



**Title:**

Winds of War, Winds of Change

Grades: 9 – 12, adaptable to other grades

**Author:**

Angelia Mance

University of West Alabama

**Overview/Annotation:**

Students will create a journal describing in detail how the entry of the United States into World War I and the mobilization for war impacted the United States. Students will research the First World War, the experiences of soldiers, and changes on the home front. Students will integrate their knowledge of the vents of World War I with concurrent events at the state, national, and international level.

**Content Standard(s):**

I. Social Studies:

GR 11/4. Describe the causes and impact of the intervention by the United States in World War I.

- Identifying major events of World War I
- Explaining how the mobilization of the United States for World War I affected the population of the United States
- Describing economic, political, and social changes on the home front during World War I

II. English Language Arts:

GR 11/21. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

[W.11-12.3]

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. [W.11-12.3a]
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. [W.11-12.3b]
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). [W.11-12.3c]
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. [W.11-12.3d]
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. [W.11-12.3e]

**Primary Learning Objective(s):**

Students will create a realistic depiction of life for United States citizens in the time leading up to and during the First World War. The journal will detail the mobilization for war and the myriad ways in which the war effort impacted life in the United States. Students will gain a better understanding of who the World War I soldiers were.

**Additional Learning Objective(s):**

This lesson can be expanded to include discussions of how wars across history have changed society (example, improvements in medical practices after the Civil War, women in the workforce after World War II, etc.)

**Approximate Duration of the Lesson:** Greater than 120 Minutes

**Materials and Equipment:**

Materials appropriate to creating a journal. Teachers may decide whether the journal will be on paper or electronic.

**Technology Resources Needed:**

Access to Alabama Veterans Memorial Foundation Timeline

Web-connected devices for each student for Internet research and/or other resources.

**Background/Preparation:**

This is a concluding lesson on World War I, assuming students have previously studied the events of World War I.

**Procedures/Activities:**

- 1) Each student will create a journal to detail the impact of World War I on the United States. The journal should be written in first person and describe in precise detail the experience of a selected character during the First World War.
- 2) Examples might include:
  - a. A soldier being shipped off to a foreign country, who is worried both about what he will encounter and how his family will fare on the home front.
  - b. A wife and mother who will have to work outside the home for the first time.
  - c. A young person who must take on extra responsibilities at home and who also helps the war effort by collecting money for the national cause.
- 3) Student are required to create a minimum of 10 journal entries with specific details relating to their character whose identity they have assumed. Dates for the entries should coincide with the time period for which they are writing and reference actual events from World War I, and also current events the state, local, and national level. Images should be included with each entry

**Resources:**

David M. Kennedy, *Over Here: The First World War and American Society* (2004), is the standard scholarly history

Mobilization

<http://www.history.army.mil/documents/mobpam.htm>

World War I Mobilization

<http://histclo.com/essay/war/ww1/cou/us/w1cus-mob.html>

The Economics of World War I

<http://www.nber.org/digest/jan05/w10580.html>

World War I

<http://www.is.wayne.edu/MNISSANI/WWI/Encarta.htm>

Library of Congress Collection of Patriotic Posters from World War I and II  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/gallery.html>

On the Homefront: America During World War I  
<http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/>

The Stars and Stripes (newspaper for American soldiers produced during World War I)  
<http://memory.loc.gov/ammem/sgphtml/sashtml/>

The Impact of World War I on the United States  
<http://www3.northern.edu/marmorsa/impactofWWIonUSlecturenotes.htm>

The Great War and the Shaping of the 20<sup>th</sup> Century  
<https://www.pbs.org/greatwar/thenandnow/>