



On view September 1st, 2018 – Feb 10th, 2019

TEACHER'S PACKET

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Preparing for Your Visit

Book now! Limited availability remains to book self-guided field trips for the 2018-2019 school year. Making a reservation guarantees your class has access to the exhibit, provides a discount on your admission fee, access to our in-gallery activity, and a brief introduction by a member of our education team.

Planning your own activity? Teachers with an existing reservation are welcome to visit the museum in advance of their trip to research and prepare activities or lesson plans. For tips on how to make the most of your visit, see the in-gallery activity ideas on page 4.

About the Exhibit

WWI America is a major national traveling exhibition created by the Minnesota History Center in partnership with the National Constitution Center, the National WWI Museum and Memorial, the Oakland Museum of California, and the Bullock Texas State History Museum. It seeks to examine the causes, conflicts, and consequences of World War One on a national scale, while providing regional focus on how the war impacted Seattle. The World War 1 era – 1914-1919 – was a dynamic period in U.S. History, as Americans were pulled between a deepening cynicism and a broadening optimism. The exhibition focuses on the war as a transformational event that served as a catalyst for a number of social dialogues, movements, and upheavals in areas such as immigration, racial conflict, women’s rights, labor struggles, and challenges to civil liberties. Through original artifacts, images, voices, interactives and multimedia presentations, WWI America tells the story of Americans during this turbulent time.

Exhibit Themes

WWI America explores the following questions:

- What attitudes and events led to American involvement in WWI, and which stood in opposition to it?
- In what ways did WWI impact life on the homefront?
- What was the experience of American soldiers and volunteers at war?
- In what ways were social movements impacted by WWI, including the struggle for women’s suffrage, civil rights, and improved conditions for American workers?
- What were the political, cultural, and material consequences of WWI in America, and on Seattle’s development as a global city?

In the Exhibit



America & WWI 1915-1916

America’s involvement in WWI began during a time of demographic, cultural, and political upheaval. The beginning of the WWI America exhibit explores the fabric of American life at the outset of WWI. Topics examined in this section include the tension between the “preparedness” and “anti-preparedness” movements, the experience and impact of immigration, the Great Migration, and catalytic events that led to American involvement in the war, such as the sinking of the *Lusitania*.



Over Here

US involvement in WWI involved massive changes to daily life for Americans on the homefront. The challenges of raising an army resulted in the implementation of America's first draft, and campaigns were launched to encourage homefront volunteerism and investment in the war effort through Liberty Loans. Social pressure to enlist or otherwise "do your bit" was ubiquitous and reinforced through the first concerted government propaganda campaigns in the US. Questions of what it meant to be a loyal American resulted in the passage of the Espionage and Sedition Acts, which carry ramifications in US policy today.



Over There

Americans from all walks of life volunteered or were conscripted to support the war effort overseas. Their experience takes center stage in this section of the exhibit, as volunteers and conscripts alike faced the harsh realities of life on the front. This section of the exhibit also highlights the role of Native Americans, black people, and women in service to the United States - their reasons for joining, and the disparate treatment they faced during the war.



Women's Suffrage

During WWI, American women were fighting a battle of their own – the right to participate in American democracy as full citizens with the right to vote. Their advocacy for their democratic rights, as well as the opposition they faced from both individuals and government entities is explored in this section.



Street Scene

While war reshaped the geopolitical landscape, American popular and consumer culture experienced dramatic shifts as well. Recorded sound and movies, a boom in the American consumer economy, and prohibition efforts bolstered by war aims all played a role in altering how Americans spent their leisure time.



1919

While peace brought relief to a country that had lost many of its citizens, the upheavals of war caused 1919 to be a year characterized by racial and political violence, repression of political dissidence, and massive labor strikes as soldiers transitioned back to civilian life. The onslaught of the Spanish Flu also caused casualties on a massive scale.



Veterans, Memorialization, & Legacies

The long-term effects of WWI have made a deep and lasting impact on global politics, American cultural identity, and consumer culture. Subsequent geopolitical conflicts trace their roots directly to borders drawn in the aftermath of WWI. The evolution of the role of women and minorities in society has been spurred on by catalytic events during this time. Advances in medicine, technology, and social organization created during WWI continue to impact our lives today.

Exhibit Vocabulary

Superpower	Empire	Nationalism	Assassination
Alliance	Front	Neutrality	Humanitarian
Immigration	Preparedness	Suffrage	Enlist
Migration	Homefront	Volunteerism	Draft
Doughboys	War bond	Patriotism	Propaganda
Loyalty/disloyalty	Espionage	Sedition	Armistice
Strike	Conscientious Objector		

In-gallery Activities

We are happy to provide your students with free copies of our in-gallery activity guide to help them explore the galleries. If you would like to create your own activity instead, below are a few suggestions to help you get started.

Tips for Success

The best in-gallery activities encourage students to slow down, use inquiry to look closely at objects, activate prior knowledge, and help them make personal connections to the exhibit. Encourage students to practice history by supporting claims and ideas with evidence that they find in the exhibit or on the artifacts themselves.

Example Activity Ideas

- Provide students with a theme or list of words and ask them to photograph, draw, or describe artifacts that represent each one.
- Ask students to find the old-fashioned versions of modern things, such as a lunchbox, a telephone, a music player, and chocolate milk. What similarities are there? What are some differences?
- Trace the Seattle story – ask students to find and draw or describe 3 to 5 things in the exhibit that were happening in Seattle during WWI. How was the Seattle story connected to things that were happening in the rest of the country, or overseas?

In-classroom Lesson – Helping on the Homefront (Grades 3-6)

Establish background knowledge

Prior to this lesson, students should be familiar with the basic concepts, actors, and events that led to WWI, as well as some of the major themes of the war. There are many useful resources available to help interpret WWI for students. Please see the list of books and teaching aids at the end of this document for further resources.

Warm Up

Define “homefront” with your students. Brainstorm with your students some ways in which a war happening a long way away might impact the lives of people living on the homefront in America. What aspects of daily life might have changed (availability of resources, use of leisure time, jobs being done, relatives being gone, etc.)?

Get Started

Hand out photographs of things that people did during the war that were influenced by the war taking place. Students will be history detectives, examining these photographs to see what information they can discover in them about how the activities of people in America supported their communities or supported the goals of the war during WWI. The major themes represented in the photographs are: knitting, war gardening, preserving and conserving food, fundraising, and new opportunities for women in the labor force. Be sure not to give these themes away!

Investigate Closely

Divide students into 5 teams, pass out the photographs and photograph examination sheets to each group, and allow students a few minutes to study their photographs. Ask students to consider: What do they notice about these photographs? What does it look like the people in the photographs are doing? How might these activities have impacted the war effort, or people’s lives at home?

Add more information

Let students know that the next step in their investigation is to examine posters that would have been put up around town during WWI. These are posters that the government published to encourage people to do tasks on the homefront related to the war effort. Let students know that if they have not figured out what was happening in their pictures, these posters will give them some additional clues, because they are related to the pictures that the students just looked at.

Pass out the posters to the appropriate groups, and have them flip their photo investigation sheets over to the poster investigation side. Assist students in reading their posters and making sense of them as necessary. Give students time to examine their posters, and ask them how they think their posters might relate to the activities shown in their photographs. What new information does this give us about what people were doing in America during the war?

Put it together

Check to see if students have figured out what the activity their group is focusing on is. Then, pass out summaries of each group’s homefront activity and have them read about it together, providing context to help synthesize information.

Share

Have students share their pictures and posters with the rest of the class, and discuss the homefront activity that they were investigating and how it might have helped.

Recap

Discuss with students: What were people in America during WWI being asked to do to help? Was this necessary? Why? How do you think these changes and activities would have affected people?

Extend

What needs exist in our communities today? Do you think any of the same strategies that helped in WWI might work to address some of these needs? Why/Why not? If they wouldn't work as well, can we think of other things ordinary people can do to help our communities?

Additional Activities for grades 3-6

1) If you have a school garden that students participate in, show students posters of war garden advertisements from World War One. Ask students why people were being asked to grow food at home and in community plots during this time. How would this have been useful? Are there any reasons today that growing our own food close to home is beneficial? Have students plant crops that would have been grown in war gardens – some good crops for planting in the fall in our Seattle climate are spinach, radishes, cabbage, carrots, and beets.

2) Chair shortage – before students arrive to class, remove half of the chairs from the room. When students arrive for class, let them know that due to the war there is a shortage of chairs in this school, and we will have to come up with a system of sharing them so that everyone gets enough. Have some students come up with ways that everyone will get some use of the chairs. In WWI America, rationing was not imposed – rather, the government relied on campaigns to inspire people to do without certain luxuries voluntarily, so in order for the chair system to work, everyone has to agree. After an hour or so, ask students: how did it feel to go about your normal day without something you were used to? Did you feel like you were in control of your situation? What did compromising feel like? Are there other materials that would be easier to have restricted access to? Are there things that it would be harder to give up? Connect the student experience of limited chairs to the experience of going without luxuries during WWI, which included items such as sugar, wheat, meat, and fats. How would the students feel if they were asked to give up those things?

3) Start a food drive/donation campaign. Discuss with students that with most of America's resources going towards the war, the American public was asked to lend their support not just to the war effort directly, but also to help cover the needs of people in their communities. Who is vulnerable in our communities today? What are some ways that other members of the community could help?

In-classroom Lesson – Persuasion and Propaganda – Grades 7-12

Establish background knowledge

Prior to this lesson, students should be familiar with the basic concepts, actors, and events that led to WWI, as well as some of the major themes of the war. There are many useful resources available to help interpret WWI for students. Please see the list of books and teaching aids at the end of this document for further resources.

Discuss with students the significant impacts war had on life at home in America as well as abroad. Whether people were conscripted as soldiers or not, they were expected to actively support the war effort through a number of direct and indirect ways. WWI was the first time that there was a centralized system of disseminating these expectations to the American people from the government, in an effort to encourage all citizens to participate. These messages and their arguments were wide ranging, both in topic and in the types of persuasion they utilized to make their points.

Warm up

Have your students read the definition of propaganda on the Definitions of Propaganda handout. Discuss with your class what the definition of propaganda is, with particular focus on the differences between persuasive argument and propaganda. The line between persuasive argument and propaganda can be fuzzy, so allow as much room for discussion as you are able on this point. One way to highlight the differences and similarities between these two is to create a Venn diagram with your class to visualize their overlap and defining characteristics.

Get Started

Have students read the strategies of propaganda on the lower half of the Definitions of Propaganda handout. Allow a few minutes to clarify any questions that come up from reading about these strategies. Let students know that in this class they will be focusing on learning to identify the strategies utilized in propaganda from the WWI era, which are still used in propaganda that we see today. Each team will be studying two posters from the WWI era, and each team will have the job of determining what position or action the poster is advocating for, and which propaganda strategies are being used. While students are working, they should discuss their ideas with each other and record their thoughts on the Analyzing Propaganda worksheet.

Analyze

Divide the class into 4-6 groups and distribute the posters and investigation sheets. Have students look at their posters for at least 5 minutes, and see what observations and inferences they are able to make about their posters, using the recording sheets as a guide. When groups are ready, give them the second poster to analyze, and repeat this process.

Share

Have students share their posters with the rest of the class and discuss the propaganda techniques that they noticed appearing in the posters. Why did they choose those techniques? What information may have been left out of these posters? What actions were the posters advocating? Why might that propaganda strategies chosen have been particularly useful in achieving that goal?

Discuss

Ask students - What do the posters that we looked at have in common? Do some techniques appear more frequently? Where do we see these types of techniques in our modern life?

Extend

An exploration of the ways propaganda impacts our decision making is crucially important during adolescence. Here are some ideas for continuing to explore issues of propaganda and influence within your class:

- 1) Have students design a poster about an issue that they care about using one of the methods of propaganda discussed in the lesson. Have the students identify which propaganda technique they chose, and why they thought it might be effective for their chosen issue. How did it feel to create a message that they knew was propaganda? How could they improve it?
- 2) Have students find an example of a propaganda technique in online or print media, and bring it in. Have students identify which type of propaganda technique is being used. Then, have students identify what would need to change about their example to turn it into a persuasive argument, rather than propaganda (Additional supporting facts? Realistic consideration of outcomes, or differing perspectives? Removal of emotional language?). Have students re-word or re-create the propaganda example as a persuasive argument.
- 3) Examine the audience: often, propaganda seeks to target people from a certain background, or who have something in common (such as age, gender, or race). Have students find a piece of propaganda that they believe is targeting a group that they identify with. What tools is the propaganda using to appeal to that group? Bonus: Find a similar message that is being targeted towards another group that you don't identify with. How do the techniques differ when targeting the different groups?

MOHAI Resources

- *WWI America* exhibit website: <https://mohai.org/exhibit/ww1-america/>
- Sophie Frye Bass Library – The museum's library preserves and provides access to over 3 million historic photographs, as well as manuscripts and archival holdings, maps, books, posters, motion pictures and printed ephemera. Located within the MOHAI Resource Center in the Georgetown neighborhood of Seattle, the library's hours are 1-4pm Tuesdays, Wednesdays, and Fridays by appointment. Email library-dl@mohai.org or phone 206.324.1126 Ext 137 or Ext 102.
- MOHAI Online Photo Archive: search thousands of historic photos from our Library collection. <http://www.mohai.org/research/photo-archive-search>

Additional Resources

Books

- [Archie's War](#) by Marcia Williams
- [A Brave Soldier](#) by Nicolas Debon
- [World War I for Kids](#) by R. Kent Rasmussen
- [Where Poppies Grow: A WWI Companion](#) by Linda Granfield
- [Knit Your Bit! A World War One Story](#) by Deborah Hopkinson
- [War Girls: A collection of World War One stories through the eyes of young women](#) by Adele Geras

Online Resources

- **HistoryLink** – the free online encyclopedia of Washington state history has over 30 articles pertaining to WWI, which can be accessed here: <http://www.historylink.org/Search/Results?Keyword=world%20war%20one&Year=2018&SortBy=Title&PageSize=12&SplitSearch=True>
- **Seattle Public Library Special Collections Online** – digitized primary historical sources related including the Town Crier and the Seattle Municipal News, both of which contain articles for the period of time encompassing WWI. <http://cdm16118.contentdm.oclc.org/cdm/>

Heritage/Cultural Organizations & Memorials

- **Renton History Museum** – exhibiting a show about the impact of World War I in Renton through November 11. <https://rentonwa.gov/cms/one.aspx?pageld=8564740>
- **City of Renton Memorial Plaque** - Located at 523 S 3rd St, the plaque lists the names of men from Renton who died in WWI
- **Evergreen Washelli Cemetery** – Doughboy WWI memorial
- **WWI Memorial, Seattle** – Located on the 4th Ave entrance to the King County Courthouse

Appendix 1 - Standards supported by WWI America Exhibit and Teacher's Packet Curriculum

Exhibit:

- **Washington State K-12 Social Studies Learning Standards (EALR Components)**
 - *First grade:* 1.1.2, 1.4.1, 2.1.1, 2.2.1, 4.2.1, 4.3.1, 5.1.1,
 - *Second grade:* 1.1.1, 1.1.2, 1.4.1, 4.2.1, 5.1.1
 - *Third grade:* 1.1.1, 3.2.2, 4.2.2
 - *Fourth grade:* 1.1.1, 1.1.2, 1.2.2, 1.4.1, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.4.1, 5.1.1, 5.2.1
 - *Fifth grade:* 2.1.1, 3.2.3
 - *Sixth grade:* 1.3.1, 2.1.1, 2.2.1, 2.2.2, 5.1.1, 5.4.1
 - *Seventh grade:* 1.3.1, 1.4.1, 2.2.1, 3.2.2, 3.2.3, 4.1.2, 4.2.1, 4.2.2, 4.2.3, 4.3.1, 4.3.2, 4.4.1, 5.1.1
 - *Eighth grade:* 1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.4.1, 2.1.1, 2.2.1, 2.2.2, 4.4.1, 5.2.2
 - *Ninth-tenth grade:* 1.3.1, 2.1.1, 2.2.1, 2.3.1, 2.4.1, 3.2.3, 4.1.2, 4.2.1, 4.2.2, 4.2.3, 4.3.2, 4.4.1
 - *Eleventh grade:* 1.3.1, 1.4.1, 2.1.1, 2.4.1, 3.2.3, 3.3.1, 4.1.2, 4.2.1, 4.2.2, 4.2.3, 4.3.2, 4.4.1, 5.1.1, 5.1.2, 5.2.2
 - *Twelfth grade:* 1.2.4, 1.3.1, 1.4.1, 2.1.1, 2.4.1, 3.2.2, 4.2.1, 4.2.2, 5.1.1
- **Common Core ELA Standards**
 - Reading informational texts:
 - *First grade:* RI.1.1, RI.1.2, RI.1.3, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.8
 - *Second grade:* RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8
 - *Third grade:* RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.6, RI.3.7, RI.3.8
 - *Fourth grade:* RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8
 - *Fifth grade:* RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.2.6
 - *Sixth grade:* RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9
 - *Seventh grade:* RI.7.1, RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8
 - *Eighth grade:* RI.8.1, RI.8.2, RI.8.3, RI.8.4, RI.8.6, RI.8.7, RI.8.8, RI.8.9
 - *Ninth-tenth grade:* RI.9-10.1, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.8
 - *Eleventh-twelfth grade:* RI.11-12.1, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7
 - Speaking and listening
 - *First grade:* SL.1.2
 - *Second grade:* SL.2.2
 - *Third grade:* SL.3.2
 - *Fourth grade:* SL.4.2
 - *Fifth grade:* SL.5.2
 - *Sixth grade:* SL.6.2
 - *Seventh grade:* SL.7.2
 - *Eighth grade:* SL.8.2
 - *Ninth-tenth grade:* SL.9-10.2
 - *Eleventh-twelfth grade:* SL.11-12.2

- **Common Core Social Studies Standards**
 - *Sixth-eighth grade*: RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9
 - *Ninth-tenth grade*: RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4 RH.9-10.8
 - *Eleventh-twelfth grade*: RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7
- **OSPI suggested units for social studies:**
 - Being Citizens in Washington (grade 4)
 - Legacy for Us Today (grade 5)
 - WA – Railroads, Reform, Immigration, and Labor 1889-1930 (grade 7)
 - World – Emergence and Development of New Nations (grades 9 & 10)
 - US – Reform, Prosperity, and Depression 1918-1939
- **21st Century Skills (Partnership for 21st Century Skills)**
 - Learning and Innovation Skills
 - Communication and collaboration
 - Visual literacy
 - Cross-disciplinary thinking
 - Basic literacy
 - Information, Media, and Technology Skills
 - Information Literacy
 - Media literacy
 - Information, communications, and technology literacy
 - Life and Career Skills
 - Social and Cross-Cultural Skills
 - 21st Century Themes
 - Global awareness
 - Financial, economic, business, and entrepreneurial literacy
 - Civic literacy
 - Health literacy
- **National Association for Media Literacy Education Core Principles:**
 - Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.
 - Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.
 - Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.
 - Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.
 - Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.
 - Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

Helping on the Homefront Curriculum:

- **Washington State K-12 Social Studies Learning Standards (EALR Components)**
 - *Third grade:* 3.2.2
 - *Fourth grade:* 5.1.1, 5.1.2, 5.2.2, 5.4.1
 - *Fifth grade:* 1.4.1, 4.2.3, 5.1.1, 5.2.1
 - *Sixth grade:* 2.1.1, 2.2.1, 2.2.2, 5.4.1
- **Common Core ELA**
 - Reading informational texts:
 - *Third grade:* RI.3.1, RI.3.2, RI.3.6, RI.3.7
 - *Fourth grade:* RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.7
 - *Fifth grade:* RI.5.1, RI.5.2, RI.5.4
 - *Sixth grade:* RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8
 - Speaking and listening
 - *Third grade:* SL.3.1, SL.3.2, SL.3.3, SL.3.4, SL.3.6
 - *Fourth grade:* SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.6
 - *Fifth grade:* SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6
 - *Sixth grade:* SL.6.1, SL.6.2, SL.6.3, SL.6.4, SL.6.6
- **Common Core Social Studies**
 - *Sixth-eighth grade:* RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8
- **OSPI suggested units for social studies:**
 - Being Citizens in Washington (grade 4)
 - Legacy for Us Today (grade 5)
- **21st Century Skills (Partnership for 21st Century Skills)**
 - Learning and Innovation Skills
 - Critical thinking and problem solving
 - Communication and collaboration
 - Visual literacy
 - Cross-disciplinary thinking
 - Basic literacy
 - Information, Media, and Technology Skills
 - Information Literacy
 - Media literacy
 - Information, communications, and technology literacy
 - Life and Career Skills
 - Social and Cross-Cultural Skills
 - Productivity and Accountability
 - 21st Century Themes
 - Global awareness
 - Civic literacy
- **National Association for Media Literacy Education Core Principles:**
 - Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.
 - Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.

- Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.
- Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.
- Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.
- Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

Persuasion and Propaganda:

- **Washington State K-12 Social Studies Learning Standards (EALR Components)**
 - *Seventh grade:* 1.2.3, 1.4.1, 4.2.3, 4.4.1, 5.1.1, 5.2.2, 5.3.1, 5.4.1
 - *Eighth grade:* 1.3.1, 1.4.1, 2.1.1, 4.4.1, 5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.4.1
 - *Ninth-tenth grade:* 4.2.3, 4.4.1, 5.2.2, 5.3.1, 5.4.1
 - *Eleventh grade:* 2.1.1, 2.4.1, 4.2.3, 4.4.1, 5.1.2, 5.2.2
 - *Twelfth grade:* 1.4.1, 2.4.1, 3.2.2, 4.2.2, 4.4.1, 5.2.2, 5.4.1
- **Common Core ELA**
 - Reading informational texts:
 - *Seventh grade:* RI.7.3, RI.7.4, RI.7.5, RI.7.6, RI.7.8
 - *Eighth grade:* RI.8.1, RI.8.4, RI.8.6, RI.8.7, RI.8.8
 - *Ninth-tenth grade:* RI.9-10.1, RI.9-10.4, RI.9-10.6, RI.9-10.8
 - *Eleventh-twelfth grade:* RI.11-12.1, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7
 - Speaking and listening
 - *Seventh grade:* SL.7.1, SL.7.2, SL.7.3, SL.7.4, SL.7.6
 - *Eighth grade:* SL.8.1, SL.8.2, SL.8.3, SL.8.4, SL.8.6
 - *Ninth-tenth grade:* SL.9-10.1, SL.9-10.2, SL.9-10.3, SL.9-10.4, SL.9-10.6
 - *Eleventh-twelfth grade:* SL.11-12.1, SL.11-12.2, SL.11-12.3, SL.11-12.4, SL.11-12.6
- **Common Core Social Studies Standards**
 - *Sixth-eighth grade:* RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9
 - *Ninth-tenth grade:* RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.4 RH.9-10.8
 - *Eleventh-twelfth grade:* RH.11-12.1, RH.11-12.2, RH.11-12.4, RH.11-12.7
- **OSPI suggested units for social studies:**
 - WA – Railroads, Reform, Immigration, and Labor 1889-1930 (grade 7)
 - World – Emergence and Development of New Nations (grades 9 & 10)
 - US – Reform, Prosperity, and Depression 1918-1939 (grade 11)
- **21st Century Skills (Partnership for 21st Century Skills)**
 - Learning and Innovation Skills
 - Critical thinking and problem solving
 - Communication and collaboration

- Visual literacy
 - Cross-disciplinary thinking
 - Basic literacy
- Information, Media, and Technology Skills
 - Information Literacy
 - Media literacy
 - Information, communications, and technology literacy
- Life and Career Skills
 - Social and Cross-Cultural Skills
 - Productivity and Accountability
- 21st Century Themes
 - Global awareness
 - Financial, economic, business, and entrepreneurial literacy
 - Civic literacy
- **National Association for Media Literacy Education Core Principles:**
 - Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.
 - Media Literacy Education expands the concept of literacy (i.e., reading and writing) to include all forms of media.
 - Media Literacy Education builds and reinforces skills for learners of all ages. Like print literacy, those skills necessitate integrated, interactive, and repeated practice.
 - Media Literacy Education develops informed, reflective and engaged participants essential for a democratic society.
 - Media Literacy Education recognizes that media are a part of culture and function as agents of socialization.
 - Media Literacy Education affirms that people use their individual skills, beliefs and experiences to construct their own meanings from media messages.

WW1 AMERICA



Investigate your photograph!

Look at your photo for 1 minute. Examine the details carefully.



Answer together:

- Setting: Where is this photo taken? Are there any buildings or other structures in this photo?
- People: What are people doing in this photo? What kind of clothes are they wearing? What emotions might they be feeling?
- Are there any machinery or tools pictured? What do you think they are for?
- What is happening in this photograph?
- How might this activity have helped people during WWI?



Make notes and observations

In the space below, record anything that your team notices about your photograph that seems important to share with the rest of your class!



Flip over and investigate your document!

Next, you will be given a document that will provide another clue about how people helped their communities during WWI. Flip this sheet over to help you explore your document!

WW1 AMERICA

The ways that people supported their communities and the war during WWI were encouraged by the government through advertisements that encouraged people to do specific tasks. These posters will give you more clues about the ways that people participated.

Investigate your document!

Look at your poster together for 1 minute. Examine the details carefully.

Answer together:

- People: Are there any people in this poster? What age are they? What are they doing?
- Symbols: A symbol is an image that represents a bigger idea, such as a flag representing a country. What symbols can you find in this poster?
- Objects: What objects seem important in this picture? What is happening with these objects?
- Words: What words seem important in this poster? How do the words and pictures work together?
- Actions: What actions is the poster encouraging people to take? How are those actions related to the picture you were investigating?

Make notes and observations

In the space below, record anything that your team notices about your poster that seems important to share with the rest of your class!



Ready to find out how the activity you've been studying helped during WWI? Ask your teacher for the reveal sheet to find out! Then, get ready to present your photograph and document in a brief presentation to your class!

Appendix 1

Photographs for Helping on the Home Front classroom activity

Larger copies of the photographs below available upon request



Boys knitting at B.F. Day School, WWI (date unknown). Property of Seattle Public School Archives.



"All the family helps" – Family in Indiana planting their War Garden together, ca. 1917. Photo taken from *The War Garden Victorious* by Charles Lathrom Pack, 1918.



Girl Scouts learning to can vegetables, Pennsylvania, ca. 1917. Photo taken from *The War Garden Victorious* by Charles Lathrom Pack, 1918.



Nurses and YWCA selling doughnuts for the war effort, ca.1917. MOHAI collections.



Woman working in munitions factory, Pennsylvania, ca. 1918. Library of Congress

Appendix 4

Documents for Helping on the Home Front classroom activity

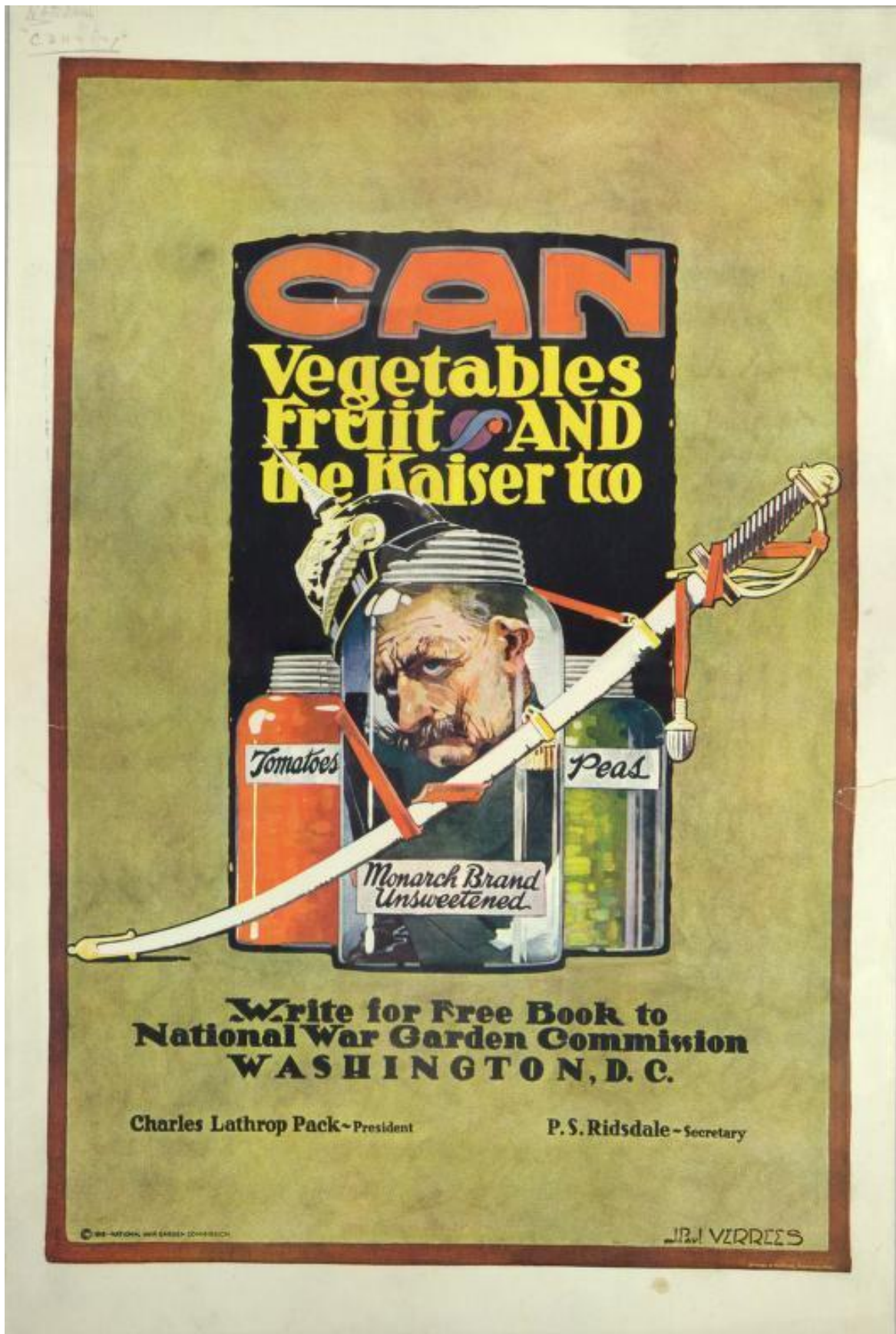
Larger copies of the posters below available upon request



Red Cross campaign poster to encourage knitting socks for soldiers. Ca. 1914 to 1918. Library of Congress.



USDA campaign promoting war gardens, ca. 1917. Library of Congress.



National War Garden Commission poster encouraging canning food to conserve resources. Ca. 1918. Library of Congress.

BOYS and GIRLS!
You can help your Uncle Sam
Win the War



JAMES MONTGOMERY FLAGG
W.S.S.
WAR SAVINGS STAMPS
ISSUED BY THE
UNITED STATES
GOVERNMENT

Save your Quarters
Buy War Savings Stamps

James Montgomery Flagg poster encouraging children to buy war savings stamps, ca. 1918. Library of Congress.



YWCA United War Work Campaign encouraging women to perform manual labor jobs, ca. 1918. Library of Congress.

WW1 AMERICA

Below are explanations of the themes the students have been investigating during their study of WWI primary sources. Cut each one out, and deliver them to students after they have concluded examining their photographs and posters.

Knit for Victory!

WHAT: During WWI the US government asked Americans to knit wool socks, sweaters, and other garments to keep soldiers warm. They asked for one and a half million pairs of wool socks, and the same number of sweaters and scarves. Thousands of people volunteered to help. Knitters worked at home, at school, at work, on the bus – knitting was acceptable even at the theater or in church!

WHY: Soldiers fought in trenches which collected rain water and were often flooded. During winter months, the weather became freezing as well as wet. Wool had the important quality of staying warm even when wet, so it was an important material to use. Although WWI era boots were supposed to be waterproof, they often fell apart quickly and let water in. American soldiers often needed to wear two pairs of socks to stay warm, and change their socks daily so that they wouldn't get "trench foot" – a horrible foot fungus. The need for new socks and other warm wool clothing was continuous.

WHO: All sorts of people participated in the "knit your bit" effort – men and women, young people and elderly people, people from many backgrounds. Most people who participated were volunteers of the Red Cross. More than 6,000 people from Seattle participated. People who didn't know how to knit could also contribute by purchasing yarn for other people.

War Gardens

WHAT: During WWI the US government asked Americans to use all available land to produce food. These vegetable gardens, called "war gardens," sprung up on people's lawns, in office planter boxes, at schools, and in public parks. The War Garden Commission encouraged the development of new gardens, and gave people tips on how to get the best results. Schools got involved as well, with many students joining the "School Garden Army." During the war Americans planted more than 8 million new gardens.

WHY: European countries involved in WWI faced food shortages. Many young men in Europe who had formerly been farmers left their farms to become soldiers, which left crops unharvested and rotting. Before the US joined WWI, the US helped by sending flour for bread, dairy, and meat. When the US became involved in the war, there was the additional challenge of feeding millions of soldiers on the other side of the ocean. In order to save foods like wheat, sugar, meat, and fat for the soldiers, Americans were encouraged to eat more fresh vegetables, and to grow them themselves so that farms could be used to feed soldiers.

WHO: Many, many people planted War Gardens during WWI. Participants were young and old, all genders, and from many different cultures.

WW1 AMERICA

Food Preservation and Conservation

WHAT: During WWI the US Food Administration and the US War Garden commission encouraged people not to waste food so that more resources would be available for the war. They encouraged not wasting food by encouraging people to can fruits and vegetables for later, to eat less wheat and meat through ideas like “meatless Mondays,” and to choose alternative foods.

WHY: Many European countries involved in WWI faced food shortages. Many young men in Europe who had formerly been farmers left their farms to become soldiers, which left crops unharvested and rotting. The US helped by sending flour for bread, among other supplies. When the US became involved in the war, there was also the challenge of feeding millions of soldiers on the other side of the ocean. In order to save foods like wheat, sugar, meat, and fat for the soldiers, Americans were encouraged to eat more fresh vegetables instead, and to can and preserve all vegetables that they couldn’t eat all at once for later. People were also expected to give up wheat, sugar, and other treats, and cook with new recipes that didn’t use these things.

WHO: Everybody! Everybody was expected to preserve and conserve food, regardless of age. People who did not actively participate in canning and other kinds of food preservation were still expected to make different food choices than the ones they had made before the war in order to save food for soldiers and allies.

Fundraising

WHAT: During WWI the US government asked Americans to help fund the costs of going to war by fundraising, purchasing war stamps, and purchasing war bonds. War stamps and war bonds were documents that people could purchase that allowed people to lend money to the government for the purpose of fighting the war. After the war was over, people could cash in these documents for a larger amount of money. The Red Cross was also very active in organizing fund drives to support their increased needs during war time. Fundraising took many forms—everything from donut sales to direct appeals for cash. The Seattle division of the American Red Cross raised over \$450,000

WHY: Wars are very expensive, and always have been! The total cost of America’s involvement in WWI was about 32 billion dollars—about 630 billion in today’s money! When the war began, the United States did not have enough money to fund the war, and began promoting war stamps and war bonds as a way to raise money quickly. The Red Cross raised money to add medical and social services for soldiers. With their increased funds they set up field hospitals, employed doctors and nurses, and purchased medical supplies.

WHO: Everybody! Everybody was expected to buy into the war effort – literally. Children were encouraged to spend any money they had on war savings stamps, and adults were expected to purchase more valuable war bonds. Everyone was also expected to contribute what they could to fundraising drives through the Red Cross and other charitable giving.

WW1 AMERICA

Working New Jobs

WHAT: During WWI many women stepped into new roles and opportunities created by the war. Although women had worked in limited capacities before the war, for the most part they were limited to domestic duties such as cooking, cleaning, and taking care of children. When women did work, they were usually only allowed to do “women’s work” such as teaching, or limited industrial work in the textile industry. During WWI women took over not many industrial jobs, such as working in ammunition factories, and also began working as phone operators, translators, government clerks, nurses, farmers, railroad operators, postal workers, police officers, bank tellers, truck drivers, and many other jobs as well.

WHY: During WWI a large number of men who were old enough to fight in the war (originally ages 21-30, expanded later to ages 18-45) volunteered or were drafted to serve in the US armed forces. Their departure from their home communities, combined with the increased government and industrial needs of fighting a war, created a need for women to perform the jobs they had been doing. At the same time that many new jobs directly relating to the war were created. These combined factors created opportunities for women to step into roles that were previously not open to them.

WHO: Women from different communities, ages, and backgrounds stepped into new roles during the war.

WW1 AMERICA

What is propaganda?

Propaganda is a deliberate attempt to change how people see an issue, and to direct people's behavior to do something that will benefit the person (or group) that is spreading the propaganda. Propaganda is difficult to define clearly, because there is a fuzzy line between propaganda and a persuasive argument. Persuasive arguments *also* try to cause people to change their mind, and to adopt certain behaviors, but they achieve their goals with factual evidence, and deal fairly with competing perspectives. Propaganda generally does not rely on facts—and when it does, it exaggerates them. It does not deal with competing perspectives fairly, if at all. Propaganda uses specific tools that spark our emotions. Propaganda tools make it harder to use critical thinking to consider all of the important information when making choices about what we believe and what actions we should take. When confronted with a piece of propaganda, it is important to ask yourself: “*who does this benefit?*”

How does propaganda work?

Propaganda works by activating mental short cuts in our brains. Propaganda is designed to make it more difficult to use all of the parts of our brain to figure out what is true. It can make complex topics appear simple and straightforward, link ideas that are unrelated, or exaggerate information. People who create propaganda (*propagandists*) use many different strategies to activate these mental short cuts in our brains:

Emotional Appeal: An emotional appeal in propaganda is an appeal to the emotions, rather than to the logic, of your audience. For example, propagandists frequently tap into the fear of negative consequences to inspire people to action, claiming that disaster will occur unless a particular course of action is followed. Emotional appeal can also tap into people's good intentions by triggering empathy and a desire to do the “right” thing.

Glittering Generalities: A “glittering generality” is a simple phrase that tries to inspire people to accept a position without evidence. Phrases such as “fight for,” “we believe in,” or “good citizens stand for...” are examples of glittering generalities. Glittering generalities often include words about which people have strong opinions and identities, such as “good,” “right,” “democracy,” “freedom,” “motherhood,” “fatherhood,” and national identities or religious affiliations.

Bandwagon: A bandwagon technique activates people's desire to belong, and to be accepted into a group. The basic theme of a bandwagon appeal is “everyone else is doing it, so you should, too.”

Appeal to Authority: An appeal to authority tells the viewer that the actions being proposed are supported by a higher authority, and are therefore justified. Authority figures can be the government, a religious figure, or even a member of your family.

Transfer: Transfer is a technique used by propagandists to carry over the prestige, power, or support of something that people admire or desire onto the thing they are trying to get the audience to accept. For example, using celebrities as spokespeople for a product is a form of transfer, since people desire the lifestyle of celebrities and are more likely to buy into the product in an effort to be more like them.

Euphemisms: A euphemism is a tool used by propagandists to make ideas that would otherwise be unattractive seem more reasonable by using gentle, bland, or attractive language in place of more complex truth. For example, in wartime euphemisms are often used to make the unpleasant realities of war seem like exciting adventures.

WW1 AMERICA

First, study the poster with your team. Then, consider the following questions:

- What colors or shapes is this poster using? How do those affect the mood of the image?
- What symbols are being used in this poster? What concepts do those symbols represent?
- What words are important in this poster? What emotions are those words seeking to inspire? How do the words and images work together?
- Who is the intended audience for this poster?
- What action does this poster wants viewers to take? Do you think those actions benefit the viewer?
- What propaganda strategies is this poster using? Check all that apply:

Glittering Generalities	Bandwagon	Emotional Appeal	Transfer	Euphemisms	Appeal to Authority
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For your second poster, consider the same questions. How are these two posters different?

- What colors or shapes is this poster using? How do those affect the mood of the image?
- What symbols are being used in this poster? What concepts do those symbols represent?
- What words are important in this poster? What emotions are those words seeking to inspire? How do the words and images work together?
- Who is the intended audience for this poster?
- What action does this poster wants viewers to take? Do you think those actions benefit the viewer?
- What propaganda strategies is this poster using? Check all that apply:

Glittering Generalities	Bandwagon	Emotional Appeal	Transfer	Euphemisms	Appeal to Authority
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Appendix 1

Posters for Persuasion and Propaganda in-class activity

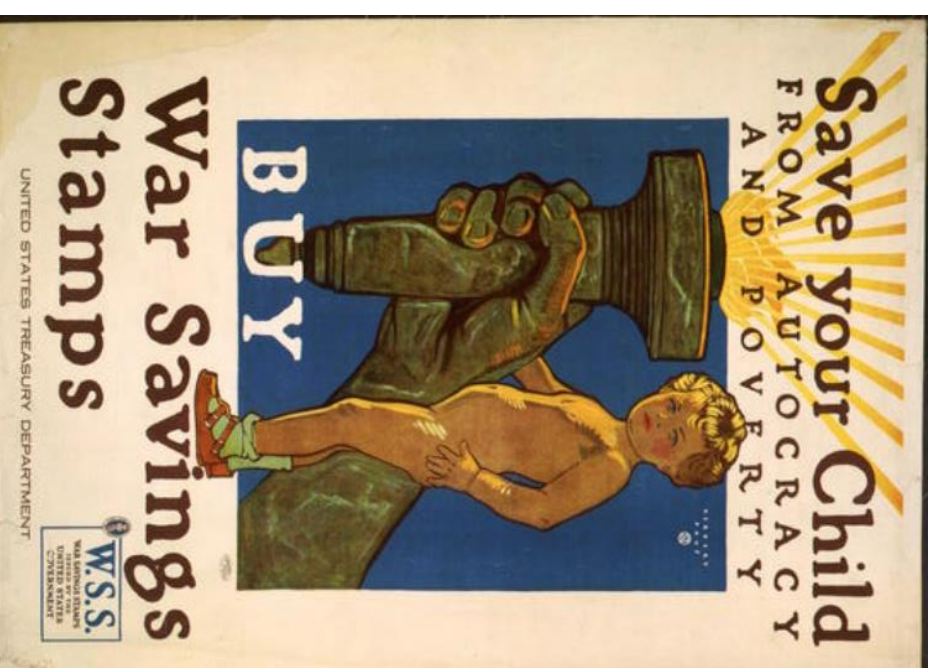
Propaganda posters are organized by the dominant propaganda strategy used in them. It is suggested that each group receive two posters which use different dominant strategies, so that they are able to compare them.

Larger copies of the posters below available upon request. All posters accessed through the Library of Congress.

Appeal to Emotion:



*"Must Children Die and Mothers Plead in Vain?"
Walter H. Everett, 1918*



"Save your child from autocracy and poverty," Herbert Paus, 1918

Appeal to Emotion:

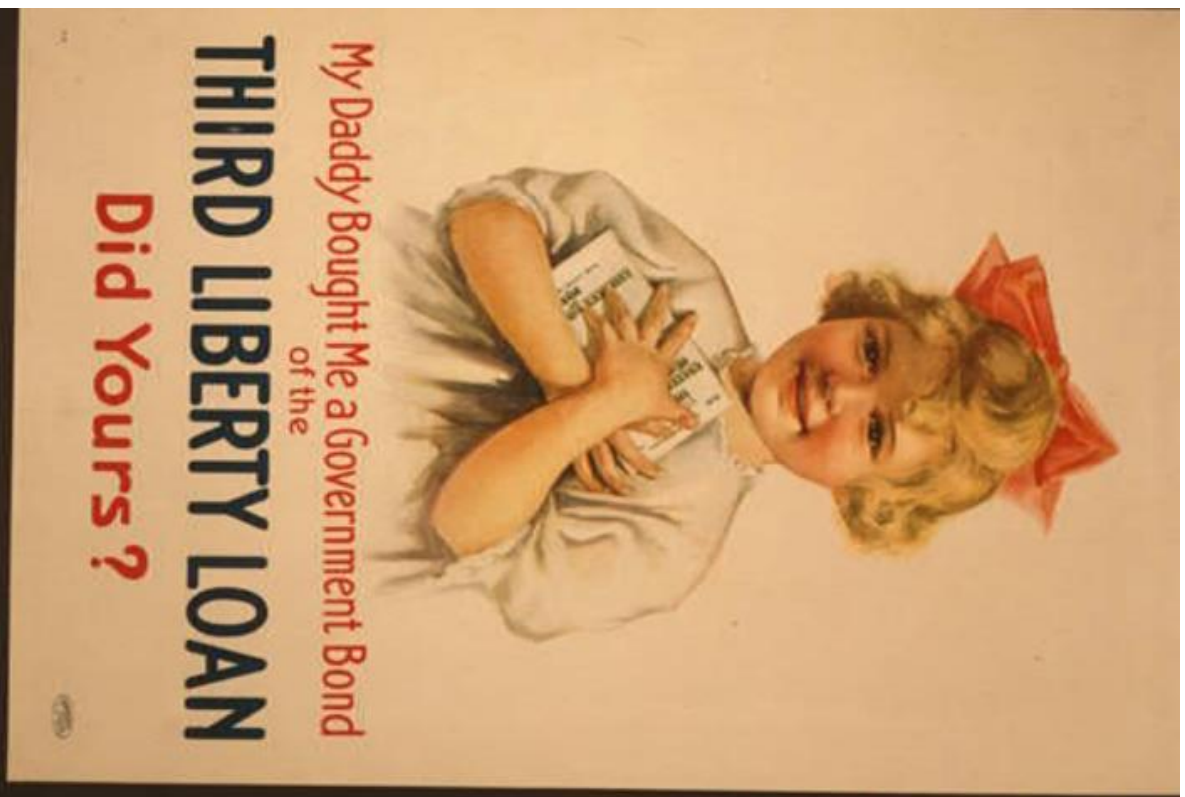


"Hold up your end," W.B. King, 1917

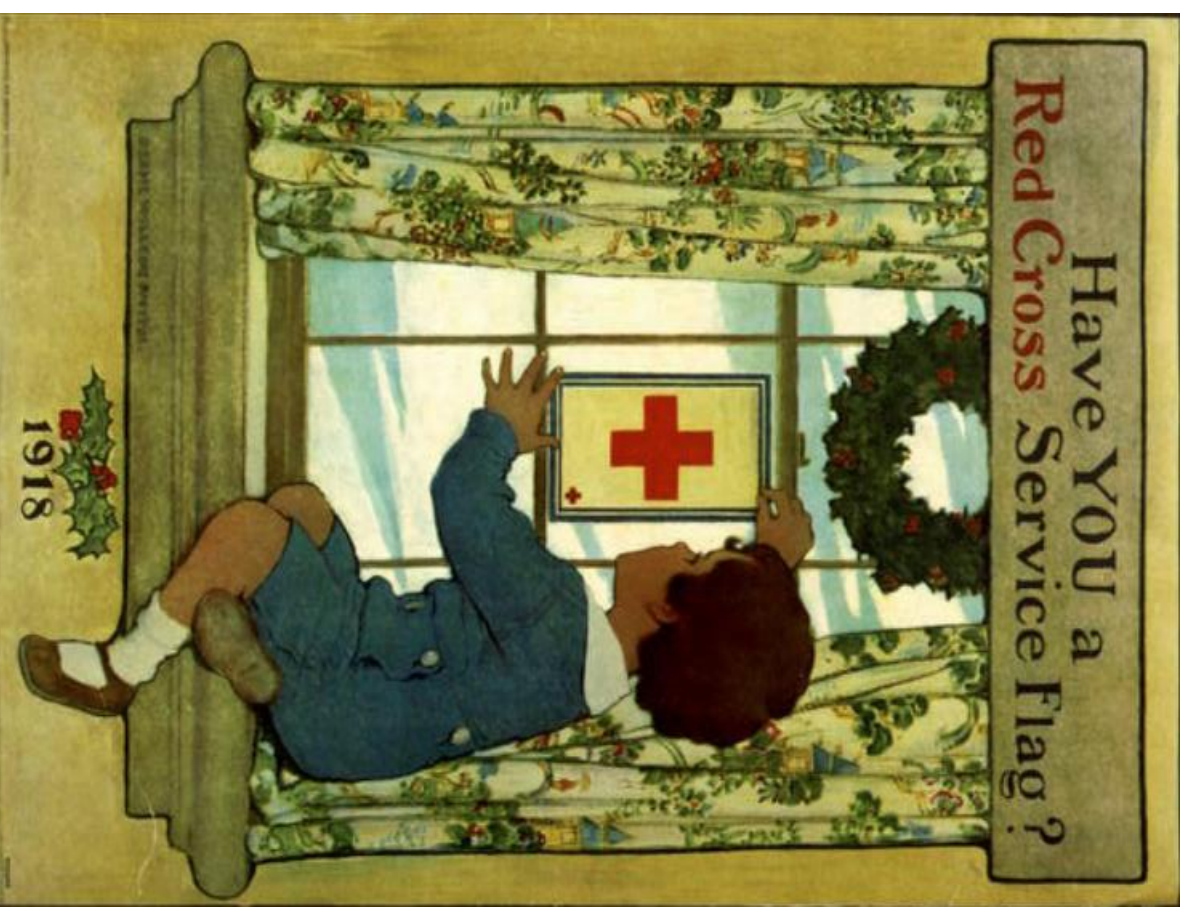


"They give their lives, do you lend your savings?" H. Devitt Welsh, 1918

Bandwagon



"My daddy bought me a government bond," Artist unknown, 1917

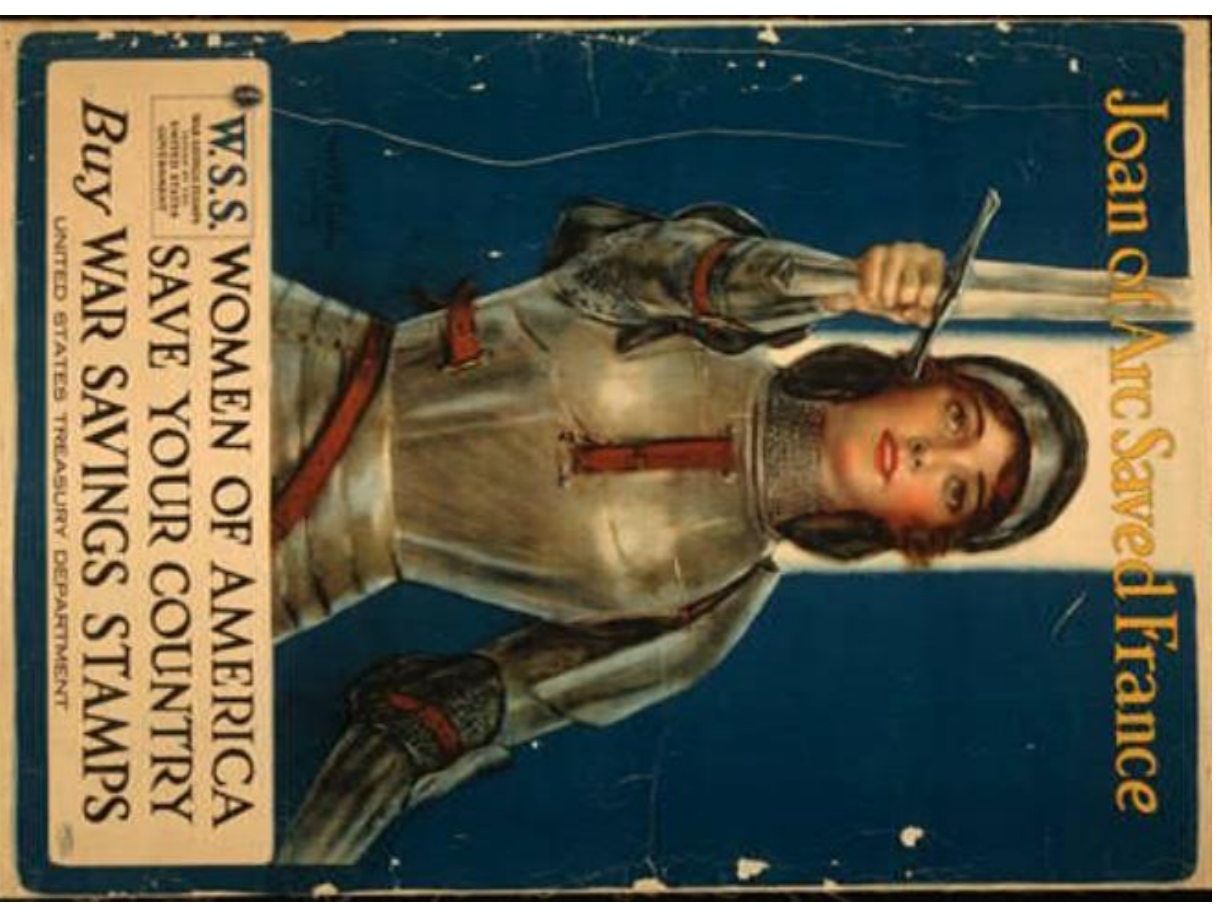


"Have YOU a Red Cross service flag?" Jessie Wilcox Smith, 1918

Transfer

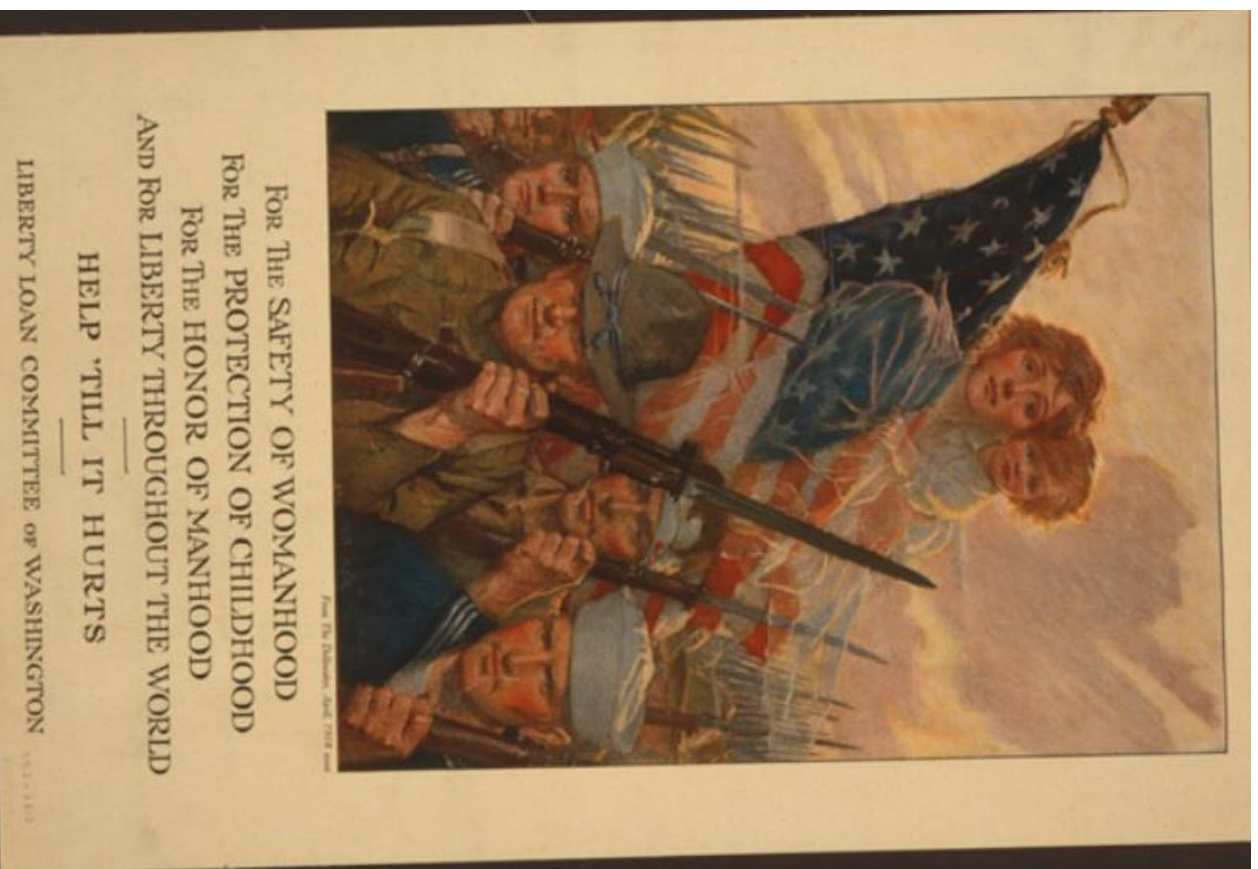


"The Spirit Still Lives," Artist unknown, 1918



"Joan of Arc Saved France," Haskell Coffin, 1918

Glittering Generalities



"For the Safety of Womanhood," Artist Unknown, 1918



"Keep him free," Charles Livingston Bull, 1917



“Travel? Adventure? Join the Marines!” James Montgomery Flagg, 1917

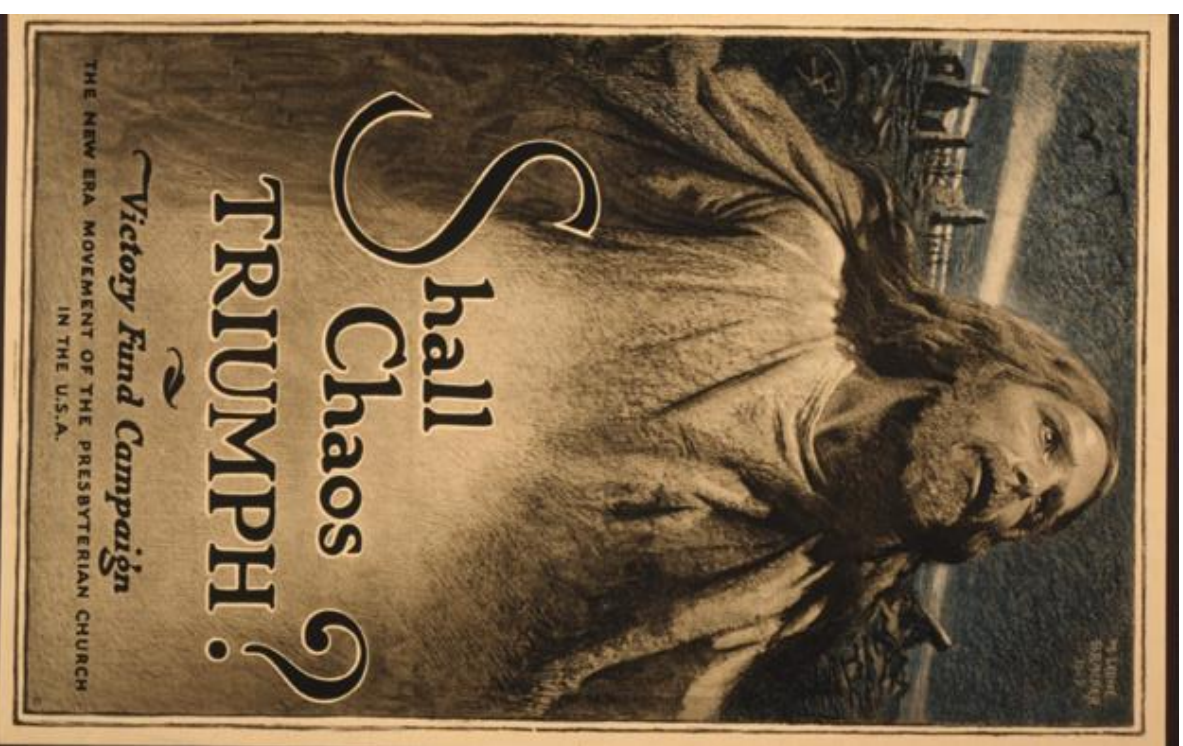


“There’s a world before you, young man!” Winsor McCay, 1918

Appeal to Authority



"I summon you to comradeship in the Red Cross," Harrison Fisher, 1918



"Shall Chaos Triumph?" M. Leone Bracker, 1919