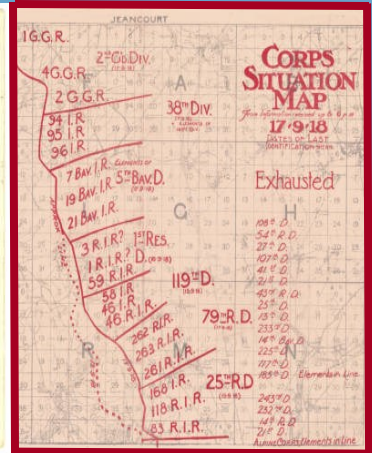


Sunday Nov.
Dear Mother:
Yes you think
I have forgotten everybody at
home, I have been so busy
the most of the week our
new men have come at last
and there is to be 8,000
sent from C. f. so I guess
some of the boys from home
will be with us.



World War I

The Role of North Carolinians in World War I

The Role of North Carolinians in World War I



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This lesson guide is made possible from funding by the National Historical Publications & Records Commission and the North Carolina State Historical Records Advisory Board.

Cover Images:
Left to right:

Letter. "[Wiley P. Killeto to Mother, May 19, 1918.](#)" Military Collection, World War I Papers. State Archives of North Carolina.

Photograph. "[Priv. Thomas Newton with Unknown Fellow Soldiers.](#)" Military Collection, World War I Papers. State Archives of North Carolina.

Map. "[Jeancourt \[France\]; Corps Situation Map.](#)" Military Collection, World War I Papers. State Archives of North Carolina.

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Objectives:

At the conclusion of this lesson, students will be able to:

- ✓ *Identify and evaluate a variety of primary documents*
- ✓ *Understand the demands and requests made of citizens in times of war and peace*
- ✓ *Consider various responsibilities and responses of citizens in a democracy*

Guiding Questions:

- *What different views did North Carolinians have about World War I?*
- *What actions did they take in support of their views?*
- *What documents provide proof of these actions?*

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Historical Context:

In June of 1914 the Archduke Ferdinand of Austria was assassinated. A complex series of pacts among European nations resulted in the outbreak of a widespread war between the Central powers of Germany and Austria-Hungary and the Allied powers of Great Britain, France, and Russia.

America adopted a stance of strict neutrality at the beginning of the war. Many Americans favored isolationism—distancing themselves from the troubles elsewhere in the world. Because they were separated by an ocean, this seemed easy to accomplish. In addition, America was a nation of immigrants. There were citizens with ties to each of the warring nations.

Initially, President Woodrow Wilson hoped to broker a peace in Europe. However, the British and an outspoken group of pro-war Americans continued to urge the U.S. to join the war. Following the sinking by the Germans of the ocean liner *Lusitania* with American passengers aboard, attitudes in the United States began to turn against Germany. In 1917, a telegram between Germany and Mexico, known as the Zimmerman telegram, was intercepted by the United States. In the telegram Germany encouraged Mexico to join with them in the event the United States entered the war with the promise that certain parts of the United States would be returned to Mexico. This further encouraged Americans to support Great Britain and France. Finally, President Wilson asked for a declaration of war which was granted by Congress in April, 1917. Winning the war required the assistance of citizens in every state. Sometimes that assistance was requested; sometimes it was required.

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Connections to North Carolina Standard Course of Study

- 8.H.1.2 Summarize the literal meaning of historical documents to establish context.
- 8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights, and citizenship and immigration policies) on the development of North Carolina and the United States.
- 8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.
- 8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).

Connection to C3 Framework:

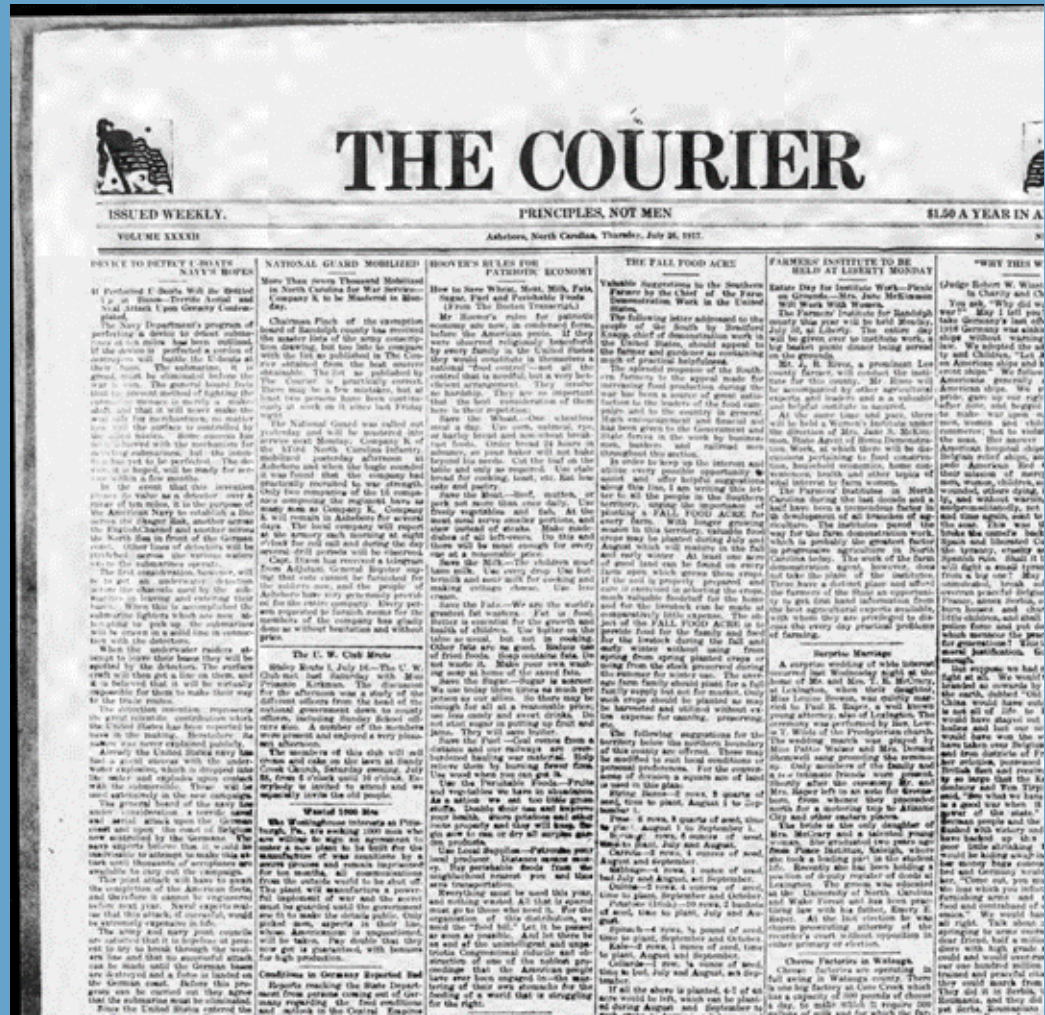
- D2. Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- D2. Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
- D2. His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.
- D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

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Documents Used—Group I: Documents That Request Contributions from Citizens

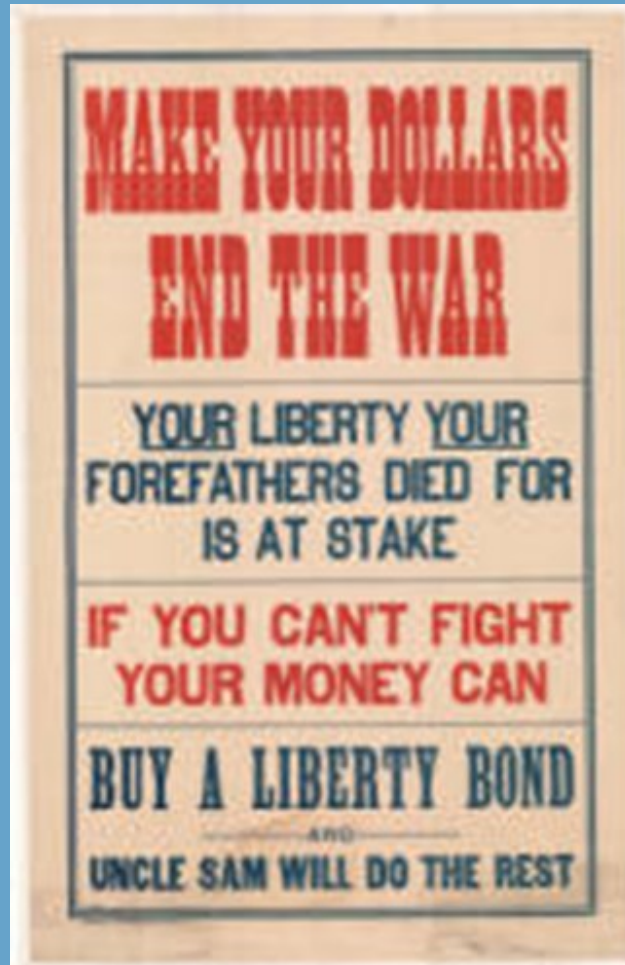
Display or distribute documents. Students may work individually or in groups. For each document used, ask students to complete a primary source worksheet to evaluate the type of source. [Document analysis worksheets](#) are available for use from the National Archives .

The Role of North Carolinians in World War I



Newspaper article, "[Hoover's Rules for Patriotic Economy](#),"
The Courier, Asheboro, N.C., July 26, 1917, North Carolina Newspapers, Digital NC.

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Poster, "[Make Your Dollars End the War](#)," World War I Papers, Military Collection, State Archives of North Carolina.

The Role of North Carolinians in World War I



Enlistment Poster, "[He is keeping the World safe for Democracy.](#)" World War I Papers, Military Collection, State Archives of North Carolina.

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Photograph, "[Motor Corps](#)," New Hanover Public Library.

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Activities for Group I

Have students discuss the information they learn from completing the worksheets, including what questions the documents raise. In addition, ask them to consider a guiding question for this group of documents: “What does this document indicate about what service or sacrifice was being requested from North Carolinians?”

Enrichment and Extension

1. Were these contributions or sacrifices voluntary or required?

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Documents Used—Group II: Documents That Reveal Responses of North Carolina Citizens

Display or distribute documents. Students may work individually or in groups. For each document used, ask students to complete a primary source worksheet to evaluate the type of source.

[Document analysis worksheets](#) are available for use from the National Archives.

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Photograph, "[William Benjamin Gould, and Sons](#)"; Cape Fearians Digital Collection, New Hanover Public Library.

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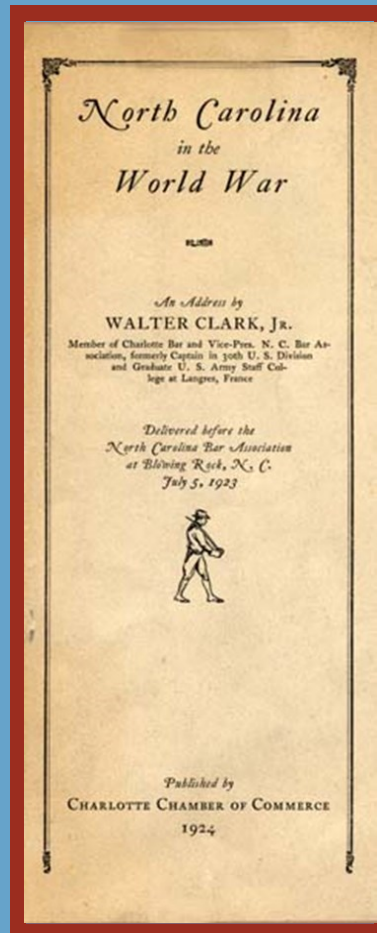
Photograph, "[Women Preserving Food,](#)" UNCG University Archives, Digital Collections.

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Newspaper article, "[Governor Goes to Jefferson.](#)" *Polk County News and Tryon Bee*, July 5, 1918. North Carolina Newspapers, Digital NC.

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Address, "[North Carolina in the World War](#)" by Walter Clark, Jr. Documenting the American South, University of North Carolina at Chapel Hill.

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Documents Used—Group II: Documents That Reveal Responses of North Carolina Citizens

Display or distribute documents. Students may work individually or in groups. For each document used, ask students to complete a primary source worksheet to evaluate the type of source.

[Document analysis worksheets](#) are available for use from the National Archives.

Activities

Have students discuss the information they learn from completing the worksheets, including what questions the documents raise. In addition, ask them to consider a guiding question for this group of documents: “What does this document indicate about the ways that North Carolinians responded to the request for service or sacrifice?”

Enrichment and Extension

1. What actions do government authorities request or require today? Answers might include taxation, military service, recycling.
2. Are the actions voluntary or required?
3. Compelling Question: Is it ever justified for a citizen to refuse to serve? Why or why not?

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Suggested additional research topics:

- * Voluntary rationing in World War I vs. mandatory rationing in World War II
- * Conscientious objectors
- * Compare and contrast Herbert Hoover's legacy as head of the U.S. Food Administration in World War I and his legacy as president of the United States.