

8th Grade SC History - World War One

How did World War One change South Carolina?

Standards and Content	<p>Standard 8.4.CE</p> <p>Explain the causes and effects of World War I on South Carolina and the United States.</p> <p>This indicator was developed to encourage inquiry into the significant causes of World War I and the factors leading to U.S. involvement. This indicator was also developed to promote inquiry into the effects of the war, to include its impact on the homefront, migration patterns, and continued foreign policy debates.</p>
Staging the Compelling Question	<p>Brainstorm ways in which war affects the lives of ordinary people.</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>How did World War One affect the lives of women in South Carolina?</p>	<p>How did World War One affect the lives of African Americans in South Carolina?</p>	<p>How did World War One training camps like Camp Wadsworth affect South Carolina?</p>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>List the ways in which World War One impacted the lives of women in South Carolina.</p>	<p>Write a claim with evidence about how the war affected African Americans in South Carolina.</p>	<p>Write a paragraph about how World War One training camps affected South Carolina.</p>
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Over Here: The Homefront During WWI, Part 4 - Women</p> <p>Source B: "Letter from President Suffrage League"</p> <p>Source C: For Every Fighter a Woman Worker</p> <p>Source D: "Equal Suffrage Edition" of The Union Times</p>	<p>Source A: Over Here: The Homefront During WWI, Part 3 - Race</p> <p>Source B: "Unrest of the Negroes: Investigation of Recent Widespread Immigration Movement"</p> <p>Source C: "The Charleston Race Riot of 1919"</p> <p>Source D: W.E.B DuBois, "Returning Soldiers"</p>	<p>Source A: Over Here: The Homefront During WWI, Part 5 - Military Camps</p> <p>Source B: New York Times Photographs of the War Games at Camp Wadsworth</p> <p>Source C: "Camp Wadsworth Is Now Complete", Fort Mill Times</p> <p>Source D: The Military in South Carolina in World War I (Walter Edgar's Journal with Andrew Myers)</p>

Summative Performance Task	<p>ARGUMENT: How did World War One change South Carolina? Construct an argument (e.g., detailed outline, poster, essay, or oral presentation) using specific claims and relevant evidence from sources.</p> <p>EXTENSION. Write an opinion article for a newspaper on your experiences during World War One from the perspective of a woman in South Carolina, an African American in South Carolina, or a soldier at a South Carolina training camp.</p>
Taking Informed Action	<p>ACT Work together to create an informational exhibit for the Spartanburg Regional History Museum on South Carolina in World War One. Alternatively, students could critique or offer advice for the museum's existing artifacts and exhibits related to World War One.</p>

*Featured sources are suggested. It may be that these resources are no longer available, and we apologize in advance for the inconvenience.

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Overview

Inquiry Description

This inquiry prompts students to consider how war affects the lives of ordinary citizens. World War One was chosen specifically for the changes it brought to the role of women in the workforce, African Americans' understanding of their citizenship, and the economic transformations brought to South Carolina by the presence of multiple training camps. Students examine a variety of historical evidence to analyze how economic and social factors as well as gender and race played a role in shaping the experiences of South Carolinians during World War One.

Structure of the Inquiry

In addressing the compelling question “How did World War One change South Carolina?” students work through a series of supporting questions, formative performance tasks, and featured sources to construct an argument supported by evidence while also acknowledging competing perspectives. The supporting questions help students build an understanding of how different groups of people in South Carolina - African Americans, soldiers, and women - experienced World War One. The Summative Performance Task asks students to construct an argument to answer the compelling question, write an opinion article for a newspaper from the perspective of someone who experienced the war in South Carolina, and work in a group to create an informational exhibit for a local history museum.

Staging the Compelling Question

To introduce the inquiry, the teacher guides students in a discussion of ways in which war affects the lives of ordinary people in a whole-class or small-group setting. The teacher may prompt students to think of conflicts already discussed in class - such as the American Revolution or the Civil War - but also to think of current conflicts in the news they are more familiar with (e.g., the Russian Invasion of Ukraine). The teacher should prompt students to consider how different groups of people are impacted by war and how this has changed over time (during World War One, men went off to fight as soldiers and women filled their roles in the workforce; today, women serve in the armed forces).

Supporting Question 1

The first supporting question, “How did World War One affect the lives of women in South Carolina?” asks students to consider the role of gender in shaping people’s experiences of World War One. Students examine up to four sources: a video clip from South Carolina ETV’s documentary *Over Here* on women in the homefront during World War One, an article in a local newspaper about the women’s suffrage movement, a propaganda poster from the YWCA attempting to persuade women to join the workforce, and the ‘Equal Suffrage Edition’ of a local newspaper. For the Formative Performance Task, students list the ways in which World War One impacted the lives of women in South Carolina using the Featured Sources. The teacher may direct students to create their lists individually, with peers, or as a whole class.

Supporting Question 2

The second supporting question, “How did World War One affect the lives of African Americans in South Carolina?” shifts students' focus to race. Students examine up to four sources: a video clip from South Carolina ETV's documentary *Over Here* on African Americans in World War One, an article from a local newspaper titled "Unrest of the Negroes: Investigation of Recent Widespread Immigration Movement" about the Great Migration, a secondary source on the Charleston Race Riot of 1919, and W.E.B. DuBois' "Returning Soldiers" article in which he urged returning soldiers to continue fighting for democracy at home. The Formative Performance Task asks students to write a claim with evidence about how the war affected African Americans in South Carolina.

Supporting Question 3

The third supporting question, “How did World War One training camps like Camp Wadsworth affect South Carolina?” asks students to consider how training camps in Columbia, Greenville and Spartanburg affected those communities economically and socially. The Featured Sources include: a video clip from South Carolina ETV's documentary *Over Here* on military camps in South Carolina during World War One, New York Times photographs of war games taken at Camp Wadsworth in Spartanburg, SC, an article from a local newspaper about the completion of Camp Wadsworth, and a historian Walter Edgar's podcast interview of historian Andrew Myers entitled “The Military in South Carolina in World War I.” Each source highlights a different element of the role South Carolina played in training soldiers for World War One, as well as how these training camps impacted the communities in which they operated. The Formative Performance Task asks students to write a paragraph about how World War One training camps affected South Carolina.

Summative Performance Task

At this point in the inquiry, students have examined how World War One changed South Carolina in regards to race, gender, and economic factors. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their claims. In this task, students construct an evidence-based argument using multiple sources to answer the compelling question, “How did World War One change South Carolina?” Students can present their arguments through an oral presentation, detailed outline, essay or poster with images.

Students' arguments will likely vary, but could include any of the following:

- The lives of women changed drastically as they were expected to replace men in the workforce.
- World War One led to women earning the right to vote
- African Americans fought bravely in WWI and returned home expecting to be treated better
- Many African Americans left the South during WWI to find jobs in Northern factories as part of the Great Migration
- WWI led to racial violence during the Red Summer
- The presence of training camps led to economic growth in South Carolina's cities

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As an extension task, students will write an opinion article for a newspaper on their experiences during World War One from the perspective of a woman in South Carolina, an African American in South Carolina, or a soldier at a South Carolina training camp. Since many of the Featured Sources in this inquiry are newspaper articles, students should be able to use their imagination to write an article as someone who lived through the war.

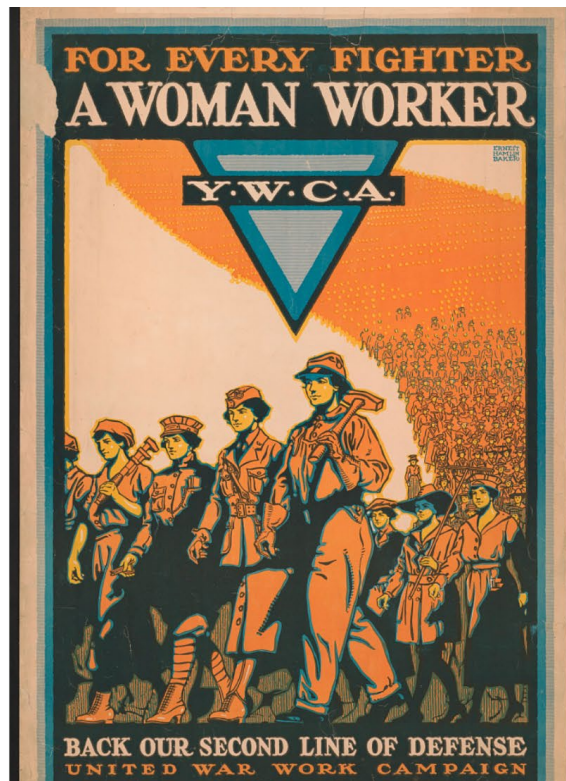
For the Taking Informed Action Task, students are asked to either work together to create an informational exhibit on South Carolina in World War One for the local history museum, or critique the museum’s existing artifacts and exhibits related to World War One. Students should already have written about the experiences of women, African Americans, and soldiers at local training camps as part of the Formative Performance Tasks and the Summative Performance Task. The final step is to take their knowledge and apply it to the real world by improving the Spartanburg Regional History Museum. Their exhibits could feature student writings, drawings, or even audio recordings or podcasts created by students.

Supporting Question 1: Featured Sources

Source A: Video clip from [Carolina Stories Over Here: The Homefront During World War I - Part 4 - Women](#)

Source B: "[Letter from President Suffrage League](#)" in *The Union Times* newspaper, April 20, 1917

Source C: [For Every Fighter a Woman Worker](#) propaganda poster



Source D: "[Equal Suffrage Edition](#)" of *The Union Times* newspaper, March 1917

Supporting Question 2: Featured Sources

Source A: Video clip from [Carolina Stories Over Here: The Homefront During World War I, Part 3 - Race](#)

Source B: "[Unrest of the Negroes: Investigation of Recent Widespread Immigration Movement](#)" in *The Yorkville Enquirer* newspaper March, 1919

Source C: "[The Charleston Race Riot of 1919](#)"

On May 10, 1919, a group of white sailors from the Navy Yard stood angrily outside of the corner of King and George Streets. Some accounts say they had given a black man twenty dollars to buy some liquor, and the man never returned.

The sailors angrily searched a nearby black restaurant for the man and this led to fights and the soldiers throwing everything they could pick up in the restaurant during the melee.

The Charleston News and Courier of May 11, 1919 added that the sailors stormed King Street attacking black residents, dragging them off of street cars, and beating them in the streets. Two black men, Isaiah Doctor and William Brown, were shot to death by the sailors, and W. G. Firdie's barbershop on 305 King St. was destroyed by the mob. The Courier noted, "Persons in a fashionable restaurant were unwilling spectators of all this."

Activist Septima Clark was 21 years old at the time. She told an interviewer in 1981, "We had trolley cars then, and these sailors got on and started beating every black they could find. They killed one or two of them. That Sunday night, nobody could go out, you had to stay in. The Citadel Square was filled with screaming and hollering and we ran back into the house."

Many black Charlestonians retaliated against this violence. James Hollaway, a black resident, remembered, "When the news went out in the Negro Community what was happening, armed men came running through the streets with knives, hammers, hatchets, guns, razors, and sticks, and wholeheartedly joined the fight. On every street in that section, blood was shed. Negroes and white boys who were eager for excitement entered and fought until they were beaten and exhausted."

When Charleston's Mayor Tristian Hyde learned of these events, he called the United States Marines to send men to detain the sailors at the Navy Yard and restore order along with the local police. Mr. Holloway added that when one officer was asked if he did not disarm cars that were filled with blacks for guns as ordered, the patrolman responded, "Yes, sir, but every car I stopped was filled with either revolvers or guns which were pointed directly at me!"

The swift actions of Mayor Hyde, The Marines, and the local police stopped the riot by the next morning. The Interdenominational Minister's Union and the Charleston Branch of the NAACP met with Mayor Hyde to discuss the riot. They demanded black policemen, compensation for blacks who lost property, punishment of the sailors, and a biracial committee to prevent such violence in the future. As a result, blacks were repaid for their losses, the murderers of Isaiah Doctor and William Brown were arrested, and a biracial committee was formed, although Charleston would not have black policemen for another thirty years.

The Charleston Race Riot of 1919 showed black resistance to the racial violence of that time and provided the local civil rights movement with some of its first small victories.

Source D: [W.E.B DuBois, "Returning Soldiers"](#)

In the aftermath of World War I, W.E.B. DuBois urged returning soldiers to continue fighting for democracy at home. We are returning from war! The Crisis and tens of thousands of black men were drafted into a great struggle. For bleeding France and what she means and has meant and will mean to us and humanity and against the threat of German race arrogance, we fought gladly and to the last drop of blood; for America and her highest ideals, we fought in far-off hope; for the dominant southern oligarchy entrenched in Washington, we fought in bitter resignation. For the America that represents and gloats in lynching, disfranchisement, caste, brutality and devilish insult—for this, in the hateful upturning and mixing of things, we were forced by vindictive fate to fight also.

But today we return! We return from the slavery of uniform which the world's madness demanded us to don to the freedom of civil garb. We stand again to look America squarely in the face and call a spade a spade. We sing: This country of ours, despite all its better souls have done and dreamed, is yet a shameful land.

It lynches.

And lynching is barbarism of a degree of contemptible nastiness unparalleled in human history. Yet for fifty years we have lynched two Negroes a week, and we have kept this up right through the war.

It disfranchises its own citizens.

Disfranchisement is the deliberate theft and robbery of the only protection of poor against rich and black against white.

The land that disfranchises its citizens and calls itself a democracy lies and knows it lies.

It encourages ignorance.

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It has never really tried to educate the Negro. A dominant minority does not want Negroes educated. It wants servants, dogs, whores and monkeys. And when this land allows a reactionary group by its stolen political power to force as many black folk into these categories as it possibly can, it cries in contemptible hypocrisy: "They threaten us with degeneracy; they cannot be educated."

It steals from us.

It organizes industry to cheat us. It cheats us out of our land; it cheats us out of our labor. It confiscates our savings. It reduces our wages. It raises our rent. It steals our profit. It taxes us without representation. It keeps us consistently and universally poor, and then feeds us on charity and derides our poverty.

It insults us.

It has organized a nation-wide and latterly a world-wide propaganda of deliberate and continuous insult and defamation of black blood wherever found. It decrees that it shall not be possible in travel nor residence, work nor play, education nor instruction for a black man to exist without tacit or open acknowledgment of his inferiority to the dirtiest white dog. And it looks upon any attempt to question or even discuss this dogma as arrogance, unwarranted assumption and treason.

This is the country to which we Soldiers of Democracy return. This is the fatherland for which we fought! But it is our fatherland. It was right for us to fight. The faults of our country are our faults. Under similar circumstances, we would fight again. But by the God of Heaven, we are cowards and jackasses if now that that war is over, we do not marshal every ounce of our brain and brawn to fight a sterner, longer, more unbending battle against the forces of hell in our own land.

We return.

We return from fighting.

We return fighting.

Make way for Democracy! We saved it in France, and by the Great Jehovah, we will save it in the United States of America, or know the reason why.

Supporting Question 3: Featured Sources

Source A: Video clip from [Carolina Stories Over Here: The Homefront During WWI, Part 5 - Military Camps](#)

Source B: [New York Times Photographs of the War Games at Camp Wadsworth](#)

Source C: ["Camp Wadsworth Is Now Complete"](#), article in Fort Mill Times newspaper, September 1917

Source D: [The Military in South Carolina in World War I \(Walter Edgar's Journal with Andrew Myers\)](#)