

## **Title of Lesson: World War I and Alabama's Rainbow Division**

*(Suggested grade level: 6)*

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### **Background Information:**

Background information for teacher:

The following Web sites contain information about the origins of and the role of Alabama's 167<sup>th</sup> Infantry Regiment, Rainbow Division in World War I:

- [Alabama Rainbow Division](#)
- Encyclopedia of Alabama, [World War I and Alabama](#)
- [Rainbow Division Veterans Memorial Foundation, Inc.](#)

**Overview of lesson:** In this lesson students will view a *PowerPoint* which gives background information about the Rainbow Division and the role of the Alabama's 167<sup>th</sup> Infantry Regiment in that Division. Students will read a letter sent home from an infantryman serving in France with the Rainbow Division and complete a document analysis of the letter. Students will view a photo of a homecoming parade, in Montgomery, Alabama, welcoming home Alabama's 167<sup>th</sup> Infantry Regiment and will complete a photo analysis.

### **Content Standards**

[Alabama Course of Study: Social Studies](#) (Bulletin 2004, No. 18)

Sixth Grade: Standard 5, p. 43

[National Standards for History, 1996](#)

Standards in History for Grades 5-12 (p. 112)

Era 7, Standard 2 – The changing role of the United States in world affairs through World War I

[National Curriculum Standards for Social Studies](#), (Bulletin 111, 2010)

Standard 2 – Time, Continuity and Change, p. 97

### **Primary Learning Objective(s):**

- The student should be able to describe the role of Alabama's 167<sup>th</sup> Infantry Regiment during World War I.
- After analyzing a letter from a World War I soldier, the student will be able to describe the experiences of an Alabama soldier.
- The student will analyze a primary source in the form of a photograph of a parade taken in Montgomery, Alabama which welcomed home Alabama's 167<sup>th</sup> Infantry Regiment. Students will complete a photo analysis worksheet to assist them in this process.

**Time allotted:** 55 minutes

## Materials and Equipment:

- One copy of each of the following for each student:
  - [Letter from Gary Roberts, a soldier in the 167<sup>th</sup> Infantry, Rainbow Division, to his family](#)
  - [Photo of the Victory Parade for the 167<sup>th</sup> Infantry in Montgomery](#)
  - [Document Analysis Worksheet](#) from the National Archives
  - [Photo Analysis Worksheet](#) from the National Archives
- *PowerPoint* , [“World War I and Alabama’s Rainbow Division”](#)

## Technological Resources:

- *PowerPoint* (v. '97-2003) – If you have a newer version, [a viewer](#) (free) may be downloaded from the internet.
- Computer
- LCD projector

## Background/Preparation:

- The student should know the following:
  - Reaction of the United States to the incursions of Francisco “Pancho” Villa into Texas, New Mexico, and Arizona
  - Causes of World War I
  - Causes of United States entry into World War I
  - Use of the draft and the mobilization of National Guard units to build the American Expeditionary Force (AEF)
  - Nations of the Central and Allied Powers

## Procedures/Activities:

### Engagement/Motivation Activity:

The teacher will say the following:

“Imagine that it is the spring of 1917, and you have just been mustered out\* of the 4<sup>th</sup> Alabama Infantry after returning from service along the Mexican border of Arizona where you had been since October of 1916. You were among the 75,000 National Guardsmen called into federal service by President Wilson to restore order on the United States-Mexican border. As you and the other members of the National Guard regiment are preparing to return home, you receive word that Congress has declared war on Germany and the 4<sup>th</sup> Infantry Regiment is to remain in federal service.”

Ask students to describe their reactions to the news that the regiment is remaining in federal service. Tell the students that they will learn about the role of the 4<sup>th</sup> Infantry Regiment from Alabama and the role it played in World War I as the 167<sup>th</sup> Infantry Regiment of the Rainbow Division. Remind students that this war was known as the *Great War*, not *World War I*, at the time in which it occurred.

\*The term *mustered out* may need to be explained to the students.

<b>Step 1</b>	Show the <i>PowerPoint</i> , <a href="#">“World War I and Alabama’s Rainbow Division.”</a> Allow time for discussion after each slide. The <i>PowerPoint</i> provides background information about the Alabama’s 4 <sup>th</sup> (167 <sup>th</sup> ) Infantry.
<b>Step 2</b>	Give each student a copy of the <a href="#">Document Analysis Worksheet</a> and a copy of the letter home from Gary Roberts, an infantryman serving in France during World War I. As the letter is six pages long, it may be necessary to provide excerpts or just the first three pages.

<b>Step 3</b>	Give students time to read the letter and complete the document analysis of the letter. The worksheet may be taken up at this time for assessment of student responses. Explain to the students that the Catholic men’s organization, Knights of Columbus, set up clubhouses in the United States and in Europe which provided amenities to any serviceman regardless of race or religion. This organization provided the stationery on which Gary Roberts wrote the letter.
<b>Step 4</b>	<p>Discuss student responses to the “Document Analysis Worksheet,” and then ask the following additional questions about the first three pages:</p> <ul style="list-style-type: none"> <li>• “Where was Gary Roberts when he wrote the letter?”</li> <li>• “Why did he write ‘Somewhere in France’ instead of giving the exact location?”</li> <li>• “Why was he in the hospital?”</li> <li>• “What actions did he brag about in the letter?”</li> <li>• “What did he ask his family to do in response to his actions?”*</li> <li>• “Do you think that most American soldiers felt the same way about the Germans as he did?”</li> </ul> <p>*Remind students of slide number fourteen in the <i>PowerPoint</i>.</p> <p>If the students read the entire letter, ask the following questions:</p> <ul style="list-style-type: none"> <li>• “What was Roberts’s attitude toward fellow African-American soldiers?”</li> <li>• “Was Roberts’s attitude toward African-Americans typical of this time period?”</li> <li>• “According to the letter, what role did the Red Cross play during World War I?”</li> <li>• “What holiday was the French celebrating on July 14, 1918?”</li> <li>• “How did he describe France and the French people?”</li> </ul>
<b>Step 5</b>	Give each student a copy of the <a href="#">Photo Analysis Worksheet</a> and a copy of the <a href="#">photo of the victory parade for the 167<sup>th</sup> Infantry</a> in Montgomery, Alabama. Give students time to complete the worksheet. The worksheet may be taken up at this time for assessment of student responses. Discuss student responses to the “Photo Analysis Worksheet.”
<b>Step 6</b>	<p>Tell students that the picture is from the Victory Parade in Montgomery held in 1918 for returning members of the 167<sup>th</sup> Infantry. Lead a discussion of the photograph by asking the following questions:</p> <ul style="list-style-type: none"> <li>• “What occasion is being celebrated in the picture?”</li> <li>• “Why is almost everyone looking in the same direction?”</li> <li>• “How are the people in the picture dressed?”</li> <li>• “Why do you think the women are dressed in white?”</li> <li>• “Why do you think the women are holding flowers?”</li> <li>• “What figure is depicted in the middle of the top of the arch?”</li> <li>• “What is the significance of Liberty’s placement at the top of the arch?”</li> <li>• “What conclusions can you draw from the picture about Alabama and specifically Montgomery in 1918?”</li> </ul>
<b>Step 7</b>	Show students the following pictures from the Alabama Department of Archives and History which were taken at the same parade:

	<ul style="list-style-type: none"> <li>• <a href="#">WWI Victory Parade in downtown Montgomery, AL</a></li> <li>• <a href="#">WWI Victory Parade, Montgomery, AL</a></li> <li>• <a href="#">Court Street Fountain, WWI Victory Parade, Montgomery, AL</a></li> </ul> <p>Allow time for discussion and analysis while showing each photo. Conclude the lesson asking the students:</p> <ul style="list-style-type: none"> <li>• “Do you think the soldiers who marched in this parade believed their service in the war was worth what they had sacrificed? Why or why not?”</li> <li>• “Do you think Gary Roberts believed his service was worth the sacrifices he made? Why or why not?”</li> </ul>
<b>Step 8</b>	Instruct students to turn in document and photograph analysis worksheets if these have not already been collected.

**Assessment Strategies:**

Evaluate the accuracy of student responses on the photo and document analysis worksheets.

**Extension:**

Using the Alabama Department of Archives and History document, [List of European cities where the 167<sup>th</sup> Infantry Regiment was stationed in World War I](#), have students complete a Google tour using Google Earth which is available for free download at <http://www.google.com/earth/index.html>.

**Remediation:**

Give students a copy of the *PowerPoint*.

**Accommodation:**

Students can work in groups to discuss findings for completing the photograph and document analysis worksheets.

**Modification:**

Working as a group, one student can read the document to the rest of the group and after discussion of the questions on the document analysis another student can record the findings of the group on the worksheet.