



LESSON PLAN: FIGHTING FOR THE VOTE – Mini lesson and DBQ

High School (AP U.S. History)

OVERVIEW

World War I marked the first time American women were allowed to enlist in the military and serve in roles outside of nursing. It also marked a turning point in the fight for women’s suffrage in the United States. In this lesson, students will learn about women’s military contributions in World War I in a traditional lecture format. Then, they will practice for the AP U.S. History test Document-Based Question as they review 7 primary-source documents and use them to “evaluate the extent to which World War I impacted the American women’s suffrage movement.”

This lesson does not contain materials on teaching students how to complete a DBQ. If you have not taught students how to complete an APUSH DBQ, we recommend reviewing the information and resources available through College Board here: <https://apcentral.collegeboard.org/courses/ap-united-states-history/exam>

Students will need to already be familiar with the American women’s suffrage movement and passage of the 19th amendment in order to complete the DBQ. This lesson should be a supplement to other lessons about suffrage.

Estimated time: 1-2 class periods

STANDARDS

National Council for the Social Studies

- NCSS.D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- NCSS. D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- NCSS.D2.His.14.9-12: Analyze multiple and complex causes and effects of events in the past.
- NCSS. D2.His.16.9-12: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- NCSS. D3.1.9-12: Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- NCSS.D4.1.9-12: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.



Common Core

- CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.RH.11-12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

LEARNING OBJECTIVES

- Students will identify ways in which World War I expanded roles for women in the military.
- Students will write an essay in which they argue the extent to which WWI impacted the American women's suffrage movement, using evidence from primary sources.

RESOURCES NEEDED

- PowerPoint presentation
- Student worksheet (1 per student)
- DBQ packet (1 per student)

LESSON ACTIVITIES

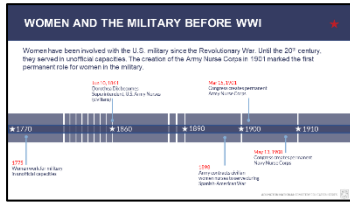
Introduction: 5 minutes

- Pass out the student worksheet and instruct students to complete it using what they know about women's rights and women's place in society around World War I.
 1. Which do you think came first – women being allowed to enlist in the military or being allowed to vote nationwide?
 2. Which service branches do you think allowed women to serve in World War I? – the Army, Navy, Marine Corps, or Coast Guard?
 3. Do you think women of color were allowed to serve in the military during World War I?
 4. What kind of jobs do you think women were allowed to have in the military during World War I?
 5. Do you think women were allowed to keep serving in the military after the war ended?
- After the students have completed the worksheet, instruct them to use it as a note-taking guide during the rest of the lesson. They should use a different colored pen or pencil to correct their answers.



PowerPoint Presentation and Discussion: 30 minutes

Slide 2:

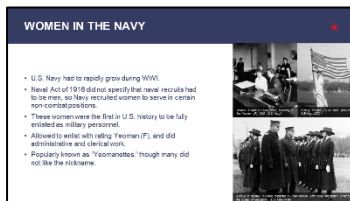


American women have been involved in the U.S. military since the Revolutionary War. Until the 20th century, they mostly worked as nurses, seamstresses, cooks, laundresses, and in other functions related to domestic tasks. Women were not allowed to serve in combat, but a few women did disguise themselves as men in order to serve on the frontlines.

During the Civil War, Dorothea Dix was appointed as Superintendent of Women Nurses for the U.S. (Union) Army. She recruited and organized about 6,000 women to serve. However, these nurses were actually not considered part of the Army.

The Army contracted, or hired for a short period, about 1,500 female civilian nurses to serve during the Spanish-American War in 1898. Their service was so effective that Congress passed a bill creating a permanent female Army Nurse Corps in 1901. The Navy Nurse Corps was established in 1908. Although both the Army and Navy Nurse Corps' were permanent parts of the military, the women who served in them did not have full military status and did not receive the same pay or benefits as male members of the military, nor were they treated equally to men.

Slide 3:



When the United States entered World War I, the Navy only had about 300 ships. By the end of the war (only two years later), it had over 2,000. This rapid buildup of ships, as well as other essential wartime tasks, required a rapid buildup of naval manpower. The Navy needed to find a way to increase its personnel without taking sailors and officers away from ships and combat functions.

Navy leadership began to think outside of the box as they confronted this challenge. A solution was found in the Naval Act of 1916. The language in this act did not specify that naval recruits had to be men. Using this loophole, the Navy began recruiting women to serve in non-combat positions, freeing more men to work on ships during the war.

These women fully enlisted in the U.S. Navy as military personnel, not as civilians or nurses—becoming the first to do so in U.S history. They were given the rating of Yeoman (F), with the “F” designating female. In the Navy, yeomen did administrative and clerical work. The female yeomen of World War I were popularly known as “Yeomanettes,” though they themselves did not like this nickname, as it had diminutive connotations.

Slide 4:



The Yeoman (F) served as enlisted members of the Navy, just as men were allowed to do. They also received the same pay and veterans benefits as male members of the Navy. Some of their jobs included:

- Accounting



YEOMAN (F)

- Yeoman (F) received the same pay and veterans benefits as male members of the Navy
- Jobs included:
 - Accounting
 - Shipping manifests for ships
 - Printing bills
 - File preparation
 - Shipping orders
 - Preparing response letters to families of men who had died
 - Processing mail
 - Operating the mess hall
 - Letter, wire and telegram messages
 - Printing documents
 - Working in hospital laboratories
- Fourteen Black women (the Golden Fourteen) served in the Muster Roll division, which was responsible for tracking ship assignments.
- During WWI, 11,000 women served in Navy Reserves, 1,713 in Navy Nurse Corps, 305 in Marine Reserves, and 1 in Coast Guard.

- Designing camouflage for ships
- Driving trucks
- Filing paperwork
- Operating radios
- Preparing condolence letters to families of men who had died
- Processing mail
- Reporting ship movements
- Taking down and delivering messages
- Translating documents
- Working in hospital laboratories


The vast majority of those who served were white women. Fourteen Black women, later called the Golden Fourteen, served in the Navy’s Muster Roll division, which was responsible for keeping track of personnel ship assignments.

During WWI, 11,000 women served in the Navy Reserves, along with 1,713 as Navy nurses, 305 as Marine Reservists, and one in the Coast Guard.

Slide 5:

WOMEN IN THE ARMY

- General Pershing asked for women to be recruited as telephone operators to work in France.
- 223 women, popularly known as “Hello Girls,” served with the Army Signal Corps overseas.
- Hello Girls required to speak French and English, as they connected phone calls and translated calls between French and American officers.
- Though they followed Army orders, wore uniforms, and swore an oath, Hello Girls were considered civilians and not part of the Army.
- Other civilian women hired by the Army to work in jobs such as physical therapists, occupational therapists, and dieticians, were also denied veteran status.



Telephones were very important for communication during WWI. At the time, telephone operators were mostly women, and they had a special set of skills essential for operating telephone systems. General John J. Pershing, the leader of the American Expeditionary Forces (the part of the Army that served overseas during the war) requested that women be recruited to work as telephone operators in France. 7,000 women from around the country applied to the Army Signal Corps, and 223 were selected for overseas duty. These women became popularly known as “Hello Girls.”

The Hello Girls were required to speak French and English, as they not only connected phone calls, but also translated calls between French and American officers when necessary. Though they had to follow Army orders, wear uniforms, and swear an oath, the Hello Girls remained civilians—they had never been members of the Army. As a result, after the war, they were not entitled to any veterans’ benefits, like medical care or burial in a national cemetery like Arlington National Cemetery. Other women hired by the Army were in similar positions, such as physical and occupational therapists and dieticians.

Slide 6:

There were only about 400 nurses in the Army Nurse Corps and 160 in the Navy Nurse Corps when the United States entered WWI. By the end of the war, a year and a half later, more than 21,000 women had joined the Army Nurse Corps and 1,300 joined the Navy Nurse Corps. More than 10,000 of these women served overseas. Nurses treated soldiers and



MILITARY NURSES

- Army Nurse Corps began WWI with about 400 women, ended with more than 21,000.
- Navy Nurse Corps began WWI with about 150 women, ended with about 1,200.
- More than 10,000 female military nurses served overseas.
- Tended soldiers and sailors wounded by bullets, artillery fire, chemical gas exposure, and suffering from diseases like tuberculosis and influenza.
- Nursing corps accepted Black nurses until after armistice. Army Nurse Corps admitted 18 Black women in 1918 to work in stateside Army camps during influenza pandemic.
- During WWI, nurses did not hold military rank and received lower pay than male members of the military.

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Initially, neither the Army nor Navy Nurse Corps accepted Black nurses. However, during the influenza epidemic of 1918, the Army eventually loosened its restrictions and admitted 18 Black women. These women served in stateside Army camps and tended to Black and White patients.

At the time, nurses did not hold a military rank and received lower pay than male members of the military. Despite this unequal treatment, nurses served honorably in perilous conditions.

Slide 7:

Joy Bright Hancock

- Served during WWI as a Yeoman (F) at the U.S. Naval Air Station in Cape May, NJ.
- After WWI, she worked as a civilian employee for the Navy, eventually as Bureau of Aeronautics' civilian head of Editorial and Research section.
- She also received her pilot's license.
- During WWII, Hancock joined the Women Accepted for Volunteer Emergency Service (WAVES), a branch of the Naval Reserve created to enlist women.
- During and after the war, Hancock advocated for expanding women's roles in the military and encouraged the Navy to recruit women for aviation jobs.
- She was involved in preparing the Women's Armed Services Integration Act of 1948, which created a permanent place for women in the military.
- After the Act was passed, Hancock was sworn in as one of the first eight women to join the regular Navy, taking her full circle from the start of her military career as a Navy Yeoman (F). She is buried at Arlington National Cemetery.

Aileen Cole Stewart

- Received her nursing certificate in 1917 and the next year she was asked by the American Red Cross to assist with treating West Virginia coal miners suffering from influenza.
- Two days after the armistice, she received word that she was nominated to join the Army Nurse Corps, as one of the first 18 Black Army nurses.
- Stewart was assigned to Camp Sherman in Ohio, where she tended to Black soldiers and POWs.
- She later reflected on her Army experience: "The story of the Negro nurse in World War I is not spectacular. We arrived after the Armistice was signed, which alone was anticlimactic. We had no opportunity for 'service above and beyond the call of duty.' But each one of us, in course of our professional relationships, did contribute quietly and with dignity to the idea that justice demands professional equality for all qualified nurses."¹
- Stewart was discharged from the Army in 1919 and spent the rest of her career working in public health.

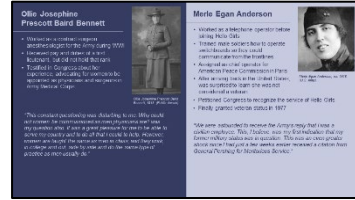
Joy Bright Hancock served during WWI as a Yeoman (F). She rose through the ranks to become Chief Yeoman at the U.S. Naval Air Station in Cape May, NJ. After WWI, she worked as a civilian employee for the Navy, eventually as Bureau of Aeronautics' civilian head of Editorial and Research section. She also received her pilot's license. During WWII, Hancock joined the Women Accepted for Volunteer Emergency Service (WAVES), a branch of the Naval Reserve created to enlist women. During and after the war, Hancock advocated for expanding women's roles in the military and encouraged the Navy to recruit women for aviation jobs. She was involved in preparing the Women's Armed Services Integration Act of 1948, which created a permanent place for women in the military. After the Act was passed, Hancock was sworn in as one of the first eight women to join the regular Navy, taking her full circle from the start of her military career as a Navy Yeoman (F). She is buried at Arlington National Cemetery.

Aileen Cole Stewart received her nursing certificate in 1917 and the next year she was asked by the American Red Cross to assist with treating West Virginia coal miners suffering from influenza. Two days after the armistice, she received word that she was nominated to join the Army Nurse Corps, as one of the first 18 Black Army nurses. Stewart was assigned to Camp Sherman in Ohio, where she tended to Black soldiers and POWs. She later reflected on her Army experience: "The story of the Negro nurse in World War I is not spectacular. We arrived after the Armistice was signed, which alone was anticlimactic. We had no opportunity for 'service above and beyond the call of duty.' But each one of us, in course of our professional relationships, did contribute quietly and with dignity to the idea that justice demands professional equality for all qualified nurses."¹ Stewart was discharged from the Army in 1919 and spent the rest of her career working in public health.

¹ National Park Service, "Aileen Cole," last modified March 6, 2023, <https://www.nps.gov/people/aileen-cole.htm>



Slide 8:



Ollie Josephine Prescott Baird Bennett worked as a contract surgeon anesthiologist for the Army during WWI. Women could not actually serve in the Army at that time, so although Bennett received the pay and duties of a first lieutenant, she did not actually hold that rank. In 1943, she testified in Congressional hearings that debated whether women should be appointed as female physicians and surgeons in the Army Medical Corps. During her remarks, she shared stories of her WWI experience, and recounted how the nurses, officers, and men asked her why she did not wear lieutenant’s bars.

“This constant questioning was disturbing to me. Why could not women be commissioned as men physicians are? was my question also. It was a great pleasure for me to be able to serve my country and to do all that I could to help. However, women are taught the same as men in class, and they work, in college and out, side by side and do the same type of practice as men usually do.”²

Dr. Baird-Bennett’s testimony, alongside others, influenced Congress to pass a law that allowed women to receive temporary commissions in the Army, Navy, and Public Health Service. She is buried at Arlington National Cemetery.

Merle Egan Anderson was working as a telephone operator in Montana when she decided to join the Army Signal Corps as a Hello Girl. In France, she trained male soldiers how to operate switchboards so they could communicate from the frontlines. After the armistice, she was assigned as the chief operator for the American Peace Commission in Paris. Anderson arrived back in the United States in May 1919 and after writing to the Army to request her victory medal, was surprised to learn the Army did not consider her a veteran. “We were astounded to receive the Army’s reply that I was a civilian employee. This, I believe, was my first indication that my former military status was in question. This was an even greater shock since I had just a few weeks earlier received a citation from General Pershing for Meritorious Service.”³ For decades, Anderson petitioned Congress to recognize the service of the Hello Girls. More than fifty bills were introduced until finally the female Signal Corps telephone operators were granted veteran status in 1977.

Slide 9:

The Bureau of Navigation’s 1918 Annual Report to the Secretary of the Navy stated:

² Statement of Dr. Ollie Josephine Prescott Baird-Bennett, Washington, D.C. “To Appoint Women Physicians and Surgeons in the Medical Corps of the Army and Navy.” 78th Congress, First Session, House of Representatives, Subcommittee No3 of the Committee on Military Affairs. March 18, 1943. Pg. 87-88.

³ “Merle Egan Anderson: Montana’s ‘Hello Girl,’” last modified November 11, 2014, <https://montanawomenshistory.org/merle-egan-anderson-montanas-hello-girl/>



<p>WOMEN'S SERVICE AFTER WAR</p> <p>"The civil-service clerks and the men and women of the reserve yeoman branch have given excellent service. It would have been impossible to carry out the duties of any of the bureaus or offices of the Navy Department if it had been for the efficient and loyal work of these men and women. Steps should be taken to prevent the loss of civil-service clerks by reason of extension for if they are not retained on their present important duties the activities of the Department will suffer seriously."</p> <p>Secretary of the Navy Josephus Daniels</p>	<p>"The civil-service clerks and the men and women of the reserve yeoman branch have given excellent service. It would have been impossible to carry out the duties of any of the bureaus or offices of the Navy Department had it not been for the efficient and loyal work of these men and women. Steps should be taken to prevent the loss of civil-service clerks by reason of extension for if they are not retained on their present important duties the activities of the department will suffer seriously."</p> <p>Secretary of the Navy Josephus Daniels commented: "I do not know how the great increase of work could have been carried out without them. I voiced thanks of the Navy in expressing 'gratitude and appreciation of their splendid service and patriotic cooperation' as they mustered out."</p> <p>Despite their good work, women were not allowed to continue serving in the military when the war ended. Some, like Joy Bright Hancock, went on to fill similar roles in civil service positions, but many left the workforce. Women would not be allowed to serve in the military again until World War II.</p>
<p>Slide 10:</p> <p>DISCUSS</p> <ul style="list-style-type: none"> Why do you think women were only allowed to serve in limited military roles? How do you think stereotypes about women affected their ability or interest in serving in the military? Do you think any of these stereotypes persist today? Do you think women's military service in WWI affected passage of the 19th amendment in 1920? 	<p>Discussion:</p> <ul style="list-style-type: none"> Why do you think women were only allowed to serve in limited military roles? How do you think stereotypes about women affected their ability or interest in serving in the military? Do you think any of those stereotypes persist today? Do you think women's military service in WWI affected passage of the 19th amendment in 1920?

Document-Based Question: 1 hour

This portion of the lesson is based on the AP U.S. History test document-based question (DBQ).

- Explain: In the United States, women did not gain the right to vote nationwide until the 19th Amendment was ratified in 1920. This means that all of the women discussed in this lesson signed up to serve their country before they were allowed to vote. There were many factors that led to the passage of the 19th amendment, and in this portion of the lesson students will use primary source documents to construct an argument about the impact of WWI on the women's suffrage movement.
- This prompt and rubric are based on the format used for the 2024 AP U.S. History test. You can find more information and resources from College Board here: <https://apcentral.collegeboard.org/courses/ap-united-states-history/exam>

DBQ prompt: Evaluate the extent to which World War I impacted the American women's suffrage movement.

**Documents:**

1. Excerpt from the 1915 International Congress of Women’s “Principles of a Permanent Peace.”
2. Photograph of a protestor outside the White House, August 1917.
3. Excerpt from a letter by Julia Stimson, superintendent of the Army Nurse Corps during WWI, on October 9, 1917.
4. Excerpt from Carrie Chapman Catt’s “Open Address to the U.S. Congress – November 1917.”
5. Flyer produced by the Public Interests’ League of Massachusetts, circa 1917.
6. Political cartoon published in *The Brooklyn Magazine*, November 10, 1917.
7. Excerpt from President Woodrow Wilson’s September 30, 1918 address to the U.S. Senate.

Essay Requirements:

- Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.
- Describe a broader historical context relevant to the prompt.
- Support an argument in response to the prompt using at least six documents.
- Use at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument about the prompt.
- For at least three documents, explain how or why the document’s point of view, purpose, historical situation, and/or audience is relevant to an argument.
- Use evidence to corroborate, qualify, or modify an argument that addresses the prompt.

On the next page, there is a rubric you may choose to use for scoring. This rubric was developed according to the 2023-2024 AP U.S. History Course and Exam Description, available here:

<https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf>



DBQ RUBRIC

<p>Thesis/Claim (0-1 points) 0 points: Student did not meet the criteria for 1 point. 1 point: Student responded to the prompt with a historically defensible thesis/claim that established a line of reasoning.</p>	
<p>Contextualization (0-1 points) 0 points: Student did not meet the criteria for 1 point. 1 point: Student described a broader historical context relevant to the prompt.</p>	
<p>Evidence From the Documents (0-2 points) 0 points: Student did not meet the criteria for 1 point. 1 point: Student used the content of at least three documents to address the topic of the prompt. 2 points: Student supported an argument in response to the prompt using at least four documents.</p>	
<p>Evidence Beyond the Documents (0-1 point) 0 points: Student did not meet the criteria for 1 point. 1 point: Student used at least one additional piece of specific historical evidence (beyond that found in the documents) relevant to an argument in response to the prompt.</p>	
<p>Sourcing (0-1 point) 0 points: Student did not meet the criteria for 1 point. 1 point: For at least two documents, student explained how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument.</p>	
<p>Complexity (0-1 point) 0 points: Student did not meet the criteria for 1 point. 1 point: Student demonstrated a complex understanding of the historical development that is the focus of the prompt through sophisticated argumentation and/or effective use of evidence.</p>	
<p>Total</p>	<p>/7</p>



LESSON EXTENSIONS

- Continue studying women’s military service with the WWII “It’s Your War Too” lesson plan, available on the ANC Education website.
- Check out resources about the fight to pass the 19th amendment available from the Belmont-Paul Women’s Equality National Monument: <https://www.nps.gov/bepa/learn/womens-suffrage.htm>

PLANNING A VISIT TO ARLINGTON NATIONAL CEMETERY?

Two women highlighted in this lesson are buried at Arlington National Cemetery. You can use the ANC Explorer app to visit their graves and honor their service.

Gravesites:

- Joy Bright Hancock (Ofstie): Section 30, Grave 2138-RH
- Ollie Josephine Prescott Baird Bennett: Section 10, Grave 10938-LH

You can also use the Military Women or Women’s Rights walking tours on the ANC Education website to learn more about individuals who paved the way for women’s rights in the United States.

DOCUMENT SOURCES

Document 1: *Report of the International Congress of Women: The Hague – 28th April-May 1st 1915* (Amsterdam, Netherlands: International Women’s Committee of Permanent Peace, 1915), 38.

Document 2: Harris & Ewing, WOMAN SUFFRAGE BANNERS, 1917, Library of Congress. <https://www.loc.gov/item/2016868530/>

Document 3: Julia Stimson, *Finding Themselves* (New York: The Macmillan Company, 1918), 134.

Document 4: Carrie Chapman Catt, Open Address to the U.S. Congress – November 1917, available from Iowa State University here: <https://awpc.cattcenter.iastate.edu/2017/03/21/address-to-congress-november-1917/>

Document 5: Public Interests’ League of Massachusetts, Boston, Massachusetts. *Woman Suffrage as a War Measure . . . No! No Worse War Measure Could be Devised*, ca. 1917, Library of Congress, <https://www.loc.gov/exhibitions/women-fight-for-the-vote/about-this-exhibition/confrontations-sacrifice-and-the-struggle-for-democracy-1916-1917/suffrage-and-world-war-i/antisuffragists-oppose-passage-as-necessary-war-measure/>

Document 6: William Charles Morris, [Uncle Sam (as "Public Opinion") embracing nurse ("American womanhood"), saying: "If you are good enough for war you are good enough to vote"], November 10, 1917, Library of Congress, <https://www.loc.gov/item/2002698238/>

Document 7: Woodrow Wilson, “Address to the Senate on the Nineteenth Amendment,” The American Presidency Project, <https://www.presidency.ucsb.edu/documents/address-the-senate-the-nineteenth-amendment>



SOURCES

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<https://www.marines.mil/portals/1/Publications/Women%20Marines%20in%20World%20War%20I.pdf>

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<https://www.mycg.uscg.mil/News/Article/3311017/the-long-blue-line-the-baker-twins-researching-the-first-female-coasties-or-wer/>

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<https://www.worldwar1centennial.org/index.php/communicate/press-media/wwi-centennial-news/4046-honoring-african-american-women-who-served-in-the-army-nurse-corps-in-wwi.html>



National Park Service. "Aileen Cole." Charles Young Buffalo Soldiers National Monument. Last modified March 6, 2023. <https://www.nps.gov/people/aileen-cole.htm>

Person, Gustav. "Aileen Cole Stewart: Black pioneer of the Army Nursing Corps." U.S. Army. Last modified February 18, 2010.

https://www.army.mil/article/34605/aileen_cole_stewart_black_pioneer_of_the_army_nursing_corps

IMAGE SOURCES

Slide 1: Edwina Dumm, A Lost Argument, May 16, 1917, Ohio State University,

<https://hdl.handle.net/1811/997bd40b-ec22-4d1b-90fe-6d09a92a9f01>

Slide 3: NH 52934 Navy Department, Washington, D.C., circa 1919, Naval History and Heritage Command, [https://www.history.navy.mil/content/history/nhhc/our-](https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-52000/NH-52934.html)

[collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-52000/NH-52934.html](https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-52000/NH-52934.html)

Slide 3: Harris & Ewing, [Navy Yeoman (F) in white summer dress uniform], circa 1919, Library of Congress, <https://www.loc.gov/resource/hec.12000/>

Slide 3: NH 53165 Yeomen (F), 1918, Naval History and Heritage Command,

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-53000/NH-53165.html>

Slide 4: NH 53167 Yeomen (F), ca. 1918, Naval History and Heritage Command,

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-53000/NH-53167.html>

Slide 4: NH 52922 Navy Department, Washington, D.C., ca. 1918, Naval History and Heritage Command, [https://www.history.navy.mil/content/history/nhhc/our-](https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-52000/NH-52922.html)

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Slide 5: Telephone operators. Hotel Crillon, Paris, Seine, France, December 12, 1918, National Archives, <https://catalog.archives.gov/id/86730246>

Slide 5: Telephone operators. Hotel Crillon, Paris, Seine, France, December 12, 1918, National Archives, <https://catalog.archives.gov/id/86730238>

Slide 6: 111-SC-47436 U.S. Navy Nurses, December 1918, Naval History and Heritage Command,

<https://www.history.navy.mil/our-collections/photography/numerical-list-of-images/nara-series/111-SC/111-SC-47436.html>

Slide 6: Joel Feder, NH 52964 World War I U.S. Army Nurse's Outdoor Uniform, undated, Naval History and Heritage Command, [https://www.history.navy.mil/content/history/nhhc/our-](https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-52000/NH-52964.html)

[collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-52000/NH-52964.html](https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-52000/NH-52964.html)

Slide 6: NH 52959 World War I Navy Nurse, undated, Naval History and Heritage Command,

<https://www.history.navy.mil/content/history/nhhc/our-collections/photography/numerical-list-of-images/nhhc-series/nh-series/NH-52000/NH-52959.html>



Slide 7: Lt. Mrs. Joy B. Hancock, W-V(s) USNR, February 1918, Library of Congress, <https://www.loc.gov/pictures/item/2002713059/>

Slide 7: [Secretary of Defense James Forrestal (center) congratulates (l to r) Colonel Geraldine May, Colonel Mary A. Hallaren, Captain Joy Bright Hancock, and Major Julia E. Hamblet, after the passage of the Women's Armed Services Integration Act, the Pentagon, Washington, D.C.], 1948, Library of Congress, <https://www.loc.gov/item/2001695965/>

Slide 7: Aileen Cole, circa 1918, U.S. Army, <https://www.army.mil/article/34605/aileen-cole-stewart-black-pioneer-of-the-army-nursing-corps>

Slide 7: Aileen Cole Stewart: Black pioneer of the Army Nursing Corps, circa 1918, U.S. Army, <https://www.army.mil/article/34605/aileen-cole-stewart-black-pioneer-of-the-army-nursing-corps>

Slide 8: Ollie_Josephine_Prescott_Baird_Bennett, circa 1918, DCDAR Memory Book, Wikimedia Commons, https://commons.wikimedia.org/wiki/File:Ollie_Josephine_Prescott_Baird_Bennett.jpg

Slide 8: WWI Veteran, circa 1918, U.S. Army, <https://www.dvidshub.net/image/4887573/wwi-veteran>

Slide 10: Women's Activities - Industry - Army Telephone Operators [165-WW-597B-31], February 9, 1919, National Archives, <https://catalog.archives.gov/id/45567985>