



Charlotte's Contribution to World War I

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Harding University High School

This curriculum unit is recommended for:

American History Two, grades 9-12

Key Words: World War I, Charlotte, N.C. History, American History, World History, Social Studies, High School

Teaching Standards: See [Appendix 1](#) for Teaching Standards of this unit.

Synopsis: Students of history will explore the various contributions and impacts the city of Charlotte made towards World War I. This inquiry based unit is based around the question of “What is Camp Greene’s impact and contribution towards World War I and the development of Charlotte?” Using variety of primary and secondary sources students will study how World War I started and ended as well as what was the local influence on the war. Students will look at both the political, economic and social and cultural impacts of World War I not only on the United States but on the world and particularly North Carolina. This unit will help teacher who are trying to find a way to tie local history into their standardized history curriculum. This unit will also help students see how their local history fits in with the larger historical framework. In the case of this unit, students will see how the creation and dismantlement of Camp Greene Army Camp in Charlotte North Carolina fits in with the story of World War I.

I plan to teach this unit in the coming year to 80 students in American History Two grades 9-12.

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By Stephanie Kelly

Introduction:

My topic idea and title came from the impression that my students probably know little to nothing about Charlotte's role in the First World War and I want to make them aware of the rich history here in Charlotte around the time of WWI. My current school is one street over from Camp Greene Street and located on the same street as Camp Greene Municipal Park. Camp Greene was a military training camp during WWI. Camp Greene was constructed in 1917 and dismantled in June of 1919. I want my students to have a better connection to their community other than it just being the place they live. I want them to know that their community and city had an impact on a war and not just a war but also the First World War because I want them to have a sense of belonging and connection to the area where they not only live but go to school at.

I will be connecting my topic to my students' lives because most of my students live near where the original Camp Greene Training site was. Our school is located on the same street as Camp Greene Park. The next street over is Camp Greene Street and down the road on Freedom Drive where it meets Morehead Road there is the historical marker for the Camp Greene Military Training site. This is my students' neighborhood. This is where my students work after school, live, and/or go to school. This is also where their parents and other family members potentially might work and live as well and I want my students to be able to educate their families on the rich history surrounding this area of Charlotte. In our North Carolina Social Studies Curriculum it is sometimes hard to focus on local events that do not tie to a broader historical event. Thankfully the creation of Camp Greene helped soldiers get ready for WWI. I want to be able to tie as much local history to my American History course so that students not only see the broader topics in history but they see that history is all around them. When I teach the Revolutionary War and the Civil War and I make sure to teach some of the local North Carolina and Social Carolina battles on top of teaching the important key battles of the war. I think it is important for students to see that these battles in history happened not too far from where they lived. It helps them better connect with their area and gives them pride for the state. I will be connecting Charlotte's contribution to WWI, especially the Camp Greene resources directly to my students' lives because our school is near where the site original was. As for other Charlotte contributions, I will connect those to my students because we are all Charlotteans. We are all citizens of Charlotte and this is our history. When this unit is over, I want my students to have a better connection with not only their neighborhood but also the city of Charlotte.

I am currently teaching American History at Harding University High School. This is my fourth year teaching. I have previously taught, American History 1, American History 2 and Civics and Economics at my current school. I have lived in the Charlotte area since I was in elementary school and love all of the various historical events, and buildings that Charlotte has. As a history teacher, I am always trying to teach myself more about our local history not just for myself but for my students as well. I think and feel that teachers are never done learning and this institute proved that.

School Demographics:

I currently teach at Harding University High School. Harding University High School sits on the West side of Charlotte located between Freedom Drive and Wilkinson Blvd on Alleghany Street. When thinking about my topic and where I teach I thought it would be perfect to teach Charlotte's involvement in WWI with a major focus on Camp Greene Army Training Camps. Harding University High School has approximately 1600 students' grades ninth through twelfth. Of those 1600 students, 66% of them are African American, 26 % are Hispanic or Latino, 1% is white or Caucasian and one percent is Asian. Approximately 46% of our students are female and 54% of them are male. Harding's graduation rate as of April 2020 was 58%, which is below the state median. Of the 1600 students at Harding, 82% of the student population receives free or reduced lunch and 12% of our student population has limited English proficiency. Due to these demographics, Harding University High School is a Title 1 school. At Harding University High School there are approximately, 108 teachers and support staff that support and educate students ninth through twelfth. Harding is one of thirty-two high school within Charlotte-Mecklenburg School¹.

This Unit would be taught in our American History 2 course. Our American History 2 course is currently taught to our juniors and seniors (11th and 12th graders). I am focusing this unit more on local history because I want my students to be more engaged in the lesson. Harding's graduation rate is 58%, which means Harding University High School only graduates 58% of our graduating class. I think that if I made more engaging and interesting to my students by using local history then it would help our graduation rate. Students would want to come to my class and learn about the history that surrounds them. Charlotte is a town that does not value its local history as some cities might do. We are a "New South" city where we are constantly tearing down the old to make room for the new. We did the same with the remnants of Camp Greene. I want my students to see that despite the thought there city might be tearing down the old and constantly building something new within our area there is still history within our town that we need to remember and cherish.

At this current time my school and students are virtual due to the COVID-19 Pandemic. I will be teaching this unit completely via the canvas platform however, when we return to brick and mortar setting I will be using the same documents, sources and PowerPoint presentation for my students and they will receive a physical copy rather than using a digital copy. This Curriculum unit can be taught in a virtual, hybrid and brick and mortar setting.

Unit Goals:

My World War I Unit begins after teaching American Imperialism (Spanish American War, Open Door Policy). The unit title based on the Charlotte-Mecklenburg School pacing guide is titled Imperialism and World War I. This unit is approximately twelve days long and that includes the unit test. The World War I section lasts seven school days. The topics for those eight days are Topic 1: WWI begins, Topic 2: US joins the war, Topic 3: War at Home, Topic 4: Camp Greene Day 1; Topic 5: Camp Greene Day 2; Topic 6: Camp Greene Day 3; Topic 7:

Treaty of Versailles/League of Nations. Following Topic 7, students will be assessed on the whole unit, including Imperialism.

Standards:

Below are the North Carolina Essential Standards for American History Two that I will be using in this unit. I have chosen AH2.H.7 because I want my students to understand how the impact, intervention and involvement of war led to Charlotte's contribution. In the unit, we will be looking at the impact of WWI when it comes to politics. Military politics is what led Major General Wood to choose Charlotte as a host city for an Army Training Camp. Military Politics is also what led Charlotte to lobby for a training camp. We will also look at how the impact of WWI shaped Charlotte's economy through the creation of Camp Greene and how even after Camp Greene was dismantled Charlotte's economy continued to grow. We will also look at WWI's impact on society and culture during this time by looking at different types of propaganda and programs that started during WWI².

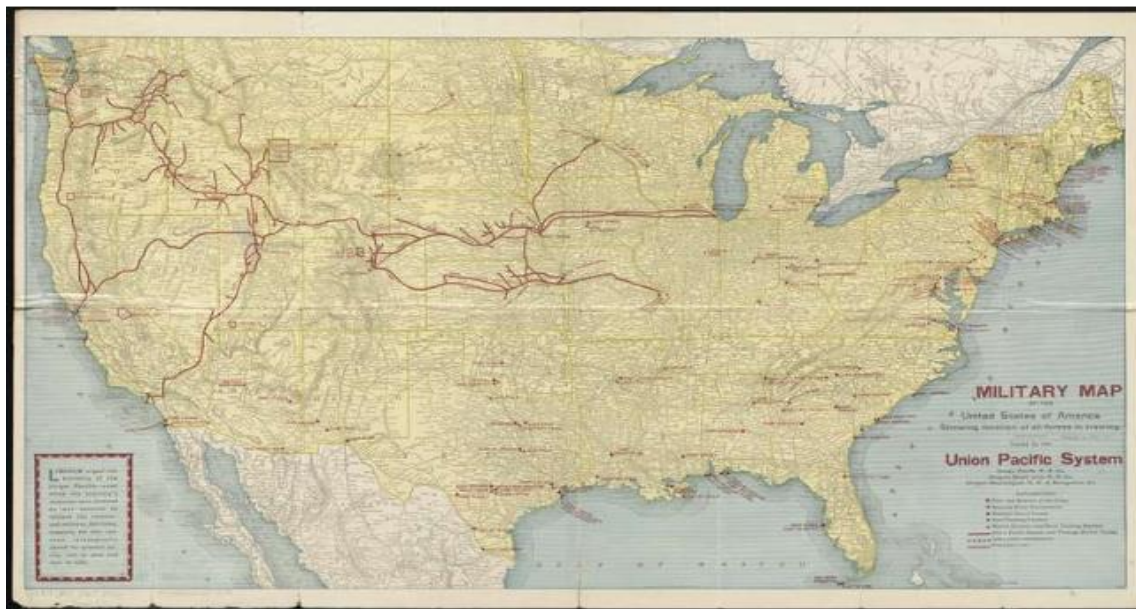
- AH2.H.7: Understand the impact of war on American politics, economics, society and culture.
- AH2.H.1.2: Use Historical Comprehension to analyze visuals, literacy and musical sources

Content Research:

Mecklenburg County was established in 1762 as a way to accommodate the influx of new immigrants to the colonies at the time. Fast forward to 1910, the population of Mecklenburg County is approximately 66,000 people and the population of Charlotte is 34,000 people. In the 1930 census, the population in Mecklenburg County was approximately 127,000 people and the population of Charlotte was approximately eighty-two thousand people³. Camp Greene was a major reason why the population of Charlotte grew so much between 1910 and 1930. Camp Greene not only brought people to Charlotte for work and training but some of those people decided to stay after World War I was over.

Camp Greene Army Training Camp was located approximately 5 miles from downtown Charlotte. Camp Greene Army Training Camp was housed on 2,000 acres of land on the west-side of Charlotte. The United States entered World War I in April of 1917. When the United States entered the war, the United States Army was completely unprepared. The United States Army in April of 1917 was approximately 100,000 men. With this unpreparedness the United States had to create the Selective Service Act in May of 1917. The Selective Service Act required all men between the ages of 21 and 30 years old to register for the military, and wait to be drafted. The United States Army needed the Selective Service Act because there was not a lot of men during this time voluntarily joining the Army. Because of the Selective Service Act approximately 24 million men were drafted into the army during WWI. This act of Congress helped make the United States more prepared for war but it wasn't all they needed. With the Selective Service Act in affect men were being drafted into the Army having little to no combat experience.⁴ The War Department saw this and decided to set up Army Training Camps

throughout the United States to help train and mobilize these new soldiers before going heading off to Europe. In the summer of 1917, Major General Leonard Wood was in charge for finding new sites for Army Training Camps throughout the United States. City representatives also went to Washington, DC to the War Department to advocate why their city should be chosen over other cities. Major General Wood visited Charlotte as part of his tour to find the best place to house these new army training camps. Charlotte was a good fit for a training camp because the climate is temperate. It was in a good geographic location and Charlotte was still a smaller city. In July of 1917, Major General Wood picked Charlotte as a site for one of these new military camps.⁵ Camp Greene was part of the first round of military army camps that would be created as a result of World War I. Charlotte was not the only city chosen for a military training site; Raleigh (Camp Polk constructed in 1918) and Fayetteville (Camp Bragg constructed in 1918) were also chosen as well. However, Camp Polk and Camp Bragg were constructed after the completion of Camp Greene and didn't do as much service and training as Camp Greene did. Major General Wood and the United States Army will select and construct 21 National Army Military Camps between 1917 and 1918. Charlotte beat out Wilmington and Fayetteville NC, as well as Syracuse, NY and Athens, GA when it came to this army training camp. The thoughts of the city of Charlotte lobbyist was this would boost the economy of Charlotte with having a facility like this near town. There would need to be more restaurants, hotels, entrainment, etc. for all of these new visitors coming to Charlotte. Charlotte at the time was only known as a textile mill town and now it would be known for the training camp.⁶



“Military map of the United States of America showing location of all forces in training,” 1917. Courtesy of the Boston Public Library via Digital Commonwealth.

The building and constructing of these camps was fast. The camps did not include barracks, soldiers were instead housed in tents. This is why Major General Wood wanted to make sure that the temperature was temperate because soldiers would be sleeping outside. The only buildings that were constructed were hospitals, libraries, meetings halls/classrooms, dining facilities and other administrative buildings. The building/constructing of Camp Greene started on July 23 and approximately 8,000 men came to Camp Greene to help build the camp. Camp Greene occupied approximately 2,000 acres of land and had approximately 2,000 buildings on its campus. Camp Greene also had a Post Office, a YMCA, a bakery, and horse stables. Outside of the 2,000 acres was a 15,000 acre artillery and rifle range for the soldiers to practice their skills.⁷

Camp Greene used the James C. Dowd House as based headquarters. The James C. Dowd House, built in 1879 as a farmhouse that sat on 248 acres. The Dowd House was originally on a farm and all of the land around the Dowd House was a farm or farmland as well. Most of Charlotte and Mecklenburg County before the World Wars was very rural. Today, if you were to visit the Dowd House you would be shocked to know that this once used to be a farm and that everything around it was a farm as well. The Dowd House today is located in a urban commercial area of Charlotte near both Interstate 77 and Interstate 85. During the time when Camp Greene used the Dowd House, they made many changes to the houses interior and exterior to fit the needs of the U.S. Army. The Dowd House is still standing, owned by the Mecklenburg County Parks and Recreation Department, and listed on the country historic places list.⁸

By September of 1917, 6,000 soldiers arrived for training. Most of the men sent to Camp Greene came from the New England and Western states. The first men that arrived to Camp Greene were white soldiers from the Pacific Northwest. Because the United States was still unprepared for war, when the soldiers arrived to the various army training camps soldiers would something have to train in their civilian clothes until there military uniforms and training outfits arrived. Also soldiers used broomsticks and wooden “prop” guns as guns until the War Department sent proper machinery to camps for training. Soldiers at Camp Greene stayed in Charlotte for approximately 6 months. During that 6 months, soldiers were learning basic military skills in 16 week long sessions. During the first 16 weeks soldiers were learning and focusing on rifle marksmanship, physical fitness and close order drills. The second cycle or session was focused on larger regimental maneuvers.⁹

Approximately 14,000 African American soldiers were sent to Camp Greene for training. At this time in history, the United States military is segregated. African American men were only allowed to serve in the army, they could not serve in the navy or marines. African American men who served in the army also could not be involved in aviation.¹⁰ Almost 400,000 African American men served in World War I. Of those approximately 200,000 African Americans went to Europe. African Americans served in support roles rather than in combat, except for two infantry divisions which comprised of about 40,000 men.¹¹

The Young Men’s Christian Association, YMCA, was part of the Training Camp Activities at Camp Greene as well as at the other military training camps across the country. The War Department hoped that with the help of the YMCA it would help soldiers drink and gamble less because they were involved in more “Christian” activities. The YMCA provided these young men with the opportunity to play sports, take classes, brought in lecturers, provided dances or

socials for the soldiers and also provided the camps with libraries filled with books for the soldiers to read. Other groups like the YMCA, also provided soldiers with a host family within the town that they could have meals with and possibly go to church with. The YMCA and other organization (Salvations Army) provided these young men with a way to decompress after a long day training.¹²

A Camp Greene soldier's life started every morning at around 5:45am and ended at around 11:00pm. Camp Greene soldiers typically had weekends and Wednesdays off. This meant that soldier could spend the day studying, participating in sports and other activities. These were not training days for the soldiers. Soldier typically stayed at Camp Greene for thirty days to six months before transferring overseas this depending on the training of the soldier. Soldiers used the 2,000 acres of land that was Camp Greene to make multiple different trenches, just like the ones in France. 700 British and French soldiers came to the United States to help teach soldiers at the military camps how to dig the best trench. They also provided the American soldiers with firsthand accounts of what life is like in the trenches and in battle. The trenches averaged eight feet in depth on average; however, some of these structures were fifteen feet deep. This was also in the time before modern day machinery that would dig the holes for you. Soldiers dug approximately five miles worth of trenches to simulate the ones for in France. Some of the trenches even had bunkers constructed in them and the parts where the bunkers were approximately thirty feet deep.¹³

World War I ended on November 11, 1918. Following the end of WWI, troops started coming back home, back to the United States. One Camp Greene trainee, Herbert H. Baxter, a native of Boston, trained at Camp Greene and served in France during World War I. After the war, he returned to Charlotte and started a business in Charlotte. He married a local woman, Virginia Littlejohn and they had three daughters. Baxter was involved in the North Carolina Civil Air Patrol, the Boy Scouts and the American Legion. He served on the Charlotte City Council from 1935 - 1939 and 1951 - 1959 and as Charlotte's mayor from 1943 - 1949.¹⁴ Soldiers were also able to finish any of their classes they had started at the YMCA upon returning home from war. On December 19, 1918, Camp Greene had a farewell dinner for staff and soldiers. Turning the time of WWI, Camp Greene was the largest employer for Mecklenburg County. The ending of WWI, led to the closing of Camp Greene. By the summer of 1919, Camp Greene was completely dissolved¹⁵. When it came to close the camp, it was easy. The soldiers that had once occupied Camp Greene lived in tents during their stay so there was no housing facility. The buildings that were on Camp Greene were sold and salvaged by the YMCA and used for other things in the community and/or torn done. The trenches once used for war practice now being filled up with dirt. Today, very few of these buildings are left. The Dowd House still remains however the Dowd House was built prior to World War I and after the war the Dowd House returned to farm house.¹⁶ There is a Camp Greene Memorial and Camp Greene Historical Marker. The Camp Greene Monument is located on Wilkinson Blvd and Monument Street.¹⁷ The Historical Marker is located on West Morehead Street and Arty Avenue in Charlotte, NC.¹⁸

Teaching Strategies:

Video

To introduce Camp Greene to my students I will be showing the documentary “*City of Canvas: The Story of Camp Greene*” by Jack Dillard. I am playing this video because I want to give my students an overview of Camp Greene and its impact. In addition, the documentary uses many primary sources within the film that I want the students to see that are not in the Document Based Question. Videos and/or documentaries are good when trying to cover a lot of information in a short period. The documentary they are watching is approximately 30 minutes long. I will have students watch the documentary at home for homework, so that when we return to class the next day we are able to have a class discussion about the film.

Podcasts

Students will listen to a NPR segment about Camp Greene and the documentary. Having students listen to content and then have a few focus questions will help improve their listening skills. I am having my students listen to the podcast for homework instead of as part of the class time so that if they need to replay it they can and get better clarification on what they are talking about in the segment. Students can/will listen to the podcast the same night/evening that they watch the documentary. The NPR segment on Camp Greene gives a recap of what the documentary is about and the segment features the makers of the documentary Jack Dillard.

Book

Students will read *The Echo of the Bugle Call: Charlotte's Role in World War I* by Miriam Grace Mitchell and Edward Spaulding Perzel. This book is about Charlotte during WWI and the creation of Camp Greene. I will group my students into 6 groups, there are 6 chapters in *The Echo of the Bugle Call*. Each group will read 1 chapter of *The Echo of the Bugle Call*. All students will read the Forward and the Preface. This can be done for homework or can be done in class either individually or by using the popcorn reading method. Each chapter is about 14 pages long, and I will assign students their chapter to read on the first day of the unit. This will give students plenty of time to read the 14 pages before we get to the Camp Greene material on Day 4. When we get to topic 4 of the unit, I will have students start meeting with the other students who were reading that same chapter. Students will meet in their groups for approximately 20 minutes over the course of three days. Together as a group, those students will create a PowerPoint presentation and/or screencast on their chapter as a way to teach the rest of the class what was going on in Charlotte and/or Camp Greene during WWI based on their chapter. Each student will have to turn in a 3-5 paragraph summary of what their chapter was about. Separating the class into groups and assigning each group a chapter to teach gives turns the students into teachers and the teacher becomes just a facilitator¹⁹. I have included a HTML version of the book for you and your students. The link can be for in the Appendix 4.

Document Based Question (DBQ)

DBQ's are something we use a lot in my American History classes. It allows students to dive into primary sources more with a clearer focus. DBQ's vary in how they are set up. For example, in an Advanced Placement course, AP class, students would probably receive multiple documents and one overarching essay question to answer based on those documents. However, in other history classes, it can be scaffolded to where each document has question(s) that go with it and still one overarching essay question. The DBQ's I typically give my students have questions that go with each document and an overarching essay question. Structuring your DBQ is based on your student's ability to analyze primary sources. My students struggle with

analyzing primary sources whether it is a written document, a photo, political cartoon or a map/chart. Because I know this in advance I structure and scaffold my DBQ's so that there are guiding questions throughout. This way I am constantly asking them questions about what they are reading, seeing and wondering about.

Written Reflection

A written reflection helps students make sense of what they have just learned or experienced in written form. In this unit, students will write two written reflections, one reflecting on the historical impact of Camp Greene on the Westside Corridor of Charlotte community and the second piece will be a letter as if they were a Camp Greene Soldier, Nurse or Commanding Officer writing home to their families about their experiences at Camp Greene and/or Charlotte.

Primary Sources

Primary Sources are a great way for students to see the time you are studying. Primary sources include photos, oral histories, newspaper articles, period maps, political cartoons, clothing, structures, government documents, etc. For example, in the 1917-1919's we have real photographs of Camp Greene and its surroundings all of these are primary sources and help students get a visual of what life was like during the time period. They also can see how much Charlotte has changed over time. I will be selecting a wide variety of photographs from Camp Greene to show my students during class. I will also provide them with the websites I used so that they can add photographs to the book report group presentation. Primary Sources can be modified to fit your students reading levels and grade levels if necessary.

Rubric

This rubric will guide the groups when completing their *Echo of the Bugle Call* presentations. Students will use the rubric as a guide to make sure they have all of the necessary components in their presentation before presenting. I will also have a rubric for the individual chapter reports so that the students know what I am looking for when I am grading their individual chapter report.

Classroom Lessons/Activities:

Lesson #1 World War I Begins:

This lesson is focused around knowing the causes of World War I and their impact. For their warm-up, students will be asked the following question "What provokes you to fight?" As a class we will discuss what provokes someone to fight as a way to get students interested in learning about World War I. Following the warm-up I will go over the causes of the World War I through a PowerPoint presentation. I will use this PowerPoint presentation for days 1-4. On Day 1 we will cover slides 1-20. Throughout the PowerPoint there will be spots where the teacher can ask questions to keep students engaged throughout the presentation. I will be encouraging my students to take notes during the presentation so that they can refer back to them when studying for the test. Following the content presentation, the teacher will assign students to groups of 2. With their partner students will complete the United States and World War I assignment. This assignment guides students through the causes of World War I. Students will have to recall the meanings/definitions of the causes, they will also have to look at a map that shows the two sides

of the war. They will also have to listen to a short video clip (students will need technology for this component) and answer a few questions about what they saw and heard. By the end of this lesson students should be able to recall the main causes and what those causes mean²⁰.

For homework students will be assigned a chapter at random of *The Echo of the Bugle Call: Charlotte's Role in World War I*. Students will be assigned the chapter to read and will be told that by Day 4 their chapter needs to be completed. The chapters to the book will be put in our Canvas course for students to download and access. I will also have the daily work up on Canvas as well.

Lesson #2 United States Enters:

This lesson is focused on the United States and why we entered the war. Students will be focusing on what caused the United States to enter the war and what were the impacts of this on the home front. The warm-up for lesson #2, I will ask my students to define *Isolationism* in their own words. The correct definition of isolationism is a policy of remaining apart from the affairs or interests of other groups, especially the political affairs of other countries. After they have defined Isolationism, we will talk about what it means and how it pertained to the United States in nineteen teens. I will be pulling information from students prior knowledge of what we had learned about from the first half of the lesson when we talked about Imperialism and how imperialism lead the United States to go into Isolationism. After the warm-up, I will lead the students through a PowerPoint Presentation on causes that led the United States to enter WWI. Students will be encouraged to take notes throughout the PowerPoint presentation. After the PowerPoint presentation students will complete a worksheet activity in a gallery crawl setting. There will be 4 documents posted around the room (if you have a large class, I would make another set of the documents and post them up as well so that students can spread out). Students will be given a questionnaire sheet for each of the documents. Students will walk around the room every 15-20 minutes (time permitted) and answer the following questions about the documents. The documents entail two speeches from President Woodrow Wilson, one at the start of the war 1914 and the other one in 1917. The documents also include an excerpt from a textbook about World War I (secondary source) and finally an excerpt from historian Howard Zinn's book *A Peoples History of the United States*.

For homework students will be reminded about the chapter they need to be reading in *The Echo of the Bugle Call*. For homework, students will be assigned the chapter book report based on their assigned chapter. Students will have to write a 3-5 paragraph book report on the significance of their chapter when it comes to WWI and to Charlotte as a whole. This is due when they present their chapters with their groups.

Lesson #3: Home Front:

The warm-up for this lesson will be a political cartoon that students have to analyze. Students will have to complete a "I see", "I wonder" "I infer" for the political cartoon. Students will separate their notebook paper into three sections. They will label the sections I see, I wonder and I infer. Under each section they will write down in sentences what they see, wonder or can infer

the political cartoon in front of them. We will then as a class discuss the political cartoon going through each section of their paper. After the discussion, I will lead the student's through a PowerPoint presentation on what WWI was like in the United States (food programs, war bonds, propaganda, The Great Migration, Selective Service Act and Espionage and Sedition Acts). After the presentation, students will meet for the first time in the groups based on the chapter they are reading in *The Echo of the Bugle Call*. Students will meet in their groups for approximately 30 minutes.²¹ In their groups students will need to start figuring out how they want to present. What were the main takeaways from their chapter and how they will teach those take-away?

For homework, students will be assigned the chapter book report based on their assigned chapter. Students will have to write a 3-5 paragraph book report on the significance of their chapter when it comes to WWI and to Charlotte as a whole. This is due when they present their chapters with their groups. Students will also be assigned to watch *City of Canvas: The Story of Camp Greene*. This documentary is approximately 30 minutes. Student will watch the documentary at home so that we can have a conversation about it in class then next day.²²

Lesson #4: Camp Greene Day 1

For our warm-up today, students will be asked to write down their answer to the following questions on an index card. The questions they will answer is "*What is Charlotte's Contribution to WWI based on the documentary? How did Charlotte contribute to the United States' war effort? What are some ways that the people of Charlotte participated in the war effort?*" Following the warm-up discussion, we will move into a brief overview presentation about the history of Camp Greene. This will be a brief presentation because the documentary already does a good job of presenting the history of the camp. After the brief presentation, we will come together as a class and look at some photos from Camp Greene using Jam board. Students will each have a laptop where they will be able to access the photos on Jam Board. I will also have Jam Board presented on the projector screen so that we can see all of their responses in real time. Students will be asked to comment/answer questions for the photos. Analyzing a few photos together as a class, will help students learn how to analyze primary sources. This will be helpful for tomorrow's activity when they have to analyze primary sources by themselves.

Lesson #5: Camp Greene Day 2

Today's warm-up will be for students to get with their chapter groups and work on their presentations. Students will have 20 minutes to work on their presentations at the start of class. Following the group presentation work, students will begin the Camp Greene Document Based Question or DBQ assignment. Students will have 30 minutes to work on it in class today. After the 30 minutes are up, students will go back to their groups to work on the chapter presentations for the rest of class.

Lesson #6: Camp Greene Day 3

Today's warm-up will be for students to get with their chapter groups and work on their presentations. Students will have 20 minutes to work on their presentations at the start of class.

This will be the last time students will work on their presentations as a group before tomorrow's deadline. I will be encouraging my students to do a practice run of the presentation so that they can check for mistakes and so that everyone knows when it is their turn. Following the group work, I will give students about 20 minutes to work individually on their chapter book report due tomorrow. This will also give students time to ask questions about their chapter and the report. After working on the chapter book reports individually, students will work on their DBQ's for the remainder of class. Students should have their DBQ's finished at the end of class.

Lesson# 7: Treaty of Versailles/League of Nations and Group Presentations.

The warm-up for today will be for students to download the presentation note catcher from Canvas. This way when we are ready for presentation students have their note catcher ready as well. We will then as a class watch a short video clip about the end of the war. We will be focusing on the Treaty of Versailles and the League of Nations that followed. Once the video is complete students will complete a 3-2-1 activity. They will have to name three things they learned about WWI, two main ideas that came from the debate over the Treaty of Versailles and one question they still have. Students will answer these on a notecard and turn them into the teacher. After the 3-2-1 activity, we will go into class presentations. We will go in order starting at Chapter 1 and ending with Chapter 6. Each group will have 7 minutes to complete their presentation on the chapter. The rest of the class will be listening and taking notes on their note catcher. For homework tonight, students will be asked to study for their WWI unit assessment.

Lesson# 8: Unit Assessment

In this lesson student will take a Unit test on World War I. The unit test is multiple choice and has 20 questions on it. Students will have approximately 90 minutes to complete the test. The test is located in materials. Students will take the test on paper.

Appendix #1 Implementing Teaching Standards

AH2.H.7: Understand the impact of war on American politics, economics, society and culture.

AH2.H.1.2: Use Historical Comprehension to analyze visuals, literacy and musical sources. ²³

Appendix #2 Unit PowerPoint

This PowerPoint contain all of the warm-ups, daily activities and notes, photos, discussion questions needed to complete this unit. Items not included in this Appendix are JamBoard Activity, Chapter Book Report Instructions and Rubric and Group Presentation Instructions and Rubric. Those items can be found in Appendix's below.

Unit PowerPoint

- This PowerPoint contains everything you will need for the Unit except for the materials for the group presentation and chapter report summary for the book Echo of the Bugle Call. Also the Camp Greene is not included in the PowerPoint. Please see the appendix section for these documents.
- All other resources are hyperlinked into this document for you.
- There are also headers for each day that give you a brief agenda for the day.

PowerPoint:

Appendix # 3 Jamboard

Jam board is a free Add-on Extension through the Google Chrome search engine. Students will each need access to a laptop where they will be able to access the photos on Jam Board. Teacher may also have Jam Board presented on the projector screen so that we can see all of their responses in real time. Students will be asked to comment/answer questions for the photos using the sticky note feature in Jamboard.

Jamboard: <https://edu.google.com/products/jamboard/> (link on how to access Jamboard and create material)

Appendix # 4 Chapter Book Report Instructions and Rubric

This is the Echo of the Bugle Call chapter book report instructions and rubric to use with your students. The Echo of Bugle Call is six chapters long. Assign each student a chapter to read over the course of the unit. Students will write a summary report on their chapter as well a work with their peers who also read that particular chapter to come up with a group presentation. The following link will bring you to a HTML version of the book for you and your students to read and have access too (<https://www.cmstory.org/exhibits/doughboys-camp-greene-mecklenburg-county-nc-1917-1918-life-camp-green/title-page-and>). Presentation Instructions and Rubric can be found in Appendix #5. ²⁴

Chapter Summary Rubric

Your assignment is to write a summary over one chapter from the book *The Echo of the Bugle Call* that you were assigned.

Due Date

TBA

*****You must staple this sheet on top of the summary and hand in both on the due date.

Summary Requirements:

- A good summary accurately describes the main point(s) and important details of the piece.
- In order to be accurate and concise the writer must be thoroughly familiar with the original work.
- If too long, a summary may be paraphrasing the original work, but if too short, important details may be left out.
- Your summary should be 3- 5 paragraphs long.

Hints:

- Read and reread the chapter as many times as necessary to gain a full understanding of it.
- No first person statements allowed. Opinions are not needed here. For example, “I thought the part about digging trenches was really cool.”
- Always name the author and chapter title in the introductory paragraph, usually in the first or second sentence. From then on refer to the author by last name.

- Always use present tense to discuss the chapter and facts from the chapter.
- Use direct quotes or paraphrase examples to support claims.
- When referring to the chapter, always capitalize the title and place it in quotation marks.
Do not use italics.

Chapter Report Rubric

Category	5-4	3	2	1-0
Identifies Important Information	Student lists at least 3 main points of the chapter and at least 2 other striking elements of the chapter.	The student lists points, but only 2 are main ideas while the others are not.	The student has only 1 main point and highlights unimportant points.	The student cannot identify important information with accuracy.
Summarization	Student uses 3 or more sentences in their own words to describe clearly what the main points are about.	Student uses 3 or less sentences to describe the main points, but not all is in their own words.	Student summarizes most of the main points accurately, but has some misunderstanding and may need to reread or seek tutoring for understanding.	Student has great difficulty summarizing the main points and needs to see the teacher.
Identifies Details	Student recalls several details for each main point.	Student recalls details for most main point.	Student is not able to locate most of the details of the main point.	Student cannot locate details with accuracy.
Spelling and Grammar	No spelling, grammar, punctuation errors Great sense of voice.	1-3 errors in spelling, grammar, and/or punctuation Well-written Organized Grade-level appropriate	4-6 errors in spelling, grammar, and/or punctuation Run-on sentences Choppy	7 or more errors in spelling, grammar, and/or punctuation Poorly written Errors

		spelling and vocabulary	sentences Paragraphing errors	interfere with meaning Disorganized
Format / Flow	Summary is more than 3-5 well written paragraphs. Proper heading (name, date, title of assignment). Flow: connections between paragraphs and thoughts. Solid introduction and conclusion.	Summary is 3 paragraphs minimum and is missing 1 of the category 5 expectations.	Summary is missing 2 of the category 5 expectations.	Summary is missing 3 of the category 5 expectations.
Comments:				Total: /25

Appendix #5 Group Presentation Instructions and Rubric

This is where you can find the *Echo of the Bugle Call* Group presentation Instructions and Rubric for your students. Students will be working on this group presentation with students who also read the same chapter as them in *Echo of the Bugle Call*.

CHAPTER TEACHING GROUP PRESENTATIONS ASSIGNMENT

You will be **assigned to a group**, and each group will be **assigned different parts of *The Echo of the Bugle Call* to teach** the class about.

Each group will teach for 7-10 minutes about different parts of the text.

You may complete your presentation on a PowerPoint and/or Screencast. Please be creative!

PERSONAL PREPARATION:

Each group member will prepare a Personal Chapter Worksheet to guide your exploration of the portion of the textbook assigned to your group.

GROUP MEETINGS:

Each group will then meet for 30 minutes in class **to decide together on what and how to teach** some part of your group's assigned portion of the text.

Different group members will serve as Group Leaders and Minutes-Keepers at these meetings.

At these meetings, each group member will be expected to actively support the Group Leader by:

- **sitting** “like a group”

- answering an **ice-breaker** question
- coming to **consensus** about what portion of your assigned portion to teach us about
- **brainstorming** about how to teach your group’s chosen topic(s)/chapter
- **collaborating** to develop a teaching plan which actively involves each group member
- participating in a step-by-step walk-through **rehearsing** your group’s teaching
- providing written **feedback** to the Group Leader

GROUP CHAPTER TEACHING:

Your group will then **teach us** about the topic(s) you’ve decided upon. You will do so by **creatively involving all of your group members** in one or more of the following activities:

- invite “audience” **involvement**
- have us do an **activity**
- asking us a few interesting **discussion questions**, etc.

Your group will be evaluated on how well you **select and narrow the content** to teach us, how **creatively you present/teach** your information, how well you **support one another**, how **extemporaneously** each group member delivers their part of the presentation, and how well you **manage time**.

Group Name: _____ **Class Time:** _____

**GROUP CHAPTER TEACHING
FEEDBACK**

Not yet at mastery	Meets mastery standards	Exceeds mastery
	Shares interesting / meaningful events or information for the class to learn	

	Effectively selected and narrowed the content taught	
	Actively involves all group members in teaching activities	
	Teaching includes effectively engaging learning activities (<i>such as: personal stories, skit, audience involvement, student activity, discussion questions, etc.</i>)	
	Group members communicate clear support of one another throughout	
	Each group member delivers their part of the presentation extemporaneously	
	Time is well-managed (<i>10 minutes +/- 1 minute</i>)	

Appendix #6 Camp Greene Document Based Question: DBQ

Below you will find the Camp Greene Document Based Question, DBQ. There are five documents within the DBQ for students to analyze and answer questions about. After the fifth document, student will be asked to answer the written reflection question in 2-4 paragraphs.

Camp Greene Document Based Question

Instructions: Students will analyze the following documents and answer the following questions. When finished with the questions for the documents, please answer the Written Reflection in 2-4 paragraphs.

Document A



Rogers, W. A. , Artist. Now, Altogether. , 1917. [?] Photograph.
<https://www.loc.gov/item/2010717773/>.

1. What issue do you think this cartoon is about? Explain your answer.

2. What is the cartoon message?

Document B (please follow the link to view the document)

APPROXIMATELY FORTY THOUSAND

Is Number of National Guardsmen to Train Here.

Strength of New England Units Nearly 38,000, and 2,500 Aviators Are Expected.

That there will be approximately 40,000 New England soldiers at Camp Greens is apparent from government figures given out several days ago, which show the national guard strength of the several states of the union.

The following table was made up from the government figures and shows how Charlotte's prospective guests are distributed by states:

	Enlisted April 1.	Enlisted bet. April 1. and June 30.	Total.
Connecticut	5,893	2,774	8,667
Maine	1,988	2,722	4,710
Massachusetts	9,872	7,511	17,383
New Hampshire	4,419	1,272	5,691
Rhode Island	2,178	1,914	4,092
Vermont	872	1,111	1,983
Total, 37,770.			

In addition to the 37,770 enlisted guardsmen, there will be 2,500 aviators, making a total of 40,270 men, and 12,000 horses, a right good sized city.

The Y. M. C. A., chamber of commerce and the Charlotte Ministerial association have sent letters to the governors of the six states, to the colonels of the regiments and to company commanders, expressing their pleasure that Charlotte is to entertain the New England guardsmen, and promising that they shall receive genuine southern hospitality.

Whether or not the 37,770 is all that will come here could not be learned, it not being known here whether or not the various units are recruited to full war strength. In the event that they are not at war strength, they will be filled out with men obtained by draft. In which event, Charlotte may expect more than 40,000 soldiers by the middle of next month.

1. Gaining approximately 40,000 soldiers over the course of a month is a lot of people. If you were Mayor of Charlotte in July of 1917, what would you do to get Charlotte prepared for this dramatic population growth? What would you not do? Explain your answer.

Document C



Source: The Caduceus, December 28, 1918

1. What issue do you think this cartoon is about? Explain your answer.
2. What is the cartoon message?

Document D (please follow the link to view the document)

MANY IN CAMP GREENE CANNOT SPEAK ENGLISH

Interesting Data From Intelligence Office Shows 283 in That Class, Speaking 22 Languages.

Some interesting information has been secured by the intelligence officer, Lieutenant R. J. McCandlish, with reference to the number of men in Camp Greene who cannot speak a word of English. It is the plan of the government, through this office, to do all possible to educate these men and make them American citizens just as soon as possible. Up to date there are 283 men in the camp who do not understand English and cannot read nor write the language. In the list is included 53 Americans who are in that class but these are from families who do not speak English though they are American citizens the same as the rest.

The list of foreign speaking Americans is as follows:

Bulgarian 1, Russian 26, Swede 1, Polish 26, Italian 104, Yiddish 9, American 53, Greek 6, French 3, Austrian 23, Turks 3, Bohemian 7, Hungarian 9, German 2, Danish 1, Finnish 1, Rumanian 1, Mexican 3, Chinese 1, Lithuanian 1, Scotch 1, Norwegian 1.

1. The article states that 283 people at Camp Greene cannot speak English, Lieutenant McCandlish says that his team is going to do everything it can to get these men to speak English and read and write. If you were McCandlish, what would you do first? Explain your answer.
2. The article also states that those that serve and learn to speak, read and write English will be granted citizenship. Is this right/fair? Explain your answer.

58 CHARLOTTE NEGROES CALLED FOR ARMY SERVICE

Orders issued to draft boards of North Carolina call for the entrainment Tuesday, November 19, of 2,500 class one negro registrants for Camp Greene. The local boards for Charlotte and Mecklenburg county were assigned quotas under this call.

Secretary Lyles, of the city board, issued yesterday orders for 58 class one negro registrants to report to the board Monday, November 18, at 3 o'clock for induction into the army. Fifty of them will be sent the following morning to Camp Greene. The names of those called up yesterday, according to the list given out, were as follows:

Albert Fair, 1009 North Johnson; Sam H. Strong, Raleigh cafe; Marshall Love, 612 South Graham; Simon McCullough, Pittsburgh; Patrick E. Chavis, Washington; Baxter Crawford, 523 East Eighth; Luther Alexander, 223 South Graham; Sim Watts, 1206 North Tryon; Fred Byers, 212 South Alexander; Tom Perry, Huntersville; James A. White, R. F. D. 2; John Wallace, 915 East Ninth; Hyzer P. Knox, Detroit; Lloyd Wiggins, 8 East Liddell; James Lyles, 217 North Pine; David Chambers, 225 North Alexander; Jasper Culter, 8 East Trade; William Steel, 1009 North Johnson; James Albert Garrett, 414 West Second; Dock Harris, 409 East Hill; Charlie Dunn, 420 Polk avenue; Charlie Davis, 605 South Caldwell; Ernest Carlisle, 508 East Stonewall; Hal Smith, 326 South Johnson; William Davis, 712 South Brevard; Richard Alexander, 1001 East Third; Thomas Maxie Reid, 512 South Alexander; James L. Richardson, 1009 North Johnson; Herbert Boyd, 933 North College; Buddie Grier, 232

Middle; George Cagle, North Charlotte; John Walker, 420 Polk avenue; Robert Johnson 209½ Vance; John Mobly, 1204 North Tryon; Richard Davis, 608 North Caldwell; Sam Cunningham, 420 Polk avenue; George Hendricks, 718 South Mint; Weldon Harris, 303 North Long; James Martin, 505 South Brevard; Paul Knotts, 221 North Alexander; Henry Wallace, 617 South Crockett; John Booker, 113 Oliver; Tom Ed. McClure, Biddle; Sam Harris, North College; Lonnie McKee, 710 East Second; Henry Long, Sumter, S. C.; Maston Walden, 713 West First; Eli Pettis, 806 East First; Edward Luther Boyd, 310 South Davidson street alley; William Boman McCombs, R. F. D. 29; Theodore Thomas Moore, 804 Maple; Richard Campbell, 1004 East Seventh; George Samuel Lowery, R. F. D. 29; Abe Jones, 312 Jackson; Lottie Dunlap, 25 Springs alley; Theodore Dunn, 16 East New Boundary; Albert Roale, 1204 North Tryon; William Converse Beatty, Spartanburg, S. C.

1. Why do you think the names of the 58 newly drafted men were in the newspaper article?

2. Why do you also include these men's addresses or places of residence as well?

Written Reflection:

Please write a 2-4 PARAGRAPH essay based off of the following question. Please write in complete sentences. You may use the documentary City of Canvas and the PowerPoint to help you write your essay.

The camp impacted Charlotte in both temporary and long-term ways. What are some of the temporary changes it brought to the city? What are some of the lasting changes that it brought?

Resources List:

Materials
Projector
Teacher Computer
Student Computer/Laptop
Copies of Handouts/Instructions/Rubrics
Unit PowerPoint Presentation
Copies of the Camp Greene DBQ
Copies of *Echo of the Bugle Call* (physical or electronic)
City of Canvas the Story of Camp Greene video

Student Resources:

Jamboard

Students will need to learn how to use Jamboard. I have included a YouTube tutorial to help students

learn how to use Jamboard (<https://youtu.be/Jm5YvUELtLM>).

Instructions and Rubrics

Students will need copies of the chapter summaries instructions and rubric and the group presentation instructions and rubric in order to complete them successfully.

PowerPoint

Students will need the Unit PowerPoint provided to them so that they may have all of the material needed for the unit. This includes notes, warm-ups and other assignments.

Mitchell, Miriam Grace, and Edward Spaulding Perzel. 1979. *The Echo of the Bugle Call: Charlotte's Role in World War I*. Charlotte, N.C.: Dowd House Preservation Committee, Citizens for Preservation.

Students will be reading Mitchell and Perzel's book *The Echo of the Bugle Call* for their chapter summaries and chapter presentations. This book can be found at local libraries and Amazon. I have also included a HTML Version in Appendix 4.

Dillard, Jack, Dan L. Morrill, Larry Sprinkle, Miriam Grace Mitchell, Lew Powell, Kurt Geske, James K. Flynn, and Pat McCrory. 2011. City of Canvas: The Story of Camp Greene, a film. [Charlotte, N.C]: Deuce Chaps Productions.

Students will be watching *City of Canvas the Story of Camp Greene* for homework or if you choose to they can watch it in class as a whole group. Students will need access to the video if watching it at home. The video is available through the Charlotte-Mecklenburg Library page, if

students have a Charlotte Mecklenburg School ID number they can access the documentary for free.

Teacher Resources:

“World War One Resources .” *Indiana Department of Education* , Indiana Department of Education , www.doe.in.gov/sites/default/files/standards/guide.pdf.

This source has great if you need information on World War I in Europe. This is the source I used for my background content research that I used in my Unit PowerPoint prior to teaching Camp Greene and Charlotte’s contributions.

Mitchell, Miriam Grace, and Edward Spaulding Perzel. 1979. *The Echo of the Bugle Call: Charlotte's Role in World War I*. Charlotte, N.C.: Dowd House Preservation Committee, Citizens for Preservation, 2020.

The Echo of the Bugle Call: Charlotte’s Role in World War I is a great read about Charlotte’s contributions to the war effort. I have detailed in Appendix 4 and 5 as to how to conduct the book chapter summary reports and the group presentations. Depending on your students/class you may want to complete both assignments with your students/class or just choose one of the assignments. This is a great way to differentiate your instruction based on your different classes and different students.

Dillard, Jack, Dan L. Morrill, et.all. 2011. *City of Canvas: The Story of Camp Greene*, a film. [Charlotte, N.C]: Deuce Chaps Productions.

The documentary *City of Canvas* is a great brief resources about Camp Greene for your students, as well as yourself. I thoroughly enjoyed watching *City of Canvas* multiple times learning new and different things about Charlotte and Camp Greene every time.

Setzekorn, Eric B. *THE U.S. ARMY CAMPAIGNS OF WORLD WAR I COMMEMORATIVE SERIES*. Washington, DC: Center of Military History: United States Army, 2017. https://history.army.mil/html/books/077/77-3/cmhPub_077-3.pdf.

This resources gives a lot of information about Military Army Camps during World War I. This is a great resources if you are just interested in teaching military history in the United States during this time period.

¹ “School Improvement Plan,” Charlotte-Mecklenburg Schools, accessed November 12, 2020, <https://schools.cms.k12.nc.us/hardinguniversityHS/Pages/SchoolImprovementPlan.aspx>.

² “North Carolina Essential Standard Social Studies,” North Carolina Essential Standards Social Studies: American History II, October 2011, <https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/ocs/new-standards/american-history-2.pdf>.

³ “Population Statistics”, Charlotte Mecklenburg Story, Charlotte Mecklenburg Library, <https://www.cmstory.org/exhibits/hornets-nest-appendix/population-statistics>.

⁴ “U.S. Congress Passes Selective Service Act” 2009, www.history.com/this-day-in-history/u-s-congress-passes-selective-service-act.

⁵ Eric B Setzekorn, *The U.S. Army Campaigns of World War I Commemorative Series*. Washington, DC: Center of Military History: United States Army.

⁶ Miriam Grace Mitchell and Edward Spaulding Perzel, *The Echo of the Bugle Call: Charlotte’s Role in World War I* (Charlotte NC: Dowd House Preservation Committee, 1979) Chapter 1.

⁷ Herbert White, Jeremy Markovich, et al, “Camp Greene: Charlotte, NC” Our State Magazine. www.ourstate.com/camp-greene

⁸ Dowd House, Charlotte Mecklenburg Story. <https://www.cmstory.org/exhibits/doughboys-camp-greene-mecklenburg-county-nc-1917-1918-dowd-house/dowd-house>

⁹ Eric B Setzekorn, *The U.S. Army Campaigns of World War I Commemorative Series*. Washington, DC: Center of Military History: United States Army.

¹⁰ Edward Perzel, “WWI: Boot Camp in Charlotte” NCpedia. www.ncpedia.org/wwi-boot-camp-charlotte.

¹¹ Anna Fahey-Flynn, “Patriotic Labor: America during World War I” Digital Public Library of America. <https://dp.la/exhibitions/americas-world-war-i>

¹² Herbert White, Jeremy Markovich, et al, “Camp Greene: Charlotte, NC” Our State Magazine. www.ourstate.com/camp-greene

¹³ Edward Perzel, “WWI: Boot Camp in Charlotte”, NCpedia. www.ncpedia.org/wwi-boot-camp-charlotte.

¹⁴ “After the War” <https://www.cmstory.org/exhibits/doughboys-camp-greene-mecklenburg-county-nc-1917-1918-after-war/after-war>

¹⁵ “WWI: Boot Camp in Charlotte”, NCpedia.

¹⁶ “After the War” <https://www.cmstory.org/exhibits/doughboys-camp-greene-mecklenburg-county-nc-1917-1918-after-war/after-war>

¹⁷ “Commemorative Landscapes of North Carolina,” March 19, 2010, <https://docsouth.unc.edu/commland/monument/693/>.

¹⁸ “L-25” Marker, North Carolina Highway Historic Marker Program. <http://www.ncmarkers.com/Markers.aspx?MarkerId=L-25>

¹⁹ Mitchell, *The Echo of the Bugle Call: Charlotte’s Role in World War I*

²⁰ “World War One Resources” <https://www.doe.in.gov/sites/default/files/standards/guide.pdf>

²¹ Mitchell, *The Echo of the Bugle Call: Charlotte’s Role in World War I*

²² Jack Dillard, *City of Canvas: The Story of Camp Greene* 2011. Deuce Chaps Productions

²³ “North Carolina Essential Standard Social Studies,” North Carolina Essential Standards Social Studies: American History II, October 2011, <https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/ocs/new-standards/american-history-2.pdf>.

²⁴ Mitchell, *The Echo of the Bugle Call: Charlotte’s Role in World War I*

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