Introduction:
As part of a study on World War I, students will understand the political, economic and social ramifications of World War I on the home front.

Guiding Questions:
- How could average citizens support the war effort?
- How did life change for women on the home front during World War I?
- What were Americans asked to do to prepare for the economy for war time?

Learning Objectives:
In the course of the lesson, students will be able to analyze the economic and social ramifications of World War I on the home front.

Curriculum 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).

US.26 Analyze the political, economic, and social ramifications of World War I on the home front, including: (C, E, H, P)
  - Role played by women and minorities
  - Voluntary rationing
  - Committee on Public Information
  - Opposition by conscientious objectors
  - Schenck v. United States decision
Materials Needed:

1. Copies of, or computer access to, the following primary sources:

   - Anne Porterfield Rankin’s Application for YMCA Service
   - Letter to Governor Tom C. Rye from Anne Dallas Dudley, Tennessee Equal Suffrage Association
   - Ready for Work at Box Factory
   - Two female Red Cross volunteers, another woman, and a man at a Red Cross booth during World War I
   - Sugar means Ships
   - Save and serve the cause of freedom
   - Follow the Pied Piper
   - After a Zeppelin raid in London
   - Weapons for Liberty
   - Boys and Girls! You can help your Uncle Sam win the War
   - World War I era canning operation
   - Weapons for Liberty
Materials Needed:

2. Examination questions for each primary source.

Lesson Activities:

Introductory Activity - Examining the Home Front

You may have students:

- Work individually, then do a “think-pair-share” to compare their answers with a partner;

- Have students work at their own pace as they analyze each of the primary sources. You can compile a packet for each student that has all sources OR you can have students collect each source as they navigate to different stations around the room.

Students can complete a source (or sources) as homework.

Questions for each primary source are located on the following page.

Activity Two:

After reading the primary sources and associated passages or other reference materials, take a few minutes to think about the material and to plan what you want to write before you begin your answer. Do your best to write clear and well-organized responses.

Answer one of the following questions:

How could average citizens support the war effort?

How did life change for women on the home front during World War I?
Rationing and Home Front Gardening

Sugar means Ships
Who sponsored this advertisement?
What is it asking us to do?
Describe the advertisement.

Save and serve the cause of freedom
What is this advertisement asking Americans to do?
How would this help the soldier on the battlefield?

World War I era canning operation
Describe the photograph.
What is the activating taking place?
What is the importance of this activity?

Follow the Pied Piper
What national symbol is used to promote patriotism?
What were the children doing in the advertisement?

Economics of War

Weapons for Liberty
Who is in the advertisement?
What is it promoting?
Describe the boy’s uniform.

After a Zeppelin raid in London
What happened during the raid in London?
Why would you purchase Liberty Bonds, according to the advertisement?

Boys and Girls! You can help your Uncle Sam win the War
What national symbol is depicted in this advertisement?
What emotions did this advertisement provoke in the reader?
How could boys and girls help the war effort?
Women at War

Anne Porterfield Rankin’s Application for YMCA Service
Why do you think they asked about ancestry on this application?
Why did they want to know about relatives living abroad?
Why did Mrs. Rankin want to be a canteen worker?

Letter to Governor Tom C. Rye from Anne Dallas Dudley, Tennessee Equal Suffrage Association
What jobs would these women be doing in service to the United States?

Ready for Work at Box Factory
Who is in this photograph?
How are they dressed?
Where are they?
Do you think they were happy to be supporting the war effort?

Two female Red Cross volunteers, another woman, and a man at a Red Cross booth during World War I
Who is in the photograph?
What are they doing?