

Teaching Guide:

World War I Home Front in North Carolina

Note for Teachers:

This is the Teaching Guide for the World War I Home Front in North Carolina Case Study: museumofthenewsouth.org/schools/world-war-i-home-front-in-north-carolina/

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Background Information

In 1914, several countries in Europe declared war on each other. There were many underlying causes that led to the Great War, later called World War I, including the buildup of militaries, alliance-making among countries, imperialization of colonies, and nationalistic pride. However, it was the assassination of the Archduke Francis Ferdinand of Austria-Hungary that sparked the first declaration of war.

Many thought that the war would be over shortly, but it lasted over four brutal years. The Allied Powers, including the countries of Great Britain and France, implored the United States to join their cause against the Central Powers, which included Germany and their allies. The war waged on for three years before the United States became militarily involved. Due to unrestricted submarine warfare by the Germans and the Zimmermann Telegram fiasco, the United States eventually joined the Allies in 1917.

Once the United States declared war, the United States sent out a call for action. President Wilson asked all men from the ages of twenty-one to thirty-one to register for the draft. Training camps for new soldiers were set up throughout the country, including three in North Carolina: Camp Greene in Charlotte, Camp Bragg near Fayetteville, and Camp Polk in Raleigh.

North Carolina soldiers served in all the major battles on the Western Front in 1918, including with the American Army at the 2nd Marne, St. Mihiel, and in the Meuse-Argonne, the last major campaign of the war. As part of the British Army, Tar Heels fought in Belgium and France. In only five months of combat, the United States suffered over 275,000 casualties, including over 50,000 combat deaths. Of that number, North Carolina lost 828 men and another 3,655 were wounded. Some 1,542 more North Carolinians died of disease while serving in the nation's military, mostly from influenza.

During World War I, women were not employed in combat but worked as nurses and doctors with the American Red Cross, the armed forces, and even with hospitals they organized themselves. The Red Cross staffed hospitals and ambulance companies while also running programs that supported civilians. Red Cross nurse Madelon Battle "Glory" Hancock was recognized for her bravery in driving ambulances onto battlefields under fire to retrieve wounded. Clara Releder Frederic Sullivan, a North Carolina native in the Army Nurse Corps, was stationed at Camp Merritt in New Jersey and served overseas in Rome, Italy, and various military hospitals in France.

Approximately 1,000 civilian women also worked with the U.S. Army as translators and telephone operators. While the Army persisted in hiring women as civilians, the Naval Reserve and the Coast Guard enlisted women as clerical personnel and radio operators. Almost 12,000

Navy “yeomanettes” served, primarily performing clerical work. In 1918, the Secretary of the Navy allowed women to enroll for clerical duty in the Marine Corps, and approximately 300 “marinettes” enlisted. It is estimated that over the course of the war, 34,000 women served as nurses, yeomanettes, or marinettes, with more than 10,000 Army Nurses and Red Cross workers stationed overseas.

However, serving overseas was not the only way one could support the war effort. Although the war was physically fought in Europe, Asia, Africa, and the Pacific Islands, North Carolinians made many contributions to the war, affecting those both abroad and on the home front.

To show their support, North Carolinians purchased Liberty Bonds and War Savings Stamps. North Carolina women joined the American Red Cross, the YWCA, and the Salvation Army, and served as nurses. People, including children, grew victory gardens and canned to conserve more. They also conserved coal, one of the most important raw materials needed at home and abroad.

North Carolina industry also geared up to support the war. Ships were built in Wilmington, airplane propellers were made in High Point, wagon wheels were made in Hickory, and artillery shells were made in Raleigh for the Army and Navy. North Carolina’s tobacco factories produced cigarettes, and its textile mills made blankets, socks, and tents for the armed forces.

Throughout the fall of 1918, Americans took the lead in the 100 Days Offensive. In September and October, American troops fought to break through well-fortified German defenses. North Carolina troops in the 30th and 81st Divisions led some of the assaults and lost many men in the process. September 29, 1918, saw more North Carolina men die in action than any other day of the war. After four years, three months, and two weeks of fighting and a historic amount of casualties, on November 11, 1918, the 11th day of the 11th month at 11:00 a.m. the war ended with official recognition of ceasefire and armistice. People around the world hoped it would be “the war to end all wars.”

To find more information online use the following search terms:

- Docsouth.edu + ww1 home front resources
- 81st NC Wildcats
- NCpedia + World War 1 home front

Activity Instructions and Rubrics

Collage

Students will create a visual collage of 8-12 of North Carolina's contributions to World War I on a blank state map provided by you, either physically or electronically. Their visuals may be drawn or digital images, or a combination of both. They should label their icons and add color and specific geographic locations to enhance their map collage.

On the back, they will write about which contributions they felt were most important in contributing to World War I and why. They should reference the case study Student Background and sources to justify their answers. They should also include at least five complete sentences and create a works cited page that includes site URLs for any digital images used. A grading rubric is included

Modification: The assignment may be modified by reducing the image requirement and/or lowering the word count. You may also omit the Justification piece.

Extension: Students should follow the Advanced criteria on the rubric and have a total of 12 images. After the activity, have them participate in a discussion about their choices on the importance of wartime contributions. An additional extension would be to have students research what happened to the locations of World War I training camps, such as Camp Greene in Charlotte.



WWI Home Front in NC: Collage Rubric

Criteria	Advanced	Proficient	Developing
NC Collage	Student has 12 images, labeled, in correct geographic placement (as appropriate)	Student has at least 8 images, labeled, and in correct geographic placement (as appropriate)	Student has less than 8 images and labeling and placement is lacking or missing
Justification	Student incorporated at least two references to the primary sources, wrote over 250 words and not more than 500, and references the Student Background. Coherent and strong descriptive reasoning is evident.	Student incorporated at least one reference to the primary sources, wrote 250 words and references the Student Background. Description and reasoning are mostly evident.	Student did not incorporate a reference to the primary sources, wrote less than 250 words, and references the Student Background very little. Reasoning and description are not clear.
Conventions	No issues with grammar, spelling and neatness	Few errors with grammar, spelling and neatness	Many errors with grammar, spelling and neatness
Color/Creativity	Colored well and creative use of ideas and materials evident	Some color and creative use of ideas evident	Little or no color or creative use of materials evident

RAFT Letter

- A RAFT writing assignment allows students to choose almost all parts of the assignment, and teachers are encouraged to differentiate based on student needs. For more information, on RAFT writing the following search terms are recommended: “read write think using raft writing strategy”.
- Students will complete a RAFT letter writing assignment to answer the prompt: How did North Carolinians contribute to the World War I home front? Their letters should be 250-500 words. You may provide them with the included template. A rubric is also included
- They will choose the:
 - **Role of the writer:** (Who or what are you as the writer? A soldier? nurse? citizen? student? parent? etc.)
 - **Audience:** To whom are you writing? (A friend? teacher? parent? sibling? newspaper editor? etc.)
 - **Format:** In what format are you writing? (Letter? Poem? Blog post? Speech? etc.)
 - **Topic(s):** What will you discuss to answer the prompt?

Modification: Teachers can modify the rubric, assign roles to students, and/or have the class write a sample letter together first.

Extension: Students should follow the Advanced criteria on the rubric. When they are finished with their letter, they should exchange letters with a classmate and write an appropriate response to the classmate’s letter using the RAFT template again.

WWI Home Front in NC: RAFT Letter Template

Student Name:	
Role:	Audience:
Format:	Topic:
Dear _____, _____, 1917	

WWI Home Front in NC: RAFT Letter Rubric

Criteria	Advanced	Proficient	Developing
Role	Role is clearly stated, accurate, and contains many details and examples	Role is stated and accurate, but lacks flushed out details and examples	Role is not stated and/or is not accurate and lacks details and/or examples
Audience	Point of view of the audience is addressed, is appropriate and convincing with details and examples	Point of view of the audience is addressed but lacks supporting details	Point of view of the audience is briefly addressed but not supported with details and/or examples
Format	Chosen format is appropriate and correctly used and creativity is present	Chosen format is appropriate, may have a few errors and not be consistently used	Format is not used correctly
Topic	Information presented on the topic is clear, precise, accurate and includes supporting details from the documents studied	Information presented on the topic is clear but lacks precision and/or supporting details from the documents studied	Information on the topic is unclear or inaccurate and doesn't refer to any of the documents studied

Student Objectives

1. Students will be able to explain how North Carolina's home front contributed to the war effort during World War I, which impacted the development of the state.
2. Students will be able to geographically understand how the home front was diverse in infrastructure and resources, which allowed for a wide range of contributions.
3. Students will be able to consider multiple perspectives through study of North Carolina's role in World War I.

Relevant NC 8th Grade Social Studies Standards

- 8.E.1.2** Explain how industry and trade impact the economy and people of North Carolina and the nation.
- 8.G.1** Understand geographic factors that influence the development of North Carolina and the nation.
- 8.H.1** Understand the role of conflict and cooperation in the development of North Carolina and the nation.
- 8.H.2** Understand how innovation and change have impacted the development of North Carolina and the nation.
- 8.H.2.3** Explain how the experiences and achievements of women, minorities, indigenous, and marginalized groups have contributed to the development of North Carolina and the nation over time.
- I.1.5** Identify evidence that draws information from multiple perspectives.