



★

**GREAT WAR, FLAWED PEACE,
AND THE LASTING LEGACY
OF WORLD WAR I**

★



THE UNITED STATES
WORLD WAR ONE
CENTENNIAL COMMISSION

PRITZKER
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FOUNDATION

NHD
NATIONAL
HISTORY DAY

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WHAT IS NATIONAL HISTORY DAY®?

National History Day® (NHD) is a nonprofit organization that creates opportunities for teachers and students to engage in historical research. NHD is not a predetermined, by-the-book program but rather an innovative curriculum framework in which students learn history by selecting topics of interest and launching into year-long research projects. The mission of NHD is to improve the teaching and learning of history in middle and high school. The most visible vehicle is the NHD Contest.



When studying history through historical research, students and teachers practice critical inquiry, asking questions of significance, time, and place. History students become immersed in a detective story. Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students present their work in original papers, exhibits, performances, websites, or documentaries. These projects are entered into competitions in the spring at local, affiliate, and national levels, where they are evaluated by professional historians and educators. The program culminates at the national competition held each June at the University of Maryland at College Park.

Each year National History Day uses a theme to provide a lens through which students can examine history. The annual theme frames the research for both students and teachers. It is intentionally broad enough that students can select topics from any place (local, national, or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives, and museums; through oral history interviews; and by visiting historic sites.

NHD benefits both teachers and students. For the student, NHD allows control of his or her own learning. Students select topics that match their interests. Program expectations and guidelines are provided for students, but the research journey is driven by the process and is unique to the topic being researched. Throughout the year, students develop essential life skills by fostering intellectual curiosity and academic achievement. In addition, students develop critical-thinking and problem-solving skills that will help them manage and use information now and in the future.

Students' greatest ally in the research process is the classroom teacher. NHD supports teachers by providing instructional materials and through workshops at local, affiliate, and national levels. Many teachers find that incorporating the NHD theme into their regular classroom curriculum encourages students to watch for examples of the theme and to identify connections in their study of history across time.

NHD's work with teachers and students extends beyond the contest and includes institutes and training programs, which provide teachers with opportunities to study history and develop lessons and materials they can share with their students. In addition, NHD offers continuing education courses for teachers (for graduate credit or professional development hours) to improve classroom practice (www.nhd.org/online-education). NHD also offers teaching resources to help teachers integrate primary sources and critical thinking into the classroom. These resources are free and accessible to all teachers.

Visit nhd.org to learn more.

EDITOR'S NOTE

HOW TO USE THIS RESOURCE



National History Day worked with teachers in the summers of 2018 and 2019 to build the World War I teaching resource *Great War, Flawed Peace, and the Lasting Legacy of World War I*. This resource, which commemorates the one hundredth anniversary of the Great War, looks at both the war and its legacies.

This book contains 27 lesson plans relating to World War I and the resulting aftermath. The lessons are organized by themes and highlight multidisciplinary ways to teach the Great War inside middle and high school classrooms. All lessons feature active learning strategies through which students will read, examine, analyze, argue, write, draw, listen, and engage with their peers.

All of the supporting materials (graphic organizers, rubrics, etc.) and primary source documents are available for free download on National History Day's website (www.nhd.org/world-war-i). The site also includes lesson plans that connect World War I to national cemeteries located across the United States. The lessons are inspired by the stories of those who made the ultimate sacrifice. To learn their stories, go to www.NHDSilentHeroes.org.

NHD would like to thank the National Cemetery Administration, the American Battle Monuments Commission, the U.S. World War One Centennial Commission, and the Pritzker Military Foundation for their generous support of these programs and this resource.

Lynne M. O'Hara
Managing Editor

ALIEN ENEMIES DETAINED

GERMAN AMERICANS

IN WORLD WAR I



GUIDING QUESTION: How did U.S. involvement in World War I impact German Americans?

AUTHOR

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WHY?

My grandparents often addressed how the German American communities they grew up in changed because of World War I. German was no longer spoken as widely at home, at church, or in school. I wanted to pursue a lesson based on the German American experience at home during World War I and also address German internment.

OVERVIEW

Students will analyze primary documents and video footage related to German American internment to determine the reasons why the government chose to label citizens as an “alien enemy.” Secondary source articles will provide additional information about internment and the experiences of German Americans.

OBJECTIVES

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

- › Describe the impact of World War I on German American communities in the United States;
- › Analyze sources relating to German internment; and
- › Compare experiences of German Americans during World War I.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-LITERACY.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- › CCSS.ELA-LITERACY.W.8.3.B Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

DOCUMENTS USED

PRIMARY SOURCES

Film, U.S. Army, *Draft Mobilization Activities, 1917-1918*
National Archives and Records Administration (24614)
<https://www.docsteach.org/documents/document/draft-mobilization-activities>

Otto E. Radke’s Oath of Enlistment in the National Guard
National Archives and Records Administration
<https://www.archives.gov/files/publications/prologue/2014/summer/germans.pdf>

Photograph, *Mrs. Carl Muck, wife of the former leader of the Boston Symphony Orchestra after registering as an alien enemy*, July 8, 1918
National Archives and Records Administration (165-WW-157A-6)

<https://www.docsteach.org/documents/document/carl-muck-arrest>

SECONDARY SOURCES

Mary J. Manning, “Being German, Being American,” *Prologue*, 2014
<https://www.archives.gov/files/publications/prologue/2014/summer/germans.pdf>

Claire Prechtel Kluskens, "Internment of Enemy Aliens During World War I," 2017
National Genealogical Society Magazine
<https://twelvekey.files.wordpress.com/2017/12/ngsmagazine2017-04.pdf>

MATERIALS

- > Alien Enemies Detained: German Americans in World War I Handout
- > Computer with internet capability to access film clip of *Draft Mobilization Activities, 1917-1918*
- > Projector

ACTIVITY PREPARATION

- > Make one copy of the following for each student:
 - » Alien Enemies Detained: German Americans in World War I Handout;
 - » "Being German, Being American" article; and
 - » "Internment of Enemy Aliens During World War I" article.
- > Set up classroom technology and cue clip of *Draft Mobilization Activities, 1917-1918* to 22:53.
- > Test all online resources before class.

PROCEDURE

ACTIVITY ONE: REGISTERING AS AN ALIEN ENEMY (10 MINUTES)

- > Project the photograph *Mrs. Carl Muck...* in the front of the room. Read the caption at the bottom of the webpage with students.
 - » Ask students what internment is and if they have heard of this term before. Some may have heard of Japanese American internment during World War II.
 - » The federal government registered around half a million "enemy alien" civilians and sent approximately 6,000 men and a few women to internment camps. Mrs. Muck's husband, Dr. Carl Muck, was a renowned musician and leader of the Boston Symphony before he was classified as an enemy alien. He was sent to an internment camp at Fort Oglethorpe, Georgia, along with 29 members of his orchestra, and was ultimately deported.
 - » Ask the students:
 - > *Why do you think the U.S. government labeled German Americans as enemy aliens and why would they be forced to register?*
 - > *Why would the U.S. government send German American citizens to internment camps? Why do you think men were mainly targeted for internment?*
 - > *What do you think life was like for German Americans in internment camps?*

ACTIVITY TWO: INTERNMENT CAMPS (15 MINUTES)

- > Tell students that they will watch a short film clip showing German internment camps at Fort McPherson and Fort Oglethorpe, Georgia.
- > Explain that after watching the clip, students will answer questions related to what they observed in their student handout.
- > Show students the film clip *Draft and Mobilization Activities, 1917-1918*, from 22:53 to 23:47. The text that flashes says:
 - » "Atlanta, GA. Scene at the internment camp at Ft. McPherson. Uncle Sam treats his prisoners humanely. Will Germany do the same?"
 - » "Ample food and supplies are provided for the men."
 - » "The Kaiser's goat is also interned."
 - » "Camp #2 Fort Oglethorpe, where 1500 enemy aliens and prisoners of war will ultimately be interned."
 - » "Five 50 ft. towers hold survey of the entire prison camp. Each is equipped with a machine gun- Sentries within are armed with rifle and shotgun."
 - » "A double line of barbed wire fence, 10 ft. high, is patrolled [sic] by armed sentries at night."
- > Give students five minutes to answer questions related to the video clip in their student handout.
- > Ask students to share answers to the following questions:
 - » *Who do you think produced this video footage?*
 - » *Why do you think it was created and who do you think was the intended audience?*
 - » *What did you observe internees doing?*
 - » *What do you find interesting about the text added to the video footage?*
 - » *What do you think life was like for German Americans in internment camps? Does the video change your previous answer? If so, how?*

ACTIVITY THREE: TWO GERMAN AMERICAN EXPERIENCES DURING WORLD WAR I (25 MINUTES)

- › For this activity, students will compare the experience of a German American internee with that of a German American who volunteered for the U.S. Army.
 - › Divide students in groups of three or four students each.
 - › Pass out a copy of “Internment of Enemy Aliens During World War I” by Claire Prechtel Kluskens and a copy of “Being German, Being American” by Mary J. Manning to each group.
 - › Instruct each group to read an article and then complete the chart in their student handout with information from that article. Students should then repeat the same process with the second article.
 - › Give students 25 minutes to complete reading the articles and answer the questions in their student handbook.
 - › Ask students the following questions as a whole class:
 - › *How did the experiences of John Sattler and Otto Radke differ? How were they similar?*
 - › *Did John Sattler commit a crime or was he exercising his Constitutional right of free speech?*
 - › *Why do you think Otto Radke decide to enlist in the U.S. Army? Could it have protected his family from persecution and possible internment?*

ASSESSMENT

- › Students will write a letter from the point of view of a member of John Sattler’s family petitioning that he be released from his internment camp. Students should use information in the article about Sattler’s situation to argue their case for his release and may also use the petition to Attorney General Palmer as a model.

METHODS FOR EXTENSION

- › Students with more interest in the impact of World War I on German American communities in the United States may research additional examples of changes that took place and find more examples of individual experiences that can be added to the German Americans chart in the student handbook.
- › Students with more interest in the broad history of World War I can explore the World War I Interactive Timeline Experience at <https://abmc.gov>. Students could also visit The National World War I Museum in Kansas City, Missouri, which offers an extensive collection of artifacts and documents related to the war.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- › Japanese and Japanese American Internment during World War II
- › Experience of German and Italian Americans during World War II
- › Emergency Quota Act of 1921
- › Immigration Act of 1924
- › Immigration and Naturalization Act of 1965

ENGLISH ONLY

A WARTIME NECESSITY OR AN ACT OF INTOLERANCE?



GUIDING QUESTION: Was Iowa's 1918 Babel Proclamation necessary to promote national security during World War I or was it an unjustified act of intolerance?

AUTHOR

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WHY?

This lesson plan addresses an ongoing historical controversy concerning English language requirements in the United States. During times of conflict, national security concerns have inspired the establishment of government restrictions toward foreign-born residents. This lesson promotes a thoughtful, evidence-based examination of this issue, its effects on immigrants, and its appropriateness during World War I and today.

OVERVIEW

Using primary source documents from the University of Iowa, the Ding Darling Foundation, and the State Historical Society of Iowa, students will gather evidence to determine whether requiring the use of English language only during wartime is a justified act needed to promote national security and unity or an unjustified act of intolerance.

OBJECTIVES

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

- › Identify arguments for and against requiring the use of English language only during times of war; and
- › Take and defend a position concerning English language requirements during wartime.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

DOCUMENTS USED

PRIMARY SOURCES

Cartoon, Ding Darling, "Where he can be kept out of mischief?," November 21, 1917

Jay N. 'Ding' Darling Wildlife Society, University of Iowa
<http://digital.lib.uiowa.edu/cdm/ref/collection/ding/id/730>

Letter, Bernice Nicoll to John H. Winterbottom, April 12, 1918
Spirit Lake Public Library Correspondence, State Historical Society of Iowa (Ms 74, box 7)

Letter, Federal State Director, to Frank Hanson, April 26, 1918
Metcalf - C.N.D. Correspondence, State Historical Society of Iowa (Ms 74, box 7, folder 10)

Letter, H.E. Morrow to Mr. Metcalf, January 31, 1918
Metcalf - C.N.D. General Correspondence, State Historical Society of Iowa (Ms 74, box 7, folder 3)

Letter, L.D. Inman to H.J. Metcalf, February 14, 1918
Metcalf - C.N.D. Correspondence, State Historical Society of Iowa (Ms 74, box 7, folder 4)

Letter, Pastor Orthner to the State Council of Defense, April 22, 1918
Metcalf - C.N.D. Correspondence, State Historical Society of Iowa (Ms 74, box 7, folder 9)

Letter, Secretary Iowa Council National Defense to Sam T. White, April 22, 1918
Metcalf - C.N.D. Correspondence, State Historical Society of Iowa (Ms 74, box 7, folder 9)

Letter, Secretary Iowa Council National Defense to Superintendent Crozier, April 3, 1918
Metcalf - C.N.D. Correspondence, State Historical Society of Iowa (Ms 74, box 7, folder 7)

William Harding, The Babel Proclamation, May 23, 1918
State Historical Society of Iowa
<https://iowaculture.gov/sites/default/files/history-education-pss-immigration-babelproclamation-pdf.pdf>

SECONDARY SOURCES

Nancy Derr, "The Babel Proclamation," *Iowa Heritage Illustrated*, Summer & Fall 2004
State Historical Society of Iowa
<https://germansiniowa.files.wordpress.com/2016/09/derr-babel-proclamation-iowa-heritage-illustrated2004.pdf>

MATERIALS

- › Document Analysis Worksheet
- › Writing Assessment Rubric
- › Computer with internet capability
- › Whiteboard and markers or projection system

ACTIVITY PREPARATION

- › Divide the class into groups of three to four students each.
- › Make one copy of each primary source document for each group of students or upload documents to an online classroom.
- › Make one copy of the Document Analysis Worksheet for each student or upload document to online classroom.
- › Teachers can familiarize themselves with the events being discussed by reading Nancy Derr's article, "The Babel Proclamation."
- › Set up classroom technology, if necessary.

PROCEDURE

ACTIVITY ONE: INTRODUCTION (20 MINUTES)

- › Ask students to turn to a partner and discuss the following question for two minutes: *Should people who live in the United States be required to speak English? Why or why not?*
- › Debrief the question prompt as a whole class by doing a whip-around, asking each student to share his/her position and one supporting reason. List reasons on a T-chart posted on a whiteboard or projection screen.
- › Distribute a Document Analysis Worksheet to each student.
- › Project the Ding Darling cartoon, "Where he can be kept out of mischief?"
 - › Explain to students that cartoonist Ding Darling drew and published this cartoon in 1918. Ask students, *What major world event was going on in 1918?* (World War I). Tell students to keep this information in mind when analyzing the cartoon.
 - › Ask students, *Who can you identify in the cartoon? What visual clues helped you reach that determination?*
 - › Examine the words in the conversation bubble and on the bench. *What is being implied by the spoken words and labels?*
 - › Ask students to predict, *On the basis of this cartoon, how do you think German immigrants were treated during World War I? Explain your answer.*
 - › Direct students to fill out the Document Analysis Worksheet for each document they will examine.
 - › Instruct students to fill out the Document Analysis Worksheet for the Ding Darling cartoon and compare and contrast their information with a partner.

ACTIVITY TWO: DOCUMENT ANALYSIS (45-60 MINUTES)

- › Organize students into small groups of three to four students each.
- › Explain to students that they will be examining nine additional primary source documents pertaining to the social climate during World War I, beginning with the Babel Proclamation.
 - › Direct each group to designate one student to read the Babel Proclamation aloud and then discuss and record as a group.
- › Instruct students to follow the same procedure to carefully read each of the remaining eight documents in order to identify document type, date, and author and determine the nature of the document's message. Students should summarize each document's argument in the appropriately labeled columns on the worksheet.

ASSESSMENT

- › Assign the Written Assessment found on the last page of the Document Analysis Worksheet. Students should complete this individually.
- › Explain to students that their letter to the editor assignment should help the reader to understand the central arguments for and against foreign language restrictions during wartime, while putting forth the logic of their own evidence-based position on this issue.
- › The Writing Assessment Rubric can be used to score the essay.

METHODS FOR EXTENSION

- › Students with more interest in this topic can research other states to learn about their laws and actions concerning foreign language during wartime or students can research other wars in history and their associated foreign language protocols.
- › Students who want to learn more about this debate in Iowa can read Nancy Derr's article, "The Babel Proclamation."

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- › The impacts of changing immigrant groups in the twentieth century
- › The impact of immigrants in the World War I U.S. Army
- › Other state or local laws created in response to World War I or World War II
- › Political cartoonists and public opinion

“I DIDN’T RAISE MY BOY TO BE A...”

MOTHERS, MUSIC, AND OBLIGATIONS OF WAR



GUIDING QUESTION: How did the idea of a mother’s sacrifice impact how World War I was viewed?

AUTHOR

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WHY?

Mothers had an enormous impact on the American public supporting the war. As women gained more political agency, their voices of approval or disapproval for their sons’ service were vital to the war effort.

OVERVIEW

Using the cover and lyrics from two popular songs of the time, photographs, and primary source analysis, students will evaluate how popular culture sought to influence mothers’ support of the war and how the government recognized their sacrifice with Gold Star Mothers’ Pilgrimages to their sons’ and daughters’ final resting places.

OBJECTIVES

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

- › Analyze two pieces of music from the early 1900s to determine messages;
- › Explain the symbolism of the flag/arm bands with blue star and gold stars; and
- › Create an original song title, four lines of lyrics, and a cover image from the point of view of a Gold Star Mother.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- › CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- › CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

DOCUMENTS USED

PRIMARY SOURCES

Leo Friedman and Helen Wall, “I Didn’t Raise My Boy To Be A Slacker,” 1918

Library of Congress (2013563813)

<https://www.loc.gov/notated-music/?fa=segmentof:ihas.2002.02142.0/&q=i+didn%27t+raise+my+boy+to+be+a+slacker&st=gallery>

Photograph, Harris & Ewing, *Group with United States Service flag at U.S. Capitol*, 1926

Library of Congress (2016888168)

<https://www.loc.gov/item/2016888168/>

Photograph, J.B. Holmes, *Just a Little Flag with One Bright Star*, 1919

Library of Congress (2013560771)

<https://www.loc.gov/item/2013560771/>

Photograph, Marjory Collins, *Oswego, New York. A service flag in the window of a home*, 1943

Library of Congress (2017859603)

<https://www.loc.gov/item/2017859603/>

Photograph, *Mother of Four Soldiers*, 1919

National Archives and Records Administration (31480764)

<https://catalog.archives.gov/id/31480764>

Photograph, *Party "K" - Sailed July 10, 1931*
Library of Congress (92-GS-3-224)
<https://unwritten-record.blogs.archives.gov/2016/09/27/spotlight-the-pilgrimages-of-gold-star-mothers-and-widows/#jp-carousel-10794>

Photograph, *A group of Pilgrims of Party "S," with Capt. Shannon, aboard the AMERICA on the voyage to Europe*
Library of Congress (92-GS-2-110)
<https://unwritten-record.blogs.archives.gov/2016/09/27/spotlight-the-pilgrimages-of-gold-star-mothers-and-widows/#jp-carousel-10690>

Photograph, *A group of Pilgrims from Party "T" arriving at the Aisne-Marne American Cemetery, France*
Library of Congress (92-GS-2-123)
<https://unwritten-record.blogs.archives.gov/2016/09/27/spotlight-the-pilgrimages-of-gold-star-mothers-and-widows/#jp-carousel-10693>

Photograph, *Pilgrim at Suresnes, July 26, 1930*
American Battle Monuments Commission
<https://www.abmc.gov/multimedia/images/pilgrim-suresnes-july-26-1930>

Albert Piantadosi and Bryan Alfred, "I Didn't Raise My Boy To Be A Soldier," 1915
Library of Congress
<https://www.loc.gov/item/ihas.100008457/>

SECONDARY SOURCES

Women and World War I Commemoration: The Gold Star Mothers and Widows Pilgrimages, 1930-33
American Battle Monuments Commission
<https://www.abmc.gov/news-events/news/women-and-world-war-i-commemoration-gold-star-mothers-and-widows-pilgrimages-1930>

MATERIALS

- › "I Didn't Raise My Boy To Be A Soldier" image and lyrics
- › "I Didn't Raise My Boy To Be A Slacker" image and lyrics
- › Projector
- › Song of Loss Graphic Organizer

ACTIVITY PREPARATION

- › Make one copy the following for each student:
 - › "I Didn't Raise My Boy To Be A Soldier" image and lyrics;
 - › "I Didn't Raise My Boy To Be A Slacker" image and lyrics; and
 - › Song of Loss Graphic organizer.
- › Set up classroom technology, if necessary.
- › Prepare to project all photographs.

PROCEDURE

ACTIVITY ONE: CONTRASTING WAR SONGS (30 MINUTES)

- › Give each student a copy of "I Didn't Raise My Boy To Be A Soldier" image and lyrics. Tell the students that this song was published in 1915. Remind them of political landscape in the United States at that time, which was to remain neutral and stay out of the war.
 - › Allow five minutes for the students to study the cover image and lyrics.
 - › Ask the students: *How was the political landscape of the time reflected in the title and subtitle? What is the significance of the word boy instead of son?*
 - › Lead a discussion about the image. Include observations on the age of the mother, the posture of the son, contrast between the safety of home and the imagined battlefield.
 - › Lead a discussion about the lyrics. What are the main points?
- › Give each student a copy of "I Didn't Raise My Boy To Be A Slacker." Tell students that this song was published in 1918. Ask them: *What changed in the three years since the other song was published?*
 - › Allow five minutes for the student to study the cover image and lyrics.
 - › Ask the students: *Why the change in the message of the music? What has happened to the mother's attitude?*
 - › Lead a discussion about the image. Include observations about the posture of the son, the look on his face, what he is holding in his hands, and the background behind him.
 - › Lead a discussion about the lyrics. What are the main points?
 - › Discuss the connotation of the word slacker versus soldier and other ways the two songs compare and contrast.

ACTIVITY TWO: GOLD STAR MOTHERS (30 MINUTES)

- › Discuss the dilemma for mothers when the nation goes to war. The sacrifice that a mother must make is sending her son to war. Share with students that during World War I, mothers would outwardly show this sacrifice by displaying a service flag in the windows of their homes.
 - › Explain the evolution of service flags.
 - › They originally contained only blue stars.
 - › In 1918, President Woodrow Wilson approved a suggestion by the Women's Committee of the Council of National Defense that mothers who lost a son in the war wear a black armband with a gold star.
 - › Eventually, this led to the practice of covering blue stars on service flags with a gold star when the service member died.

- > Project images of Service Flags.
 - » *Mother of Four Soldiers*
 - » *Service Flag in Window of a Home*
 - » *Group with United States Service Flag*
- > Ask the students to discuss how service flags were an outward sign of sacrifice and loss.
- > Tell students that Gold Star Mothers lobbied for the government to pay travel expenses to France and Belgium to allow women who had lost sons or husbands to visit the final resting place of their loved ones. From 1930 to 1933, groups of women traveled overseas as guests of the United States government. More than 6,000 women made the journey.
 - » Project pictures of Gold Star Mothers' Pilgrims, one at a time. Leave each image up long enough to allow time for students to study it. For each image, ask students: *What do you notice?* before moving on to the next image.
 - > *Party "K" - Sailed July 10, 1931*
 - > *A group of Pilgrims of Party "S," with Capt. Shannon, aboard the AMERICA on the voyage to Europe*
 - > *A group of Pilgrims from Party "T" arriving at the Aisne-Marne American Cemetery, France*
 - > *Pilgrim at Suresnes, July 26, 1930*
 - » Lead a wrap-up discussion with the students about their observations. Make sure the students have recognized segregation of the pilgrimages, methods of travel, age of women (the war had been over for 12-15 years), etc.
 - » Ask students: *What do you think this journey must have been like for mothers to travel together to visit their sons' graves?* Refer to the emotional impact as well as the significance of the age of the women and traveling to a foreign country with unfamiliar laws, customs, and language, etc.

ASSESSMENT

- > Give each student a Song of Loss Graphic Organizer.
- > Review the first four lines from the choruses of both "I Didn't Raise My Boy To Be A Soldier" and "I Didn't Raise My Boy To Be A Slacker."
- > Tell students that they will write their own title and four lines of lyrics from the point of view of a Gold Star Mother. They can express any point of view, either in support of or opposition to having a son fight in World War I.
 - » The title format should be "I Didn't Raise My Boy To Be _____."
 - > Some examples could include: I didn't raise my boy to be a name on a cross, I didn't raise my boy to be a coward, etc.
 - » The four lines of chorus lyrics should support the title.
- > Tell students they will also draw an image that supports the title and lyrics.

METHODS FOR EXTENSION

- > Students with interest in the Gold Star Mothers can research how their journey was reflective of society's values at the time, including women's rights, racism and patriotism.
- > Students can search for other musical scores or propaganda posters that reflected the values of society during World War I.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > The music of George M. Cohan
- > Glenn Miller Orchestra
- > Bonus Army (1932)
- > GI Bill (1944)
- > Protest music

BASEBALL: PATRIOTISM AND CIVIC DUTY



GUIDING QUESTION: How was baseball used to promote patriotism and civic duty in World War I and how did that continue in World War II?

AUTHOR

Brian Sheehy
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WHY?

Using sports themes and topics in traditional history courses can be a great way to connect with students. In this lesson students will analyze primary sources and practice historical thinking skills. Students will see how baseball promotes patriotism and civic duty.

OVERVIEW

Using newspapers, cartoons, and other primary sources, students will look at the importance of baseball in our society. During the lesson students will see how baseball images, terminology, and actual players were used to boost morale, sell war bonds, and remind citizens and soldiers of their civic duties and why they were fighting.

OBJECTIVES

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

- › Analyze and interpret primary sources;
- › Develop an argument using primary sources;
- › Defend an argument with historical evidence; and
- › Understand the importance that baseball holds in American culture.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- › CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

DOCUMENTS USED

PRIMARY SOURCES

Advertisement, Thos. E. Wilson & Co., *Saturday Evening Post*, April 20, 1918

"Griff Has Bats and Ball on Way Again," *The Sporting News*, August 16, 1917

"Is Baseball Essential?" *Colorado Springs Gazette*, June 9, 1918
Genealogy Bank

Photograph, *In 1917 and early 1918, teams like the Cleveland Indians tried to show their support for soldiers in World War I by having players participate in pre-game "drill" sessions*
National Baseball Hall of Fame Library (BL-1942-77)
<https://baseballhall.org/discover-more/stories/short-stops/1918-world-war-i-baseball>

Poster, *Strike two! Help strike out military autocracy! Every Liberty Bond you buy helps win the war, 1917*
Library of Congress (00652362)
<http://www.loc.gov/pictures/collection/wwwipos/item/00652362/>

Poster, *Vojtěch Preissig, That arm - your country needs it, 1918*
Library of Congress (2002719428)
<https://www.loc.gov/item/2002719428/>

Sheet Music, Robert Dixon, "Uncle Sam will strike the Kaiser Out," 1918
Library of Congress (2013562645)
<https://www.loc.gov/item/2013562645/>

MATERIALS

- > Baseball in World War I Reading and Timeline
- > Wartime Baseball Document Based Question Packet

ACTIVITY PREPARATION

- > Make one copy (or share electronically) of the Baseball in World War I Reading and Timeline and Wartime Baseball Document Based Question Packet for each student.

PROCEDURE

ACTIVITY ONE: WARTIME BASEBALL (60 MINUTES)

- > Lead a brief discussion about civic duty and patriotism. Questions can include:
 - » *What are some of the ways we as a society encourage civic duty?*
 - » *What are some of the images or slogans we typically see in some of these images and posters that promote civic duty?*
- > Distribute the Wartime Baseball Document Based Question Packet. Ask students to begin reading and analyzing each document by answering the questions.
 - » **Teacher Tip:** Students can work independently or with a partner, at teacher discretion.
- > Transition to a whole-class discussion. Ask students:
 - » *What are the major messages of these primary sources?*
 - > **Teacher Tip:** Answers could include: recruiting soldiers, raising funds for the war effort, supporting soldiers, and keeping the morale of the troops and home front high.
 - » *In what ways was baseball vital to the war effort in World War I and World War II?*
 - » *How were these messages appealing to baseball fans and other Americans?*

ASSESSMENT

- > Ask the students to respond to the document based question, *Analyze the ways in which baseball was used to support the war effort in World War I.*
 - » **Teacher Tip:** Students can work independently or with a partner, at teacher discretion.

METHODS FOR EXTENSION

- > Students can research the role of baseball in World War II and compare and contrast that with World War I.
- > Students or teachers with more interest in the role of baseball in World War I or World War II can read the following books:
 - » Skip Desjardin, *September 1918: War, Plague, and the World Series* (2018)
 - » John Klima, *The Game Must Go on: Hank Greenberg, Pete Gray, and the Great Days of Baseball on the Homefront in WWII* (2015)
 - » Jim Leeke, *From the Dugouts to the Trenches: Baseball during the Great War* (2017)
 - » Jeff Obermeyer and Michael Scott Neiberg, *Baseball and the Bottom Line in World War II: Gunning for Profits on the Home Front* (2013)

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Desegregation of Major League Baseball
- > Football and World War II
- > History of the Olympics

MOBILIZING THE MASSES: PROPAGANDA ON THE HOME FRONT DURING WORLD WAR I



GUIDING QUESTION: How did the Allied and the Central Powers use propaganda to depict their enemies to mobilize their populations to fight in the war? What are the possible long-term consequences of wartime propaganda?

AUTHOR

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Yakima, Washington

WHY?

I have a wall of famous iconic American posters in my classroom and the famous Uncle Sam, “I Want You” recruitment poster from World War I inspired me to write this lesson. I use political cartoons in my classroom all the time and this lesson allowed me to expand my academic horizons (and give students a better answer when they ask about the poster).

OVERVIEW

The purpose of this lesson is to help students understand the purpose of propaganda and how governments successfully used propaganda during World War I. This lesson will also ask students to compare how the belligerent nations (and the United States in particular) depicted their enemies and mobilized their respective populations to fight the war.

OBJECTIVES

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

- › Identify the different messages embedded in World War I propaganda;
- › Compare and contrast different propaganda images from different nations; and
- › Evaluate (using inferences from the historical sources) the long-term consequences of wartime propaganda.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- › CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- › CCSS.ELA-LITERACY.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

DOCUMENTS USED

PRIMARY SOURCES

Poster, *The Balkan Parrot*, 1917
British Library / National Library of Serbia
<https://www.bl.uk/collection-items/balkanparrot>

Poster, *The Enemy of Humankind [Vrag roda chelovecheskogo]*, 1915
British Library (HS.74/273(28))
<https://www.bl.uk/collection-items/arch-enemy>

Poster, Giovanni Capranesi, *Sottoscrivete al prestito*, 1917
Texas War Records Poster Collection, Harry Ransom Center, The University of Texas at Austin (85.160.42)
<https://hrc.contentdm.oclc.org/digital/collection/p15878coll26/id/497>

Poster, H. Falter, *Pour le suprême effort. Emprunt National Société Générale*, 1918
Texas War Records Poster Collection, Harry Ransom Center, The University of Texas at Austin (85.130.548)
<https://hrc.contentdm.oclc.org/digital/collection/p15878coll26/id/427/rec/85>

Poster, Frederick Strothmann, *Beat back the hun with liberty bonds*, 1918
Library of Congress (94505100)
<https://www.loc.gov/pictures/item/94505100/>

Poster, James Montgomery Flagg, *Wake up America! Civilization calls every man, woman and child!*, 1917
Library of Congress (91726511)
<https://www.loc.gov/pictures/item/91726511/>

Poster, John Warner Norton. *Keep these off the U.S.A. - Buy more Liberty Bonds*, c. 1918
Library of Congress (2002722447)
<https://www.loc.gov/pictures/item/2002722447/>

Poster, Julius Ussy Engelhard, *Bolschewismus bringt Krieg, Arbeitslosigkeit und Hungersnot*, 1918
Library of Congress (2004665871)
<https://www.loc.gov/item/2004665871/>

Poster, Lucian Bernhard, *Tretet ein in den Grenzschutz Ost! Schütz die Heimat gegen Bolschewismus! / Bernhard*, 1919
Library of Congress (2004665847)
<https://www.loc.gov/resource/cph.3g11520/>

Poster, Norman Lindsay, ? [*The Question Mark*], 1918
Imperial War Museum (Art.IWM PST 3242)
<https://www.iwm.org.uk/collections/item/object/16786>

Poster, Norman Lindsay, *Will you fight now or wait for this*, 1918
Australian War Memorial (ARTV00079)
<https://www.awm.gov.au/collection/ARTV00079/?image=1>

Poster, Parliamentary Recruiting Committee, *Britain needs you at once*, 1915
Library of Congress (2003675387)
<http://www.loc.gov/pictures/item/2003675387/>

SECONDARY SOURCES

Christopher B. Daly, "How Woodrow Wilson's Propaganda Machine Changed American Journalism," April 28, 2017
Smithsonian Magazine
<https://www.smithsonianmag.com/history/how-woodrow-wilsons-propaganda-machine-changed-american-journalism-180963082/>

Primary Source Analysis Tool
Library of Congress
<https://loc.gov/teachers/primary-source-analysis-tool/>

MATERIALS

- > Propaganda Packet
- > Primary Source Analysis Tool
- > Writing Assessment and Rubric
- > Projector

ACTIVITY PREPARATION

- > Print one copy of (or make accessible electronically) the Propaganda Packet for each group of four to five students.
- > Print one copy of the Primary Source Analysis Tool and the Writing Assessment and Rubric for each student.
- > Set up classroom technology to project propaganda images.
- > Test all online resources before class.
- > Divide students into groups of four or five students each.

PROCEDURE

ACTIVITY ONE: ANALYZING PROPAGANDA (15 MINUTES)

- > Project the poster, *Wake up America!* by James Flagg in the front of the room.
- > Ask students to examine the image in their groups and have a group recorder (teacher or student selected) write down the group's observations and questions.
- > Allow each group to briefly share their questions and observations.
- > Possible questions to prompt sharing could include:
 - » *Who is the woman in the picture?*
 - » *What is the danger presented in the poster?*
 - » *What do you think James Flagg (the artist) is wanting Americans to do?*
- > Push students to consider the purpose of the poster and the messages embedded in the image.

ACTIVITY TWO: ANALYZING PROPAGANDA FROM VARIOUS PERSPECTIVES (60 MINUTES)

- > Distribute one Propaganda Packet to each group.
- > Distribute one Primary Source Analysis Tool to each student.
- > Select one propaganda piece to use as a whole-group sample and model how students should use the Primary Source Analysis Tool.
 - » **Teacher Tip:** Let students know that they may or may not be able to read or translate the words on some of the posters. Two additional posters from the United States are included in the packet. These can be used to differentiate instruction or could be removed at teacher discretion.
- > Instruct students to select one piece of propaganda in their small groups for discussion.
- > Project the following questions on the board for students to consider during their small group discussion:
 - » *How do the various Allied and Central Power nations depict their enemies?*
 - » *What do the propaganda pieces have in common?*
 - » *How are the propaganda pieces different?*
 - » *Who is represented in the propaganda from each country?*
- > Ask each student to select one piece of propaganda and complete the Primary Source Analysis Tool independently.
- > Allow students to share their pieces with their small groups.
- > Give each student a copy of the *Smithsonian Magazine* article, "How Woodrow Wilson's Propaganda Machine Changed American Journalism."

- > Project the following questions on the board for students to consider as they read:
 - » *How did the government shape (or even create) news during the war?*
 - » *Did the actions of the Committee on Public Information (CPI) during the war present a danger to the free press? Why or why not?*
- > Engage the whole group in a group discussion of the questions or allow a few minutes for students to talk with their groups.

ASSESSMENT

- > Distribute the Writing Assessment and Rubric to the class and review the prompt: *How did the Allied and the Central Powers use propaganda to depict their enemies during World War I? What might be some of the short and long-term impacts of those propaganda efforts? Support your answer with evidence from the primary and secondary sources.*
- > The Writing Assessment Rubric can be used to score the assessment.
- > Give students time with computers and other individual supports as needed.

METHODS FOR EXTENSION

- > Students with more interest in propaganda could research propaganda from World War II using the Library of Congress.
- > Students could research the Committee on Public Information (CPI) and the role the agency played during World War I.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Creation of George Creel's Committee on Public Information
- > The Espionage Act of 1917
- > The Sedition Act of 1918
- > Cold War Propaganda

CONSCIENTIOUS OBJECTORS OF WORLD WAR I



GUIDING QUESTION: How did dissenters choose to show support for their country during World War I and how were they treated because of their choices?

AUTHOR

Carissa VanderLey
Chamberlain High School
Chamberlain, South Dakota

WHY?

I chose to focus on Americans who were against military service during wartime. I read an article about one of the Hutterite colonies in South Dakota, in which four of their members were drafted during World War I, but refused to serve. The U.S. government imprisoned them in Alcatraz prison. Two died after a transfer to the military prison at Fort Leavenworth.

OVERVIEW

In this lesson students will look at documents and images that represent both support for and opposition to dissenters of the war. Students will also examine how the public reacted to dissenters of the war.

OBJECTIVES

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

- > Examine the reasons why people choose to be dissenters during wartime;
- > Identify how dissenters are treated by the government and public; and
- > Evaluate how the government treats conscientious objectors in different eras.

STANDARDS CONNECTIONS

CONNECTIONS TO 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.11-12.6 Evaluate author's' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

DOCUMENTS USED

PRIMARY SOURCES

Albert Piantadosi and Bryan Alfred, "I Didn't Raise My Boy To Be A Soldier," 1915

Library of Congress (ihas.100008457)
<https://www.loc.gov/item/ihas.100008457/>

Morton Harvey (artist), "I Didn't Raise My Boy To Be A Soldier," January 8, 1915

<https://www.youtube.com/watch?v=dQwEqhtGcW0>

Photograph, Chris Huber, Michael Hoffer Grave Marker
Rockport Colony, near Mitchell, South Dakota

Germans from Russia Heritage Collection, South Dakota State University

<https://library.ndsu.edu/grhc/articles/newspapers/news/images/rockportcolony2.jpg>

SECONDARY SOURCES

Tom Lawrence, "Brothers' Deaths Made Rockport Colony 'Iconic,'" March 5, 2011

Daily Republic

Germans from Russia Heritage Collection, South Dakota State University

<https://library.ndsu.edu/grhc/articles/newspapers/news/rockportcolony.html>

MATERIALS

- > Conscientious Objector Poster Rubric
- > Computer with speakers and internet connection to listen to "I Didn't Raise My Boy to be a Soldier"
- > Poster paper
- > Markers/colored pencils/crayons

ACTIVITY PREPARATION

- > Set up projector with speakers to listen to audio file.
- > Make one copy of "I Didn't Raise My Boy to be a Soldier" lyrics and images for each student.
- > Divide students into groups of three or four students each.
- > Read the article, "Brothers' Deaths Made Rockport Colony 'Iconic,'" for background knowledge.

PROCEDURE

- > Project the photograph of Michael Hofer's grave.
- > Ask students, *What is a martyr? Can you give some examples of martyrs from history?* (Answers could include Nathan Hale, Joan of Arc, Jesus, Joseph Smith, Jr., Martin Luther King, Jr., etc.) Ask students to explain why we view these people as martyrs.
- > Explain that during World War I, men were required to register to be possibly selected for military service. Approximately 50% of those men who served in World War I were drafted. Fewer than 350,000 refused to register. This lesson will focus on those who refused active military service. Ask students, *why would some men refuse the draft? Answers could include pacifists, religious and moral reasons, and recent immigrants.*
- > Distribute the lyrics to "I Didn't Raise My Boy To Be A Soldier." Review the lyrics as a group, and ask students to analyze the language.
- > Play the 1915 recording of the song on YouTube.
 - » **Teacher Tip:** Minimize the browser window to encourage students to listen to the song and not be distracted by visual images.

ASSESSMENT

- > Divide students into groups of three or four students each.
- > Allow each group to select one of the following decisions that an individual who opposed the war could make:
 - » Support the war and go fight;
 - » Support the war, but serve in a non-combat position (i.e., medical corps, ambulance driver, quartermaster corps, etc.); or
 - » Refuse military service, but work at home in a position that supports the war effort (working on farms, working in factories producing items for soldiers).
- > Ask each group to brainstorm three to five reasons to support their group's selection.
- > Direct each group to create a poster or flyer explaining their decision and encouraging others to follow the same path.
- > The Conscientious Objector Poster Rubric can be used to score this assessment.

METHODS FOR EXTENSION

- > Students could research about other conscientious objectors in later wars and how they were treated, including Desmond Doss, Thomas Bennett, and Muhammad Ali.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Isolationism during World War II
- > McCarthy-Army Trials
- > The Hollywood Ten
- > Anti-War Protests of the Twentieth Century

IN THEIR BOOTS: UNDERSTANDING THE EFFECTS OF TRENCH WARFARE



GUIDING QUESTION: What were the consequences and lasting effects of trench warfare?

AUTHOR

Sarah Gallagher
Saint Albans High School
Saint Albans, West Virginia

WHY?

World War I soldiers used the military tactic of trench warfare to defend themselves from attacks. These trenches often exposed soldiers to disease and death as well as mental and emotional trauma. As soldiers often lived in these trenches for periods at a time, they experienced constant fears of artillery fire and bombardment. Those veterans who returned home experienced the lasting effects of war, largely due to their time fighting in the trenches. In the 1920s, the U.S. government established benefits for combat veterans. This lesson focuses on the effects of trench warfare on soldiers and how World War I changed the role government played in helping soldiers after the war ended.

OVERVIEW

Students will use primary and secondary sources to understand the extent of trench warfare as well as the government's response in the 1920s.

OBJECTIVES

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

- › Analyze primary and secondary sources about World War I soldiers on the front line;
- › Describe the daily life of a soldier during World War I in the trenches;
- › Write about the experience of soldiers who experienced psychological damages from war; and
- › Summarize what the U.S. government did to help veterans after the war.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- › CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

DOCUMENTS USED

PRIMARY SOURCES

Letter, Sergeant Wendell A. Link to his father, December 27, 1918
National World War I Museum and Memorial, Kansas City, Missouri (2005.91.88)

<https://theworldwar.pastperfectonline.com/archive/2BB75452-7619-4667-BAB3-372504292721>

Personal War Experience, Corporal Harry S. Hovey, 1918
National Archives and Records Administration (77424682)

<https://www.docsteach.org/documents/document/wwi-hovey>

Warren G. Harding, Executive Order 3669, April 29, 1922
National Archives and Records Administration (300000)

<https://www.docsteach.org/documents/document/executive-order-3669-dated-april-29-1922-in-which-president-warren-g-harding-establishes-benefits-for-veterans>

SECONDARY SOURCES

Film, *Battlefield Experience: The Meuse-Argonne Offensive* (12:30)
American Battle Monuments Commission

<https://www.abmc.gov/multimedia/videos/battlefield-experience-meuse-argonne-offensive>

Various Maps, American Battle Monuments Commission, *American Armies and Battlefields in Europe: A History, Guide, and Reference Book*, 1938
American Battle Monuments Commission

<https://abmceducation.org/understandingsacrifice/abmc-blue-book>

MATERIALS

- > Computer with internet capability to play short film
- > KWL Chart
- > Film and Trench Map Analysis Guides
- > Document Analysis Sheet
- > Trench Warfare Analysis Rubric

ACTIVITY PREPARATION

- > Preview all resources to ensure suitability for your students.
- > Divide the class into groups of three to four students each.
- > Print one copy of the following for each student:
 - » KWL Chart
 - » Film and Trench Map Analysis Guides
 - » Document Analysis Sheet
 - » Trench Warfare Analysis Rubric
- > Print one copy of the following for each group of three to four students:
 - » Letter, Sergeant Wendell A. Link to his father
 - » Personal War Experience, Corporal Harry S. Hovey
 - » Warren G. Harding, Executive Order 3669, April 29, 1922

PROCEDURE

WARM-UP (15 MINUTES)

- > Distribute the KWL Chart to students.
- > Read Corporal Harry S. Hovey's letter from the front line as a class to set the stage for the lesson. The teacher can read to students or students can take turns reading the letter aloud.
- > Complete the "K" section of the KWL Chart as a group.

ACTIVITY ONE: FILM AND MAP ANALYSIS (45 MINUTES)

- > Place students in groups of three to four students each.
- > Model how you would fill out the first column (K) in the KWL Chart. Explain how this column includes what information students already know. Have students fill in four to five items. Allow students to work in their groups to discuss and record their ideas.
- > Debrief the class and allow students to add additional items to their charts.
- > Distribute the Film and Trench Map Analysis Guide to the students.
- > Show the students a 12:30 minute film from the American Battle Monuments Commission.
- > Answer the questions on the handout, Video and Map Analysis Guide, about the film in the left column. The teacher can pause and discuss as needed.
- > Allow student groups time to view and analyze the maps in the Film and Map Analysis Guide. Review student answers as a class.

- > Direct student groups to complete the "W" section of the KWL Chart with their groups.

ACTIVITY TWO: TWO GERMAN AMERICAN EXPERIENCES DURING WORLD WAR I (25 MINUTES)

- > Distribute the following to each student group:
 - » One Document Analysis Sheet for each student
 - » One copy of the Letter from Wendell Link and Executive Order 3669 for each group
- > Direct groups to read and analyze the primary source letter from Wendell Link. A transcript of the letter is provided if needed. Direct students to complete the corresponding row of the Document Analysis Sheet.
- > Repeat this process with Executive Order 3669 and complete the Document Analysis Sheet.
- > Ask students to return to their KWL Chart and complete the "L" column as well as the synthesis question at the bottom.

ASSESSMENT

- > The KWL Chart, Film and Map Analysis Guides, or Document Analysis Sheet can be submitted for evaluation at teacher discretion.
- > A Trench Warfare Analysis Rubric is included as a possible way to assess the content of this work.

METHODS FOR EXTENSION

- > Students with more interest in this topic can map out the World War I American Military Cemeteries in Europe.
- > Students with more interest in this topic can explore the American Battle Monuments Commission interactive website to explore the Meuse-Argonne campaign.
- > Students with more interest in this topic can research World War I veterans from their hometown who served on the Western Front and visit local World War I memorials.
- > Students with more interest in the role of American soldiers on the Western Front can research daily meals, routines, and life in the trench that the soldiers would have experienced.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Post-Traumatic Stress Disorder
- > Guerrilla Warfare
- > Chemical Warfare
- > The Experiences of Servicemembers in Korea and Vietnam

THE ETHICS OF SHELL SHOCK TREATMENT

A SOCRATIC SEMINAR IN HISTORY AND PSYCHOLOGY



GUIDING QUESTION: Were the treatments for shell shock during World War I ethical?

AUTHOR

Shane Gower
Maranacook Community High School
Readfield, Maine

WHY?

When I think of World War I, I think of trenches, poison gas, and shell shock. While the symptoms of shell shock are known, much less is known about how doctors tried to treat these combatants. Analyzing the ethics of treatment helps us understand how the public felt toward these war veterans.

OVERVIEW

Using primary and secondary sources, students will participate in a Socratic seminar discussion in which they analyze the ethics of treatments offered to those who suffered from shell shock after World War I. Students will read and analyze primary and secondary sources that reveal shell shock symptoms and a rationale for treatments. Students will use the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct to help draw conclusions. Students will participate in a formal Socratic seminar discussion in an attempt to answer the question: Were the treatments for shell shock during World War I ethical?

OBJECTIVES

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

- > Describe symptoms of shell shock;
- > Analyze and evaluate different treatments for shell shock employed by doctors and the ethics of those treatments; and
- > Use primary and secondary sources to support a verbal argument.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-Literacy.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- > CCSS.ELA-LITERACY.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

DOCUMENTS USED

PRIMARY SOURCES

Film, *Effects of War Neuroses: Netley Hospital, 1917*, 1918

The Library at Wellcome Collection

<http://catalogue.wellcomelibrary.org/record=b1667864-S8>

Dr. Frederick Walker Mott, "The Chadwick Lecture on Mental Hygiene and Shell Shock During and after the War," 1917 (excerpt)

The British Medical Journal

[https://www.ncbi.nlm.nih.gov/pmc/articles/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2355113/?page=1)

[PMC2355113/?page=1](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2355113/?page=1)

G. Elliot Smith and T. H. Pear, *Shell Shock and its Lessons*, 1918 (excerpt)

<https://books.google.com/>

[books?id=zCQ6AAAAMAAJ&dq=shell%20](https://books?id=zCQ6AAAAMAAJ&dq=shell%20shock&pg=PR4#v=onepage&q&f=false)

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Letter, John Alexander Raws to Robert Goldthorpe Raws, August 12, 1916 (excerpt)

Australian War Memorial

<https://www.awm.gov.au/collection/C2080597>

Lewis Ralph Yealland, *Hysterical Disorders Of Warfare*, 1918 (excerpt)

London: Macmillan and Co.

<https://archive.org/details/hystericaldisord00yealuoft/page/n5>

Sigmund Freud, "Memorandum on the Electrical Treatment of War Neurotics," 1920 (excerpt)

Walter Duranty, *I Write As I Please*, 1935 (excerpt)
https://books.google.com/books/about/I_Write_as_I_Please.html?id=x9iOAAAAIAAJ

SECONDARY SOURCES

Dr. Edgar Jones, "Shell Shocked," June 2012
Monitor on Psychology
<https://www.apa.org/monitor/2012/06/shell-shocked>

American Psychological Association, Ethical Principles of Psychologists and Code of Conduct, June 1, 2017
<http://www.apa.org/ethics/code/>

MATERIALS

- > Socratic Seminar Packet
- > Socratic Seminar Teacher Scoring Guide
- > Computer with internet capability for further research and to access film clip of *Effects of War Neuroses: Netley Hospital, 1917*.
- > Projector

ACTIVITY PREPARATION

- > Make one copy of the Socratic Seminar Packet and the Socratic Seminar Teacher Scoring Guide for each student.
- > Set up classroom technology, if available, and test all online resources before class.
- > Cue film of *Effects of War Neuroses: Netley Hospital, 1917*, a series of five films taken by staff at the two British hospitals to show the physical symptoms of Great War veterans suffering from shell shock.
- > Set up technology, if available, so that students may watch the other videos of shell shock on their own if there is not enough time to watch as a whole class.

PROCEDURE

ACTIVITY ONE: INTRODUCTION (45 MINUTES)

- > Tell students that they will watch a film clip showing soldiers who fought in World War I from Britain who suffered from what was called "shell shock."
- > Ask the students, *What do you think shell shock means?*
- > Project the film *Effects of War Neuroses: Netley Hospital, 1917*. The teacher can select to show the entire film (26:48) or some of the five shorter segments.
- > Ask the students, *What could have happened to these men to cause them to suffer in this way?*

- > Discuss with students the horrific conditions of trench warfare, machine gun technology, poison gas, disease, constant shelling, and bombardment.
 - >> The nature of trench warfare produced psychological distress that had not been seen before. In an effort to address such widespread psychological distress, the medical field was at a loss for how to treat the men. Many people believed that soldiers were "faking" their distress as many seemed to have no physical injuries.
- > Ask the students, *Can you name some of the symptoms of shell shock based on the film? Did you notice any ways in which the soldiers were being treated by doctors and medical staff? What additional questions do you have about this film?*

ACTIVITY TWO: PREPARATION (30 MINUTES)

- > Introduce the Socratic Seminar and tell students that they will address the question, *Were the treatments for shell shock during World War I ethical?*
- > Distribute the Socratic seminar Packet that includes primary and secondary sources.
 - >> Review the instructions as a class and discuss the expectations for the Socratic seminar.
 - >> Direct students to read, highlight, and take notes from the primary and secondary sources. Then they should write questions and notes to help them prepare for the seminar, using the guiding questions found in the packet.
 - >> *What moral philosophy should doctors follow when treating patients?*
 - >> *Is it ever acceptable for doctors to take risks in treating patients?*
 - >> *Is it ethical to experiment with treatments if the causes are unclear?*
 - >> *How do the validity and reliability of observations and measurements relate to data analysis?*
 - >> *What treatments used during World War I do you think were ethical?*
 - >> *What treatments used during World War I do you think were unethical?*
 - >> *Who gets to decide what makes a particular treatment ethical?*
 - >> *Is it fair to judge the ethics of treatments made during World War I by today's standards and guidelines?*
 - >> *What can doctors and psychologists today learn from studying the treatment of shell shock during World War I?*

ACTIVITY THREE: SOCRATIC SEMINAR (60 MINUTES)

- > Organize desks into a circle. Tell students to take out their Socratic Seminar packet and a pen or a pencil.
- > Remind students of the question we hope to answer as a class, *Were the treatments for shell shock during World War ethical?*
- > Tell students to refer to the guiding questions to start the discussion. Ask the first question to get the discussion rolling, *What makes a treatment ethical or unethical?*
- > Remind students to speak when they are ready, be careful to not talk over each other, and be respectful.
 - » **Teacher Tips:**
 - > If needed, remind students to refer to the texts, their notes, and/or the questions they have from their preparation as necessary.
 - > If desired, monitor points earned for each student on the Socratic Seminar Teacher Scoring Guide.
 - > If discussion stalls, use a guiding question to restart the discussion.
- > Direct students once time is up to write their insights from the seminar on the reflection page, along with anything they wish they would have said during the discussion and respond to the reflection questions.

ASSESSMENT

- > Collect the Socratic Seminar packet from each student to review the preparation and reflections.
- > The Socratic Seminar Scoring Guide can be used to evaluate each student.

METHODS FOR EXTENSION

- > Students with more interest in World War I may research the causes of the war, the tactics used, and the weapons used in the war. They may also research local community or school connections to the war.
- > Students interested in shell shock or Post-Traumatic Stress Disorder may research the history of the U.S. military and research soldiers suffering with these symptoms and the various treatments used over time.
- > Students with more interest in the realm of “shell shock” in the First World War may read *The Regeneration Trilogy* by Pat Barker or view the film *Behind The Lines* (originally titled *Regeneration*), which is based on the books. The books are a fictional, but realistic, account of soldiers suffering with shell shock and how the doctors attempted to treat them at a hospital in Britain during World War I.
- > For younger students, modify the points in the Socratic Seminar Teacher Scoring Guide to reflect the developmentally appropriate behaviors for the grade level of the student.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Development of the Veterans Administration (VA) Hospital System
- > Studies on Combat Fatigue in World War II
- > American Psychological Association
- > Treatment Guidelines for Post-Traumatic Stress Disorder

COMING HOME: THE DOUGHBOYS RETURN TO CIVILIAN LIFE



GUIDING QUESTION: Did the benefits available to World War I veterans lead to the eventual passage of the GI Bill in 1944?

AUTHOR

Megan Kopp
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WHY?

This lesson has personal meaning to my life since I am a direct beneficiary of the G.I. Bill. Students should know the importance of the G.I. Bill and the precursors that led to its passage.

OVERVIEW

Using primary sources, students will evaluate the benefits that World War I veterans received to determine how the U.S. government learned how to improve benefits for World War II veterans with the G.I. Bill.

OBJECTIVES

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

- › Evaluate primary sources to infer what benefits were provided to World War I veterans; and
- › Defend a position in the debate over veterans' benefits after World War I.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- › CCSS.ELA-LITERACY.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

DOCUMENTS USED

PRIMARY SOURCES

Adjusted Service Certificate, Thomas Montgomery Gregory, May 23, 1931

Thomas Montgomery Gregory Collection, Howard University
https://dh.howard.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1004&context=tmg_mil

"The Bonus, the President, and the Legion," October 4, 1922
The Outlook: An Illustrated Weekly Journal of Everyday Life, Volume 130
<https://books.google.com/books?id=Eem9pK5olhsC&pg=PA182&#v=onepage&q&f=false>

Calvin Coolidge, Armistice Day Dedicating the Liberty Memorial in Kansas City, Missouri, November 11, 1926 (excerpt)
Calvin Coolidge Presidential Foundation
<https://www.coolidgefoundation.org/resources/speeches-as-president-1923-1929-18/>

Calvin Coolidge, Message to the House of Representatives Returning Without Approval a Bill Providing for Adjusted Compensation for War Veterans, May 15, 1924
The American Presidency Project, University of California Santa Barbara
<https://www.presidency.ucsb.edu/node/329322>

H.R. 7959, An Act to provide adjusted compensation for veterans of the World War . . . (Bonus Act), April 10, 1924
Records of the Senate, National Archives and Records Administration
<https://www.visitthecapitol.gov/exhibitions/artifact/hr-7959-act-provide-adjusted-compensation-veterans-world-war-bonus-act-april>

“The Legion and the Veto,” October 4, 1922
The Outlook: An Illustrated Weekly Journal of Everyday Life, Volume 130
<https://books.google.com/books?id=Eem9pk5olhsC&pg=PA182&#v=onepage&q&f=false>

Letter, The United States Treasury Department to Clyde Chilson, January 18, 1918
National World War I Museum and Memorial, Kansas City, Missouri (1977.13)
<https://theworldwar.pastperfectonline.com/archive/DE863406-AF43-41C9-ACBC-278860739010>

Political Cartoon, *Driven Off at Last* (reprinted from the *New York World*), October 4, 1922
The Outlook: An Illustrated Weekly Journal of Everyday Life, Volume 130
<https://books.google.com/books?id=Eem9pk5olhsC&pg=PA182&#v=onepage&q&f=false>

Political Cartoon, *Give them their Bonus and Employment*
Veteran's Magazine

Poster, *In France, Two Popular Trades Taught Disabled Soldiers are Cabinet-Making and Tailoring*, 1919
Library of Congress (00651588)
<https://www.loc.gov/pictures/collection/wwipos/item/00651588/>

Poster, *Future Members of the Fourth Estate*, 1919
Library of Congress (00651581)
<https://www.loc.gov/pictures/collection/wwipos/item/00651581/>

Poster, *Future Ship Workers: A One-Armed Welder*, 1919
Library of Congress (00651580)
<https://www.loc.gov/pictures/collection/wwipos/item/00651580/>

Poster, *Learning to Walk for the Second Time*, 1919
Library of Congress (00651582)
<https://www.loc.gov/pictures/collection/wwipos/item/00651582/>

Poster, *A Successful Workman*, 1919
Library of Congress (00651584)
<https://www.loc.gov/pictures/collection/wwipos/item/00651584/>

Poster, *With Compass and T-Square*, 1919
Library of Congress (00651579)
<https://www.loc.gov/pictures/collection/wwipos/item/00651579/>

Servicemen's Readjustment Act (G.I. Bill), 1944
National Archives and Records Administration (RG 11)
<https://www.ourdocuments.gov/doc.php?flash=false&doc=76#>

Sheet Music, “I’ve Got Those Bonus Blues,” 1922
Library of Congress (ihas.200203402)
<https://loc.gov/item/ihas.200203402>

SECONDARY SOURCES

Office of the Historian, “A Bonus for World War I Veterans: May 2, 1922”
Office of Art & Archives, United States House of Representatives
<https://history.house.gov/Historical-Highlights/1901-1950/A-bonus-for-World-War-I-veterans/>

“Veterans Of Foreign Wars” (excerpt)
PBS
<http://www.pbs.org/opb/historydetectives/feature/veterans-of-foreign-wars/>

MATERIALS

- > Computer with projector
- > Gallery Walk Worksheet
- > Debate Sources (Set One and Two)
- > Debate Graphic Organizer
- > Ticket Out-the-Door Sheet

ACTIVITY PREPARATION

- > Project cartoon *Give them their Bonus and Employment*.
- > Hang Gallery Walk stations around the classroom.
- > Print one copy of the following for each student:
 - » Gallery Walk Worksheet
 - » Debate Graphic Organizer
 - » Ticket-Out-the-Door
- > Make copies of the Debate Sources for each student (half the class receives Set One, half receives Set Two).
- > Cut Ticket-Out-the-Door Sheets.

PROCEDURE

ACTIVITY ONE: INTRODUCTION AND GALLERY WALK (20 MINUTES)

- > Project the political cartoon, *Give them their Bonus and Employment*.
- > Ask students, *Based on this political cartoon, infer or predict how World War I veterans were treated upon their return home?*
 - » Give students time to think independently.
 - » Ask students to discuss the question with their seat partners.
 - » Share responses as a whole class discussion.
- > Distribute one copy of the Gallery Walk Worksheet to each student.
- > Direct students to walk around the classroom to view the primary sources and complete the Gallery Walk Worksheet.
- > Ask students, *How did the U.S. government meet the needs of World War I soldiers? If yes, then how? If no, why not?*

ACTIVITY TWO: DOCUMENT ANALYSIS AND DEBATE

- > Divide students into two groups. Provide each group one set of debate documents (Set One or Set Two).
 - » Explain that one group will take the perspective of the government and the president, and the second group will research the benefits from the veterans' point of view.
- > Direct students to complete the Debate Graphic Organizer as they research.
- > Facilitate the debate. Prompt the student groups by asking them, *Did the American government meet the needs of veterans of the Great War?*
 - » Allow each side to begin with an opening statement.
 - » Monitor and allow for multiple points of view to be heard throughout the debate.
 - » Ask students to discuss which side had a more compelling argument and why.

ASSESSMENT

- > Project the Servicemen's Readjustment Act (G.I. Bill). Explain the G.I. Bill to students.
- > Direct students to complete a Ticket-Out-the-Door, *What was the lesson learned from World War I that helped the U.S. prepare for the homecoming of soldiers after World War II?*

METHODS FOR EXTENSION

- > Students with more interest in the impact of the G.I. Bill may research the role the bill played in the post World War II years.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > The Selective Service Act
- > The G.I. Bill of 1944
- > Veterans Administration

THE BONUS ARMY AND THE ELECTION OF 1932



GUIDING QUESTION: What impact did the Bonus March have on the election of 1932?

AUTHOR

John Heeg
Robert Frost Middle School
Deer Park, New York

WHY?

In 1924, the U.S. government promised that World War I veterans would receive a bonus for their service in 1945. Just five years later, the Great Depression hit. In 1932, facing rising unemployment and low wages, over 10,000 World War I veterans marched to Washington D.C. to ask for their bonus payment early. On July 28, President Herbert Hoover ordered General Douglas MacArthur to remove the Bonus Army from the city. The actions of the U.S. Army caused injuries and deaths. The incident, along with Hoover's perceived inability to fix the economic depression, crippled his reelection campaign.

OVERVIEW

Using primary and secondary sources, students will analyze primary and secondary sources to look at how the Bonus Army incident was handled.

OBJECTIVES

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

- › Explain the goals of the 1932 Bonus Marchers;
- › Consider conflicting perspectives on the riot; and
- › Analyze the ways that the Bonus March impacted veterans of subsequent conflicts.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

DOCUMENTS USED

PRIMARY SOURCES

Broadside, Veteran's Rank and File Committee, "Veterans March to Washington," 1932

Library of Congress (rbpe1330190a)
<https://www.loc.gov/resource/rbpe.1330190a/>

Douglas MacArthur, *Reminiscences*, 1964 (excerpt)

Dwight D. Eisenhower, *At Ease: Stories I Tell to Friends*, 1967 (excerpt)

Photograph, *Photograph of Bonus Marchers*, 1932
National Archives and Records Administration (111-SC-593253)
<https://catalog.archives.gov/id/593253>

Photograph, *Shacks, put up by the Bonus Army on the Anacostia flats, Washington, D.C., burning after the battle with the military. The Capitol in the background*, 1932

National Archives and Records Administration (111-SC-97532)
<https://www.archives.gov/global-pages/larger-image.html?i=/historical-docs/doc-content/images/bonus-army-fire-l.jpg&c=/historical-docs/doc-content/images/bonus-army-fire.caption.html>

Photograph, Underwood & Underwood, *Bonus Army stages huge demonstration at empty Capitol*, 1932
Library of Congress (2016649901)
<https://www.loc.gov/pictures/item/2016649901/>

Photograph, Underwood & Underwood, *Fingerprint experts check [sic] identity of veterans seeking tickets home*, July 9, 1932
Library of Congress (2003675447)
<https://www.loc.gov/pictures/item/2003675447/>

Photograph, Underwood & Underwood, *Members of the Bonus Army bathing in the Tidal Basin of the Potomac River*, June 6, 1932
Library of Congress (2017648539)
<https://www.loc.gov/pictures/item/2017648539/>

Photograph, *Vacated Bonus Army Camp*, 1932 or 1933
Library of Congress (2017648539)
<https://www.loc.gov/item/2016889895/>

Photograph, Underwood & Underwood, *Veterans "bury" Republican leaders with Bonus hopes at camp*, 1932
Library of Congress (96524547)
<https://www.loc.gov/pictures/item/96524547/>

Photograph, Underwood & Underwood, *Western Bonus Army lays siege to Capitol, spend night on plaza lawns*, 1932
Library of Congress (2017658680)
<https://www.loc.gov/resource/cph.3a00515/>

SECONDARY SOURCES

Film, *The March of the Bonus Army*, 2006 (clips)
PBS
<https://www.youtube.com/watch?v=mSC1lbfXfRQ>

MATERIALS

- > Photograph Collection, Bonus Army in Washington, D.C.
- > Photograph Collection, Removing the Bonus Army

ACTIVITY PREPARATION

- > Project images or print copies of the photograph images.
- > Preview and set clips from the documentary film for students.

PROCEDURE

ACTIVITY ONE: DEMANDS OF THE BONUS MARCHERS (30 MINUTES)

- > Project (or distribute copies) the 1932 broadside "Veterans March to Washington."
- > Ask students:
 - » *Who is the audience of this broadside (poster)?*
 - » *What do the organizers want veterans to do?*
 - » *Define bonus (in context of World War I).*
 - » *What is the purpose of the bonus?*
 - » *Why would veterans want the bonus right away?*
 - » *How do you think veterans are going to get the bonus?*
- > Play *The March of the Bonus Army* (5:00-7:10) to help set the context and explain how and why the marchers came to Washington, D.C.

- > Project (or distribute copies) the Photograph Collection, Bonus Army in Washington, D.C. Allow students time to analyze the photograph. Ask students:
 - » *What are some potential problems that could arise from such a large movement?*
 - » *Which people or groups would support the Bonus Army? Which people or groups would oppose the Bonus Army?*
 - » *How do you think President Herbert Hoover reacted to the Bonus Army?*

ACTIVITY TWO: RESPONSE TO THE BONUS MARCHERS (30 MINUTES)

- > Explain the following to the students:
 - » *On June 15, 1932, the U.S. House of Representatives voted on a bill to give the World War I veterans their bonuses earlier, but two days later, the U.S. Senate defeated the measure 62-18. President Hoover had threatened to veto the bill if passed, but the defeat in the Senate made that action unnecessary. Most of the marchers remained in Washington, demanding action.*
 - » *At the end of July, Congress was dismissed for the summer recess, and on July 28, 1932, Herbert Hoover ordered the Secretary of War to remove the protesters. Orders were given to General Douglas MacArthur, assisted by Dwight D. Eisenhower.*
- > Divide students into pairs. Give one student the excerpt from Douglas MacArthur and the other student the excerpt from Dwight D. Eisenhower.
- > Direct students to independently read the officer assigned to them and answer the comprehension questions.
- > Ask students to share with their partner how their officer felt they should handle the situation. Ask student pairs, *Which officer do you side with and why?* Allow students to share their responses with the class.
- > Play *The March of the Bonus Army* (16:10-19:54) to show U.S. government's response to the Bonus Army.
- > Project (or distribute copies) the Photograph Collection, Removing the Bonus Army from Washington, D.C. Allow students time to analyze the photograph. Ask students:
 - » *How do you think the public responded?*
 - » *What does this incident do to Hoover's chances of getting re-elected? Why?*

ASSESSMENT

- › Lead a discussion to synthesize the experience of the Bonus Army. Questions can include:
 - › *Why was the government justified in not giving the veterans their bonus?*
 - › *Did the veterans deserve the bonus?*
 - › *How would giving the veterans the bonus benefit President Hoover?*
 - › *Why was the Bonus Army movement important?*
 - › *What would have happened if the veterans did not take action to receive their bonus?*
 - › *What would have happened if World War I veterans did not start the movement?*
 - › *After World War I what should the government have done to help veterans?*
 - › *What challenges did World War I veterans face when coming back home?*
 - › *Why would it be difficult for veterans to get a job after World War I?*
 - › *How will the Bonus Army incident affect the military in the future? What will happen to the amount of people who will enlist in the military in the future?*
 - › *How did the work of World War I veterans help future generations of the military?*

METHODS FOR EXTENSION

- › Students with an interest in veterans issues and veterans rights can research Warren G. Harding's Executive Order 3669 (April 29, 1922) or the G.I. Bill (1944).
- › Students can read or listen to Franklin Delano Roosevelt's Fireside Chat from July 28, 1943, and compare and contrast the experience of World War I and World War II veterans.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- › The G.I. Bill of 1944
- › Treatment of Vietnam Veterans
- › The Creation of the American Legion or Veterans of Foreign Wars

WOMEN ON THE FRONT LINES

AMERICAN NURSES IN WORLD WAR I



GUIDING QUESTION: How did American nurses experience the war in France?

AUTHOR

Katie Craven
Open World Learning Community
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WHY?

I want students to see that women were an essential part of the war in Europe. The nurses who served in France provided life-saving services for the soldiers, while enduring the same horrific war conditions as the men.

OVERVIEW

Using photos and firsthand accounts from the National Archives and Records Administration, students will determine the conditions in which American nurses operated while in France during World War I.

OBJECTIVES

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

- > Describe the working and living conditions of American nurses in France during World War I;
- > Determine how, if at all, the women of World War I are memorialized at home; and
- > Design and draft proposals for memorials to the women of World War I.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- > 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.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

DOCUMENTS USED

PRIMARY SOURCES

Nurse Alice S. Kelley, Appendix to Surgeon General Office: Personal Accounts of Conditions, 1918 (excerpt)
National Archives and Records Administration (Record Group 112, Box 42)

Nurse Julia C. Stimson, *History of Nursing Activities. A.E.F. on the Western Front During the War Period May 8, 1917 - May 31, 1919* (excerpt)
National Archives and Records Administration (Record Group 112, Box 42)

Photograph, *Head Army nurses receiving gas instruction, Camp Kearney, California, March 30, 1918*
National Archives and Records Administration (111-SC-7294)

Photograph, *Nurse of the 326th Field Hospital bathing the eyes of gassed patients...north of Royaumeix, France, October 15, 1918*
National Archives and Records Administration (111-SC-22015)

Photograph, *Nurses of Base Hospital 35, Mars sur Allier, Nievere, France, January 3, 1919*
National Archives and Records Administration (111-SC-45915)

SECONDARY SOURCES

Colonel Elizabeth Vane and Sanders Marble, "Contributions of the U.S. Army Nurse Corps in World War I"

The Army Nurse Corps Association

<https://e-anca.org/History/Topics-in-ANC-History/Contributions-of-the-US-Army-Nurse-Corps-in-WWI>

MATERIALS

- > World War I Nurse Fact Sheet
- > Primary Source Packet
- > Account of Nursing Activities Graphic Organizers
- > Nurses in World War I Assessment and Rubric

ACTIVITY PREPARATION

- > Make one copy of each of the following for each student:
 - » World War I Nurses Fact Sheet
 - » Account of Nursing Activities Graphic Organizers
 - » Nurses in World War I Assessment and Rubric
- > Make one copy of the Primary Source Packet for each pair of students.
- > Create digital copies for students if necessary and post to online forum.

PROCEDURE

ACTIVITY ONE: INTRODUCTION OF NURSES IN WORLD WAR I (15 MINUTES)

- > Project the photograph, *Nurses of Base Hospital 35* and ask, *What do you know about the role of women in World War I?*
 - » Tell students to write down their thoughts and be prepared to share out with the class.
 - » Possible answers: nurses, truck drivers, secretaries, factory workers.
- > Distribute the World War I Nurses Fact Sheet and tell students, *Today we are going to focus on women serving in the military overseas.*
 - » Project the fact sheet to use as you lead a class discussion about the basics of women nurses in World War I.

ACTIVITY TWO: COMPARING DIFFERENT ROLES FOR NURSES IN WORLD WAR I (45 MINUTES)

- > Divide students into pairs.
- > Distribute one copy of the Primary Source Packet to each pair and one copy of the Account of Nursing Activities Graphic Organizer to each student.
 - » Explain that one student will examine Document One and Photograph One and one student will examine Document Two and Photograph Two. Each student will fill out the Graphic Organizer for his/her document and image.

- » Students will share with their partners what they learned from their own document and then work together to answer the discussion questions.
- > Lead a class discussion covering the questions on the second page of the Graphic Organizer.
 - » Focus on differences between the two documents and why they are different.
 - » Direct the discussion to allow students to hypothesize about how experiences of the women were similar to or different from servicemen.

ASSESSMENT

- > Pass out a copy of the Nurses in World War I Assessment to each student. This assessment can be completed during class time or assigned as homework.
- > Assessments can be evaluated using the rubric provided.

METHODS FOR EXTENSION

- > Students interested in learning more about nurses in World War I can visit their local historical societies to find first hand accounts and other resources.
- > Students interested in seeing how nurses have been memorialized for their service in World War I can visit their local memorials, or search online for memorials farther away. If they find women are not being represented they can think about petitioning their local governments, veterans groups, or military branches to have women included in the memorials.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Antibiotics
- > Blood plasma
- > Anna Coleman Ladd
- > Impact of war on prosthetics
- > History of plastic surgery

FEMALE SERVICEMEMBERS OF WORLD WAR I: THEIR STORY



GUIDING QUESTION: Was the modern woman of the 1920s a departure or continuation from the role of women as female servicemembers during World War I?

AUTHOR

Emily Lewellen
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Nashville, Indiana

WHY?

During World War I, women helped the war effort in various ways, but their stories are left untold in many history classrooms. When flipping through different textbooks, I realized the limited information about women's war efforts focused solely on women on the homefront and neglected the women in the military. I wanted to create a lesson that highlighted the important role these women played and how their efforts influenced the creation of the modern woman of the 1920s.

OVERVIEW

After analyzing a wide array of sources including academic articles, oral histories, a video lecture, government documents and photographs, students will compile a new insert for their textbook about female servicemembers during World War I and compare them to the modern woman of the 1920s.

OBJECTIVES

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

- > Describe the role female servicemembers played in World War I; and
- > Connect the accomplishments of women during World War I to development of the modern woman in the 1920s.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- > 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.

DOCUMENTS USED

PRIMARY SOURCES

Advertisement, "Women Who Hold Men's Jobs," March 1926
Popular Science Monthly

Beatrice Forbes-Robertson Hale, "The Women's Revolution," October 1923 (excerpt)
Current History

Hello Girls Congressional Gold Medal Act of 2018
U.S. Senate
<https://www.veterans.senate.gov/imo/media/doc/Hello%20Girls%20Congressional%20Gold%20Medal%20Act%20of%202018%20-%20Signed%20Bill.pdf>

"The Inquiring Reporter: Every Day He Asks Five Persons, Picked at Random, a Question," April 25, 1922 (excerpt)
Chicago Daily Tribune

Mildred Hardenbergh, "Taking the Hand Off the Cradle to Catch Devil Fish: How Modern Woman is Delving into the Sacred Precincts of Male Occupation and Is Now Found in the Role of Bandit, Judge, Bricklayer, Hunter, and Race Horse Jockey," August, 12, 1923 (excerpt)
The Atlanta Constitution

Oral History, Clara Wilhemina Emily Lewandoske Hoke
Veterans History Project, Library of Congress
<https://memory.loc.gov/diglib/vhp/story/loc.natlib.afc2001001.31647/>

Reverend Hugh L. McMenam, "Evils of Woman's Revolt against the Old Standards," October 1927 (excerpt)
Current History

"Tom Masson Says [regular feature of humorous commentary]," January 5, 1929 (excerpt)
Collier's

Walter Lionel George, *Hail Columbia!: Random Impressions of a Conservative English Radical*, 1921 (excerpt)

SECONDARY SOURCES

Colleen Cheslak, "Women of the Red Cross Motor Corps in WWI," October 19, 2018
National Women's History Museum
<https://www.womenshistory.org/articles/women-red-cross-motor-corps-wwi>

"In Her Words: Women's Duty and Service in WWI"
Smithsonian Postal Museum
<https://postalmuseum.si.edu/in-her-words/Creveling.html>

Lori Boissoneault, "Women on the Frontlines of WWI Came to Operate Telephones," April 4, 2017
Smithsonian Magazine
<https://www.smithsonianmag.com/history/women-frontlines-wwi-came-operate-telephones-180962687/>

Marian Moser Jones, "American Nurses in World War I: Underappreciated and Under Fire"
PBS American Experience
<https://www.pbs.org/wgbh/americanexperience/features/the-great-war-american-nurses-world-war-1/>

Marie Allitt, "'A Male Department of Warfare': Female Ambulance Drivers in the First World War," November 20, 2018
Nursing Clio
<https://nursingclio.org/2018/11/20/a-male-department-of-warfare-female-ambulance-drivers-in-the-first-world-war/>

Nathaniel Patch, "The Story of the Female Yeomen during the First World War," Fall 2006
Prologue Magazine
<https://www.archives.gov/publications/prologue/2006/fall/yeoman-f.html>

Video, Elizabeth Cobbs, *Women at War: The Hello Girls*, March 22, 2018
National World War I Museum and Memorial
<https://www.youtube.com/watch?v=mbQWCU9OU20>

"Women in World War I"
National World War I Museum and Memorial
<https://www.theworldwar.org/learn/women>

MATERIALS

- > Women in World War I Textbook Insert Assignment (Part I and Part II)
- > The Modern Woman of the 1920s Source Collection
- > Women in World War I Textbook Insert Rubric
- > Computers with Internet capability for student research and textbook page design

ACTIVITY PREPARATION

- > Make a copy of the following for each student:
 - » Women in World War I Textbook Insert Assignment
 - » The Modern Woman of the 1920s Source Collection
 - » Women in World War I Textbook Insert Rubric
- > Divide students into groups of three to four students each.

PROCEDURE

ACTIVITY ONE: WOMEN IN WORLD WAR I (60 MINUTES)

- > Tell students, *After the Great War, President Wilson stated that women during the war rendered services "upon the very skirts and edge of battle itself." Today, we are going to study what some of these women did.*
- > Have students open their textbooks to learn more about the stories of women during the war. If you already know where the section about women during World War I is in your textbook, have them go directly to that page. If not, have them either go to the index or flip through the chapter on World War I to find the section.
 - » Most textbooks have a minimal amount of information about women during the war. The information that is included is about women on the homefront, and not about the female servicemembers who travelled overseas.
 - » Ask students to discuss what the textbook reveals about women's role during the Great War and what they think is missing based on the Woodrow Wilson quote displayed in the classroom. Have them consider if the textbook reveals the whole story about women's contributions to the war effort.
- > Tell students that they will write an insert for their textbooks that tells the story specifically of a group of female servicemembers during World War I. The first half of their insert will be focused on the women in the varying branches, including:
 - » The United States Army Nurses Corps
 - » The United States Army Signal Corps (known as the "Hello Girls")
 - » The United States Navy Yeoman (F) (the "Yeomanettes")
 - » The American Red Cross Motor Corps

- > Divide students into groups of three to four students each and assign each group one of the women’s military auxiliaries listed above (in larger classes, more than one group can have the same assignment).
- > Give each group a copy of the Women in World War I Textbook Insert Assignment.
- > Direct each group research their specific group of female servicemembers using the sources provided. Once they have completed their research, they can collaborate to create their textbook insert.
 - » **Teacher Tip:** Students can complete the project digitally or on paper.

ACTIVITY TWO: WOMEN AFTER WORLD WAR I (60 MINUTES)

- > Explain that the “modern woman” of the 1920s is an outgrowth of the World War I generation. Explain that they will create a second half of their textbook insert about these women.
- > Distribute The Modern Woman of the 1920s Source Collection to each student.
- > Tell students they will complete their textbook insert by comparing the female servicemembers of World War I with the modern woman of the 1920s.
- > Allow student groups time to analyze the sources and complete their textbook insert.
- > Lead a group discussion, *Was the modern woman of the 1920s a departure or continuation from the role of women as female servicemembers during World War I?* Prompts can include:
 - » *What are some similarities you discovered between the female servicemembers of World War I and the modern woman of the 1920s? What are the differences?*
 - » *How do you think the experiences of the female servicemembers impacted their attitudes toward work and the role of women in society after the war ended?*
 - » *Was everyone in favor of the new modern woman? Explain your answer with support from the sources.*
 - » *Do you think that the female servicemembers you learned about would have become “modern women” based on the reading? Why or why not?*

ASSESSMENT

- > The Women in World War I Textbook Insert Rubric can be used to score this task.

METHODS FOR EXTENSION

- > Students with more interest in this topic can research the correlation between the female servicemembers and the suffrage movement in more detail. The National Women’s History Museum is a great resource to use to begin research.
- > Students with an interest in creative writing can create two diary entries: one as a female servicemember of World War I in 1917, and one as the same woman ten years later as a modern woman of the 1920s.
- > Students with more interest in the topic of women in the military can use this lesson as a launching off point to research more into female servicemembers of World War II, including the Women Airforce Service Pilots (WASPs), Women’s Army Corps (WACs), United States Naval Women’s Reserves (WAVES), and the United States Coast Guard Women’s Reserves (SPARS).

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Women’s Army Nurse Corp (ANC)
- > Army and Navy Nurse Corps
- > Rosie the Riveter and More: Women’s World War II Experiences
- > Women on the Front Lines

SUFFRAGISTS UNITE!



GUIDING QUESTION: Who had more of an impact on the women's suffrage movement, activists or servicewomen?

AUTHOR

Kathryn Kennedy
George Stevens Academy
Blue Hill, Maine

WHY?

As a woman, I find it extremely important to teach the women's suffrage movement. Students need to know that women put their lives on the line in order to give other women this important right. In order for students to deeply understand this topic, they need to see and hear from these women.

OVERVIEW

Using primary and secondary sources, students will sort quotes and photographs into categories of activists and servicewomen. Students will then participate in a Structured Academic Controversy analyzing which of these groups had a greater impact on the women's suffrage movement.

OBJECTIVES

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

- > Describe the strategies used by women who were activists and servicewomen during World War I; and
- > Analyze which of these groups was more effective in gaining women the right to vote.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- > CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

DOCUMENTS USED

PRIMARY SOURCES

Photograph, Bain News Service, *Head of Suffrage Parade, Washington, D.C.*, March 3, 1913
Library of Congress (97500042)
<https://www.loc.gov/item/97500042/>

Photograph, Harris & Ewing, *Party Watchfires Burn Outside White House*, January 1919
Library of Congress (mnwp000303)
<https://www.loc.gov/item/mnwp000303>

Photograph, *Women of the Signal Corps Run General Pershing's Switchboard at the First Army Headquarters*
National Archives and Records Administration (111-SC-21981)

Poster, Howard Chandler Christy, *If You Want to Fight! Join the Marines*, 1915
Library of Congress (95500952)
<https://www.loc.gov/pictures/item/95500952/>

The Suffragist, June 23, 1917
Smithsonian Institution, National Museum of American History (1991.3016.585)
<https://learninglab.si.edu/resources/view/102133>

Woman Suffrage Wagon, c. 1912
Smithsonian Institution, National Museum of American History (1982.0288.01)
https://www.si.edu/object/nmah_1444301

Woodrow Wilson, Address to the Senate on the Nineteenth Amendment, September 30, 1918 (excerpt)
The American Presidency Project, University of California - Santa Barbara
<https://www.presidency.ucsb.edu/node/329326>

SECONDARY SOURCES

Doris Stevens, *Jailed For Freedom*, 2010 (excerpt)

Elizabeth Cobbs, *The Hello Girls: America's First Women Soldiers*, 2017 (excerpt)

John Cooper, *Reconsidering Woodrow Wilson: Progressivism, Internationalism, War, and Peace*, 2008 (excerpt)

MATERIALS

- > Women's Suffrage Movement Instructions
- > Women's Suffrage Movement Materials
- > Women's Suffrage Movement Structured Academic Controversy
- > Projector
- > Whiteboard and markers
- > Envelopes and scissors

ACTIVITY PREPARATION

- > Make one copy of the following for each student:
 - » Women's Suffrage Movement Instructions
 - » Women's Suffrage Movement Structured Academic Controversy
- > Print copies of the Women's Suffrage Movement Materials for each pair of students. Cut the sources apart and create an envelope of sources for each pair of students.

PROCEDURE

ACTIVITY ONE: SORTING SOURCES (30 MINUTES)

- > Project the photograph, *Party Watchfires Burn Outside White House*, as students walk into class.
 - » Ask students, *What details do you notice in this photograph?* List the details on the board.
 - » Ask students, *What other ways besides this might women have fought for the right to vote?* List ideas on the board and try to guide students to think about women during World War I.
- > Tell students, *Today you will look at two different ways that women fought for the right to vote. You will sort a handful of primary and secondary sources into the categories of activists and servicewomen.*
 - » Pair students up and distribute one envelope containing the sources to each pair.
 - » Read the directions on the handout.
 - » Move around the classroom and check for understanding as pairs work.
 - » Review first impressions with students after they have finished sorting.

ACTIVITY TWO: SYNTHESIZING LEARNING (30 MINUTES)

- > Tell students, *You will now use the documents that you have been working with to answer our guiding question: Who had more of an impact on the women's suffrage movement, activists or servicewomen? To do that, you will participate in a Structured Academic Controversy (SAC) to analyze both sides of the issue.*
- > Distribute a copy of the Women's Suffrage Movement Structured Academic Controversy to each student.
- > Team up two pairs of students into a group of four. Tell students, *Your partner is now your teammate for the SAC.*
 - » Assign each team a letter - either A (women activists had a greater impact) or B (servicewomen had a greater impact).
 - » Team A will present to Team B, and Team B will then repeat the arguments back to Team A until Team A is satisfied.
 - » Team B will present to Team A, and Team A will then repeat the arguments back to Team B until Team B is satisfied.
 - » Teams then try to reach a consensus.
- > Conduct a whole class discussion. Ask students:
 - » *Who had more of an impact on the women's suffrage movement, activists or servicewomen? What evidence did you use to support your claim?*
 - » *What other evidence would you need to strengthen your claim?*

ASSESSMENT

- > Assign the Structured Academic Controversy Summary as an individual assessment.
- > The Structured Academic Controversy Rubric can be used to score the response.

METHODS FOR EXTENSION

- > Students with more interest can research the women's suffrage movement in their own state. They can also research how women in other countries conducted their own women's suffrage movements.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Women and the Civil Rights Act of 1964
- > Women's Movement of the 1960s
- > Betty Friedan and *The Feminine Mystique*
- > Gloria Steinem and NOW!

POETRY OF WORLD WAR I



GUIDING QUESTION: How did soldiers tell their stories of World War I?

AUTHOR

Kathryn Spann
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Califon, New Jersey

WHY?

This lesson is designed to give students an understanding of the experiences of two different soldiers during World War I through poetry.

OVERVIEW

Students will analyze and interpret a specific poem from World War I and read about the life of another soldier to create a poem.

OBJECTIVES

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

- › Analyze and interpret a poem related to World War I; and
- › Create a poem about a World War I soldier.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- › CCSS.ELA-LITERACY.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
- › CCSS.ELA-LITERACY.SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

DOCUMENTS USED

PRIMARY SOURCES

Horace Pippin, *The End of the War, Starting Home*, 1930-1933
Philadelphia Museum of Art (1941-2-1)
<https://www.philamuseum.org/collections/permanent/46280.html>

Wilfred Owen, "Dulce et Decorum Est," 1921
The Poetry Foundation
<https://www.poetryfoundation.org/poems/46560/dulce-et-decorum-est>

SECONDARY SOURCES

Barry Hudock, "Trench Warfare Inspired World War I Artist,"
January 2018
VFW Magazine
<https://www.worldwar1centennial.org/index.php/communicate/press-media/wwi-centennial-news/4006-trench-warfare-inspired-world-war-i-artist.html>

The First World War Poetry Digital Archive
University of Oxford
<http://www.oucs.ox.ac.uk/ww1lit/>

"How to Write a Bio Poem"
Read Write Think
http://www.readwritethink.org/files/resources/lesson_images/lesson398/biopoem.pdf

"The Poetry of World War I"
The Poetry Foundation
<https://www.poetryfoundation.org/articles/70139/the-poetry-of-world-war-i>

Silent Heroes
National History Day
<https://nhdsilentheroes.org/>

Veterans History Project
Library of Congress
<https://www.loc.gov/vets/>

MATERIALS

- > Six Step Poetry Analysis Sheet
- > Poetry Presentation Rubric
- > Computers with internet capability
- > Headphones
- > Projector

ACTIVITY PREPARATION

- > Make one copy of the poem, “Dulce et Decorum Est” for each student.
- > Make one copy of the poetry framework for each student.
- > Set up classroom technology. If desired, create a [Flipgrid](#) for this task.
- > Test all online resources before class.
- > If grouping, arrange students into pairs or small groups.

PROCEDURE

ACTIVITY ONE: WORLD WAR I POETRY (30-45 MINUTES)

- > Project or display the expression, *Dulce et Decorum Est pro patria mori* (“It is sweet and fitting to die for one’s country”) from the Roman poet Horace. Ask students to share their opinions on this quote.
- > Distribute copies of the poem “Dulce et Decorum Est” by Wilfred Owen and the Six Step Poetry Analysis Sheet to each student.
- > Read the poem aloud.
- > Allow students to work with a neighbor to complete the Six Step Poetry Analysis Sheet.
 - » **Teacher Tip:** Have students highlight, circle words, ideas, imagery, etc. in Wilson’s poem that they find important for their in-class discussions.
- > Share key elements and interpretations with the class.
- > Display the Horace quote again (“It is sweet and fitting to die for one’s country”) and ask students to share what they believe and if their opinions have been in any way affected by reading and analyzing the poem.

ASSESSMENT

- > Project Horace Pippin’s painting, *The End of the War: Starting Home* and distribute the Horace Pippin Biography to students.
- > Allow students to read the biographical information about Horace Pippin.
- > Direct students to using Pippin’s art and the secondary source to create a bio poem about Horace Pippin.
 - » **Teacher Tip:** Students can create open-ended poems about Horace Pippin. If desired, teachers can direct students to the How to Write a Bio Poem format instructions from Read Write Think. Students can complete this assessment independently or in small groups, at teacher discretion.
- > Allow students to record their poems and share them on a class website or via Flipgrid or present their poems to the class live.
- > Give students time to watch the recordings of other students and provide constructive feedback.
- > The Poetry Presentation Rubric can be used to score this assessment.

METHODS FOR EXTENSION

- > Students may explore print or online poetry collections such as the The First World War Poetry Digital Archive at Oxford University or the “The Poetry of World War I” at The Poetry foundation.
- > Students may explore the Veterans History Project at the Library of Congress or National History Day’s Silent Heroes website for more information about the experience of service members to create poetry in honor of that person.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Literature of the Lost Generation
- > Poetry of the Harlem Renaissance
- > The Beat Generation

HOW THEY WRITE ABOUT THE FIGHT:

AMERICAN SOLDIER-POETS SINCE WORLD WAR I



GUIDING QUESTION: How is poetry and those soldiers who wrote it changed by the events of World War I?

AUTHOR

Joe Russell
Plano East Senior High
Plano, Texas

WHY?

I have always been fascinated with the cultural legacy of World War I as the first truly modern war. For me, the poetry of that era perfectly speaks to the search for normalcy in the face of chaos. Soldiers themselves wrote some of the most compelling poetry of the era, perhaps because poetry lends itself so beautifully to emotional expression when clear explanation is not possible. Therefore, I thought it would be fascinating to explore the soldier-poet phenomenon and trace its legacy from World War I through subsequent American conflicts.

OVERVIEW

Using poems from several American wars, students will examine how poetry provides a language to express the conflicting emotions surrounding war. Poetry is especially valuable for those, like combat soldiers, who have the need to describe experiences and emotions that can never be fully described to others. Students will learn more about both the personal experience of war and the challenges of the men and women who are called to serve in wartime.

OBJECTIVES

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

- > Describe some of the first-hand experiences of American soldiers in war;
- > Identify the elements and structure of poetic verse; and
- > Evaluate the role of artistic expression during traumatic moments in a person's life.

STANDARDS CONNECTIONS

CONNECTIONS TO 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.W.11-12.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- > CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

DOCUMENTS USED

PRIMARY SOURCES

Alan Seeger, "I Have a Rendezvous with Death," 1915

Randall Jarrell, "Losses," 1942

Basil T. Paquet, "It Is Monsoon Season at Last," 1972
From the Collection *Winning Hearts and Minds*
<https://www.poetrynook.com/poem/it-monsoon-last>

Brian Turner, "Eulogy," 2005
From the collection *Here, Bullet*
<https://www.npr.org/templates/story/story.php?storyId=5126583>

MATERIALS

- > War Poems Collection
- > Poetry Analysis Sheet
- > Computers with internet access for additional research

ACTIVITY PREPARATION

- > Divide the class into groups of four students each.
- > Print one copy of the War Poems Collection for each group of students.

PROCEDURE

ACTIVITY ONE: WAR POETRY (30 MINUTES)

- > Distribute one War Poems Collection to each group of four students and one Poetry Analysis Sheet for each student.
- > Direct students to select one of the four poems and read it twice. For the first reading, they should experience the poem. On the second reading, they should mark or highlight words or phrases that stand out to them. Direct students to answer the questions in section one of the Poetry Analysis Sheet.
 - » Discuss with the students the nature of poetry and the power of emotional language to inform our understanding of how people might be feeling during stressful times.
 - » Encourage students to carefully consider the poetic devices and how they are used.
 - » **Teacher Tip:** Abbreviate the list of poetic devices on the Poetry Analysis Sheet or allow students to work together if time is limited.
 - » Encourage students to avoid overly simplistic answers and to support their answers with the specific language of the poem.
- > Explain that students now need to set these poems in historical context. Direct students to research the lives and wartime experiences of the soldier-poets whose work they read as well as the larger context of the conflict in which the soldier-poet fought.
 - » Encourage students to complete section two of the Poetry Analysis Sheet with specific historical details that demonstrate careful research of the conflict as it was happening at the time the poem was written.
 - » Remind students that as students of history we have the benefit of hindsight, so events that seem clear to us might have been very unclear to people living through them.
 - » Assist students as needed in finding reputable internet sources for research.

ASSESSMENT

- > Allow students to share their poems with the other students in their working groups in chronological order to create a sense of historical context and to emphasize the ordinary soldier's experience as one of the legacies of World War I in subsequent American conflicts. After each student has read their poem aloud, students will consider and respond to the questions in section three of the Poetry Analysis Sheet.
 - » Encourage students to collaborate as much as possible during this section. Better group discussion will lead to more thorough responses to the questions.
 - » Emphasize the importance of the similarities and differences between the soldiers in relation to the wars in which they fought. How are the experiences of World War I soldiers reflected in the experiences of soldiers in later conflicts?
 - » Discuss with students how the changing historical context of the conflicts associated with each poem might affect poetic expression and thus their own responses to these questions.
- > The completed Poetry Analysis Sheet can be submitted for grading at teacher discretion.

METHODS FOR EXTENSION

- > Students can be invited to create poetry related to stressful events in their lives. Students can be invited to share the poem if they feel comfortable doing so.
- > Students may be encouraged to research other poems from the authors in the War Poems Collection.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Soldiers' Experiences in World War II, Korea, and Vietnam Wars
- > Anti-war protests of the 1960s and 1970s
- > Literature of the Vietnam War
- > Army Vietnam Combat Artists Program of 1965

JAZZ:

THE HARLEM HELLFIGHTERS' GIFT TO THE WORLD



GUIDING QUESTION: How did the Harlem Hellfighters Regimental Jazz Band's World War I experience rise from the battlefields of World War I to the popular culture in the post-war period?

AUTHOR

Stephanie Hammer
William Monroe Middle School
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WHY?

The 15th New York Infantry Band, which later became the 369th Regimental Band, swept their audiences off their feet with their improvisation of traditional music and marching songs. Led by James Reese Europe, they gave the gift of jazz to the world. Popular music today has its roots in early jazz music, including the music of James Reese Europe. This lesson allows students to make connections between the music of the Great War and Roaring '20s and popular music of today.

OVERVIEW

Using jazz recordings from the World War I era and the 1920s, primary source analysis, and poetry, students will draw conclusions and identify the historical significance of jazz music on popular culture.

OBJECTIVES

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

- > Write a poem to draw conclusions and make connections;
- > Analyze a primary source recording;
- > Compare and contrast music from the World War I era and modern music; and
- > Identify the historical significance of the Harlem Hellfighters' contribution to jazz.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- > CCSS.ELA-LITERACY.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

DOCUMENTS USED

PRIMARY SOURCES

Sheet Music, "All of No Man's Land is Ours," 1918
Library of Congress (2013562508)
<https://www.loc.gov/item/2013562508/>

Sound Recording, "All of No Man's Land is Ours," Sound Recording, 1918
<https://www.youtube.com/watch?v=qp-8vndMtVQ>

Sound Recording, James Reese Europe, "Castle Walk," February 10, 1914
Library of Congress (ihas.100010720)
<https://www.loc.gov/item/ihas.100010720/>

Sound Recording, Original Dixieland Jazz Band, "Livery Stable Blues," February 26, 1917
Library of Congress (4668)
<http://www.loc.gov/jukebox/recordings/detail/id/4668/>

Sound Recording, Paul Whiteman and His Orchestra, "I'm Just Wild About Harry," 1922
Internet Archive
https://archive.org/details/78_im-just-wild-about-harry_paul-whiteman-and-his-orchestra-sissle-blake_gbia0015624b

SECONDARY SOURCES

"James Reese Europe, 1881-1919"

Library of Congress

<https://www.loc.gov/item/ihas.200038842/>

"Jazz Origins in New Orleans," National Historic Park Louisiana

National Park Service

https://www.nps.gov/jazz/learn/historyculture/history_early.htm

Joey Brackner, "The Excelsior Marching Band, Mobile," April 5, 1981

Alabama State Council on the Arts

http://arts.alabama.gov/Traditional_Culture/heritageaward/excelsior.aspx

"Treme Brass Band," NEA National Heritage Fellowships

National Endowment for the Arts

<https://www.arts.gov/honors/heritage/fellows/treme-brass-band>

"What is Jazz?"

Smithsonian National Museum of American History

<https://americanhistory.si.edu/smithsonian-jazz/education/what-jazz>

MATERIALS

- > Jazz, The Harlem Hellfighters' Gift to the World Handout
- > Analyzing Sound Recordings Handout
- > Two-Voice Poem Handout
- > Two-Voice Poem Rubric
- > Colored pens and highlighters for students
- > Large pieces of blank paper for concept map, one per group of students
- > Jazz recordings listed in the primary/secondary sources
- > Computer with internet capability and speakers to play jazz recordings

ACTIVITY PREPARATION

- > Make one copy of the following handouts for each student:
 - » Jazz, The Harlem Hellfighters' Gift to the World
 - » Analyzing Sound Recordings
- > Make one copy of the following for each pair of students:
 - » Two-Voice Poem
 - » Two-Voice Poem Rubric
- > Gather pens, highlighters, and paper.
- > Collect recordings from the Musical Selections listed in the supplemental materials.
- > Test all online resource jazz recordings before class.

PROCEDURE

ACTIVITY ONE: JAZZ IN AMERICA (20 MINUTES)

- > Play musical selections from jazz recordings as students enter the classroom.
- > Distribute the Jazz, The Harlem Hellfighters' Gift to the World handout.
 - » Instruct students to identify the following details as they read: people, places, connections to African American experiences.
 - » Divide students into groups of three to four students each and have them create a timeline to show the progression of jazz.
 - » With the whole class, have each group summarize their findings together.
- > Distribute one copy of the Analyzing Sound Recordings handout to each student.
 - » Explain to students that they will listen to a sound recording and respond according to the prompts on the Analyzing Sound Recordings handout. Students may go back and forth between the columns. There is no correct order, and they do not need to answer all of the prompts.
- > Play "Castle Walk" by James Reese Europe. Play the recording a second time for a deeper analysis. Allow students time to analyze.
- > Discuss responses. To further the discussion, ask:
 - » *How does the music reflect the period in which it was produced?*
 - » *What does the music say about the culture of the time period?*
 - » *How is the music similar to or different from the music you listen to today?*
 - » *What makes music popular today?*
 - » *Do you think current events have an impact on music today?*

ASSESSMENT: TWO-VOICE POETRY (30 MINUTES)

- > Explain to students that they will write a poem with two voices. One voice will be from the World War I era (during the war and the 1920s) and the other voice will be from any time after the war, including the present time.
- > To guide students with a selection for the post-war voice, they may select from the list on the assignment sheet. If they chose to select a voice from outside of the list, they should justify why they want to include that voice.
 - » Ask students: *What do you think people thought of the music during the World War I era? What would they say about it to each other?*
 - » Suggest that students consider perspective when writing the lines. Look for similarities between the two voices. Those are the lines that go in the middle.
 - » Pair students. If there is an odd number, a group can write a Three-Voice Poem.
 - » **Teacher Tip:** Play jazz music from the recordings and musical selections collected for classroom ambiance while writing poetry.
- > The poem can be evaluated using the Two-Voice Poem Rubric.

METHODS FOR EXTENSION

- > Older or more advanced students interested in the history of jazz can trace its development from its roots in New Orleans to the modern jazz movement and can prepare a presentation for the class to demonstrate how jazz changed over time.
- > Students interested in how the experiences of the 15th New York Infantry Band impacted individual lives can research individual band members.
- > Students interested in the story of the Harlem Hellfighters can read the book, *Harlem Hellfighters: When Pride Met Courage* by Walter Dean Myers.
- > If time allows, conduct a Poetry Slam when the poems are finished. Instruct the students that they are to each read their own lines and when the lines are in the Both Voices column, the lines are to be read in unison.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Ragtime
- > Music of the Harlem Renaissance
- > Big Band Music of the 1930s and 1940s
- > Rock 'n' Roll
- > Protest Music of the 1960s

MEMORIES FROM THE GREAT WAR

ART, LETTERS, AND THE COLLECTIVE MEMORY



GUIDING QUESTION: How does World War I soldiers' communication through art and letters inform our collective memory of the soldiers' experience during The Great War?

AUTHOR

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WHY?

Pieces of art and letters tell the stories of the war, the real war fought in the trenches and on the front lines. These are the voices and images that need to be shared with students to teach them the realities of The Great War. These primary sources should be a part of our collective memory.

OVERVIEW

Using samples of art by Air Expeditionary Force artists and letters written by British soldiers, students will determine which memories and facts are the most important for them to remember and share. Students can then determine how these primary sources help to shape our memory of the World War I experience.

OBJECTIVES

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

- > Interpret and evaluate primary source art from World War I;
- > Reflect and write about primary source art in a meaningful way;
- > Read and analyze primary source letters from World War I;
- > Respond to primary source letters through visual drawings;
- > Draw conclusions about people, places, and historic events, based on primary source art and letters; and
- > Compare information presented in primary source art and writings to information provided in secondary source text presented in class through written or verbal methods.

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.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.
- > CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

DOCUMENTS USED

PRIMARY SOURCES

Harry Everett Townsend, *Helping a Wounded Ally*, 1918
Smithsonian National Air and Space Museum (AF 26108)
<https://airandspace.si.edu/multimedia-gallery/af26108-townsendjpg>

Harry Everett Townsend, *The Hurry Call, Night of May 20, 1918*, May 1918
Smithsonian National Air and Space Museum (AF 26125)
<https://airandspace.si.edu/multimedia-gallery/af26125-townsend-wwi-art>

Harvey Thomas Dunn, *Walking Cases, Wounded Men Resting on Their Way Back from Firing Line*, 1918
Smithsonian National Air and Space Museum (AF 25726C)
<https://airandspace.si.edu/multimedia-gallery/af25726c-dunnjpg>

Letter from Gilbert Williams, November 6, 1915 (transcribed)
National Archives of the United Kingdom

Letter from Jonathan George Symons, November 10, 1915 (transcribed)
National Archives of the United Kingdom

Letter from R. C. S. Frost, July 6, 1915 (excerpts transcribed)
National Archives of the United Kingdom
<http://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/>

Letter from R. C. S. Frost, November 3, 1915 (excerpts transcribed)
National Archives of the United Kingdom

Letter from Richard Gilson, May 12, 1915 (transcribed)
National Archives of the United Kingdom

Letter from Richard James, August 10, 1915 (transcribed)
National Archives of the United Kingdom
<http://www.nationalarchives.gov.uk/education/resources/letters-first-world-war-1915/>

Wallace Morgan, *Dressing Station in Ruined Farm*, July 19, 1918
Smithsonian National Air and Space Museum (AF 25767)
<https://airandspace.si.edu/multimedia-gallery/af25767-morgan-wwi-art>

William James Aylward, *His Bunkie*, 1918
Smithsonian National Air and Space Museum (AF 25661)
<https://airandspace.si.edu/multimedia-gallery/af25661-alywardjpg>

William James Aylward, *Relief Entering Nesle, Detachment 4th Infantry*, 1918
Smithsonian National Air and Space Museum (AF 25663)
<https://airandspace.si.edu/multimedia-gallery/af25663-alyward-wwi-art>

MATERIALS

- > Written Response to a Visual Image Rubric
- > Visual Image Response to a Letter Rubric
- > Computer with internet capability
- > Lined paper
- > White art paper
- > Pencils
- > Optional art supplies: charcoal, paints, cardstock etc.

ACTIVITY PREPARATION

- > Prior to Activity One
 - » Select one of the six primary source art images to use during Activity One.
 - » Select one of the six primary source letters to use during Activity One.
 - » Confirm ability to project one art image to the class.
- > Prior to Activity Two
 - » Make enough copies of the remaining five primary source art images to use during Activity Two, so that each student who will write a response based on an image will have one image. Make a few extras if you want to allow students to select their image.
 - » Make enough copies of the remaining five primary source letters to use during Activity Two, so that each student who will create a visual representation based on a letter will have one letter. Make a few extras if you want to allow students to select their letter.

PROCEDURE

ACTIVITY ONE: INTRODUCTION OF ART AND LETTERS (30 MINUTES)

- > Lead a discussion with the students about primary source art and letters from World War I.
- > Explain that in 1918, the American Expeditionary Forces (AEF) commissioned eight professional illustrators as U.S. Army officers. Over a period of nine months, these illustrators created over 700 works of art depicting all aspects of World War I.
- > Project the art image you selected to use as an example.
 - » Ask the students to identify what they believe are the most important messages the artist is trying to convey. Use thought-provoking questions to get students to begin their process of analysis of the art provided.
 - > *How are these men feeling based on the images they included?*
 - > *What can we learn about their situation from the image?*
 - > *Describe conditions from the image.*
 - > *Do the soldiers give their opinion about the war their art?*
- > Explain that soldiers wrote letters home during the war. An extensive collection of these letters can be found on the website of the National Archives of the United Kingdom. Explain that Great Britain and the United States were members of the Allied Powers along with five other countries, and that British and American soldiers encountered similar circumstances during the war.
- > Read to the class the letter you selected to use as an example.
 - » Tell the students that they should listen closely to the letter. Ask the students to identify what they believe are the most important messages conveyed in the letter. Remind the students of the thought-provoking questions.
 - > *How are these men feeling based on their words?*
 - > *What can we learn about their situation from the words they used?*
 - > *Describe conditions based on the letter.*
 - > *Do the soldiers give their opinion about the war their letter?*
- > Tell the student that they must choose whether to create a visual interpretation based on a letter or a written response based on an image.
 - » Identify which students will create a visual presentation and which will do a written response.

ACTIVITY TWO: STUDENT RESPONSES TO LETTERS AND IMAGES (45 MINUTES)

- > Give each student who wants to create a visual interpretation one letter, white art paper, and drawing supplies. Tell these students that they will use the information contained in their letter to create a drawing that presents a visual representation of the letter.
 - » **Teacher Tip:** You might want to create a pool of art supplies and allow students to select what they want to use.
- > Give each student who wants to do a written response one image and lined paper. Tell these students that their written responses must convey the experience shown through the art.
- > Remind students of the questions from Activity One and tell them they will use these questions to guide their interpretation. Write questions on the board or provide a simple handout of the questions for students to respond.
 - » *How are these men feeling based on their images or words used?*
 - » *What can we learn about their situation from the image or description?*
 - » *Describe conditions from the image or text.*
 - » *Do the soldiers give their opinion about the war their art or writing?*

ASSESSMENT

- > Allow students time to finish their responses to the letters and images.
- > The Written Response to a Visual Image Rubric or Visual Image Response to a Letter Rubric can be used to assess the final written work or image.

METHODS FOR EXTENSION

- > This assignment can be extended into full letter essays, or larger art displays for more advanced students.
- > This lesson can be adapted to the study of World War II or other conflicts.
- > This assignment can be extended for a Veterans Day project done with community veterans with extended research required on individual soldiers in the community.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Artists of the 1920s
- > Lost Generation authors
- > Compare art, letters, or poetry across different wars
- > Modern art

WAR MEMORIALS ABROAD: FOREIGN MEMORIALIZATION OF THE GREAT WAR



GUIDING QUESTION: How were the memorials created by other nations after World War I a reflection of their national experience during the war and a direct effort to construct a national narrative?

AUTHOR

Michael Sandstrom
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WHY?

I appreciate lessons that discuss the role of memory and memorialization. Statues, memorials, and monuments are intentional reminders of the type of history that we (as a nation or group) choose to remember. Foreign memorialization regarding the Great War can tell students a great deal about how different nations constructed their memory of the conflict.

OVERVIEW

Using photographs of several nations' World War I Memorials (Australia, Great Britain, Canada, France, and Germany), students will analyze how different nations throughout the world memorialized their servicemen from the Great War. Students will be able to compare and contrast the experiences of at least two nations and how they decided to formally commemorate their wartime experiences.

OBJECTIVES

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

- › Describe the importance of memorials and monuments to collective or national memory;
- › Analyze the motivations for two different World War I memorials from two countries; and
- › Compare and contrast how memorials from two separate nations reflect their effort to construct their own national memory regarding World War I.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- › 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.

DOCUMENTS USED

PRIMARY SOURCES

Australia, Australian Memorial Park, Fromelles, France
Flickr

<https://www.flickr.com/photos/thrutheselines/6914273941/>
<https://www.flickr.com/photos/rezendi/15587646379>

Canada, Canadian Vimy Ridge Memorial, Givenchy-en-Gohelle, France
Chris Preperato

France, Notre-Dame de Lorette, Ablain-St.Nazaire French Military Cemetery, Ablain-St.Nazaire, France

Wikimedia Commons

https://commons.wikimedia.org/wiki/File:Notre-Dame-de-Lorette_-_IMG_2693.jpg

Germany, The Grieving Parents, German War Cemetery, Flanders, Belgium

Wikimedia Commons

https://commons.wikimedia.org/wiki/File:Het_treurende_ouderpaar_-_K%C3%A4the_Kolwitz.JPG

Flickr

<https://www.flickr.com/photos/skender/1243019160/>

Great Britain, Thiepval Memorial, Thiepval, France
Commonwealth War Graves Commission

<https://www.cwgc.org/find/find-cemeteries-and-memorials/80800/thiepval-memorial/history>

MATERIALS

- > World War I Country Information Sheets
- > Foreign Memorial Analysis Chart
- > Foreign Memorial Rubric
- > Computers for student use
- > Projector
- > Colored pencils or markers

ACTIVITY PREPARATION

- > Print (or make available electronically) one copy of the following for each student:
 - » World War I Country Information Sheets
 - » Foreign Memorial Analysis Chart

PROCEDURE

ACTIVITY ONE: COMPARING WAR MEMORIALS (45 MINUTES)

- > Ask students a series of open-ended questions:
 - » *How do we remember war?*
 - » *What affects the way that we remember different conflicts throughout history?*
- > Introduce students to the main topic for today's lesson.
 - » *Today, we will be examining photographs and descriptions of several nations' World War I memorials (including Australia, Great Britain, Canada, France, and Germany). Your task will be to analyze how different nations memorialized their servicemen from the Great War. In order to do this, you will select two nations from the list. You will compare and contrast the experiences of these two nations and how they decided to formally remember their nation's wartime experiences.*
- > Ask each student to select two nations from the list above and view their memorials. Once complete, read the World War I Country Information Sheets.
 - » **Teacher Tip:** Students could work independently or in small groups at teacher discretion.
 - » Allow students to use computers to search the memorial to see more views or learn more about that nation's role in World War I.
- > Direct students to analyze the memorial by completing the Foreign Memorial Analysis Chart.

ACTIVITY TWO: SYNTHESIS DISCUSSION: (15 MINUTES)

- > Lead a discussion. Questions can include:
 - » *What are some examples of ways that your countries chose to memorialize the war?*
 - » *What did they leave out of their monuments or memorials?*
 - » *Why do you believe that they chose to highlight or hide certain features?*

- » *How do you think their decisions on what to highlight or hide reflected their national experience during the war?*
- » *Was the memorial a direct effort to construct a national narrative? Why or why not?*
- » **Teacher Tip:** Project the memorial images as the students discuss their nations and memorials.

ASSESSMENT

- > Assign each student the compare / contrast prompt at the bottom of the Foreign Memorial Analysis Chart.
- > Teachers can use the Foreign Memorial Rubric to evaluate work.

METHODS FOR EXTENSION

- > The lesson could be extended by using the student's imagination to create a World War I Memorial for their local community. The teacher and students might research their local community's participation in World War I and craft a memorial to commemorate their experiences.
- > Students could use Google Maps to explore the memorials and cemetery grounds for each of the memorials. If technology allows, this enables students to see the surrounding areas, which might help contextualize these memorials.
- > Students could also design a memorial for American (or any other nation's) women. Throughout the country there is a distinct lack of memorialization for female contributions to World War I, and this thought activity could shed light on this oversight. The class could also write to their members of Congress with their concerns about the lack of memorialization for women in World War I.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Foreign Memorialization of the Vietnam War
- > Memorialization of the Holocaust
- > The East Side Gallery and the Remnants of the Cold War

WAR MEMORIALS AT HOME

CONSTRUCTING THE LEGACY OF THE GREAT WAR



GUIDING QUESTION: What can local war memorials tell us about the importance of the World War I and the debate over a monument in our nation's capital?

AUTHOR

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WHY?

I have been fascinated with the diversity of war memorials since I first experienced the memorials located on the National Mall in Washington, D.C. Those memorials present a national statement about the value of sacrifice for one's nation. In many small communities across the country, a much more personal question needed to be answered. How do we memorialize our family members whom we have lost and speak with a sense of place that fits our community's character? These local memorials are a time capsule for the era in which they were built and the culture of people who created them.

OVERVIEW

Either in person or using photographs, students will study in detail a local World War I memorial, examining its figures, inscriptions, symbolism, materials, and location. After learning about the components that are important to include in any memorial, students will study and critique proposed designs for a National World War I Memorial in Washington, D.C.

OBJECTIVES

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

- > Recognize key details of World War I memorials in their local community and elsewhere;
- > Evaluate the importance of the World War I effort on their local community's history; and
- > Consider monument themes within proposed plans for a national World War I memorial in D.C.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
- > CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- > CCSS.ELA-LITERACY.WHST.9-10.1.A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

DOCUMENTS USED

PRIMARY SOURCES

Memorial Design Competition Stage II Finalists, 2016
United States World War I Centennial Commission
<https://www.worldwar1centennial.org/stage-ii-finalists.html>

National WWI Memorial Design Competition Stage II Report, 2016
United States World War I Centennial Commission
<https://www.worldwar1centennial.org/index.php/stage-ii-design-development/stage-ii-competition-jury-report/viewdocument.html>

"Victory Memorial Drive Dedicated to the City's War Dead," *The Minneapolis Sunday Tribune*, June 12, 1921
Minnesota Historical Society
<http://www.mnhs.org/newspapers/lccn/sn83016772/1921-06-12/ed-1/seq-13>

War History Activities, *Minnesota Quarterly*, 1921
Minnesota Historical Society
<http://collections.mnhs.org/mnhistorymagazine/articles/4/v04i3-4p152-210.pdf>

SECONDARY SOURCES

Blake Paterson, "Washington's Battle for a World War I Memorial," *Politico*, May 28, 2018
<https://www.politico.com/magazine/story/2018/05/28/washington-world-war-i-memorial-218543>

Sarah Johnson, "Victory Memorial Drive," *Hennepin History*, 2014
<http://www.sarahjohnsonwrites.com/wp-content/uploads/2014/07/Victory-Memorial-Drive.pdf>

The World War I Memorial Inventory Project
<http://ww1mproject.org/>

Video, *Did You Know There Is No National WWI Memorial in Washington DC?*

United States World War I Centennial Commission
<https://www.worldwar1centennial.org/honor/national-wwi-memorial.html>

MATERIALS

- › Reconstructing Your Local World War I Monument handout
- › Designing a National World War I Memorial handout
- › Memorial Design Competition Stage II Finalists, 2016

ACTIVITY PREPARATION

- › Determine location of nearest World War I Memorial and plan walking trip or take photographs.
 - » **Teacher Tip:** Memorials are often located in public places such as cemeteries, parks, or government buildings. Search those sites in your community or search online.
- › Make one copy of the Reconstructing Your Local World War I Monument handout for each student.
- › Make one copy of the Designing a National World War I Memorial handout for each student.
- › Familiarize yourself with the Memorial Design Competition Stage II Finalists plans.

PROCEDURE

ACTIVITY ONE: STUDYING A LOCAL WORLD WAR I MEMORIAL (45 MINUTES, NOT INCLUDING TRAVEL TIME)

- › Gather at the memorial.
 - » **Teacher Tip:** If a field trip is not feasible for the class or the memorial is too far away, the teacher should visit prior to this activity and take photographs from multiple angles. Students can view the photos either digitally or via a station activity.
- › Distribute the Reconstructing Your Local World War I Monument handout to each student.
- › Ask the students: *How does this memorial represent our community and the effect World War I had on the people who lived here at the time?*

- › Instruct students to study the monument for ten minutes without taking any notes, viewing all angles, details, and inscriptions that are part of the monument.
- › Provide students an additional ten minutes to roughly sketch the monument on Part I of the handout, prompting them to consider the inscriptions, symbols, figures, materials, and location of the monument.
 - » **Teacher Tip:** If visiting the memorial, this part of the lesson could be adapted to allow students to take photographs instead of sketching the monument.
- › Direct students to answer the questions in Part II of the handout either individually or in small groups

ACTIVITY TWO: REVIEWING DESIGNS FOR NATIONAL WORLD WAR I MEMORIAL IN WASHINGTON, D.C. (45 MINUTES)

- › Divide the students into groups of four or five students each.
- › Provide each student with a copy of the Designing a National World War I Memorial handout.
- › Ask the students: *What would you say if I told you that there is no national World War I memorial in Washington, D.C.?*
- › Watch the World War One Centennial Commission video on the need for the national memorial.
- › Explain that an effort supported by the United States World War One Centennial Commission is underway to establish a National World War I Memorial to be constructed in Washington, D.C., that will honor the service men and women of World War I. Five Stage II Finalists were selected from over 360 entries and were evaluated based on three criteria.
 - » Create a lasting and inspirational memorial.
 - » Develop a usable and inviting urban park.
 - » Address the unique urban design context of the site relative to Pennsylvania Avenue and the immediate surroundings.
- › Tell the students that, working in groups, they will examine each the proposed designs from each of the Stage II Finalists.
- › Project the designs provided in the Memorial Design Competition Stage II Finalists document, one at a time.
 - » 0013 Plaza to the Forgotten War
 - » 0037 World War One Memorial Concept (Grotto of Remembrance)
 - » 0077 The Weight of Sacrifice
 - » 0263 An American Family Portrait
 - » 0329 Heroes' Green
- › Allow time for students to consider the details of each design and record what that their group finds most and least compelling.

- > Direct each group to rank the five finalist designs once all five have been viewed, and to answer the question: *Based on the details in each of the designs, which do you think is the best design for the National World War I Memorial to be located in Washington, D.C.? Explain why you thought the design you selected was stronger than the other four.*
- > Direct each group to select a spokesperson and prepare to share and explain their ranking with the rest of the class. During each of the presentations, students should be able to refer to designs.
 - » **Teacher Tip:** If desired, the teacher could project one proposed design, allow all groups who selected that design to explain their rankings, and then project the next design, repeating the process until all student groups have presented.
- > Project *The Weight of Sacrifice* plan again and tell the students that it was selected as the design for the National World War I Memorial. In making their recommendation, the committee said:
 - » *The Weight of Sacrifice comes closest to meeting all National World War I Memorial goals.*
 - » *Taking cues from the surrounding city and the existing park design, the designer created a strong and deceptively simple concept resulting in a masterful site plan.*
 - » *The design creates two distinct but interrelated spaces within the site.*
 - » *This integration succeeds in creating both an evocative memorial space and a functional urban park.*
 - » *Properly executed, this design concept promises to remind and inspire visitors for generations to come about American involvement and sacrifice in World War I. And it promises as well to become a popular, well functioning, animated urban park in the heart of the nation's capital.*
- > Students could evaluate the debate regarding the national World War I memorial by reading the article, “Washington’s Battle for a World War I Memorial” and conducting an in-class debate over the pros and cons suggested by those who wish to see a monument constructed and those who do not.
- > Students who are interested in learning more about why *The Weight of Sacrifice* was selected over the other four Memorial Design Competition State II Finalists can read the National WWI Memorial Design Competition Stage II Report.

ASSESSMENT

- > Direct students to write a short essay comparing *The Weight of Sacrifice* to the local memorial, answering the guiding question, “What can local war memorials tell us about the importance of the First World War and the debate over a monument in our nation’s capital?”
- > Remind students to reflect on what they have learned about elements in World War I monuments and what those monuments represent to the people who create them.

METHODS FOR EXTENSION

- > Students could use Proquest.com, Newspapers.com, or other local newspaper repositories to locate articles that discuss the dedication of their local World War I monument. As a primary source, this would give students a stronger understanding of the original intent of the memorial.
- > Students could make contact with American Legion and Veterans of Foreign Wars (VFW) posts, which often have excellent resources regarding local memorials and may have had a role in the construction of the memorial itself or have a role in maintaining its current condition.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Tomb of the Unknown Soldier at Arlington National Cemetery
- > World War I Monuments in Europe
- > National World War I Memorial in Kansas City, Missouri
- > History behind other monuments on the National Mall in Washington, D.C.

FROM ARMISTICE DAY TO VETERANS DAY

AMERICA'S DECISION TO CHANGE A WORLDWIDE HOLIDAY



GUIDING QUESTION: How did President Eisenhower rationalize his decision to rename Armistice Day?

AUTHOR

Eden McCauslin
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WHY?

Many nations take Armistice Day seriously. Whole countries pause whatever they are doing, even pizza delivery, to stand for a moment of silence on the eleventh hour of the eleventh day of the eleventh month. In America, it is simply a day when we are supposed to thank all Veterans for their past and present service. According to our history books, we used to recognize November 11 as Armistice Day. Why did America stop celebrating Armistice Day and make a change to Veterans Day?

OVERVIEW

Using presidential proclamations and newspaper articles, students will learn the history of Armistice Day and Veterans Day and argue for or against changing Veterans Day back to Armistice Day.

OBJECTIVES

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

- > Describe the rationale for changing Armistice Day to Veterans Day; and
- > Argue whether the current administration should consider changing Veterans Day back to Armistice Day.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- > CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- > CCSS.ELA-LITERACY.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

DOCUMENTS USED

PRIMARY SOURCES

Woodrow Wilson, Armistice Day Proclamation, 1919
Library of Congress
www.loc.gov/item/2004540423/1919-11-01/ed-1/

Dwight D. Eisenhower, Veterans Day Proclamation, 1954
Department of Veterans Affairs
https://www.va.gov/opa/vetsday/docs/proclamation_1954.pdf

SECONDARY SOURCES

Matt Schiavenza, "Veterans Day's Other Name," November 11, 2014
The Atlantic
<https://www.theatlantic.com/national/archive/2014/11/veterans-day-Armistice-day-Remembrance-day-kurt-vonnegut/382646/>

Katie Mettler, "How Veterans Day went from celebrating world peace to thanking armed forces," November 11, 2017
The Washington Post
<https://www.washingtonpost.com/news/retropolis/wp/2017/11/11/how-veterans-day-went-from-celebrating-world-peace-to-thanking-armed-forces/>

Katie Mettler, "Veterans Day 99-year evolution," October 31, 2018
The Washington Post
<https://www.washingtonpost.com/graphics/2017/local/veterans-day/>

MATERIALS

- > Writing Assessment Rubric
- > Loose-leaf paper or other lined paper for response

ACTIVITY PREPARATION

- > Make one copy of President Woodrow Wilson's Armistice Day Proclamation for each student.
- > Make one copy of President Dwight Eisenhower's Veterans Day Proclamation for each student.
- > Make enough copies of "Veterans Day's Other Name" from *The Atlantic* for half of the class.
- > Make enough copies of "How Veterans Day went from celebrating world peace to thanking the armed forces" from *The Washington Post* for half the class.
- > Set up classroom technology, if necessary.
- > Test all online resources before class.

PROCEDURE

ACTIVITY ONE: EVOLUTION OF VETERANS DAY (10 MINUTES)

- > Project some of the photographs from *The Washington Post* slideshow, "Veteran's Day 99-year evolution." Ask students to think-pair-share their thoughts about Veterans Day based on the photographs.
- > Ask students to share out about how Americans view Veterans Day in modern society.

ACTIVITY TWO: WORLD WAR I AND ARMISTICE DAY (15 MINUTES)

- > Highlight information about the end of World War I and Armistice Day to students:
 - » Armistice Day is commemorated on November 11. It recognizes the cessation of hostilities on the Western Front of World War I and marks the armistice (formal agreement to stop fighting) signed between the Allies and Germany.
 - » Armistice Day is celebrated as a national holiday in many different countries.
 - » Armistice Day was celebrated as a national holiday in the United States until 1954.
 - » Ask students to discuss with their elbow partner: *Why do you think the United States stopped celebrating Armistice Day?*

ACTIVITY THREE: STUDENT EXAMINATION OF ARMISTICE DAY AND VETERANS DAY (30 MINUTES)

- > Divide the class into two groups. Give one group "Veterans Day's Other Name" from *The Atlantic* and the other group "How Veterans Day went from celebrating world peace to thanking armed forces" from *The Washington Post*. Give students five to seven minutes to read the articles and annotate for rationale.
- > Allow five minutes for students to discuss in their groups what they read in their articles.
- > Have each student pair up with another student who read the other article and discuss the rationale for creating Armistice Day in America and the eventual change to Veterans Day.
- > Give students copies of the presidential proclamations from Woodrow Wilson (naming Armistice Day) and Dwight D. Eisenhower (changing the name of Armistice Day). Ask them to read and annotate for rationale.
- > Give students four or five minutes to discuss Wilson's rationale for proclaiming Armistice Day and Eisenhower's rationale for proclaiming Veterans Day with their elbow partner.

ASSESSMENT

- > Ask students to consider their thoughts about changing Veterans Day back to Armistice Day and write an argumentative essay based on the following prompt:
 - » Using evidence from the proclamations and articles, argue whether the current administration should change Veterans Day back to Armistice Day.
- > The Writing Assessment Rubric can be used to score the essay.

METHODS FOR EXTENSION

- > Students with more interest in Armistice Day can visit the National Museum of American History (or website) for information about the anniversary.
- > Substitute a Socratic seminar for students who are not strong in writing or need more practice in public speaking.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > The American Battle Monuments Commission
- > The U.S. Department of Veterans Affairs
- > The history of Memorial Day
- > The history of Flag Day

WAGING PEACE: INTERNATIONAL PEACEKEEPING AFTER WORLD WAR I



GUIDING QUESTION: How do international bodies evolve to prevent conflict in the twentieth and twenty-first centuries?

AUTHOR

Joseph Nowinski
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WHY?

In 1918, Woodrow Wilson outlined his Fourteen Points for peacekeeping following the end of World War I. These major points served as a basis for the Treaty of Versailles (1919), which brought World War I to a close, declaring peace between the Allied Powers and the Central Powers. Today, the United Nations (a successor of the League of Nations) promotes international peace and security as well as friendly relationships among countries. This lesson provides students with an understanding of the evolution of peacekeeping bodies like the League of Nations. It also gives them important context and information about how countries handle conflict today.

OVERVIEW

Students will analyze a political cartoon about the formation of the League of Nations and create a timeline of major events in League of Nations history. The goal of the lesson is to help students evaluate the effectiveness of the League of Nations.

OBJECTIVES

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

- > Explore the formation of the League of Nations and the American refusal to join the League;
- > Explain the strengths and weaknesses of the League of Nations;
- > Create a timeline of the major events during the League of Nations; and
- > Analyze the effectiveness of the League of Nations.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- > 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.

DOCUMENTS USED

PRIMARY SOURCES

Political Cartoon, Leonard Raven-Hill, *The Gap in the Bridge*, December 10, 1919
Punch Magazine
http://commons.wikimedia.org/wiki/File:The_Gap_in_the_Bridge.gif

SECONDARY SOURCES

Cartoon Analysis Guide
Library of Congress
<http://loc.gov/teachers/classroommaterials/presentationsandactivities/activities/political-cartoon/cag.html>

Film, *Great Senate Debates: The League of Nations* (0:00-4:30)
Edward M. Kennedy Institute for the United States Senate
<https://www.youtube.com/watch?v=3TAswhH3D7Q>

MATERIALS

- > Cartoon Analysis Guide
- > League of Nations Timeline Assessment and Rubric
- > Large sheet of paper or poster board
- > Colored pencils or markers

ACTIVITY PREPARATION

- > Print one copy of the following for each student:
 - » Cartoon Analysis Guide
 - » League of Nations Timeline Assessment and Rubric
- > Preview all materials to determine suitability for your students.

PROCEDURE

ACTIVITY ONE: THE LEAGUE OF NATIONS (45 MINUTES)

- > Lead a class discussion regarding the construct of peace in history.
 - » *Do we keep peace between nations because nations want to avoid war?*
 - » *A famous Roman general, Vegetius, said "If you want peace, prepare for war." How do you react to that?*
 - » *Albert Einstein said, "Peace cannot be kept by force; it can only be achieved by understanding." How do you react to that?*
 - » *What is the best way for a nation to keep peace in the world? How would that question be answered differently from a stronger or a weaker nation?*
- > Tell students that at the end of World War I, many leaders sought to maintain peace so that a war of this magnitude and destruction would not be seen again. U.S. President Woodrow Wilson, at the Versailles Conference, pushed for the formation of a League of Nations. The goal was to mediate future conflicts before they could become war.
- > Show students a short clip from the film *Great Senate Debates: The League of Nations* (0:00-4:30).
- > Remind students that this provision was controversial in the U.S., with its long history of isolationism, and that in the end, despite Wilson's efforts, the U.S. Senate did not ratify the treaty.
- > Project the political cartoon, *The Gap in the Bridge*, and distribute the Cartoon Analysis Guide.
 - » Review the Cartoon Analysis Guide with students and ask them to discuss which techniques they see the cartoonist using.
 - » Allow students time to discuss the prompts at the bottom of the page with a neighbor.
 - » Debrief the questions, modeling the analysis in the front of the class.

ASSESSMENT: TWO-VOICE POETRY (30 MINUTES)

- > Divide students into pairs.
- > Distribute a copy of the League of Nations Timeline Assessment and Rubric.
 - » **Teacher Tip:** This timeline can be completed on paper (distribute large paper, colored pencils or markers) or via electronic means based on resources.
- > Circulate and assist students as needed as they complete their assessment.
- > The League of Nations Timeline Rubric can be used to assess the final product.

METHODS FOR EXTENSION

- > Students can compare and contrast the League of Nations and the United Nations.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Creation of the International Committee of Women for Permanent Peace (1915)
- > John F. Kennedy and the Creation of the Peace Corps
- > Diplomacy and the U.S. State Department
- > The Creation of the U.S. Institute of Peace

VERSAILLES TO VIETNAM

THE LONG-TERM EFFECTS OF THE PEACE PROCESS



GUIDING QUESTION: How did the Paris Peace process that ended World War I impact Vietnam?

AUTHOR

Mary Bezbatchenko
Licking Heights High School
Pataskala, Ohio

WHY?

I wrote this lesson to help students make connections between events in history, particularly between World War I and the Vietnam War.

OVERVIEW

Using primary sources, students will read and analyze two documents to connect the Paris Peace process to the independence movement in French Indochina. They will examine and discuss Woodrow Wilson's Fourteen Points and the petition submitted to the U.S. Secretary of State by Nguyen Ai Quoc (alias of Ho Chi Minh). In groups, students will pose as Secretary of State Robert Lansing and make a recommendation to President Wilson.

OBJECTIVES

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

- > Identify the goals of Woodrow Wilson's Fourteen Points; and
- > Explain how the Paris Peace process in 1919 impacted Vietnamese citizens.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- > CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

DOCUMENTS USED

PRIMARY SOURCES

Letter from Ho Chi Minh to Secretary of State Robert Lansing
Nguyen ai Quoc [Ho Chi Minh] to Secretary of State Robert Lansing [translation], June 18, 1919
National Archives and Records Administration (5049414).
<https://www.docsteach.org/documents/document/ho-chi-minh-lansing>.

President Woodrow Wilson's Fourteen Points (1918). Woodrow Wilson, Fourteen Points Speech, January 8, 1918
National Archives and Records Administration (Record Group 46)
<https://www.ourdocuments.gov/doc.php?flash=false&doc=62>

MATERIALS

- > President Woodrow Wilson's 14 Points (1918) handout
- > Letter from Ho Chi Minh to Secretary of State Robert Lansing handout
- > Versailles to Vietnam Instruction Sheet
- > Memorandum to the President handout

ACTIVITY PREPARATION

- > Make one copy of President Woodrow Wilson's 14 Points (1918) for each student.
- > Make one copy of Letter from Ho Chi Minh to Secretary of State Robert Lansing for each student.
- > Make one copy of the Versailles to Vietnam Instruction Sheet for each student.
- > Make one copy of the Memorandum to the President handout for each group of four or five students.

PROCEDURE

ACTIVITY ONE: PRESIDENT WILSON'S FOURTEEN POINTS (30 MINUTES)

- > Divide the class into groups of four or five students each.
- > Distribute one copy of President Woodrow Wilson's 14 Points (1918) to each student. Ask students to individually read the preamble of the document (first two paragraphs).
 - » Ask each student to underline, circle, or highlight **one sentence** in the preamble that he/she feels is significant.
 - » Ask each student to underline, circle, or highlight **one phrase** in the preamble that he/she feels is significant.
 - » Ask each student to underline, circle, or highlight **one word** in the preamble that he/she feels is significant.
 - » Direct students to share in their groups which sentences, phrases, and words they chose and why.
- > Begin a class discussion by asking, *Thinking about the words, phrases, and sentences you and your group members chose, what insights do you have about the document?*
- > Review the main ideas in the rest of the document, particularly noting point five and the concept of self-determination.

ACTIVITY TWO: DOCUMENT ANALYSIS (45-60 MINUTES)

- > Distribute a copy of the Versailles to Vietnam Instruction Sheet to each student. Read the background information and directions with students and explain their task.
- > Distribute a copy of the transcript of the letter from Nguyen Ai Quoc (Ho Chi Minh) to each student. Ask groups to read over the letter and answer the questions together in their groups.
- > Tell students to imagine they are Secretary of State Robert Lansing. Working together, each group will use the Memorandum to the President handout to write a memo to President Wilson advising him on how to respond to the petition from Ho Chi Minh.

- > Inform the students of the actual response by the U.S. and lead a debrief discussion.
 - » *Although Ho Chi Minh received a note saying that the petition would be shared with President Wilson, there was no further response. Why do you think the U.S. failed to respond and ultimately sided with the French?*
 - » *Why do you think President Wilson's idea of self-determination was difficult to achieve?*
 - » *How did the American decision impact the Vietnamese people?*
- > Inform students of what happened to Ho Chi Minh.
 - » *Ho Chi Minh moved to Russia and China in the 1920s and 1930s and turned to communism. He then returned to Vietnam and led the independence movement.*

ASSESSMENT

- > Each group will turn in one copy of their Versailles to Vietnam Instruction Sheet and Memorandum to the President.
- > The Memo Grading Rubric can be used to score the written memo.

METHODS FOR EXTENSION

- > Students with more interest in the effect of the Treaty of Versailles on other nations can research the impact the peace process had in Eastern Europe and the Middle East. They can research the nations created from the breakup of the Austrian-Hungarian and Ottoman empires following the war and the long term effects it had on those regions.
- > Students can research the progression of Ho Chi Minh's life after the peace process in order to trace how he became the leader of North Vietnam and his role in the Vietnam War.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Collapse of French Indochina
- > Vietnam War
- > Sykes-Picot Agreement (1916)
- > Balfour Declaration (1917)
- > Rwanda

WHAT IS GENOCIDE?: ANALYZING THE ARMENIAN MASSACRES OF WORLD WAR I



GUIDING QUESTION: Can the massacres of Armenians by the Turks during World War I be classified as genocide?

AUTHOR

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WHY?

The Armenian genocide connects directly with many issues in the twenty-first century: U.S.-Middle-East relations, NATO, the Holocaust, and Islamophobia, to name just a few. This topic is rich with opportunities for educators to help their students make important connections between the present and the past and realize the interconnectedness of people, places, and events throughout history.

OVERVIEW

Students will examine the United Nations' definition of genocide. Students will then analyze primary source documents and photographs from World War I to determine if the massacres of Armenians by Turks should be formally recognized as genocide. Finally, using Flipgrid technology, students will defend their position and respond to other students' ideas.

OBJECTIVES

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

- > Define genocide;
- > Describe the Armenian massacres during World War I; and
- > Explain and defend their position on whether or not the Armenian massacres were genocide.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- > CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

DOCUMENTS USED

PRIMARY SOURCES

1948 Convention on the Prevention and Punishment of Genocide (excerpt)
<https://treaties.un.org/doc/publication/unts/volume%2078/volume-78-i-1021-english.pdf>

"800,000 Armenians Counted Destroyed," October 7, 1915
New York Times
<https://timesmachine.nytimes.com/timesmachine/1915/10/07/105041824.pdf>

Memorandum by the Committee of Union and Progress outlining the strategy for implementing the Armenian Genocide, 1914-1915
Armenian National Institute
<https://www.armenian-genocide.org/br-cup-memo-text.html>

Henry Morgenthau, Telegram to U.S. Secretary of State, July 16, 1915
Armenian National Institute
<https://www.armenian-genocide.org/us-7-16-15.html>

Photograph Collection, Armin T. Wegner, Armenian Deportees, 1915-1916
Wegner Collection, Deutsches Literaturarchiv, Marbach & United States Holocaust Memorial Museum
https://www.armenian-genocide.org/photo_wegner.html#photo_collection

SECONDARY SOURCES

Map, *Eurasia 1914*

United States Military Academy at West Point

https://westpoint.edu/sites/default/files/inline-images/academics/academic_departments/history/WWI/WWOne42.jpg

Photograph Analysis Worksheet

National Archives and Records Administration

https://www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf

Written Document Analysis Worksheet

National Archives and Records Administration

https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf

MATERIALS

- > Written Document Analysis Worksheet
- > Photograph Analysis Worksheet
- > Flipgrid Assessment Handout
- > Sticky Notes
- > Computer access for each student

ACTIVITY PREPARATION

- > Divide students into four groups.
- > Print copies of the four primary sources so each group has one source to analyze.
- > Print copies of the Written Document Analysis Worksheet and Photograph Analysis Worksheet to accompany the primary sources.
- > Set up classroom technology and test all online resources before class.
- > Create a class flipgrid at www.flipgrid.com.

PROCEDURE

ACTIVITY ONE: DEFINING GENOCIDE (15 MINUTES)

- > Write “What is genocide?” on the board. Ask students to write what they know about genocides on sticky notes.
 - » As students write, prompt them to include answers to questions like these: *What is your definition of genocide? Can you list examples of genocide? Who were the people involved in genocides? What were their motives?* All students should be able to contribute, even if they have not learned a formal definition of genocide.
- > Instruct the students to post their sticky notes on the whiteboard.
- > Read some sticky notes aloud and lead a brief class discussion. Possible questions:
 - » *What are some generalizations we can make from these sticky notes?*
 - » *What do the victims of genocide have in common?*

- » *What do the perpetrators of genocide have in common?*
 - » *Where do children fit in with regard to genocide?*
 - » *Who decides what makes genocide versus mass murder?*
 - » *Is all war genocide? Why or why not?*
- > Lead the students to develop a class definition of genocide.

ACTIVITY TWO: THE ARMENIAN GENOCIDE (30 MINUTES)

- > Project the United Nations’ (UN) definition of genocide from the 1948 Convention on the Prevention and Punishment of Genocide. Compare and contrast the class definition with the UN’s definition.
 - » *What are similarities of our definition and the United Nations’ definition? What did we leave out? Is what we left out critical to the meaning of ‘genocide’? Did we have anything ‘extra’?*
- > Explain to students, *The United Nations’ definition was created in 1948 after World War II and the events of the Holocaust. Now that we have an understanding of the United Nations’ definition of genocide, we’re going to determine if massacres that occurred in modern-day Turkey during World War I were genocide.*
 - » **Teacher Tip:** Adapt the following background information for your students depending on the amount of knowledge they have in the Russian-Ottoman front of World War I. A Background Information Sheet is provided for teacher or student use.
- > Display the map (Eurasia, 1914) of the Ottoman Empire during World War I. Say, *First, let’s find where what is now modern-day Turkey was on the World War I map. Was it a member of the Central Powers or the Allies? Was it geographically close to its enemy? What countries might attack what is now modern-day Turkey? And from what directions?*
- > Tell students, *Most of the population of the Ottoman Empire during this time was Muslim, but there were some Armenian Christians who lived in the area as well. Because Armenians lived along the Russian-Ottoman front, both Russians and Ottomans attempted to recruit the local Christians into their armies. The massacre we will discuss today followed the defeat of the Young Turks by the Russians at the Battle of Sarikamis in January 1915. The Young Turk government blamed the defeat on perceived Armenian sabotage. The massacres that we are going to look at today were committed by a group called the Young Turks against the Armenian Christians.*
- > Ask, *What is the best way to understand the causes and effects of these massacres? What information do we need? What documents should we use?*
- > Remind students of the importance of primary source documents as resources when analyzing historical events.
- > Divide students into four equal groups.
- > Distribute one primary source to each group along with the appropriate analysis guide (photograph or written).
- > Instruct students to examine their primary source and complete the Analysis Guide.
- > Allow students time to discuss their thoughts within their groups and then select a spokesperson who will share their source with the class.

ASSESSMENT

- > Assign students to engage in a flipgrid.com discussion. Each student should answer one of the following questions:
 - » *Based on the United Nations' definition, was what happened in Armenia genocide? Why or why not?*
 - » *If you think that it was not genocide, what part of the UN definition did not fit? Explain.*
- > After students complete their flipgrid post, they should watch and respond to at least three other classmates' videos.
 - » **Teacher Tip:** If students do not have computer access, they can answer either of the questions above by writing a paragraph on a piece of paper and then exchanging their papers with classmates and responding in writing.
- > The Flipgrid Assessment Handout can be used to assess the flipgrid postings.

METHODS FOR EXTENSION

- > Students with more interest can research which nations' governments have formally identified the massacres as genocide and why they have chosen to make a formal declaration.
- > Students can examine the United States' relationship with Turkey and its importance during the Persian Gulf War and Operation Iraqi Freedom.
- > Students who feel strongly that the Armenian massacres were genocide can write to their members of Congress to campaign for a formal declaration by the United States government.
- > Students who are interested in art can also research the use of facial tattoos by the Turks as a means of Islamification. Students can examine the designs and compare and contrast them to other groups of people who use tattooing as a way to create group identity.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Bulgaria's April Uprising (1876-1879)
- > Nanking Massacre
- > Partition of India
- > Cambodian Massacres (1975-1979)

WE RETURN FIGHTING: MAPPING THE EXPERIENCES OF AFRICAN AMERICAN SOLDIERS AFTER WORLD WAR I



GUIDING QUESTION: How did the lives of African American veterans change after World War I?

AUTHOR

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WHY?

World War I had profound effects on African Americans, yet this is a topic that may be overlooked in United States history courses. Teaching World War I traditionally involves a discussion of the causes of the war, trench warfare, Wilson's Fourteen Points, the League of Nations, and the Treaty of Versailles, with little attention paid to the effects of this war on people of color. It is important to teach history that reflects the racial diversity of our country. I wanted to develop a lesson plan that helps teachers develop more inclusive classrooms.

OVERVIEW

In this lesson, students will learn about the experiences of African American servicemen immediately following World War I. They will analyze W.E.B. DuBois' words, maps of racial violence, and the experiences of African American veterans to determine how World War I was a turning point in African American history. Students will map racial violence in post-World War I America and craft a speech from the perspective of African American veterans.

OBJECTIVES

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

- > Analyze the ways in which serving in the war empowered African American veterans;
- > Map the experiences of African Americans after World War I; and
- > Develop a conclusion about the post-World War I experiences of African Americans.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- > CCSS.ELA-LITERACY.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

DOCUMENTS USED

PRIMARY SOURCES

"Cavalry Arrives Bisbee, Ariz., To Down Race Riots," *The Evening Gazette*, July 4, 1919.

Newspapers.com (549790779)
<https://www.newspapers.com/image/549790779/?terms=bisbee%2Bbrace%2Briot>

Claude McKay, "If We Must Die," 1919
Poetry Foundation
<https://www.poetryfoundation.org/poems/44694/if-we-must-die>

"Disorder Spreads Despite Calvary Guards; Wounded Soldiers in Hospital Fired Upon," *New-York Tribune*, July 22, 1919
Newspapers.com (79057317)
<https://www.newspapers.com/image/79057317/?terms=the%2Bwashington%2Bbrace%2Briots>

"Guardsmen Restore Quiet," *Salt Lake Telegram*, September 1, 1919
Newspapers.com (288683876)
<https://www.newspapers.com/image/288683876/?terms=knoxville%2Bbrace%2Briot>

"Mob Sets Fire to Co. Courthouse and gets Prisoner from the Roof," *Iowa City Press-Citizen*, September 29, 1919
Newspapers.com (19405599)
<https://www.newspapers.com/image/19405599/?terms=ohama%2Bbrace%2Briot%2Bseptember%2B29>

"Outbreak Reported at Elaine," *Arkansas Democrat*, October 1, 1919
Newspapers.com (166304376)
<https://www.newspapers.com/image/166304376/?terms=elaine%2Bbrace%2Briot%2Boctober%2B1>

“Race Troubles Near Star City are Not Feared,” *Pine Bluff Daily*, September 4, 1919
Encyclopedia of Arkansas
<https://encyclopediaofarkansas.net/media/briggs-lynching-article-12259/>

“Riots Sweep Chicago,” *The Chicago Defender*, August 2, 1919
Fold3
<https://www.fold3.com/image/182725736>

“Race Riots in Chicago,” *The Washington Post*, July 28, 1919
Newspapers.com (31540041)
<https://www.newspapers.com/image/31540041/?terms=Chicago%2BRace%2Briot%2Baugust%2B5>

“Six Dead, Many Injured in Charleston Race Riot,” *Winston-Salem Journal*, May 11, 1919
Newspapers.com (80962725)
<https://www.newspapers.com/image/80962725/?terms=charleston%2Bbrace%2Briot>

“Soldiers Patrol Texas Town to Prevent Race Riot,” *The Sun*, July 12, 1919
Newspapers.com (66045777)
<https://www.newspapers.com/image/66045777/?terms=longview%2Bbrace%2Briot>

W.E.B. Du Bois, “Returning Soldiers” *The Crisis*, May 1919
Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition, Yale University
<https://glc.yale.edu/returning-soldiers>

SECONDARY SOURCES

“African American Soldiers in World War I”
PBS Learning Media
<https://ca.pbslearningmedia.org/resource/dpla-pss-062/primary-source-set-african-american-soldiers-in-world-war-i/>

Interactive Map, Karen Sieber, Visualizing the Red Summer
Visualizing the Red Summer
<http://visualizingtheredsummer.com/?dhp-project=map>

Written Document Analysis Sheet
National Archives and Records Administration
https://www.archives.gov/files/education/lessons/worksheets/written_document_analysis_worksheet.pdf

MATERIALS

- › Written Document Analysis Sheet
- › Computer with projector
- › A large map of the United States (can be projected and drawn on butcher paper if no map is available)
- › Sticky notes in two different colors (one for each student)

ACTIVITY PREPARATION

- › Make one copy of the following for each pair of students:
 - › Claude McKay, “If We Must Die,” 1919
 - › W.E.B. Du Bois, “Returning Soldiers” *The Crisis*, May 1919
- › Make one copy of the following for each student:
 - › Written Document Analysis Sheet
 - › Call to Action Assignment
- › Print copies of the Returning Veteran Stories so that each pair of students has a different article.
- › Divide the students into pairs.

PROCEDURE

ACTIVITY ONE: HISTORICAL CONTEXT (30 MINUTES)

- › Ask students what they know about the experiences of African Americans in World War I.
 - › **Teacher Tip:** If students need more background, check out the “African Americans in World War I” resource from PBS Learning Media.
- › Give each student a copy of the poem, “If We Must Die” and the Written Document Analysis Sheet.
 - › Read the poem out loud to students.
 - › Instruct students to re-read it silently, annotating as they go, and engage in the document analysis task.
 - › Tell students to turn and talk with the partner next to them, sharing their responses to the “Try to Make Sense of It” section.
- › Inform students that this poem captures the feelings of many African Americans returning from World War I. Ask them to list adjectives that describe these postwar feelings. Chart them on the board.
- › Distribute copies of the article, “Returning Soldiers,” and ask students to source the document, using the “Observe its parts” section of the Written Document Analysis Sheet. Tell students to highlight the author, date, and publication on their paper.
 - › Read the first two paragraphs together and ask students to paraphrase this part of the document.
 - › Chunk the remaining sections, and partner students up. Assign students different sections to read and annotate, paying attention to similarities and differences between this document and Claude McKay’s poem. Share student responses with the rest of the class.

ACTIVITY TWO: RED SUMMER OF 1919 (30 MINUTES)

- > Project the map, Visualizing the Red Summer, and explain to students that violence erupted in many places when African Americans returned home.
- > Assign each pair of students one “dot” from the Visualizing the Red Summer map. Click on the dot to give students basic context to their case study.
 - » **Teacher Tip:** There are nine newspaper articles from various locations around the nation.
 - » Distribute the appropriate newspaper article to each group.
 - » Give each pair of students one sticky note of each color. Tell them that they will write two sentences on each post-it.
 - > On one color, they will summarize the “green dot” event.
 - > On the other, they will summarize the returning veterans’ story.
- > Give students time to complete this task, and then ask them to read their post-its out loud and place them on the large U.S. map. Once the events have been mapped, ask students the following questions, to be discussed in pairs and as a whole class:
 - » *What do you notice?*
 - » *What does it make you wonder?*

ASSESSMENT

- > Distribute the Call to Action Assignment to each pair of students.

METHODS FOR EXTENSION

- > Students can research the role of the National Advancement of Colored People (NAACP) in advocating for anti-lynching laws and the government’s response.
- > Students can track the unsuccessful 1922 Dyer Anti-Lynching Bill’s journey through Congress.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Redlining
- > White Flight
- > Civil Rights Movement of the 1950s and 1960s
- > Desegregation of the U.S. Armed Forces

SOCIAL INJUSTICE IN HAWAI'I



GUIDING QUESTION: How did the media, the U.S. military, the U.S. government, and racial and ethnic ideologies impact the ruling in the Massie Case in Hawai'i following World War I?

AUTHOR

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WHY?

The U.S. military expanded its footprint in Hawai'i after World War I. This activity is designed to help students gain an understanding of how the expansion of militarism and American imperialist ideologies impacted racial and ethnic groups in Hawai'i.

OVERVIEW

Using both primary and secondary sources, students analyze how the U.S. military's expansion into Hawai'i, a legacy of World War I, impacted the Massie-Kahahawai case, one of the most infamous cases in Hawai'i's history.

OBJECTIVES

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

- › Analyze primary and secondary sources related to the Massie-Kahahawai case; and
- › Draw conclusions as to the social, political, and cultural factors that influenced the decision.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- › CCSS.ELA-LITERACY.RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- › CCSS.ELA-LITERACY.RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

DOCUMENTS USED

PRIMARY SOURCES

Map, *Hawaii-Our Greatest Defense Outpost*, *San Francisco Examiner*, 1938
David Rumsey Historical Map Collection
<https://www.davidrumsey.com/luna/servlet/detail/RUMSEY-8-1-221096-5505177:Hawaii-Our-Greatest-Defense-Outpost#>

L. Simpson, "Hawaiians Must Be Punished!," February 1, 1932
Brevities
<https://willstraw.com/united-states-broadway-brevities-1930-1935/#jp-carousel-1873>

"Fortescue-Massie Defendants Held Guilty of Manslaughter," April 29, 1932
Honolulu Star-Bulletin
Newspapers.com (276118196)

Peter Levins, "Guilty Verdict Climaxed Honolulu Honor Slaying; Four Then Given Freedom," May 8, 1932
Daily News
Newspapers.com (415026055)

SECONDARY SOURCES

Michael Hannon, "The Massie Case"
University of Minnesota Law Library
http://moses.law.umn.edu/darrow/trialpdfs/MASSIE_CASE.pdf

"Lust in Paradise," December 28, 1931 (excerpt)
TIME Magazine
<http://www.time.com/time/magazine/article/0,9171,753207,00.html>

MATERIALS

- > Massie-Kahahawai Case Study Handout
- > Massie-Kahahawai Case Quotes Handout
- > Computer with projector

ACTIVITY PREPARATION

- > Make one copy of the Massie Case Study Packet for each student.
- > Print copies of the Massie-Kahahawai Case Quotes and cut so that each group has one quote.
- > Divide students into groups of three to four students each.
- > Preview all material to ensure appropriateness for your students.

PROCEDURE

ACTIVITY ONE: MAP ANALYSIS (10 MINUTES)

- > Divide students into groups of three to four students each.
- > Project the map, *Hawaii Our Greatest Defense Outpost*, in the front of the room. Ask students:
 - » *What can maps tell us?*
 - » *What is being shown on this map?*
 - » *Has anyone visited any of these islands? If so, please describe the location and geography you observed.*
- > Ask students to work collaboratively to complete the map analysis questions.
- > Allow a few groups to share their answers and clarify any misunderstanding.
- > Explain to students:
 - » *After the outbreak of World War I, the Hawai'i National Guard nearly doubled in size. The military began building a new post for both the U.S. Army and Navy on Ford Island (the islet in the center of Pearl Harbor on Oahu). Roads and bridges were built.*
 - » *Military expansion holdings continued. By 1934, around \$40 billion had been spent on Pearl Harbor military base on Oahu. Hawai'i was seen as a central location on the road to Asia.*
 - » *Today, we are going to be learning about the Massie-Kahahawai case (1932) and how the case was a legacy of World War I.*

ACTIVITY TWO: THE MASSIE-KAHAHAWAI CASE (45 MINUTES)

- > Ask students to read the Massie-Kahahawai Case Study Handout and work as a group to answer the questions.
- > Project the political cartoon from *Brevities* in the front of the room. Ask students:
 - » *Make a list of the people, objects, and activities mentioned in the cartoon.*
 - » *How would you summarize the cartoon?*
 - » *Are there any questions or instructions provided in the political cartoon?*
 - » *Is the political cartoon trying to persuade you? If so, how? Do you agree? Explain why or why not.*
- > Distribute one Massie-Kahahawai Case Quote Handout to each student group. Ask students to annotate their quote in the following ways:
 - » Circle unknown or unfamiliar words.
 - » Underline any part of the text that is important.
 - » Write a question mark next to lines or sections that are confusing.
 - » Place an exclamation mark next to lines or sections that are provoking or surprising.
 - » Write words or notes in the margins that might pop into your head.
- > Ask students to discuss in their groups:
 - » *What is the author trying to say in the quote? What is the speaker arguing?*
 - » *Who is the speaker? How does the speaker influence the quote?*
 - » *What evidence from the quote supports the author's argument?*
 - » *Do you agree or disagree with the quote? Explain.*
- > Pair two groups together to share their quotes and insights. Ask the groups:
 - » *Compare and contrast both quotes. What are the similarities and differences between the quotes?*
 - » *How does the author's word choice impact the overall tone of the quote?*

ASSESSMENT

- › Ask the students to imagine that Mrs. Grace Fortescue, Lieutenant Thomas Massie, Thalia Massie, Governor Lawrence Judd, or Admiral Yates Stirling were present in the classroom. Ask each student to write five questions he or she would ask during an interview.
- › Lead a short synthesis discussion, where you ask students, *How did the media, the U.S. military, the U.S. government, and racial and ethnic ideologies impact the ruling in the Massie Case in Hawai'i following World War I?*

METHODS FOR EXTENSION

- › Students can research the illegal overthrow of the Hawaiian Kingdom in 1893 with the assistance of U.S. Marines and the *USS Boston* and explain how this event set the stage to occupy the islands and establish military posts throughout the Hawaiian Islands.
- › Students can compare and contrast how African Americans and Hawaiians were viewed and treated by Americans during this time period.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- › The Ban on Hawaiian Languages
- › Treatment of Japanese Immigrants and Japanese Americans during World War II

HOW WORLD WAR I CHANGED THE WORLD

ANALYZING THE GEOGRAPHIC IMPACT OF THE GREAT WAR



GUIDING QUESTION: In what ways did World War I impact the geography of the world?

AUTHOR

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WHY?

The defeat of Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire had an enormous geographic impact on the world. The boundary changes and the creation of new countries created ripple effects that are still being felt today.

OVERVIEW

Looking at maps of Europe and the Middle East from before and after World War I, students will analyze the geographic changes that occurred. Additionally, students will read short descriptions of five specific regions that changed geographically as a result of the war and identify their impact on future and current world events.

OBJECTIVES

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

- › Analyze maps of pre and post World War I Europe and the Middle East to identify geographic changes that resulted from the war;
- › Identify and evaluate ways in which the geographic changes after World War I had an impact on future and current world events.

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.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- › 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.

DOCUMENTS USED

PRIMARY SOURCES

Map of Europe, 1914
Boston Sunday Post, August 23, 1914
<https://www.nhd.org/sites/default/files/upload/map-BostonSundayPost.jpg>

SECONDARY SOURCES

First World War: A Global View Interactive Map
National Archives of the United Kingdom
<http://livelb.nationalarchives.gov.uk/first-world-war/a-global-view/>

Map, Europe, 1914
United States Military Academy at West Point
https://www.westpoint.edu/sites/default/files/inline-images/academics/academic_departments/history/WWI/WWOne02.pdf

Map, Europe 1914
National Archives of the United Kingdom
<http://www.nationalarchives.gov.uk/pathways/firstworldwar/maps/europe1914.htm>

Map, Europe 1919
National Archives of the United Kingdom
<http://www.nationalarchives.gov.uk/pathways/firstworldwar/maps/europe1919.htm>

Map, *Middle East*
Wikimedia Commons
https://commons.wikimedia.org/wiki/File:Map_of_Middle_East.png

Map, *Ottoman Empire, 1914*
New Zealand Government
https://nzhistory.govt.nz/files/documents/waw-maps/Ottoman_Empire_Final.pdf

MATERIALS

- > World War I Country Border Activity
- > World War I Country Border Activity Key
- > Group Readings handouts
- > Projector to share maps

ACTIVITY PREPARATION

- > Make one copy of the World War I Country Border Activity for each student.
- > Project (or print copies) of the maps for student use.
- > Divide the class into five groups, and make enough Group Reading handouts for each sub-group.
- > Test classroom technology as needed.

PROCEDURE

ACTIVITY ONE: SHIFTING BORDERS (30 MINUTES)

- > Project the 1914 map from the *Boston Sunday Post* and ask students: *How can war change geography? Can you share any examples of how a war has impacted geographic borders?*
 - » Remind students that this map shows Europe just as the war is getting underway. Discuss how Europe's borders might change as a result of World War I. Since this is referred to as a "World War," ask, *How might borders in places other than Europe be impacted?*
- > Distribute the World War I Country Border Activity sheet.
- > Ask students to circle or highlight the countries they think were created or had their borders altered as a result of World War I.
 - » Ask students to share their answers via a "take off, touch down strategy." In this activity, each country is listed by the teacher. If the student thinks that the country's border was changed they stand up. If they think that the country's borders were not impacted by World War I they remain seated.
 - » Project and review the World War I Country Border Activity Key as a class.
- > Project or distribute copies of the maps showing the changes to Europe and the Middle East before and after World War I.
 - » Ask students to identify as many changes on each set of maps as they can.
 - » Hold a classroom discussion to make sure that all of the territorial changes are noted.

ACTIVITY TWO: A NEW EUROPE (20 MINUTES)

- > Divide the class into five groups.
- > Distribute one Group Reading handout to each group which includes an introduction and an overview of five regions:
 - » Creation of Poland
 - » Creation of the Soviet Union
 - » Creation of Finland and the Baltic States
 - » Breakup of the Austro-Hungarian Empire and the creation of Yugoslavia
 - » Breakup of the Ottoman Empire
- > Direct students to read the introduction and the text for their assigned region to highlight how the geographic changes made during World War I had an impact on future events.
 - » Explain that each group will write a ten-word summary of what they read as well as a question that they would like to have answered. Allow time for students to read and groups to discuss.
 - » Allow groups to share out their summaries and questions with the other students and record the ten-word summaries for each region.
- > Discuss the questions posed by each of the groups as a class.

ASSESSMENT

- > For an exit ticket, ask students to rank the impact of each of the five geographic changes on future and current world events from the highest to lowest impact. Ask students to include a statement that explains their ranking.

METHODS FOR EXTENSION

- > Students with more interest in the geographic impact of World War I may wish to explore the impact on Asia and Africa. The National Archives of the United Kingdom has created an interactive global map that can be accessed at <http://livelb.nationalarchives.gov.uk/first-world-war/a-global-view/>.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > Creation and collapse of Yugoslavia
- > Decolonization of India and Pakistan
- > Decolonization in Africa
- > Israel and Palestine
- > Fall of the Iron Curtain

THE RISE TO POWER OF ADOLF HITLER AND THE NAZIS



GUIDING QUESTION: How did Adolf Hitler and the Nazi Party legally rise to political power in a democratic Germany?

AUTHOR

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WHY?

I wrote this lesson plan to help students understand how radicals like Adolf Hitler and the Nazi Party rose to power in the democratic state of Germany. It will help students to examine how fascist ideas rose up during a time dedicated to peace, following the catastrophic results of World War I.

OVERVIEW

Through the exploration of primary and secondary sources students will learn about the problems facing Germany in the aftermath of World War I. Most notably, students will explore the challenges of the Weimar government in the 1920s and the resulting economic crises of the 1930s. Students will complete a graphic organizer in which they identify and describe the key causes of the Nazis' ascension to power.

OBJECTIVES

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

- › Evaluate the impact that World War I and the Treaty of Versailles had on Germany;
- › Explain the economic problems Germany faced in the years following World War I; and
- › Describe how Nazi propaganda was effective in gaining increased attention and followers to eventually achieve power in the early 1930s.

STANDARDS CONNECTIONS

CONNECTIONS TO COMMON CORE

- › CCSS.ELA-LITERACY.RH.9-10.3 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

DOCUMENTS USED

PRIMARY SOURCES

"Demonstrations in Berlin Against Treaty Terms," *New York Times*, 1919

Library of Congress (19013740)
<https://www.loc.gov/resource/collgdc.gc000037/?sp=493&r=-0.625,0.019,2.25,1.347,0>

Map, *German Territorial Losses, Treaty of Versailles, 1919*
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/map/german-territorial-losses-treaty-of-versailles-1919>

Photograph, *Adolf Hitler on the Day He was Appointed German Chancellor*, January 30, 1933
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/photo/adolf-hitler-on-the-day-he-was-appointed-german-chancellor>

Photograph, Henirich Hoffman, *Hitler Rehearsing His Speech Making*, 1927
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/photo/hitler-rehearsing-his-speech-making>

Poster, *Our Last Hope - Hitler [Unsere letzte Hoffnung: Hitler]*, 1932
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/photo/nazi-propaganda-election-poster-titled-our-last-hope-hitler>

Ten Million Mark Reichsbanknote, 1923
United States Holocaust Memorial Museum
<https://collections.ushmm.org/search/catalog/pa1119818>

Treaty of Peace with Germany (Treaty of Versailles), June 28, 1919 (excerpt)
Library of Congress (43036001)
<http://www.loc.gov/law/help/us-treaties/bevans/m-ust000002-0043.pdf>

SECONDARY SOURCES

“Adolf Hitler: 1930 -1933” (excerpt)
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/article/adolf-hitler-1930-1933?series=18006>

Film, *The Path to Nazi Genocide*, (00:58 - 12:22)
United States Holocaust Memorial Museum
<https://www.ushmm.org/learn/introduction-to-the-holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film>

“Hard Times Return” (excerpt)
Facing History and Ourselves
<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-4/hard-times-return>

“Hitler Comes to Power” (excerpt)
United States Holocaust Memorial Museum
<https://encyclopedia.ushmm.org/content/en/article/hitler-comes-to-power?series=21810>

Nazi Party Platform, 1920 (excerpt)
Facing History and Ourselves
<https://www.facinghistory.org/weimar-republic-fragility-democracy/politics/nazi-party-platform-politics-political-party-platforms>

“Personal Accounts of the Inflation Years, 1919-1924” (excerpt)
Facing History and Ourselves
<https://www.facinghistory.org/weimar-republic-fragility-democracy/economics/personal-accounts-inflation-years-economics-1919-1924-inflation>

MATERIALS

- > Nazi Party Rise to Power Graphic Organizer
- > Computer with access to the internet to watch the documentary
- > Projector
- > Speakers to listen to the documentary
- > Writing Assessment and Rubric

ACTIVITY PREPARATION

- > Divide students into groups of three to four students each.
- > Make one copy of each source set (one to four) for each student group.
- > Make one copy of the Nazi Party Rise to Power Graphic Organizer for each student.
- > Set up classroom technology, if necessary.
- > Test all online resources, including the documentary, before class.
- > Preview all content in advance.

PROCEDURE

ACTIVITY ONE: THE RISE OF HITLER (30 MINUTES)

- > Seat students in pre-set student groups.
- > Project the photograph, *Hitler Rehearsing His Speech Making* in the front of the room. Ask students:
 - » *Who is this person?*
 - » *What do you know about him?*
 - » *When did he come to power?*
 - » *Why do you think someone like him could come to power in a democracy?*
- > Explain that this lesson will explore how Adolf Hitler and the Nazis rose to power.
- > Distribute Source Set One materials to each group. Inform students that they will have five to ten minutes, adjusted to their skill level, to review each document set and discuss the answers to the following questions:
 - » *What is the overall meaning of each source?*
 - » *How does this source help us to understand about Adolf Hitler's and the Nazi Party's rise to power?*
 - » *Compare the three sources to come up with a suggested title or topic that connects the documents. This title should represent a possible reason as to why or how the Nazis came to power.*
- > After the time has expired for each document set, have the groups report out to the class their findings.
- > Repeat the same process with the next three document sets.

ACTIVITY TWO: SYNTHESIZING LEARNING (30 MINUTES)

- > Distribute a copy of the Nazi Party Rise to Power Graphic Organizer to each student.
- > Ask students to synthesize their learning from the primary and secondary sources and add reasons into the organizer.
- > State to the class, *Now that we have reviewed potential reasons for the rise of the Nazis we are going to confirm these reasons by watching a brief documentary clip and complete this graphic organizer. Consider the various groups of documents we discussed and the information in the documentary to fill out the graphic organizer in as much detail as possible.*
- > Show the short film, *The Path to Nazi Genocide*. Start at 00:58 and let it play to 12:22.
- > Allow students time at the conclusion of the film to discuss and add reasons from the film.
 - » **Teacher Tip:** An answer key is included in lesson materials.

ASSESSMENT

- > Distribute copies of the Writing Assessment and Rubric to students. Review the prompt and remind students to use the graphic organizer to help organize their findings.
 - » **Teacher Tip:** Depending on the skill level of your students, this assignment can be written in a paragraph.
- > The Writing Assessment Rubric can be used to evaluate student work.

METHODS FOR EXTENSION

- > Students with more interest in the rise to power of Adolf Hitler and the Nazis can research the background of key events related to this topic including: Hitler's role in World War I, the Beer Hall Putsch, the impact of the Great Depression on Germany, and the parliamentary elections of the early 1930s. Students can also research how the Nazis secured more power for themselves through the Reichstag Fire and Enabling Act in 1933.

To access a PDF containing all of the sources and materials to complete this lesson plan, go to:

www.nhd.org/world-war-i

Teachers and students interested in learning more about the legacies of World War I might consider researching the following related topics:

- > History of Eugenics
- > Hitler's T-4 Program
- > *Buck v. Bell*



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