



World War One and The Home Front
(How A World War Changed A Society)

by Tamara Babulski, 2020 CTI Fellow
Independence High School

This curriculum unit is recommended for:
US History 2, Grade 11

Keywords: World War I, Home Front, Harlem Hellfighters, Great Migration, Harlem Renaissance, 1918 Pandemic

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

Synopsis: The purpose of this lesson plan is two-fold. One, to create a lesson that caters to the current life situations of COVID-19. Second, to create a lesson that brings history to life for my students. I want them to become the person they are researching, to relive the past, and thereby gain a deeper understanding of how a world war changed the lives of so many people in civilian society. This curriculum unit is designed specifically for United States History, Semester 2 which examines domestic history from the late 19th century through the 21st century. . According to the North Carolina Department of Instruction, a focus of the course is: “will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power.”^[i] This curriculum unit focuses specifically on how World War One changed American society. The standards that coincide with this curriculum unit are found in [Appendix One](#).

[i] <https://files.nc.gov/dpi/documents/curriculum/socialstudies/scos/american-history-2.pdf>

I plan to teach this unit during the coming year to 250 students in US History 2

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.

World War One and The Home Front (How A World War Changed A Society)

Tamara Babulski

Introduction

I am currently in my twenty-eighth year of teaching high school Social Studies. In addition to teaching a wide variety of Social Studies subjects, I am also a teacher mentor and the Social Studies Department Chair. I have taught World History for most of my teaching career, but this year is different. This year, I am teaching Latin American Studies, United States History, and AP Human Geography. I teach at Independence High School in Mint Hill, North Carolina. Independence High School has 2,426 students, with a 90% graduation rate. The students population is split almost evenly between males and females. The student population consists of 5% Asian, 27% Hispanic, 34% Black, 31% White, and 3% identified as 2 or more races. 45% of the student population qualifies for free lunch, 3% qualify for reduced lunch. According to ncreportcards.com, Independence High scores an overall B and has exceeded growth on state standards. Teachers at Independence strive hard to create lessons that not only pique interest, but connect academia to the “real world”. The main goal of this lesson is to not only pique my students’ interests, but to also help my students understand that the past has a direct impact on what they experience daily.

This school year has put me in a position where I needed to rework how I instructed my students. I am not only teaching new subjects, to me, but I am also teaching history on a virtual platform that is a novel experience for teachers and students. This new platform has clearly shown that the “old way” of presenting material will not be successful. Prior to COVID-19, I had never really considered the idea of a flipped classroom. “A flipped classroom is a type of blended learning where students are introduced to content at home and practice working through it at school. This is the reverse of the more common practice of introducing new content at school, then assigning homework and projects to be completed by the students independently at home.”¹ This new virtual setting has set up an opportunity to grow as a professional and teach from the concept of a flipped classroom.

This virtual setting has also created opportunities to introduce more project-based lessons into the classroom. I have discovered that students enjoy the opportunity of making choices in their learning. Students will often perform better when they feel like they have a vested interest in what they are going to study. “...students become directors and managers of their learning process, guided and mentored by a skilled teacher.”² Project-based learning

falls directly in line with 21st century skills which are crucial for students to master. Charlotte Mecklenburg Schools have called for a focus on Social and Emotional Learning, as students have been in a virtual platform for the past seven months. “Through project-based learning (PBL) and the use of real-world performance tasks tied to social challenges, students have the opportunity to apply competencies associated with social and emotional learning.”³

The purpose of this lesson plan is two-fold. One, to create a lesson that caters to the current life situations of COVID-19. Second, to create a lesson that brings history to life for my students. I want them to become the person they are researching, to relive the past, and thereby gain a deeper understanding of how a world war changed the lives of so many people in civilian society. This curriculum unit is designed specifically for United States History, Semester 2 which examines domestic history from the late 19th century through the 21st century. . According to the North Carolina Department of Instruction, a focus of the course is: “will trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power.”⁴ This curriculum unit focuses specifically on how World War One changed American society. The standards that coincide with this curriculum unit are found in Appendix One.

Content Research

African American soldiers in the war

The African American experience in World War I is one that is quite often overlooked by many history teachers. However, African Americans played an integral part in America’s success in the war effort. More than 300,000 African Americans served in World War I, most of them were sent to fight in Europe. Stories such as Members of the 369th Infantry, an all-black army squadron that fought in the Great War and lauded as a heroes in Europe. “African Americans from the Washington, D.C., area made a significant contribution to the war effort. Black people took tremendous pride in the fact that the government mustered the all-black First Separate Battalion of the National Guard into service to guard the city following the April 1917 declaration of war.”⁵ A great source to learn more about African Americans in World War I is to read about the [Harlem Hellfighters](#). The Harlem Hellfighters were “... the most celebrated African-American regiment in World War I, confronted racism even as they trained for war, helped bring jazz to France, then, battled Germany longer than almost any other American doughboys.”⁶

Charlotte and Camp Greene

Charlotte, North Carolina played an integral role in America’s response to World War I in that Charlotte became home to Camp Greene, an army training camp. The camp was located near what is today Alleghany Street, which is located on the western side of the Charlotte city limits. “World War I began in Europe in 1914. When America joined the fight on April 6, 1917, there was a need to mobilize troops quickly. Charlotte, after much deliberation, was chosen to get a camp on July 13, 1917. The military selected the southwest part of the county as the most

suitable location, and work to build a camp began almost immediately.”⁷ One of the main reasons why Charlotte was chosen as a site for a training camp was because of the weather. This Army base trained recruits for what they could expect when they were sent to Europe to help defend the Allied Powers. However, the camp in Charlotte would not last long. The winter of 1918 turned out to be one of the most brutally cold winters on record and spelled the doom of a continuation of a training camp in Charlotte. Despite its short stay, Camp Greene itself would have far-reaching consequences for Charlotte, far beyond the First World War. “Charlotte's growth as a major city started with the decision to build Camp Greene.”⁸ Camp Greene became a city in its own right and influenced the economy of Charlotte. Camp Greene continued to influence Charlotte as some soldiers decided to stay and put down roots. Even parts of the camp itself influenced the infrastructure of Charlotte. Utilities that had been used by the Army were turned over to Charlotte authorities, who used them to build commercial properties. Today, not much remains of the once vast military base. “The only camp remnants that survive are the Dowd family’s farmhouse, which served as headquarters and is now designated as a historic site — and a couple of rectangular barracks that are converted into permanent housing.”⁹ Today, place names in and around Charlotte refer to the military camp. Road names such as: Remount Road where soldiers would pick up their horses.

African American Women’s efforts during the War

Women’s experiences during World War I were different from men’s experiences, in that women could not fight in combat. However, women did have challenging roles to fulfill during the war. These challenges come through first-hand accounts of these women who described their war-effort experiences. These true stories give insight into what life was like on the Home Front. Stories such as Clara Rollins, who was one of many African American nurses sent to help people affected by the Spanish Flu. This pandemic provided “...opportunities for previously excluded Black nurses, including the first 18 to serve in the Army Nurse Corp”¹⁰ While men were being called into service during The Great War, women who wanted to serve were quite often turned away. African American women that wanted to do their part for the war effort found the path even more difficult. “According to the Army Department’s Office of Medical History,..., administrative barriers...prevented African American nurses from joining the war efforts...It was not until the last months of World War I, during the influenza epidemic of 1918, that the Army and the Red Cross began accepting these nurses who were so willing to serve.”¹¹

The Red Cross Motor Corps

Women did not have the opportunity to fight in the war. However, many women saw the war as an opportunity to gain more rights and freedoms. Women had been campaigning for equal rights since 1848 when Elizabeth Cady Stanton and the Seneca Falls Convention. World War I provided women with opportunities to demonstrate their patriotism. Two organizations that gave opportunities to women volunteers were the Salvation Army and the Red Cross. The Salvation

Army and the Red Cross depended on women volunteers to help in the war effort. Women who had their own pilot license could not fly airplanes during the war so many of them joined the Red Cross Motor Corps. “Many of the women drivers of the Red Cross Motor Service and other ambulance groups drove their own cars, including Marie Curie.”¹² Women signed up as ambulance drivers to help the war effort. Even the Girl Scouts got involved in the increasing desire of women wanting to drive. “As opportunities approached, women’s experiences with the automobile continued to accumulate. In 1916 the Girl Scouts of America even introduced the “Automobiling Badge.” The badge was to be awarded to young women who achieved skills in driving, auto mechanics, and first aid. The requirements for this badge mirrored the requirements needed to serve in organized Motor Corps in the midst of World War I”¹³. Despite the demands of the job, women continued to flock to the corps as representatives of the motor corps made compelling appeals for a significantly patriotic and exhilarating experience.”¹⁴

The 1918 Pandemic

“The 1918 pandemic killed nearly 500,000 Americans and almost 40 million people worldwide”.¹⁵ The pandemic, or the ‘Spanish Flu’, as it was called, due to the incorrect belief that the virus originated in Spain. This virus migrated around the world. This flu strain killed more people worldwide than were killed in combat during the war. Scientists have studied the ‘Spanish Flu’ for years. Virologists have been able to determine the origins of the pandemic in the US to three specific cases. Two of the cases were of American soldiers that passed away, one in New York and the other in South Carolina. The third case has been traced to an Inuit woman.¹⁶ When the pandemic hit, a flu vaccine had yet to be invented. Mask mandates and calls for increased sanitation increased as the virus spread its way across the country. In truth, people did not know that the flu was a virus. There was no vaccine for this strain of the flu. As the virus raged through the US, cities and schools closed down as they tried to prevent the spread of the flu. Charlotte, North Carolina closed twice, and almost a third time, because of the spread of the virus.

The Great Migration

Southern states in the United States have been through challenging times. After the unsuccessful secession from the Union during the Civil War and the resulting Reconstruction Era, southern states had an identity crisis. The 13th, 14th, and 15th amendments increased the rights of African Americans, but led to civil turmoil within southern states. The Ku Klux Klan, Black Codes, and Jim Crow Laws were a backlash to the increased rights of African Americans. These backlashes against civil rights lead to African Americans searching for a better life. Hundreds of people left the south in search of a better life in cities such as Chicago and Detroit in what is known as The Great Migration. This Great Migration led to nomenclatures as the “Black Belt” which was an area of Chicago that saw a rapid increase in African American residents. This rapid increase in population created another racial battleground. “The city’s black community experienced a dramatic demographic transformation during the war. Between 1916 and 1920, more than fifty-

five thousand southern African American migrants had flooded the city, drawn by the promise of available employment and social freedom, causing the “Black Belt” to burst at the seams...Neighborhood boundaries between white and black residents became battlegrounds...”¹⁷

Musicians that influenced the Harlem Renaissance

The Harlem Renaissance was an outgrowth of the Great Migration. Billie Holiday, Cad Callaway, Louis Armstrong and Romare Bearden were prominent artists in what was to become the Harlem Renaissance. Their time and talents have had a lasting impact on the African American community. The Harlem Renaissance a rebirth of black culture. As African Americans left the Jim Crow South behind them, their confidence in their own cultural identity increased. “The Harlem Renaissance — known then as the "New Negro Movement" — saw the rise of jazz, the launch of such literary careers as Langston Hughes' and Zora Neale Hurston's, and a new sense of black identity and pride.”¹⁸ The age of the Harlem Renaissance was the first era in which the majority of African Americans in the US were not born in slavery or born to parents that were slaves. “Artists associated with the movement asserted pride in black life and identity, a rising consciousness of inequality and discrimination, and interest in the rapidly changing modern world—many experiencing a freedom of expression through the arts for the first time.”¹⁹ The Harlem Renaissance firmly set African American heritage and cultural pride on the forefront of the post-war America.

Marcus Garvey and the Universal Negro Improvement Association

While the Harlem Renaissance sought to embrace the African American experience and bring awareness of African-ness in American society, Marcus Garvey sought to separate African Americans from mainstream American society. Marcus Garvey played a significant role in domestic affairs, as he organized a Black Nationalist movement. The Universal Negro Improvement Association, or the UNIA, was a short-lived entity that promoted racial pride and economic self-sufficiency. The UNIA gained acceptance among poor African Americans living in the ghettos of New York. Marcus Garvey's organization was in direct competition with the NAACP. The National Association for the Advancement of Colored People, or NAACP, has worked tirelessly to improve the lives of African Americans throughout the United States. The NAACP began in 1909 to counter the continuing violence against African Americans across the country. Marcus Garvey's organization focused on the idea of racial pride. “Garvey had a strong appeal to poor Blacks in urban ghettos, but most Black leaders in the U.S. criticized him as an imposter, particularly after he announced, in New York, the founding of the Empire of Africa, with himself as provisional president”²⁰. The UNIA was the forerunner of Black Nationalism, which took off after World War II. Marcus Garvey was eventually deported as an undesirable alien because his ideas were seen as very radical.

Instructional Implementation

What about the people? What about the people that served in the war effort? What was their life like once the Great War ended? What about the ordinary citizens whose lives were forever be changed because of societal pivots? People such as Marcus Garvey, Billie Holiday, Clara Rollins and the hundreds of families that moved away from the South in the Great Migration have stories to tell. Stories about how World War I changed American society forever. These questions are answered through my lessons on how World War I influenced American society.

My lesson is composed of three main parts. First, students will study World War I and its influence on a global stage and its direct influence on American society. Second, students are assigned a persona. Their task is to take the background information of World War I, their understanding of society during and after the war to create a timeline of what their persona would encounter in the world around them. Their focus will specifically be on the impact World War One had on their lives after the war. Third, we will come back together as a group to discuss how a global war can have far-reaching consequences within a society.

The following are the personas that are assigned to students: (1). An African American soldier that was touted as a hero on the Western Front now returns to the Jim Crow South. (2). An African American nurse who has been assigned to a Flu ward in Atlanta. (3). A member of the UNIA that is working closely with Marcus Garvey. (4). A musician that is on tour with Louis Armstrong and Cab Callaway at the height of the Harlem Renaissance. (5). A sharecropper from Mississippi that has packed his belongings and joined The Great Migration to the Mid-West, hoping for a better life. (6) A white woman who drove ambulances with the Red Cross Motor Corps on the Western Front has returned home with the assumption she will become a homemaker. (7). A citizen of Charlotte, North Carolina that volunteered at Camp Greene and must now resume “normal life” now that the war is over. A firm grasp of why World War I occurred and an understanding of America’s role in the war effort is crucial to this lesson. References should be made to their Freshman year when they studied World War I from a global perspective.

Lessons/Activities

This lesson is part of Units 3 and Four in American History Two. Unit Three is an in-depth look at imperialism and World War I from an American perspective and typically takes eight days to teach the entire lesson, including the unit test. Unit Four is an in-depth look at the 1920s and 1930s and typically taught over twelve days, including the test. For purposes of this curriculum unit, I am extending the lesson to incorporate parts of units three and four, which will take a total of six days to complete, including the final project, which counts as the assessment. The day’s activities highlighted within this curriculum unit do not have to be completed in sequential order, rather they can be interspersed between units three and four to accommodate days where you, as the teacher, might choose to dedicate an entire block to covering a specific topic. For ease in

understanding the thread of logic with the curriculum unit, I have labeled the day's one through eight. Each day's lesson is on the premise that a class block lasts 90 minutes. When possible, time limits for activities are included on the breakdown of the activities for each day. For Day One, reserve a spot in the Media Center for student research.

Day One: Causes of World War One and the US Response”

To begin, 10 minutes is spent doing a ‘brain dump’ of World War I. The ‘Brain Dump’ activity for Day One is in Appendix 2. The next fifteen minutes is a mini-lesson on the causes of World War I and the initial neutral response of the US. Take five minutes to have students repeat their knowledge of the causes and initial response. The remaining class time is spent assigning personas and giving students opportunities to research what their persona was like. To aid students in their research, each student receives a handout titled “Home Front Biography”. An exemplar is in Student Exemplar One. I never allow students to choose their own because either they will pick what their friend has, or they will pick what they perceive as the ‘easiest’ choice. I put personas on index cards and fold them in half. Students blindly choose an index card from a box or bin. It is imperative that students write down their persona immediately on their research form, and that the teacher makes a note as to the persona as well as a safety measure in case the research form is misplaced. The second half of Day One, if possible, is in the Media Center so that students have a wide variety of resources available to them.

Day 2: The Home Front

In US History, the focus of World War I is strictly on the response of the American government. No battles or skirmishes are covered in the curriculum, nor are they on the state assessment. Day Two is split in three parts. Part 1 is an examination of the Home Front and the responses of citizens and immigrants. Here, the teacher covers topics such as war bonds and rationing, calls for more farms, and victory gardens. I like to use this [website](#) to aid in understanding of the Home Front. Part Two of the lesson examines social movements during the war effort and the anti-German sentiments that permeated society. Part Three of the block is dedicated for students to continue working on their persona. On Day 2, students concentrate on what their persona was like before American entrance into the war.

Day 3: The Great War and Wartime Actions of the US

Five minutes at the beginning of the block reviews the causes of the Great War: nationalism, imperialism, alliances, militarism, and the assassination of the Archduke Franz Ferdinand. Another ten minutes is dedicated to a mini lesson on the three main reasons why the US entered into the war itself: the Zimmerman Note, the sinking of the Lusitania, and unrestricted submarine warfare. Students will use a brain dump to create a list of how people in America might have reacted to the news of war. The remaining sixty to seventy minutes of class is reserved for students to discover what their persona experienced during the war effort. Students will again reference their Home Front Biography form to record information. Students should locate a picture that could reasonably stand in as their persona. Since there are seven personas and an

average of 27 students in class, there are many opportunities for collaboration. I organize students into collaborative groups. A class average of 27 students and 7 personas equals to approximately 3.8 students per persona. I arrange students into groups of two or three so they can collaborate with their research. It is always a good idea to review rules you have established for collaboration before assigning students into their collaborative groups.

Day 4: The Great Migration, the Harlem Renaissance

At this point in the unit, students should have a firm grasp of not only who their persona was, but they should be feeling a sense of comradery with their research subject. Day Four is dedicated exclusively to lessons on the Great Migration and the Harlem Renaissance. I do not dedicate any portion of the block for their research, in part because it has been my experience that students need a break from constant blocks of research. The first fifteen minutes of the block is dedicated to showing this [video](#) on the Great Migration and the Harlem Renaissance. Take five minutes for students to do a quick-write on their take-away from the video. For the next thirty minutes, students will discuss and take notes on the Great Migration and the Harlem Renaissance. The remaining forty minutes of class is reserved for an in-class activity. Read, Write, Think has a nice reflection handout on the Harlem Renaissance and its influence on society. I use this [map](#) on this website as one of my visuals for helping students understand the Great Migration. I use this [website](#) in my AP Human Geography class, but it is also useful in US History when teaching internal migrations such as the Great Migration.

Day 5: The UNIA and Social Movements

The first twenty minutes of class is for students to review their research and a chance to collaborate with their peers that have the same topic. The next twenty-five minutes is set aside for the completion of this [reading activity](#). This is the [main activity](#) for day five. As with Day 4, very little of the block is set aside for student research. At this point in the curriculum unit, students should not only have a firm grasp of their persona but they should also be connecting their persona to the topics discussed in class. I take the last twenty minutes of class for students to voice how they believe their persona would have reacted to Marcus Garvey, the UNIA, and black social movements of the early twentieth century. .

Day 6: Post-War America

In the first five minutes of class, review the causes of World War I. Next, take another ten minutes to review the reasons for American entry into the war and the response of the Home Front. I use excerpts from this [lesson](#) to help my students understand how American society changed after the war. I particularly use the [song](#) “How ‘Ya Gonna Keep’Em down on the Farm?” Students will listen to the song and read the lyrics, then have a discussion on how World War I changed peoples’ views of American society. The second half of the block is set aside for students to use their knowledge of World War I and American society to make predictions on how their persona would have lived after the war. Depending on the academic level of students, they may be given the opportunity to work with a partner to brainstorm ideas. Students will fill out the second half of the Home Front Biography form.

Day 7: Persona Characterizations and Research

The entire block is set aside for students to use the resources in the Media Center to finish their persona biographies and create their biographical posters. Students should work independently on their biographies and posters. Here is the template for the biographical poster.

Day 8: Final Project Workday and Gallery Walk

A Gallery Walk is a way for "...students to get up out of their chairs and actively engaging with the content and each other...students peruse each other's work, providing feedback or praise...the teacher's primary role is facilitator and/or participant."²¹ Students make final comments and tweaks to their biographical posters and forms. During this time, the teacher is a facilitator and rotates around the classroom; checking on students' progress and helping students keep track of their remaining time. The gallery walk occurs in the next sixty minutes. Here, students read over the biographies, examine the posters, and provide feedback on feedback forms. The feedback form is under the heading Resources, Student Resources.

Assessments

This unit contains two assessments. The first assessment is a terminology quiz to ensure that students understand the information they are examining as they conduct their research. This quiz is in Student Exemplar Two. The second assessment is the final project, which is Student Exemplar Three. The first assessment is assigned on Day 2 of the curriculum unit and should take no more than 15 minutes to complete in order to ensure there is sufficient time for the activities scheduled that day. The final assessment is a poster in which students display their understanding of the Home Front, how World War I influenced American policies, and how World War I influenced American society, even to the present day. The poster focuses on their persona and how he/she was influenced by the war.

Appendix 1 Teaching Standards

AH2.H.1.2 Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage.
2. Differentiate between historical facts and historical interpretations.
3. Analyze data in historical maps.
4. Analyze visual, literary and musical sources.

AH2.H.1.3 Use Historical Analysis and Interpretation to:

1. Identify issues and problems of the past.
2. Consider multiple perspectives of various peoples of the past.
3. Analyze cause -and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues.

AH2.H.1.4 Use Historical Research to:

1. Formulate historical questions.
2. Obtain historical data from a variety of sources.
3. Support interpretations with historical evidence.
4. Construct analytical essays using historical evidence to support arguments.

AH2.H.6.2 Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish -American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War,

AH2.H.7.2 Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend -lease policy, WWII farming gains, GI Bill, etc.).

AH2.H.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue-collar worker, white-collar worker, etc.).

AH2.H.8.4 Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction (e.g., Great Depression, Dust Bowl, New Deal, oil crisis, savings and loan crisis, dot.com bubble, mortgage foreclosure crisis, etc.).

Appendix 2 Exemplars for students

Exemplar One is the research form that students will complete as they make their way through researching the persona they have been assigned.

Brain Dump

A 'brain dump' is a technique to free-think ideas and collaborate concepts with the whole class. There are no wrong answers in a brain dump. It is a judgement-free collaborative brainstorm. Brain dumps can take the form of main maps, K-W-L charts, and bulleted lists.

Photos and maps to help students



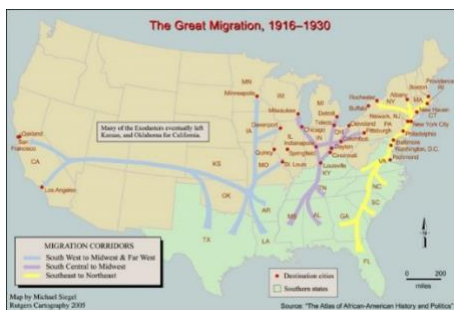
Elizabeth Langley Harris and Irene de Bruyn Robbins in the Nurses and Motor Corps parade at the dedication of the American Red Cross Building in Washington, DC, 1917.

CREDIT

Library of Congress

"Women of the Red Cross Motor Corps in WWI." National Women's History Museum. October 19, 2018. Accessed December 03, 2020.

<https://www.womenshistory.org/articles/women-red-cross-motor-corps-wwi>.



Map of the Great Migration

"U.S. Internal Migration." Ms. Silvius's AP Human Geography.

Accessed December 03, 2020. <https://silviusaphg.weebly.com/us-internal-migration.html>.



The Harlem Hellfighters

Carolyn, and Carolyn. "Harlem Hellfighters, Harlem, NY 1913."

Harlem World Magazine. November 11, 2018. Accessed December 03, 2020. <https://www.harlemworldmagazine.com/harlem-hellfighters-marching-on-fifth-avenue-1919/>.



Photo of the nine of the African-American U.S. Army nurses at Camp Sherman, 1919. Photo courtesy of the David Graham Du Bois Trust, and the Special Collections and University Archives, University of Massachusetts Amherst Libraries

Honoring African American Women Who Served in the Army Nurse Corps in WWI - World War I Centennial. Accessed December 03, 2020.

<https://www.worldwar1centennial.org/index.php/communica-te/press-media/wwi-centennial-news/4046-honoring-african-american-women-who-served-in-the-army-nurse-corps-in->



Legendary singer Billie Holiday with musicians including Ben Webster (left) and Johnny Russell (right), in Harlem 1935

JP Jazz Archives, Redferns

Daneman, Matthew. "Harlem Renaissance Ushered in New Era of Black Pride." USA Today. February 04, 2015. Accessed December 03, 2020.

<https://www.usatoday.com/story/news/2015/02/03/black-history-harlem-renaissance/22825245/>.



A public service announcement educating people about the pandemic.

Copyright © 2018 National Library of Medicine/Science Photo Library

barclay, w. and openshaw, p., 2018. The 1918 Influenza Pandemic: one hundred years of progress, but where now?. *The Lancet*, 6(8).



Marcus Garvey, 1922

UPI/Bettman Archive

Encyclopedia Britannica. 2020. *Marcus Garvey | Biography, Beliefs, & Facts*. [online] Available at: <<https://www.britannica.com/biography/Marcus-Garvey>> [Accessed 3 December 2020].



"Pay Day" at Camp Greene

Camp Greene and the Lasting Impact on Charlotte, NC. 2020. *City Of Charlotte During WWI*. [online] Available at: <<https://beckybossertckp.weebly.com/city-of-charlotte-during-wwi.html>> [Accessed 3 December 2020].

Resources

Student Resources

Students will have the use of the classroom textbook. They will utilize pages _____ to help them locate information about the responses of the before, during, and after World War One. In addition, the Teacher Resources are effective visual aids as you explain the key topics within this curriculum unit.

Students use this feedback form during the gallery walk at the end of the unit.

US History Block _____

Name: _____

How was society changed because of the war?:

1. African American women - _____

2. African American men- _____

3. Housewives: _____

4. The Great Migration: _____

5. The Harlem Renaissance: _____

6. Charlotte, NC: _____

7. Which persona would you most want to meet? _____

8. Why? _____

9. Which persona would your person have the least in common with? _____

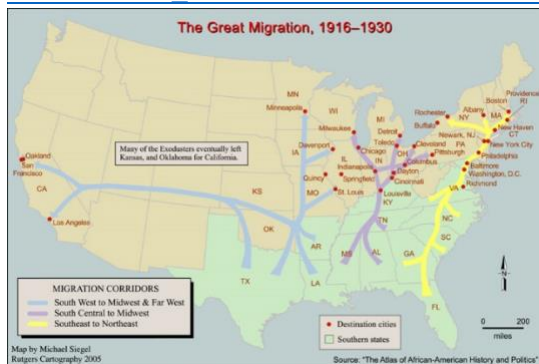
10. Why? _____

11. How did World War One change American society? _____

12. How is today influenced from these personas and events? _____

Teacher Resources

1. This website, <https://www.iwm.org.uk/history/20-incredible-photos-from-the-first-world-war-home-front>, has fantastic pictures of the Home Front to aid students' understandings of how World War One influenced the average citizen. This website is from England, but I like to use it to show how Home Fronts in other Allied nations responded to the war effort. This website: <https://www.pbs.org/wgbh/americanexperience/features/the-great-war-the-homefront-in-color/> shows pictures of the American Home Front. I like to have my students compare the two, and have my students create a T-Chart to compare and contrast two Allied nations and their responses to the war effort.
2. This YouTube video, <https://www.youtube.com/watch?v=n3qA8DNc2Ss>, is a Ted Talk on the Great Migration. Depending on your class, you may choose to show this as part of your lesson on Day Four of the curriculum unit.
3. This YouTube video, <https://www.youtube.com/watch?v=0AQeRITMhD0>, is a nice summarization of the Great Migration and the Harlem Renaissance.
4. The Philadelphia Tribune wrote an informative piece on the Great Migration in 2019. This website will take you to the article. https://www.phillytrib.com/special_sections/they-followed-the-railroad-tracks/article_e4cf6460-30bd-5527-a3e7-56282898ab31.html#/questions



5. Many of the Eastwarders eventually left Kansas and Oklahoma for California.
6. This AP Human Geography weebly has fantastic maps to help teach internal migrations. I use these in my AP Human Geography classes. <https://silviusaphg.weebly.com/us-internal-migration.html>
7. This collaborative learning activity is a great reading activity on Marcus Garvey: <http://www.collaborativelearning.org/marcusgarvey.pdf>
8. This is a fantastic activity on Marcus Garvey and social movements. The full lesson calls for two 90-minute blocks so I use portions of this lesson in my classes: http://marylandpublicschools.org/about/Documents/DCAA/RFLM/Washington_Garvey_DuBois_.pdf
9. This website provides information on the Influenza Pandemic across the US. <http://www.influenzaarchive.org/index.html>
10. This is an online diary of a soldier that trained at Camp Greene, Charlotte, NC. <https://www.cmstory.org/exhibits/doughboys-camp-greene-mecklenburg-county-nc-1917-1918/introduction>

11. This is the link to the lyrics for “How ‘Ya Gonna Keep ‘Em Down On The Farm’:
http://heftone.com/words/how_ya_gonna_keep_em_down_on_the_farm.html

Classroom Resources

1. Here is the T-Chart I use to help my students compare Home Front actions in England and the United States

Home Front in England		Home Front in America
1. How did people respond the declaration of war?		
2. What volunteer organizations do you see?		
3. If you were there – what would you do? How would you volunteer towards the war effort?		

2. I have my students complete a Home Front Biography. See [Student Exemplar One](#) for a sample.
3. My students complete a terminology quiz. [See Student Exemplar Two](#) for a copy of the quiz.
4. I provide my students with a thumbnail graphic of what their final product should look like. See [Student Exemplar Three](#) for a copy of this thumbnail.

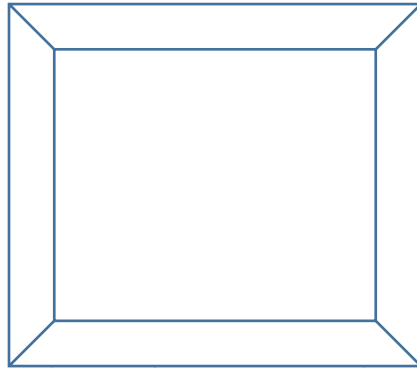
Student Exemplar One

Home Front Biography

Name: _____

Block: _____

Persona: _____



(Photo of persona likeness)

Likely locations:

- 1. Pre-War: _____
- 2. During the War: _____
- 3. Post-War: _____

Likely experiences pre-World War One:

- 1. _____

- 2. _____

- 3. _____

- 4. _____

- 5. _____

Likely experiences during World War One:

- 1. _____

- 2. _____

3. _____

4. _____

5. _____

Likely experiences post-World War One:

1. _____

2. _____

3. _____

4. _____

5. _____

How did World War One change your persona?

How did your persona likely deal with the changes in the Home Front?

Student Exemplar Two

Terminology Quiz

Name: _____ Block: _____

Directions: Match the term with the correct explanation.

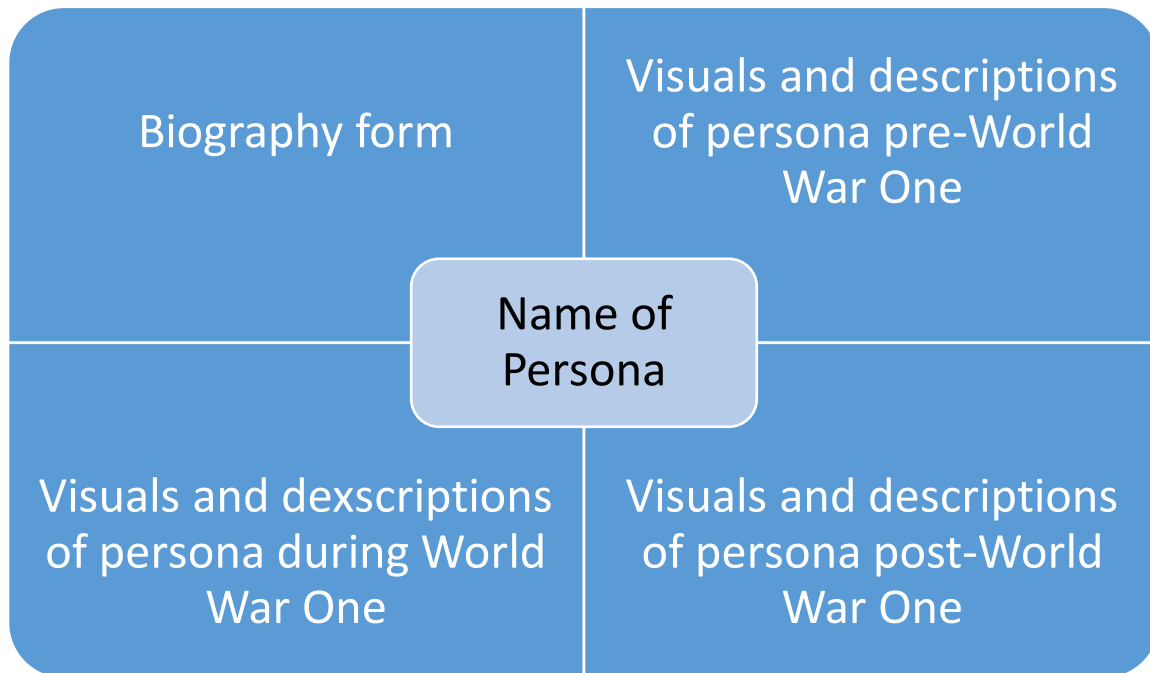
- 1) _____ Information used to persuade an individual to adopt a certain idea or attitude.
- 2) _____ An African American infantry unit that saw more combat than any other American military unit.
- 3) _____ Name coined for an American infantryman.
- 4) _____ An explosion of artistic, social and intellectual art and thought centered in New York.
- 5) _____ A black civil rights activist during the early part of the twentieth century.
- 6) _____ Extending a country's influence through economic or military means.
- 7) _____ Supplemented the Army and Navy by helping remove injured and sick soldiers from the Front Line.
- 8) _____ Characterized by syncopation and rhythm.
- 9) _____ Intentionally not choosing sides in a conflict.
- 10) _____ A pandemic that started in 1918.
- 11) _____ An idea of equal opportunity.
- 12) _____ A movement of 6 million African Americans from the South to the Midwest and Northeast.

Word Bank

- | | | |
|------------------------|---------------------------|--------------------|
| (A) Propaganda | (B) Harlem Hellfighters | (C) Doughboys |
| (D) Harlem Renaissance | (E) Imperialism | (F) Neutral |
| (G) Jazz | (H) Marcus Garvey | (I) Spanish Flu |
| (J) Great Migration | (K) Red Cross Motor Corps | (L) American Dream |

Student Exemplar Three

This is a blank copy of what students will include in their final product. This is a poster board sized poster. If possible, ask your financial secretary to order enough posters for your students.



Bibliography

- 20 Incredible Photos From the First World War Home Front. Imperial War Museum, 2020.
<https://www.iwm.org.uk/history/20-incredible-photos-from-the-first-world-war-home-front>.
- “Black Women of World War One.” The History Press. Accessed October 27, 2020.
<https://www.thehistorypress.co.uk/articles/black-women-of-world-war-one/>.
- Cook, Steve. Marcus Garvey. collaborativelarning.org, June 22, 2020.
<http://www.collaborativelarning.org/marcusgarvey.pdf>.
- “The Definition Of The Flipped Classroom.” TeachThought, January 7, 2020.
<https://www.teachthought.com/learning/the-definition-of-the-flipped-classroom/>.
- “Driving the Green Book.” Macmillan Podcasts, November 10, 2020.
<https://us.macmillan.com/podcasts/podcast/driving-the-green-book/>.
- Edward S. Perzel Reprinted with permission from Tar Heel Junior Historian. “WWI: Boot Camp in Charlotte.” NCpedia. Accessed July 17, 2020. <http://ncpedia.org/wwi-boot-camp-charlotte>.
- FedFlix: We Heard the Bells--The Influenza of 1918. We Heard the Bells: The Influenza of 1918.* MMS ID 991011208117304091, 2010.
<https://permanent.fdlp.gov/gpo136807/We%20Heard%20the%20Bells%20The%20Influenza%20of%201918.mp4>.
- “FIGHTING FOR RESPECT: African-American Soldiers in WWI.” The Campaign for the National Museum of the United States Army. Accessed October 27, 2020.
<https://armyhistory.org/fighting-for-respect-african-american-soldiers-in-wwi/>.
- Hagemann, Hannah. “The 1918 Flu Pandemic Was Brutal, Killing More Than 50 Million People Worldwide.” NPR. NPR, April 3, 2020. <https://www.npr.org/2020/04/02/826358104/the-1918-flu-pandemic-was-brutal-killing-as-many-as-100-million-people-worldwide>.
- Hertz, Mary Beth. “The Flipped Classroom: Pro and Con.” Edutopia. George Lucas Educational Foundation, December 22, 2015. <https://www.edutopia.org/blog/flipped-classroom-pro-and-con-mary-beth-hertz>.
- History.com Editors. “Harlem Renaissance.” History.com. A&E Television Networks, October 29, 2009. <https://www.history.com/topics/roaring-twenties/harlem-renaissance>.
- “Independence High School Profile (2020-21): Charlotte, NC.” Public School Review, 2020.
<https://www.publicschoolreview.com/independence-high-school-profile/28227>.

“Influenza Encyclopedia.” Atlanta, Georgia and the 1918-1919 Influenza Epidemic | The American Influenza Epidemic of 1918: A Digital Encyclopedia. Accessed October 27, 2020. <http://www.influenzaarchive.org/cities/city-atlanta.html>.

Inscription on the Liberty Memorial Tower in Downtown Kansas City, Missouri. “Women in WWI.” National WWI Museum and Memorial, January 3, 2020. <https://www.theworldwar.org/learn/women>.

“North Carolina Report Cards.” School Report Card for Independence High, 2018. <https://ncreportcards.ondemand.sas.com/src/school?school=600426>.

Person. “Why Is Project-Based Learning Important?” Edutopia. George Lucas Educational Foundation, October 19, 2007. <https://www.edutopia.org/project-based-learning-guide-importance>.

Public Domain. “The 1920s Channel.” The Great Migration & The Harlem Renaissance. SME (on behalf of Sony Music Media); LatinAutorPerf, BMI - Broadcast Music, June 4, 2020. <https://www.youtube.com/watch?v=0AQeRITMhD0>.

Sarnecky, Mary T. *A History of the U.S. Army Nurse Corps*. Philadelphia: University of Pennsylvania Press, 1999.

Social and Emotional Learning Applications Through PBL. Accessed October 27, 2020. <https://www.definedlearning.com/blog/social-and-emotional-learning-applications-through-pbl/>.

“Stories from the First Great Migration to Philadelphia · Goin' North.” Goin' North. Accessed October 27, 2020. <https://goinnorth.org/>.

Trickey, Erick. “One Hundred Years Ago, the Harlem Hellfighters Bravely Led the U.S. Into WWI.” Smithsonian.com. Smithsonian Institution, May 14, 2018. <https://www.smithsonianmag.com/history/one-hundred-years-ago-harlem-hellfighters-bravely-led-us-wwi-180968977/>.

White, Herbert, Our State Editors, Jeremy Markovich, Latria Graham, and Our State Staff. “Camp Greene: Charlotte, N.C.” Our State, January 22, 2016. <https://www.ourstate.com/camp-greene/>.

Wilkerson, Isabel. *The Warmth of Other Suns: the Epic Story of America's Great Migration*. London, NY: Penguin Random House, 2020.

Williams, Chad L. *Torchbearers of Democracy African American Soldiers in the World War I Era*. Chapel Hill: The University of North Carolina Press, 2013.

“Women of the Red Cross Motor Corps in WWI.” National Women's History Museum, October 19, 2018. <https://www.womenshistory.org/articles/women-red-cross-motor-corps-wwi>.

¹ \. (2020, January 7). *The definition of the flipped classroom*. TeachThought. <https://www.teachthought.com/learning/the-definition-of-the-flipped-classroom/>

² *Enliven class discussions with gallery walks*. (2016, December 6). Edutopia. <https://www.edutopia.org/blog/enliven-class-discussion-with-gallery-walks-rebecca-alber>

³ *Project-based learning*. (n.d.). Edutopia. <https://www.edutopia.org/project-based-learning>

⁴ <https://files.nc.gov/dpi/documents/curriculum/socialstudies/scos/american-history-2.pdf>

\. (2020, January 7). *The definition of the flipped classroom*. TeachThought.

⁵Williams, C. L. (2010). *Torchbearers of democracy: African American soldiers in the World War I era*. University of North Carolina Press.

⁶ Trickey, E. (2018, May 14). *One hundred years ago, the Harlem Hellfighters bravely led the U.S. into WWI*. Smithsonian Magazine. <https://www.smithsonianmag.com/history/one-hundred-years-ago-harlem-hellfighters-bravely-led-us-wwi-180968977/>

⁷ *Dowd house*. (n.d.). Charlotte Mecklenburg Story. <https://www.cmstory.org/exhibits/doughboys-camp-greene-mecklenburg-county-nc-1917-1918-dowd-house/dowd-house>

⁸ *WWI: Boot camp in Charlotte*. (n.d.). NCpedia NCpedia. <https://ncpedia.org/wwi-boot-camp-charlotte>

⁹ *Camp Greene*. (2016, January 22). Our State. <https://www.ourstate.com/camp-greene>

¹⁰ Sarnecky, M. T. (1999). *A history of the U.S. Army Nurse Corps*. University of Pennsylvania Press.

¹¹ *Honoring African American women who served in the army nurse Corps in WWI*. (n.d.). World War I Centennial. <https://www.worldwar1centennial.org/index.php/communicate/press-media/wwi-centennial-news/4046-honoring-african-american-women-who-served-in-the-army-nurse-corps-in-wwi.html>

¹² *Women in WWI*. (2020, January 3). National WWI Museum and Memorial. <https://www.theworldwar.org/learn/women>

¹³ *Women of the Red Cross motor Corps in WWI*. (n.d.). National Women's History Museum. <https://www.womenshistory.org/articles/women-red-cross-motor-corps-wwi>

¹⁴ *Women of the Red Cross motor Corps in WWI*. (n.d.). National Women's History Museum. <https://www.womenshistory.org/articles/women-red-cross-motor-corps-wwi>

¹⁵ Reid, A. H., & Taubenberger, J. K. (2003). The origin of the 1918 pandemic influenza virus: A continuing Enigma. *Journal of General Virology*, 84(9), 2285-2292. <https://doi.org/10.1099/vir.0.19302-0>

¹⁶ Reid, A. H., & Taubenberger, J. K. (2003). The origin of the 1918 pandemic influenza virus: A continuing Enigma. *Journal of General Virology*, 84(9), 2285-2292. <https://doi.org/10.1099/vir.0.19302-0>

¹⁷ Williams, C. L. (2010). *Torchbearers of democracy: African American soldiers in the World War I era*. University of North Carolina Press.

¹⁸ *Harlem Renaissance ushered in new era of Black pride*. (2015, February 3). USA TODAY. <https://www.usatoday.com/story/news/2015/02/03/black-history-harlem-renaissance/22825245/>

¹⁹ *Harlem Renaissance*. (n.d.). National Gallery of Art. <https://www.nga.gov/education/teachers/lessons-activities/uncovering-america/harlem-renaissance.html>

²⁰ *Universal Negro Improvement Association*. (2020, October 1). Encyclopedia Britannica. <https://www.britannica.com/topic/Universal-Negro-Improvement-Association>

²¹ *Social and emotional learning applications through PBL*. (n.d.). Defined Learning (formerly Defined STEM). <https://www.definedlearning.com/blog/social-and-emotional-learning-applications-through-pbl>