll, the doll will come to life and speak based on the Scratch computer program to which the doll is attached.

#### **Creative Communicator (CC)**

**NC.DLS.CC.6.b** Students create original works or responsibly repurpose or remix digital resources into new creations. – Students will use digital images and create their own digital images when they create Google Drawings to show their understanding of lesson topics.

**NC.DLS.CC.6.c** Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. – When students create a Netflix movie, simulated journal or make their doll, they will apply knowledge and create meaningful representations of how Americans helped on the homefront in WWI.

**NC.DLS.CC.6.d** Students publish or present content that customizes the message and medium for their intended audiences. – Students will share their digital work with peers in Padlet, in Google Jamboards and in presentation of their final projects to the class.



## Appendix 2 Rubric for Coding Project

### Rubric for Student Evaluation During Coding

	Unsatisfactory	Competent	Proficient	Excellent
<b>Execution</b>	Code does not work or has major flaws preventing it from working correctly.	Code mostly works or has minor flaws.	Code works in the way the student intended but is not the most efficient.	Program is functional, refined, and is executed in the most efficient way possible.
<b>Problem Solving and Decision Making</b>	Student cannot describe how their code should work and are unaware of their process.	Student can mostly describe how their code should work and some understanding of content.	Student can describe how their code should work and troubleshoot problems preventing their desired results.	Student can describe how their code works, how they wrote it, and help others troubleshoot their code.
<b>Effort</b>	Student shows minimal effort, does not use class time effectively and work is incomplete. Student refuses to explore more than one idea.	Student does enough to meet minimum requirements. Student has more than one idea but does not pursue.	Student completed work in an above average manner, although more could have been done. Student explores multiple solutions.	Student completed work and exceeded teacher expectations. Student displays willingness to explore multiple ideas and solutions and asks questions.
<b>Collaboration</b>	Student refused to work with a partner or group after agreeing to first work with a group.	Student worked with a partner but did not actively contribute to the project.	Student talked about possible coding sequences with partner and tried out the program together making changes as needed.	Student accepted ideas of other students to code and gave compliments or suggestions on how to improve the code.

Rubric adapted from: <http://www.edutopia.org/pdfs/blogs/edutopia-yokana-maker-rubric.pdf>

### Appendix 3 Simulated Letter Rubric

CATEGORY	Excellent (4)	Proficient (3)	Competent (2)	Unsatisfactory (1)
<b>Format</b>	Complies with all the requirements for a friendly letter.	Complies with almost all the requirements for a friendly letter.	Complies with several of the requirements for a friendly letter.	Complies with less than 75% of the requirements for a friendly letter.
<b>Ideas</b>	Ideas were expressed in a clear and organized fashion. The letter was written from first person point of view and stated how the writer helped the WWI Effort.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
<b>Sentences &amp; Paragraphs</b>	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.
<b>Capitalization and Punctuation</b>	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.

Total Points – 16

Grade \_\_\_\_\_

## Appendix 4

# Digital Storytelling Rubric

Student Name: \_\_\_\_\_

CATEGORY	20	15	10	5	Subtotal
<b>Point of View - Purpose</b>	Establishes a purpose early on and maintains a clear focus throughout as showing how Americans helped during WWI on the homefront	Establishes a purpose early on about how Americans helped on the homefront in WWI and maintains focus for most of the presentation.	There are a few lapses in focus, but the purpose is fairly clear about how Americans helped on the homefront in WWI.	It is difficult to figure out the purpose of the presentation.	
<b>Pacing</b>	The pace of the storytelling fits the story line and helps the audience really "get into" the story.	The pacing is relatively engaging for the audience.	Tries to use pacing but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	No attempt to match the pace of the storytelling to the story line or the audience.	
<b>Images</b>	Images create a distinct atmosphere or tone that matches different parts of the story.	Images create an atmosphere or tone that matches some parts of the story.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.	
<b>Economy</b>	The story is told with exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.	The story composition is typically good, though it seems to drag somewhat OR need slightly more detail in one or two sections.	The story seems to need more editing. It is noticeably too long or too short in more than one section.	The story needs extensive editing. It is too long or too short to be interesting.	
<b>Grammar</b>	Grammar and usage were correct and contributed to clarity, style and character development.	Grammar and usage were typically correct and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.	

<b>Final Score:</b>
---------------------

## Appendix 5 – Samples of Students Responses on Google Jamboard

Knowledge of these facts will stimulate our souls to contribute actively to the success of the war. And here is the part we can actively play:

1. We can remain in touch with our folks and our friends at the front. We can send letters, mail literature. We have more time to write than our boys have. The letters from home should be more frequent than those from the camp.

**I like this idea because it tells others to help and know other people.**

**I think this is good idea because it with make them feel strong and encouraging. -Rupa**

**I think that this is a good idea because this can make the teacher the USA and the soldiers happy.**

**I think it is a very good idea so the soldiers can get some hope and support**

**I like this idea because they can be motivated .Mokshada Bhemineni**

**I like this idea because you can touch with others. Takumi S.**

**I think this is good idea because it with make them feel strong and encouraging. -Rupa**

**I like this idea because it would make the boy's smiles and get a little love from home Lily**

**I like this idea because it can tell solders what the plan is - Nils**

**I like this idea because it would encourage a soldier to get a letter from home or the USA.**

**I do not like it because I think they shold know what happening with the boys more often Anna**

**I like this idea because now the solders can keep in touch with others. Caitlyn**

**I like this because the solders can get motivated to do good. Mokshada**

**I like this idea because you can get in touch and it will give the solders a smile while they are in war sonika**

**This idea is really good because many people can talk to other people and remain in touch. Also, the people will keep on writing and get better. - Ethan**

**I like this idea because you can get in touch with people you don't get to see a lot -Abigail**

**I like this idea because the warriors can get a reminder of home and your family. Anshul.**

**I like the idea because people can be in toch**

**It would be very good so they can train -Ehren**

2. We can get in touch with some soldier who has no friends at home. The French girls have "the godmother work." They obtain information concerning some one who receives no letters. They send him all sorts of little things. They "adopt" him.

**I like because it can help solders can get clean cold water and lots of food.**

**It would be good so they won't be lonely**

**I like the idea because it would make them fell good**

**This sounds good because it could encourage the solders to be and get stronger. Isaac**

**I like the idea because it makes people happy.**

**This sounds really loving because the solders will feel grateful -Lily**

**I like this idea because if the solders are lonely then they won't be lonely after this. -- Ethan Pereira**

**It would be good so they won't feel alone -Ehren**

**This can encourage the boys Mokshada**

**I like because it can help solders can get clean cold water and lots of food.**

**I like this Idea because you can send letters to a soldier that has no friend and that is lonely so he can have some friends -Nils**

**It is encouraging. -Rupa**

**this sounds different .I only herd of people adopting kids zoe**

**I like this ides because it help the solders not feel lonely. Anshul.**

**They are very helpful and the soldier can have a friend even when he is far from home.**

**This is a good idea because it can make the lonely soldier not feel left out anymore.**

**it would be nice to send a insparational**

**I like it because they can get more solders and get things from home like water and food.**

**This is good because people can give stuff and make the solders feel good and the solders will feel cared for. Caitlyn**

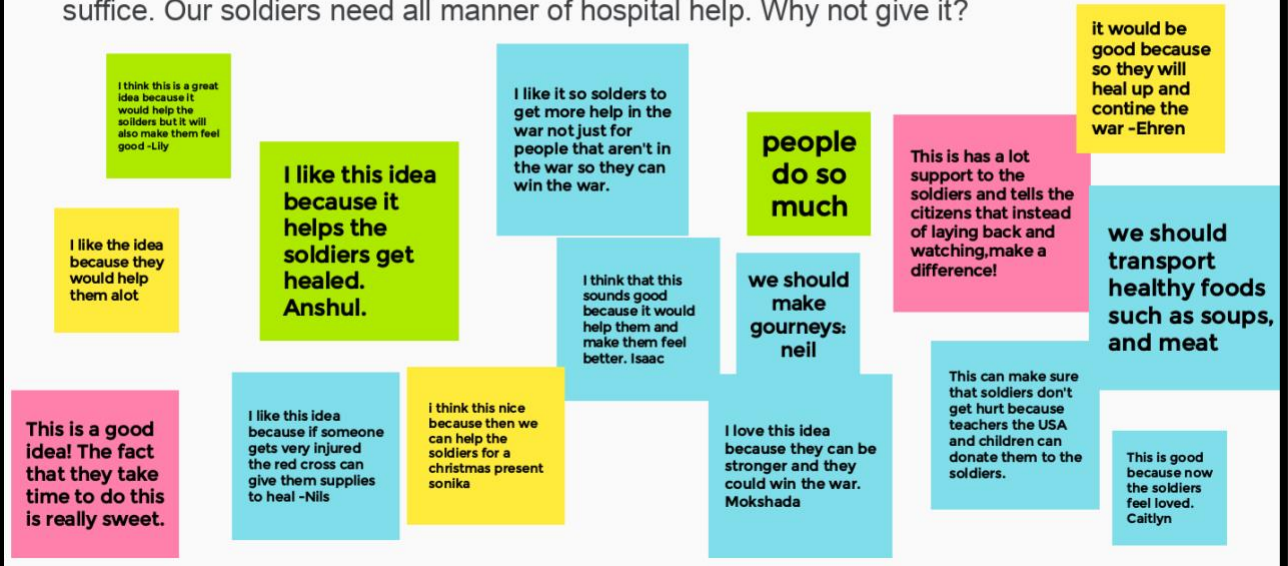
**I like this idea because its like a holiday they get gifts for risking their lives for our safety -abigail**

**This sounds great because people could adopt a soldier and send a care package.**

**I love this idea because it shows that solders can have freinds and it will help them feel good of themselves sonika**

**they are hethy and good and strong**

3. We can actively contribute our work to the Red Cross Society. It will be almost a crime to make Christmas presents for each other this year, wasting our time on trifles, when some sore-wounded soldier will need the thousand and one cares of the Red Cross. Away with the Christmas useless gifts! In a time of stress like this a mere Christmas card will suffice. Our soldiers need all manner of hospital help. Why not give it?



4. Our school children can do "busy work" and help. Children, even in the First Grades, can do service. They can bring rags and cut them into little bits. Rag-pillows are needed by the thousands, by the hundred thousands. Then there are arm-slings to be made of old sugar sacks, etc.



5. We can help the fight by eating mostly things that we have abundantly. Our Allies have no sugar. They never have learned to eat corn bread. They need wheat, wheat, wheat!

it would  
make the  
war beter

I like this idea  
because it  
helps the  
soldiers get  
food. Anshul.

It is encouraging  
people to help and  
use their foods to  
supply the soldiers.

This is good  
because it can help  
soldiers from being  
hungry and they  
can stay fit -Nils

like so the  
boys can have  
more food  
Anna

I like this idea  
because it will  
help the  
soldiers eat  
more and stay  
healthy Lily

I think this is good  
because it would  
make the soldiers  
feel better and  
make them be  
healthy. Isaac

At least  
they are  
eating  
healthy?

i like this idea  
cause the now  
the soldiers  
can have food  
sonika

they eat  
healthy

I don't like this idea  
because the farmers  
will get a lot off  
stress on them.  
Mokshada

This is good so  
that they can  
eat healthy  
and get a  
balanced diet.  
Caitlyn

6. Think of the school teacher who shall have created unbounded enthusiasm in garden work, in canning and preserving. There shall be a pig club in her school, there shall be a poultry club, a dairy club. Our Allies need the food that we can produce, we must produce it!

me think is  
good idea  
becus they  
need food

I think this is a  
good idea  
because it will  
help and  
teach them  
life skills

I like this idea  
because this is  
encouraging  
to make food  
and give it to  
the solders.

That is a good  
idea because  
they NEED  
food. Takumi

this is good because  
people need food  
and they don't need  
scraps. - Aubery

The teachers  
could take  
what they  
teach and use  
it in real life.

I kind of like this  
idea because the  
kids can raise  
animals when they  
grow up. Mokshada

I like this idea  
because it  
also helps the  
soldiers get  
food. Anshul.

Its not really a  
good idea.  
Animals are  
more work  
than you  
think. -Abigail

schoool  
gives us  
learning  
more



Mrs. Maples will close the ability for you to type on these Circle Maps at 12:35.

same as wes, richard

tells women to help, wes.

this poster shows that woman are in need to help win the war-kuhu

This poster tells women that they should help during the war.  
-Joel

It shows that they need women to help win the war -Siddhi



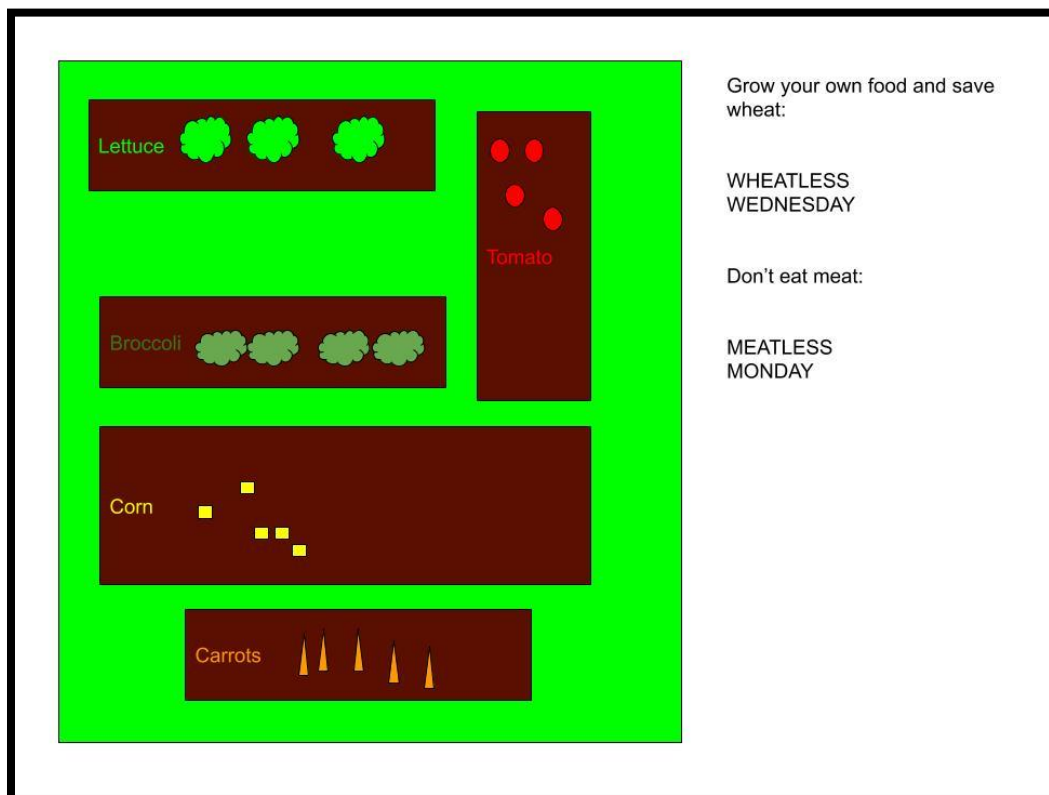
this shows that people want woman to help win the war-Sophia

This poster shows a woman calling other woman to help in WWI -macy

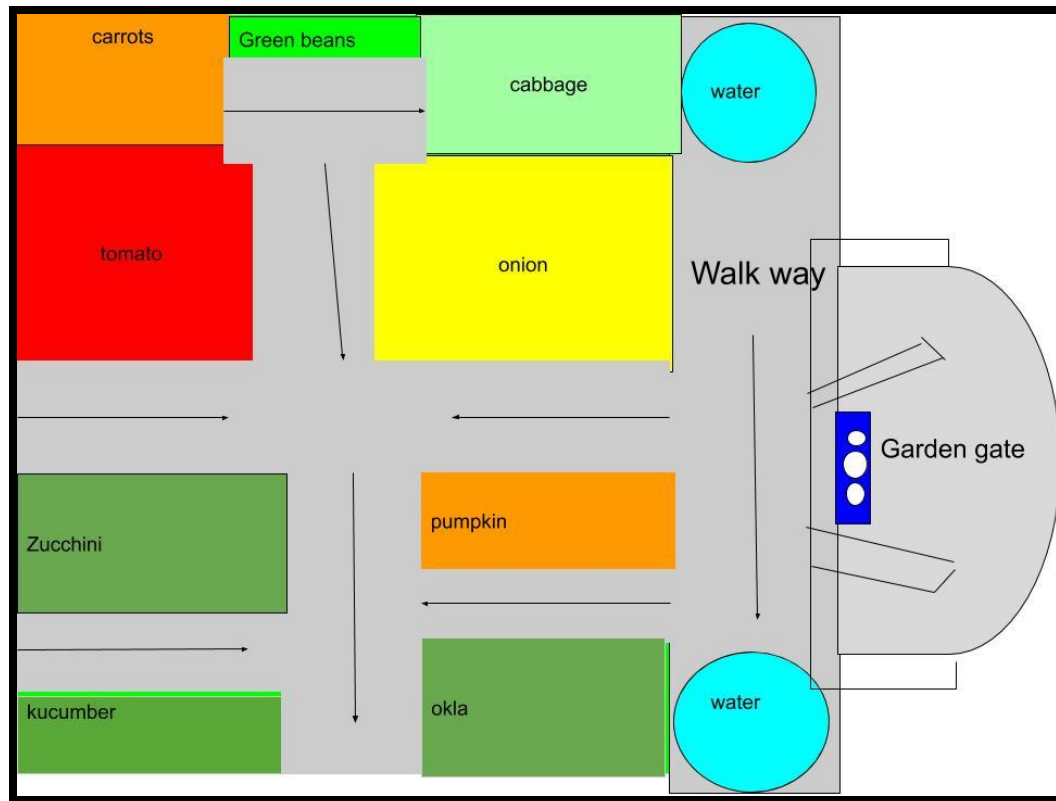
This shows that people want women to help.

Image Source: <https://www.loc.gov/pictures/resource/ppmsca.39795/?co=wwipos>

## Appendix 6 – Samples of Google Drawings







*Dear America, Thank you for your kind generosity. My mom used the flour to make White Bread. I and my family are so pleased with you and your care for other people. The way you do these things amaze me every time.*

*Sincerely with many regards,  
Belgian Child.*



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