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Online Collections Database, 2012.75.9 www.theworldwar.org/research/database. National WWI Museum and Memorial. Online.

Volunteerism, Citizenship and Democratic Participation in World War I

Recommended Grade Levels: 9-12

Course/Content Area(s): United States History, World War I, Civics

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LESSON OVERVIEW:	<p>In this lesson, students will examine how World War I increased civic engagement amongst diverse groups of Americans as they seek to answer the essential question: “How did volunteerism in World War I challenge and redefine notions of citizenship and democratic participation in American society?”</p> <p>Students will first analyze what citizenship and democratic participation means historically and contemporarily before exploring the National WWI Museum and Memorial’s online exhibition <i>The Volunteers: Americans Join World War I</i> and completing a handout to build understanding. They will then complete an image analysis assessment before concluding the lesson with an extend and reflect activity.</p>
OBJECTIVES:	<i>Students will:</i>
	<ul style="list-style-type: none"> ● Develop definitions and examples of historical and contemporary notions of citizenship and democratic participation ● Identify how World War I increased civic engagement amongst diverse groups of Americans ● Evaluate how increased civic engagement in World War I redefined what it meant to be an American citizen
STANDARDS ALIGNMENT:	<p>D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p>D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>
TIME NEEDED:	2 45-55 minute class period or one 80-90 minute block
INTERDISCIPLINARY:	American History, Civics
PRIOR KNOWLEDGE:	<ul style="list-style-type: none"> ● Students should have a clear understanding of the social, economic, and political issues that existed in America immediately preceding America’s involvement in World War I. These may include but are not limited to: <ul style="list-style-type: none"> ○ Increased industrial power and the rise of the labor movement ○ Suffrage ○ Jim Crow laws ○ Immigration policies and the rights of immigrants ○ Government policies related to Native Americans and Native American rights <p>Students should also understand and have prior knowledge of these World War I related concepts:</p> <ul style="list-style-type: none"> ○ Neutrality ○ WWI Belligerents

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| | <ul style="list-style-type: none">○ Selective Service○ America's entry into World War I |
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MATERIALS NEEDED:	<ul style="list-style-type: none">● Student notebooks or loose-leaf paper and writing utensil● Whiteboard with dry erase markers OR large chart paper and markers● Student devices such as iPads or Chromebooks with internet access● Projector● Student handout - Volunteerism and Citizenship in World War I● Student handout - Volunteerism: Image Analysis● Answer key for Part 1 of the Volunteerism and Citizenship in World War I handout
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LESSON

PRE-ASSESSMENT/INTRODUCTION/HOOK: Bellringer Prompt

When class begins, provide students with the following question prompt and time to individually answer the questions, “How do you define citizenship? How do citizens participate in democratic societies?” Students can use notebooks or loose-leaf paper.

After students finish their responses individually, ask them to share their responses with a partner sitting near them or in small groups of three. If students will be participating in a whole group discussion, the next step will be to generate a class definition of “citizenship” and examples of democratic participation that citizens engage in on the classroom whiteboard based on student responses.

An alternative activity that takes a bit more time but can be useful for classes with reluctant speakers is to engage students in a silent conversation by using two large pieces of chart paper. On one piece of chart paper, write “Citizenship” in large letters at the top. On the other piece of chart paper, write “Example of democratic participation.” Put the two pieces of chart paper on different sides of the room and have students come up to the chart paper in small groups once they’ve finished their individual responses to write out their thoughts on each piece of chart paper. After 5 minutes, have them return to the chart paper to respond to one of their classmates’ definitions and examples before coming up with a class definition and set of examples that is written and displayed on the whiteboard.

***Note: Be sure to keep the responses from this activity as it will be returned to during the last portion of the lesson. I recommend either taking a picture of the whiteboard after each class, or having students record the class definition of citizenship and examples of democratic participation in their notebooks/loose leaf paper.**

DIRECTIONS:

Day 1: After completing the introduction activity, provide digital or printed access to the student handout titled “Volunteerism and Citizenship in World War I.” Review directions with the students before providing work time. This activity can be completed individually or in pairs.

1. Introduction Activity (bellringer response and discussion or silent conversation)
2. Review directions with students for the Volunteerism and Citizenship in World War I handout.
3. Students complete Parts 1 and 2 Volunteerism and Citizenship in World War I Handout which includes questions to develop understanding and an image analysis.

4. Closure: Remind students that Part 3 of the Volunteerism and Citizenship in World War I Handout will be completed next class. **Note: Part 3 may also be completed in one block if the class uses a longer block than an individual class period.**

Day 2: Begin class by reviewing the directions for Part 3 of the Volunteerism and Citizenship in World War I Handout in which students will extend their thinking and reflect on their learning. Once directions are given, allow students time to work. Once students have completed Part 3, close the lesson by returning to the original bellringer responses **Note: Alternatively, you can complete Part 3 as a whole group activity by watching the videos together, giving students time to respond before moving to the next video.**

1. Review directions for Part 3 of the Volunteerism and Citizenship in World War I Handout. Students will be watching 5 videos from the National WWI Museum and Memorial video series *How WWI Changed America*. Students should watch the videos in the order they are linked to in Part 3 of the Volunteerism and Citizenship in World War I Handout. While watching each video, they should answer the appropriate reflection questions. **Note: Each individual video is between 5-7 minutes long and will take a total of approximately thirty minutes of class time to view.**
2. Provide students time to work or complete Part 3 as a class (see note above)
3. Conduct the post-assessment closure activity below.

POST-ASSESSMENT:

Closure: Return to the answers students generated during the bellringer activity and the class definitions of citizenship and examples of democratic participation. Ask students to individually revise the definition if they feel the need to or add/delete any example of democratic participation. After students have time to respond, ask for students to share out their responses in order to facilitate a discussion on the evolution of thoughts about citizenship and democratic participation due to World War I.

MODIFICATIONS/ACCOMMODATIONS

- Partner/small group work with frequent check-ins
- Image Analysis Graphic Organizer (included)
- Add in whole group check-ins between parts 1, 2, and 3 to do share-outs and clarify any misunderstandings before reviewing directions for the next part
- Chunk the assignment by giving students only one portion of the assignment at a time

Appendix A: Student Handout

Volunteerism and Citizenship in World War I

Name: _____

Essential Question: How did volunteerism in World War I challenge and redefine notions of citizenship and democratic participation in American society?

Directions: There are three parts to this activity with individual directions for each part. Please make sure to read the directions thoroughly before you begin each part. It may be helpful to record the definition of citizenship that we've previously created before moving on to part one.

Definition of citizenship: _____

Part 1—The Volunteers: Americans Join World War I

Directions: Use [this link](#) to view the online exhibition *The Volunteers: Americans Join World War I*. Use the arrows on the picture to navigate to the next picture before using the “Next” button to progress through the online exhibition. As you navigate through the online exhibition, answer the following questions.

1. What do you think the difference is between “humanitarian” efforts and “war” efforts?
2. What prompted many Americans to volunteer during World War I? *Altruism, personal ambition, a search for adventure, or hope for an Allied win in Europe.*
3. What do you think “volunteerism” means? How can “volunteerism” support a nation’s war efforts?
4. Considering the time period, how might men and women’s volunteerism differ?
5. While remaining neutral, Americans still volunteered to support humanitarian efforts. Describe some of the ways Americans led or supported humanitarian efforts.
6. In what ways did Americans volunteer to support Allied country’s war efforts?
7. Who was Eugene Bullard?

8. How did some immigrant communities in the United States support their home countries during World War I?
9. What was the “Preparedness Movement” and why did it emerge?
10. A key figure of the “Preparedness Movement” was Robert Bacon, president of the American Ambulance Hospital. He urged the United States to demand loyalty from the many immigrant communities in the US by claiming that “in order to be a nation we must have national ideals. A large aggregation of people with varying and conflicting ideals, lacking cohesion, does not constitute a nation.” Do you agree or disagree with Bacon’s argument? How does his argument relate to notions of citizenship?
11. How did American volunteerism change once the United States declared war on Germany?
12. How might the militarization of volunteer organizations redefine or challenge thoughts on citizenship?
13. How does women’s service in World War I challenge or redefine American citizenship?
14. In what ways did women’s volunteerism transform during and after American neutrality?
15. Why might historically marginalized communities (in this case, specifically Jewish people, women, and African American women) be motivated to serve a country in which they are routinely discriminated against?
16. Do you think women’s service in World War I contributed to the passing of the 19th Amendment, which states that sex cannot be used as a basis for preventing people from voting? Why or why not?

Part 2—Legacies of Volunteerism and Image Analysis

Directions: Read through the last portion of the online exhibition, titled [Legacies, 1919 to Today](#) before selecting your assessment activity below.

[Image Analysis Graphic Organizer](#)

Part 3—Extension and Reflection

Directions: Watch the five videos linked below and as you watch, make connections to what you have learned about volunteerism and democratic participation and their impact on notions of citizenship.

Video 1: [How WWI Changed America: Citizenship and World War I](#)

Reflection: How does the information presented in the video connect to or challenge your ideas about citizenship?

Video 2: [How WWI Changed America: African Americans in World War I](#)

Reflection: Historian Christopher Capozzola states that World War I “created obligations and opportunities” for historically marginalized groups. What do you think he means by that?

Video 3: [How WWI Changed America: Immigrants and World War I](#)

Reflection: According to historian Christopher Capozzola, 1 in every 5 US soldiers in WWI were immigrants. How might this statistic relate to changing thoughts on citizenship during and after WWI?

Video 4: [How WWI Changed America: Native Americans in World War I](#)

Reflection: What impact did World War I have on Native American movements seeking equal rights?

Video 5: [How WWI Changed America: Women in World War I](#)

Reflection: How did World War I contribute to women’s expanded citizenship?

Further Resources:

Bibliography:

<https://exhibitions.theworldwar.org/volunteers/#!/>

<https://collections.theworldwar.org/argus/final/Portal/Default.aspx?component=AAAS&record=856a92c9-463e-4b09-8bfb-d7eb0994bd7e>

[https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing Photographs and Prints.pdf](https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Photos_and_Prints.pdf)