

While the Soldiers Are Away - World War I Home Front

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

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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:

US.26 Analyze the political, economic, and social ramifications of World War I on the home front, including:

- Role played by women and minorities
- Voluntary rationing
- Committee on Public Information
- Opposition by conscientious objectors
- Schenck v. United States decision

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).

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](#)



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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?

