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**Challenging the Status Quo:  
Women in the World War I Military**

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**Grade Level:**

9 – 12

**Objectives:**

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

- Determine how the contributions of women in the military and domestically during World War I influenced the passage of the 19<sup>th</sup> Amendment
- Use primary and secondary resources to create an historical argument

**Guiding Question:**

How did the contributions of women in the military and domestically during World War I impact the passage of the 19<sup>th</sup> Amendment?

**Connections to Common Core:**

**CCSS.ELA–Literacy.RH.6–8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**CCSS.ELA–Literacy.RH.6–8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA–Literacy.RH.6–8.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**CCSS.ELA–Literacy.RH.6–8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**CCSS.ELA–Literacy.RH.6–8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

**CCSS.ELA–Literacy.RH.6–8.9** Analyze the relationship between a primary and secondary source on the same topic.

**Connections to C3 Framework:**

**D2. His11 6–8.** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

**D2. His12 6–8.** Use question generated about multiple historical sources to identify further areas of inquiry and additional sources.

**D2 His 16 6–8.** Organize applicable evidence into a coherent argument about the past.

**D2. Civ.12 6–8.** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

**D2. Civ. 5.6–8.** Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

## Documents Used:

Evidence 1: Nurses in the US Navy Overview

<http://www.history.navy.mil/photos/prs-tpic/nurses/nurses.htm>

Evidence 2: Army Nurse Corps Summary 2001

<http://www.armyheritage.org/education-and-programs/educational-resources/education-materials-index/50-information/soldier-stories/286-armynursecorps>

Evidence 3: *Fortitudine Magazine* Volume 37, Number 4, pages 19–20 (2013)

<https://www.mcu.usmc.mil/historydivision/Documents/Fortitudine/Fortitudine%20Vol%2037%20No%204.pdf>

Evidence 4: Propaganda Posters c. 1918, pages 5 and 13

<https://www.mcu.usmc.mil/historydivision/Pages/Publications/Publication%20PDFs/Women%20Marines%20In%20World%20War%20I.pdf>

Evidence 5: Letter from Martha L. Wichinshi, 1919, pages 12–14

<https://www.mcu.usmc.mil/historydivision/Pages/Publications/Publication%20PDFs/Women%20Marines%20In%20World%20War%20I.pdf>

Evidence 6: Summary by Captain Linda L. Hewitt, 1974, pages 45–47 (start at “The Nation’s Efforts”)

<https://www.mcu.usmc.mil/historydivision/Pages/Publications/Publication%20PDFs/Women%20Marines%20In%20World%20War%20I.pdf>

Evidence 7: Comments from Woodrow Wilson, *he New Republic*, August 10, 1918, pages 33–35

<http://www.unz.org/Pub/NewRepublic-1918aug10-00033?View=PDF>

Evidence 8: Alice Paul connects women’s suffrage to World War I

<http://www.nwhm.org/education-resources/biography/biographies/alice-paul/>

## Lesson Description:

**Overview:** By using primary source documents, students will learn about the role of women in World War I. Additionally, students will recognize the importance of women contributing to the war effort as stepping-stone and contributing factor to gaining women’s suffrage in the United States.

**Time:** 90 minutes or two sessions of 45 minutes each

**Materials:**

- Documents listed above
- Evidence Chart
- World War I and the 19<sup>th</sup> Amendment Rubric

**Lesson Preparation:**

- Print 1 set of documents for each table group
- Print 1 evidence chart and 1 rubric per student
- If possible, try to have work in groups with both genders recommended to get a variety of ideas generated.

**Procedure:**

- At a series of tables, have the students review each of the above documents. Each table group should contain 3–4 students.
- Each table should have the evidence printed out or linked so the students can gather information.
- Students can take notes on each piece or fill in the evidence chart.
- Ultimately, the students should be able to gather sufficient evidence to answer the essential question in an essay, within a larger class discussion, or as a documentary or presentation.

**Assessment Materials:**

- The rubric has a basic scoring guide and a question for students to use on an essay.
  - Question: How did the contributions of women in the military and domestically during World War I impact the passage of the 19<sup>th</sup> Amendment? In a well-written essay, use evidence from the documents provided to support your argument.

**Methods for Extension**

- Students can research primary or secondary source documents that would support one side or another of the argument. You may want to direct their search to the sites such as the Library of Congress ([www.loc.gov](http://www.loc.gov)) or the National Archives ([www.nara.gov](http://www.nara.gov)).

**Adaptations:**

- For students with special needs or English Language Learners, model the collection and examination of evidence with the students. Focus in on the Who? What? Where? Why? and When? Talk aloud about what you notice, interesting points, and subtle points. Work with the students on gathering the evidence and documenting

their finds one piece at a time. Then, look for common themes, ideas, and messages that emerge from the evidence.

## Bibliography:

### Primary Sources

“Nurses and the U. S. Navy.” Naval History & Heritage Command. Accessed February 6, 2014. <http://www.history.navy.mil/photos/prs-tpic/nurses/nurses.htm>.

“The War and Votes for Women.” *The New Republic*, 16, no. 197. (August 10, 1918): 33–35. Accessed February 6, 2014. <http://www.unz.org/Pub/NewRepublic-1918aug10-00033?View=PDF>.

### Secondary Sources

“Alice Paul (1885–1977).” National Women’s History Museum. Accessed February 6, 2014. <http://www.nwhm.org/education-resources/biography/biographies/alice-paul/>

Hewitt, Captain Linda L. *Women Marines in World War I*. Washington, DC: History and Museums Division Headquarters, U. S. Marine Corps, 1974. Accessed February 6, 2014.  
<https://www.mcu.usmc.mil/historydivision/Pages/Publications/Publication%20PDFs/Women%20Marines%20In%20World%20War%20I.pdf>.

Newcomer, Kara A. “Picture This: World War I Women Marines.” *Fortitudine*, 37, n. 4 (2013): 19–20. Accessed February 6, 2014.  
<https://www.mcu.usmc.mil/historydivision/Documents/Fortitudine/Fortitudine%20Vol%2037%20No%204.pdf>

US Army Medical Department, Office of Medical History. “Army Nurse Corps: More than 100 Years of Service to Our Nation.” Army Heritage Center Foundation. Last modified August 1, 2001. Accessed February 6, 2014.  
<http://www.armyheritage.org/education-and-programs/educational-resources/education-materials-index/50-information/soldier-stories/286-armynursecorps>.

# Evidence Chart

Name \_\_\_\_\_

Date \_\_\_\_\_

Topic: \_\_\_\_\_

Block \_\_\_\_\_

Evidence	Primary or Secondary	Brief Description	Source Details

Evidence	Primary or Secondary	Brief Description	Source Details

Evidence	Primary or Secondary	Brief Description	Source Details

## World War I and the 19<sup>th</sup> Amendment -- Rubric

**Question: How did the contributions of women in the military and domestically during WWI influence the passage of the 19<sup>th</sup> Amendment? In a well-written essay, use evidence from the documents provided to support your argument.**

	<b>Below Expectations</b> (1)	<b>Approaching Expectations</b> (2)	<b>Meeting Expectations</b> (3)	<b>Exemplary</b> (4)
<b>Ideas</b>  and  <b>Analysis</b>	<p>Thesis is nonexistent. More questions than answers.</p> <p>Supporting details are unfocused and/or do not support thesis.</p> <p>No evidence of analysis.</p>	<p>Thesis, if present, is poorly stated; reader's questions are left unanswered.</p> <p>Two supporting details that support the thesis are identified.</p> <p>Analysis attempted but lacks reference to the documents.</p>	<p>Thesis is clear; reader's questions are adequately addressed, but not always answered.</p> <p>Two supporting details that support the thesis are clearly developed.</p> <p>Analysis clearly references the documents and supports thesis.</p>	<p>Thesis is clear; reader's questions are anticipated and answered.</p> <p>Three strong supporting details that support the thesis are thoroughly developed.</p> <p>Analysis "<i>Meets Expectations</i>" <b>and</b> goes beyond the documents to make connections.</p>
<b>Organization</b>	<p>Organization of ideas is not evident.</p> <p>Introduction and conclusion are not evident.</p> <p>Transitions between ideas and paragraphs are not used.</p>	<p>Organization of ideas is random with no clear plan.</p> <p>Introduction and conclusion are attempted.</p> <p>Transitions between ideas and paragraphs are attempted, but often confusing.</p>	<p>Organization demonstrates a clear plan: beginning, middle, and end.</p> <p>Introduction and conclusion are apparent and effective.</p> <p>Transitions between ideas and paragraphs guide the reader without confusion.</p>	<p>Organization shows a purposeful plan (i.e. compare/contrast)</p> <p>Introduction is engaging and conclusion is effective.</p> <p>Transitions clearly show how ideas connect concepts and paragraphs.</p>