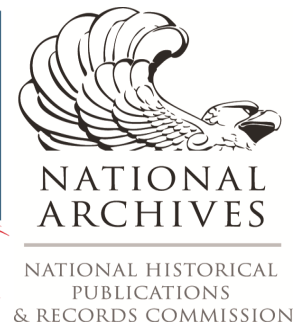


Title: Children Supporting the War Effort

Creator: Staff at Tennessee State Library & Archives



Standard:

US.26: Analyze the political, economic, and social ramifications of World War I on the home front, including: role played by women and minorities, voluntary rationing, Committee on Public Information, opposition by conscientious objectors, *Schenck v. United States* decision

Materials

- Primary Sources
- Graphic organizer

Primary Sources

1. "Telegram to Governor Tom C. Rye from John E. McMillan, Mayor of Knoxville": <https://cdm15138.contentdm.oclc.org/digital/collection/p15138coll18/id/1977/rec/1>
2. "Boys and Girls! You can help your Uncle Sam win the War" poster: <https://cdm15138.contentdm.oclc.org/digital/collection/p15138coll18/id/1951/rec/6>
3. "Help him win by Saving and Serving" poster: <https://cdm15138.contentdm.oclc.org/digital/collection/p15138coll18/id/1953/rec/5>
4. "Follow the Pied Piper" poster: <https://cdm15138.contentdm.oclc.org/digital/collection/p15138coll18/id/1956/rec/9>

Activity Instructions:

- Display or distribute copies of the primary sources for students to analyze (small groups can share the documents, copies of the documents can be posted around the room, etc.)
- Using the primary sources, students should complete the graphic organizer focusing on the who, what, where, why, and how related to children supporting the war effort on the home front during World War I.
- As an extension, have the students discuss with the class their answers to the final question: How do you think supporting the war effort effected children on the home front?

Using the primary sources provided, answer the following questions:

Who is being asked to support the war effort?	
What are they being asked to do to support the war effort?	
Where are they being asked to support the war effort?	
Why do you think this group of people was asked to support the war effort?	
How do you think this support impacted the war effort? How do you think it may have impacted/affected the group of people providing the support?	

POSTAL TELEGRAPH-CABLE COMPANY

NIGHT LETTERGRAM

THE POSTAL TELEGRAPH-CABLE COMPANY (INCORPORATED) TRANSMITS AND DELIVERS THIS NIGHT LETTERGRAM SUBJECT TO THE TERMS AND CONDITIONS PRINTED ON THE BACK OF THIS BLANK.

DELIVERY NUMBER

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INDEPENDENT COMPETITIVE PROGRESSIVE

4-283

lbmed 113 nl 7 ex count Qn 1159p

K Knoxville Tenn Apl 3

Gov Thos Rye

Nashville

Within one hour and seventeen minutes after call was made and without previous warning eighty percent of boy scouts of America Knox county division mobilized as emergency unit and repaired to city hall where they offered to me for the city state and nation their services in this national crisis Their memorial to me closes with the following words "If we are too young to be soldiers we are not too young to offer our services for duties which boy scouts are trained to perform." I forward you this message as being typical of the prompt response of the volunteer state when a nation calls.

John E McMillan

Mayor of the City of Knoxville Tenn

"Telegram to Governor Tom C. Rye from John E. McMillan, Mayor of Knoxville":

Located in the Governor Tom C. Rye Papers, 1915-1919

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



Save your Quarters
Buy War Savings Stamps

"Boys and Girls! You can help your Uncle Sam win the War" poster:
Located in the World War I and World War II Poster Collection

Help him win by Saving and Serving



W.S.S.

WAR SAVINGS STAMPS
ISSUED BY THE
UNITED STATES
GOVERNMENT



**BUY
WAR SAVINGS STAMPS**

“Help him win by Saving and Serving” poster:

Located in the World War I and World War II Poster Collection

FOLLOW THE PIED PIPER

Join the **U**nited **S**tates
School **G**arden Army.



“Follow the Pied Piper” poster:

Located in the World War I and World War II Poster Collection