

The Volunteer State Steps Up: Tennessee's Contributions in WWI and WWII

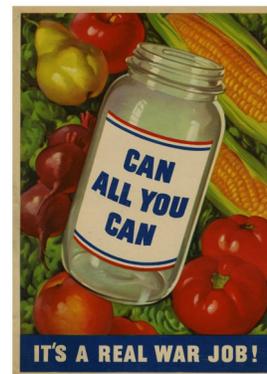
Lesson plans for primary sources at the Tennessee State Library & Archives

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Introduction:

The following lesson plan and resources are designed to cover 5th grade content standard 5.49 with a broad focus on Tennessee's contributions to WWI and WWII. It addresses the importance of Oak Ridge, along with the conversion of factories to facilities that could assist with wartime production. Finally, it introduces students to the stories of notable Tennesseans whose influence made a significant impact on the outcomes of both wars.

Guiding Questions:

1. How did everyday Tennesseans contribute to the war efforts of WWI and WWII?
2. What is wartime production, and how did Tennessee industry change during WWI and WWII?
3. What impact did Cornelia Fort, Cordell Hull, and Alvin C. York leave on the state and across the country?

Curriculum Standards:

Social Studies Content Standards:

5.49 Describe Tennessee's contributions during World War I and World War II, including: the conversion of factories to wartime production, the importance of Oak Ridge, and the influence of Tennesseans (i.e., Cornelia Fort, Cordell Hull, and Alvin C. York.) (C, H, P, T)

TN Social Studies Practices:

SSP.01- Gather information from a variety of primary and secondary sources, including:

- Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals)
- Graphic representations (e.g., maps, timelines, charts, artwork)
- Artifacts
- Media and technology sources

Curriculum Standards Continued:

SSP.02- Critically examine a primary or secondary source in order to:

- Summarize significant ideas and relevant information
- Distinguish between fact and opinion
- Draw inferences and conclusions
- Recognize author’s purpose, point of view, and reliability

Tennessee State English Standards for Informational Text:

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Materials Needed:

- Print outs of primary sources from Tennessee State Library and Archives. These need to be pre-organized according to the “Investigation Stations” for Activity 2. (They are all linked within the activity.)
- Secondary sources from Tennessee 4 Me website (Linked within the activity.)
- “Primary and Secondary Source Investigation Stations” Handout- Copies for each team
- Instructions for Time Capsule Activity

Background for Teacher:

The following articles will provide background information for each part of standard 5.49.

[TN4ME- War Industries Article](#)

[TN4ME- Cordell Hull Article](#)

[TN4ME- Oak Ridge- The Secret City](#)

[TN4ME- WW1: At Home](#)

[TN 4 ME- WWII- Life on the Homefront](#)

[TN4ME- Alvin C. York](#)

*All articles can be used for follow-up student notes (Cornell, worksheets, guided notes, etc.) at teacher’s discretion.

Lesson Activities Continued:

[TN4ME- WW1: At Home](#)

[TN 4 ME- WWII- Life on the Homefront](#)

[TN4ME- Alvin C. York](#)

Lesson Activities:

Activity 1: Building Background

Introduction/Hook:

TTW introduce students to the lesson by posing the following question:

- Why is Tennessee recognized as “The Volunteer State?”

TTW record student answers before offering the following explanation.

Explanation:

Tennessee earned the nickname of the “Volunteer State”, during the War of 1812, when thousands of Tennesseans enlisted in response to the Governor’s call for volunteers. This nickname also honors the courage of Tennessee soldiers fighting under General Andrew Jackson in The Battle of New Orleans in 1815.

TTW engage students in further discussion by asking:

- In what other ways have Tennessean’s lived up to the state nickname?

(TTW ensure that the conversation leads into WWI and WWII.)

Primary and Secondary Source Background Exploration

TTW use the Tennessee4me site to walk students through primary and secondary source materials providing background information on Tennessee’s overall involvement in WWI and WWII. The information provided in the text and through the primary sources located on the site will give students the opportunity to begin gathering information on Tennessee’s contributions to both wars.

While reading and analyzing the primary sources together, students will complete the “An Analysis of Tennessee in WWI and WWII” Handout. Students could also be broken into small groups or pairs to analyze the material before coming together to review their work in a whole class discussion.

Lesson Activities Continued:

The following Tennessee4me pages are used in the analysis activity:

[WWI-](#) Background

[WWII-](#) Background

[WWI:](#) At Home

[WWII-](#) Life on the Homefront



Tennessee State Library & Archives

Tennessee Secretary of State Tre Hargett

An Analysis of Tennessee in WWI and WWII

Directions: As you read the background articles about WWI and WWII, complete the following

Tennessee During WWI	
<p>In what year did WWI begin? _____</p> <p>What were the main causes of WWI?</p>	<p>Who/What countries were involved in WWI?</p>
<p>In what ways did Tennesseans contribute to the war effort or volunteer their assistance during WWI?</p>	
Tennessee During WWII	
<p>In what year did WWII begin? _____</p> <p>What were the main causes of WWII?</p>	<p>Who/What countries were involved in WWII?</p>
<p>In what ways did Tennesseans contribute to the war effort or volunteer their assistance during WWII?</p>	

Lesson Activities Continued:

Activity 2: Investigation Stations

Primary and Secondary Source Investigation Stations Activity

In this activity, students will work in groups to rotate through a series of investigation stations, analyzing and interpreting primary sources and secondary source documents. The stations will need to be pre-set for students. Documents can either be displayed at each station via computer or can be pre-set with hard copies. There are 7 stations total, and students may complete them in any order. (Stations can be adjusted as needed to meet classroom needs. This may include reducing the number of stations or doubling each station to assist with movement through all stations.) As students rotate through the investigation stations, they will complete the “Primary and Secondary Source Investigation Stations” handout.

Lesson Activities Continued:

Primary and Secondary Source Investigation Stations

Station 1- WWI on the Homefront

Directions: In this activity, you will analyze two primary sources that show how Tennesseans helped the war effort from the homefront during WWI. Complete the following questions.

Source #1: [Photograph- WWI Era Canning Operation](#)



Meet the photo

What do you see?

Is the photo black and white or color?

Is there a caption?

If so, what does the caption tell you?

Observe its parts

.....
Circle what you see in the photo.

People	Objects	Both
--------	---------	------

What are the people doing in the photo?

What are the objects used for in the photo?

Write two words that describe the photo.

Try to make sense of it

Who do you think took this photo?

Where do you think this photo was taken?

List something that helps you prove where it was taken.

Why do you think the photo was taken?

How does this photo compare to modern times?

Use it as historical evidence

The following is a description and historical note provided by the Tennessee State Library and Archives on this source.

Description

This photograph shows a group of women carrying out an operation to can corn, tomatoes, green beans, and more in Oakland, Fayette County, Tennessee. They appear to be canning as part of a 4-H Club, as the cans have the "4H Brand" label. The women are dressed similarly, wearing white hats and aprons.

Historical Note

The United States Food Administration encouraged Americans to grow and preserve greater amounts of food during the World War I era. The goal was for food consumption on the home front to decrease so that the surplus food production could be used to feed American soldiers overseas. This mobilization took place through home demonstration agencies, which networked with land-grant colleges all across the South. In Tennessee, this mobilization took place through the University of Tennessee County Extension Service agents. The UT Extension Service sponsored local 4-H programs which taught several domestic skills to Tennesseans at home.

Materials available at the National Archives and Records Administration are in the public domain.

Lesson Activities Continued:

Source #2: [Propaganda Poster- Boys and Girls! You can help your Uncle Sam win the War](#)



Meet the poster

What do you see?

Are there more words or pictures?

What do the words in the poster tell you?

Write down any words that you don't know. Then, look up the definitions.

Observe its parts

What are the main colors in the poster?

Are there any symbols?

If so, what do they mean?

Lesson Activities Continued:

Station 2- WWII on the Homefront

Directions: In this station, you will analyze 4 primary sources and complete the activity provided. These sources will help you understand the different ways in which Tennessean's helped the war effort on the homefront during WWII.

Source	Description of Source and Historical Note: Provided by the Tennessee State Library and Archives
<p>How Farm Families Can Help Win the War</p> 	<p>Description:</p> <p>Red and white poster produced by the University of Tennessee-Knoxville giving farm families information concerning price controls and rationing during World War II. This poster provides seven points to help farm families win the war and control the cost of living. The points deal with growing more of your own food, reducing debt, saving scrap metal and paper, among others. The final point states, "Make all sacrifices gladly, remembering that any sacrifice we may have to make will be cheaper than losing the war."</p> <p>Historical Note:</p> <p>With the onset of World War II, numerous challenges confronted the American people. The government found it necessary to ration food, gas, and even clothing during that time. Americans were asked to conserve everything and people were often required to give up many material goods. Their efforts included scrap drives, taking factory jobs, goods donations, and other similar projects to assist those on the front.</p>

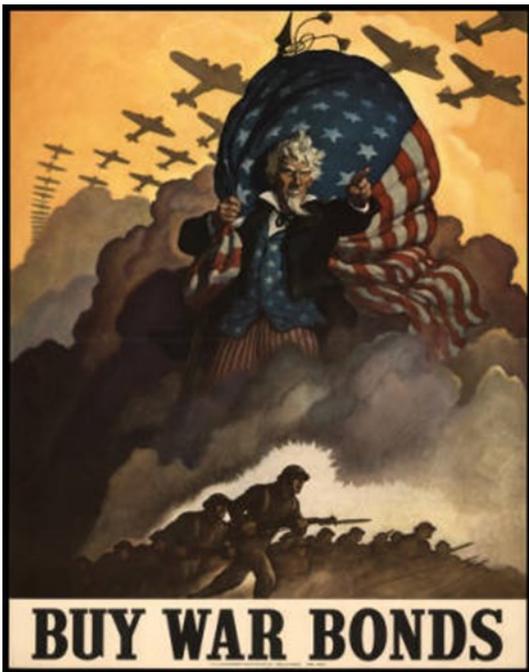


[I'll Carry Mine Too!](#)

Description:

This poster from World War II shows a woman dressed in a green suit carrying parcels. Behind her are soldiers with packs and rifles.

Date: 1942

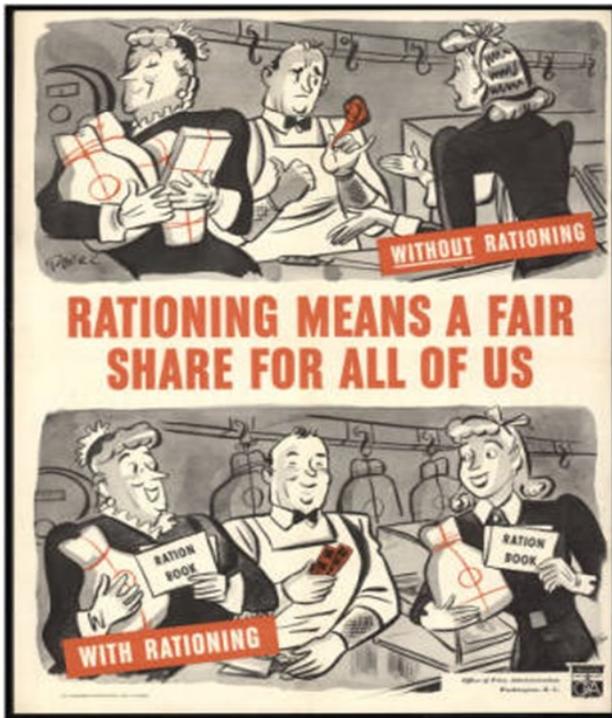


[Buy War Bonds](#)

Description:

This colorful poster from World War II shows "Uncle Sam" holding a billowing flag while pointing his finger sternly at the viewer above a battalion of soldiers in battle with rifles. Airplanes fly overhead.

Date: 1942



Rationing Means a Fair Share for All of Us

Description:

This poster provides two images to interpret the experience of rationing during World War II. The image at the top of the poster features two women at the butcher, one clearly claiming more than her fair share, and is meant to represent what the experience would be like without rationing. The image at the bottom of the poster features the same two women. Each woman is holding a ration book, the butcher is holding ration stamps, and each woman holds the same amount of food.

Date: 1943

After analyzing and reviewing each source and their descriptions, write a summary that describes how Tennesseans assisted in the war effort on the home front during WWII. Cite examples from the sources above in your response.

Station 3- Wartime Production in Both Wars

Directions: Read the following 2 secondary source articles about Tennessee War Production and Industry during WWI and WWII. Then, complete the questions that follow.

Secondary Source Article #1- [WWI: At Home](#)

Secondary Source Article #2- [WWII: War Industries](#)

1. Why were war industries created?
2. What types of war industries and war production took place during WWI in Tennessee?
3. What types of war industries and war production took place during WWII in Tennessee?
4. In what ways were Tennesseans affected by these industries during both wars?
5. In what ways were women contributing to the war effort in Tennessee?
6. What needs or problems developed as a result of the war industries being created in various Tennessee communities?

Station 4- Oak Ridge

Directions: Read the following secondary source document about the secret city of Oak Ridge, TN. Then, analyze the 2 primary source documents provided and complete the questions provided.

- Secondary Source: [Oak Ridge, the secret city](#)
- Primary Source #1: [Clinton Laboratories Photograph](#)
- Primary Source #2: [Letter to Guy Smith, from Major General Leslie R. Groves](#)

Description of Letter:

Reprint of letter dated August 8, 1945 from Major General Leslie R. Groves, Manhattan Engineer District, thanking Guy Smith, editor of the The Knoxville Journal, for censoring news about atomic research and the Manhattan Engineering Districts published August 12, 1945.

Historical Note of Letter:

While most of the workers at Clinton Engineer Works did not know that they were playing a major role in the development of the atomic bomb, many in the newspaper profession had begun to piece together the significance of the top-secret military reservations in Tennessee, Washington, and New Mexico. When Germany surrendered in May of 1945, the government was concerned that reporters might expose the projects or demand more information on the atomic bomb, as there had been speculation and information leaks in the past. To combat the release of any sensitive information, the Office of Censorship mailed confidential letters in May to editors in Tennessee, Washington, and their surrounding states that asked the publications to keep these projects a secret until the end of the war.

1. Why was the city of Oak Ridge built?

2. What role did Oak Ridge play in ending WWII?

3. Why is the role Oak Ridge played during the war a controversial and debated topic?

Station 5- Alvin C. York

Directions: Visit the following collection about Alvin C. York, provided by the Tennessee State Library and Archives. This page contains both primary and secondary source information that will be helpful to you completing the activity that follows.

Please Research York at This Link: [Alvin C. York Collection](#)

On Your Own Sheet of Paper, write a Bio Poem about The Life of Alvin C. York, using the following template:

(Line 1) First name

(Line 2) Three or four adjectives that describe the person

(Line 3) Important relationship (son of . . . , husband of, father of . . . , etc.)

(Line 4) Two or three things, people, or ideas that the person loved

(Line 5) Three feelings the person experienced

(Line 6) Three fears the person experienced

(Line 7) Accomplishments (who composed . . . , who discovered . . . , etc.)

(Line 8) Two or three things the person wanted to see happen or wanted to experience

(Line 9) His or her residence, place they lived

(Line 10) Last name



Station 6- Cordell Hull

Directions: Read the following secondary source article about Cordell Hull and the United Nations. Then, complete the following biographical sketch template.

Biographical Sketch of Cordell Hull		
Describe this person's early life.	What did this person do that was important? What did they accomplish? What are they best known for?	Why was this accomplishment important? What impact did the accomplishment have on history?

List 5 facts or takeaways you learned about Cordell Hull.

1.

2.

3.

4.

5.

Station 7- Cornelia Fort

Directions: Read the Tennessee Encyclopedia article about Cornelia Fort and the primary source document, “At Twilight’s Last Gleaming” linked below. Then, analyze the primary source photograph of Miss Fort. Finally, complete the activity provided.

Secondary Source- Tennessee Encyclopedia: [Cornelia Fort](#)

Primary Source #1- [At Twilight’s Last Gleaming](#)

Primary Source #2- [Cornelia Fort Photograph](#)

Activity: In the space provided, write a letter to a friend describing Cornelia Fort’s importance in both Tennessee history and the history of the United States and WWII. Be sure to cite evidence from the primary and secondary sources you analyzed.

Activity #3: Time Capsule Activity

As a concluding activity for this lesson, students will work in groups of no more than 4 to construct a time capsule that highlights Tennessee's contributions to the war effort in both WWI and WWII.

Student Directions:

You will work in groups of no more than 4 to construct a time capsule that highlights Tennessee's contributions to the war effort in both WWI and WWII. Your group will need to take great thought into what will be sealed into your time capsule. You are required to have at least 5 items in your capsule. You will need to describe each item, along with the reason you selected it. Below are examples of items that can be deposited into your time capsule. You are allowed to research and locate items, in addition to creating items of your own to include. Not only will you be choosing items to go in your time capsule, you will present your time capsule to the class upon the project's completion.

Suggested Items for Time Capsule

(You are not required to use the items on this list, as they are only suggestions.)

- Primary Source Photographs
- Newspaper Articles
- Books
- Copies of Official Documents
- Replicas or items from the time period, War memorabilia (or pictures or sketches of these)