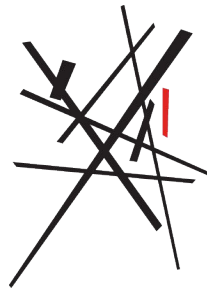




# A Day in the Life of a Child

Childhood & Adolescence During WWI



THE NATIONAL  
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# Objectives:

- Students will analyze primary sources, such as letters, diaries, and photographs, to gain insights into the experiences of children during World War I
- Students will compare and contrast the daily lives of children during World War I with those of contemporary children, identifying similarities and differences.
- Students will synthesize information and create a presentation or project that communicates the unique perspectives of children during World War I.
- Explore and research using an online museum exhibition.
- Use research skills to gather historical knowledge about an artifact.



# Guiding Questions

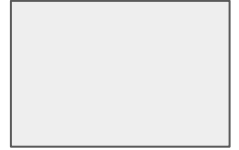
- What is your favorite childhood memory?
- How would you describe the typical American childhood? The typical day for a child? A teenager?
- How different was childhood during WWI? What made it different? (the war? technology changes? societal changes?)



# Postcard to the Past

Dear \_\_\_\_\_,

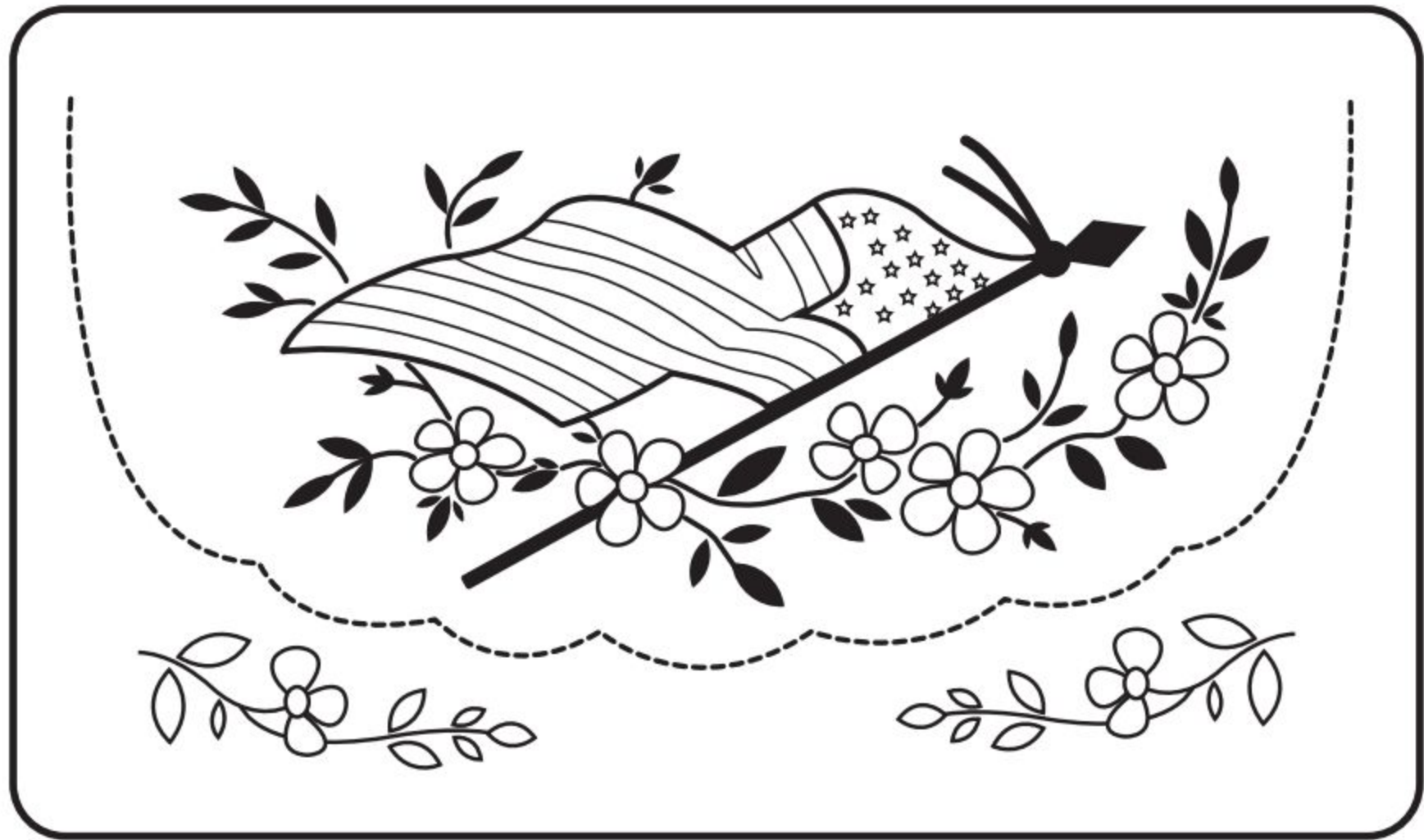
*What three questions would you ask a child who lived in your town during the first World War?*



Student Name  
McNair Middle School  
Fayetteville, AR 72703



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## Before the war . . . .

Most American families consisted of a father, mother, and children.

- Father worked outside the home
- Mother stayed home, kept house, cared for children
- Children stayed home with their mother until they started school



Unidentified family in a Ford Model T Tourabout, circa 1910



Fathers leave to go to war . . . . .

Many mothers need to work outside the home.

How will this change things for children?



# Start Your Day Off Right - Breakfast

All citizens were encouraged to conserve foods like meat and wheat, choosing canned fruits, oatmeal, and foods that did not require butter, milk, or eggs.

Fannie Farmer's *Boston Cooking School Cookbook* has this sample menu for breakfast:

fried hominy  
maple syrup  
raised biscuits  
sliced peaches  
coffee





# Getting Dressed for the Day

Knickers and knee socks were common for boys.

Knee-length dresses with knee socks for girls

Hair ribbons became the fashion



# The School Day

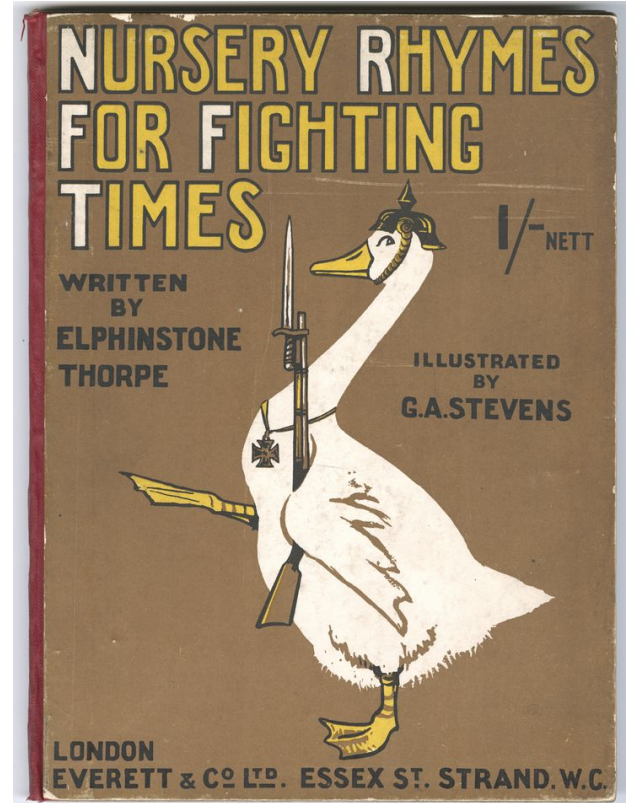
What subjects did students learn during their school day?


traditional reading, writing, & arithmetic

gardening

volunteer work

Young students had reading material that reflected sentiments from the war.





**W**HEN I fight upon the sea  
My Mother always thinks of me  
She is proud (so is my Dad)  
To have her boy a sailor lad.  
When I tell of victories won  
She says, "I'm proud to have a son  
Who will fight and try to be  
The bravest lad upon the sea."



# Lunch

Many children brought their own lunch to school, but some schools did serve lunch. These are some recipes from one school that cooked a meal each day.

## CHOCOLATE BREAD PUDDING

2 c. stale bread crumbs	2 eggs
4 c. milk	2 sq. chocolate
$\frac{1}{2}$ c. sugar	$\frac{1}{2}$ tsp. salt
2 tbsp. butter	1 tsp. vanilla

Scald milk and pour over bread crumbs. Cool and add sugar, salt, butter, well beaten eggs, melted chocolate and vanilla. Pour into a buttered baking dish and bake slowly till well set, usually about thirty minutes. Serve with milk or cream. This amount will serve ten or twelve persons.



## POTATO SOUP

4 large potatoes	4 c. milk
4 slices of onion	3 tbsp. butter
2 tbsp. flour	$1\frac{1}{2}$ tsp. salt

A few grains of pepper and celery salt

Cut potatoes in small pieces and boil with onion in salted water till very soft, mash through a sieve and save the water in which they were cooked. Rub together butter, flour, salt and pepper, add milk and cook until slightly thick. Add strained potatoes and potato water, cook a few minutes and serve. This amount will serve six persons.

## WHITE SAUCE

$1\frac{1}{2}$ tbsp. butter	$\frac{1}{2}$ tsp. salt
$1\frac{1}{2}$ tbsp. flour	1 c. milk

A few grains of white or red pepper

Rub together butter, flour, salt and pepper. Add milk slowly and cook till thick, stirring constantly. Enough for six eggs.

## MACARONI AND CHEESE

Boil macaroni in salted water twenty to thirty minutes. Then rinse in cold water to wash off the starch. In a greased baking dish put a layer of macaroni, a layer of cheese and a layer of white sauce. Repeat in same order till dish is nearly full. Cover with buttered crumbs and bake in a quick oven fifteen minutes. One cupful of uncooked macaroni will serve six persons.

# After School Activities

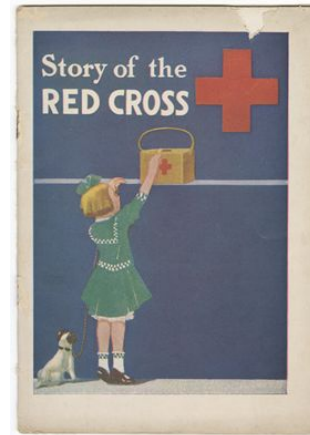


Examples of toys



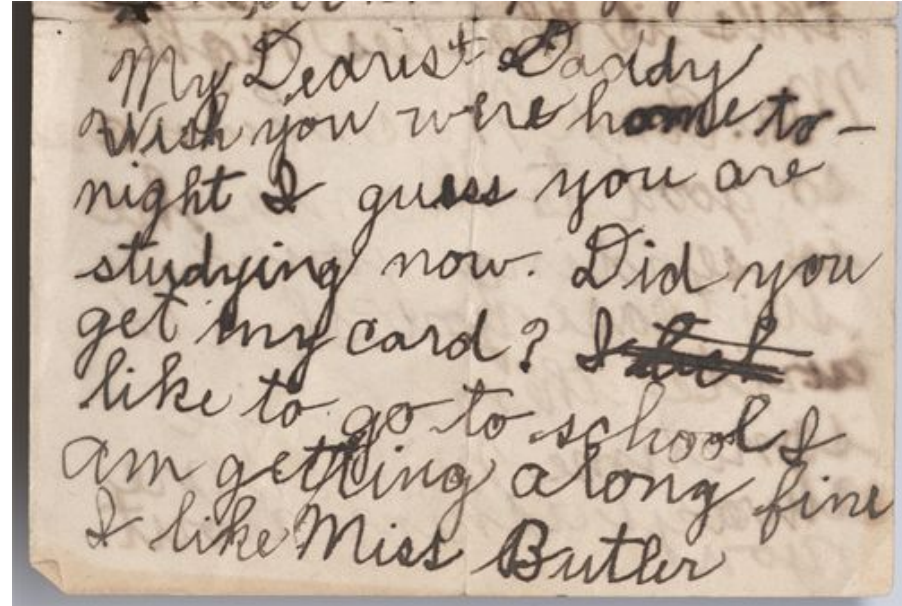
# Organizations & Groups

Boys and girls all over the country joined groups such as Boy Scouts & Girl Scouts, the Red Cross, and the Y.W.C.A. They did volunteer work involving making items for soldiers, finding resources the military needed, and conserving food and other rationed goods.



# Communication

My Dearest Daddy Wish you were home to-night I guess you are studying now. Did you get my card? I like to go to school I am getting along fine I like Miss Butler. Mr. Pryor gave Charlie a nice watermellon to-night it was all he could carry home he is sure good to us boys. We boys take turn about sleeping with Mama this is Charlies night. Mr. and Mrs. Leux are so good to Mama he is sending your suitcase you should write them a line sometime Millers are always asking about you send best regards to you. We have a fine car in our garage sure a beauty. I must go to bed now a good night kiss and a big hug your little boy Albert Cook X



My Dearest Daddy  
Wish you were home to-  
night I guess you are  
studying now. Did you  
get my card? I ~~like~~  
like to go to school I  
am getting along fine  
I like Miss Butler



# Building Your Time Capsule

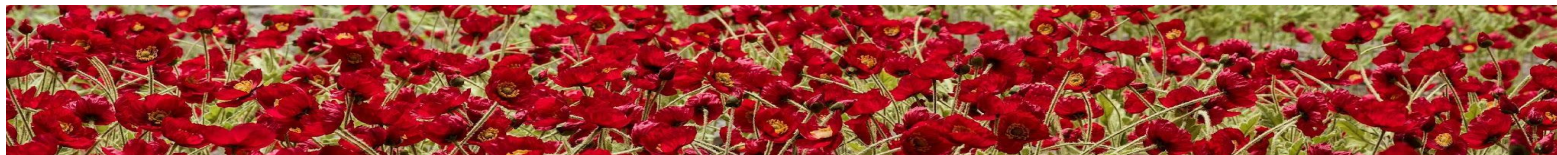
Choose 8-10 items that can serve as an artifact in a time capsule reflective of a child's life during World War I. Each artifact that you choose should have its own page in a set of slides and should include an image of the artifact and a well-written explanation of what the artifact shows about the daily life and routine of a typical child during the war. Be sure to document the object id for each item and/or where you found this item and information about it.





# Time Capsule Rubric

	4 - Exemplary	3 - Proficient	2 - Developing	1 - Under-developed
Artifacts	Time capsule includes more than the required 8-10 artifacts. Contents reflect an accurate picture of a child's life during WWI.	Time capsule includes the required 8-10 artifacts.. Contents reflect an accurate picture of a child's life during WWI.	Time capsule includes fewer than 8 artifacts. Contents somewhat reflect an accurate picture of a child's life during WWI.	Time capsule lacks in artifacts and therefore doesn't demonstrate an accurate picture of a child's life during WWI.
Explanation of Artifacts	There is a detailed, accurate, and thorough explanation for every item in the time capsule.	There is a detailed, accurate, and thorough explanation for most items in the time capsule.	There is a somewhat detailed and mostly accurate explanation for items in the time capsule.	Time capsule lacks explanations for the artifacts included OR explanations are not accurate.
Effort in Written Explanations	Effort clearly demonstrated. Excellent grammar and correct spelling.	Effort met requirements. Grammar and spelling have few mistakes, but they do not distract the reader.	Effort lacking. Numerous spelling and grammar errors.	Writing is not clear or not done and has many grammar and spelling errors.



# Exit Ticket

Write a response postcard that answers the questions you posed at the beginning of the lesson. Respond from the point of view of a child who can tell you what you wanted to know about the ins and outs of life as a youngster during WWI.

