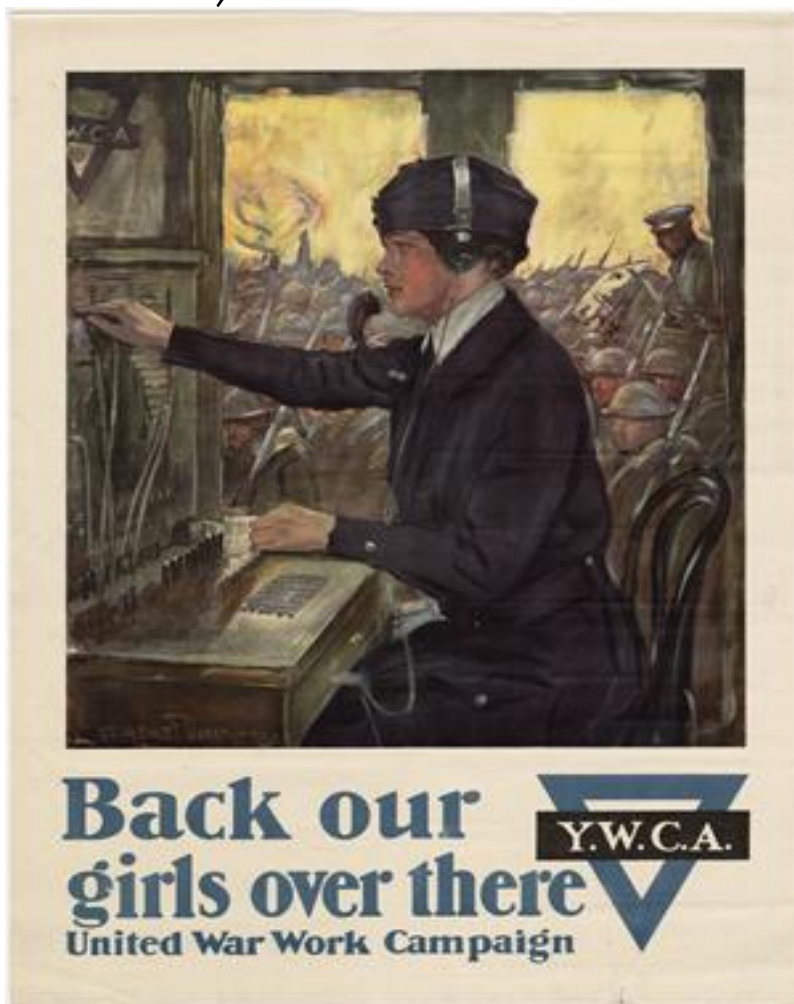




THE NATIONAL
WWI MUSEUM
AND MEMORIAL



Poster depicting a woman Signal Corps operator and soldiers marching in the background
Online Collections Database, 1920.1.257b, www.theworldwar.org/research/database. National WWI Museum and Memorial.
Online.

Switchboard Soldiers: Women in WWI

Recommended Grade Levels: 10th-12th grade

Course/Content Area(s): U.S. History

Authored by: Alex Nanik, National WWI Museum and Memorial Teacher Fellow

LESSON OVERVIEW:	<p>Women at the time of WWI were still fighting for Universal Suffrage (twelve states in the west had given women the right to vote), but when the Great War broke out it created opportunities for women. Telephone Operators in the United States were mainly women and General Pershing of the American Expeditionary Forces needed their help with communication on the frontlines. These “Switchboard Soldiers” were given the name “Hello Girls”.</p> <p>They faced grueling hours and dangerous working conditions close to the frontlines. These women were denied veteran benefits and status until 1977. Within this lesson, students will look at the essential question, <i>How did American women support or oppose World War I?</i> As students read the book, “Grace Banker and her Hello Girls Answer the Call, The Heroic Story of WWI Telephone Operators” by Cludia Friddell, they will analyze primary and secondary sources and create a propaganda poster to persuade women to participate in the war effort.</p>
OBJECTIVES:	<i>Students will:</i>
	<ul style="list-style-type: none"> ● Investigate the Essential Question: <i>How did American women support or oppose World War I?</i> ● Identify and analyze the experiences of women living on the home front during World War I. ● Investigate the changing role of women on the home front and overseas roles (nurses, Switchboard Soldiers, etc.) ● Synthesize content from various sources to design a poster from the perspective of someone living in the United States during World War I.
STANDARDS ALIGNMENT:	<p>National Council for the Social Studies (NCSS) C3 Framework Standards:</p> <p>D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p> <p>D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives.</p> <p>D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p>D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.</p> <p>D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.</p>

	<p>D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.</p> <p>D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p>D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p>D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.</p> <p>D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.</p>
TIME NEEDED:	165-230 Minutes
PRIOR KNOWLEDGE:	<p>Teacher Resources about the Hello Girls:</p> <ul style="list-style-type: none"> • National WWI Museum and Memorial: <ul style="list-style-type: none"> ○ Grace Banker and the Hello Girls (Video Lecture) ○ Women at War: The Hello Girls (Video Lecture) ○ Grace Banker • Article about Hello Girls • PDF from Media.Defense.Gov • Hello Girls-PBS (Video)
MATERIALS NEEDED:	<ul style="list-style-type: none"> • Check out the following book from your local library or school library, “Grace Banker and her Hello Girls Answer the Call, The Heroic Story of WWI Telephone Operators” by Cludia Friddell. • Print or make primary source documents digitally available: <ul style="list-style-type: none"> ○ Primary Source Images (1 set per group) - Station Activity- Document Analysis • Copies of the graphic organizer - Facing History Document Analysis <ul style="list-style-type: none"> ○ Groups will either need 6 copies per group or access to the digital version with a place to save their work. • Digital access to additional resources (see step 3) • Propaganda Poster Materials <ul style="list-style-type: none"> ○ Large Paper ○ Markers, Color Pencils, Crayons ○ Canva (for students who want to create a digital poster) and or Google Slides ○ Ruler • Poster Rubric

LESSON

PRE-ASSESSMENT/INTRODUCTION/HOOK:

Students will watch the following video from The U.S. Army: [World War I "Hello Girls"](#). After watching the video, have a quick class discussion about why there was a need to have the switchboard soldiers in the Signal Corps during WWI, and why they employed telephone operators.

DIRECTIONS:

Step 1: Book Reading (20-30 Minutes)

- Read “Grace Banker and her Hello Girls Answer the Call, The Heroic Story of WWI Telephone Operators” by Cludia Friddell
 - If you can project a copy of the pages, students can take turns reading
 - You can host a read aloud for students
 - You can get multiple copies and have students read it together in groups
- As students read/listen to the story, ask them to record details of the role of the Hello Girls from the story.

Step 2: Station Activity Document Analysis (30-45 Minutes - Students should spend 5 minutes per document)

- *NOTE: Make group copies of the [documents](#) so that each group has all 6 documents or make the documents digitally accessible.*
- Divide students into groups of 2-4
- Give each group all 6 Documents to analyze and record their answers using [Facing History Document Analysis](#). Groups will either need 6 copies per group or access to the digital version with a place to save their work.

Step 3: Videos with Graphic Organizer (20-30 minutes)

- After completing step two, students will complete this final activity to learn more about different women’s experiences during WWI.
- Have students read and view the following resources, recording the roles and experiences of women:
 - [How WWI Changed America: Women in WWI](#)
 - [Women’s Suffrage](#)
 - [Women in WWI](#)
 - [African American Women and WWI](#)
 - [Prohibition](#)
 - [Knitting the Nation](#)
 - [Ruth Law](#)

POST-ASSESSMENT:

Post-Assessment Project (90-120 minutes): Students will create propaganda posters to persuade women to participate in the war effort.

Student work must Include: [Rubric](#)

- Slogan
- Image
- Topic
- Poster Details
- Grammar and Spelling
- Neatness/Message
- Report Details

Students may create a poster using large paper or create a digital poster (using Canva or Google Slides).

Students will include a list of the many roles of women during WWI on the back of their poster. This list must include one piece of historical evidence to support each listed role.

MODIFICATIONS/ACCOMMODATIONS

- Reduce the number of resources students engage with
 - Provide students with [example posters](#)
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