

Veterans Legacy Program Curricular Materials

World War I Through the Eyes of an African American - A Case Study

Grade(s): 9th, 10th, 11th, 12th

Time (minutes): Three (3) 50-minute class periods

Lesson Overview:

In this lesson, students will learn about the contributions of African American soldiers during WWI as they explore a series of primary source documents that highlight the life and military service of Willie Lee Jones, an enlisted soldier in the U.S. Army. Students will analyze these documents, then complete a timeline of Mr. Jones's life. Students will then apply their understanding of the impact the war had on African American soldiers by writing a series of journal entries highlighting the first-hand account of Mr. Jones and what his experiences serving in the Army were like. Finally, students will hypothesize about the post-war contributions of African Americans, and reflect on how the availability of historical documentation and first-hand accounts of someone's life can vary over time.

Relevant Social Studies Standards:

- SS.912.A.4.8- Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- SS.912.A.4.9 Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.
- SS.912.A.4.10- Explain how the war impacted some different groups of Americans and minorities in the United States.
- SS.912.A.1.1- Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- SS.912.A.1.2- Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- SS.912.A.1.3- Utilize timelines to identify the time sequence of historical data.
- SS.912.A.1.6- Use case studies to explore social, political, legal, and economic relationships in history.

Required Materials:

- Willie Lee Jones Draft Card
- NC1 Outgoing Passenger List
- Willie Jones Army Service Card
- USS Suwannee Incoming Passenger List
- USS Suwannee Photo
- Willie Lee Jones Internment Card

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- [Primary Source Analysis Sheet](#)
- Timeline Activity Worksheet (Attached below)
- Sticky-Notes/Post-It Notes

Optional Materials:

Teacher's Guide - [Willie Lee Jones Biography](#)

Learning Objectives:

- Students will be able to compare the contributions of African American soldiers during WWI and how those contributions differed from other groups of Americans.
- Students will be able to describe the immediate impact the war had on certain groups of American minorities, particularly African Americans.
- Students will analyze why African American soldiers in particular served predominantly in France.
- Students will be able to explain the long-term impact of the war on African Americans and how their contributions fueled the fight for future Civil Rights.
- Students will evaluate how historical documents are used to understand a particular time period or group of individuals, and hypothesize on how their own historical data might look in the future.

Special Vocabulary:

Internment, draft, enlistment, induction/inducted, mobilization, demobilization

Procedure:

Day 1 - Students will use today to get a grasp on the experience of one African American soldier during WWI.

1. Prep: The teacher should start by reminding students of the start of the war and how the U.S. found itself having to quickly mobilize for WWI.
 - a. **Optional:** As a warm-up activity, probe students with questions about the Selective Service Act of 1917, ask students to reflect on how the U.S. might continue the war effort by calling on new groups of Americans (i.e., not the traditional demographics of volunteers) to serve.
2. Analysis: Students should be placed or organized in groups of 3. Teacher should pass out 6 copies of the Primary Source Analysis sheet (analysis can also be done as whole-group discussion or with a different, preferred graphic organizer) and one copy of each of the 6

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primary source documents to each group. Students should work together as a group to complete one analysis sheet for each of the 6 documents.

- a. **Variations:** You can also opt to have groups of 2 or 6, or have students work on this individually
 - i. Alternatively, this can also be done as a Jigsaw activity, where each student is responsible for analyzing two of the 6 documents and then reporting to the group what they found.
3. Discussion: As a whole group or during monitoring by the teacher, discuss with the students what information they learned through their analysis of the documents about Willie Lee Jones. Some questions can include, but are not limited to: What did he do? Where did he serve? What are important details about his life during and after the war? Was he married? How do you know? Was he injured in the war? Why do we think he was sent to France?
 - a. Be sure to get a good discussion going on the nature of African Americans serving in WWI; some helpful information on this can be found in the Willie Jones Bio. Emphasis should be placed on what the war experience was like for African Americans.
4. Either collect the student's primary source analysis worksheets or remind them to bring the worksheets the following day for further analysis.

Day 2- Students will use today to apply their knowledge of African American experiences during WWI in a creative and expressive way

1. Prep: Start the class period by refreshing the students on what they learned about Willie during their investigation into his documents. Students should be in their same groups from the day before.
 - a. This also might be a good time to clarify any confusions in vocabulary by defining key vocab on the board, or ask students if they had any questions about Willie from their analysis.
2. Activity: Pass out one Timeline Activity worksheet to the groups. Instruct them to complete the timeline of Willie's life and service based on the information from the documents.
 - a. **Variations:** Alternatively, students can create their own timeline on butcher paper or other paper resource, or this can be done digitally on an interactive timeline like [this one](#)
 - b. If students jigsawed this activity, they can take turns filling in the timeline based on the information they analyzed
3. Application: After the groups have completed their timelines, instruct students to complete 3 diary entries from Willie's perspective at 3 different points on the timeline. Entries should

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include a date and location as well as descriptive text (sights, smells, feelings, worries, fears, excitement, etc.). Entries should be 1-2 paragraphs in length.

- a. **Variations:** Teacher discretion can be used here on how to accomplish this step. Diary entries can be done digitally on an LMS such as Canvas or Blackboard, they can be done in a writing journal, or traditionally on paper. Students can be allowed to choose the 3 time points they'd like to write about, or these can be assigned by the teacher.

Day 3- Students will use today to briefly research the contributions made by African Americans post-war, reflect on the historical documents available for Willie and other African American Veterans, and hypothesize on how historical documents might look in the future for Americans who lived in the 21st century.

1. Prep: Teacher will start the class period with a discussion on primary source documentation and the types of documents the students just analyzed for Willie.
 - a. Some probing questions include, but are not limited to:
 - i. What types of documents would have been more helpful for understanding Willie's life?
 - ii. What do you feel was missing from what you analyzed?
 - iii. When you were writing your diary entries, what was easiest to envision? What was hardest?
 - iv. Why do you think there are fewer documents available about Willie after the war?
2. Research: Students will then research what happened to African Americans after the war.
 - a. **Variations:** Teacher discretion can be used here. Students can start by looking for any other information on Willie Lee Jones. They can then move on to researching reputable websites that provide information on African American soldiers after WWI. They can do a general search on the lives of African Americans after WWII.
 - b. After their research, have students predict on a sticky note what they think the African American experience will be like 5 years after the war, 10 years after the war, and during World War 2. Collect sticky notes and save them for comparison during the future units on 1920s America/ WWII.
3. Reflection: Have students write (or complete on digital platform in a discussion board) a reflection on the types of information that they think students of the future will be able to look back on in 100 years to learn more about students of this time period.
 - a. Some example prompts include, but are not limited to:
 - i. What types of documents would provide the most information about you to someone in the future?



**U.S. Department
of Veterans Affairs**
National Cemetery
Administration



**Department
of History**

UNIVERSITY OF CENTRAL FLORIDA

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- ii. What type of document do you think people of the future would find the most interesting?
 - iii. What documents do you think would be the most easily lost through time?
 - iv. What are some historically important events that you think would be highlighted by documents from this time period?
4. Collect student responses as a formative assessment, if desired.



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ORIGINAL

INTERMENT IN THE ST. Augustine, National.

TO: THE QUARTERMASTER GENERAL, WASHINGTON 25, D. C.

NAME (Last, first, middle initial) **JONES, WILLIE LEE**

STATE **GA.**

RANK **Sergeant**

CO. B. **CO. B.**

SERIAL NO. **220569**

DATE OF BIRTH **Unknown.**

DATE OF DEATH **February 11 1947**

DATE OF INTERMENT **February 19 1947**

GRAVE LOCATION **D 7 6**

RELIGIOUS EMBLEM (Check One)

☒ LATIN CROSS ☐ STAR OF DAVID

SERVICE DATA (Company, regiment, or other organization or branch of service and division, if any.)

Sergeant, Company B

306 Service Battalion

Inducted 5th. October 1917

Discharged 28th July 1919

ENLISTMENT **Inducted 5th Oct. 1917**

DIED ON A. D. **28 July 1919**

DISCHARGE **28 July 1919**

RETIREMENT **None**

DATE HEADSTONE ORDERED AND B/L NUMBER **COLUMBUS, S.S. APR 17 1947 6697205**

REMARKS (Authority for interment, pension or claim number, disinterment, etc.)

AUTH: Interment, QMC 580 Gagne

Telegram, 13 February 1947

SIGNATURE OF SUPERINTENDENT OF NATIONAL CEMETERY OR QM OF POST OR POW CEMETERY

Edward J. Fardine

SIGNATURE OF POST OFFICE ADDRESS

ST. Augustine, Florida.

820908

RAILROAD STATION FOR FREIGHT

Florida East Coast R.R.

POST OFFICE ADDRESS

ST. Augustine, Florida.

820908

QMC FORM 14 REV 1 AUG 45 Previous editions may be used

(See instructions on reverse side)

10-46009-1



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Form 164-A.

Inside

ENTRIES BY LOCAL BOARD.						ENTRIES AT MOBILIZATION CAMP.			
1	2	3	4	5	6	7	8	9	10
Order No.	Name.	Red ink No.	Date ordered to report.	Date and hour person reported. See Mobilization Reg., sec. 9.	Date actually forwarded to mobilization camp. See sec. 12, Mobilization Reg.	Date actually reported at mobilization camp.	Failed to report at mobilization camp. Enter X.	Date rejected at mobilization camp.	Date of final acceptance at mobilization camp.
17	Will Tulley	✓ 1748	10/5	10-5	10-5				
30	George Ford,	✓ 596	10/5	10-5	10-5				
34	L. B. Turner	✓ 1495	10/5	10-5	10-5				
37	Broughton Simons	X 1679	10/5						
38	Jeremiah Braggs	✓ 1237	10/5	10-5	10-5				
45	Davie J. Johns	✓ 2099	10/5	10-5	10-5				
50	Joe Bell	X 1266	10/5						
59	Charlie Hawkins	X 1682	10/5						
70	Jessie Johnson	X 1066	10/5						
94	Johnnie Nicholson,	✓ 1779	10/5	10-5	10-5				
96	Rowan Regell	✓ 2247	10/5	10-5	10-5				
112	Emmett Rountree	X 182	10/5						
116	Samuel Slocum	✓ 1020	10/5	10-5	10-5				
131	Thomas Johnson	X 1818	10/5						
140	Joe Richardson	✓ 280	10/5	10-5	10-5				
149	Willie Lee Jones	✓ 332	10/5	10-5	10-5				
162	Henry Lockhart	✓ 298	10/5	10-5	10-5				
193	Davis Williams	X 1114	10/5						
195	Eugene Thompson	X 645	10/5						
200	Edmond Davis	✓ 550	10/5	10-5	10-5				
208	James Myrick	✓ 1848	10/5	10-5	10-5				
TOTALS (enter total of entries only in columns for which space is provided.)									

Insert extra pages where necessary.

5-4728



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Sheet No. 5
Class _____

**HEADQUARTERS PORT OF EMBARKATION
HOBOKEN, NEW JERSEY**

UNITED STATES ARMY TRANSPORT SERVICE

PASSENGER LIST OF ORGANIZATIONS AND CASUALS

34

INSTRUCTIONS FOR FILLING OUT THIS FORM
Separate lists of FIVE COPIES EACH, will be filled out by each company or detachment commander as follows:
1st List: Officers arranged according to rank; nurses, if any; civilian employees, if any. These names should be numbered consecutively beginning with No. 1.
2d List: Non-commissioned officers above Grade 15, (Paragraph 9, Army Regulations), arranged according to grade.
3d List: Enlisted men below Grade 16, (Paragraph 9, Army Regulations), arranged according to the usual formation of the Company, that is, by squads. These names should be numbered consecutively beginning with No. 1.

To be filled in by Company Commander. 306 LABOR COMPANY, QUARTERMASTER CORPS, NATIONAL ARMY.
(Give full name of organization including company and regimental designations.)

To be filled in by Army Transport Service. NC-1 JAN 13 1918 HOBOKEN, N.J.
(Name of transport or commercial steamer.) (Date of sailing.) (Port.)

No.	NAME. (Family name followed by Christian names in full.)	Rank. Corps, or Department.	NOTIFY IN CASE OF EMERGENCY. (Give name in full.)	Relation- ship.	ADDRESS. (Number, Street, City and State.)
94.	JOHNSON, FRANK	PVT QMC	MRS. LAURA MOORE JOHNSON	MOTHER	OAKMAN, GA.
95.	JOHNSON, HENRY	PVT QMC	MRS. ROSETTER DAVIS JOHNSON	MOTHER	BRAYSWOOD, GA.
96.	JOHNSON, WILLIAM	PVT QMC	MRS. ANNIE HOLMAN DENT	MOTHER	428 NORTH MIS- SOURI STREET, INDIANAPOLIS, IND.
97.	JONES, ARCHIE	PVT QMC	MRS. ELMIRY HILL JONES	MOTHER	LONG VIEW, TEXAS.
98.	JONES, GENERAL	PVT QMC	MRS. MAY ETTA JONES	WIFE	SUMNER, GA.
99.	JONES, SAM	PVT QMC	MRS. LULA MASON GOOSBY	COUSIN	214 LEFFING- WELL STREET SAINT LOUIS, MO.
100.	JONES, WALTER	PVT QMC	ED JONES	FATHER	R 4, WYNNES- BORO, GA.
101.	JONES, WILLIE LEE	PVT QMC	MRS. SALLIE JONES WILLIAMS	AUNT	REET, VALDOSTA GA.
102.	JORDAN, JOHN	PVT QMC	MRS. CANDIS THOMP- SON HALL	MOTHER	MOLINA, GA.
103.	JORDAN, WILLIAM	PVT QMC	MRS. CLARA JORDAN REED	SISTER	718 EAST BROAD STREET, GRIF- FIN, GA.
104.	JOYCE, JULY	PVT QMC	DOCK JOYCE	FATHER	R 1, BOX 48, UVALDA, GA.
105.	KELLY, ROBERT	PVT QMC	SAMUEL VAUGHN	GRAND- FATHER	KIMMSWICK, MO.
106.	KNOX, HENRY	PVT QMC	MRS. MAGGIE KNOX CAMPBELL	MOTHER	CHICKAMAUGA, GA.
107. LATTNER, BILL					
107.	LATTNER, BILL	PVT QMC	MRS. SINDIE HILL LATTNER	MOTHER	EMERSON, GA.
108.	LAURRY, HARRY	PVT QMC	MRS. CRISELDA PETERS LAURRY	MOTHER	311 FRANKLIN STREET, HELENA ARK.
109.	LEE, DONNELL	PVT QMC	MRS. ANNIE WOOD- LUFF LEE	WIFE	BUFORD, GA.
110.	LEE, HOWARD	PVT QMC	MRS. GRACE PREP- LES LEE	WIFE	1012 NORTH 14TH STREET, SAINT LOUIS, MO.
111.	LEONARD, OSCAR	PVT QMC	MRS. ALICE BENNETT DELK	MOTHER	R 2, SMYRNA, GA.
112.	LESTER, WILLIAM	PVT QMC	MISS EMMA SMITH	COUSIN	LINDER CITY, GA.
113.	LEWIS, RUFUS	PVT QMC	FRANK LEWIS	BROTHER	R 1, GOFF, GA.
114.	LUMPKIN, FRED	PVT QMC	MRS. DAISY MC- WHORTER LUMPKIN	MOTHER	DAIRDSTOWN, GA.
115.	LUMPKIN, ROBERT	PVT QMC	HORACE LUMPKIN,	FATHER	JEFFERSON, GA.

NOTE: Leave double space between names. DO NOT abbreviate names of persons, streets or cities.
All typewriting must be in capital letters only. Information called for must be obtained directly from the individual and not from his service record.



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1
Surname) Jones, Willie L 220,569 (Army serial number) * White * Colored.

Residence: 604 River St Valdosta (Town or city) GEORGIA (State)

* Enlisted * R. A. * N. G. * E. R. D. * Inducted at Valdosta Ga on Oct 5, 1917

Place of birth: Valdosta Ga Age or date of birth: 27 10/12 yrs

Organizations served in, with dates of assignments and transfers: CO B 306 SERV BN to disch

Grades, with date of appointment: Sgt Feb 9/18; Pvt May 10/18; Sgt July 1/18

Engagements:

Wounds or other injuries received in action: None.

Served overseas from Jan 13/19 to July 20/19 from to

Honorably discharged on demobilization July 28/19, 19 per cent disabled.

In view of occupation he was, on date of discharge, reported 0

Remarks:

Form No. 724-1, A. G. O. * Strike out words not applicable. * Dates of departure from and arrival in the U. S.
Nov. 22, 1919.

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Sheet No. **12**
THIRD Class

**PASSENGER LIST OF ORGANIZATIONS AND CASUALS
RETURNING TO THE UNITED STATES**

INSTRUCTIONS

Separate list of TWELVE COPIES EACH will be accomplished by each company or detachment commander as follows:
1st Class: Officers assigned according to Rank, Branch, Army Field Clerk, Field Clerk O. M. G. Civilian Employees. Names to be numbered consecutively beginning with No. 1.
2nd Class: Noncommissioned Officers down to and including Color Sergeant (See A. R. Par. 9).
3rd Class: All enlisted men below Color Sergeant (A. R. Par. 9), arranged according to usual formation of the Company, that is, BY SQUADS.

This form when used to list CASUAL military passengers will be accomplished in like manner, but within each class all casuals will be sub-grouped under the following headings with reference to the reason for their return, not more than one such sub-group being listed on the same sheet: (1) Deceased, (2) Sick and Wounded, (3) Prisoners, (4) For Duty, (5) On Leave or Furlough, (6) Miscellaneous. The word "Casuals" and the name of the group will be entered in the space provided for name of organization, and the Embarkation Personnel Adjutant will sign his name in the space provided for the signature of organization commander.

To be filled in by company or detachment commander: Give full name of organization (including company and regimental designation) **(COMPANY B 306 SERVICE BATTALION, QMC, (COLORED))**

To be filled in by Embarkation Personnel Adjutant, U. S. A.: Name of vessel **SS. Duwanda** Port of sailing **St. Nazaire, France** Date of sailing **1/2/19**

To be filled in by Embarkation Personnel Adjutant, U. S. A.: ADDRESS (Number, Street, City and State) Do not abbreviate.

No.	NAME AND SERIAL NUMBER	Rank & Grade	Branch	Service	Organization (Company and Detachment)	Notify in Case of Emergency (Give name in full, for example: Mrs. Mary A. Smith.)	Relationship (Example: Father, mother)	ADDRESS (Number, Street, City and State)
195	JENKINS, WILL 220,578	PTT QMC	CO. B.	306 SERV BN. QMC				213 WEST CABELLA STREET, JACKSONVILLE FLORIDA.
196	JOHNSON, JAMES H. 1,767,734	PTT 1/CL QMC	CO. B.	306 SERV BN. QMC				EXPANDE POST OFFICE, BUCKINGHAM, COUNTY, VIRGINIA.
197	WATKINS, RUSSELL 2,343,193	PTT QMC	CO. B.	306 SERV BN. QMC				MRS. SAVANNAH WATKINS BOTH MOUNT PLEASANT, TENNESSEE.
198	HANDLEY, WILLIAM J. 1,444,018	PTT 1/CL QMC	CO. B.	306 SERV BN. QMC				MADDY HANDLEY BOTH HODGSONVILLE, KENTUCKY.
199	HILL, CHARLIE 220,686	PTT 1/CL QMC	CO. B.	306 SERV BN. QMC				MADISON HILL FATH SOCIAL CIRCLE, GEORGIA.
200	HARRISON, TONY 1,444,019	CORP QMC	CO. B.	306 SERV BN. QMC				LEONA CRAIG HIS 4926 NORTH SECOND STREET SAINT LOUIS MISSOURI.
201	GILBERT, CALIB 220,567	PTT QMC	CO. B.	306 SERV BN. QMC				MARIE JACKSON AUNT 1022 FIRST AVENUE, COLUMBUS GEORGIA.
202	CROSS, HARRY L. 220,631	PTT QMC	CO. B.	306 SERV BN. QMC				MRS. LIZEN CROSS BOTH 1200 SOUTH EAST SCOTT STREET, DES MOINES IOWA.
203	MAGGIE, GRIFFFIE 220,656	PTT QMC	CO. B.	306 SERV BN. QMC				MAGGIE GRINER BOTH MOUNT VERNON, GEORGIA.
204	McGRIFF, AARON 220,717	PTT QMC	CO. B.	306 SERV BN. QMC				NELSON McGRIFF COUSIN VALDOSTA GEORGIA.
205	BUTLER, GEORGE 220,620	SERGT QMC	CO. B.	306 SERV BN. QMC				LOTTIE BUTLER WIFE BARRACKS, GEORGIA.
207	JOHNSON, JOSEPH B. 2,464,532	SERGT QMC	CO. B.	306 SERV BN. QMC				JOHN H. JOHNSON FATH H.F.D. NO. 1, WILLIS VIRGINIA.
208	GRANT, JONAH 220,684	SERGT QMC	CO. B.	306 SERV BN. QMC				HARVEST MATHIS FRIEND LILBURN, GEORGIA.
209	JENKINS, JOHN P. 2,464,531	SERGT QMC	CO. B.	306 SERV BN. QMC				GORA JENKINS WIFE WHITE SULPHUR SPRINGS, WEST VIRGINIA.
210	NEEVES, ANDREW F. 220,588	SERGT QMC	CO. B.	306 SERV BN. QMC				OPAL J. NEEVES WIFE GRAYSON, GEORGIA.
211	JONES, WILLIS L. 220,569	SERGT QMC	CO. B.	306 SERV BN. QMC				ELMORA JONES WIFE 604 RIVER STREET VALDOSTA GEORGIA.

(THE ABOVE ARE CLASS "A" MEN)

Total Officers.....
Total Nurses.....
Total Field Clerks.....
Total Civilian.....
Total Enlisted Men.....
Total Passengers.....

A Total of Twelve Copies of Passenger List are required distributed as follows:
6 to Personnel Adjutant Port of Embarkation A. E. F.
5 to Personnel Adjutant Port of Debarcation U. S. A.
1 Retained by Company or Unit Commander

Camp Hill
News Va.
Charles Durenmat
(Signature of Organization Commander)
Charles Durenmat,
1st Lieut., QMC, Comd'g CO. B.

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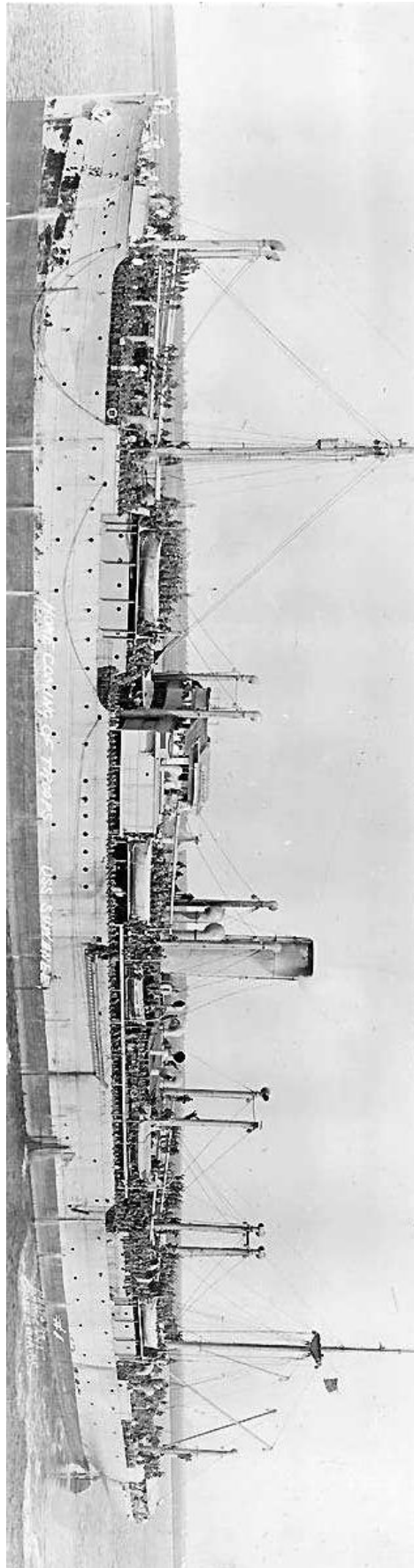


Photo # NH 104801 Homecoming of troops on USS Suwannee, 1919



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