

Lesson Title: Summit County Women at War
Lesson Created by: John P. Gurnish
Suggested Class Subject & Grade: American History 9-12
Lesson Duration: one to three 50 minute class periods

Ohio's New Learning Standards

Historical Thinking Skills Content Statements 1, 2, 9, 10, 16, and 18.

Lesson Abstract: Students will use the film *Lost Voices of the Great War: Summit County in the First World War* with supplementary primary and secondary sources to explain the role Summit County women had in supporting the war effort both at home and overseas.

Objectives

<ol style="list-style-type: none"> 1. Students will be able to explain how women played an essential role in the war. 2. Students will be able to make the connection that additional job opportunities existed because many men were serving in the military. 3. Students will be able to explain the relationship between women's support of the war with the expanded rights gained after the war- primarily the right to vote via the 19th Amendment in 1920. 4. Students will be able to give examples of women from Summit County who contributed to the war effort.

Primary/Secondary Sources

# Source	Title	How source is used in the lesson
1	<i>Lost Voices of the Great War: Summit County in the First World War</i> (Video)	Overview of Summit County in the war including the contributions of women. See the following sections from the video: The Red Crosser (6:13-7:31), The Fighting "Goodyearites" (21:55-23:00), Duty Calls Loudly (24:14-27:27), The Language of Hate (31:00-31:28), "I Saw Them Fall" (38:28-39:20), Armistice and Peace (41:05 - 49:22).
2	Textbook – example: <i>American History Reconstruction to the Present</i> HMH Pub. Co. 2010	This will be used in the classroom or as homework to give context and information about the topic.
3	Ohio Memory (posters & photographs) http://www.ohiomemory.org * *See Appendix for full list of links to individual sources.	These resources from the Ohio History Connection's online "Ohio Memory" Collection will enhance the lesson and allow students to examine and interpret primary sources.

4	“Girls drill under Sergeant Walker” (Photograph) University of Akron Archives http://www.uakron.edu/libraries/archives/4025_18	This will show the students that women working in Akron were willing to serve as home guards.
5	“Early Pit 1918 Working Girls” (Photograph) University of Akron Archives http://cdm15960.contentdm.ocic.org/cdm/ref/collection/p15960coll3/id/1749	This photograph shows women who took traditionally male jobs in the rubber industry.
6	Grace Goulder (Account Selections Handouts)	Reading these letters will provide students with an example of one woman’s experience overseas in France during World War I.

Sequence of Instruction

Lesson Element	Allotted Time	Describe Task & Teacher Responsibilities
Introduction	5 min.	Teacher will review the lives of women in the U.S. in the early 1900s including women’s suffrage from what has been previously covered in class. Introduce the period of WWI as a time of change.
Activity 1	30-45 min.	Students will read selections from their text on World War I and the 1920’s and take notes on the contribution of women. This may be given as homework. Review the answers in class. Point out that women’s suffrage resulted from the vital part women had in carrying out the war.
Activity 2	30-50 min.	Teacher directed discussion of the primary source posters and photographs. Address how they targeted women. How might women have responded and why? Students will keep a running list of jobs and activities for women used to support the war effort. Students will read and answer questions about two Grace Goulder accounts from her experiences in France in 1919.
Activity 3	50 min.	View video <i>Lost Voices of the Great War</i> . The teacher will tell the students to focus on the activities of women from Summit County on the home front and overseas during the war. Hand out to each student the Guided Questions to answer during the video.
Activity 4	10-20 min	Teacher directed discussion of the film. Use the guided questions that students answered during the video.
Assessment	20-30 min	Students will write a one page paper answering the following question: <i>How did WWI impact the lives of women in the U.S.?</i> Describe at least four actions. Include the names of at least two women from Summit County and describe their contributions to the war effort. <ul style="list-style-type: none"> • Accurately describes <u>four</u> ways women contributed to the war effort. (½ of grade) • Include the names and contributions of <u>two</u> women. (¼ of grade) • Neatness, grammar, spelling, and clarity. (¼ of grade)

		<p>Alternate assessment: Create a World War I era poster to recruit women into the ranks of the Red Cross, YWCA, Salvation Army, or as an Army Nurse.</p> <ul style="list-style-type: none">• Name of organization, slogan, picture, and/or reasons to join (½ of grade).• Accuracy and believability (¼ of grade).• Presentation, neatness, grammar, spelling, and clarity (¼ of grade).
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Lost Voices of the Great War: Summit County in the First World War

Watch the video and answer the following questions

Segment 2 The Red Crosser (05:25 - 07:24)

1. According to Dr. Kern, who was “the most famous person from Akron” at the beginning of the war?
2. What made this person famous?

Segment 8 The Fighting “Goodyearites” (19:55 - 22:53)

1. How did Mrs. Mary E. Shelton support her son as a soldier in France?

Segment 9 “Duty Calls Loudly” (22:54 - 27:18)

1. List two “female occupations” in the rubber factories before the war.
2. How did the role of women in the factories change during the war?
3. What did Mabel Carlson do before the war and what organization did she join after the U.S. entered WWI?
4. What did the ladies of the Red Cross provide for the soldiers?
5. What did Grace Goulder do before the war and what organization did she join after the U.S. entered WWI?

Segment 11 The Language of Hate (30:16 - 33:32)

1. What was the contribution of Grace Hawes Martin?
2. What role did music play during the war?

Segment 13 “I Saw Them Fall” (36:16 - 41:04)

1. Name one of the challenges Grace Goulder faced in Europe.

Segment 14 Armistice and Peace (41:05 - 49:22)

1. What did Grace Goulder write about after the war?
2. Where did Grace Goulder live after the war?
3. How did Akron honor Mary Gladwin after the war?

Grace Goulder, 8 Place Edouard VII, Paris, France and Lerouville, France (c. 1919)

They had a Christmas Eve celebration that night. It was in a big tent. We sat on benches, our feet buried in the mud of the ground. The rain made a steady patter on the canvas top and in a lot of places it came in a persistent stream. There was a big Christmas tree on the platform, hung with a few bits of tinsely things—and presents for every one of the children of the village.

The people had begun to come back to their old homes and there were about fifty children. The tent was packed with soldiers. They sat very quietly watching the chaplain hand out the bundles. It was the first Christmas these children had had in four years. It was the only Christmas they were to have this year for the war left no money in the little town for toys. It was a generous collection these American soldiers had taken up and there was a big package for each little boy and girl. The crowd of men began to be a most solemn crowd. Even the band up in front which was playing a quiet accompaniment to the marching children seemed sad despite itself. A lot of those men had children of their own back there in Kansas and Missouri and Ohio and New York. It came over them as they sat there, perhaps for the first time, that this was Christmas Eve. But the Chaplain seemed to sense it all. Two little girls presented him with a bouquet of flowers with a fitting French speech. The chaplain, understanding the customs of the French stooped and kissed both little girls. The men called for “Speech, Speech.” And this wise chaplain knew it was time for a laugh. “Men, I can truthfully say this is the first time a kissed a French girl.” The audience burst into shrieks and cheers . . . for they knew their chaplain had a “girl” at home.

The band broke into a lively tune, the men started to sing, and every one forgot for a little while that it was Christmas Eve. After that there was a dance, up in the Hotel deVille, in a hall next to the little office. The floor of this hall was warped into a roughness resembling a roller coaster. The plaster had fallen away from the walls and ceilings and some of the windows had lost their glass but the scars of the walls were covered with festoons and evergreen. Evergreen and mistletoe hung in great garlands from the old chandeliers. The wind as it whistled in and out the windows stirred a fragrant scent of Christmas. . . .

We had on our heaviest boots and they were caked with mud. The hems of our skirts were full of mud and we were a bit damp from the tramp through the pouring rain. But we danced. We danced continuously, incessantly without stopping even between dances for there were no intermissions to these dances. It became shortly a “tag” dance which means that every man had a right to tag a girl at any stage of the dance and take her from her partner. It was the most extraordinary competition I have

ever seen. We girls danced about two steps with each men. It really was very exciting after we got used to pushing our great heavy soled shoes over the bump in the floor and became immune to being stepped on by hobnailed boots was a lot of fun, although pretty strenuous. How they clamored to dance, and how they enjoyed it those men who each one of them had seen months of dead and of war. Many of them wore wound stripes. But apparently they could play as well as they could fight. We danced until midnight when “dad” chased the men out. I think I danced with 499 men, although it might have been only 488.

We lived about half a mile up the mud stretch that they call a road in a house that the Germans had stripped bare. In our room there were five army cots, a smokey [sic] stove, a pail of water, a wash basin and a window without its full quota of glass. I almost forgot a mirror from President Poincare’s house nearby... We were the first women who talked their language they had seen for months. It was Christmas.

Answer the following questions about this account.

1. Name three things the Americans did to celebrate Christmas.
2. What did the Americans do for the French children?
3. What made the dance at the Hotel deVille unusual?

Grace Goulder, Paris, France (c. 1919)

The American YWCA, which has about 120 women in France at the present time, announced a tentative plan for its future work at a recent meeting at its Paris headquarters. Its present staff is to be held intact until May. New workers are to be sent from America so that a sufficient staff will be maintained to continue the work for American women as long as such work is needed. The work for American women includes the maintenance of hostess houses and hotels in Paris and all part cities for women war workers of all organizations as well as special facilities for particular groups of workers like the Signal Corps girls of the A.E.F.

The Y.W.C.A. has social centers for American nurses at all base hospitals. As long as these women stay in France the Y.W.C.A. will be there, too. However, the work of the Y.W.C.A. has not been entirely with American war workers, extensive as this phase has been. It went to France originally at the invitation of the French women who wanted help in initiating a general welfare and recreation program for their women munition makers. This French end of the work has had to be modified with the cessation in munition manufacture. In many places what had been the “foyer” or club center for the munition makers, is now being used by these same women as a general town meeting place. The women are there, whether the munition plant continues or not.

In some cases the closing of the plants means real hardship for the women. In the interval of adjustment from war industry to a peace job, they are depending more than ever on their American friends. But the French work of the Y.W.C.A has gone far beyond the munition worker. In big cities, like Paris for example, rooms have been opened where French women and girls have been given their first glimpse into the good-time club life the American girl knows so well. Gymnasium drills, educational classes, pageants, plays, pen forums and discussions are held. Lunch rooms, where inexpensive meals can be bought or prepared are maintained. In fact in these centers are all the activities of a modern girls’ club.

Answer the following questions about this account.

1. How long were the American women to serve in France?
2. What activities did the American women participate in while in France?
3. What opportunities opened for French women during the war?

Ohio Memory WWI Posters and Photographs

“Hold up Your End” (poster)

<http://www.ohiomemory.org/cdm/ref/collection/p16007co1151/id/707>

“Blue Star Banner” (poster)

<http://www.ohiomemory.org/cdm/ref/collection/flags/id/1363>

“War Gardens over the Top” (poster)

<http://www.ohiomemory.org/cdm/ref/collection/p16007coll51/id/799>

“World War I Prize Canning” (photograph)

<http://www.ohiomemory.org/cdm/ref/collection/p16007coll51/id/801>

“Red Cross Parade Float” (photograph)

<http://www.ohiomemory.org/cdm/ref/collection/p267401coll32/id/18816>

“My Soldier” (poster)

<http://www.ohiomemory.org/cdm/ref/collection/p16007coll51/id/648>

“Y.W.C.A. Land Service Committee” (poster)

<http://www.ohiomemory.org/cdm/ref/collection/p16007coll51/id/651>

“Back Our Girls Over There” (poster)

<http://www.ohiomemory.org/cdm/ref/collection/p16007coll51/id/637>

“Elsie Janis” (photograph)

<http://www.ohiomemory.org/cdm/ref/collection/p267401coll32/id/10248>

“If I Fail, He Dies” (poster)

<http://www.ohiomemory.org/cdm/ref/collection/p16007coll51/id/638>

University of Akron Archival Services Photos

“Girls drill under Sergeant Walker” (Photograph)

http://www.uakron.edu/libraries/archives/4025_18

“Early Pit 1918 Working Girls” (Photograph)

<http://cdm15960.contentdm.ocic.org/cdm/ref/collection/p15960coll3/id/1749>