

EXHIBITION



**A SPIRIT OF
SACRIFICE:
NEW YORK STATE
IN THE FIRST WORLD WAR**

THROUGH JUNE 3, 2018 AT THE NEW YORK STATE MUSEUM



THE UNITED STATES
WORLD WAR ONE
CENTENNIAL COMMISSION

New York State
Museum

EDUCATOR'S GUIDE

THIS EXHIBITION IS ORGANIZED BY THE NEW YORK STATE MUSEUM, NEW YORK STATE LIBRARY, AND NEW YORK STATE ARCHIVES

The New York State Museum is a program of The University of the State of New York | The State Education Department | Office of Cultural Education

EDUCATOR'S GUIDE



ABOUT THIS GUIDE

This Educator's Guide is designed as a standards-compliant teaching aid for use with the New York State Museum's exhibition *A Spirit of Sacrifice: New York State in the First World War*. To maximize the use of this guide, please visit our exhibition, or go to our website at: www.nysm.nysed.gov/exhibitions/WWI. The guide closely aligns with the five themes emphasized in the New York State Common Core Curriculum framework for K-12 education, addressing Grades 8, 10, and 11 curricula directly. Educators using this guide will know that students depart with a basic understanding of how world events connect with events here in New York, and how these events impact civic involvement and service both at home and overseas. Each lesson focuses on specific sections in the exhibition, which provides context through the use of period poster art. Therefore, this guide emphasizes **Visual Thinking Strategies (VTS)**, an effective teaching method appropriate to all ages and ability levels. All five lessons contain a historical background, classroom warm-up, and guided instruction within the exhibition. This is followed by independent and advanced practice ideas.

ABOUT THIS EXHIBITION

One hundred years ago, New York State and its citizens played a critical role in the nation's effort during World War I on the battlefield and on the home front, as well as in civic participation and debate. The exhibition is divided into an introduction section and seven areas which chronicle different facets of this conflict. By interweaving the story of New York in "The Great War" and utilizing artifacts within the pictorial history shown by posters of the era, a comprehensive examination of the state's contributions to America's foray into the World War is presented.

Today, World War I is an often-overlooked event that had major worldwide implications. In its centennial years, it is important to recognize the significant contributions made by New Yorkers in the shaping of these events. Numerous themes of historic importance including: citizenship and civic duty, immigration; race and race relations, African American history and culture, New York as an industrial power, the rise and fall of empires, and the emergence of new economic systems (communism vs. capitalism) will be highlighted. The borders of much of the modern world were drawn as a result of this early-20th-century conflict. Many historians also see the First World War as a direct cause of the Second World War. By emphasizing the significant role played by New Yorkers in these events, a familiar bond based on local geography is created.

An online version of the exhibition on this topic is found at: www.nysm.nysed.gov/exhibitions/WWI.



EDUCATOR'S GUIDE
GRADES 8-11

Chronological Reasoning: **CAUSES OF WAR & AMERICAN INVOLVEMENT**



Exhibition Areas: The War in Europe | American Entry into the War | “Over There”



EDUCATOR'S GUIDE

LESSON

1

GRADES 8–11

This curriculum is aligned with
the New York State
P–12 Learning Standards.



The New York State Museum is a program of
The University of the State of New York
The State Education Department
Office of Cultural Education

The assassination of Austrian Archduke Francis Ferdinand in Sarajevo

Courtesy of *La Domenica del Corriere* via Wikimedia Commons

LESSON

1

OBJECTIVES

- ✦ Students will be able to identify the causes of WWI and the sequence of events that led up to the war.
- ✦ Students will be able to explain what developments in technology and tactics made WWI a turning point in the history of warfare.
- ✦ Students will evaluate the United States entry into WWI and will decide which side of the war the US should have entered on.

Chronological Reasoning: CAUSES OF WAR & AMERICAN INVOLVEMENT



Exhibition Areas: The War in Europe | American Entry into the War | “Over There”

RATIONALE

WWI was a major turning point in US and world history. To understand the impact of this event, students should understand the flow of events that led to this conflict. In this way, students will begin to evaluate the complex series of events that swayed public opinion and led the US to decide to enter the conflict in Europe and will help explain why the US chose to enter the war on the side of the Allies.

HISTORICAL BACKGROUND

In June 1914, Austrian Archduke Franz Ferdinand was assassinated by a Serbian Nationalist in Sarajevo. The death of the heir to the Austrian throne set in motion a series of alliances that drew the entire continent into war. The **United Kingdom, Russia, and France** led a coalition of other nations called the **Allied Powers**, against a coalition between **Germany, Austro-Hungary, and the Ottoman Empire**, known as the **Central Powers**. As Europe and other parts of the world plunged into total war, **isolationist** sentiment in the United States pressured the government to stay out of the conflict. When war consumed that continent in 1914, **President Woodrow Wilson** and American political leaders asserted American **neutrality**. Many feared that American entry into the war would damage the economy and that the nation was not prepared to fight a global war.

After initial advances by the German Army, a stalemate developed on the Western Front. Both sides dug in and a series of trenches stretched over 1,000 miles from Switzerland to the English Channel. In an effort to end the stalemate, Germany sought to utilize a new weapon—the submarine—to disrupt supplies to Great Britain, France, and Russia. During this period of unrestricted submarine warfare hundreds of Allied vessels were sunk. In May 1915, German radio transmissions were sent to waiting submarines to “Get Lucy.” With that message, the passenger ship *Lusitania* was torpedoed in the Atlantic, killing 1,198 people, including 128 Americans. President Woodrow Wilson ordered the German-owned Telefunken wireless tower in West Sayville, NY to be

seized by U.S. troops, as the tower was suspected of sending encoded transmissions. The public outrage in America forced the Germans to end the indiscriminate sinking of merchant vessels. In 1916, President Wilson won re-election on a platform of continued U.S. neutrality, however, world events eventually forced him to abandon this policy and ask for a declaration of war against Germany.

In March 1917, unrest in Russia culminated in revolution. With the country in chaos, the revolutionary Bolshevik Government sought peace with Germany, freeing up thousands of troops for use against Britain and France. As the war on the Western Front dragged on, the Germans again let loose their U-boats on Allied shipping, hoping to end the war before the United States became involved. In addition, the German foreign secretary sent a coded message known as the **Zimmermann Telegram** to the Mexican Government, guaranteeing German aid if Mexico would agree to go to war with the America. It was secretly transmitted through the same wireless station on Long Island. The message was intercepted and deciphered by British code breakers and subsequently leaked to the American government. The continued attacks on American merchant vessels by German **U-boats** forced President Wilson on April 2, 1917 to ask Congress for a declaration of war. Congress replied and declared war on Germany on **April 6, 1917**.



LEARNING STANDARDS



New York State P–12 Learning Standards: <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

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.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.

NYS K-12 Social Studies Framework: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

8.4 WORLD WAR I AND THE ROARING TWENTIES:

Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945):

World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and peace. (Standards: 2, 3, 4, 5; Themes: TCC, GEO, GOV, CIV, TECH, EXCH)

10.5a International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars.

10.5b Technological developments increased the extent of damage and casualties in both World War I and World War II.

11.6 THE RISE OF AMERICAN POWER (1890–1920):

Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4; Themes: GEO, SOC, GOV, ECO)

11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.



LESSON



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WARM-UP:

Ask students to describe cause and effect and analyze sequence by writing in their own words the relationship between any two connected events in history or their lives, emphasizing how one effect was the result of prior circumstances. Then engage the students in discussion, analyzing the backdrop of political alliances between the major European powers prior to the First World War.

GUIDED INSTRUCTION:

Visit this exhibition gallery via field trip or access our accompanying online exhibition (www.nysm.nysed.gov/exhibitions/WWI) in a classroom setting. Ask students to focus especially on the chronology in Exhibition Areas: *The War in Europe*, and *American Entry into the War*. (Note the digital interactive timeline found in the exhibition gallery and online.) Point out the unique form of combat which defined WWI, highlighting the use of new weapons technology, such as trenches, chemical weapons, machine guns, barbed wire, tanks, submarines and aircraft, and the increased devastation wrought by modern innovation, found in Exhibition Area: *Over There*. Using the exhibition and the **Historical Background** information given above, the teacher will ask students to focus on why the United States joined this European conflict.

INDEPENDENT PRACTICE:

In the classroom, arrange a group debate as to why America should or should not participate in the First World War. Ask students to independently examine the events and causes of American entry into the First World War, specifically on the side of the Allied Powers, and not the Central Powers. Students will weigh and discuss domestic policies and public opinions against foreign events of 1917.

ADVANCED PRACTICE:

Students will write a short essay describing how the United States was gradually steered away from military neutrality towards entry into foreign conflict, emphasizing the change in public opinion and shifting political realities. Students will display comprehension of the various social pressures moving within American society.

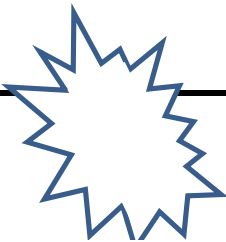
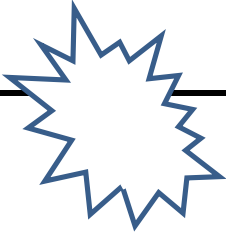
ASSESSMENT:

Teachers will evaluate students on their knowledge of the following criteria:

- Who were the major powers involved in the war?
- What was the result of Europe's entangling political web of alliances?
- Why did many Americans desire to remain neutral, while others wanted to enter the war?
- What foreign and domestic political forces led to U.S. involvement?
- When did the conflict begin and what led to US entry into the war?

What is CAUSE AND EFFECT? Please give an example.

Cause and Effect of political alliances in Europe

	↑	↑	↑	↑	↑	→
	↓	↓	↓	↓	↓	

What was the result of the political alliance system?

Name:

NEW TECHNOLOGY & TACTICS			
What is trench warfare? Pro Con	What are tanks?	What are submarines? Pro Con	What are machine guns? Pro
			What are aircraft? Pro Con
What is barbed wire? Pro Con	What are chemical weapons? Pro Con	How did technology change warfare?	

Name:

Should the United States join World War I?	
Pro:	Con:
Which side should it join?	
Why should it join this side?	

Name:

Inquiry: NEW YORK IN THE GREAT WAR



Exhibition Areas: American Entry into the War | “Over Here”: The Home Front



EDUCATOR'S GUIDE

LESSON

2

GRADES 8–11

This curriculum is aligned with
the New York State
P–12 Learning Standards.



Private T. P. Loughlin of the 69th Regiment, New York National Guard,
(165th Infantry) bidding his family farewell.

Courtesy of the National Archives



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LESSON

2

Inquiry: NEW YORK IN THE GREAT WAR



Exhibition Areas: American Entry into the War | “Over Here”: The Home Front

OBJECTIVES

- ✦ Students will be able to explain the concept of total war and how it affects the whole population.
- ✦ Students will be able to analyze New York State’s distinct contribution to the war effort.
- ✦ Students will evaluate the importance of civic acceptance and participation to the effort in total war and why some people/groups may reject the sacrifices demanded of them.

RATIONALE

During a time of total war, the entire population is required to participate in the war effort if a nation-state is to succeed or survive. Thus it is important for students to be able to identify what sacrifices are being made, and at what cost. The lesson, *New York in the Great War*, allows students to explore the sacrifices being made in their home state, which proved to be one of the many factors that led to an Allied Victory.

HISTORICAL BACKGROUND

New York State and its citizens played a critical role in America’s efforts during World War I both on the battlefield and on the home front, through industrial production as well as civic participation and debate. While the United States Government remained officially neutral when World War I broke out in August 1914, thousands of American citizens chose to serve abroad with foreign armies. Many immigrants left New York State to defend their ethnic homelands in Europe on both sides of the conflict, for both the **Allied** and **Central Powers**. British recruitment of Americans was particularly high, as strong cultural ties existed between the United States and the United Kingdom as well as with other British dominion territories, such as Canada. As many as 35,000 members of the Canadian Expeditionary Force listed their place of birth as the United States. With Congress’ declaration of war, the United States sought to expand its armed forces from a peacetime level of less than 200,000 to 4 million soldiers. In total, more than 500,000 New Yorkers responded to the nation’s call to arms.

New York’s non-combatant citizens plunged into the war effort at home as well. As men joined the military, women joined the industrial and agricultural labor force as never before. Charitable and relief organizations, such as the **American Red Cross** and the Young Men’s Christian Association (**YMCA**), saw rapid growth and unprecedented civic participation as people helped one another. Across New York, industries shifted to the production of war materials. Many private companies produced much needed materials for the war, such as **Remington Arms** in Illion, Savage Arms in Utica, Lackawanna Steel and Curtiss Aeroplane Company in Erie County, **Bausch and Lomb** and **Eastman Kodak** in Rochester, **General Electric** in Schenectady, and **Alcoa’s** plant in Massena. By the end of the conflict, New York State held the largest number of defense contracts compared to any other state in the nation. Many of New York City’s meatpacking plants processed and canned meats for use by American troops. Food production was devastated in Europe, and American foods were increasingly shipped to our own troops and abroad to our allies. Domestic food shortages and rising food prices threatened the poor and compelled all to make do with less. To help combat this, thousands of New Yorkers planted **war gardens** across the state. Even in the United States, which had become the breadbasket of the **Allied** cause, starvation threatened poor families as the cost of basic food items skyrocketed.



LEARNING STANDARDS



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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.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

NYS K-12 Social Studies Framework: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

8.4 WORLD WAR I AND THE ROARING TWENTIES:

Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

11.6 THE RISE OF AMERICAN POWER (1890–1920):

Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4; Themes: GEO, SOC, GOV, ECO)

11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.

11.6c World War I had important social, political, and economic effects on American society.

LESSON 2

WARM-UP:

Introduce the concept of **total war**, whereby nearly every aspect of a society's industry and population are engaged at some level towards military victory. Then lead an open-ended discussion on what the term **self-sacrifice** can mean, and why many people throughout history stressed the importance of this concept, especially in times of conflict. We also suggest that the class discuss ways in which we sacrifice, especially for those we love, today.

GUIDED INSTRUCTION:

Visit this exhibition gallery via field trip or access our accompanying online exhibition (www.nysm.nysed.gov/exhibitions/WWI) in a classroom setting, focusing especially on the Exhibition Areas: *American Entry into the War* and *“Over Here”: The Home Front*. Introduce students to the areas that they will be exploring, especially if visiting online. Then provide one example that the class does together, answering one of the questions in the independent practice.

INDEPENDENT PRACTICE:

Ask students to search the exhibition (within the gallery or independently online) and find specific examples of the following:

- 1) Ways New Yorkers contributed towards Allied victory in the First World War, both before and after America entered the conflict.
- 2) Examples where citizens reacted against such sacrifices.
- 3) Ways that New York's industry, commerce, and high population impacted the war effort.
- 4) The importance of producing food during this conflict.

ADVANCED PRACTICE:

Have students create a campaign in which they encourage personal sacrifice about a current or past event.

OR

Ask students to read the following quote and write a short essay, providing examples of how American citizens might make varying personal sacrifices on behalf of their nation in times of war, connecting it to their own ideas of personal sacrifice:

“New York's pride is in the pride of things done. Her leadership is no more due to her great wealth or her large population than to the patriotism of her citizens and the uses to which her wealth is put. In every war in which this country has engaged, she has shown a spirit of sacrifice that has made her preeminent among the States.”

~Gov. Charles S. Whitman, April 6, 1918

ASSESSMENT:

Teachers will evaluate the students on their responses to following criteria:

- Why did New York's citizens make personal sacrifices towards the war effort?
- Why was New York State's industry and infrastructure important during the war?
- Why was food important for the war effort?
- What effect does the self-sacrifice of individuals have upon a community?
- Why might some groups or individuals not support the sacrifices being asked?

What is total war?
What does self-sacrifice mean? Provide an example.

New York State's contributions to the war effort	
How did New York impact the war in the following areas?	Sacrifices New Yorkers made
Commerce:	
Industry:	
Population	
Importance of food production	Examples of citizens rejecting sacrifices
To U.S.:	
To allies:	

Name:

How can self-sacrifice effect the population and war effort?		
Why would some groups reject sacrifices?		
How could the rejection of self-sacrifices affect the war effort?	How did the government and US citizens treat groups that rejected sacrifice for the war?	Was the government justified to treat dissenters the way it did?

Name:

Interpreting Visual Evidence: **PROPAGANDA, DECODING AN IMAGE**



Exhibition Areas:
Poster Art in All Exhibition Areas



EDUCATOR'S GUIDE

LESSON

3

GRADES 8–11

This curriculum is aligned with
the New York State
P–12 Learning Standards.



This image from the August 11, 1918 *New York Times*,
features James Montgomery Flagg repainting his
“Tell that to the Marines” poster with the original model.

Courtesy of the New York Public Library



New York State
Museum

The New York State Museum is a program of
The University of the State of New York
The State Education Department
Office of Cultural Education

LESSON

3

OBJECTIVES

- ✦ Students will be able to explain the role of propaganda to motivate a civilian population.
- ✦ Students will learn to extrapolate motivating ideas and themes as visually depicted in wartime propaganda, including posters and other artistic materials.

Interpreting Visual Evidence: PROPAGANDA, DECODING AN IMAGE



Exhibition Areas:
Poster Art in All Exhibition Areas

RATIONALE

In this lesson, students will be asked to analyze and interpret messages from a variety of World War I propaganda posters. Propaganda has been a key tool used by governments and other organizations to influence a civilian population's beliefs and actions. This is especially true for nation-states' use of propaganda to influence a population's support for a war effort, which reached a whole new level during World War I. Thus, students must be able to interpret the various forms of propaganda and types of messages to truly understand the wartime experiences of the civilian population. Additionally, propaganda continues to be widely used today, and students must be able to utilize these skills to analyze these messages and determine how the government or other organizations are attempting to influence their thinking or behavior.

When examining all poster art within the exhibition, the Teacher will encourage the use of **Visual Thinking Strategies (VTS)**. VTS is a method of engaging all students in a lesson by visually thinking about an image and answering three basic questions. Students do this by asking themselves and their classmates the following questions:

- What is going on in this image?
- What do you see that makes you think that?
- What more can we find?

HISTORICAL BACKGROUND

World War I is frequently referred to as the golden age of poster illustration. Posters were an incredibly powerful weapon during the First World War. Their visually stunning illustrations conveyed important messages without relying on much text. As an advertising medium, posters had long been used for peacetime cultural events such as the theater or the circus. During the conflict, the government employed poster artists to inspire the citizenry and convey important messages on a wide scale. Millions of copies of posters, often made by some of the nation's leading illustrators, were printed to rally the nation to the war effort. New York City, as the commercial capital of the country, played a critical role in the advertising and **propaganda** campaign during World War I.

Shortly after the declaration of war, President Wilson established the Committee on Public Information (CPI). The primary purpose of this committee was to develop a marketing plan to sell the war to a skeptical American public. Under the leadership of George Creel, the CPI undertook the task to unify the nation behind the war effort. Creel recognized the importance that posters would play in the shaping of public opinion. He established the Division of Pictorial Publicity (DPP) and named Charles Dana Gibson, President of the Society of Illustrators, as its head. By the time the DPP officially ceased operations in December 1918, more than 300 artists created over 1,400 designs for the American government and affiliated philanthropic organizations from which millions of posters were printed in support of the war effort.

This exhibition relies on the collections of the State’s Office of Cultural Education—the New York State Museum, Library, and Archives. Included among these world-class collections are the nearly 3,600 posters of the Benjamin W. Arnold World War I Poster Collection at the New York State Library; many by some of the most prominent graphics designers of the period from New York City including James Montgomery Flagg and Edward Penfield. **James Montgomery Flagg** of Pelham Manor, Westchester County, became arguably the most famous poster artist of the First World War. Flagg’s recruiting poster featuring **Uncle Sam** became iconic of the call to arms during the First World War. Over four million copies of the poster were printed. Between April 1917 and November 1918, two million men volunteered for military service. President Woodrow Wilson and others portrayed the conflict as a defense of civilization and a war to save democracy in an effort to rally public support to the war effort. By the thousands, New Yorkers responded to these calls both on the home front and overseas.



LEARNING STANDARDS



Visual Thinking Strategies (VTS) supports the New York State Learning Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

New York State Learning Standards: <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

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.11-12.7: 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.

New York State Learning Standards: <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

9-10: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

NYS K-12 Social Studies Framework: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

8.4 WORLD WAR I AND THE ROARING TWENTIES:

Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

11.6 THE RISE OF AMERICAN POWER (1890–1920):

Numerous factors contributed to the rise of the United States as a world power. Debates over the United States’ role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4; Themes: GEO, SOC, GOV, ECO)

11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.

11.6c World War I had important social, political, and economic effects on American society.

LESSON 3



"I Want You" (1917)
Artist: James Montgomery Flagg
Printer: Leslie-Judge Co., New York
Publisher: United States Army
New York State Library, Manuscripts
and Special Collections

WARM-UP:

Introduce the concept of **propaganda** to the class, highlighting its function and positives and negatives in society during both wartime and peace time activities. After introducing the concept, display current examples and images from famous national campaigns (i.e.: forest fire prevention, crime prevention, drug use prevention, political campaigns, internet memes, etc.) for advancing the goals of persuading the public. Remind students that as they are looking at the images, they should ask themselves the three basic VTS questions. Additionally, they should be able to determine the message by exploring the use of symbolism, text, emotion, color, lighting, and form.

GUIDED INSTRUCTION:

Visit this exhibition gallery via field trip or access our accompanying online exhibit (www.nysm.nysed.gov/exhibitions/WWI) in a classroom setting. Examine the "I Want You" poster by James Montgomery Flagg. While examining the poster, the Teacher will initiate a **Visual Thinking Strategy (VTS)** discussion, ensuring that student conversation is guided by asking three consistent, open-ended questions that readily invite student participation in the discussion of the viewed object:

- What is going on in this image? (Encourages students to share their observations.)
- What do you see that makes you think that? (Stimulates analytic skills and self-awareness.)
- What more can we find? (Gives permission for students to probe more fully into the subject of the viewing.)

INDEPENDENT PRACTICE:

Back in the classroom, have the students answer the following questions in their own words about the selected images below:



"Beat Back the Hun with Liberty Bonds" (1918)

Artist: Frederick Strothmann

Printer: Unknown

Publisher: Treasury Department

New York State Library, Manuscripts and Special Collections



"Joan of Arc Saved France" (1918)

Artist: Haskell Coffin

Printer: United States Printing & Lithograph Company

Publisher: War Savings Stamps Campaign,

U.S. Treasury Department

New York State Library, Manuscripts and Special Collections

- Compare and contrast these depictions of German and French people in the two posters above. Consider the faces, colors, lighting, cleanliness, size, and postures of both figures.
- What differences do you notice between the depictions of humanity in America's French allies versus our German adversaries?
- How might Americans view German Americans?
- How might German Americans react to this?
- Why would an artist emphasize Joan of Arc as a savior of France to motivate American women? Can these posters tell us anything about gender roles in society during that era?
- What is the symbolism of the weapons in each poster, and the water in the first poster?
- What motivational themes do these posters have in common?
- What emotions does each poster aim to generate within the viewer?
- What do these two images convey about the horror or gallantry of modern warfare?

Then contrast the following posters, answering the questions below:



“Civilization Calls” (1917)
 Artist: James Montgomery Flagg
 Printer: Hegeman Print, New York, NY
 New York State Library, Manuscripts
 and Special Collections



“Men Wanted To Build Aeroplanes” (1917)
 Artist: E.W. Pirson
 Publisher: Curtiss Aeroplane Company, Buffalo, NY
 New York State Library, Manuscripts
 and Special Collections



“Raised ‘em Myself” (1919)
 Artist: Anonymous
 Printer: American Lithographic Co., New York, NY
 Publisher: United States School Garden Army,
 Bureau of Education, Department of the Interior
 New York State Museum Collections, H-1975.85.4

- How do these images help motivate a society engaged in “total war”?
- How do these posters counter the ideas of pacifism and American neutrality?
- What ideas of self-sacrifice are contained within each poster?
- How do these images bring the life and death struggle to Americans at home?
- What symbols of American patriotism are contained in each image?
- How do the text and images support each other in each poster?
- What importance did food production play in society?

ADVANCED PRACTICE:

Students will be asked to design and illustrate their own World War I-style propagandistic poster, encouraging Americans to do any one of the following:

- Ration food • Enlist • Enter the wartime workforce • Foil espionage • Buy bonds/stamps

ASSESSMENT:

Students will be assessed on their ability to correctly identify the message, through the posters use of symbolism and text; as well as their ability to explain the reason and the ultimate goal of the message.

Interpreting Visual Evidence: **PROPAGANDA, DECODING AN IMAGE**

NAME _____

Exhibition Areas:
Poster Art in All Exhibition Areas



When investigating the poster art in this lesson, remember to use the **Visual Thinking Strategy**:

- What is going on in this image?
- What do you see that makes you think that?
- What more can we find?

Propaganda is

Investigate the symbolism, text, emotion, color, lighting, and form when trying to determine the message!



“I Want You” (1917)
Artist: James Montgomery Flagg
Printer: Leslie-Judge Co., New York
Publisher: United States Army
New York State Library, Manuscripts and
Special Collections

“Uncle Sam Wants You” poster by James Montgomery Flagg

What is going on in this image?

What do you see that makes you think that?

What more can we find?



“Beat Back the Hun with Liberty Bonds” (1918)

Artist: Frederick Strothmann
 Printer: Unknown
 Publisher: Treasury Department
 New York State Library, Manuscripts and Special Collections



“Joan of Arc Saved France” (1918)

Artist: Haskell Coffin
 Printer: United States Printing & Lithograph Company
 Publisher: War Savings Stamps Campaign, U.S. Treasury Department
 New York State Library, Manuscripts and Special Collections

“Beat back the Hun” poster by Frederick Strothmann and “Joan of Arc Saved France” poster by Haskell Coffin

Compare and contrast depictions of German and French people:

How might German-Americans react to this?

How might American view German-Americans?

Why would an artist emphasize Joan of Arc as a savior of France to motivate American women?

Can these posters tell us anything about gender roles in society during that era?

What is the symbolism of the weapons in each poster, and the water in the first poster?

What motivational themes do these posters have in common?

What emotions does each poster aim to generate within the viewer?

What do these two images convey about the horror or gallantry of modern warfare?



“Civilization Calls” (1917)
 Artist: James Montgomery Flagg
 Printer: Hegeman Print, New York, NY
 New York State Library, Manuscripts and Special Collections



“Men Wanted To Build Aeroplanes” (1917)
 Artist: E.W. Pirson
 Publisher: Curtiss Aeroplane Company, Buffalo, NY
 New York State Library, Manuscripts and Special Collections



“Raised ‘em Myself” (1919)
 Artist: Anonymous
 Printer: American Lithographic Co., New York, NY
 Publisher: United States School Garden Army, Bureau of Education, Department of the Interior
 New York State Museum Collections, H-1975.85.4

COMPARE AND CONTRAST THE FOLLOWING POSTERS:

- “Civilization Calls” by James Montgomery Flagg**
- “Men Wanted To Build Aeroplanes” by E.W. Pirson**
- “Raised ‘em Myself” by Anonymous Artist**

How do these images help motivate a society engaged in “total war”?

How do these posters counter the ideas of pacifism and American neutrality?

What ideas of self-sacrifice are contained within each poster?

“Civilization Calls”

“Men Wanted To Build Aeroplanes”

“Raised ‘em Myself”

How do these images bring the life and death struggle to Americans at home?
 What symbols of American patriotism are contained in each image?

“Civilization Calls”

“Men Wanted To Build Aeroplanes”

“Raised ‘em Myself”

How do the text and images support each other in each poster?

What importance did food production play in society?

What role does propaganda play in society?

Inquiry: WAR AND SOCIAL CONFLICT



Exhibition Areas:

American Entry into the War | "Over Here": The Home Front | The War at Home



EDUCATOR'S GUIDE

LESSON

4

GRADES 8–11

This curriculum is aligned with
the New York State
P–12 Learning Standards.




New York State
Museum

The New York State Museum is a program of
The University of the State of New York
The State Education Department
Office of Cultural Education

"Food is Ammunition" (1918)

Artist: J.E. Sheridan

Printer: Heywood Strasser & Voight Litho. Co.

Publisher: U.S. Food Administration

New York State Museum Collection, H-1975.107.2

LESSON

4

OBJECTIVES

- ✦ Students will be able to analyze the methods used by the government to mobilize the population.
- ✦ Students will assess how and why different groups reacted to the government's efforts.

Inquiry: WAR AND SOCIAL CONFLICT



Exhibition Areas:

American Entry into the War | “Over Here”: The Home Front | The War at Home

RATIONALE

It is difficult for large groups of people to come to a consensus, even during times of conflict and hardship. This was especially true during World War I, as the civilian population had to contend with the draft, rationing, and conflicts of interest or beliefs while the federal government was extending its powers.

This lesson, *War and Social Conflict*, delves into the reactions of New Yorkers to the sacrifices the federal government was asking of them. It specifically focuses on the sacrifices at home, along with the conflicts that arose due to diminished rights and goods.

HISTORICAL BACKGROUND

With Congress' declaration of war, the United States looked to expand its armed forces from a peacetime level of less than 200,000 to four million men at arms. Thousands of New Yorkers volunteered as the state's National Guard was called into federal service. However, the need for soldiers was greater still. On May 18, 1917, Congress passed the Selective Service Act authorizing the President to increase the size of the United States military via a **draft** (compulsory enlistment). Men who refused to join the army were seen as “slackers,” or cowardly sluggards, hiding from their duty to the nation; although some pacifist religious groups were exempt from service.

As wartime industrial production increased, the fear of sabotage grew high, especially in New York City where a great number of immigrants entered the United States. Ethnic groups suspected of disloyalty faced significant repression, censorship, and harassment, both from official government representatives as well as from private citizens' groups. German espionage and coded wireless communications were a serious concern. Expressions of German and Austrian heritage and culture became especially unpopular and sometimes even considered anti-American. Jewish immigrants were also under pressure to denounce socialism, and Irish immigrants were suspected of undermining pro-British efforts.

After three years of war, food supplies were desperately short in Europe. By the time war was declared, the United States already supplied 90 percent of the wheat consumed in Great Britain. A poor wheat crop in 1915–16 exacerbated the need for the United States to both increase production and decrease consumption. This placed an extraordinary burden on Americans in lower economic classes, who were already struggling with the rising cost of foodstuffs. On February 21, 1917, nearly 400 women marched on New York City Hall to petition the Mayor for assistance with rising food prices.

New Yorkers sacrificed much for the conflict by sending family members into deadly combat, and by rationing food, time, money, and raw materials. By the end of the war in 1918, a total of 2.8 million men had been drafted into American military service—of whom over 500,000 were citizens of New York State. This was the largest contribution of men from any state in the Union. An unknown number of others enlisted with the Canadian, British, and even Central forces prior to American entry into the war.



New York State P–12 Learning Standards: <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

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.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.

NYS K-12 Social Studies Framework: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-framework>

8.4 WORLD WAR I AND THE ROARING TWENTIES:

Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

8.4a European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

11.6 THE RISE OF AMERICAN POWER (1890–1920):

Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4; Themes: GEO, SOC, GOV, ECO)

11.6b While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war. President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.



LESSON



EDUCATOR'S GUIDE
GRADES 8–11

WARM-UP:

In the classroom, brainstorm with students what problems might arise in the civilian population when a country goes to war—imagining a scenario where they themselves might be drafted and called to fight in foreign conflicts, or what life might be like if food, clothing, or luxuries were rationed. Discuss the problems posed by citizens who held loyalty to our opponents or those that did not support the war. Then ask students what critical contributions non-combatant civilians can make towards victory.

GUIDED INSTRUCTION:

Visit this exhibition gallery via field trip or access our accompanying online exhibition (www.nysm.nysed.gov/exhibitions/WWI) in a classroom setting, focusing especially on Exhibition Areas: *American Entry into the War*, *“Over Here”: The Home Front*, and *The War at Home*. Using the Historical Background information given above, highlight:

- The antebellum ideas of neutrality, nationalism, and pacifism
- What sectors of the civilian population were most opposed to the war and why
- Patriotism and self-sacrifice
- Shortages, including food production and clothing, and how the government and groups attempted to compensate
- New York State’s diverse population

INDEPENDENT PRACTICE:

After fully viewing the exhibition, students will break into discussion groups to share feedback on what they learned. Students will use historical context to draw parallels to issues in modern America and Europe. Each discussion group will then share with the class their thoughts regarding the nation’s need for citizen action, and the different ways people reacted to this need. Focus the discussion on differences or similarities between these reactions at the national level as well on New York State specifically.

ADVANCED PRACTICE:

Relating these ideas to today, ask students to write a short essay comparing modern-day conflicts in which civilian groups react negatively in various ways to broader political conflicts around them to civilians who did not support World War I.

ASSESSMENT:

Students will be assessed on how well they comprehend the different domestic issues present in American society in the following areas:

- Patriotism and self-sacrifice
- Food production and shortages
- Neutrality, Pacifism and Nationalism
- New York State’s diverse ethnic population

What is rationing? Give examples of some items that someone might give up to support a war.

Go through “Over Here” and <i>The War at Home</i> exhibition areas and investigate examples of the following:	
Neutrality	
Nationalism	
Pacifism, Who opposed the war and why	
Patriotism and self-sacrifice	
Shortages, and how the government and groups attempted to compensate	
New York State’s diverse population	

Name:

Using the information gathered, use historical context to draw parallels about the WWI issues above to issues in modern America and Europe

Neutrality	
Nationalism	
Pacifism, Civilian population opposed to the war and why	
Patriotism and self-sacrifice	
Shortages, how the government and groups attempted to compensate	
Diverse population	

Name:

Now determine a nation's need for citizen action, and the different ways people reacted to this need.

Use past or current examples

Why government's needed Citizen Action	Ways people react to government policy

Wrap up:

Why do governments need citizen participation?

Can civilians be patriotic but not sacrifice?

Is rationing a government control that should be used? Why?

Name:

Inquiry: **AFTERMATH AND EFFECTS OF WWI**



Exhibition Areas:
"Over There" | The End of the War | Legacy of WWI



EDUCATOR'S GUIDE

LESSON

5

GRADES 8–11

This curriculum is aligned with
the New York State
P–12 Learning Standards.



369th Infantry Regiment Homecoming Parade

Courtesy of the National Archives



New York State
Museum

The New York State Museum is a program of
The University of the State of New York
The State Education Department
Office of Cultural Education

LESSON

5

OBJECTIVES

- ✦ Students will be able to analyze short and long term results of World War I.

Inquiry: AFTERMATH AND EFFECTS OF WWI



Exhibition Areas:

“Over There” | The End of the War | Legacy of WWI

RATIONALE

World War I was a turning point in history; the results can still be seen and felt today. This was especially relevant as our military was thrust into a situation, with new technology and tactics, in which it had to adapt or perish, and we confronted and influenced other groups. Compounded on this was the lack of government control over the transition from war to peace, social impact upon political and racial groups, and the unbalanced way in which groups or individuals were honored and rewarded. This lesson, *Aftermath and Effects of WWI*, brings light to the good and bad of the United States’ demobilization process and seeks to remember the sacrifices made by those impacted by the war.

HISTORICAL BACKGROUND

If the United States was ill equipped for war in 1917, it was even less prepared for peace after the Allies and Germany signed an armistice on **November 11, 1918**. No mechanism was established for the demobilization of millions of men now in military service, for the care of the wounded, or the difficulties of reintegrating these men into civilian life. The administrative machinery created to organize the war effort was quickly disbanded. As troop ships arrived in New York Harbor, throngs of cheering citizens along the parade routes through the city welcomed the doughboys home. The joyous reception these soldiers received was often in sharp contrast to the realities of returning to civilian life. The valor and sacrifices displayed by African American troops in particular was largely forgotten or purposefully marginalized in the US. Many units composed of African American troops felt more appreciated in Europe, and consequently the introduction of jazz music there is accredited to black regimental bands touring after the war.

As demobilization commenced, leaders in New York City feared a massive influx of demobilized soldiers would be discharged and saturate the employment market. Efforts ensured that soldiers from inland communities and states were not discharged from military service in coastal port cities, but rather were returned to camps closer to their homes. Veterans’ bonuses and pensions were not sufficient for veterans unable to resume their civilian careers, and little aid was available. Colleges and technical schools were flooded with returning veterans for years following the war. New York State and the nation struggled to meet the needs of these veterans.

The worldwide legacy of World War I is substantial. Globally, more than 17 million people died, including over 7 million civilians; another 20 million were wounded. Perhaps the most significant legacy of the Great War, however, was in terms of how much the conflict left unresolved. World War I was not the “**War to End All Wars**,” and in fact laid the foundation for a larger and more deadly conflict just 20 years later. It is critically important to remember World War I today for what it left unresolved, as much as for what the conflict decided.



New York State Learning Standards: <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

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

8.4 WORLD WAR I AND THE ROARING TWENTIES:

Various diplomatic, economic, and ideological factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (Standards: 1, 2, 4; Themes: SOC, GOV, ECO, TECH)

8.4b International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.

8.4c New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.

8.4e After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.

11.6 THE RISE OF AMERICAN POWER (1890–1920):

Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society. (Standards: 1, 2, 3, 4; Themes: GEO, SOC, GOV, ECO)

11.6c World War I had important social, political, and economic effects on American society.

11.7 PROSPERITY AND DEPRESSION (1920–1939):

The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression. (Standards: 1, 4; Themes: ID, TCC, SOC, CIV)

11.7b African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.



LESSON

WARM-UP:

Engage the students in an open-ended discussion about **cultural memory**—how people and societies collectively remember their common history and by what means people seek to commemorate and pay tribute to the past. The following quotes may aid in focusing the discussion on the legacy of the First World War.

“In a great war for the right, the one great debt owed by the nation is that to the men who go to the front and pay with their bodies for the faith that is in them.”

~ **Theodore Roosevelt**, from *The Great Adventure: Present Day Studies in American Nationalism*, 1919, page 9

“I felt then, as I feel now, that the politicians who took us to war should have been given the guns and told to settle their differences themselves, instead of organizing nothing better than legalized mass murder.”

~ **Harry Patch**, last surviving soldier of World War I

“The best memorial for the likes of me would be to look after the soldiers who are still fighting for their country now, and equally importantly, for their families.”

~ **Harry Patch**, last surviving soldier of World War I, from *The Last Fighting Tommy*, 2007

GUIDED INSTRUCTION:

Visit this exhibition gallery via field trip or access our accompanying online exhibition (www.nysm.nysed.gov/exhibitions/WWI) in a classroom setting. Students should focus especially on Exhibition Areas: **“Over There,”** ***The End of the War***, and ***Legacy of WWI***. Point out the unique form of combat which defined WWI, highlighting the use of new weapons technology, such as trenches, chemical weapons, machine guns, barbed wire, tanks, submarines and aircraft, and the increased devastation wrought by modern warfare. Note also how these new forms of warfare produced new and debilitating trauma, and what was done (or not done) to respond to the needs of returning soldiers. Additionally, investigate the impact our soldiers had on the spread of jazz, which was newly introduced to Europe at that time.

INDEPENDENT PRACTICE:

In the exhibition, ask students to find specific examples where veterans were remembered, forgotten or marginalized; and how American life shifted back towards peacetime norms. Ask students to find examples of widespread social change after the war.

ADVANCED PRACTICE:

Drawing off this exhibition and elsewhere, the class will divide into groups with each group researching a topic relating to legacy of the First World War. Each group will then present their research to the class and explain its relevance for today.

Suggested topics include:

- Local WWI memorials in your area
- Treatment of black veterans
- Lasting effects of WWI
- Sgt. Henry Johnson
- Sgt. William Shemin
- Introduction of jazz into Europe
- Pvt. Harry Patch
- Sgt. Alvin York
- Shell shock
- Treaty of Versailles
- Fourteen Points
- Veteran's Day
- Women's roles in war and peace
- Remembering the dead
- Art before and after WWI
- League of Nations
- Weimar Republic
- Neutrality, Pacifism and Nationalism
- New York State's diverse ethnic population

ASSESSMENT:

Students will be assessed on their understanding of the following:

- When did the First World War end?
- Impact of the war on soldiers and society
- Impact of returning veterans upon society
- Ways of remembering and honoring the sacrifices people made
- Why and how sacrifices and people were forgotten



TEACHER RESOURCES

World War I Centennial Commission: <http://www.worldwar1centennial.org/>

National History Day, Teaching World War I: <https://nhd.org/classroom-connection/world-war-i/>

The Great War on PBS: <http://www.pbs.org/greatwar/resources/lesson.html>

National Education Association, World War I: <http://www.nea.org/tools/lessons/60045.htm>

Teacher Vision World War I: <https://www.teachervision.com/world-war-1/teacher-resources/6679.html>

NOTEWORTHY NEW YORKERS:

Sgt. Henry Johnson, New York native, Medal of Honor Recipient: <http://www.army.mil/medalofhonor/johnson/>

Sgt. William Shemin, New York native, Medal of Honor Recipient: <http://www.army.mil/medalofhonor/shemin/>

What is cultural memory? Provide examples of this in the United States.

As you explore the “Over There,” *The End of the War*, and *Legacy of WWI* exhibition areas:
determine the cause and effect of the war on the following topics

New weapons and tactics	
New traumas and injuries	
Government preparedness for returning soldiers	
Soldiers returning home	
African American soldiers impact on Europe & at home	

Name:

Impact of WWI on U.S. society	
Who was forgotten or marginalized	

<p>Why is it important to remember the events, people, and issues of WWI?</p>
--

Name: