Domestic Impact of World War I

What is the Domestic Impact of an International War?

Supporting Questions

1. Why did the United States get involved in the war?
2. How did WWI impact the role and rights of women in the United States?
3. How did the war impact African Americans or Blacks in the U.S.?
## Domestic Impact of World War I

### What is the domestic impact of an international war?

<table>
<thead>
<tr>
<th>Connection to Connecting Theme/Enduring Understandings</th>
<th>This lab will examine <strong>conflict and change</strong> though an analysis of America’s involvement in World War I.</th>
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| GSE for Social Studies                                  | **SSUSH15** Analyze the origins and impact of U.S. involvement in World War I.  
  a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.  
  b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs. |

### Connection to Literacy Standards for Social Studies and Social Studies Matrices

| L11-12RH2: | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| L11-12RH3: | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| L11-12RH8: | Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information |

**L11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  

**Map Skills:**  
6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps  
7. Use a map to explain impact of geography on historical and current events  
8. Draw conclusions and make generalizations based on information from maps  
11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities  

**Information Processing Skills:**  
1. Compare similarities and differences  
6. Identify and use primary and secondary sources  
10. Analyze artifacts  
15. Determine adequacy and/or relevancy of information  
17. Interpret political cartoons
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<th>Supporting Question 3</th>
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<td>Why did the United States get involved in the war?</td>
<td>How did WWI impact the role and rights of women in the United States?</td>
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<th>Featured Sources</th>
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<td>Document 2: Text of the Zimmerman Note</td>
<td>Document 4: Photo of WWI working women</td>
<td>Document 8: Great Migration map and info</td>
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**PRODUCT PRESENTATION** Students will create a remembrance book/diary from the perspective of a working aged person living in the U.S. during WWI.

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<tr>
<th>Summative Performance Task</th>
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<tbody>
<tr>
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<td>How did participation impact you at home?</td>
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The Context

In August 1914, war broke out in Europe between Germany and Austria-Hungary and France, Russia, and Great Britain. The intense fighting soon spread beyond the fields, forests, and hillsides of Europe to include the seas around Western Europe and out into the eastern Atlantic. In the United States, tensions ran high, especially as newspapers reported on the destruction and loss of life in Belgium, a neutral country. Americans, who in large part came from the nations at war, tended to support their native lands. President Woodrow Wilson was worried that supporters of each side would drag the United States into the war. Furthermore, Wilson worried that violence might occur in the United States between Americans supporting one side or the other. To calm the potential for violence, Wilson went before Congress on August 19, 1914 to ask for a declaration of neutrality stating that, ”The United States must be neutral in fact, as well as in name....” However, the actions of the United States tended to favor the Allies (i.e., the British and French). The U.S. was in a recession in 1914. American businessmen and farmers saw the war as a business opportunity. The United States was eager to trade throughout Europe, but the British had established a blockade not only against German ports but neutral ports as well. Bethlehem Steel was soon sending munitions to England, while the Morgan Bank provided loans that were used by the French and British to pay for war goods. By 1917, American loans to the allies had soared to $2.25 billion; loans to Germany stood at a paltry $27 million. Germany’s Unrestricted Submarine Warfare Germany also relied heavily on imported foodstuffs to feed its population and chemicals for its industries. The British Royal Navy outnumbered the German Imperial Fleet and was able to place an effective blockade on Germany’s Baltic Sea ports, as well neutral ports in northwest Europe. By early 1915, Germany had decided to expand submarine attacks from Allied warships to any commercial shipping, including belligerent and neutral nations, beginning unrestricted submarine warfare. German submarines were very effective sinking an average of two ships each day in the first quarter of 1915. To counter German successes, the British admiralty ordered British shipping to fly a neutral flag and sometimes loaded critical materials aboard fast liners and other passenger ships on the belief that the Germans would not dare sink a passenger ship. German commanders ignored the ruse and sank all shipping vessels. In March 1915, the first American was killed off the British coast. The United States reacted with outrage. Attacks on ships carrying Americans increased until May 1915 when the British liner Lusitania was sunk off of the Irish coast, with a loss of 128 Americans. President Wilson reacted by issuing a series warning notes to Germany against further attacks on American shipping. Germany acquiesced and then on August 19, 1915 the S.S. Arabic was sunk with three Americans killed. The Germans feared that the U.S. would declare war and ordered submarine commanders to cease attacks on passenger liners. The year 1916 proved critical for both the Allies and Germany who suffered heavy casualties in a series of failed offensives. The German High Command decided to renew unrestricted warfare to force the British to sue for peace. The Germans believed that they would have six months to complete operations before the United States would declare war. In 1916, President Wilson was re-elected on a peace platform and in January 1917, offered to mediate peace talks between the warring nations. Engagement Unrestricted submarine warfare renewed in February 1917.
<table>
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<tr>
<th>Document #</th>
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| Document 1 | Third note from Woodrow Wilson on unrestricted submarine warfare, July 21, 1915  
| Document 2 | Text of the Zimmerman Note  
| Document 3 | Article about role of women in WWI from National Women’s History Museum  
https://www.nwhm.org/online-exhibits/progressiveera/worldwarI.html |
| Document 4 | Women working during WWII  
https://www.nwhm.org/online-exhibits/progressiveera/womenworkingworldwarI.html |
| Document 5 | Role of women outside of work, WWI Propaganda.  
http://www.learnnc.org/lp/editions/ww1posters/4981  
http://www.loc.gov/pictures/item/2002712327/ |
| Document 6 | Women’s Suffrage Article and photos from Bryn Mawr University  
http://www.brynmawr.edu/library/exhibits/suffrage/wwi.html |
| Document 7 | Poem “One-Way Ticket” by Langston Hughes  
https://www.youtube.com/watch?v=9ppjmLWfKgg |
| Document 8: | Great Migration Map  
https://www.census.gov/dataviz/visualizations/020/ |
| Document 9: | Excerpts regarding the real and potential U.S. Labor Force at the start of World War I.  
https://history.state.gov/milestones/1921-1936/immigration-act and  
http://dp.la/item/a8f58e3ee32ef7d652b53289b7f2670d. and  
http://exhibitions.nypl.org/africanaage/essay-world-war-i.html |
| Document 10 | History Channel - Sound Smart: The Great Migration Historian Yohuru Williams explains what you need to know to sound smart about the Great Migration of African Americans from the South to the North after the Civil War.  
http://www.history.com/topics/black-history/great-migration |
| Document 11 | Economic Growth in the 20th Century  
http://voxeu.org/article/american-productivity-growth-during-great-depression |
Document 1

Text from the third U.S. protest over the sinking of the Lusitania, Woodrow Wilson, July 21, 1915

July 21, 1915

The Government of the United States is not unmindful of the extraordinary conditions created by this war or of the radical alterations of circumstances and method of attack produced by the use of instrumentalities of naval warfare which the nations of the world can not have had in view when the existing rules of international law were formulated, and it is ready to make every reasonable allowance for these novel and unexpected aspects of war at sea; but it can not consent to abate any essential or fundamental right of its people because of a mere alteration of circumstance.

The rights of neutrals in time of war are based upon principle, not upon expediency, and the principles are immutable. It is the duty and obligation of belligerents to find a way to adapt the new circumstances to them.

The events of the past two months have clearly indicated that it is possible and practicable to conduct such submarine operations as have characterized the activity of the Imperial German Navy within the so-called war zone in substantial accord with the accepted practices of regulated warfare.

The whole world has looked with interest and increasing satisfaction at the demonstration of that possibility by German naval commanders. It is manifestly possible, therefore, to lift the whole practice of submarine attack above the criticism which it has aroused and remove the chief causes of offence.

In view of the admission of illegality made by the Imperial Government when it pleaded the right of retaliation in defense of its acts, and in view of the manifest possibility of conforming to the established rules of naval warfare, the Government of the United States can not believe that the Imperial Government will longer refrain from disavowing the wanton act of its naval commander in sinking the Lusitania or from offering reparation for the American lives lost, so far as reparation can be made for a needless destruction of human life by an illegal act.

The Government of the United States, while not indifferent to the friendly spirit in which it is made, can not accept the suggestion of the Imperial German Government that certain vessels be designated and agreed upon which shall be free on the seas now illegally proscribed.

The very agreement would, by implication, subject other vessels to illegal attack, and would be a curtailment and therefore an abandonment of the principles for which this government contends, and which in times of calmer counsels every nation would concede as of course.

The Government of the United States and the Imperial German Government are contending for the same great object, have long stood together in urging the very principles upon which the Government of the United States now so solemnly insists. They are both contending for the freedom of the seas.

The Government of the United States will continue to contend for that freedom, from whatever quarter violated, without compromise and at any cost. It invites the practical cooperation of the Imperial German Government at this time, when cooperation may accomplish most and this great common object be most strikingly and effectively achieved.

Repetition by the commanders of German naval vessels of acts in contravention of those rights must be regarded by the Government of the United States, when they affect American citizens, as deliberately unfriendly.
"We intend to begin on the first of February unrestricted submarine warfare. We shall endeavor in spite of this to keep the United States of America neutral. In the event of this not succeeding, we make Mexico a proposal of alliance on the following basis: make war together, make peace together, generous financial support and an understanding on our part that Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona. The settlement in detail is left to you. You will inform the President of the above most secretly as soon as the outbreak of war with the United States of America is certain and add the suggestion that he should, on his own initiative, invite Japan to immediate adherence and at the same time mediate between Japan and ourselves. Please call the President's attention to the fact that the ruthless employment of our submarines now offers the prospect of compelling England in a few months to make peace." Signed, ZIMMERMANN
Document 3

Brief description of the role of women in WWI from the National Women’s History Museum

After the United States entered the war in 1917, women supported the war effort in numerous ways. In addition to continuing their pre-war reform work, women reformers in the club movement, the settlement house movement, and the suffrage movement sold war bonds and conserved food. Women sent relief supplies to suffering Europeans. Some women’s groups sent delegations to Europe to provide relief for American soldiers.

The government established an advisory committee, the Women’s Committee of the Council of National Defense, headed by suffragist Dr. Anna Shaw, to coordinate women’s war efforts. Despite valiant efforts, the Women’s Committee was only able to achieve limited coordination.

During the war, women also entered the workforce in new ways. Women served in the navy and marines, and thousands served as nurses. On the home front, women worked in factories and in the government.

World War I led to several important advances for women. Women’s war work increased support for woman suffrage and contributed to the passage of the 19th Amendment in 1920. In addition, during the war, the Department of Labor created the Women in Industry Service. After the war, the Women in Industry Service became the Women’s Bureau, headed by Mary van Kleeck.
Document 4
Photos of women working during WWI

Women working in an ordnance plant in Cambridge, Massachusetts, Library of Congress, LC-USZ62-55083

Document 4 cont.

Women working during WWI

Document 5

Role of women outside of factory work.
At the beginning of his presidency in 1913, Woodrow Wilson was against suffrage, strongly believing that women should remain outside of the political and public sphere. But the United States’ entry into World War I on April 6, 1917 caused both the NAWSA and the National Woman's Party to institute new strategies for gaining Wilson's and the public's support.

The NAWSA, led by Catt, made the decision to link the idea of suffrage and the service of suffrage groups to women's work in war service. She wanted to create the public perception that suffragists were patriotic and hard workers for the country during the time of war. Catt hoped that by demonstrating women's practical skills and patriotism the government would reward women with the vote. The NAWSA publishing company reprinted Wilson’s war messages and used its already vast organizational structure to help women organize for war service. Caroline McCormick Slade (Mrs. Francis Louis Slade) spoke for the campus chapter of the NCESL, linking the suffrage campaign to participation in the war effort.
Although they had been expelled from the NAWSA, the militant organizers of the 1913 parade maintained their Congressional Union as an independent group, eventually re-organizing as the National Woman's Party (NWP) in 1916. The NWP, guided by Alice Paul, mounted a more strident response to the war. Risking the public perception of appearing unpatriotic, NWP members continued their constant picketing of the White House and used the war as a key issue in their protests and banners. Both on the streets and in its weekly newspaper, *The Suffragist*, the NWP antagonistically reminded the government of the contradiction of the United States fighting for and promoting democracy abroad while American women were denied the right to vote.

The arrests of NWP picketers began after the U.S. entry into World War I. On June 22, 1917 Lucy Burns and Katherine Morey were arrested for carrying a protest banner with a quotation from Wilson's war message:

We shall fight for the things which we have always held nearest our hearts - for democracy, for the right of those who submit to authority to have a voice in their own government.

The caption in Catt's photo album reads: "Real soldiers who stand for real democracy 'over here' and are ready to fight for world democracy 'over there.' These banners were carried in Grand Rapids."

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**Make Michigan Real Citizens. Vote "Yes" Next Nov. 5th.**
Document 7
Poem written by Langston Hughes “One Way Ticket,” 1949

I pick up my life
And take it with me
And I put it down in
Chicago, Detroit,
Buffalo, Scranton,
Any place that is North and East—
And not Dixie.

I pick up my life
And take it on the train
To Los Angeles, Bakersfield,
Seattle, Oakland, Salt Lake,
Any place that is North and West—
And not South.

I am fed up
With Jim Crow laws,
People who are cruel
And afraid,
Who lynch and run,
Who are scared of me
And me of them.

I pick up my life
And take it away
On a one-way ticket—
Gone up North,
Gone out West,
Gone!

Listen to Langston Hughes read the poem

https://www.youtube.com/watch?v=9ppjmLWIKgc
The change in share of Blacks in cities is based on the percentage point difference in the percent of population that was Black in the later time period compared to the earlier. For example, 13.3 percent of the population in Gary, IN was Black in 1940 but was just 2.5 in 1970, which represented a 10.8 percentage-point change in the share of Blacks in the city. It was the largest change in share during the First Great Migration. By the end of the Second Great Migration, Newark, NJ had realized the largest increase in Black population share, with the Black proportion of the city rising from 10.6 in 1940 to 56.2 in 1970.
Document 9

Excerpts regarding the real and potential U.S. Labor Force at the start of World War I.

**Literacy Tests and “Asiatic Barred Zone”**
https://history.state.gov/milestones/1921-1936/immigration-act

In 1917, the U.S. Congress enacted the first widely restrictive immigration law. The uncertainty generated over national security during World War I made it possible for Congress to pass this legislation, and it included several important provisions that paved the way for the 1924 Act. The 1917 Act implemented a literacy test that required immigrants over 16 years old to demonstrate basic reading comprehension in any language. It also increased the tax paid by new immigrants upon arrival and allowed immigration officials to exercise more discretion in making decisions over whom to exclude. Finally, the Act excluded from entry anyone born in a geographically defined “Asiatic Barred Zone” except for Japanese and Filipinos. In 1907, the Japanese Government had voluntarily limited Japanese immigration to the United States in the Gentlemen’s Agreement. The Philippines was a U.S. colony, so its citizens were U.S. nationals and could travel freely to the United States. China was not included in the Barred Zone, but the Chinese were already denied immigration visas under the Chinese Exclusion Act.

**Excerpt from “Negro migration in 1916-17,” Digital Public Library of America,**
http://dp.la/item/a8f58e3ee32ef7d6525b3289b7f2670d.

…An educated Negro, a professional man in one of the principal towns outside of the delta, gave me the following analysis of the exodus:
The prime cause is higher wages in the North, coupled with the stagnant condition of southern industries. Here wage increase has been only occasional, although in this community in the past six months, since the movement has begun to be felt, wages have gone up from 15 to 25 per cent. But the cost of living has risen faster than wages. Contributory influences include labor agents, need of better schools and better police protection, and lack of incentive…

Document 10

Sound Smart: The Great Migration  Historian Yohuru Williams explains what you need to know to sound smart about the Great Migration of African Americans from the South to the North after the Civil War.  

http://www.history.com/topics/black-history/great-migration

The Great Migration, or the relocation of more than 6 million African Americans from the rural South to the cities of the North, Midwest and West from 1916 to 1970, had a huge impact on urban life in the United States. Driven from their homes by unsatisfactory economic opportunities and harsh segregationist laws, many blacks headed north, where they took advantage of the need for industrial workers that first arose during the First World War. As Chicago, New York and other cities saw their black populations expand exponentially, migrants were forced to deal with poor working conditions and competition for living space, as well as widespread racism and prejudice. During the Great Migration, African Americans began to build a new place for themselves in public life, actively confronting economic, political and social challenges and creating a new black urban culture that would exert enormous influence in the decades to come.
Document 11

Economic growth in the 20th Century

Figure 1. TFP growth in the private domestic economy, US, 1899-2007 (% per year)

Note: the post-war break points are chosen on the basis of NBER business cycle peaks.

Table 2. TFP growth and TFP contribution to labour productivity growth, US private domestic economy, 1919-1941 (% per year)

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<tr>
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<th>1919-29</th>
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<th>1929-41</th>
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<tbody>
<tr>
<td></td>
<td>TFP Growth (% p. a.)</td>
<td>Contribution (%point p.a.)</td>
<td>TFP Growth (% p. a.)</td>
</tr>
<tr>
<td>Private Domestic Economy</td>
<td>1.7</td>
<td>1.68</td>
<td>1.9</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>4.5</td>
<td>1.18</td>
<td>2.3</td>
</tr>
<tr>
<td>Non-Manufacturing</td>
<td>0.6</td>
<td>0.50</td>
<td>1.8</td>
</tr>
</tbody>
</table>
## Sample Instructional Activities/Assessments

**Hook: War Huh Yea...What is it Good For?**

| Step 1: | Post the hook question on the board “How has the War on Terror (2001-present) impacted people living in the U.S.?“ and have students silently brainstorm on their own paper. |
| Step 2: | As a whole group, have students volunteer responses, then determine whether to place them in the “Good” or the “Bad/Ugly” column. Allow students the opportunity too (or prompt them too) debate whether each it could be good and bad. |
| Step 3: | Discuss that the impact of an international war is felt both domestically (inside the country) and abroad, and that that impact can be both positive and negative. |

| GSE Standards and Elements | SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.  
                           | b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs. |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literacy Standards        | Conflict and Change                                                                                                                      |
| Social Studies Matrices   |                                                                                                                                               |
| Enduring Understanding(s) |                                                                                                                                               |
Women in WWI and Visual Literacy

**Step 1:** Place students into groups of 3-5, and distribute sources 3 and 6.

**Step 2:** As they read the documents, instruct students to take note of information that describes or explains the changing rights and roles of women. This information should fit mainly in the categories of social/cultural, political, and economic.

**Step 3:** Distribute OR display images in sources 4 and 5. Instruct students to:

1. Take 30 seconds to silently observe the image, looking for information about the rights and roles of women.
2. Then take 30 seconds to silently write down your observations.
3. Finally discuss your observations and claims with your group or the class.
4. Be sure to cite specific textual evidence. e.g. He is Uncle Sam and represents the U.S. I know this because she has red and white striped pans and a blue vest with white stars which symbolizes the U.S. flag.

**SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.**

b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.

**L11-12RH3:**
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**L11-12RH2:**
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Information Processing Skills:**

6. Identify and use primary and secondary sources
17. Interpret Political Cartoons
Propaganda Poster

**Step 1:** Place students into groups of 3-5, inform them that they will read sources about why the U.S. decided to join WWI (Source 1-Wilson’s note, Source 2-the Zimmerman Note)

**Step 2:** As they read the documents, instruct students to take note of the events/factors that might compel the US to enter into war against Germany.

**Step 3:** After they have completed their list, have the group discuss the list of events/factors and decided which would be the best to persuade the American public to support entry into the war, and which reason would be most compelling to persuade Congress to declare war.

**Step 4:** Share the Library of Congress’ Cartoon Analysis Guide with students to support their understanding of the tools used to create meaning (symbolism, exaggeration, labeling, irony, and analogy).

http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html Have each group create a WWI propaganda poster persuading the public to support the war. Poster should include the following:

5. Information gathered directly from the sources (either explicitly or implied).
6. Visual representation of the factors the group determined would persuade the American Public

**SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.**

a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.

**L11-12RH3:**

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**L11-12RH2:**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**Information Processing Skills:**

10. Analyze artifacts
17. Interpret Political Cartoons

**Map Skills:**

4. Compare and contrast the categories of natural, cultural, and political features found on maps


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**Push Me Pull Me**

**Step 1:** Share the “Push-Pull” visual below with students and ask them to discuss what factors might force them to move from their city to a new place (push factors), and what factors might be strong enough to attract them to other places to live (pull factors). Consider watching the World Geography Teacher Content Tutorial Video “Reasons for Migration” for helpful resources https://www.georgiastandards.org/Georgia- Standards/Pages/Social-Studies-World-Geography.aspx

**Step 2:** As a whole class, read Langston Hughes’ poem “One Way Ticket” (Source 7). Stop after each stanza and have students determine if there are any push/pull factors.

**Step 3:** Have students watch the background video on WWI and the Great Migration (Source 10). Instruct students to find reasons people might have to stay where they are, enlist, or move.

**Step 4:** Provided students with the information on the U.S. labor force and on U.S. economic growth in the 20th Century (Source 9 and 11), and the United States map showing major cities (Source 8). Instruct students that they should be gathering information about, push and pull factors and population shifts.

**Step 5:** To complete this activity, have students write their response to the supporting question “How did the war impact African Americans or Blacks in the U.S.?” Students must reference/cite all 3 sources in their response. Students could either write their response as a short answer/essay OR as a poem.

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**GSE Standards and Elements**

**SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.**

b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.

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**Map Skills:**

6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps
7. Use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

**Information Processing Skills:**

7. interpret timelines, charts, and tables

**L11-12WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
http://www.emigration.link/
Sample Performance Task

**WWI Remembrance Book/Diary**

**Step 1:** Toward the beginning of the lesson, inform students that they need to pay attention to the voices of the people in described in the sources.

**Step 2:** Have students choose the persona of someone that is working age, living in the United States during World War I, and write in page 1 of their “diary/remembrance book” an introduction to who they are. e.g. “This is the journal of Therese McGuire, my parents are Italian immigrants and I am the first generation of my family to be born in the U.S....” Students should also draw a picture of the person they created for the remembrance book/diary.

**Step 3:** Using information from the sources, create a remembrance book/diary with at least 4 entries, detailing the experiences this person in the United States from this era. The book should be written in first person (as if these are your experiences) and should include the following 4 entries:

1. An entry about jobs
2. An entry about the war effort
3. An entry about hope
4. An entry about how the war may have impacted laws/government.

Each remembrance book/diary entry should contain an image (hand drawn or pasted) that supports the information in the entry, AND each entry should reference the source(s) that the information stems from. Here are some examples:

“I saw this poster on the side of the general store last week that said ‘Join,’ (source 5) It was a nurse helping a little girl and it reminded me of my little cousin. I thought that is something I can do, I can take care of people when they are sick...”

For teacher support on a similar activity that is digital, see the World History Teacher Instructional Activity video titled “Video Journals: Industrialization and Urbanization” [https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-World-History.aspx](https://www.georgiastandards.org/Georgia-Standards/Pages/Social-Studies-World-History.aspx)

| GSE Standards and Elements | SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.  
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<tr>
<td>Literacy Standards</td>
<td>L11-12RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</td>
</tr>
<tr>
<td>Social Studies Matrices</td>
<td>L11-12RH3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</td>
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</tbody>
</table>
| Enduring Understanding(s) | **Information Processing Skills:**  
|                           | 10. Analyze artifacts  
|                           | 15. Determine adequacy and/or relevancy of information |
Taking Informed Action

Oral History of Veterans and their Families

The essential question of this lab asks how an international war has a domestic impact. Though the war studied is World War I, many U.S. veterans recently experienced international war.

A good idea for taking informed action is to collect their stories, and the stories of their families. Ask how participation in an international war affected their ideas, beliefs and opportunities. Ask their families about their sacrifices and changing ideas. Inform students to be sensitive, not all experiences are pleasant or easy to talk about. Also, let them know it is a good idea to get support from your instructor or parents before you begin.

There are some apps that can help with oral history. StoryCorps has a free app that assists students in developing a good interview, and questions for the interview.

After the interview is over, it is saved and you have the option of uploading it to the Library of Congress!

https://storycorps.me/

GSE Standards and Elements

SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.
   b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.

Literacy Standards

L11-12RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.