

## Seeds of Change: South Carolina and the Great War Student Tour

The following Curriculum standards may be explored during a docent-led tour of *Seeds of Change: South Carolina and the Great War* exhibit.

### Language Arts Standards

#### Communication

The student will recognize, demonstrate and analyze the qualities of effective communication. They will be given an opportunity to practice the communication skills of listening, speaking, and viewing.

### Social Studies Standards

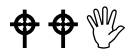
K-1, K-4, K-6,1-1,1-3, 1-6.1, 2-1.1,2-2.5, 2-4, 3-4.7,3-5.1, 3-5.2,3-5.3, 5-1.5, 5-3.1,5-3.6, 7-5.1, 7-5.2, 8-4,8-5.1,8-5.3, 8-6.2,8-6.3,8-6.4, GS-5.1,

### Glossary

Isolationism, telegram, quarantine, armistice, separate but equal, nationalism, imperialism, Liberty bonds, war stamps, League of Nations, Treaty of Versailles, Lusitania, influenza, pandemic, Allied Forces, Central Powers, Marines, Army, Navy, segregation, patriotism

### People

Governor Coleman Blease, Governor Richard I Manning III, President Thomas Woodrow Wilson, Bernard Baruch



## Starting Place

### Outside exhibit



#### STOP 1 For K-6<sup>th</sup> grade- Near Farming tools and Kitchen

We are starting our tour by examining South Carolina in 1915.

At that time, farming was very important in South Carolina. The main crops were cotton and tobacco. This is a diorama of a farm kitchen from about that time.

**K-6thgrade question: Who can tell us something that is different between this kitchen and your kitchen?** Possible Answers: Pump in the sink, etc.



#### STOP 2 For K-6<sup>th</sup> grade –Inside Berry school

**Question: Look around and tell me what is the same about this school and your school?** Answers: desks, flag, books, etc. **Question: Now who can tell me something that is different between your school and this one.** Answers: wood fireplace, wooden floor, etc. This school was one of many schools built in 1875 in the Spartanburg area by the Berry family. Although this school closed in 1905, it does help us understand what it was like to go to school in the early 1900's.



STOP 1 For 7<sup>th</sup> grade and above -Either inside Berry school, Store or near Mill Village

**7<sup>th</sup> grade and above Question: Who can describe SC’s economy in 1915?** Answer: Poor, Farming and the textile industry were the largest portions of the economy. **Question: Who can tell us the two main cash crops at that time?** Answer: Cotton and Tobacco.

South Carolina remained a poor state, still feeling the effects of the Civil War from fifty years earlier. Farming was still very important, but many tenant farmers stayed in debt cultivating cotton and tobacco at low prices.

Let’s look at some of the social issues.

**7<sup>th</sup> grade and above: Question: Who can tell us who had the right to vote in 1915 in South Carolina?** Answer: White males. In fact, most African Americans could not vote until the mid-sixties when the Civil Rights Act and the Voting Rights Act were enacted.

Even though there were more African Americans than Caucasians (white), the African Americans had virtually no representation (voice) in state and local governments. To make matters worse, the only jobs opened to African Americans at that time were farming, teaching and ministry.

Women could not vote either, and very few women worked outside of their homes. Some were teachers and some worked in the mills.

**7<sup>th</sup> grade and above Question: What kind of representation do you think women had in state or local governments?** Answer: None. In theory, their father or husband represented their voice.

**7<sup>th</sup> grade and above question: What does the term “separate but equal” mean?** Answer: It is a system of segregation that justifies giving different groups of people separate facilities or services like schools, hospitals, water fountains, waiting rooms with the claim that each group still receives equal quality of treatment.

Although this one-room schoolhouse built by the Berry family in the Spartanburg area around 1875 closed in 1905, it is similar to many. Some schools were built for the children of the white families living nearby, and some schools were built for children of former slaves. These schools were considered “separate but equal.”



## Starting Place

Right side panel in exhibit



STOP 4 The Genesis of WWI Panel

We are starting our tour by examining the causes of WWI and when and why the United States got involved.

**K through 6<sup>th</sup> grade Question: I know that none of you ever argue or fight with your friends or brothers and sisters, but you probably know someone who has. Yes? Who can tell me about their disagreement? What caused the argument?** Possible answers: They took something that didn’t belong to them. They cut in front of them in line. Somebody thought they were better than everyone else. Somebody got hit. (If you don’t get these four responses, prompt these answers.) These are good answers. These actions do cause disagreements and guess what?

These are some of the same reasons that caused World War I. Some countries argued over who belonged to some land. Some countries thought they were better than other countries. Some countries had too much pride in their own country and didn't care about anyone else, and then someone shot the Archduke of Austria.

**Extra K through 6<sup>th</sup> grade question: If you find yourself in a disagreement in your classroom or on the playground or at home, what is the best thing to do?** Possible answers: Get help from an adult. Walk away. Talk, don't hit.

**7<sup>th</sup> Grade and above Question: Who can tell us one of the many causes of World War I?** Answer: (1) European countries fighting over boundary (land) issues, (2) Strong sense of nationalism, (3) Imperialism and (4) the June 28<sup>th</sup> 1914 assassination of Archduke Ferdinand of Austria, presumptive heir to the Austro-Hungarian throne, by a Serbia nationalist,

By August 4 of 1914, World War I began. And countries took sides. The Allied Forces included Serbia, Imperial Russia, France, and Great Britain and the Central Powers included Austro-Hungary, Germany, Bulgaria, Ottoman, and later Italy. **Question: The United States joined forces with which group?** Answer: (If nobody knows, don't tell them, you will ask again later)

**D** Definition: Who can define the term "nationalism?" Answer: Feeling of pride and devotion to one's country.

**D** Definition: Who can define the term "imperialism?" Answer: Domination by one country of the political, economic, or cultural life of another country or region.

Here is a picture of the Archduke and his wife, Sophie. Their courtship and marriage was controversial because Sophie's family was not of royal descent. Before we move from here, take a quick look at these soldiers fighting in the trenches. This is how much of the war was fought.

## STOP 5 Picture of President Woodrow Wilson

The United States remained neutral for the first four years of World War I much to the efforts of our then President.

**Question: Who was the president of the United States between 1913-1921.** Answer: Thomas Woodrow Wilson

**Question: Who can tell us something about Woodrow Wilson?** Possible Answers: Born in Staunton Virginia in 1856, lived in Columbia SC as a teenager, graduated from Princeton University and later became its President, elected Governor of New Jersey in 1910, before running for president in 1912, democrat, credited for creating the Federal Reserve, married twice, first to Ellen and then to Edith. He and Ellen had three daughters.



## STOP 6 Picture of Lusitania

It became more and more difficult for the United States to remain neutral, to maintain a policy of isolationism.

**D** Definition: Who can define the term “isolationism?” Answer: When one country avoids intervening with other countries.

President Wilson changed his mind about keeping the United States out of the war because of several events that happened. The two events we are going to talk about involve the sinking of the Lusitania and the decoding of secret message.

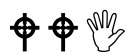
**K- 6<sup>th</sup> grade question: The Lusitania was a British ocean-liner similar to a cruise ship today. Who can describe what it’s like to be on a cruise ship?** Possible Answers: big, cabins where you sleep, elevators, etc. Unfortunately, the Lusitania sank when a German U boat’s torpedo hit it. One hundred and twenty eight Americans (128) lost their lives in this tragedy along with hundreds of British nationals.

: Another event which forced President Wilson to change his mind occurred when the British informed him about a telegram that was sent to the German Ambassador to Mexico from German Foreign Minister Zimmerman. The Zimmerman telegram offered to help Mexico reclaim Texas, New Mexico, and Arizona if Mexico would help Germany in the war.

**D** Definition: What is a telegram? Answer: A telegram is a message sent by a telegraph machine that sends information over a wire using a series of electrical current pulses. You can see and learn more about telegraph machines on the third floor of the museum.

**7<sup>th</sup> grade and above question: Who can name one of the reasons that caused President Wilson to reverse his stand of neutrality.** Answer:(1) When the German U-boat torpedoed the British-liner Lusitania off the coast of Ireland in 1915 causing the deaths of hundreds of British nationals and 128 Americans. At first the German government used different strategies in their war on shipping, until January 1917 when it announced that all ships, including ocean liners carrying civilians, that entered the war zone were targets for attack, and (2) The Zimmerman telegram was intercepted and decoded by the British and then revealed to the Americans. It documented Germany’s offer to help Mexico reclaim the southwestern United States if it agreed to an alliance with them. (Show them the coded message and the decoded message and then ask for above definition of telegram).

So on April 6, 1917 the United States entered WWI. **Question: Which side did the United States join, the Allied Forces or the Central Powers?** Answer: The Allied Forces



## Starting Place

## Camp Jackson



## STOP 7 Uniform

We are starting our tour by examining how the United States and South Carolina prepared for war.

The United States had a lot to do to get ready for, war and the President needed a lot of help. One of Wilson's advisors was Bernard Baruch from Camden, South Carolina. Baruch amassed his fortune as a financial leader on Wall Street. He advised President Wilson on how to mobilize the nation's industries in order to produce goods necessary for war. He became chairman of the War Industries Board.

**Question: Knowing that South Carolina had many textile factories, what could they produce for use in a war.** Answer: Uniforms, canvas covers for ships guns and decks, truck covers, tents, web belts, and canteen covers

Like many communities across the country, South Carolina communities lobbied the army to build a training post near them. For cities in South Carolina this meant a possibility of new economic opportunities.

**Question: Why do you think South Carolina would make a great place to build an army post?** Answer: mild weather, cheap land, lower labor costs, etc.



### STOP 8 Photographs of Camp Jackson and Camp Sevier,

The city of Columbia was awarded an army post, which took 20 months to build.

**Question: If you were responsible for building a military post (camp, fort), what would you build?** Answers: Barracks, mess hall, infirmary, church, store, latrines, stables, roads, railroads, sewer lines, post office, laundry, offices, theatre, etc. The new post was named after South Carolina native and the 7<sup>th</sup> President of the United States, Andrew Jackson. Two hundred thousand (200,000) soldiers were trained at Camp Jackson during the war.

**Question: If you were responsible for training army recruits for WWI, what skills would you teach them?** Answer: How to fire a weapon, drill in formation, obey orders, eat and sleep together, harness teams to pull artillery and ambulance wagons, protect against gas attacks, etc.

Camp Jackson was closed down following the WWI and reactivated by the US Army between 1939-40 when it was re-named Ft Jackson.

Two other South Carolina Communities were awarded an army post. At Camp Sevier in Greenville, the army recruits were housed in tents with wooden floors. Let's look at this replica. Eight men were housed in each tent.

Camp Sevier was closed down when the war was over, and now the Sevier Middle School is located on its' land. At Camp Wadsworth near Spartanburg, the troops slept in flimsy tents even through the cold winter. At the end of the war, Camp Wadsworth closed down and the land was returned to the original owners.



### STOP 9 Post Cards

We are going to put ourselves into these pictures. Think about what it was like to be in the army at one of these army camps. Think about wearing this uniform. Think about sleeping in the barracks, digging trenches, marching in formation, eating at the mess hall, learning to wear a gas mask. Is it cold or is it hot? Use your imagination. As you can see in the glass cases, many of the troops wrote post cards home. (3<sup>rd</sup> to 6<sup>th</sup> grades activity: Quickly divide students into teams of two or three. Hand them a clipboard and pencil. Instruct them to write a post card to their family at

home from Camp Jackson, Camp Sevier or Camp Wadsworth. Post cards may be from one to three sentences. After they write a few sentences, share some of the post cards with group).

**7<sup>th</sup> grade and above question: If you were a recruit at these camps, what would you write to your family on a post card home.** Answers: Anything describing conditions at the camp.

## ✪✪✪ Starting Place Charleston Naval Yard

### STOP 10 Near Charleston Naval Yard

We are starting our tour today by examining how South Carolina helped prepare and train the Navy and Marines for service in WWI. Firstly, we want to make sure we understand the main differences between the Armed forces.

- D** Definition: Who can define the term “armed forces?” Answer: The military forces of a nation that may include the Army, Navy, Coast Guard, Marines, and Air Force.
- D** Definition: Who can describe the Army’s primary function (job)? Answer: The Army's main function is to protect and defend the United States (and its interests) by way of ground troops, armor (tanks), and artillery.
- D** Definition: Who can describe the Navy’s primary function (job)? Answer: The Navy's primary mission is to maintain the freedom of the seas, to protect American shipping interests and to transport Marines to areas of conflict.
- D** Definition: Who can describe the Marines’ primary function? Answer: Their primary function (job) is to assault, capture, and control "beach heads."

### STOP 11 The Charleston Naval Yard

The Charleston Naval Yard served the war effort in several ways. Listen carefully, while I list possible function. Quietly, raise your hand if you think that the Charleston Navy Yard performed this function during WWI times.

1. Built and repaired ships. YES, they built 13 and repaired 200.
2. Made uniforms. YES, an all female force made 90,000 garments in 1914.
3. Trained new sailors. YES, 25,000 were trained to serve on Navy ships.

Believe it or not, Commander Mark St. Claire Ellis instructed all recruits to learn how to row a boat, swim, play baseball, and play football. He felt this would keep them busy during idle periods, keep them physically fit and develop comradeship.

## STOP 12 Photos and text boards of Parris Island

Parris Island is located on Port Royal Sound in Beaufort County. **Question: What part of the state is Beaufort County?** Answer: Coastal Zone or commonly called the Low Country. In 1915, Parris Island became the permanent training depot for new Marines. Forty-six thousand (46,000) new Marines received combat training at Parris Island by the end of WWI.



## Starting Place

### Near living room scene in corner

## STOP 13 Living Room

We are starting our tour today by examining the efforts made by South Carolinians to support World War I.

**Question: Do you think everyone backed (supported) the war?** No. Certain communities in South Carolina spoke out against the war, especially places with large German populations such as Newberry, Lexington, Walhalla and Charleston. People in these communities held anti-war demonstrations. The former Governor Coleman Blease was an outspoken opponent of the war making life difficult for Richard I Manning III who served as governor between 1915 and 1919.

Governor Manning appealed to South Carolinians to make sacrifices for the war effort, by growing vegetable gardens. In order to conserve meat and sugar, he asked people to observe “meatless” Tuesdays and to give up desserts a couple of times a week. In response, many families replaced their front lawns with vegetable gardens, canning the surplus of their harvest. In addition, he asked people to conserve gasoline, by observing “gasless” Sundays.

**Question: If our current Governor Sanford asked you to observe “gasless” Sundays, what activities would your family have to sacrifice?** Possible Answers: Attending Church, shopping, visiting friends and families.

## STOP 14 Liberty Bonds

To help the government finance the war effort, every American was asked to buy Liberty Bonds or war stamps to show their patriotism and support of the war. Every state had a quota to reach set by Washington.

**D** Definition: Who can define the term “patriotism?” Answer: the love of one’s country and willingness to sacrifice for it.

**D** Definition: Who can define the term “Liberty Bond?” Answer: A special type of savings bond sold in the US to support the Allied cause in World War I. When the war was over, it

could be redeemed for the original value of the bond plus interest. South Carolina's quota or goal was \$74.5 million. They exceeded that amount by an additional \$6 million.

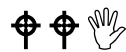
**D** Definition: Who can define the term "War Stamp?" Answer: Postage stamps issued in wartime and so inscribed.

## STOP 15 Posters about rallies and 4 Minute Men

**7<sup>th</sup> grade and above question: Who can tell us about the "Four Minute Men?"** Answer: Organized by the President's Committee on Public Information, 4 Minute Men were an army of volunteers who gave brief speeches in order to solicit widespread support for the war.

They were encouraged to find new slogans to use in their speech. An example is "Uncle Sam 's trying hard to "speed things up" and do it with a dash, and so just now he's asking you to aid him with your cash" or "Remember, all he asks of you is a simple loan, and every patriot comes across without a single moan."

Extra activity: Pretend that you have been appointed to be a Four Minute Man. Your job is to inspire your fellow students to support the war efforts by buying Liberty bonds, who can come up with a slogan?



## Starting Place The Quarantined House

## STOP 16 Text board about problems

We are starting our tour today by examining the problems and then the legacies of World War I on South Carolina and the United States. Let's begin by looking at some of the problems that emerged after South Carolina plunged into the war effort and became the training ground for so many recruits.

**7<sup>th</sup> grade and above question: Who can guess what some of the problems were?**

Answer: Housing shortages, Lack of transportation, prostitution, and the spreading of disease. Charleston had a big housing problem, because the vacant houses were old and required a lot of costly repair. Building supplies were scarce.

## STOP 17 The Quarantined house

**Question: Raise your hand if you have ever had the flu? Can you describe the symptoms?** Answer: Students will probably describe cold symptoms. In most cases, people catch a cold and call it the flu, but Influenza or the flu is more severe than the common cold. It is an illness caused by viruses that infect the respiratory tract. Early symptoms include headaches and then high fever, sore throat, weakness and fatigue. It may develop into pneumonia. Flu victims cough up a dark mucus. Their lungs fill up with mucus causing their arms and legs to turn blue. People die from the flu when they cannot breath.

This flu pandemic began in Boston in August of 1918. By September, people in South Carolina contracted it. The outbreak was so bad that they closed public facilities, like schools, churches and parks and people were placed in quarantine.

**D** Definition: Who can define term “quarantine?” Answer: It is enforced isolation to prevent the spreading of disease.

Before the flu pandemic waned in the early months of 1919, it made 200,000 South Carolinians sick. The death toll reached between 4,000 and 10,000. In the United States an estimated 650,000 Americans died of the flu. How does this compare with the number of deaths caused by World War I? The US Armed forces lost about 110,000. South Carolina military forces lost a little over 2000 during the war.

**Question: How can you prevent getting or spreading viruses like the flu?** Answer:

1. Frequently wash your hands.
2. If you have to cough or sneeze, use a tissue or cough into the sleeve of your shirt.
3. If advised by your doctor, get a flu shot every year.

## STOP 18 The War’s impact good and bad

While the states were dealing with the flu pandemic, The Allied Forces (Serbia, Russia, France, Great Britain, and the United States) defeated the Central Powers (Austro-Hungary, Germany, Ottoman, Bulgaria) and the Armistice was signed on November 11, 1918.

**D** Definition: Who can define the term “armistice?” Answer: The end of the war when warring parties agree to stop fighting.

The end of the war made an impact on South Carolina. The textile industry benefited during the war years because of the war production, but that led to an oversupply soon after the war ended.

South Carolina was no longer isolated from the rest of the nation. Some soldiers who came to South Carolina from other states fell in love, married and remained here.

The flu pandemic forced the state to re-examine their inadequate health care system.

Women had won their right to work and by August 1920, the 19<sup>th</sup> amendment gave women the right to vote.

Unfortunately, the loosening of the segregation laws during the war, reversed in the postwar times, leaving the African Americans once again in a second-class status. This was very difficult for those who sacrificed and served their country expecting to return home to new social and political rights that didn’t happen. Unhappy by this, racial riots broke out in Charleston in May of 1919. This racial tension and the re-tightening of the Jim Crow laws led many black South Carolinians to move to the North and Midwest seeking better social and economic opportunities.

As for President Woodrow Wilson, he wrote his “fourteen points” and it became the basis for the peace settlement. Some described his 14 points as not just peace terms, but terms for a better world. Many of his points were part of the Versailles Treaty (the peace treaty) including the creation of a League of Nations. Unfortunately, his efforts to encourage the United States Congress to join the League of Nations failed.

President Woodrow Wilson suffered a stroke while campaigning for support to get Congress to enter the League of Nations, viewing it as an essential way to prevent another war and to protect the interests of all nations. He became an invalid until his death in 1924.

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**Questions to ask at the conclusion of your tour:**

As we look back at World War I, as presented in this exhibit, what information surprised you?

Why do you think this exhibit was named Seeds of Change?