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# WORLD WAR I





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# Table of Contents

**1** Introduction

**2** Director's Note

**3** What is National History Day?

## Essays & Resources:

**4** Leadership and Legacy in History:  
Exploring World War I from Multiple  
Perspectives

**6** Opportunities Seized, Opportunities  
Denied: World War I in Asia

**10** Teacher, What's a Hun? An American  
Perspective on Teaching World War I

**12** The Other Side of the Trenches: World  
War I from the European Perspective

**15** The Blame Game: Teaching World War  
I from a British Perspective

**18** The War to Teach All Wars

**21** We Want You: Teaching World War I in  
the Classroom

## Lesson Plans & Activities:

**26** No More Sticks and Stones:  
Technological Advancements in  
World War I Warfare

**30** How Did the Food Administration  
Convince Americans to Make  
Sacrifices During World War I?

**34** "Saving the Bear": The Russian  
Expeditionary Force of World War I

**38** Challenging the Status Quo: Women  
in the World War I Military

**41** Heroes Who Made a Difference:  
Memorializing a Distinguished  
Service Cross Award Recipient

**44** Reporting on World War I

**48** More Than Mud and Cooties: The  
Poetry of World War I Soldiers

**51** Leland Linman's War: A Look at  
Soldiers' Daily Lives in World War I

# INTRODUCTION

**Robert D'Alessandro**, Executive Director, U.S. Army Center of Military History/Chief of Military History, Vice Chairman, the United States World War One Centennial Commission

**Libby H. O'Connell, Ph.D.**, Chief Historian, HISTORY®

HISTORY® and the United States World War One Centennial Commission are very pleased to join with National History Day to provide educators with these resources for exploring World War I. This year marks the 100<sup>th</sup> anniversary of the start of the Great War, giving us all the opportunity to reflect on the importance of this conflict in the context of world history. World War I shaped modern warfare. With the first substantial use of submarines, airplanes, chemical weapons, and tanks in battle, the war engulfed millions of people throughout the world in a deadly four-year conflict.

As we look back on the war 100 years later, we can learn a great deal about the ways the war shaped our world.

As the lesson plans and articles in this book show, examining the many dimensions of World War I gives students important and valuable ways to learn about the increasingly globalized world they live in today. Just as the war propelled the weapons of modern warfare, it also ushered in new forms of medicine to treat the wounded, it exposed many soldiers and civilians to new areas of the world, and it revealed the possibilities and pitfalls of international politics. While the League of Nations was not ultimately successful, it created a framework for international cooperation that would be immensely important as new conflicts arose in the twentieth century.

These resources offer multiple perspectives on the Great War, allowing students to consider the experiences of people throughout the world whose lives were deeply affected by the war. Learning about the war from the vantage point of other nations and countries is a vital way for students to think about historical context and specificity. Through these lesson plans students also have an opportunity to learn about the ways women, African Americans, and young people participated in and sacrificed during World War I. Artistic responses to the war—particularly the rich outpouring of poetry and music—are additional avenues of exploration that students will find compelling.

We are both honored to serve on the World War One Centennial Commission. Over the course of the next four years we will be launching and publicizing important events, publications, and programs related to the commemoration of the Great War. Stay tuned to <http://worldwar-1centennial.org/> and to [History.com](http://History.com) for more information about World War I commemorations and plans. We hope you enjoy this National History Day sourcebook as a way to re-examine the events and legacies of the Great War.



Robert D'Alessandro  
Executive Director, U.S. Army Center of  
Military History/Chief of Military History  
Vice Chairman, The United States World  
War One Centennial Commission

A handwritten signature in black ink, appearing to read "Robert D'Alessandro".



Libby H. O'Connell, Ph.D.  
Chief Historian  
HISTORY®

A handwritten signature in black ink, appearing to read "Libby H. O'Connell".

Col. D'Alessandro and Dr. O'Connell are both commissioners on The United States World War One Centennial Commission.

# DIRECTOR'S NOTE

In keeping with the 100<sup>th</sup> anniversary of World War I, we prepared this classroom resource book to encourage teachers to help their students examine the Great War from different angles and perspectives. The “war to end all wars” is sometimes skimmed over, serving as a precursor to World War II. In some classrooms, the focus tends to be on the United States, with much less attention paid to the conflict from the European perspective. This resource takes a more global approach, providing essays that examine World War I from different perspectives and lessons that bring new topics and angles into the classroom. As students who develop National History Day (NHD) projects know, events of the past continue to reverberate long into the future. The issues related to World War I had both immediate and long-term impacts. The world is still grappling with diplomatic challenges, immigration, and the meaning of freedom and sacrifice. We hope this resource offers new ways of thinking and learning about the war and also, importantly, its consequences.

We are indebted to HISTORY® for its sponsorship, and grateful to Dr. Libby O’Connell and Dr. Kim Gilmore for their contributions and their thoughtful review of the essays and lessons in this book. This year marks another anniversary for us—the 20<sup>th</sup> anniversary of National History Day’s partnership with HISTORY®. For 20 years, Dr. O’Connell has consistently supported NHD’s efforts to enhance the teaching and learning of history through both student and teacher materials and programs. This book is only the most recent in a series of classroom resource materials produced with assistance and sponsorship by HISTORY®. NHD has benefited profoundly by its relationship with HISTORY® and Dr. O’Connell, and we look forward to working together to bring new ideas and materials to classrooms across the country and around the globe.

This resource also was made possible by several organizations that provided images and documents. We are grateful to Jeff Hawks and the Army Heritage Center, Lee Ann Potter and Stephen Wesson at the Library of Congress, Maria Marable Bunch and Stephanie Greenhut at the National Archives and Records Administration, David Werner and John Deluca at the Naval History and Heritage Command, Carrie Kotcho and Naomi Coquillion at the Smithsonian National Museum of American History and Behring Center, Annette Amerman and the U.S. Marine Corps History Division, and to Lora Vogt and Stacie Petersen at the National World War I Museum. I also want to thank the authors of the essays and lessons found in this book and on the NHD website whose bylines appear with their contributions.

The lessons in this guide are the beginning of this resource. All of the classroom materials, graphic organizers, and student worksheets are available for teachers to download and adapt for use in their classrooms. This book features eight lessons, and an additional nine lessons are available at [www.nhd.org/WWI.htm](http://www.nhd.org/WWI.htm).

I hope this resource is helpful and stimulates additional ideas and approaches to teaching and learning about the history and legacy of World War I.

Cathy Gorn  
June 2014

# WHAT IS NHD?

National History Day (NHD) is an opportunity for teachers and students to engage in real historical research. NHD is not a predetermined by-the-book program but an innovative curriculum framework in which students learn history by selecting topics of interest and launching into a year-long research project. The purpose of NHD is to improve the teaching and learning of history in middle and high schools. NHD is a meaningful way for students to study historical issues, ideas, people and events by engaging in historical research. When studying history through historical research, students and teachers practice critical inquiry: asking questions of significance, time and place. Through careful questioning, history students become immersed in a detective story too engaging to stop reading.

Beginning in the fall, students choose a topic related to the annual theme and conduct extensive primary and secondary research. After analyzing and interpreting their sources and drawing conclusions about their topics' significance in history, students then present their work in original papers, exhibits, performances, websites and documentaries. These projects are entered into competitions in the spring at local, state, and national levels, where they are evaluated by professional historians and educators. The program culminates with the national competition held each June at the University of Maryland at College Park.

Each year National History Day uses a theme to provide a lens through which students can examine history. The theme for 2015 is *Leadership and Legacy in History*. The annual theme frames the research for both students and teachers. The theme is intentionally broad enough that students can select topics from any place (local, national or world) and any time period in history. Once students choose their topics, they investigate historical context, historical significance, and the topic's relationship to the theme by conducting research in libraries, archives and museums, through oral history interviews, and by visiting historic sites.

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

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

NHD breathes life into the traditional history curriculum by engaging students and teachers in a hands-on and in-depth approach to studying the past. By focusing on a theme, students are introduced to a new organizational structure of learning history. Teachers are supported in introducing highly complex research strategies to students. When NHD is implemented in the classroom, students are involved in a life-changing learning experience.

# LEADERSHIP AND LEGACY IN HISTORY:

## EXPLORING WORLD WAR I FROM MULTIPLE PERSPECTIVES

Kim Gilmore, HISTORY®

Teaching about World War I can be both a challenge and an opportunity for educators in the U.S. On the one hand, the Great War transformed American society. The sharpening of nationalist conflict exploded into war in July 1914, lasting for four long years. Some nine million soldiers lost their lives, and hundreds of thousands of civilians were affected by the conflict. Yet the United States did not enter the war until 1917, and in many ways its memory has been eclipsed by World War II. The story of the war is intricate and confusing at times, and it can be difficult to make it engaging for students. This year marks the 100<sup>th</sup> anniversary of the start of the war, and gives educators the opportunity to revisit World War I and take advantage of some of the excellent new educational resources developed for the commemoration.

The 2015 National History Day theme, *Leadership and Legacy in History*, offers a valuable lens through which to explore World War I. When we consider leadership during World War I from a U.S. perspective, we may think first of President Woodrow Wilson and his path from neutrality to leading a nation at war to his 14-point program for world peace and failed efforts to convince U.S. leaders to join the League of Nations. Wilson was a layered and complex president, and his tenure in office offers numerous avenues for exploring themes of leadership and legacy, including his record on civil rights. Students can also reflect on the ways national leaders like Wilson have inspired opposition and about the many ways everyday citizens exercised their own leadership skills in response to Wilson's policies.

One of our taglines at HISTORY is "Making History Everyday." Looking at the roles of everyday people during World War I is also important from multiple perspectives. Students can research how the war unfolded in the many other countries involved in the conflict, and examine the ways people shaped and were shaped by the war in many parts of the world as well as in the U.S.

Aileen Cole, for example, became the first African-American woman in the Army Nurse Corps during World War I. While both the Red Cross and the U.S. Army prevented black nurses from joining, women like Cole were eager to join the effort and make a contribution. After the massive influenza outbreak took its toll in 1918, the Red Cross decided to accept black nurses for service. Cole was sent by the Red Cross to

West Virginia to help treat miners who were critical to providing coal for the war; she also helped establish a field hospital there. As the flu epidemic intensified, the Army Surgeon General called for nurses nationwide to join the effort. Cole officially joined the Reserve Nurse Corps as a first lieutenant and served with other black nurses at Camp Sherman in Ohio. Women like Cole never went overseas, but were critical to the war effort and left behind a legacy of service. Cole and others inspired other African Americans to push for the integration of the U.S. military, which would not finally happen until after World War II. Her story is just one among many examples of everyday citizens who used their leadership skills during the World War I era. The story of black nurses, including Cole, is featured in the documentary *Healing Others, Healing Ourselves: The Story of the African-American Nurse*. See the link at the end of this article for more information on this important project supported by the Crile Archives, a great source for NHD projects.

HISTORY® is very proud to partner with National History Day in sharing some wonderful new classroom resources devoted to World War I. The World War I sourcebook offers insights from educators about innovative and engaging ways to teach about the Great War. NHD commissioned lesson plans from teachers for both the middle and high school levels that exhibit best practices in teaching World War I with links to many primary sources. The sourcebook also includes articles that show many perspectives on World War I. Because the war affected many nations, these articles give excellent starting points for encouraging students to think about the war not just from the U.S. point of view, but from the perspective of other nations and people who experienced the Great War.

As the commemoration of World War I continues over the next four years, there will be numerous events and publications of interest to educators. I have included some links at the end of this article to keep an eye on if you are interested in exploring World War I topics. Our

website, [History.com](http://History.com), will be rolling out original articles, new short videos, and other interactive resources throughout the commemoration period, starting in summer 2014. I also encourage those interested in the war to tune in to our all-new four-part series ***World War I: The First Modern War*** airing in late July 2014 on HISTORY® and available later this year on DVD. As a war that ushered in many changes, and deeply affected generations of soldiers and their families, it is an immeasurably deep well from which to find research projects of all kinds. Whether investigating Leadership and Legacy from the angle of World War I or another perspective, this theme will inspire students to think carefully and critically about leadership qualities both in moments of crisis and in times of relative peace. Leadership is a grand historical theme that also resonates powerfully in our lives today.

### RELATED LINKS:

#### History Classroom

[www.history.com/classroom](http://www.history.com/classroom)

#### World War I on History.com

<http://www.history.com/topics/world-war-i>

#### Centennial Commemoration of The United States in World War I

<http://worldwar-1centennial.org/>

#### National World War I Museum

<http://theworldwar.org/>

#### First World War Centenary

<http://www.1914.org/>

#### Crile Archives/Aileen Cole story (search the Crile Archives for many World War I stories and sources):

<http://www.crile-archives.org/current-project.htm>

#### World War I Teacher Resource

<http://www.nhd.org/WWI.htm>

# OPPORTUNITIES SEIZED, OPPORTUNITIES DENIED: WORLD WAR I IN ASIA

Mark Johnson, Concordia International School, Shanghai, China

**“ Then came your honorable war. The newspapers said it was a world war. It must have been for even I who lived eight thousand miles away felt its influence...I saw in this notice an opportunity I had not dreamed would be mine.” <sup>1</sup>**

Both China and Japan saw World War I as an opportunity to advance their strategic interests in Asia. Japan expanded its territorial claims as Europe's hold on Asian territories loosened. China instead focused on providing help to the Allied war effort, in hopes that contributing to an Allied victory in Europe would earn China a voice in determining the postwar situation and defining a new national identity for itself. As the Chinese worker expressed in the above quote, World War I also gave individuals never-before-dreamed-of opportunities to see the world and come into contact with Western ideologies, doctrines that

would influence and help to reshape China. Japanese and Chinese involvement in the Great War altered the balance of power in Asia, foreshadowed further conflict in the 1930s, and caused a surge of Chinese nationalism infused with Western ideas gained through the experience of workers who had labored close to the front lines.

At the war's outset, China quickly declared neutrality on August 6, 1914. The recently formed Republic of China was not sufficiently stable or militarily strong to take an official role in the conflict. The warring nations held territory throughout Asia, however, and China wanted to prevent the conflict from spreading to fighting between European-held areas in China. It was believed that such strife would further weaken, divide, and humiliate China.

<sup>1</sup> Quoted in Xu Guoqi, *Strangers on the Western Front: Chinese Workers in the Great War* (Cambridge: Harvard University Press, 2011), 50. Xu's research is the key source of information regarding the Chinese involvement in World War I. In addition to *Strangers on the Western Front*, also see Xu Guoqi, *China and the Great War: China's Pursuit of a New National Identity and Internationalization* (New York: Cambridge University Press, 2005).

Japan was on a far different trajectory at that point. After successes in the Sino-Japanese War (1894-1895) and the Russo-Japanese War (1904-1905), Japan was a growing power in the region, further expanding its influence with the annexation of Korea in 1910. Japan saw World War I as an opportunity to advance its interests in the region while the European nations were preoccupied with events thousands of miles away. An ally of the British since 1902, Japan declared war on Germany on August 23, 1914, quickly moving against German-held areas in China and the Pacific. While this undoubtedly worked into the Allied strategy against German power worldwide, an added benefit for the Japanese was that it advanced Japan's territorial interests in China.

In September 1914, Japan attacked Shandong (Shantung) Province, held by the Germans since 1898. Shandong and its key city of Qingdao (Tsingtao) were of vital importance to Japan's expanding sphere of influence in China. Japan hoped to establish de facto control of the region and maintain possession at war's end, when the victors would decide the fate of German possessions. Encouraged by its successful conquest of Shandong, Japan furthered its claims by issuing the Twenty-One Demands to China in January 1915, pressing Japan's claims throughout China, and including extensive economic and political concessions to Japan that, if agreed to, would seriously compromise China's sovereignty.



A Japanese lithograph, probably showing the Japanese fighting German troops during the conquest of the German colony Tsingtao (today Qingdao) in China between September 13 and November 7, 1914. Image courtesy of the United States Library of Congress Prints and Photographs division.

China, too weak to militarily rebuff Japan's advances, sought a creative solution. Chinese leaders believed the conflict and postwar negotiations would give China the opportunity to become involved in international affairs and carve out a new national identity, in contrast to the humiliating status that had characterized China's position since the Opium Wars. Unable to protect its territorial integrity through force of arms, China sought to earn a seat at the postwar peace conference by actively assisting the Allies in Europe.

Realizing that Britain and France faced manpower shortages, China approached both of those powers with a "laborers-as-soldiers" strategy. China would offer thousands of Chinese workers to serve in support roles, freeing up native manpower for military service. In June 1915, Chinese officials offered to supply the British with 300,000 laborers. Both the British and French initially rejected this plan, as officials were worried labor unions would object to employing Chinese workers. Additionally, some British officials feared accepting assistance would recognize China's equality, necessitating a changed relationship after the conflict that would mean declining British power

in China. These workers were not colonial subjects answering the call to aid the mother country in its moment of need; rather, they would be volunteers, under contract to be paid, protected and respected, with a larger goal of earning the sponsoring nation equal standing in international affairs. But while the initial Chinese offering of laborers-as-soldiers was declined, the unfolding realities of the war soon altered the scenario.

The enormous number of casualties in the Battle of the Somme in the summer of 1916 made the British realize they could spare no effort to win the war. As Winston Churchill stated in the House of Commons in 1916, "I would not even shrink from the word Chinese for the purpose of carrying on the War....There are great resources in Africa and Asia that, under proper discipline, might be the means of saving thousands of British lives and of enormously facilitating the whole progress and conduct of the War."<sup>2</sup> Aware that overt participation in the fighting might make it more likely imperialist powers would attack China, however, Chinese diplomats emphasized the need to keep the collaboration secret. The British and French agreed; as they saw it, keeping the Chinese workers secret would reduce chances that their own domestic labor unions would protest the move.

In the fall of 1916, recruitment efforts commenced, with Chinese government agencies—under the guise of private contractors—soliciting volunteers. In exchange, the Chinese government requested that Britain help China gain a seat at the postwar peace conference. The workers, most of whom would come from Shandong Province, volunteered due to difficult economic conditions at home and a desire to see the world. They would travel from China to the west coast of Canada, then by train across Canada to ports of departure for France. All told, the French employed 40,000 Chinese workers, who would mostly replace factory employees who had become soldiers. Great Britain contracted



Japanese War Service Medal. (Image courtesy of the National World War I Museum)

<sup>2</sup> Quoted in Xu, *Strangers on the Western Front*, 27.

95,000 Chinese laborers to transport machinery, dig trenches, and clear battlefields after combat.

While their contract explicitly stated they were not to be used in active engagements, service near the front still exposed these workers to danger; more than 10,000 Chinese were killed as a result. Though their contribution has largely been forgotten today, the sacrifices these workers made in the service of France did earn some recognition at the time.

Chinese workers were all physically fit, whereas the best workers from nations actively engaged in the fighting had already been drafted for military service, leaving behind those who were less able. The Chinese also tended to show a willingness to work that made them especially valuable. Fearless under fire, many of them were killed while digging trenches and placing barbed wire entanglements.<sup>3</sup>

In 1917, China officially entered the conflict on the Allied side. Having supported the winning side to that point and contributed 140,000 crucially needed workers, China now believed it had earned a voice in postwar negotiations. Chinese diplomats, greatly encouraged by Wilson's Fourteen Points, especially the call for national self-determination, were confident that previously held German concessions would be returned to Chinese control. At the Treaty of Versailles, however, Shandong would be awarded to Japan rather than China. Japan's seizure of German-held territory to advance its strategic interests in China turned out to be more effective than China's strategy of aiding the victors in Europe.

On May 4, 1919, when news that Versailles negotiators had awarded Shandong to the Japanese reached them, Chinese students, workers, and merchants protested. The May Fourth Movement swept the nation. The protestors decried China's weakness as well as the hypocrisy of Western rhetoric. The May Fourth



Troops from Southeast Asia serving in the French army. (Image courtesy of the National Archives)

Movement marked the birth of modern Chinese nationalism. Unsurprisingly, many of the workers who had experienced contact with the West returned to their homeland with ideas to propose new directions for China. In addition, connections the workers had made in France continued to provide access to the West and to western ideologies. Both Deng Xiaoping and Zhou Enlai had the opportunity to study in France in the early 1920s, as a result of the laborers-as-soldiers policy.

Japan's decision to advance its territorial interests in China during World War I can be seen as demonstrating continuity in Japanese policy through the 1930s. But China's attempt to earn favorable treatment from the European powers by contributing workers, though nominally a failure, led to a watershed moment in both Chinese and world history. The May Fourth Movement in China, as well as the infusion of new ideas resulting from prolonged contact with the West, ultimately led to the founding of the Chinese Communist Party.

<sup>3</sup>Quoted in Xu, *Strangers on the Western Front*, 88.

# TEACHER, WHAT'S A HUN?

## AN AMERICAN PERSPECTIVE ON TEACHING WORLD WAR I

**Matthew D. Elms**, Singapore American School, Singapore

As the 100th anniversary of World War I approaches, news stories, television features, and museum displays will be cobbled together with a variety of materials and memorials from around the world to remind viewers of its horrors. Given all that background noise, how can teachers find a fresh approach to teaching a 100-year-old topic, a long-ago war that tends to be forgotten compared to a more recent global conflict, World War II?

Secondary students are drawn to studying World War II because the people, events, and locations all seem so extraordinary. What's more, a number of books on World War II have recently been published, including *The Boy in The Striped Pajamas*, by John Boyne, *Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon*, by Steven Sheinkin, and *The Book Thief*, by Marcus Zusak. But most students arrive in the classroom with little knowledge of or interest in the complex issues surrounding World War I.

A great place to start is to have a variety of books on World War I available for students in English and Social Studies classrooms, including narrative non-fiction titles such as *Truce: The Day the Soldiers Stopped Fighting*, by Jim Murphy, *The War to End All Wars: World War I*, by Russell Freedman, and *Dogs of*

*War*, by Sheila Keenan. For students more interested in historical fiction, try *The Foreshadowing*, by Marcus Sedgwick, Kirby Larson's *Hattie Big Sky*, *My Brother's Shadow*, by Monika Schröder, *War Horse*, by Michael Morpurgo, and of course the classic *All Quiet on the Western Front*, by Erich Maria Remarque. There are also a few recent books designed to entice reluctant readers, such as *Archie's War Scrapbook*, by Marcia Williams, and *Where Poppies Grow: A World War I Companion*, by Linda Granfield.

Instead of having the whole class read the same book, teachers might ask students to select one based on their interest and reading level. Instructors should read each book on the list prior to recommending, to check for age-appropriate content and readability, and assure they can speak confidently about all the options. Small book groups of three to four students may allow students to access the texts at their reading level.

No matter which books they select, students will need historical background information to support their reading. Note that any information provided in the classroom should be straightforward and direct; limited text, accompanied by appealing visuals, often proves to be the most compelling format. Focus on the causes of

war, countries and alliances, major players and battles, and key vocabulary. (By the way, “hun” was an offensive or slang term used to refer to German soldiers in World War I propaganda.)

In creating a slideshow, teachers should try to limit it to eight to ten slides and aim for a presentation lasting no more than 25 minutes. If the teacher designs a student version with questions as well as an instructor’s version that supplies correct answers, students can literally “fill in the blanks” as they watch. Including photos and video clips within the slideshow can also help students better grasp the content. Textbook reading and note-taking, while valuable when it comes to background research, should be kept to a minimum. A barrage of too many details and dry facts will turn off most students.

Background information on the war should also include various perspectives. For example, how did American isolationism play into the way the U.S. became involved in the conflict? Another angle that could be explored is how American industry made millions of dollars from selling weapons and materials to the nations at war. In exploring topics such as these, students are compelled to look beyond the alliances and historical figures and analyze the causes and effects, motives, and political underpinnings of the conflict.

In teaching about any historical event, it is important to introduce students to a variety of sources, so they can formulate their own conclusions. One perspective on warfare that intrigues many students is the role of women. But while most students have heard of Rosie the Riveter, many are unaware of the important contributions American women made to the Allied victory in World War I. They should also be reminded that the women who served in the military during this conflict still could not vote in U.S. elections.

In the end, all teachers face the bottom line: assessment. Before beginning instruction, they must

consider how their students are going to be assessed in order to know what to highlight and what to eliminate in the teaching process. For example, if a teacher is going to use Document Based Questions (DBQs) as the assessment method, lessons should be designed to help students build their historical thinking skills by sourcing a variety of documents, categorizing information, and writing coherent arguments. If a teacher plans to use more of an inquiry-based approach, he or she should give students a list of possible topics to research. With topics in hand, students will be ready for lessons on researching and documenting sources. Project types might include documentary videos, websites, performances, exhibits, or interactive lectures (which a teacher could use the following year), or even a student-created simulation, to help the rest of the class explore a particular topic.

Teaching World War I is similar to teaching other topics in social studies and history. Remember that our students learn just as much from what we teach as they do from how we teach it. Giving them the power to choose their own books, select their own topics, and pursue their own methods for demonstrating their learning helps students gain critical knowledge as well as twenty-first century skills.

Editor’s Note: You can find two of Matthew Elms’ lessons on World War I, focusing on propaganda and women in the military during the war, at <http://www.nhd.org/WWI.htm>.



German soldiers perform on musical instruments for local children. (Image courtesy of the National World War I Museum)

# THE OTHER SIDE OF THE TRENCHES:

## WORLD WAR I FROM THE EUROPEAN PERSPECTIVE

**Brian Weaver**, Central Bucks High School–West, Doylestown, Pennsylvania

Most teachers know—and love telling—the stories that start and end World War I: Gavrilo Princip somehow succeeds in assassinating Archduke Franz Ferdinand despite a terribly botched plan; Germany gets buried under the demands of the Treaty of Versailles; and the stage is set for World War II. The battles are mostly the same tune: lots of men go over the top; few come back. Humans blast each other with artillery. The Western Front stays put. Russia drops out. The United States comes in. The war ends. Some teachers show pictures of trench foot, depending on how close to lunch the class meets.

While it can be hard to find a unique approach to the European war, this material has a number of layers that allow for fresh approaches to the subject matter to keep students engaged, and not just on the Allied side. Germany and Austria-Hungary often get treated as an enemy that remains faceless (save German Kaiser Wilhelm II's ranting). The geography of the continent, the relationships between people and countries at war and at home, and even the belligerent countries' attempts to create subversion in their enemies' camps all offer fascinating sidelights that allow a teacher to add depth to what can be a straightforward subject.

With the current emphasis on skill-based assessments, one can find a great deal of material in the background of the war. The naval arms race between Great Britain and Germany has great statistics to study. Germany's Schlieffen Plan and France's Plan XVII allow for compelling analysis of how to conquer an enemy. It is a real-life game of Risk that facilitates geography lessons: Where is the best place to invade? Why? What problems would the army face under your plan? Lessons involving preparedness allow students to analyze data and can lead to discussion about the fact that sometimes having the biggest army does not mean having the best army. Just ask Russia in 1914.

A teacher can highlight feelings of extreme nationalism or preexisting tensions between Germany and France, or Serbia and Austria-Hungary, or Russia and the Ottoman Empire, explaining how geopolitical events of the last century all created storm fronts that collided in 1914. These guys had been sharing a pretty small continent for centuries, and they were getting awfully tired of each other.

At the conflict's start, many key European figures shared complicated relationships with each other. Nothing proves this more than the Willy-Nicky telegrams, the

communications between German Kaiser Wilhelm II and Russian Tsar Nicholas II that started out as very cordial and pleading messages between cousins and ended in short, curt tones of warning. Just as intriguing were the people who assumed positions of power during the war: Prince Max of Baden, Emperor Karl of Austria, Alexander Kerensky, and Vladimir Lenin were all politicians who had a large impact on the conflict and its conclusion. The political maneuvering toward the war's end was as consequential in its own way as the initial flurry of political activity at the start of the war.

Some generals also offer a fascinating study. The German High Command's dynamics—from Erich von Falkenhayn's brutal plan to "bleed the French white" to Paul von Hindenburg and Erich Ludendorff's final offensive—can make for an interesting study in leadership and planning. Further, French generals varied

in strategies, from Robert Nivelle's costly attacks to Henri Petain's measured fighting at Verdun ("firepower kills"). To understand the mentality of many of the era's commanders, one needs only to look at Field Marshal Douglas Haig, who argued in 1915 that soldiers could capture machine guns with a combination of "grit, determination, and the qualities of a stalker." More than one general in this war had the nickname "Butcher."

Leaders were not the only individuals who rose to prominence. Some of the most revealing accounts of soldiers' experiences and changing moods during the fighting come from poets like Siegfried Sassoon, Robert Graves, Wilfred Owen, and Rupert Brooke. Vera Brittain represents an important case study of the tragedies an individual could face both as a nurse and as a family member of soldiers in the trenches. Works by these writers are great primary sources. Teachers might



American soldiers place a gas mask on a mule. (Image courtesy of the National World War I Museum)

create an assignment requiring students to develop a fictional dialogue between figures from all aspects of the war to integrate a variety of different experiences and perspectives.

Additionally, time and curriculum constraints can sometimes force us to look past an intriguing aspect of World War I. The map of Europe in 1871 was simpler than at any other time in history, and only a few changes in the Balkans took place between that time and 1914. As a result, many frustrated minorities stewed under the rule of empires. It was these groups that piqued the interest of leaders on both sides of the conflict, and the relationships and communications between them have the potential to hold students' attention and continue the narrative of nationalist groups' battles against ruling powers.

The Germans made several overtures to minorities or revolutionary groups in Europe. Germany sent Vladimir Lenin on a sealed train into Russia to spark a Bolshevik revolution. But Germany also made overtures to Ukrainians and Poles, in an attempt to subvert an increasingly fragile Russia. They even sent famous diplomat Roger Casement—one of the heroes in exposing the horrors of the Belgian Congo—into Ireland via submarine in a bid to spark an Irish Rebellion. The Allies were no less meddlesome, encouraging Slavs in Austria-Hungary to rise against the empire and also inciting uprisings in the Middle East. This worldwide chess match offers a way to align the studies of minorities and their goals that students learned about in earlier units with the Great War, giving teachers an easy method for connections across time.

At the Treaty of Versailles, many of these minorities, and even some Allied nations, were overlooked. Japan and China did not receive much of what they desired, and a Vietnamese delegation was virtually ignored. And most agreements with the Middle East were sacrificed in favor of the Sykes-Picot Agreement in 1916, a secret pact that partitioned the Ottoman Empire between Great Britain and France. The long-term effects of

this treatment would play out across the rest of the twentieth century.

Finally, the home fronts offer topics rich in potential for independent learning, or for engaging direct instruction. Great Britain and France blockaded Germany from the conflict's very beginning. Germany was not only racing the Allies, but also racing the clock in terms of food and supplies. France lost a staggering number of men at Verdun, and the British suffered equally horrifying losses at the Somme. What similarities in terms of sacrifice and loss existed between these folks and those on the home front in the United States? What did a planned economy, like the German War Materials Board under Walter Rathenau, have in common with the United States' voluntary efforts? How do letters home from the front on both sides look when placed side by side? Were the Central Powers soldiers seeing the war the same way as the Allies?

Ultimately, World War I from the European view offers a wide range of areas to explore, both in the classroom and for NHD projects. While teachers can instruct students about the big ideas of the war and some key details, there are several off-ramps to great topics that allow students to pursue interests in not only military, but also political, economic, social, and intellectual history. They can explore those topics in a wide range of differentiated ways, which means each student has the chance to make his own adventure in one of history's most important eras.

Editor's note: You can find two of Brian Weaver's lessons on World War I, focusing on technology and the life of an American infantryman, at <http://www.nhd.org/WWI.htm>.

**Scan for additional resources  
(including links to the documents  
and materials) or visit  
<http://www.nhd.org/WWI.htm>.**



# THE BLAME GAME:

## TEACHING WORLD WAR I FROM A BRITISH PERSPECTIVE

**Ryan D. Campbell**, British International School, Jakarta, Indonesia

With the centenary of the start of World War I this year, the perennial blame game has reared its ugly head in Britain even higher than usual. Accusations of arrogance, aggression, failure to communicate intentions clearly, and outrageous amateurism are being thrown around, and those have just been aimed at teachers! This anniversary of the war's beginning has put everything World War I-related under the spotlight, from the causes, events, and effects of the war itself to the teaching of it in British schools. Indeed, if we are to believe some of the more hysterical pieces, it is not really taught properly at all. While the blame game is hardly a new feature of British education, the centenary has seen a whole host of old and new issues. Tempting as it may be to just ignore the fuss, keep quiet for the next four years, and wait for it all to go away, this article will argue that the centenary actually offers unparalleled opportunities for the motivated teacher to produce some exceptional lessons.

An interesting element of this anniversary has been the outbreak of passion and argument on the part of rock-star historians as to the war's causes. Getting the academy particularly hot under the collar are those two old favorite debate topics, "Was Germany to blame?" and "Was Britain right to get involved?" The intellectual luminaries fighting it out include Harvard's Niall Ferguson, the prolific Max Hastings and Professor Gary Sheffield in a Twitter-fueled frenzy of middle-aged (I'm being charitable) academics getting themselves hot



Horatio Herbert Kitchener World War I poster, considered one of the most iconic and enduring images of the war. (Image courtesy of the United States Library of Congress's Prints and Photographs division)

under the collar. While at times it has been reminiscent of the professors in the old Newman and Baddiel "History Today" comedy sketch, for the teacher it is

a superb opportunity to highlight not just the events that led to the outbreak of war in 1914, but also the technical skills involved in constructing a thesis and arguing historically. Needless to say, discussing arguments also leads beautifully into introducing students to discussions on the nature of historical interpretations.

### Teaching Points: Arguments, Supporting Evidence, Differing Interpretations, and Communicating a Thesis

Inevitably, these points and counterpoints lead to discussions of teaching. In particular, there now seems to be a perception amongst the Great and the Good (as I'm referring to politicians, I use those terms very loosely) that teaching of World War I in British schools has been dumbed down to the extent that the TV series *Blackadder Goes Forth* is taught to kids as historical fact. For those unfamiliar with this British comedy classic, *Blackadder* covers the escapades of a cowardly officer who attempts to escape from the clutches of clownishly incompetent generals as he draws ever closer to the inevitably final and fatal trip "over the top." A clip of *Blackadder* meeting the cartoonish General Melchett (see end note for access information) gives you an idea how British generals are portrayed in the show.

The point that seems to have been missed is that a key part of high quality history teaching is not just teaching "the facts" but, most important, how



British troops going over the top of the trenches during the Battle of the Somme, 1916. (Image courtesy of Getty Images)

to think historically based on the evidence. In adept hands, *Blackadder* leads to an extremely powerful and memorable lesson on historical critical thinking and historical interpretations when its representation of the generals is contrasted with that of Professor Gary Sheffield—who, though critical of the generals, gives a much more balanced picture of their strengths and innovative thinking. A simple way of implementing this would be to concept check the idea of historical interpretations with your students. Ask them to watch the short clip and come up with a short list of the impressions it creates of General Melchett. For your next step, give out evidence cards based on Sheffield's article. Students then have to examine the evidence cards and assess which points Sheffield agrees or disagrees with in the *Blackadder* interpretation and why. The task of examining the evidence naturally leads onto discussing different types and purposes of historical interpretation.

### Teaching Points: Critical Thinking Based on Detailed Subject Knowledge; Types and Purposes of Historical Interpretation

Interestingly, the passionate disagreements about interpretation that have resulted in angry newspaper exchanges and Twitter storms in Britain have not been reflected in Germany. This opens the door to a close examination of how and why different societies commemorate the same events in different ways. After



Postcard photo of Lance Corporal A. K. Croker of the Lancashire Hussars in 1915 during World War I. (Image courtesy of The Archives Hub)

all, history writing is as much a reflection of the age it is written in as it is the age it is written about. Another advantage for the skillful teacher of this British obsession is that the combination of the centenary and the Internet has brought an unparalleled amount of newly available teaching resources. There are far too many to mention in this article, but many of the more notable include the UK National Archives and the BBC, which has a large quantity of available primary source evidence.

### Teaching Points to Consider: Access to and Analysis of Primary Sources; How and Why a Nation Remembers the Past

From the history teacher's standpoint, the next four years promise an unprecedented vista of educational opportunities. This article has discussed some possibilities from a British perspective, but the important point to keep in mind is that teaching what to cover is perhaps not as important as how you cover it. Any historical issue of significance has dangers and opportunities for the teacher; World War I more than most, but with a bit of thinking and careful planning, the opportunities for teachers far outweigh any potential negatives or controversies. These opportunities include developing critical thinking based on newly available primary sources, exploring the nature of historical controversy, questioning underlying assumptions (double loop learning), and building real transferable skills for the knowledge age. Most important, it gives us an opportunity to produce learners who are constructively critical, and who examine evidence rather than blindly accepting expertise. By being able to question not just



British recruiting poster featuring the national personification, John Bull. (Image courtesy of the United States Library of Congress Prints and Photographs division)

evidence, but also received wisdom, these are exactly the kind of learners we need to be producing, to ensure that the leaders and politicians of the early twenty-first century do not repeat the mistakes made by those in the early twentieth century.

To find links to the archives and clips mentioned, go to <http://www.nhd.org/WWI.htm>.

Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.



British Vickers machine-gun crew during the Battle of Menin Road Ridge, World War I. (Image courtesy of The Imperial War Museum)

# THE WAR TO TEACH ALL WARS

Jeffrey G. Hawks, Education Director, Army Heritage Center Foundation

Change is the essence of history. Wars have a significant place in history classrooms because they tend to bring about rapid social change, in everything from politics to the technology of everyday life. Students benefit from studying warfare because wars are critical to the story of humanity, and also because conflicts provide excellent opportunities to teach about the process of history.

War is a microcosm of human interaction. In battle, the intricate web of society is simplified, sometimes to the bare necessities, and focused on a single task. War provides a window through which one can study the

mechanisms of history in an environment that clarifies basic cause and effect. This is not to say that war is simple—just more transparent in ways that are useful for students and teachers. Military history delivers valuable lessons about the historical process even when available time and student ability allow for only macro-level investigation.

World War I is a case in point. Its origins are buried in a legacy of militarism, imperialism, nationalism, and balance of power politics that a student could spend a lifetime investigating. At the same time, however, the start of the war provides a perfect



African-American soldiers attend a class in a Post School in Meuse, France. (Image courtesy of the National World War I Museum)



Cartoon from the *Brooklyn Eagle*, published in July 1914, illustrating the chain of alliances in Europe. (Image courtesy of the BBC)

window into the chain of cause and effect that drives history forward.

The intricate history of the European alliance systems in 1914 is challenging for students to fully comprehend. Teachers need to help them understand how the complex alliance system was triggered by the assassination of the Austrian Archduke Franz Ferdinand and his wife, the Empress Sophie.

Analysis of the subtle thrusts and parries involved in military strategy may be beyond the grasp of many high school students, but the grand stalemate of trench warfare and the power of the machine gun in the defense are easy to convey in the classroom.

Likewise, the convoluted intrigues of international politics might be opaque to many, but the impact of unrestricted submarine warfare and the intercepted Zimmermann telegram (a coded proposal from the German Empire, inviting Mexico to join the Central Powers) on the U.S. decision to enter the war are clear.

World War I also provides students with fantastic opportunities for deeper investigation of a variety of topics, from technical innovations to the advancement of women and minorities. Here again we see the great

strength of military history: the capacity to support the study of almost any subject.

Students interested in medicine and psychology can study how the concept and treatment of shell shock evolved. Those with an interest in chemistry can learn about the effects of gas warfare and how soldiers protected themselves from the various chemical agents. Want to learn about the history of women and minorities? Study the 93<sup>rd</sup> Infantry Division (see photo below), or learn about the fate of the nearly 10,000 members of the Army Nurse Corps who deployed overseas. Mechanically minded students can dig into the history of the machine gun to find out how it came to dominate the battlefield, or study the role of airplanes and motor vehicles in an era when armies still relied on horsepower to move equipment.

Whereas a macro level examination of the war provides clarity, the micro level provides endless questions for the curious student: Why was trench warfare so brutal



The segregated 369th Infantry Regiment of the 93rd Division, known as the "Harlem Hellfighters" or "Rattlers," was the first African-American unit to serve in the American Expeditionary Forces. General Pershing refused requests to break up American units and send them to reinforce French and British units, but this did not extend to the all-black units of the 93rd Division. The 369<sup>th</sup>, which fought with distinction, was the first American unit to reach the Rhine. Shown here are members of the 369<sup>th</sup> in the trenches near Maffrecoart, Marne, France, May 4, 1918. (Image courtesy of the U.S. Army Heritage and Education Center)

and so intractable? How did propaganda play a role? How did soldiers cope with the horror and brutality? What did they think about the war at the time and in the years to come?

The answers to these questions can be found in the innumerable primary sources produced by participants and witnesses. Memoirs and letters, poems and songs, photographs and paintings from the famous to the obscure provide teachers opportunities to approach introducing their classrooms to World War I from virtually any angle.

Thanks to the Internet, where teachers once struggled to find quality primary sources for their students, today the challenge often lies in choosing which outstanding resources to introduce in the limited time available.

One solution is to let students select a topic to study in depth while the class as a whole examines the war at the macro level. For individual students, their chosen topics provides the “hook” that captures their interest and inspires them to learn more about the larger historical picture. Potential micro-level topics include:

- Daily life in the trenches
- Tactics of trench warfare/trench construction
- Gas warfare
- The development and use of the machine gun
- The development and use of the tank
- The impact of the U.S. entry into the war
- The impact of the Russian withdrawal from the war
- The use of aircraft
- The role of women
- African-American soldiers
- World War I medicine
- Communications: radio, runners, telegraph, and pigeons

Send the following telegram, subject to the terms on back hereof, which are hereby agreed to:

via Galveston JAN 19 1917

GERMAN LEGATION  
MEXICO CITY

130	13042	13401	8501	115	3528	416	17214	6491	11310
18147	18222	21560	10247	11518	23877	13805	3494	14938	
98092	5905	11311	10392	10371	0302	21290	5101	39895	
23571	17504	11209	18276	18101	0317	0228	17894	4473	
26284	22200	19452	21589	07893	5509	13918	8958	12137	
1333	4725	4458	5905	17106	13851	4458	17149	14471	0706
13850	12224	0929	14991	7382	15857	07893	14218	38477	
5870	17553	07893	5870	5454	16102	15217	22801	17138	
21001	17388	7440	23038	18222	0719	14331	15021	23845	
3108	23552	22098	21804	4797	9497	22401	20855	4377	
23010	18140	22260	5905	13347	20420	39889	13732	20687	
0929	5075	18507	52202	1340	22049	13339	11285	22295	
10439	14814	4178	0992	8784	7632	7357	6926	52262	11287
21100	21272	9340	9559	22464	15874	18502	18500	15857	
2188	5376	7381	98092	16127	13488	9350	9220	76036	14219
5144	2831	17520	11347	17142	11284	7687	7762	15099	9110
10482	97550	3509	3070						

BEHNSTOFF.

Charge German Embassy.

Zimmermann telegram as received by the German ambassador to Mexico, January 19, 1917.

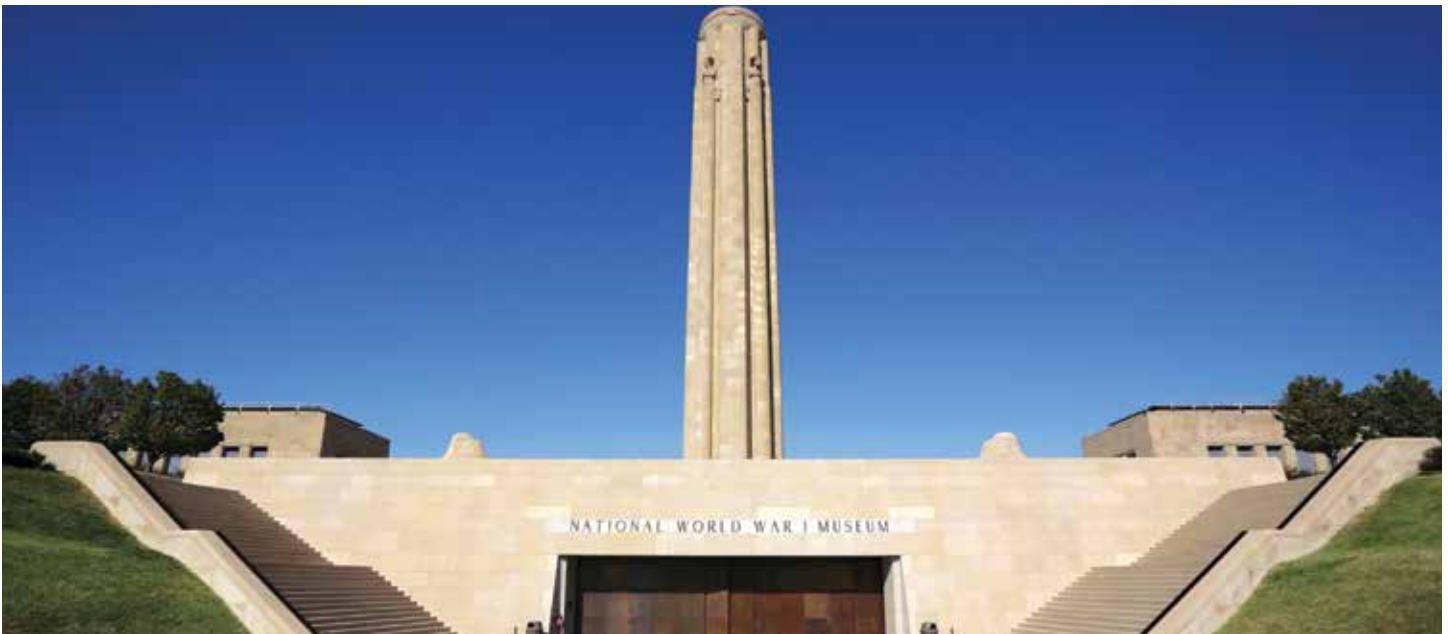
- War dogs/Military animals
- Leadership/Leaders: Pershing, Foch, Petain, etc.
- U-boats
- “The Lost Battalion”
- Sergeant York

This approach, allowing students to choose a micro-level topic for in-depth study, is of course entirely compatible with participation in the National History Day program, another means of motivating and inspiring students to excellence. But while there are many topics that lend themselves to the NHD program, few areas of study offer the combination of a broad variety of micro topics and macro-level clarity that one finds in military history.

# WE WANT YOU:

## TEACHING WORLD WAR I IN THE CLASSROOM

**Lora Vogt**, Curator of Education, National World War I Museum



The National World War I Museum is the only American museum dedicated solely to preserving the objects, history and personal experiences of World War I and has the most diverse collection of Great War artifacts in the world.

At the National World War I Museum at Liberty Memorial, America's leading museum dedicated to remembering, interpreting, and understanding the Great War, we have heard—and ask ourselves—seemingly simple questions that, in reality, have no easy answers:

- Why did World War I begin?
- How many countries were involved?
- Why didn't the "War to End All Wars" actually end all wars?

Possibly the single greatest catalyst for change on a global scale, World War I is complicated. As one of the

most transformative events of the twentieth century, this global conflict set the stage for twenty-first century's prosperity and poverty, peace and hostilities. Rich with dynamic primary sources, it can be a powerful tool for teaching critical thinking.

### **Most Popular Question and Lagging (American) Popular Knowledge:**

The National World War I Museum holds the most diverse collection of World War I material culture holdings in the world, yet the most popular question asked is "Why is the nation's museum and memorial to World War I in Missouri?" The answer is simple: "Because of Kansas City citizens." Soon after the

Armistice, city residents raised more than \$2.5 million in only 10 days (over \$34 million in terms of today's money) to construct a memorial for those who served during the World's War. On November 11, 1926, when the doors opened to this beautiful complex, with its art nouveau structures, soaring tower, low-bas relief frieze and gardens, President Calvin Coolidge spoke to the largest crowd ever addressed by a U.S. president to that day, saying:

**“ It [The Liberty Memorial] has not been raised to commemorate war and victory, but rather the results of war and victory which are embodied in peace and liberty....Today I return in order that I may place the official sanction of the national government upon one of the most elaborate and impressive memorials that adorn our country. The magnitude of this memorial, and the broad base of popular support on which it rests, can scarcely fail to excite national wonder and admiration.”**

Coolidge's speech reflected popular sentiment in his era, but today, when broad-based public knowledge of World War I is meager, his words seem almost quaint. How can that be? Based on the evidence we see from daily interaction with a public in awe of the legacies of those who lived through World War I, the conflict is assuredly not because modern-day citizens are impervious or unconcerned about a cataclysmic event that resulted in 37 million casualties round the globe. So why don't we know more about World War I in the United States?

Admittedly, Coolidge spoke many years before Stephen Spielberg's movie *War Horse*, but there is more to cognizance than pop culture. Americans do not share a common modern memory of this globe-altering event. The war no longer has an oral tradition because its veterans have passed away. Protected from the physical effects of the conflict by two oceans, we do not routinely pass by geographic reminders, like the craters left behind on Western European battlefields. Unlike



Two Interactive Study Stations engage people of all ages with compelling information from World War I.

in most Allied nations, there is no national tradition of silence on the 11<sup>th</sup> hour of the 11<sup>th</sup> day of the 11<sup>th</sup> month, when the guns were silenced on Armistice Day.

Some testing and standards systems may not encourage profound competence on World War I. Prior to becoming a National World War I Museum curator, I was a classroom teacher who created and used a lesson plan called “World War I in One Day” in a World History course that covered the beginning of time to the Gulf Wars. It is an extreme challenge to address the content required.

### Small Commitments for Big Impact:

At the National World War I Museum, our mission is to inspire thought, dialogue, and learning to make the experiences of the World War I era meaningful and relevant for present and future generations. It is important to recognize the meaning that conflict has in the modern world. In order for members of the present generation to recognize the relevance of World War I in their future decisions—for example in foreign policy choices within the Middle East—we must inspire thought and dialogue on the Great War in classrooms and communities today.

### Learn More

There is never enough time as a teacher, but commit to learning more. There is abundant new scholarship on the conflict, with some books topping *The New*



The Chronology of the War covers the 1914 origins of the conflict and its month-by-month escalation up to the 1918 armistice and the Peace Conference in Paris in 1919.

*York Times* bestseller lists. At the National World War I Museum, we are rolling out new information, exhibitions and resources online. Place “World War I” or “First World War” as a Google Alert to keep up with international articles being published and a wide variety of events. Look for professional development opportunities offered by National History Day, the National World War I Museum, Gilder Lehrman Institute and others. Audiobooks (Margaret MacMillan’s

lecture “6 Months that Changed the World”), podcasts, documentaries, and online video content (including the lectures hosted at the museum) make learning in a tight timeframe more accessible.

### Use Primary Sources

Examining primary sources creates quality learning opportunities. Visit the Online Collections Database at the National World War I Museum and use analysis with Visual Thinking Strategies (VTS) on photographs of the era. Newspaper articles are the 1917 equivalent of blogging. Engage students in analyzing the editorial opinions of thinkers like Teddy Roosevelt, noted as saying after the Zimmermann Telegram, “If Wilson does not declare war now, I will go to the White House and skin him alive.” World War I is full of fascinating sidelights. Engage both visual and auditory learners by using sheet music lyrics and cover art to more fully understand and humanize the American experience during the war.



Thousands of guests come from around the world every year to see America’s only museum dedicated to the Great War. The Museum is an exceptional experience to spark conversations between generations.



Visitors cross the Paul Sunderland Glass Bridge from the Museum lobby to the main exhibit hall, passing over a field of 9,000 red poppies, each representing 1,000 combatant fatalities from the Great War.

## Commemorate

Every community was touched by the war, and there are plenty of stories of courage, honor, patriotism, and sacrifice that deserve to be told. Beginning in 1917, the U.S. military went from a standing army of 127,500 to more than four million men and women who had served by 1919. As the centennial approaches, take part in the international coalition for commemoration. Find ways to honor the legacy of veterans in your own community. Support a poppy drive; encourage your school to pause for a moment of silence on Armistice Day, now known as Veteran's Day in the U.S. Empower your students to create a commemoration that will be uniquely meaningful to their generation.

## Spend More Time for Critical Lessons...

Avoid relegating World War I to just one history unit. In the United States, we tend to focus on the conflict's cause and immediate consequences. This means that many times we boil the conflict down to: "Acronym"

(MAIN or MANIAC) + Franz Ferdinand Assassination = useless death and prologue to World War II.

There is never enough time in a school year, but oversimplifying can lead to miseducation. Explore the lessons, legacies, and enduring events. Anchor events of the twentieth and twenty-first centuries back to their origins in WWI. Note this can be a dangerous thing, as it seems that shaky analogies are made in the media every year.

Instead, ask open-ended questions:

- Is there a moral imperative to aid those who fight for freedom and democracy?
- How do results of diplomacy meet local expectations?
- Victory ends war. How is peace achieved?

### ...but Not Necessarily Just “Your” Time

Work toward having the study of World War I seep into and influence the curriculum of other departments—music, art, literature, and science. There is cross-curricular and Common Core gold in the study of the World’s War.

- Ask middle school art teachers to teach camouflage painting, a life-saving innovation of World War I.
- Study modernism in historic context with images by German artist Otto Dix (<http://www.moma.org/explore/collection/ge/>) or approach Marsden Hartley’s *Himmel* ([http://www.nelson-atkins.org/studio33/listen\\_.cfm?id=23315&object=149&col=American](http://www.nelson-atkins.org/studio33/listen_.cfm?id=23315&object=149&col=American)) with a conversation on LGBT perspectives.
- Explore the technology and inventors of World War I and look at the larger question of how war spurs innovations that benefit society. Have students trace their cell phones back to the invention of radio technology and wireless communication.
- Look at engineering principles by studying trenches and examine the differences in construction between trenches in Germany and France.
- Take a historic approach to math by calculating artillery gun targets (<http://theworldwar.org/learn/kids-families/interactive-photo>).
- Discuss the profound environmental impact of the war, including the desolation of geographic locations.

### Teach Students to Question, Think, and Articulate

Many of the early decision makers in the Great War used nineteenth century ideology to face twentieth century technology. Engage students in the difficult task of learning how to ask good questions, research for reliable information and clearly communicate and

advocate their critical thoughts, especially in scenarios when there is no clear answer. We do not need to teach “the right answers” in history. The present is complex—that is why teaching World War I in all its ambiguous beauty is imperative.

World War I and its aftermath defined the cultural, political, and technological landscapes of the twentieth & twenty-first centuries. One of the most pertinent questions we hear at the National World War Museum is: Why didn’t the “War to End All Wars” actually end all wars? Many times this question is asked in an accusatorial tone, looking back at the “them” of that era. But it really can only be answered by us, today’s citizens, with the benefit of education and hindsight. French Marshal Ferdinand Foch said, “The most powerful weapon on earth is the human soul set on fire.” The lives, lessons, and legacies of World War I are the matches.

For lessons, lectures, and other ideas, visit <http://www.theworldwar.org>.



Trench watch. (Image courtesy of the National World War I Museum)

# NO MORE STICKS AND STONES:

## TECHNOLOGICAL ADVANCEMENTS IN WORLD WAR I WARFARE

**Gayla Hammer**, Lander Middle  
School Lander, Wyoming

### GRADE LEVEL

**6-8**

### OBJECTIVES:

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

- Identify new advancements in military technology during World War I
- Identify new military techniques used during World War I
- Analyze information from videos, a letter, and photographs to determine how technological advancements affected how World War I was fought compared to previous wars

### GUIDING QUESTION:

How did military techniques and technological advancements change how World War I was fought compared to previous wars?

### CONNECTIONS TO COMMON CORE:

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

**CCSS SL6.1** Engage effectively in a range of collaborative discussions with diverse partners on a grade 6-8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.WHST.6-8.1a** Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

### CONNECTIONS TO C3 FRAMEWORK:

**D2.His.1.6-8.** Analyze connections among events and developments in broader historical contexts.

**D2.His.14.6-8.** Explain multiple causes and effects of events and developments in the past.

**D4.3.6-8.** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

## DOCUMENTS USED:

### Primary Sources:

A Letter from Wayne

<http://research.archives.gov/description/6050582>

Trench warfare photographs

<http://www.history.com/photos/world-war-i-trench-warfare>

### Secondary Sources:

Video clip: World War I Firsts

<http://www.history.com/topics/world-war-i/videos#WWI-firsts>

Video clip: Trench Warfare

<http://www.history.com/photos/world-war-i-trench-warfare>

## LESSON DESCRIPTION:

**Overview:** These lessons are designed to help students understand the impact new and more advanced weapons had on how World War I was fought compared to previous wars. The lessons can be used after students are introduced to World War I. The activities in the lesson were designed to increase students' ability to analyze primary sources while incorporating writing within the lessons.

### Time:

- Activity 1: 15 minutes
- Activities 2-4: 45-60 minutes for each activity, three to four class periods
- Assessment: 15 minutes for 3-2-1 writing, 60-90 minutes for the brochure

### Materials:

- Photograph Analysis Worksheet, National Archives  
<http://www.archives.gov/education/lessons/worksheets/photo.html>
- Written Document Analysis Worksheet, National Archives  
[http://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)
- SIGHT Photo Analysis Form to use with World War I photographs

## LESSON PREPARATION:

- Activity 1: no preparation is necessary. Students will need paper and a pencil.
- Activity 2: Teachers will need to print one Photograph Analysis Worksheet from the National Archives per student and provide trench warfare photos for each group of students to share. Students will need a copy of the SIGHT form for the second part of activity #2. Chart paper or a white board can be used to record the students' ideas.
- Activity 3: Teachers will need to have the video clips on "World War I Firsts" and "Trench Warfare" from HISTORY® ready for students to view. Students will need to have paper to complete two column notes. The Quick Write can be completed on the same paper as the two column notes.
- Activity 4: The teacher will need to make copies of the Letter from Wayne and the Written Document Analysis Worksheet for students.

### Activity 1 Procedure:

- Quick Write: Students use their prior knowledge to identify or predict the weapons and techniques used during World War I.
- Question: “What weapons and techniques were used in World War I that are different from previous wars?”

### Activity 2 Procedure:

- Hand out the Photograph Analysis Worksheet from the National Archives to every student.
- Divide the students into groups of 3-5 students each.
- Distribute the trench warfare photographs to each group of students.
- Provide students with SIGHT form to complete after choosing one trench war photograph that caught his or her attention. Students should then complete the SIGHT graphic organizer, which will be used during the class discussion. Encourage students to follow the SIGHT protocol to analyze the photos: **S**can, **I**nfer, **G**uess the context of the photo, **H**ear the voices and record what the people could be saying, and **T**alk, so the students can understand the techniques and weapons used during World War I. Students should identify surprises and questions after analyzing the photos.
- Monitor each group by asking clarifying questions and guiding the students to make predictions or write questions they may have as they make observations.
- As a whole class, groups can share their findings, questions, and observations.
- On chart paper or a white board, the teacher will record the students’ questions after analyzing the photographs.

### Activity 3 Procedure:

- Students watch the video clips on “WWI Firsts” and “Trench Warfare” from HISTORY®.
- Students will take two column notes during each video identifying each new weapon and how it changed warfare.
- Using their notes, students should write a paragraph explaining how warfare changed compared to their Quick Write from activity 1 by using evidence from the photographs and videos.

### Activity 4 Procedure:

- Provide each student with a copy of the Letter from Wayne from the National Archives.
- Hand out a copy of the Written Document Analysis Worksheet from the National Archives.
- As students read the letter, they will record information on the Analysis Worksheet.
- In groups, students share their responses to reading the letter.
- Students write a response to the question: Based upon your knowledge, did a soldier’s life change during war with the advancement of the weapons? Students should cite evidence for their claims.

### Assessment Materials:

- 3-2-1: Students write three things they want to remember, two things that are still unclear, and one question they have after reading the letter, analyzing photos, and watching the videos. Use the questions they still have to guide students to research the topic of their choice.
- Students can create a brochure including the following components:
  - Title page
  - Introduction to World War I
  - Weapon or strategy used during World War I, along with pictures
  - Effect of weapon or strategy on the war
  - Conclusion
  - Cite sources used for research

- Ask students to create a Venn diagram and compare and contrast World War I to previous wars, concentrating on the weapons and military techniques used during the wars.

### Methods for Extension:

- Students could research what the military does or uses to protect soldiers in warfare.
- Students could interview current or retired military personnel to find out how military warfare and equipment have changed during and after they served.
- Students could research how the war affected the lives of horses during World War I.

### Adaptations:

- For students with special needs or English language learners, make a DVD or audio recording of the letter so that students can listen to it while they are reading it.

Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.



"World War I: Trench Warfare," History®, <http://www.history.com/photos/world-war-i-trench-warfare> (accessed Jan 1, 2014).

# HOW DID THE FOOD ADMINISTRATION CONVINCE AMERICANS TO MAKE SACRIFICES DURING WORLD WAR I?

**Matt Moore**, Mankato West High School, Mankato, Minnesota

## GRADE LEVEL

**9-12**

## OBJECTIVES:

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

- Explain the purpose of the Food Administration
- Explain the sacrifices many Americans had to make on the home front during World War I
- Explain the series of events that eventually drew the United States into World War I

## GUIDING QUESTION:

How did the Food Administration convince Americans to make sacrifices and change their way of living during World War I?

## CONNECTIONS TO COMMON CORE:

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

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA-Literacy.RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

## CONNECTIONS TO C3 FRAMEWORK:

**D2.His.1.9-12** Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**D2.His.5.9-12** Analyze how historical contexts shaped and continue to shape people’s perspectives.

**D2.His.11.9-12** Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

**D2.His.16.9-12** Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

**D4.2.9-12** Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose.

## DOCUMENTS USED:

### Primary Sources:

*Food Will Win the War*

<http://research.archives.gov/description/512499>

*Eat More Corn*

<http://research.archives.gov/description/512500>

*Little Americans, Do Your Bit*

<http://research.archives.gov/description/512566>

*Uncle Sam Says...*

<http://research.archives.gov/description/5711623>

World War I Poster Collection, United States Department of Agriculture

<http://specialcollections.nal.usda.gov/imagegallery/poster-collection>

### Secondary Sources:

Video clip – “WWI Packs”

<http://www.history.com/topics/world-war-i/videos#world-war-i-packs>

## LESSON DESCRIPTION:

**Overview:** This lesson is intended to help students understand the role that the Food Administration played in helping United States citizens on the homefront contribute to the war effort during World War I. The lesson is modeled after the *Reading Like a Historian* curriculum developed by Sam Wineburg and the Stanford History Education Group. The lesson begins with a central investigative question that allows for multiple interpretations. Students must sort through a series of primary sources to discover evidence and determine the main tactics that the Food Administration used to convince United States citizens to make voluntary changes to their lifestyles. Once students have developed an interpretation that answers the investigative question, they must use primary source evidence to support their answer.

**Time:** One to two class periods

**Materials:**

- World War I Timeline
- Primary Documents Packet
- Essay Rubric

**LESSON PREPARATION:**

- Project one copy of the World War I timeline in front of the class.
- Make one set of primary source documents per student.
- Make one set of guiding questions per student.
- Make one essay rubric copy per student.

**Procedure:**

- **Attention Grabber:** Play the video clip “WWI Packs” from HISTORY® to provide context. The video clip will introduce students to the supplies needed by an American soldier during World War I.
- **Anticipatory Set:** Ask students to do a think-pair-share and respond to the following question: What sacrifices do citizens on the home front need to make during a war? Students should brainstorm a list of ideas on their own first, and then share their list with a partner. While each group shares their ideas with the larger group, the instructor should develop a master list for the whole class to see. Wrap up the discussion by emphasizing the need for countries to mobilize a fighting force but also to transform their economies if they want to become involved in wars.
- **Introduction:** Display the World War I Timeline and briefly review the major events listed on the timeline. Remind the class that the United States did not get involved in the war for three years. The investigation will focus on the propaganda published by the Food Administration during the war and the ways in which American citizens chose to respond to that propaganda.
- Instruct students that they will become historical detectives today. Their job is to investigate how a government agency was able to successfully convince millions of Americans to make voluntary changes to help the war effort in World War I. Introduce the central investigation question for the lesson: *How did the Food Administration convince Americans to make sacrifices and change their way of living during World War I?*
- Inform the students that they will investigate four “clues” or sources and, at the conclusion of the activity, report their findings and answer the investigative question.
- Distribute the documents and guiding questions.
- Begin the investigation by reviewing Document A as a class and answering the guiding questions as a large group.
- Divide students into groups of two to four students. Have students complete the guiding questions for Document B in small groups. After five minutes, review the answers as a class.
- Have students complete the rest of the guiding questions for Documents C-E in small groups. Review student answers for guiding questions with the large group.
- Reintroduce the central question with the students: *How did the Food Administration convince Americans to make sacrifices and change their way of living during World War I?* As a class, brainstorm two or three large categories that could be used to answer the question. Suggested categories: Appealing to patriotism, linking individual efforts to national efforts, making people feel like they are part of a bandwagon, giving people a “reason why,” suggesting food substitutions, using data to sway opinions...
- After students have established a set of broad categories, they should write an essay that explains the tactics that the Food Administration used and supports their assertions with evidence drawn from the historical sources. Review the assessment rubric with students before they begin writing.

### Assessment Materials:

- Guiding Questions for Primary Source Documents
- Essay Rubric

### Methods for Extension:

- Students could explore the National Agricultural Library's collection of World War I Food Posters and pick out a favorite poster from the time period. Students could display these posters around the classroom and explain why they think their selected poster was effective or meaningful. Posters can be accessed at <http://specialcollections.nal.usda.gov/imagegallery/poster-collection>.

### Adaptations:

- Challenging vocabulary should be pre-taught prior to the lesson for English Language Learners and students with special needs. The instructor should model how to look for evidence within a visual primary source and use that evidence to answer the central investigative question.

Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.



Uncle Sam Says – Garden to Cut Food Costs; c. 1917 (National Archives and Records Administration)

# “SAVING THE BEAR”

## THE RUSSIAN EXPEDITIONARY FORCE OF WORLD WAR I

Martha Bohnenberger, Sterling School, Greenville, South Carolina

### GRADE LEVEL

6-8

### OBJECTIVES:

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

- Gain an understanding of the involvement of the international and American Expeditionary Forces in Russia during the Russian Civil War using primary and secondary sources.

### GUIDING QUESTION:

How much involvement did international forces have in Russia during World War I and the Russian Revolution?

### CONNECTIONS TO COMMON CORE:

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

**CCSS.ELA-Literacy.RH.6-8.3** Identify key steps in a text’s description of a process related to history/ social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

**CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

**CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

### CONNECTIONS TO C3 FRAMEWORK:

**D2.Civ.6.6-8** Describe the roles of political, civil, and economic organizations in shaping people’s lives.

**D2.Civ.10.6-8** Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.

**D2.Geo.1.6-8** Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

**D2.Geo.2.6-8** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

**D2.His.1.6-8** Analyze connections among events and developments in broader historical contexts.

**D2.His.14.6-8** Explain multiple causes and effects of events and developments in the past.

## DOCUMENTS USED:

### Journal Article for Teacher Background:

Gibson Bell Smith, "Guarding the Railroad, Taming the Cossacks: The US Army in Russia, 1918-1920"

<http://www.archives.gov/publications/prologue/2002/winter/us-army-in-russia-1.html>

### Letters:

Dr. Charles Glen Irons letters, October 10, 1918, November 23, 1918, December 9, 1918, December 18, 1918, January 2, 1919

Charles Irons was a YMCA dentist in China and Russia, who traveled thousands of miles on the Trans-Siberian railway during the Russian Civil War serving with the American Expeditionary Forces in Siberia. Irons traveled from Vladivostok, on the Pacific, deep into the Russian interior in a portion of the war that was kept secret from the U.S. An educated and religious man, he wrote philosophical letters home nearly every day including one typed on birch bark. He met a multi-national cast of characters he observed, including many of the Czech Legion working their way out of Russia. Attempts were made on his life by Bolshevik bandits and the ebb and flow of the Russian Civil War.

[www.theworldwar.org/lessons](http://www.theworldwar.org/lessons)

### Historical Newspapers:

"Allied Troops Soon to Enter Siberia to Aid Czecho-Slavs," *The Washington Times*, July 23, 1918

<http://chroniclingamerica.loc.gov/lccn/sn84026749/1918-07-23/ed-1/seq-3/>

"Americans in North Russia Take Towns...," *New-York Tribune*, September 28, 1918

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1918-09-29/ed-1/seq-4/>

"Another Hint that 91<sup>st</sup> May Go West," *Tacoma Times*, May 29, 1918

<http://chroniclingamerica.loc.gov/lccn/sn88085187/1918-05-29/ed-1/seq-1/>

"Captain Guthrie Lands at Archangel, Russia," *The Coconino Sun*, June 20, 1919

<http://chroniclingamerica.loc.gov/lccn/sn87062055/1919-06-20/ed-1/seq-5/>

"Bolsheviki Secrets," *The Watchman and Southron*, September 21, 1918

<http://chroniclingamerica.loc.gov/lccn/sn93067846/1918-09-21/ed-1/seq-3/>

### Political Cartoons:

Clifford Berryman, "Awake the Russian Bear," June 29, 1918

<http://research.archives.gov/description/6011444>

"Three Bones – A Bountiful Tip," *Journal of the American Asiatic Association*, April 1918, page 280

<https://archive.org/details/asiajournalofa18n04ameruoft>

### Map:

Trans-Siberian Railroad Map

[http://frontiers.loc.gov/intldl/mtfhtml/mfdev/map\\_TrSib.html](http://frontiers.loc.gov/intldl/mtfhtml/mfdev/map_TrSib.html)

## Video:

*Vignette of the Expeditionary Force which Visited Russia Following World War I—Their Mission and Activities While in the USSR*, 0:00-8:10 <https://archive.org/details/gov.dod.dimoc.30165>

### LESSON DESCRIPTION:

**Overview:** This lesson will give the student an understanding of the invasion of Russia by international military and civilian forces, including the United States, during World War I.

**Time:** This lesson can range from one to five days, depending on the depth of knowledge that the teacher would like the students to acquire.

### Materials:

- Discussion Questions
- Graphic Organizer
- Primary Source Analysis Sheet
- Bulletin board paper for chart
- Political Cartoon Analysis Sheet, Library of Congress
  - Teacher Guide [http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing\\_Political\\_Cartoons.pdf](http://www.loc.gov/teachers/usingprimarysources/resources/Analyzing_Political_Cartoons.pdf)
  - Student Worksheet <http://www.loc.gov/teachers/primary-source-analysis-tool/>

### LESSON PREPARATION:

- The teacher should read the article “Guarding the Railroad, Taming the Cossacks” and create a PowerPoint or other multimedia presentational format of pertinent information to present to the students. The teacher can also excerpt sections of the article for students to read for background information as appropriate.
- The teacher should create a large graphic organizer on bulletin board paper before class that each group can add information to when finished with their research.
- The teacher should preview the video clip, and may prefer to download in advance rather than live streaming.
- Make one copy of the Discussion Questions, Graphic Organizer, and Primary Source Analysis Sheet per student.

### Day 1 Procedure:

- The teacher should hand out the Discussion Questions and Graphic Organizers. As a class, the student should watch the first 8:10 of the War Department video, produced during World War I, on the Russian Expeditionary Force.
- The student should use the information from the video to fill out any applicable information on the graphic organizer and answer any applicable discussion questions.
- With a partner or in a small group, the student will research the Russian Expeditionary Force by reading one of the Irons letters (several of the letters are two to three pages long and can if needed be divided between students), along with one of the articles from one of the historical newspapers. The students should then discuss the information gleaned from the sources and fill out his or her graphic organizer and answer any remaining discussion questions. The students should then add their information to the class chart.

### Days 2-3 Procedure:

- The teacher should give each group of students one of the two political cartoons to analyze. This should be done using a Primary Source Analysis Sheet from the Library of Congress. (There is a blank Analysis Sheet for the student and a teacher’s guide for analyzing political cartoons with suggested questions that can either be given to the student or can be used to “walk” the student through the analysis.) A whole class discussion should follow in which the teacher also can use the suggested questions as prompts for the class discussion.

### Assessment Materials:

- As a concluding project, the student with his/her partner or in a small group will be assigned one stop along the Trans-Siberian Railroad where the Russian Expeditionary Force was located and create an entry on the map/timeline. The entry can be created on a computer or poster board. A map of the Orient Express should be enlarged and the posters displayed around the map with string or yarn attached from the poster to the location on the map. The map/timeline should include:
  - the name of the city involved in the Russian Expedition with a short description and images if available,
  - a short summary of the people involved at that location along with dates they were at that location, and
  - a quote from one of the primary sources about that area.

### Methods for Extension:

- The map/timeline can be created on Prezi or Google Maps.
- This lesson also can be made more challenging by adding requirements to the map/timeline (e.g., additional quotes from primary sources and/or more requirements for software).

### Adaptations:

- Learning for students with special needs or English language learners can be structured by allowing students to research together and through the academic conversation process.

Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.



When first issued to units of the Expeditionary Force, steel helmets were seen as “trench stores” – items that, like flare pistols and wire cutters, were only used by trench garrisons. By the end of 1916, however, the helmet had become an item of personal issue, a part of the uniform that accompanied a soldier everywhere he went. Read more: <http://www.histomil.com/viewtopic.php?f=3&t=492&start=90#ixzz32Hee1NYM> (www.histomil.com).

# CHALLENGING THE STATUS QUO:

## WOMEN IN THE WORLD WAR I MILITARY

Matthew D. Elms,  
Singapore American  
School, Singapore

### GRADE LEVEL

9-12

### OBJECTIVES:

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

- Determine how the contributions of women in the military and at home during World War I influenced the passage of the 19<sup>th</sup> Amendment
- Use primary and secondary resources to create a historical argument

### GUIDING QUESTION:

How did the contributions of women in the military and at home during World War I impact the passage of the 19th Amendment?

### CONNECTIONS TO COMMON CORE:

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

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**CCSS.ELA-Literacy.RH.6-8.6** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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

**CCSS.ELA-Literacy.RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.

**CCSS.ELA-Literacy.RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

## CONNECTIONS TO C3 FRAMEWORK:

**D2. His11 6-8** Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.

**D2. His12 6-8** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

**D2 His 16 6-8** Organize applicable evidence into a coherent argument about the past.

**D2. Civ.12 6-8** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

**D2. Civ. 5.6-8** Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.

## DOCUMENTS USED:

Evidence 1: Nurses in the US Navy Overview <http://www.history.navy.mil/photos/prs-tpic/nurses/nurses.htm>

Evidence 2: Army Nurse Corps Summary 2001

<http://www.armyheritage.org/education-and-programs/educational-resources/education-materials-index/50-information/soldier-stories/286-armynursecorps>

Evidence 3: *Fortitudine* Magazine, Volume 37, Number 4, pages 19-20 (2013)

<https://www.mcu.usmc.mil/historydivision/Documents/Fortitudine/Fortitudine%20Vol%2037%20No%204.pdf>

Evidence 4: Propaganda Posters c. 1918, pages 5 and 13

<https://www.mcu.usmc.mil/historydivision/Pages/Publications/Publication%20PDFs/Women%20Marines%20In%20World%20War%20I.pdf>

Evidence 5: Letter from Martha L. Wichinshi, 1919, pages 12-14

<https://www.mcu.usmc.mil/historydivision/Pages/Publications/Publication%20PDFs/Women%20Marines%20In%20World%20War%20I.pdf>

Evidence 6: Summary by Captain Linda L. Hewitt, 1974, pages 45-47 (start at “The Nation’s Efforts”)

<https://www.mcu.usmc.mil/historydivision/Pages/Publications/Publication%20PDFs/Women%20Marines%20In%20World%20War%20I.pdf>

Evidence 7: Comments from Woodrow Wilson, *The New Republic*, August 10, 1918, pages 33-35

<http://www.unz.org/Pub/NewRepublic-1918aug10-00033?View=PDF>

Evidence 8: Alice Paul connects women’s suffrage to World War I

<http://www.nwhm.org/education-resources/biography/biographies/alice-paul/>

## LESSON DESCRIPTION:

**Overview:** By using primary source documents, students will learn about the role of women in World War I. Additionally, students will recognize the importance of women contributing to the war effort as a steppingstone and contributing factor to gaining women’s suffrage in the United States.

**Time:** 90 minutes or two sessions of 45 minutes each

**Materials:**

- Documents listed above
- Evidence Chart
- World War I and the 19<sup>th</sup> Amendment Rubric

**Lesson Preparation:**

- Print one set of documents for each table group.
- Print one Evidence Chart and one Rubric per student.
- If possible, try to have work in groups with both genders to get a variety of ideas generated.

**Procedure:**

- At a series of tables, have the students review each of the above documents. Each table group should contain three to four students.
- Each table should have the evidence printed out or linked so the students can gather information.
- Students can take notes on each piece or fill in the evidence chart.
- Ultimately, the students should be able to gather sufficient evidence to answer the essential question in an essay, within a larger class discussion, or as a documentary or presentation.

**Assessment Materials:**

- The Rubric has a basic scoring guide and a question for students to use on an essay.
- Question: How did the contributions of women in the military and at home during World War I impact the passage of the 19<sup>th</sup> Amendment? In a well-written essay, use evidence from the documents provided to support your argument.

**Methods for Extension:**

- Students can research primary or secondary source documents that would support one side or another of the argument. You may want to direct their search to sites such as the Library of Congress ([www.loc.gov](http://www.loc.gov)) or the National Archives ([www.nara.gov](http://www.nara.gov)).

**Adaptations:**

- For students with special needs or English language learners, model the collection and examination of evidence with the students. Focus in on the Who? What? Where? Why? and When? Talk aloud about what you notice, interesting points, and subtle points. Work with the students on gathering the evidence and documenting their finds one piece at a time. Then look for common themes, ideas, and messages that emerge from the evidence.



Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.

# HEROES WHO MADE A DIFFERENCE:

## MEMORIALIZING A DISTINGUISHED SERVICE CROSS AWARD RECIPIENT

**Ron Hustvedt, Jr.**, Salk Middle School STEM, Pre-Engineering Magnet Program, Elk River, Minnesota

### GRADE LEVEL

**6-8**

### OBJECTIVES:

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

- Examine the requirements to earn the Distinguished Service Cross
- Select and research a recipient of the medal during World War I
- Write a newspaper editorial commemorating that soldier

### GUIDING QUESTION:

What does distinguished service to your country in a time of war look like? How does a medal serve as a symbol of the extraordinary service of an otherwise ordinary individual? How do we honor those individuals a century later?

### CONNECTIONS TO COMMON CORE:

**CCSS.ELA-Literacy.RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### CONNECTIONS TO C3 FRAMEWORK:

**D2.His.3.6-8** Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

### DOCUMENTS USED:

#### Secondary Sources:

Distinguished Service Cross: Artifact Photograph and Explanation  
<http://historyexplorer.si.edu/resource/?key=4186>

Object Record: Distinguished Service Cross  
<http://amhistory.si.edu/militaryhistory/collection/object.asp?ID=424>

## LESSON DESCRIPTION:

**Overview:** Students connect actual names and individual actions with larger events of World War I by learning about the Distinguished Service Cross and honoring a soldier from the United States who earned one. Students research a recipient of the medal and write an editorial commemorating that soldier. This can be kept within the classroom, but also offers the opportunity for community outreach if there are local honorees. This lesson can serve as a concluding activity for a unit on World War I or a launch into a World War I unit.

**Time:** One to four days (depending on how much choice a teacher gives to students and how much research is expected).

### Materials:

- Devices with internet access
- Source Analysis: Distinguished Service Cross Medal
- Get to Know Your Soldier Organizer
- Editorial Outline
- Writing utensils

## LESSON PREPARATION:

- Make one copy of each handout per student.
- Students need to have access to the websites listed, and the teacher should navigate the websites ahead of time. Students may select a soldier of his or her choosing, or the teacher can narrow it down to a limited number of soldiers.

### Day 1 Procedure:

- Go to <http://historyexplorer.si.edu/artifacts> and in the Search History Explorer box type “Distinguished Service Cross.” In the Search Results box click on the photograph and read about the medal. Be sure to enlarge the image.
- Teachers can choose to have students work alone, in small groups, or as an entire class. Either way, students should individually complete the Source Analysis worksheet using the medal and the website as a guide.
- Go to <http://amhistory.si.edu/militaryhistory/collection/> and click “Search by Keyword.” Type “Distinguished Service Cross” and click on the medal in the search results. Finish the Source Analysis worksheet using the additional details listed here.
- Using the listed websites on page two of the Get to Know Your Soldier Organizer and other reliable online sources, select a soldier from World War I who was a recipient of the Distinguished Service Cross. Complete page one of the Get to Know Your Soldier Organizer as best you can using the available sources.

### Day 2 Procedure:

- Finalize the Get to Know Your Soldier Organizer.
- Complete the Editorial Outline using the information collected. Use it to write the final editorial.

### Assessment Materials:

- Source Analysis Sheet
- Get to Know Your Soldier Organizer
- Editorial Outline
- Completed editorial

### Methods for Extension:

- Read “The Shock of War” and add several sentences to your letter about the impact of the war on soldiers. Write in general terms like “Many soldiers in World War I...” Be careful not to make assumptions about the impact on your specific soldier. <http://www.smithsonianmag.com/history/the-shock-of-war-55376701/>

- Contact your local newspaper and submit your editorial for publication.
- Create a class website or blog and electronically publish your editorials.

### Adaptations:

- Complete only the Editorial Outline instead of writing the actual editorial.
- Teacher pre-searches for several soldiers with lots of information and provides students with the necessary information for the Get to Know Your Soldier Organizer.

Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.



"New Zealand Division marching from Trentham to embark for Europe," Flickr, [https:// www.flickr.com/photos/flissphil/437353411/](https://www.flickr.com/photos/flissphil/437353411/)

# REPORTING ON WORLD WAR I

**Amanda Hilliard  
Smith**, Beaufort  
County Early College  
High School,  
Washington, North  
Carolina

## GRADE LEVEL

**9-12**

## OBJECTIVES:

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

- Analyze a primary source related to an event that took place during World War I
- Compare and contrast a primary and secondary source in order to determine similarities and differences in the account
- Create an alternative version of events based on primary and secondary source research

## GUIDING QUESTION:

How does the secondary account of an event in a textbook differ from primary sources reporting of the event in newspaper articles?

## CONNECTIONS TO COMMON CORE:

**CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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

**CCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## CONNECTIONS TO C3 FRAMEWORK:

**D2.His.2.9-12** Analyze change and continuity in historical era.

**D2.His.9.9-12** Analyze the relationship between historical sources and the secondary interpretations made from them.

**D2.His.10.9-12** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

**D2.His.17.9-12** Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

**D4.1.0-12** Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness.

## DOCUMENTS USED:

### Primary Sources:

“Heir to the Austrian Throne Assassinated,” *New-York Tribune*, June 29, 1914

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1914-06-29/ed-1/seq-1/>

With startling detail, the article describes not only the successful attack by Gavrilo Princip on Franz Ferdinand, the archduke of Austria-Hungary, and his wife but also two unsuccessful bombing attempts on their lives.

“Germany Declares War on France,” *The Seattle Star*, August 4, 1914

<http://chroniclingamerica.loc.gov/lccn/sn87093407/1914-08-04/ed-1/seq-1>

Germany’s declaration of war claims that France and Belgium were the aggressors; England is forced to declare war on Germany to defend its allies.

“Soldiers Take Day off From Killing and Swap Christmas Gifts with their Enemies,” *The Seattle Star*, December 25, 1914

<http://chroniclingamerica.loc.gov/lccn/sn87093407/1914-12-25/ed-1/seq-1/>

Due to the close proximity of trenches, the soldiers held an unofficial day of peace in North France to celebrate Christmas.

“Liner Lusitania Sunk by a German Submarine,” *Evening Public Ledger*, May 7, 1915

<http://chroniclingamerica.loc.gov/lccn/sn83045211/1915-05-07/ed-1/seq-1/>

This article expresses the initial confusion over what caused the *Lusitania* to sink; some reports blame a German submarine, while others claim mechanical problems.

“Allies Gained in Furious Fighting on Somme Front,” *Daily Capital Journal*, September 5, 1916

<http://chroniclingamerica.loc.gov/lccn/sn99063957/1916-09-05/ed-1/seq-1>

This article reports of the high hopes of victory for Britain and France toward the beginning of the Battle of the Somme.

“Disaster for Allies, Russia Out of the Fighting,” *The Tacoma Times*, November 2, 1917

<http://chroniclingamerica.loc.gov/lccn/sn88085187/1917-11-02/ed-1/seq-1>

Russia’s withdrawal from war was a temporary measure due to the instability brought on by the Russian Revolution.

“Mexican Treachery Expose to Hasten War,” *The Seattle Star*, April 5, 1917

<http://chroniclingamerica.loc.gov/lccn/sn87093407/1917-04-05/ed-1/seq-1>

The Zimmermann Note was used by pro-war supporters to strengthen their position by claiming that Americans were in danger of being attacked on their home soil.

“U.S. Officially at War,” *The Daily Missourian*, April 6, 1917

<http://chroniclingamerica.loc.gov/lccn/sn89066314/1917-04-06/ed-1/seq-1/>

In a celebratory tone, war against Germany is announced, with only a brief mention of the 50 Representatives who voted against the bill.

"Germany Has Surrendered; World War Ended at 6 A.M.," *New-York Tribune*, November 11, 1918

<http://chroniclingamerica.loc.gov/lccn/sn83030214/1918-11-11/ed-1/seq-1/>

The armistice went into effect on November 11, 1918, despite uncertainty about the terms of the agreement.

"Peace Treaty Signed," *The Sun*, June 29, 1919

<http://chroniclingamerica.loc.gov/lccn/sn83030431/1919-06-29/ed-1/seq-1>

World War I came to an end at the Palace of Versailles, with the German representatives reluctantly signing the treaty.

## LESSON DESCRIPTION:

**Overview:** History textbooks have limitations on the information that can be included on each event. This lesson compares newspaper accounts of an event to the textbook entry in order for the students to see the differences in the way the information is presented. It is important for students to learn to question sources, especially their textbook.

**Time:** One-and-a-half 90-minute classes or three 45-minute classes

### Materials:

- access to newspaper articles (print out or provide hyperlinks)
- student textbook
- poster board
- Timeline Summary
- Alternative Textbook Rubric

## LESSON PREPARATION:

- Before class, the teacher needs to assign students to groups of three and determine the roles each student will perform. Depending on the number of students in the class, the teacher might decide not to assign all ten provided newspaper articles.
- The teacher needs to decide if the students will have access to computers or a printout of their assigned article for each student in the group. If students have access to computers, the teacher could have them write their alternative textbook summary on a PowerPoint slide instead of a poster board.
- The teacher will also need to make copies of the Timeline Summary for each student and Alternative Textbook Rubric for each group.

### Procedure:

- Students will be placed in groups of three and assigned one of the following roles:
  - **Leader:** leads discussion by posing questions about the article and textbook passage.
  - **Summarizer:** summarizes key ideas from the article and textbook into an alternative passage.
  - **Presenter:** presents alternative passage to the class.
- Each group will be given a newspaper article covering a major event related to World War I.
- After the students individually read the article and the passage in their textbook about the event, they will work together to clarify any confusing words or phrases.
  - Then the **leader** will pose several questions to the group that compare and contrast the information given by both sources. If the sources contradict each other, then the students will need to ask themselves why and decide which sources to trust.

- The **summarizer** will write down on a poster/PowerPoint slide an alternative passage for their textbook based on the additional evidence from their primary source.
- Finally, the **presenter** will share the alternative passage with the class. Their classmates will record the information in a timeline summary of the major events in World War I.
- The teacher will lead a class discussion on comparing primary and secondary sources. Suggested questions:
  - Why would information in a newspaper article be different from the textbook?
  - What are some limitations of both sources?
  - Which source is more trustworthy? Why?

### Assessment Materials:

- The Alternative Textbook Passage Rubric will be used to assess students' work and understanding of the material. The students will be graded on both the summary paragraph and presentation.
- Students will create a human timeline of major events of World War I. Randomly pass out cards with the name of major events to different students. Then students will place themselves in order with the help of the classmates still in their seats. Students have to explain the event on their card as they go down the line.

### Methods for Extension:

- Provide the students with several primary sources related to a World War I event or topic. Have the students brainstorm possible questions related to each primary source. Then ask the students to rank the questions based on which questions hold the most promise for further research and why.
- Using information from the newspaper article and textbook summary, students should write a descriptive essay from the point of view of someone who witnessed the event.

### Adaptations:

- Teachers may choose to add guiding questions to the newspaper articles and/or textbook entries to help students with reading comprehension.
- More advanced students can find additional articles on their World War I events by using the Chronicling American database, <http://chroniclingamerica.loc.gov/>. Then the students can compare the accounts and determine which sources are more trustworthy.

Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.



# MORE THAN MUD AND COOTIES:

## THE POETRY OF WORLD WAR I SOLDIERS

Rebecca L. Byrd, New Center  
School, Sevierville, Tennessee

### GRADE LEVEL

6-8

### OBJECTIVES:

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

- Work in groups to analyze poetry published in *Stars and Stripes* to develop an understanding of the physical and emotional conditions that World War I soldiers faced
- Create a culminating project that expresses their understanding of the experience of World War I soldiers

### GUIDING QUESTION:

How did World War I soldiers use poetry to express their feelings toward the war?

### CONNECTIONS TO COMMON CORE:

**CCSS.ELA-Literacy.RL.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-Literacy.RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

**CCSS.ELA-Literacy.RL.11-12.6** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### CONNECTIONS TO C3 FRAMEWORK:

**D2.His.6.6-8** Analyze how people's perspectives influenced what information is available in the historical sources they created.

### DOCUMENTS USED:

#### Primary Sources:

"Black and White," *Stars and Stripes*, September 27, 1918

<http://memory.loc.gov/service/sgp/sgpsas/1918/191809/19180927/04.pdf>

A. P. Bowen, "If I Were A Cootie," *Stars and Stripes*, November 1, 1918  
<http://memory.loc.gov/service/sgp/sgpsas/1918/191811/19181101/04.pdf>

Wilfred Owen, "Dulce Et Decorum Est" <http://www.english.emory.edu/LostPoets/Dulce.html>

Alan Seeger, "I Have a Rendezvous with Death"  
<http://www.english.emory.edu/LostPoets/Seeger.html>

Harry H. St. Louis, "Crosses," *Stars and Stripes*, June 7, 1918  
<http://memory.loc.gov/service/sgp/sgpsas/1918/191806/19180607/05.pdf>

Jack Warren, "Who Said Sunny France?" *Stars and Stripes*, May 24, 1918  
<http://memory.loc.gov/service/sgp/sgpsas/1918/191805/19180524/05.pdf>

## Secondary Source:

Stephen Wesson, "Soldiers' Poems of World War I in Newspapers: Personal Responses in Public Media," *Teaching with the Library of Congress*, March 19, 2013  
<http://blogs.loc.gov/teachers/2013/03/soldiers-poems-of-world-war-i-in-newspapers-personal-responses-in-public-media/>

## LESSON DESCRIPTION:

**Overview:** This lesson is designed to help students to recognize the value of poetry for understanding how World War I soldiers reacted to the experience of war. The lesson requires some background knowledge of the war and will be most successful if taught toward the end of a unit on World War I. The lesson uses poems written by soldiers and published in *Stars and Stripes*. This lesson was inspired by a blog post by Stephen Wesson titled "Soldiers' Poems of World War I in Newspapers: Personal Responses in Public Media."

**Time:** One to two class periods and presentation day

## Materials:

The transcriptions were created by using the PDF version of each newspaper page. The page was enlarged, a screen snip was taken and then pasted into a word processing program. Each page has an image of the original, as well as the transcribed version.

- "Black and White" (transcript)
- "Crosses" (transcript)
- "If I Were A Cootie" (transcript)
- "Who Said Sunny France?" (transcript)
- Graphic Organizer
- Culminating Activities Sheet and Rubric

## LESSON PREPARATION:

- Print one copy of the Graphic Organizer for each group
- Print one copy of each poem for each student
- Print one copy of the Culminating Activities Page for each student
- Prepare the container of ice water for the introductory activity

## Day 1 Procedure:

- **Introductory Activity:** Place a desk or table in the front of the classroom with a container of ice water on it and cover with a tablecloth.

- As students enter, display the following prompt: Describe the experience of putting your hand in cold water. Students can write a response in their notebooks or share orally.
- Next uncover the water and have the students come forward and briefly put one hand in the water. Have paper towels on hand for students.
- Ask them if experiencing the cold water firsthand better prepared them to respond to the prompt. Discuss. Student responses should indicate that firsthand experiences better prepare them to respond to the prompt.
- Explain that they will be working in groups to analyze poems written by World War I soldiers. The students will use the poems to determine what physical and psychological or emotional conditions the soldiers experienced and how the soldiers responded. Divide the students into groups and distribute all materials. Students should work with their groups to analyze the poems and complete the Graphic Organizer for the remainder of class.

### Day 2 Procedure:

- Students should reconvene with their groups and complete the Graphic Organizer if necessary.
- Discuss student responses to the Graphic Organizer as a class.
- If time allows, read “Rendezvous with Death” or “Dulce et Decorum Est” with the class. Compare the topics and tone of these poems with those published in *Stars and Stripes*.
- Answer questions regarding the culminating activities sheet and assign a due date.

### Presentation Day:

- Students will present projects to the class. Each student will fill out an exit card that completes the following statement. “ \_\_\_\_\_ project was my favorite because \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.” The teacher can tally the cards and recognize the students with the best projects.

### Assessment Materials:

The culminating activities for this lesson are designed to give students a wide range of choices in expressing their understanding from the lesson. The attached rubric gives some general guidelines for assessing the projects.

### Methods for Extension:

- Students can search for other poems that reflect themes or tones similar to those analyzed in class. Go to <http://memory.loc.gov/ammem/sgphtml/sashtml/sashome.html> and search using the term “Army poets.”
- Have students read a current issue of *Stars and Stripes* (<http://www.stripes.com/>). Students should look for articles or features that express themes similar to those in the poems. Students should hypothesize reasons for the similarities or differences.
- Examine works of art created by World War I soldiers and compare the themes with those of the poems. Archives New Zealand has an outstanding collection of digitized World War I art. It can be accessed at <http://warart.archives.govt.nz/>.

### Adaptations:

- For younger, English language learners or students that read below grade level, omit the “Crosses” poem and read and discuss “If I Were a Cootie” as a whole class activity before dividing into groups.
- Provide students with a list of terms that might be used in the Graphic Organizer such as sarcastic, ironic, frightened, etc. to stimulate group discussion.



Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.

# LELAND LINMAN'S WAR:

## A LOOK AT SOLDIERS' DAILY LIVES IN WORLD WAR I

**Brian Weaver**, Central Bucks  
High School - West, Doylestown,  
Pennsylvania

### GRADE LEVEL

**9-12**

### OBJECTIVES:

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

- Compare the average day in Leland Linman's life to what they have previously learned about trench warfare
- Identify the myriad responsibilities a soldier had to fulfill during World War I
- Analyze Linman's firsthand account and summarize the hardships that he encountered as a soldier
- Develop their writing skills by completing their paragraph and editing a peer's paragraph
- Synthesize the Linman experience by writing a letter from his point of view that includes information from his diary (this objective applies if using the corresponding extension)

### GUIDING QUESTION:

Given the usual descriptions of trench warfare (going over the top, hunkering down in trenches), does the average life of a soldier match up to that description? Or are there parts of the war that are always present that we never think about?

### CONNECTIONS TO COMMON CORE:

**CCSS.ELA-Literacy.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**CCCCSS.ELA-Literacy.RH.11-12.3** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**CCSS.ELA-Literacy.RH.11-12.8** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**CCSS.ELA-Literacy.RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## CONNECTIONS TO C3 FRAMEWORK:

**D2.His.10.9-12** Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.

## DOCUMENTS USED:

### Primary Sources:

Leland O. Linman diary, September 19-October 7, 1918

[www.theworldwar.org/lessons](http://www.theworldwar.org/lessons)

Leland Linman was an American soldier describing his experience at the front in his diary. He performed a multitude of different tasks, some of which students always think about (fighting as an artilleryman, seeking shelter) but also a number of everyday, mundane war tasks that made the duty more miserable.

Experiencing War: Stories from the Veterans' History Project, Library of Congress

<http://www.loc.gov/vets/stories/>

World War I: In the Trenches

<http://www.loc.gov/vets/stories/WWI-trenches.html>

This site can be used with one of the extensions, comparing Linman's story to stories of other soldiers. It contains firsthand accounts of several soldiers from World War I.

## LESSON DESCRIPTION:

**Overview:** The goal for today is to compare what a normal soldier's life looks like compared to the standard description of trench warfare. Leland Linman's diary covers the parts of war that often get left out: miles of marching, hours of moving artillery shells from one place to another, and lousy food. In this lesson, the goal is to point out that a tremendous amount of movement happens in war—even trench war—that should be included to complete the whole picture.

**Time:** about 60 minutes

### Materials:

- A Soldier at War handout
- Precise Paragraph Rubric
- Linman Diary entries
- Computer with Excel capability (if using extension)

## LESSON PREPARATION:

- Distribute one copy of Linman diary entries per student. If you have a class set of laptops or tablets, it would be easier to post this. It is his actual diary, and the color of some entries is a little bit lighter.
- Distribute one A Soldier at War handout per student.
- Distribute one Precise Paragraph Rubric per student.

### Procedure:

- **Anticipatory Set** - This lesson works best if you have already discussed the idea of trench warfare with students, or if you discuss that during the first part of a longer 90-minute block and use this as the second, student-centered part of the lesson.
  - Ask students for key traits of trench warfare as an anticipatory set. Once you have established the important points, explain to them that today we will talk about an artilleryman's experience to see if it matches up with what we think we know about trench warfare.

- **Teacher Directed Learning**–Give students a copy of the Linman Diary entries and the A Soldier at War chart.
  - Instruct students to read the Linman Diary entries. It covers a few weeks at war for one American soldier. Explain that the chart is to help them keep track of what he did on a daily basis at war, and also what sorts of things he thought about while at war.
  - Use the chart to keep track of what Linman mentioned each day, so that by the end of the lesson, we will have an idea of what an average day looked like. The “totals” box should be the total number of days that he either mentioned or experienced each topic. Have the students read and complete the chart.
- **Transition**–Students now have an idea of what an average day for this artilleryman looked like from September to October 1918. They should now produce two paragraphs.
  - The first paragraph should explain Linman’s average day. What sorts of things did he do frequently? What did he only do sparingly? What made him happy? What upset him? This paragraph should give us a snapshot of what we could expect if we were to swap places with him. Students should use at least four references to the diary and the frequency of events, and should use two direct quotes from the diary to prove their point.
  - The second paragraph should be a personal reflection. Is this what you expected to read? If so, what parts did you anticipate hearing about? If not, what did you anticipate seeing more of? Less of?
- **Transition**–After students complete writing their paragraphs, the teacher will distribute the Precise Paragraph Rubric. Explain to the students that they will exchange papers with a neighbor. We will be peer-evaluating the first paragraph, the informational one.
  - Using the Rubric, students should put an X in the box each time they see the appropriate information. They should then total up the number of points that their peers get, out of a possible 10.
  - When they are finished, they should get their paragraphs and grading rubrics back, and from there, correct their paragraphs.
  - Once students complete this activity, they should exchange papers to get their original paragraphs back. They should make the corrections indicated in the rubric. (For instance, if missing a quote or reference to the diary, insert material to correct the issue. If they have a grammar error, they should correct it.)
  - When the group has finished all paragraphs, they should put them together as if they were the body paragraphs of the essay.
- **Writing a Group Essay**–Together the group should write an introduction and solid thesis statement to answer the following prompt: “What new developments were armies forced to make during World War I both on and off the battlefield, and why did they make them?”
  - Following the construction of an introductory paragraph, they will then add transitions between their paragraphs and complete a conclusion. Together, they will have written an essay as a group, which you can then collect and use to measure comprehension of the subject material.
  - For technology purposes, I would also recommend (if the hardware is available) typing on Google docs. That way the students’ paragraphs appear all at once, and the full essay is more or less typed after they have written their individual paragraphs. They can quickly and efficiently peer edit. If using a computer, students could also pull selected pictures into the Word document in order to make it appear more like a magazine layout.

### Assessment Materials:

- Using the rubric, teachers can evaluate the product to determine whether or not students understood the ideas presented in the writing. Further, they can collect student rubrics to ensure that they comprehend the content and they are demonstrating writing skills.

### Methods for Extension:

- Teachers can take the documents in a number of different directions. They can predict what the next day's diary entry would be, based on what seems to be the average behavior. Further, they can defend why they chose those events for the diary entry, based on the frequency with which those events have occurred so far in his writing.
- To summarize the documents, the students could write a letter home from Linman. They should explain what has been going on, covering all aspects of war that he has seen or experienced.
- For a technology angle, students could use Excel features for making charts or graphs to explain what percentage of time was spent on marching, loading/moving guns, actually fighting, etc. It gives visual learners a chance to see just how often Linman was fighting, as opposed to moving in a logistic capacity.
- Students could also look into what Linman did not experience that they know was common at the front. Ask students: "what experiences have you talked or read about that are not in his diary that you would expect? Why do you think he did not have these experiences?"
- Go to <http://www.loc.gov/vets/stories/WWI-trenches.html>, part of the Experiencing War series from the Library of Congress. Assign students to read a selection from the diary of one of the many soldiers featured there and have them compare and contrast the experience of that soldier to Linman's experience.
- Students can also comment on what his best days/worst days looked like in an additional paragraph. Did Linman write only a sentence or two on some days? If so, what happened on those days? Why could he only manage that little bit of writing?

### Adaptations:

- The A Soldier at War Organizer is meant to help students at all levels organize their thoughts.
- The same is true for the Precise Paragraph Rubric. Students are forced to deconstruct the writing sample of a peer and then edit their own. This will serve to help higher-level students, who sometimes get away from really looking at the skeleton of their work in the fast pace of higher-level classes. It will also help students who struggle with basic writing skills. The metacognitive benefits will hopefully pay dividends on not just this assignment, but any writing assignment moving forward.



Scan for additional resources (including links to the documents and materials) or visit <http://www.nhd.org/WWI.htm>.



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