

Lesson Title: Total War: The Perspective of Rockford and Camp Grant

Teacher: John Polemikos

Grade Level: 6-12 American History

Time Needed: 150 minutes or three 50-minute class periods

Standards:

- RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- CC.11-12.W.HST.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Objectives : By the end of the lesson, students will be able to Know, Understand and DO (KUDOS) the following:

- Use primary source documents to illustrate how World War I affected various groups.
- Using evidence from six primary source stations, students will answer “how was World War I a total war for the United States?”

Rationale:World War I affected every aspect of society and completely altered the way war was fought. In this lesson, students use primary source documents as presented in stations to analyze what *total war* meant to Rockford and to American society. Students are actively engaged in cooperative learning since they have to work together in order to determine how various groups were affected by total war.

Set Induction:

- Ask students “what factors go into making sure an army wins a war?” Accept all reasonable answers and put them on the board.
- Explain to students that *total war* is a term often used to describe World War I. It is a concept that describes the mobilization of all aspects of society in order to support the war effort.
- This lesson will examine the concept of total war and how the experience of Rockford, Illinois is similar to that of the country as a whole.

Procedures:

- Day one and two: Pass out graphic organizer entitled “total war stations.” Explain that students will be in groups and will analyze a series of documents in six stations. They will have about 15 minutes in each station. The categories on the graphic organizer do not match up with any one station. Students can use information from all stations to explain how a category is affected by total war. Instruct students to record which station they got their information from in the third column.
- Tell students that they will eventually be answering the main question: How was World War I a *total war* for the United States?
- Day Three: Students will answer the main question (see attached). Struggling students can use the graphic organizer or may need a series of smaller, more direct questions.

Assessment:

- Graphic organizer for stations
- Answer to main question

Materials Required:

- Print-outs for all six stations.
- Graphic organizers
- Main question

Conclusion:

- Ask students if wars today are “total wars.” Compare what students know about World War I to recent events. If time permits, have students write their answers on an exit card.

Possible Extension Activities:

- What other categories could have been included on the total war graphic organizer?
- How do the stations add to what was learned from the textbook? Do you think the textbook left anything out?
- Find one primary source online or in the library regarding one of the categories from the graphic organizer. How does it help someone understand how total war affected that category?

Resources and Scholarship:

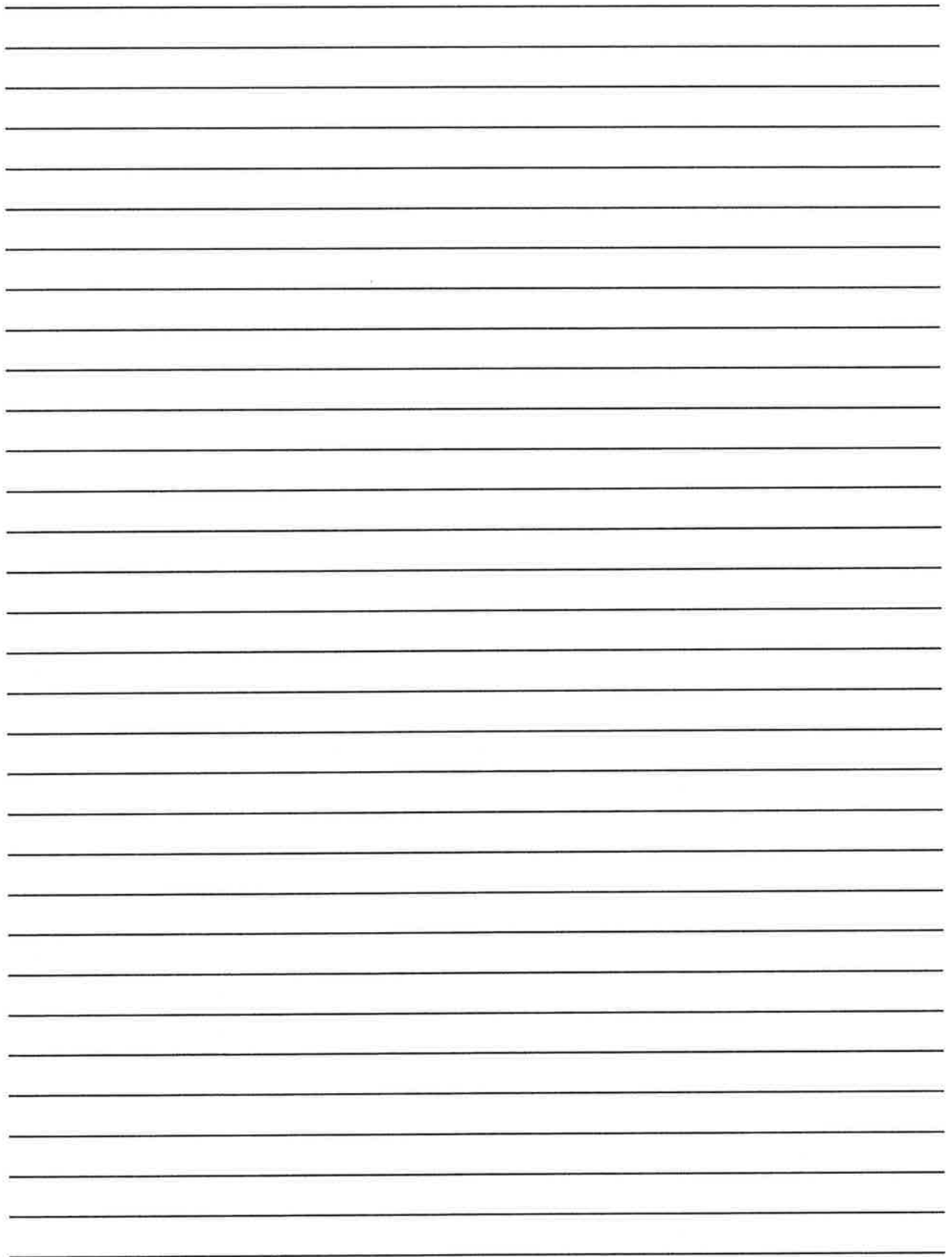
- Alabama Dept. of Archives and History, Montgomery. *World War I Unit. Using Primary Sources in the Classroom*. n.p.: 2001. *ERIC, EBSCOhost* (accessed June 26, 2015). [Unit on WWI with many primary source documents]
- Duffy, Michael. <http://www.firstworldwar.com> [Collection of documents]
- <http://alphahistory.com/worldwar1/total-war/> [For a basic definition of “total war.”]
- Biles, Roger. *Illinois: A History of the Land and Its People*. DeKalb, Illinois: Northern Illinois University Press, 2005. [Excellent chapter on Illinois during WWI]

Name _____ Date _____ Period _____

Total War Stations: The Perspective of Rockford and Camp Grant

Directions: Complete the graphic organizer using the information gathered from each station.

Category	How category is affected by total war?	Source/Station
Home front		
Women Children Minorities		
Rockford		
Economy		
Social		
Government		



Rubric for main question retrieved from:

<http://blogs.egusd.net/ccss/files/2013/10/EGUSD.Rubric.11th.12th.CCSS-W-1.-9-24bzzag.pdf>

11th-12th Grade Elk Grove Unified School District Writing Rubric – Argument (CCSS Writing #1)

(Revised 11.10.12)

Criterion	4 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic
<p>Focus/Claims</p> <p>CCSS – W: 1a 1b 1c 1e 4</p>	<ul style="list-style-type: none"> • Thoughtfully addresses all aspects of the prompt • Introduces main purpose, and knowledgeable claim(s) in a sophisticated thesis statement 	<ul style="list-style-type: none"> • Competently addresses all aspects of the prompt • Introduces precise, knowledgeable claim(s) in a clear thesis statement 	<ul style="list-style-type: none"> • Superficially addresses all aspects of the prompt • Introduces questionable claim(s) in a thesis statement 	<ul style="list-style-type: none"> • Partially addresses aspects of the prompt • Introduces superficial or flawed claim(s) in a weak thesis statement 	<ul style="list-style-type: none"> • Minimally addresses some aspects of the prompt • Fails to introduce a relevant claim and/or lacks a thesis statement
<p>Organization/Structure</p> <p>CCSS – W: 1a 1b 1f 4</p>	<ul style="list-style-type: none"> • Skillfully organizes reader to topic(s) in introduction • Methodically develops claim(s) with relevant body paragraphs • Provides a meaningful and reflective conclusion which flows from the supporting claim(s) • Creates cohesion through skillful use of linking words, phrases, and clauses within and between paragraphs • Includes purposeful and logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> • Organizes reader to topic(s) in introduction • Thoroughly develops claim(s) with relevant body paragraphs • Provides a conclusion that follows from and supports claim(s) • Creates cohesion through linking words, phrases, and clauses within and between paragraphs • Includes logical progression of ideas from beginning to end 	<ul style="list-style-type: none"> • Partially organizes reader to topic(s) in introduction • Generally develops claim(s) with body paragraphs • Provides a conclusion which represents or partially supports claim(s) • Creates some cohesion through basic linking words, phrases, and/or clauses within or between paragraphs • Includes adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> • Inadequately organizes reader to topic(s) in introduction • Inadequately develops claim(s) with minimal body paragraphs • Provides an inadequate conclusion • Uses limited and/or inappropriate linking words, phrases, or clauses • Includes uneven progression of ideas from beginning to end 	<ul style="list-style-type: none"> • Fails to orient reader to topic(s) in introduction or introduction is missing • Fails to develop claim(s) with body paragraphs • Omits conclusion • Uses few or no linking words, phrases, or clauses • Includes little or no discernible organization of ideas
<p>Evidence/Support</p> <p>CCSS – W: 1b 1c 1d 1e 9</p>	<ul style="list-style-type: none"> • Provides substantial and relevant evidence to support claim(s) • Seamlessly and effectively integrates and cites credible sources and/or text evidence • Competently relates specific counter-claim(s) • Skillfully uses specific rhetorical devices to support assertions (e.g., logos, pathos, ethos) 	<ul style="list-style-type: none"> • Provides sufficient and relevant evidence to support claim(s) • Competently integrates and cites credible sources and/or text evidence • Competently relates specific counter-claim(s) • Uses specific rhetorical devices to support assertions 	<ul style="list-style-type: none"> • Provides limited and/or superficial evidence to support claim(s) • Inadequately integrates and cites relevant sources and/or text evidence • Minimally relates specific counter-claim(s) • Uses some rhetorical devices to support assertions 	<ul style="list-style-type: none"> • Provides minimal and/or irrelevant evidence to support claim(s) • Inadequately integrates or cites sources and/or text evidence that may not be credible • Minimally relates specific counter-claim(s) • Uses some rhetorical devices to support assertions with limited skill/ceas 	<ul style="list-style-type: none"> • Provides inaccurate little or no evidence to support claim(s) • Does not use or cite sources and/or text evidence • Fails to acknowledge alternative or opposing claim(s) • Lacks rhetorical devices to support assertions
<p>Analyze</p> <p>CCSS – W: 1d 9</p>	<ul style="list-style-type: none"> • Shows insightful understanding of topic text • Uses precise and valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> • Shows competent understanding of topic text • Uses valid reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> • Shows superficial understanding of topic text • Uses some valid and accurate reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> • Shows limited understanding of topic text • Uses limited, simplistic and/or flawed reasoning to connect evidence with claim(s) 	<ul style="list-style-type: none"> • Shows no understanding of topic text • Reasoning is missing or does not connect evidence with claim(s)
<p>Language</p> <p>CCSS – L: 1 1 1 3</p>	<ul style="list-style-type: none"> • Uses purposeful and varied sentence structure • Contains minimal to no errors in conventions (grammar, punctuation, spelling, capitalization) • Strategically uses an academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses correct and varied sentence structure • Contains few minor errors in conventions • Competently uses an academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses mostly correct and some varied sentence structure • Contains some errors in conventions which may cause confusion • Superficially uses an academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Uses limited and/or repetitive varied sentence structure • Contains numerous errors in conventions which cause confusion • Inadequately uses an academic and domain-specific vocabulary clearly appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Lacks sentence mastery (e.g., fragments, run-ons) • Contains serious and pervasive errors in conventions • Fails to use an academic and domain-specific vocabulary clearly appropriate for the audience and purpose

Station 1: War Cartoons

Source: Robinson, Boardman. *Cartoons of the War*. New York: E.P. Dutton & Company, 1915.



Where? (35)



The Reserves (49)



The Innocent Bystander (75)



The Messenger (55)

Station 2: War Posters



Are **YOU** in this?



LET'S
ALL
FIGHT

BUY WAR BONDS



EAT MORE
CORN, OATS AND RYE
PRODUCTS — FISH
AND POULTRY — FRUITS,
VEGETABLES AND POTATOES
**BAKED, BOILED AND
BROILED FOODS**

EAT LESS
WHEAT, MEAT, SUGAR AND FATS
**TO SAVE FOR THE ARMY
AND OUR ALLIES**



Sow the seeds of Victory!
plant &
raise
your own
vegetables

WRITE TO THE
NATIONAL
WAR GARDEN
COMMISSION —
WASHINGTON, D.C.
for free books on
gardening, canning
& drying.

"Every Garden a Munition Plant"



www.maine-memory.net/Item/14754
@Maine Historical Society

BOYS and GIRLS!
You can help your Uncle Sam
Win the War

Save your Quarters
Buy War Savings Stamps

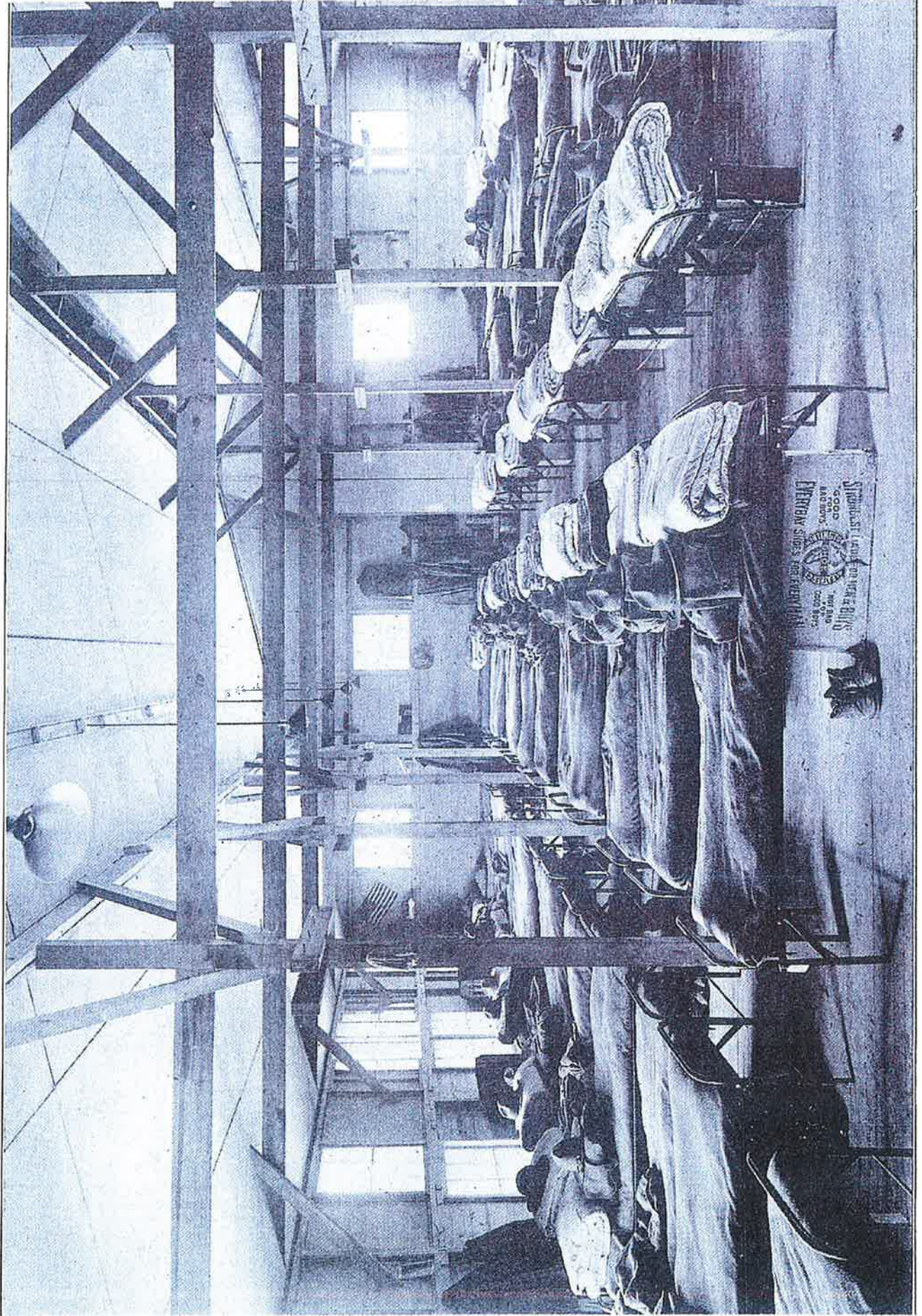


THEY KEPT THE
SEA LANES
OPEN

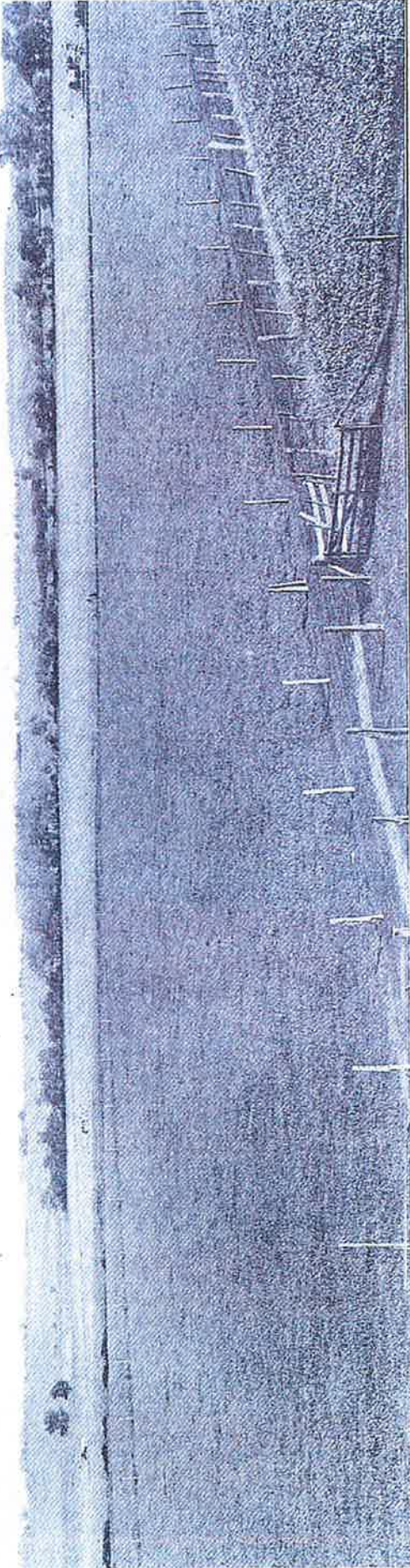
**INVEST IN THE
VICTORY LIBERTY LOAN**

Station 3: Camp Grant
Documents attached separately

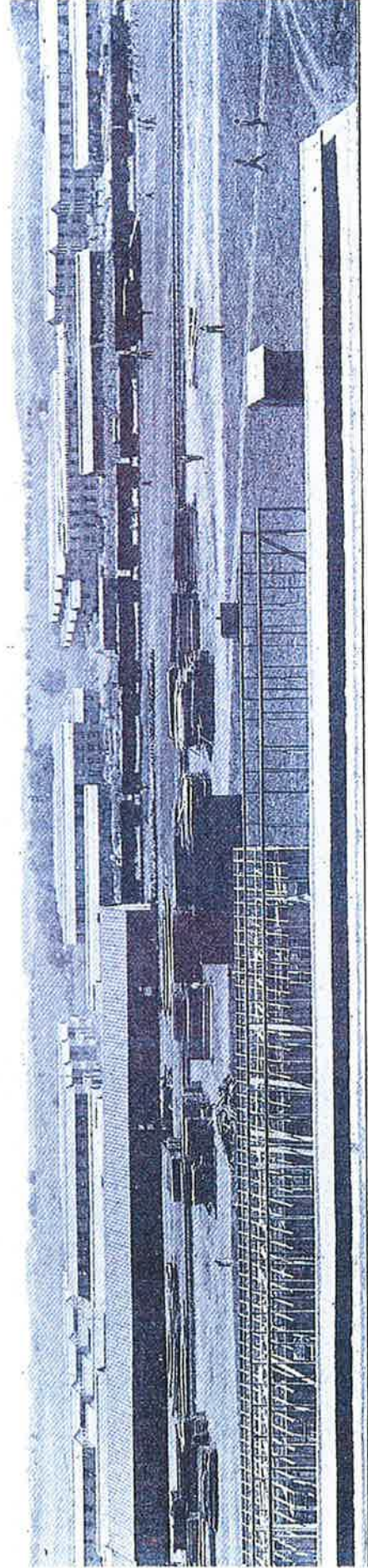
Document Number	Description
6.	From pamphlet showing pictures of Camp Grant barracks—1917
7.	Camp Grant—Same view 25 days apart in July, 1917
9.	Soldier's Club Camp Grant
10.	Camp Grant Mess Hall
11.	Teddy Roosevelt at Camp Grant in 1917
16.	Map of what was Camp Grant



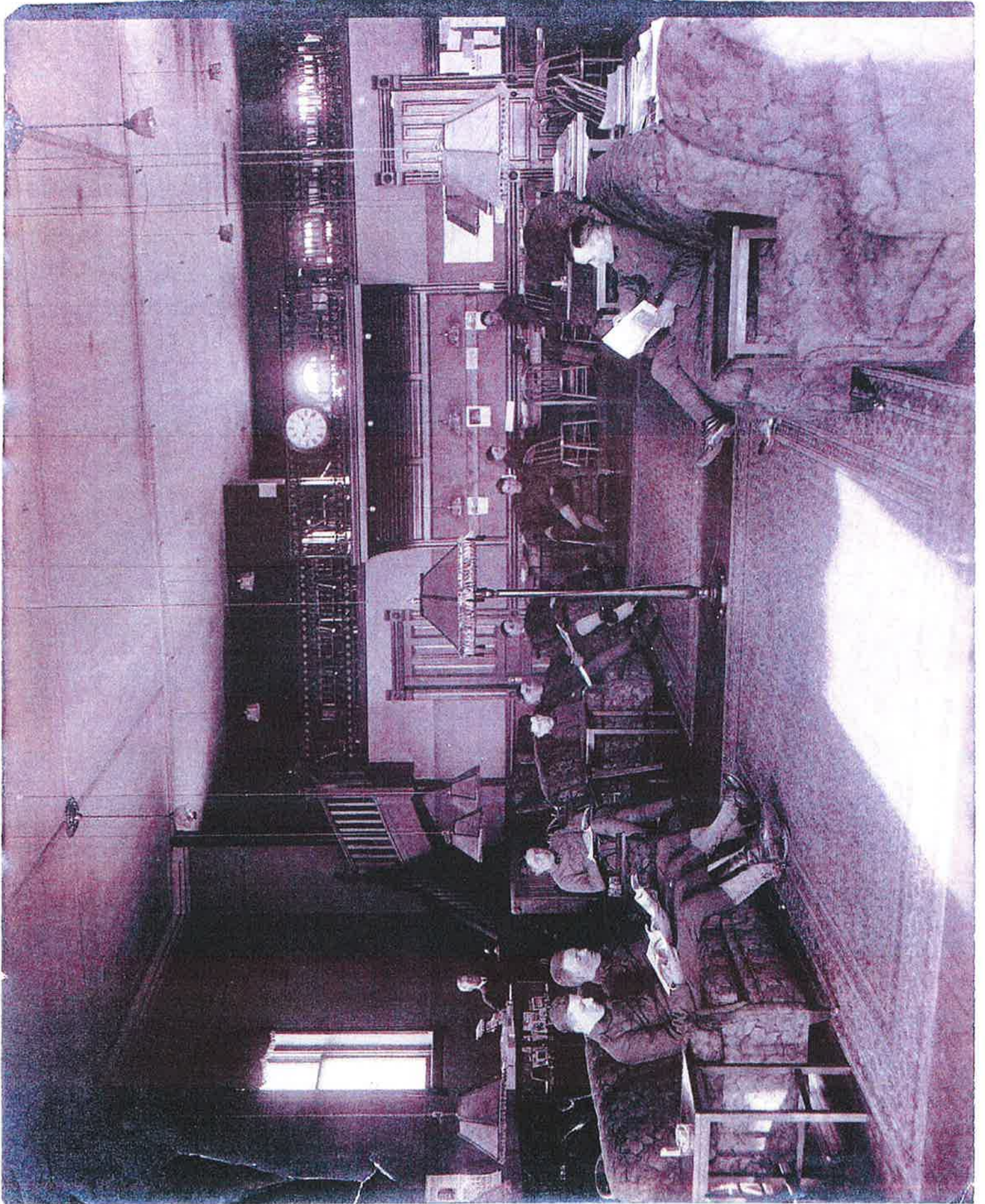
ial view of sleeping quarters in barracks building as shown on opposite page. These barracks are steam heated, electric lighted and have e ventilating facilities.

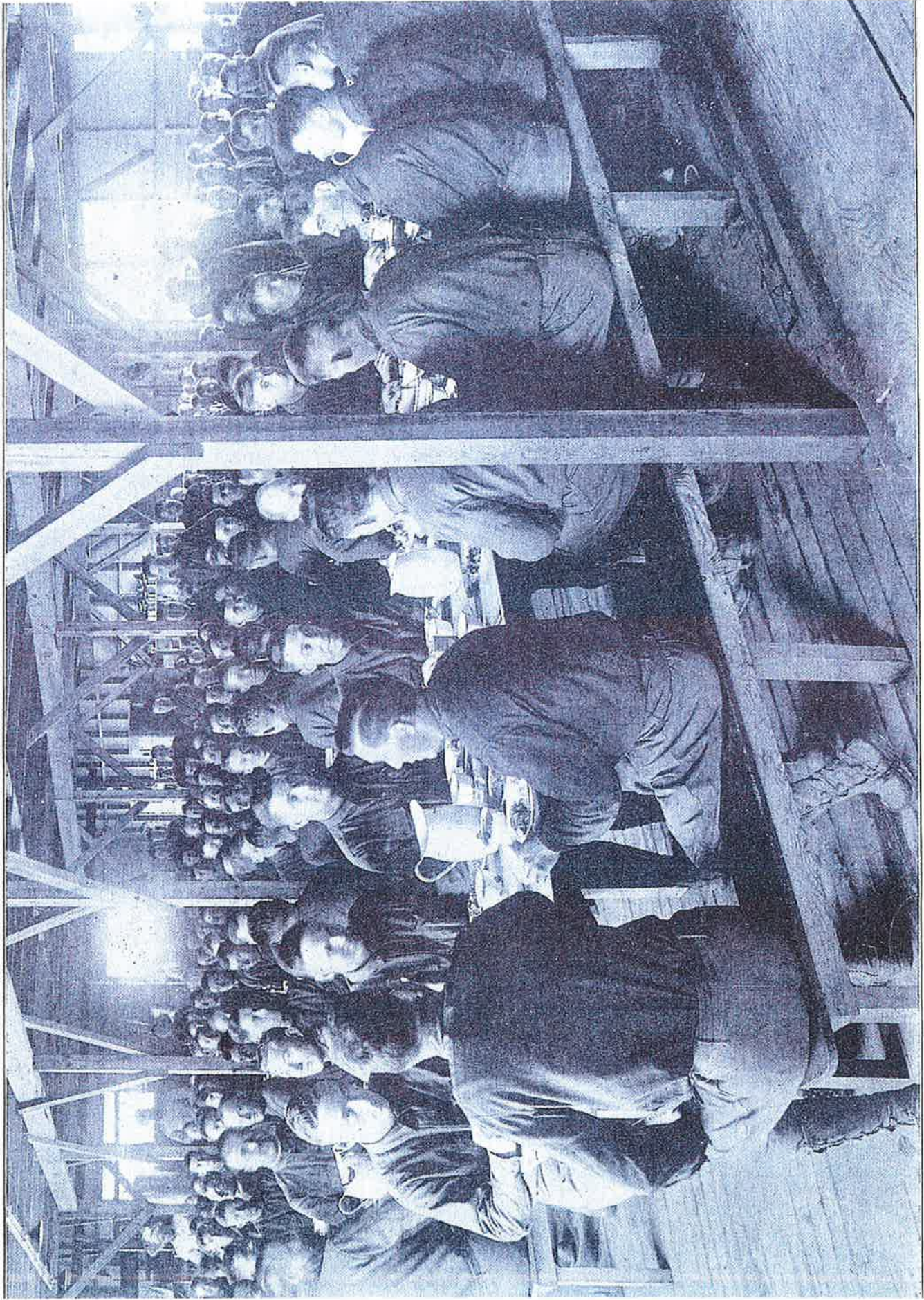


The Camp Site, July 1, 1917

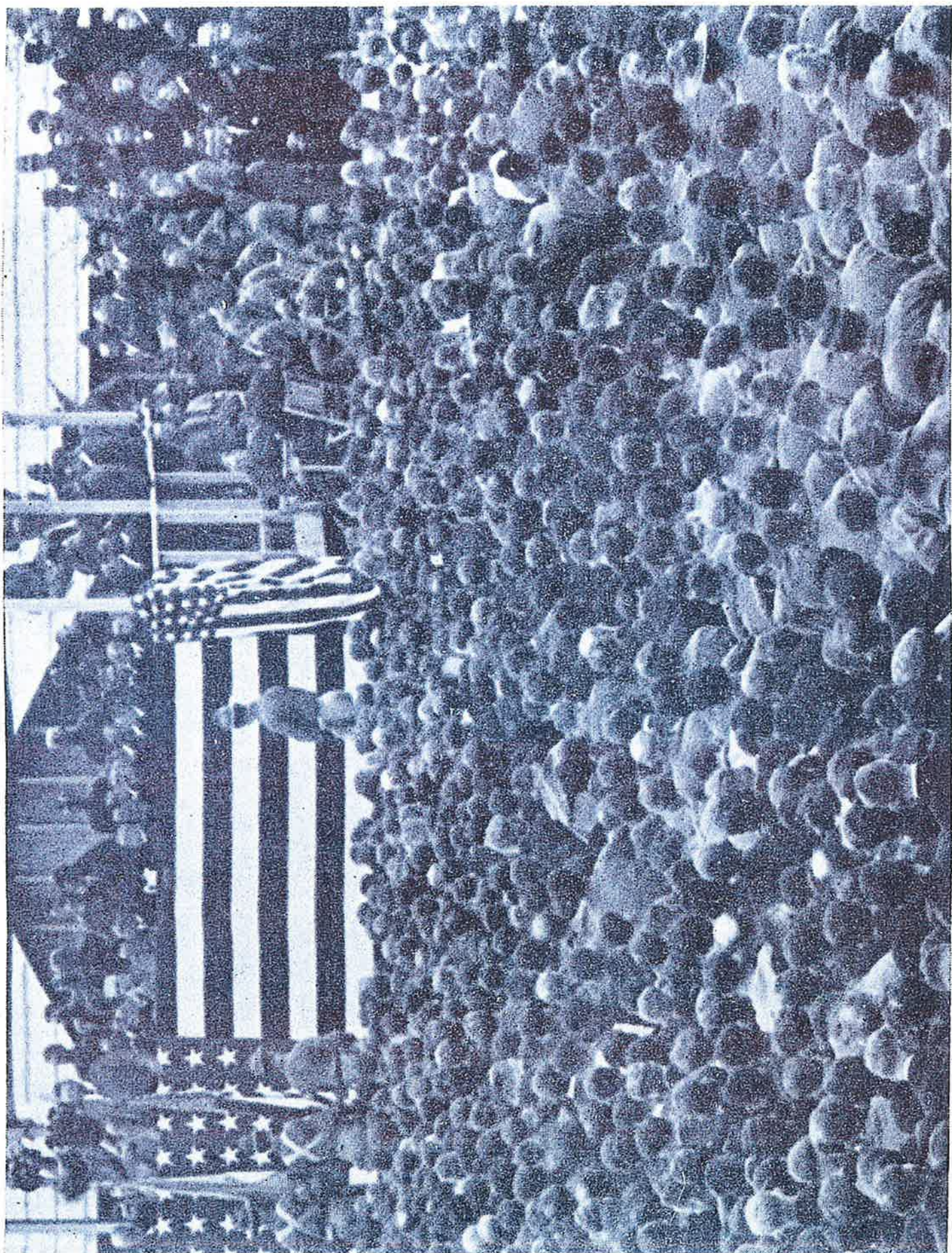


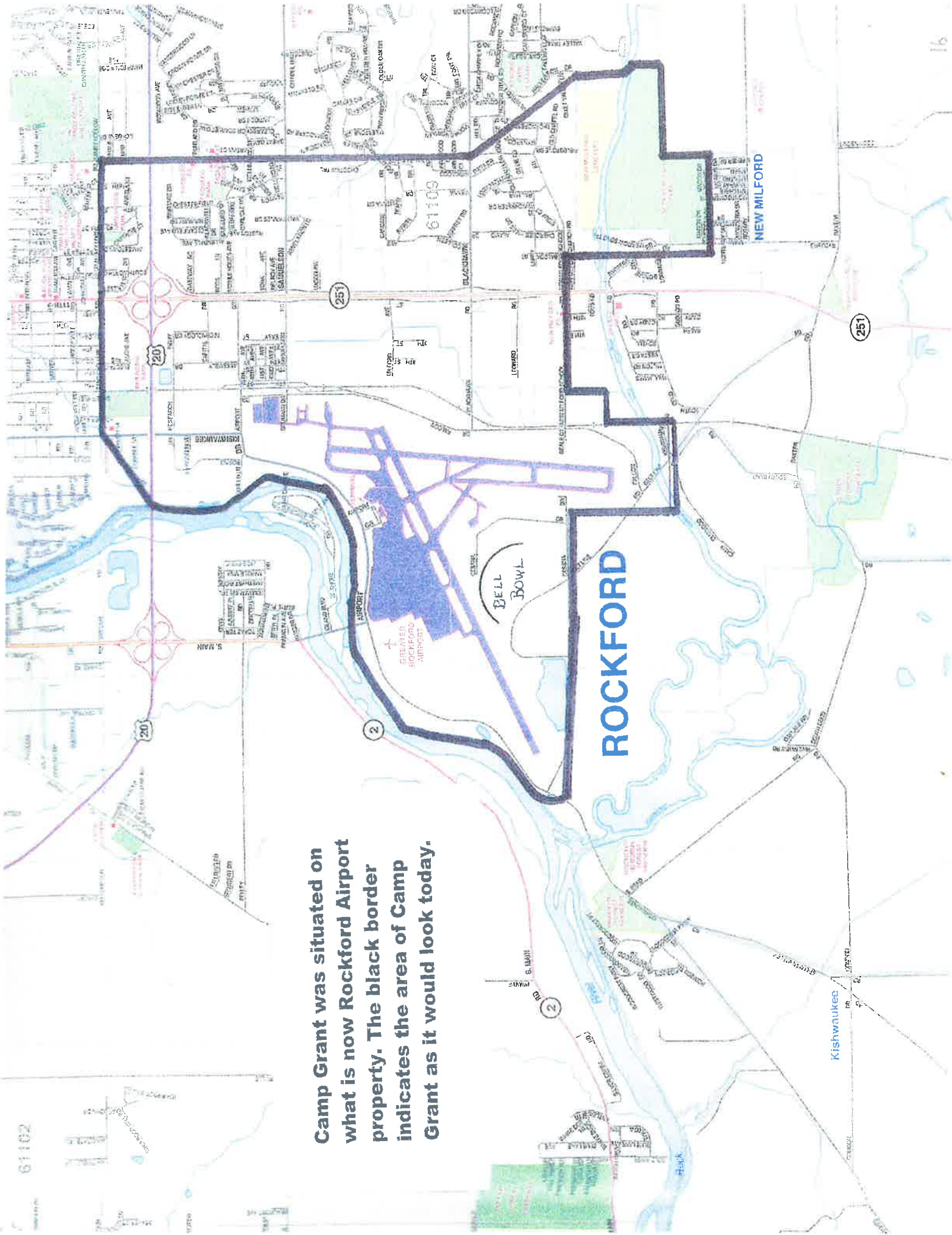
The same view July 25, 1917, with 37 completed buildings





A typical view of mess hall in barracks



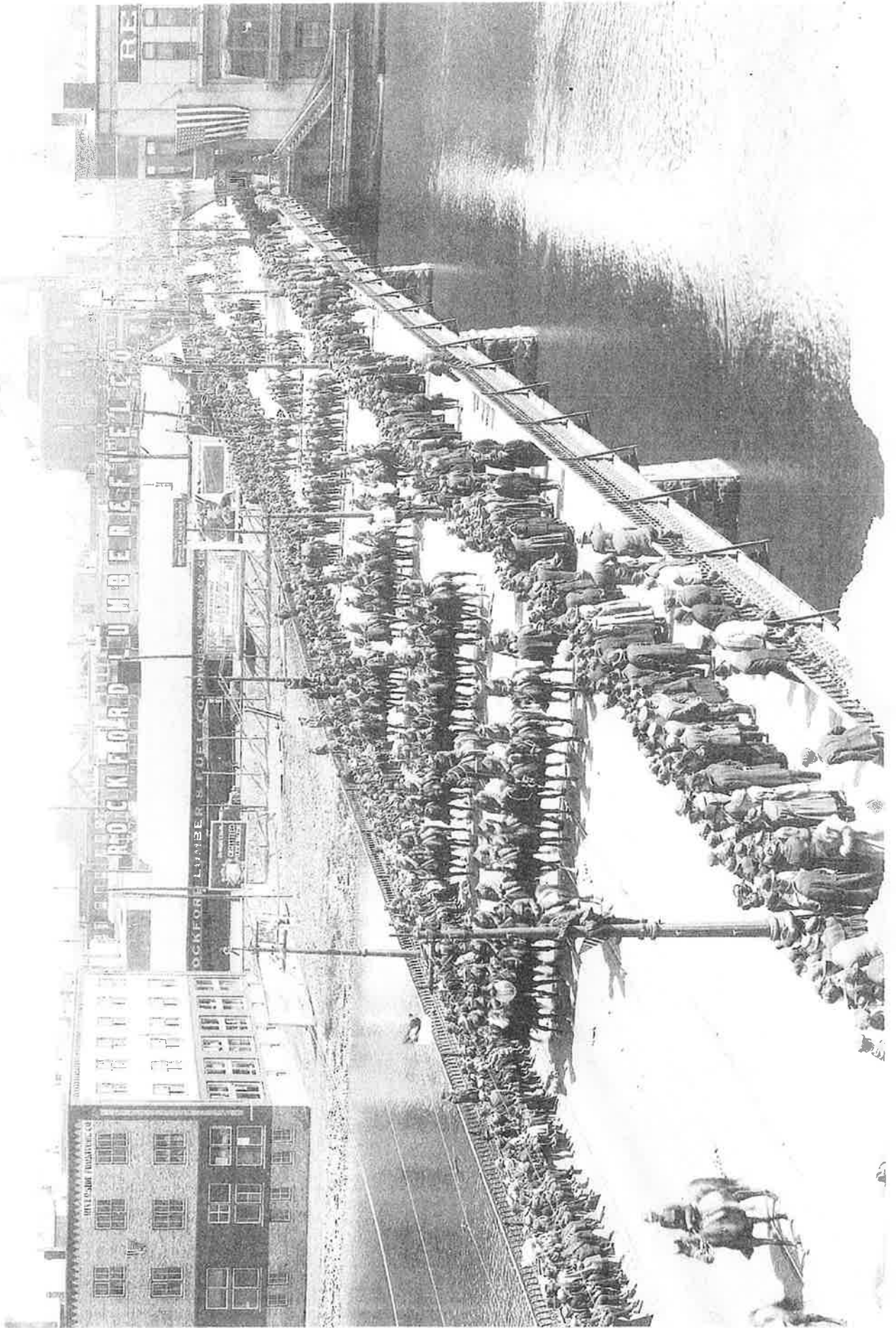


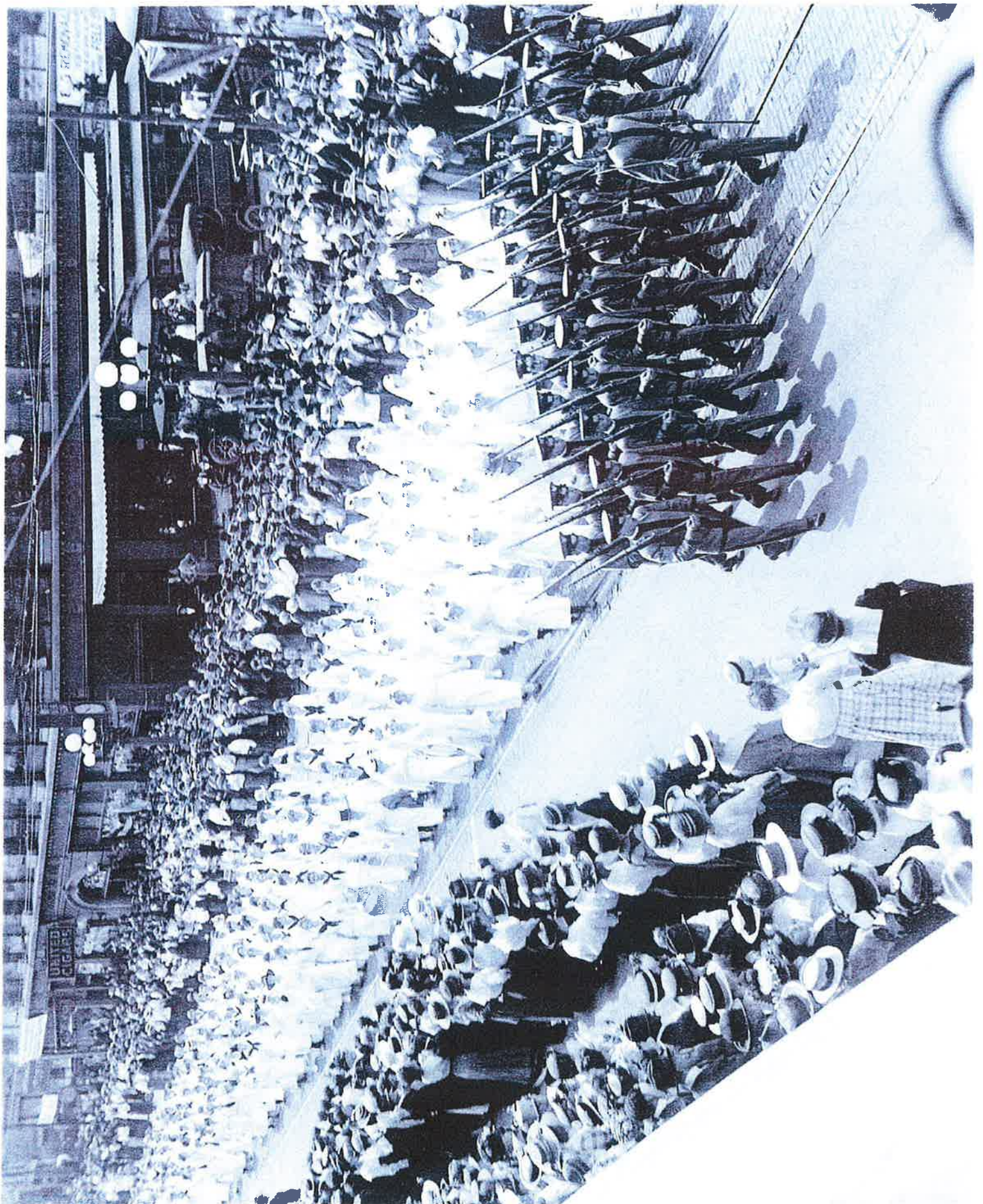
Camp Grant was situated on what is now Rockford Airport property. The black border indicates the area of Camp Grant as it would look today.

61102

Station 4: Rockford
Documents attached separately

Document Number	Description
1.	Parade on the State Street Bridge (looking Easy)—April 12, 1918.
2.	Nurses marching in parade from Camp Grant (Intersection of West State and Wyman)
8.	Pamphlet—Why you should buy a Liberty Bond, 1917.
12.	Letter from Mrs. St. John to Mrs. Burpee requesting automobiles to drive soldiers around on the weekends—1918
14.	Letter from War Department assigning army nurse Jacobina Riecke to Camp Grant on October 17, 1917





All Rockford Banks

Are standing by Uncle Sam with individual subscriptions to Liberty Loan Bonds. They offer their services entirely without profit to themselves to all the people of Rockford and vicinity who wish to subscribe.

- THE ROCKFORD NATIONAL BANK
W. E. Woodruff, Pres.
- PEOPLES BANK & TRUST CO.
F. F. Woodward, Pres.
- WINNEBAGO NATIONAL BANK
W. T. Robertson, Pres.
- FOREST CITY NATIONAL BANK
John D. Waterman, Pres.
- THE THIRD NATIONAL BANK
Geo. C. Spofford, Pres.
- MANUFACTURERS NATIONAL BANK
N. F. Thompson, Pres.
- SWEDISH-AMERICAN NAT'L BANK
John A. Alden, Pres.



Why

you should buy a Liberty Bond



THE LIBERTY BOND

Your banker or your employer will buy a Liberty Bond for you without any charge whatever. You can pay for it by making weekly deposits in a savings account set aside for that particular purpose.

A small down payment and an equally small amount set aside from your earnings each week between now and December 15th, 1917, will make you the owner of a \$50 or \$100 bond that will net you 3 1/2% interest as long as you hold it.

Step into any bank or talk with your employer about this without delay. You will be given a card record naming the weekly deposits necessary to purchase a bond of the size you can afford. Interest will be added to these deposits. When you have completed them the bond will be turned over to you.

Save for a Liberty Bond!

—if you haven't the ready cash

WAR CAMP COMMUNITY SERVICE

EXECUTIVE COMMITTEE
 V. J. BROWN F. M. W. WOOD
 W. H. W. WOOD F. M. W. WOOD
 F. M. W. WOOD F. M. W. WOOD
 F. M. W. WOOD F. M. W. WOOD
 F. M. W. WOOD F. M. W. WOOD



WAR CAMP COMMUNITY SERVICE
 WAR DEPARTMENT AND NAVY DEPARTMENT
 COMMISSIONERS OF THE WAR CAMP COMMUNITY SERVICE
 1700 HALLIDAY STREET
 1700 HALLIDAY STREET
 WASHINGTON, D. C. 20384

WILKESBORO, ILLINOIS July 24, 1918.

Mrs. E. S. Burpee,
 809 North Court St.,
 CITY.

My dear Mrs. Burpee:

Every Saturday and Sunday more automobiles are being offered by interested and patriotic owners to take soldiers out for a ride. Every week-end, however, the demand grows larger, and more and more men desire the privilege of seeing something of our city in this attractive fashion. How many we are going to need in the end, I do not know. I only know that each week we need more than the week before.

As a member of the W. C. C. S. Commission, may I not ask you to interest yourself in this kind of the work? Will you not arrange with several of your automobile friends who have cars with capacity of four or more, to get them to the Headquarters Club, 107 S. Main St., Saturday evening or Sunday afternoon or evening? Ask them if they will not give up their week-end trip at least every other week, and show the boys our parks and beautiful country drives. I know this service will be greatly appreciated by the boys.

Very truly yours,

War Camp Community Service Commission

Mrs. E. M. St. John
 Automobile Section.

Station 5: Camp Grant Statistics

"It was estimated that the camp would swell the volume of business in Rockford \$1,000,000 a month. To meet these new demands, Mayor Robert Rew, the city council, the Chamber of Commerce and other civic groups made provisions to maintain public safety, control prices and prevent profiteering; to supply accommodations for visitors and new residents, and to afford ample entertainment for the military population."

"Within a little more than two months, 1,100 buildings had been erected. By the time it was finished, the camp had consumed more than 48,000,000 feet of lumber, 300 miles of electric wiring, thirty miles of water pipe, 1,000 tons of nails, 150 acres of roofing felt and 170 carloads of plumbing equipment. Eight wells to supply fresh water were sunk; a 250,000-gallon water tank was erected and a 300,000-gallon reservoir built to supplement the elevated tank. Twenty-two miles of macadam and concrete roads were laid. Remnants of some of these roads are still to be found, stretching from Eleventh Street across cornfields."

"One hundred cars of supplies reached the camp on a single day. Two-story barrack buildings were being erected by the hundreds. Each building was equipped to house about two hundred and fifty men; each contained a large mess hall, a kitchen, a supply room, and an orderly room for the company clerk and company officers. All were heated by steam conducted through thirty-two miles of heavily insulated overhead pipe lines connected with centrally located heating plants. At the rear of each barrack was a heated bathhouse equipped with laundry tubs and shower baths."

"From the beginning, the life of the camp was reflected vividly in Rockford. As the mushroom soldier city grew, its demands upon the town increased. Although many of the first workmen at the cantonment lived in a construction camp near-by, hundreds thronged into Rockford. They were soon followed by thousands of job-seekers and the workers' families. There was a steadily increasing demand for carpenters, painters, metal workers, steam fitters, plumbers, electricians, and other skilled workers in the building trades. By late August, when work was being pushed to complete a section of the camp for the first of the drafted personnel, over 7,600 workmen were employed. Estimates vary over the total number of men employed in building the camp from 25,000 to 50,000, the turn-over being heavy. Little Sunday or night work was found necessary and labor trouble almost nil."

Station 6: African Americans and War Statistics

Below: African American Nurses at Camp Grant



Above: Decoration of African American Soldiers by French Army. Not one African American received the Congressional Medal of Honor. (Sources: John Hope Franklin and Alfred A. Moss, *From Slavery to Freedom: A History of African Americans, eighth edition.* (New York: Alfred A. Knopf, 2006), 367, 372.)

Statistics below for the United States during World War I from: Vincent J. Esposito, *A Concise History of World War I.* (New York: Frederick A. Praeger, Publishers, 1964.

Miscellaneous statistics

Direct cost of the war	\$22,625,253,000
Lives lost	109, 740
War relief expenditures	\$625,015,028

Advances to Allies by the United States

Great Britain	\$4,316,000,000
France	\$2,852,000,000
Italy	\$1,591,000,000
Russia	\$187,000,000
Belgium	\$341,000,000
Serbia	\$27,000,000
Czechoslovakia	\$50,000,000
Greece	\$43,000,000
Romania	\$30,000,000
Cuba	\$10,000,000
Liberia	\$5,000,000
TOTAL	\$9,452,000,000