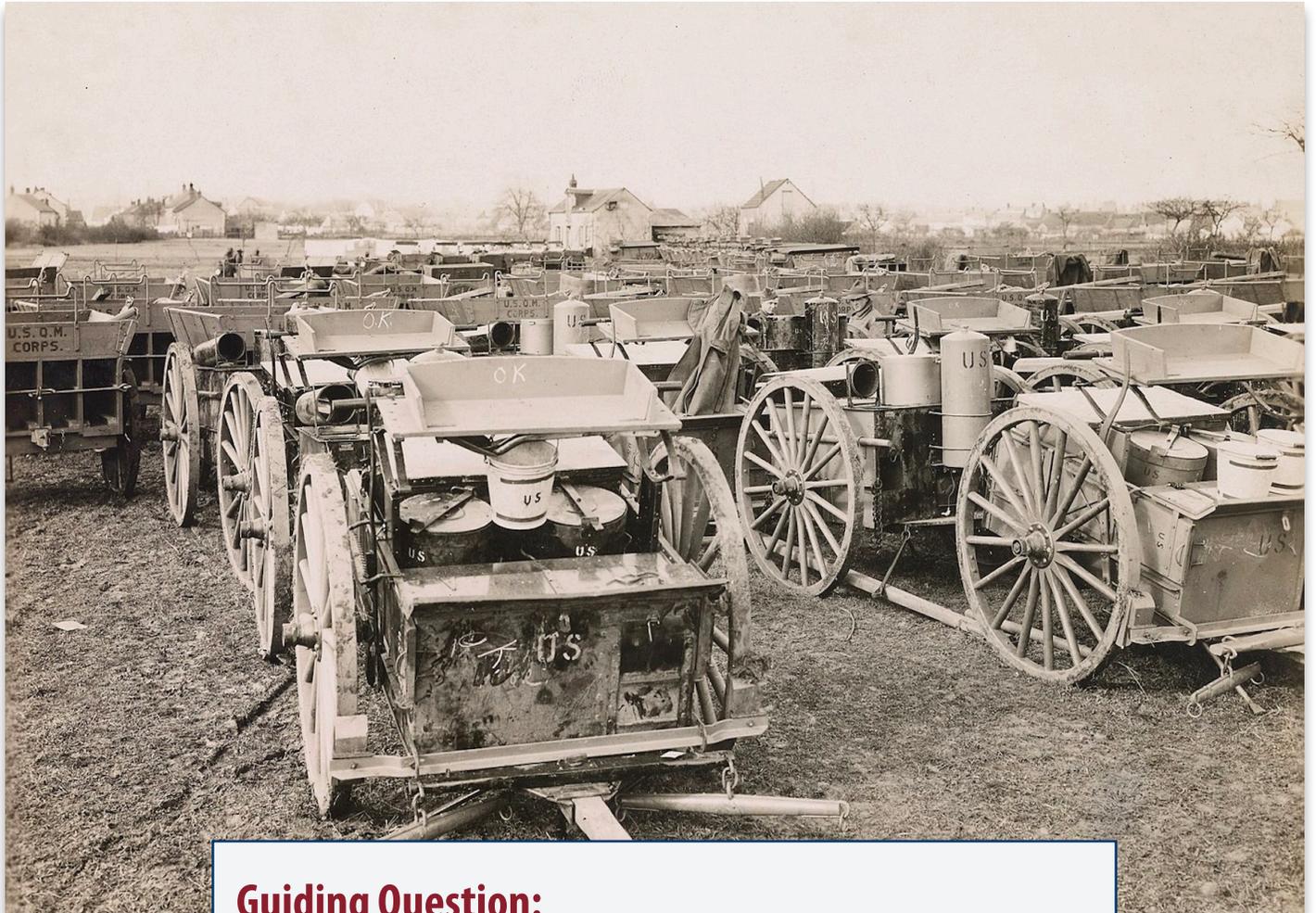




The Army Behind the Army:

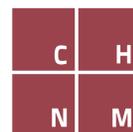
Quartermaster Corps Support the Troops

DEVELOPED BY CHERIE REDELINGS



Guiding Question:

How did the Quartermaster Corps support American troops in World War I?



ROY ROSENZWEIG
Center FOR
History AND
New Media

Overview

Using the biography of George Ernest Pearce, buried at Fort Rosecrans National Cemetery, information about Camp Kearny, and primary source photographs, students will explore the role of support troops such as the Quartermaster Corps in World War I.

Objectives

At the conclusion of this activity, students will be able to:

- Describe the role of the Quartermaster's Corps during World War I; and
- Evaluate the importance of support troops, especially the Quartermasters Corps, when preparing for and conducting war during World War I.



I want students to know how many people, occupations, supplies, and services are necessary to make an army successful. We often hear about famous battles or offensives without realizing what it takes to make these events happen.

— Cherie Redelings

Redelings teaches at Francis Parker School in San Diego, California.

Spotlight: Fort Rosecrans National Cemetery

Situated in San Diego County on the Fort Rosecrans Military reservation, the cemetery is located approximately 10 miles west of San Diego, overlooking the bay and the city. Many Fort Rosecrans interments date to the early years of the California Territory, including the remains of the casualties of the battle of San Pasqual.

Fort Rosecrans became a National Cemetery on Oct. 5, 1934. The decision to make the post cemetery part of the national system came, in part, due to changes in legislation that greatly increased the number of persons eligible for burial in a national cemetery. Grave space in San Francisco National Cemetery then grew increasingly limited. In addition, southern California was experiencing a phenomenal population growth during this period, and there was a definitive need for more burial sites.

VETERANS LEGACY PROGRAM

Standards Connections

Connections to Common Core

CCSS.ELA-Literacy.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.W.8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

Documents Used

Primary Sources

Henry G. Sharpe, *The Quartermaster Corps in the year 1917 in the World War*, 1921 (excerpt)
Library of Congress (21015121)
<https://www.loc.gov/item/21015121/>

Photograph, *Captain Herbert Hall with Decorated with the Distinguished Service Cross...*, April 26, 1919
National Archives and Record Administration (26433134)
<https://catalog.archives.gov/id/26433134>

Photograph, *Engineers' Camp Kitchen at Nevers, France*, April 7, 1918
National Archives and Records Administration (55180479)
<https://catalog.archives.gov/id/55180479>

Photograph, *Firemen Drafted into N.A. serve in Cantonment Fire Departments*, February 1918
National Archives and Records Administration (31480313)
<https://catalog.archives.gov/id/31480313>

Photograph, *Industries of War, Lumbering, Waldport*, c. 1917-1918
National Archives and Records Administration (31489915)
<https://catalog.archives.gov/id/31489915>

Photograph, *Memorial Day Exercises at A. E. F. Cemetery 58, Is-Sur Tille, Cote D' or, France*, May 30, 1920
National Archives and Records Administration (31482966)
<https://catalog.archives.gov/id/31482966>

VETERANS LEGACY PROGRAM

Photograph, *Rolling Kitchens at Quartermaster Depot, Nevers, France, May 1918*

National Archives and Records Administration (55180477)

<https://catalog.archives.gov/id/55180477>

Photograph, *Vocational section of Student Army Training Corps. University of California, Berkeley, California...*, January 30, 1919

National Archives and Records Administration (26428686)

<https://catalog.archives.gov/id/26428686>

"Quartermaster Activities in World War I," excerpted from *America's Munitions 1917-1918*, 1919 (excerpt)

Fort Lee Quartermaster's Foundation

http://old.qmfound.com/americas_munitions.htm#CLOTHING%20AND%20EQUIPAGE

Secondary Sources

Jim Garamone, "World War I: Building the American Military," March 29, 2017

U.S. Department of Defense

<https://www.defense.gov/News/Article/Article/1134509/world-war-i-building-the-american-military/>

John Martin, "Patriotism and Profit: San Diego's Camp Kearny" (excerpt), 2017

Journal of San Diego History

"Our Exhibits"

U.S. Army Quartermaster Museum

<http://www.qmmuseum.lee.army.mil/explore/index.html>

Veteran Profile, Private George Ernest Pearce

National Cemetery Administration

<https://www.cem.va.gov/legacy/>

Materials

- The Army Behind the Army Student Packet
- World War I Photograph Cards (5)
- Teacher’s Key to the Photograph Cards
- Rolling Kitchens Assessment
- Rolling Kitchens Teacher Key and Rubric
- Pencils or pens

Activity Preparation

- Make one copy of the following for each student:
 - The Army Behind the Army Student Packet
 - Rolling Kitchens Assessment
 - Rolling Kitchens Assessment Rubric
- Make one copy of each of the five World War I Photograph Cards.
- Make one teacher copy of the following:
 - Teacher’s Key to the Photograph Cards
 - Rolling Kitchens Assessment Rubric Teacher Key
- Gather pencils or pens for students.

Procedure

Activity One: Getting Ready for War (10 minutes)

- Divide students into five groups.
- Hand out The Army Behind the Army Student Packet to students. Activities included in this packet are:
 - Getting Ready for War Pre-Quiz
 - Biography of a World War I Veteran
 - Quartermasters Support the Troops

- Direct students to page one of the student packet.
 - Give students three to four minutes to answer the five questions included in the Getting Ready for War Pre-Quiz.
 - Reveal the answers:
 1. D (about 125,000 soldiers in the U.S. Army at the beginning of World War I)
 2. C (32 military training camps)
 3. D (40,000 soldiers at each camp)
 4. B (one million soldiers when at full strength)
 5. D (\$3 billion approved by Congress)
- Ask the students: *What activities would have been necessary to build 32 training camps and get one million recruits ready to fight overseas?*
 - Push students to mention the erection of housing, roads to transport, facilities and supplies to feed the soldiers, uniforms to clothe soldiers, equipment for training, and animals to use for strenuous activities.
 - Explain that many of these supplies and services necessary to build an army of one million men came from the Quartermaster Corps, “the Army behind the Army.”

Activity Two: Biography of a World War I Veteran (15 minutes)

- Direct students to read the biography of Private George Ernest Pearce, a recruit who served in the Quartermaster Corps during the building of Camp Kearny, in San Diego, California.
- Lead a group discussion once students have finished reading the biography.
 - Ask students, *How would Private Pearce’s role as a clerk have been important in the building of Camp Kearny?*
 - Push to elicit responses indicating that the U.S. Army had to record the number of supplies purchased, record costs of supplies, do inventory, and keep records of which supplies were used and by whom.

Teacher Tip: *Students can read silently or out loud in groups at the teacher’s discretion.*

- Ask students, *What other supplies and services would have been important to a facility that was training 40,000 soldiers?*
 - Encourage students to identify other support personnel such as cooks, doctors, builders, animal handlers, emergency personnel such as firemen, laundry personnel, etc.
- Ask students, *How would the role of support personnel have shifted once training was finished and troops were fighting overseas?*
 - Encourage students to identify roles that would have remained similar (animal handlers), roles that would have changed somewhat (cooks now have to move along with the soldiers), and roles that would have changed a great deal (builders are no longer creating shelters for recruits).
- Introduce the various roles of the Quartermaster troops, which included:
 - Cooking and serving meals
 - Mending and providing uniforms
 - Making and repairing boots
 - Creating flags, awards, and insignia
 - Taking care of animals
 - Providing transportation, using wagons and roads
 - Building structures
 - Providing and repairing hardware and utensils, such as spoons, knives, ladles, etc.
 - Taking inventory of supplies and keeping records of financial transactions

Activity Three: Analysis and Discussion of Headstones (30 minutes)

- Divide students into five groups and distribute a different Photograph Card to each group.
 - Ask students to examine their photograph.
 - Direct students to use page two of the student packet to complete two tasks in connection with their photos:
 - Infer the main activity of the Quartermaster Corps based on the content of the photograph.
 - List at least three items or activities provided by the Quartermaster Corps that appear in the photograph.

- Ask each group share their responses with the large group.
 - Refer to the Teacher’s Key to the Photograph Cards to confirm or add to the students’ responses.
- Discuss with students how the supplies and services shown in the photographs reveal how the Quartermaster Corps assisted in building and training the U.S. Army and helped maintain conditions during times of battle.
 - Ask students, *What types of supplies and services did the Quartermaster Corps supply to the U.S. Army?*
 - Push to elicit general terms that were previously mentioned in Activity Two such as meals, uniforms, flags, military medals and insignia, caring for animals, transportation, building construction, providing hardware and utensils, managing inventories, recording financial transactions.
 - Ask students, *How would supplies and services provided by the Quartermaster Corps have been used overseas in battle conditions?*
 - Push to elicit responses explaining how soldiers in battle need food daily, uniforms and boots repaired, flags for ceremonies, graves for soldiers killed in battle, etc.

Assessment

- Distribute the Rolling Kitchens Assessment to students, directing them to answer the two questions using information from the photo and from the class activity.
- The Rolling Kitchens Rubric can be used to evaluate the students’ answers.

Methods for Extension

- Students with more interest in the role of the Quartermaster Corps may research their roles by visiting the website of the Quartermaster Corps Museum in Fort Lee, Virginia.
- Arrange a visit to the San Diego History Center to view their archival research and photos of San Diego, including Camp Kearny, in World War I.

The Army Behind the Army Student Packet

Getting Ready for War Pre-Quiz

Try your hand at guessing the size and strength of the U.S. Army in World War I.

1. How many soldiers were in the U.S. Army when the United States entered World War I?
 - a. About 30,000
 - b. About 50,000
 - c. About 100,000
 - d. About 125,000
2. How many military training camps did the United States construct in 1917?
 - a. 12
 - b. 22
 - c. 32
 - d. 48
3. How many soldiers was each training camp meant to house?
 - a. 1,000
 - b. 15,000
 - c. 25,000
 - d. 40,000
4. How many soldiers did the United States intend to have in the Army at full strength during World War I?
 - a. 500,000
 - b. 1,000,000
 - c. 1,500,000
 - d. 2,000,000
5. How much money did the U.S. Congress allot toward building the U.S. Army?
 - a. \$250,000,000
 - b. \$500,000,000
 - c. \$1,000,000,000
 - d. \$3,000,000,000

Quartermaster Corps Support the Troops

Photograph Cards

Your group has been given a photograph that shows one of the roles of the Quartermaster Corps.

What photograph is your group viewing? _____

As a group, complete two tasks in connection with this photo:

1. Infer the main activity of the Quartermaster Corps based on the content of the photograph.

2. List at least three items or activities provided by the Quartermaster Corps that appear in the photograph.

After you have recorded your responses, be ready to discuss the following questions with the large group:

- What types of supplies and services did the Quartermaster Corps supply to the U.S. Army?
- How would supplies and services provided by the Quartermaster Corps have been used overseas in battle conditions?

World War I Photograph Card One

Engineers' Camp Kitchen

Using The Army Behind the Army Student Packet, your group will complete two tasks in connection with this photograph:

1. Infer a main activity of the Quartermaster Corps based on the content of the photograph.
2. List at least three items or activities supplied by the Quartermaster Corps that appear in this photograph.



World War I Photograph Card Two

Graves Registration Service

Using The Army Behind the Army Student Packet, your group will complete two tasks in connection with this photograph:

1. Infer a main activity of the Quartermaster Corps based on the content of the photograph.
2. List at least three items or activities supplied by the Quartermaster Corps that appear in this photograph.



VETERANS LEGACY PROGRAM

World War I Photograph Card Three

Herbert Hall Receives the Distinguished Service Cross

Using The Army Behind the Army Student Packet, your group will complete two tasks in connection with this photograph:

1. Infer a main activity of the Quartermaster Corps based on the content of the photograph.
2. List at least three items or activities supplied by the Quartermaster Corps that appear in this photograph.



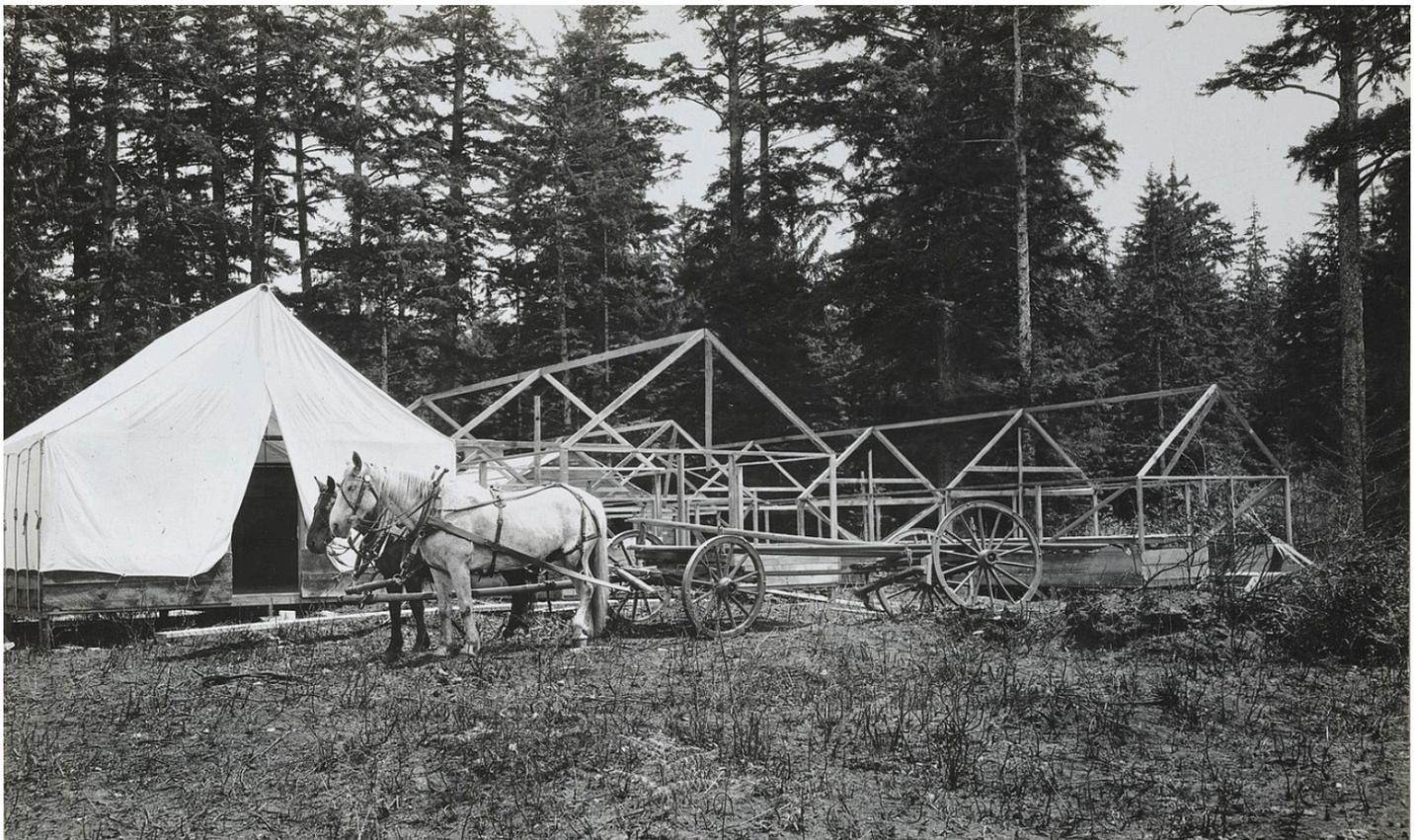
VETERANS LEGACY PROGRAM

World War I Photograph Card Four

Industries of War

Using The Army Behind the Army Student Packet, your group will complete two tasks in connection with this photograph:

1. Infer a main activity of the Quartermaster Corps based on the content of the photograph.
2. List at least three items or activities supplied by the Quartermaster Corps that appear in this photograph.



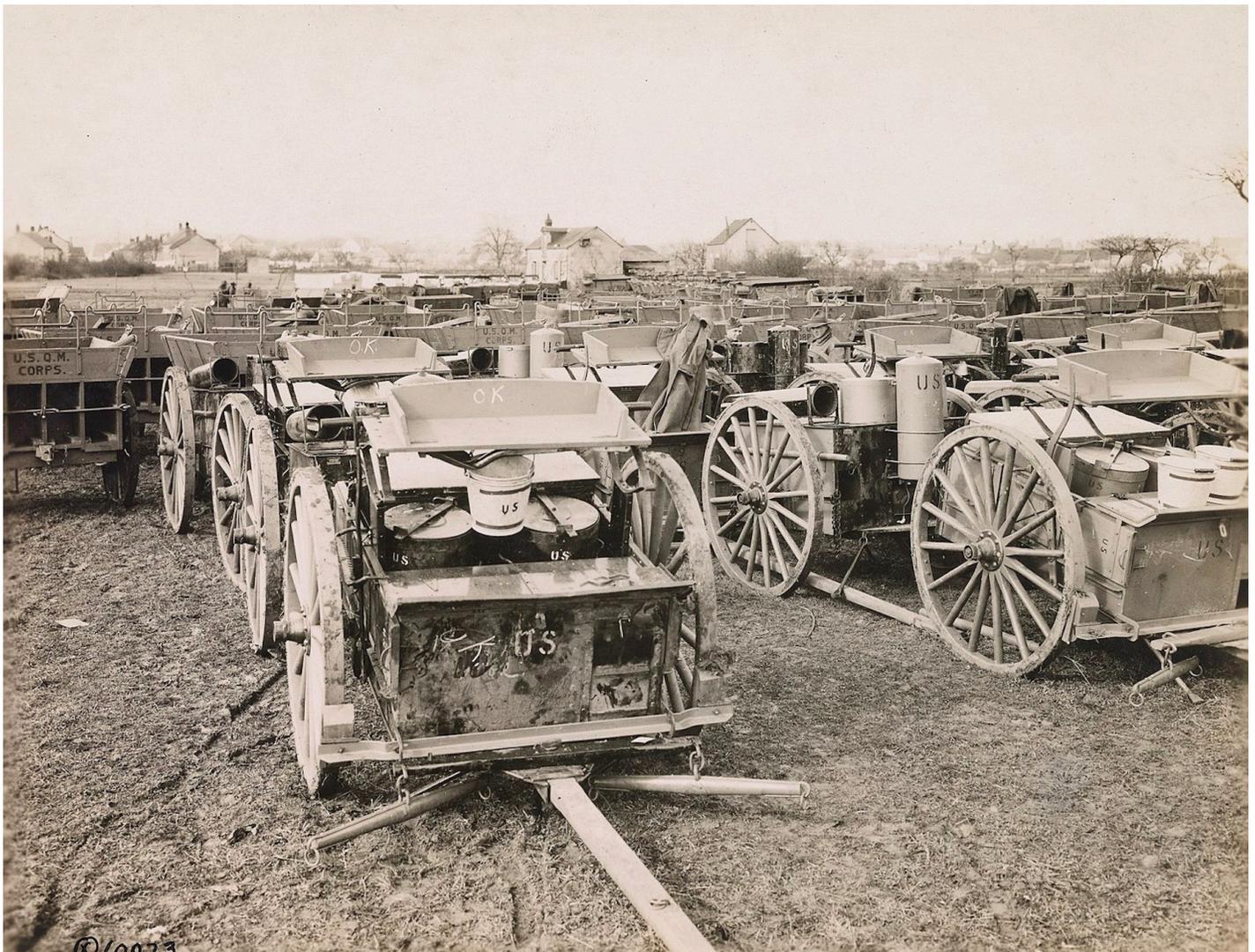
VETERANS LEGACY PROGRAM

World War I Photograph Card Five

Rolling Kitchens at Quartermaster's Depot

Using The Army Behind the Army Student Packet, your group will complete two tasks in connection with this photograph:

1. Infer a main activity of the Quartermaster Corps based on the content of the photograph.
2. List at least three items or activities supplied by the Quartermaster Corps that appear in this photograph.



VETERANS LEGACY PROGRAM

Teacher's Key to the Photograph Cards

Photograph Card 1: Engineers' Camp Kitchen

- Inferred main service: Quartermaster Corps provided food and all equipment associated with food production, including schools for bakers and butchers.
- Items or activities: Tent, food, pails, hanging spoons, cups, stove, cooks, smoke coming from the tent

Photograph Card 2: Graves Registration Service

- Inferred main service: Quartermaster Corps provided burial and reburial services, including digging graves, recording and identifying remains, placing crosses.
- Items or activities: Flag, graves, crosses, uniforms

Photograph Card 3: Herbert Hall Receives the Distinguished Service Cross

- Inferred main service: Quartermaster Corps provided all items related to awards and unit and rank insignia.
- Items or activities: Uniforms, boots, insignia on uniforms and caps

Photograph Card 4: Industries of War

- Inferred main service: Quartermaster Corps provided all housing and transportation necessary to build training camps (32 of which housed 40,000 soldiers), and took care of animals required to build and transport items.
- Items or activities: Animals, harnesses for horses, lumber for building tent supports, tents, wagons, roads for wagons to convey items

Photograph Card 5: Rolling Kitchens at Quartermaster's Depot

- Inferred main service: Quartermasters provided food and equipment for troops in the field, advancing with their kitchens to each new location after the day's movements.
- Items or activities: Wagons, pails and food equipment, roads, food

Rolling Kitchen Assessment

Answer the following questions with as much detail as you can. Please write in complete sentences.

This photograph shows officers of Company A using rolling kitchens on a practice hike during World War I. Use the image and your knowledge of history to answer questions below.



31st Infantry on practice hike. Officers of Company "A" at mess..., December 3, 1918. National Archives and Records Administration (542458).

1. Identify items in the photo that were provided by the Quartermaster Corps

2. Explain how the activities of the Quartermaster Corps in World War I enabled the United States to accomplish its goal in building an army and supporting the army as it fought.

VETERANS LEGACY PROGRAM

Rolling Kitchens Teacher Key and Rubric

To answer these questions correctly, students must explain how the Quartermaster Corps helped train and support the Army during World War I.

- Question 1: Identify items in the photograph that were provided by the Quartermaster Corps.
 - Students must identify items including food and utensils, roads, wagons, uniforms, boots, and the horse at the side of the photograph.
- Question 2: Explain how the activities of the Quartermaster Corps in World War I enabled the United States to accomplish its goal in building an army and supporting the army as it fought.
 - Students must explain how the services of the Quartermaster Corps enabled the Army to build training camps and prepare an army for war using specific examples that may include building barracks, training supply personnel, and storing, purchasing and distributing equipment and supplies. They must also explain how the activities of the Quartermaster Corps in providing food, clothing, transportation, animals, and supplies for the soldiers enabled the army in the field to accomplish its mission.

	Advanced	Proficient	Basic	Emerging
Question 1	Student accurately identifies three or more items in the photo supplied by the Quartermaster Corps.	Student accurately identifies two items in the photo supplied by the Quartermaster Corps.	Student accurately identifies one item in the photo supplied by the Quartermaster Corps.	Student does not accurately identify any item in the photo supplied by the Quartermaster Corps.
Question 2	<p>Student explains with specificity and accuracy the role of the Quartermaster Corps in building training camps.</p> <p>Student explains with specificity and accuracy how the Quartermaster Corps supported the Army on the field in World War I.</p>	<p>Student accurately explains the role of the Quartermaster Corps in building training camps.</p> <p>Student accurately explains how the Quartermaster Corps supported the Army on the field in World War I.</p>	Student describes the general role of the Quartermaster Corps in the Army but may not treat building the Army and serving the army in the field separately.	Student does not accurately describe the role of the Quartermaster Corps in either building training camps or supporting the Army on the field.

VETERANS LEGACY PROGRAM

Rolling Kitchens Assessment Rubric

To answer these questions correctly, students must explain how the Quartermaster Corps helped train and support the Army during World War I.

- Question 1: Identify items in the photograph that were provided by the Quartermaster Corps.
- Question 2: Explain how the activities of the Quartermaster Corps in World War I enabled the United States to accomplish its goal in building an army and supporting the army as it fought.

	Advanced	Proficient	Basic	Emerging
Question 1	Student accurately identifies three or more items in the photo supplied by the Quartermaster Corps.	Student accurately identifies two items in the photo supplied by the Quartermaster Corps.	Student accurately identifies one item in the photo supplied by the Quartermaster Corps.	Student does not accurately identify any item in the photo supplied by the Quartermaster Corps.
Question 2	<p>Student explains with specificity and accuracy the role of the Quartermaster Corps in building training camps.</p> <p>Student explains with specificity and accuracy how the Quartermaster Corps supported the Army on the field in World War I.</p>	<p>Student accurately explains with the role of the Quartermaster Corps in building training camps.</p> <p>Student accurately explains how the Quartermaster Corps supported the Army on the field in World War I.</p>	Student describes the general role of the Quartermaster Corps in the Army but may not treat building the Army and serving the army in the field separately.	Student does not accurately describe the role of the Quartermaster Corps in either building training camps or supporting the Army on the field.

VETERANS LEGACY PROGRAM