

Historical Literacy Project Model Unit Gallery Template

Unit Title: Nothing Great About “The Great War”

Designed by: Chris Kenton, Cliff Cromwell, Matt Lindell

District: Lake Forest and Capital

Content Area: World War I

Grade Level(s): High School 9-12

Summary of Unit (This should include a brief unit summary including a description of unit goals, rationale for the approach taken, and where it appears in the course of study.)

Stage 1 – Desired Results

What students will know, do, and understand

Delaware Content Standards (Write out the Delaware History standard for which instruction is provided in this unit and which are ultimately assessed in the unit.)

History Standard 3: Students will interpret historical data

Big Idea(s) (This should include transferable core concepts, principles, theories, and processes that should serve as the focal point of curricula, instruction, and assessment. Ex: Manifest Destiny, fighting for peace.)

Propaganda and Treaties

Unit Enduring Understanding(s) (This should include important ideas or core processes that are central to the unit and transferable to new situations beyond the classroom. Stated as full-sentence statements, the understandings specify what we want students to understand about the Big Ideas Ex: Students will understand that all sources contain some level of bias.)

Students will understand that what is written by historians depends upon that historian’s personal background and methods, the questions asked about the sources, and the sources used to find the answers to those questions.

Unit Essential Questions(s) (This should include open-ended questions designed to guide student inquiry and focus instruction for “uncovering” the important ideas of the content. Please consult the history clarification documents at http://www.doe.k12.de.us/ddoe/files/pdf/History_Clarifications.pdf for a list of essential questions that the Delaware Department of Education has deemed to be in alignment with the standards.)

Does the way research is conducted matter? To what degree is historical investigation about the historian as much as the history? Is it necessary to include an investigation of the writer in regard to what we read? Is there such a thing as completely unbiased history?

Knowledge and Skills (This should include key knowledge and skills that students will acquire as a result of this unit. Ex: difference between a primary and secondary source, historians use different sources. It should also include what students will eventually be able to do as a result of such knowledge and skill Ex: analyze a primary source document).

Students will be able to analyze primary source documents, and use the information they use to help them decide their viewpoints in the Treaty of Versailles.

Stage 3 – Learning Plan

(Design learning activities to align with Stage 1 and Stage 2 expectations)

World War I Lesson Plan for Chris Kenton

Lesson 1

Why Did the United States Enter The Great War?

Lesson Description: Many textbooks list the numerous causes for World War I. They include Nationalism, Alliances, Militarism, and Imperialism. Most students never get a chance to analyze why the United States chose to enter this war fought across the Atlantic Ocean. Students will be given two historical documents, and be asked to complete a Venn Diagram comparing the two, citing specific examples of why the United States entered World War I.

Time Required: 1-2 Days

Essential Question: What evidence can best explain why the United States entered World War I?

Materials: Copy of President Woodrow Wilson’s War Message to Congress, Copy of Senator George Norris’ response to President Wilson’s War Message to Congress, Blank Venn Diagram.

Procedures:

1. Pass out the two copies of speeches and give students time to read through them. These documents could be passed out for homework the day before.
2. Working in pairs (great opportunity to pair mixed ability students), have the students look for reasons why the United States entered The Great War.
3. Upon completion, students may post their work on the wall for everyone to compare responses. The instructor will fill out a Venn Diagram on an overhead using different groups responses.

Debrief: Students may add their own opinion as to why they feel the United States entered World War I.

Formative Assessment: Students will complete the Venn Diagram listing reasons why the United States entered World War I.

President Woodrow Wilson's War Message:

<http://www.firstworldwar.com/source/usawardeclaration.htm>

Senator George Norris' response:

<http://teachingamericanhistory.org/library/index.asp?document=649>

President Wilson's War Message:

Primary Documents - U.S. Declaration of War with Germany, 2 April 1917



U.S. President [Woodrow Wilson](#) outlined the case for declaring war upon Germany in a speech to the joint houses of Congress on 2 April 1917.

A [formal declaration of war](#) followed four days later, on 6 April 1917.

[Click here](#) to read German Chancellor [Theobald von Bethmann-Hollweg's](#) reaction to news that Wilson was to address Congress on 2 April.

Speech to Congress, 2 April 1917

I have called the Congress into extraordinary session because there are serious, very serious, choices of policy to be made, and made immediately, which it was neither right nor constitutionally permissible that I should assume the responsibility of making.

On the third of February last I officially laid before you the extraordinary announcement of the Imperial German Government that on and after the first day of February it was its purpose to put aside all restraints of law or of humanity and use its submarines to sink every vessel that sought to approach either the ports of Great Britain and Ireland or the western coasts of Europe or any of the ports controlled by the enemies of Germany within the Mediterranean.

That had seemed to be the object of the German submarine warfare earlier in the war, but since April of last year the Imperial Government had somewhat restrained the commanders of its undersea craft in conformity with its promise then given to us that passenger boats should not be sunk and that due warning would be given to all other vessels which its submarines might seek to destroy, when no resistance was offered or escape attempted, and care taken that their crews were given at least a fair chance to save their lives in their open boats.

The precautions taken were meagre and haphazard enough, as was proved in distressing instance after instance in the progress of the cruel and unmanly business, but a certain degree of restraint was observed. The new policy has swept every restriction aside. Vessels of every kind, whatever their flag, their character, their cargo, their destination, their errand, have been ruthlessly sent to the bottom without warning and without thought of help or mercy for those on board, the vessels of friendly neutrals along with those of belligerents.

Even hospital ships and ships carrying relief to the sorely bereaved and stricken people of Belgium, though the latter were provided with safe conduct through the proscribed areas by the German Government itself and were distinguished by unmistakable marks of identity, have been sunk with the same reckless lack of compassion or of principle.

I was for a little while unable to believe that such things would in fact be done by any government that had hitherto subscribed to the humane practices of civilized nations. International law had its origin in the attempt to set up some law which would be respected and observed upon the seas, where no nation had right of dominion and where lay the free highways of the world.

This minimum of right the German Government has swept aside under the plea of retaliation and necessity and because it had no weapons which it could use at sea except these which it is impossible to employ as it is employing them without throwing to the winds all scruples of humanity or of respect for the understandings that were supposed to underlie the intercourse of the world.

I am not now thinking of the loss of property involved, immense and serious as that is, but only of the wanton and wholesale destruction of the lives of non-combatants, men, women, and children, engaged in pursuits which have always, even in the darkest periods of modern history, been deemed innocent and legitimate. Property can be paid for; the lives of peaceful and innocent people cannot be. The present German submarine warfare against commerce is a warfare against mankind.

It is a war against all nations. American ships have been sunk, American lives taken, in ways which it has stirred us very deeply to learn of, but the ships and people of other neutral and friendly nations have been sunk and overwhelmed in the waters in the same way. There has been no discrimination.

The challenge is to all mankind. Each nation must decide for itself how it will meet it. The choice we make for ourselves must be made with a moderation of counsel and a temperateness for judgement befitting our character and our motives as a nation. We must put excited feeling away. Our motive will not be revenge or the victorious assertion of the physical might of the nation, but only the vindication of right, of human right, of which we are only a single champion.

When I addressed the Congress on the twenty-sixth of February last I thought that it would suffice to assert our neutral rights with arms, our right to use the seas against unlawful interference, our right to keep our people safe against unlawful violence.

But armed neutrality, it now appears, is impracticable. Because submarines are in effect outlaws when used as the German submarines have been used against merchant shipping, it is impossible to defend ships against their attacks as the law of nations has assumed that merchantmen would defend themselves against privateers or cruisers, visible craft giving chase upon the open sea. It is common prudence in such circumstances, grim necessity indeed, to endeavour to destroy them before they have shown their own intention.

They must be dealt with upon sight, if dealt with at all. The German Government denies the right of neutrals to use arms at all within the areas of the sea which it has proscribed, even in the defence of rights which no modern publicist has ever before questioned their right to defend.

The intimation is conveyed that the armed guards which we have placed on our merchant ships will be treated as beyond the pale of law and subject to be dealt with as pirates would be. Armed neutrality is ineffectual enough at best; in such circumstances and in the face of such pretensions it is worse than ineffectual: it is likely only to produce what it was meant to prevent; it is practically certain to draw us into the war without either the rights or the effectiveness of belligerents.

There is one choice we cannot make, we are incapable of making: we will not choose the path of submission and suffer the most sacred rights of our Nation and our people to be ignored or violated. The wrongs against which we now array ourselves are no common wrongs; they cut to the very roots of human life.

With a profound sense of the solemn and even tragical character of the step I am taking and of the grave responsibilities which it involves, but in unhesitating obedience to what I deem my constitutional duty, I advise that the Congress declare the recent course of the Imperial German Government to be in fact nothing less than war against the government and people of the United States; that it formally accept the status of belligerent which has thus been thrust upon it; and that it take immediate steps not only to put the country in a more thorough state of defence but also to exert all its power and employ all its resources to bring the Government of the German Empire to terms and end the war.

What this will involve is clear. It will involve the utmost practicable cooperation in counsel and action with the governments now at war with Germany, and, as incident to that, the extension to those governments of the most liberal financial credits, in order that our resources may so far as possible be added to theirs.

It will involve the organization and mobilization of all the material resources of the country to supply the materials of war and serve the incidental needs of the Nation in the most abundant and yet the most economical and efficient way possible. It will involve the immediate full equipment of the navy in all respects but particularly in supplying it with the best means of dealing with the enemy's submarines.

It will involve the immediate addition to the armed forces of the United States already provided for by law in case of war at least five hundred thousand men, who should, in my, opinion, be chosen upon the principle of universal liability to service, and also the authorization of subsequent additional increments of equal force so soon as they may be needed and can be handled in training.

It will involve also, of course, the granting of adequate credits to the Government, sustained, I hope, so far as they can equitably be sustained by the present generation, by well conceived taxation.

While we do these things, these deeply momentous things, let us be very clear, and make very clear to all the world what our motives and our objectives are. My own thought has not been driven from its habitual and normal course by the unhappy events of the last two months, and I do not believe that the thought of the Nation has been altered or clouded by them.

I have exactly the same things in mind now that I had in mind when I addressed the Senate on the twenty-second of January last; the same that I had in mind when I addressed the Congress on the third of February and on the twenty-sixth of February.

Our object now, as then, is to vindicate the principles of peace and justice in the life of the world as against selfish and autocratic power and to set up amongst the really free and self-governed peoples of the world such a concert of purpose and of action as will henceforth insure the observance of those principles.

Neutrality is no longer feasible or desirable where the peace of the world is involved and the freedom of its people, and the menace to that peace and freedom lies in the existence of autocratic governments backed by organized force which is controlled wholly by their will, not by the will of their people.

We have seen the last of neutrality in such circumstances. We are at the beginning of an age in which it will be insisted that the same standards of conduct and of responsibility for wrong done shall be observed among nations and their governments that are observed among the individual citizens of civilized states.

We have no quarrel with the German people. We have no feeling towards them but one of sympathy and friendship. It was not upon their impulse that their government acted in entering this war. It was not with their previous knowledge or approval.

It was a war determined upon as wars used to be determined upon in the old, unhappy days when peoples were nowhere consulted by their rulers and wars were provoked and waged in the interest of dynasties or of little groups of ambitious men who were accustomed to use their fellow men as pawns and tools.

We are accepting this challenge of hostile purpose because we know that in such a Government, following such methods, we can never have a friend; and that in the presence of its organized power, always lying in wait to accomplish we know not what purpose, there can be no assured security for the democratic Governments of the world.

We are now about to accept gauge of battle with this natural foe to liberty and shall, if necessary, spend the whole force of the nation to check and nullify its pretensions and its power. We are glad, now that we see the facts with no veil of false pretence about them, to fight thus for the ultimate peace of the world and for the liberation of its peoples, the German peoples included: for the rights of nations great and small and the privilege of men everywhere to choose their way of life and of obedience.

The world must be made safe for democracy. Its peace must be planted upon the tested foundations of political liberty. We have no selfish ends to serve. We desire no conquest, no dominion. We seek no indemnities for ourselves, no material compensation for the sacrifices we shall freely make. We are but one of the champions of the rights of mankind. We shall be satisfied when those rights have been made as secure as the faith and the freedom of nations can make them.

Just because we fight without rancour and without selfish object, seeking nothing for ourselves but what we shall wish to share with all free peoples, we shall, I feel confident, conduct our operations as belligerents without passion and ourselves observe with proud punctilio the principles of right and of fair play we profess to be fighting for.

I have said nothing of the Governments allied with the Imperial Government of Germany because they have not made war upon us or challenged us to defend our right and our honour. The Austro-Hungarian Government has, indeed, avowed its unqualified endorsement and acceptance of the reckless and lawless submarine warfare adopted now without disguise by the Imperial German Government, and it has therefore not been possible for this Government to receive Count Tarnowski, the Ambassador recently accredited to this Government by the Imperial and Royal Government of Austria-Hungary; but that Government has not actually engaged in warfare against citizens of the United States on the seas, and I take the liberty, for the present at least, of postponing a discussion of our relations with the authorities at Vienna. We enter this war only where we are clearly forced into it because there are not other means of defending our rights.

It will be all the easier for us to conduct ourselves as belligerents in a high spirit of right and fairness because we act without animus, not in enmity towards a people or with the desire to bring any injury or disadvantage upon them, but only in armed opposition to an irresponsible government which has thrown aside all considerations of humanity and of right and is running amuck.

We are, let me say again, the sincerer friends of the German people, and shall desire nothing so much as the early reestablishment of intimate relations of mutual advantage between us - however hard it may be for them, for the time being, to believe that this is spoken from our hearts. We have borne with their present Government through all these bitter months because of that friendship - exercising a patience and forbearance which would otherwise have been impossible.

We shall, happily, still have an opportunity to prove that friendship in our daily attitude and actions towards the millions of men and women of German birth and native sympathy who live amongst us and share our life, and we shall be proud to prove it towards all who are in fact loyal to their neighbours and to the Government in the hour of test.

They are, most of them, as true and loyal Americans as if they had never known any other fealty or allegiance. They will be prompt to stand with us in rebuking and restraining the few who may be of a different mind and purpose. If there should be disloyalty, it will be dealt with with a firm hand of stern repression; but, if it lifts its head at all, it will lift it only here and there and without countenance except from a lawless and malignant few.

It is a distressing and oppressive duty, Gentlemen of the Congress, which I have performed in thus addressing you. There are, it may be, many months of fiery trial and sacrifice ahead of us. It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars, civilization itself seeming to be in the balance.

But the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts - for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations, for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free.

To such a task we can dedicate our lives and our fortunes, everything that we are and everything that we have, with the pride of those who know that the day has come when America is privileged to spend her blood and her might for the principles that gave her birth and happiness and the peace which she has treasured. God helping her, she can do no other.

Source: *Source Records of the Great War, Vol. V*, ed. Charles F. Horne, *National Alumni 1923*

George W. Norris' speech:

While I am most emphatically and sincerely opposed to taking any step that will force our country into the useless and senseless war now being waged in Europe, yet, if this resolution passes, I shall not permit my feeling of opposition to its passage to interfere in any way with my duty either as a senator or as a citizen in bringing success and victory to American arms. I am bitterly opposed to my country entering the war, but if, notwithstanding my opposition, we do enter it, all of my energy and all of my power will be behind our flag in carrying it on to victory.

The resolution now before the Senate is a declaration of war. Before taking this momentous step, and while standing on the brink of this terrible vortex, we ought to pause and calmly and judiciously consider the terrible consequences of the step we are about to take. We ought to consider likewise the route we have recently traveled and ascertain whether we have reached our present position in a way that is compatible with the neutral position which we claimed to occupy at the beginning and through the various stages of this unholy and unrighteous war.

No close student of recent history will deny that both Great Britain and Germany have, on numerous occasions since the beginning of the war, flagrantly violated in the most serious manner the rights of neutral vessels and neutral nations under existing international law, as recognized up to the beginning of this war by the civilized world.

The reason given by the President in asking Congress to declare war against Germany is that the German government has declared certain war zones, within which, by the use of submarines, she sinks, without notice, American ships and destroys American lives. . . . The first war zone was declared by Great Britain. She gave us and the world notice of it on, the 4th day of November, 1914. The zone became effective Nov. 5, 1914. . . . This zone so declared by Great Britain covered the whole of the North Sea. . . . The first German war zone was declared on the 4th day of February, 1915, just three months after the British war zone was declared. Germany gave fifteen days' notice of the establishment of her zone, which became effective on the 18th day of February, 1915. The German war zone covered the English Channel and the high seawaters around the British Isles. . . .

It is unnecessary to cite authority to show that both of these orders declaring military zones were illegal and contrary to international law. It is sufficient to say that our government has officially declared both of them to be illegal and has officially protested against both of them. The only difference is that in the case of Germany we have persisted in our protest, while in the case of England we have submitted.

What was our duty as a government and what were our rights when we were confronted with these extraordinary orders declaring these military zones? First, we could have defied both of them and could have gone to war against both of these nations for this violation of international law and interference with our neutral rights. Second, we had the technical right to defy one and to acquiesce in the other. Third, we could, while denouncing them both as illegal, have acquiesced in them both and thus remained neutral with both sides, although not agreeing with either as to the righteousness of their respective orders. We could have said to American shipowners that, while these orders are both contrary to international law and are both unjust, we do not believe that the provocation is sufficient to cause us to go to war for the defense of our rights as a neutral nation, and, therefore, American ships and American citizens will go into these zones at their own peril and risk.

Fourth, we might have declared an embargo against the shipping from American ports of any merchandise to either one of these governments that persisted in maintaining its military zone. We might have refused to permit the sailing of any ship from any American port to either of these military zones. In my judgment, if we had pursued this course, the zones would have been of short duration. England would have been compelled to take her mines out of the North Sea in order to get any supplies from our country. When her mines were taken out of the North Sea then the German ports upon the North Sea would have been accessible to American shipping and Germany would have been compelled to cease her submarine warfare in order to get any supplies from our nation into German North Sea ports.

There are a great many American citizens who feel that we owe it as a duty to humanity to take part in this war. Many instances of cruelty and inhumanity can be found on both sides. Men are often biased in their judgment on account of their sympathy and their interests. To my mind, what we ought to have maintained from the beginning was the strictest neutrality. If we had done this, I do not believe we would have been on the verge of war at the present time. We had a right as a nation, if we desired, to cease at any time to be neutral. We had a technical right to respect the English war zone and to disregard the German war zone, but we could not do that and be neutral.

I have no quarrel to find with the man who does not desire our country to remain neutral. While many such people are moved by selfish motives and hopes of gain, I have no doubt but that in a great many instances, through what I believe to be a misunderstanding of the real condition, there are many honest, patriotic citizens who think we ought to engage in this war and who are behind the President in his demand that we should declare war against Germany. I think such people err in judgment and to a great extent have been misled as to the real history and the true facts by the almost unanimous demand of the great combination of wealth that has a direct financial interest in our participation in the war.

We have loaned many hundreds of millions of dollars to the Allies in this controversy. While such action was legal and countenanced by international law, there is no doubt in my mind but the enormous amount of money loaned to the Allies in this country has been instrumental in bringing about a public sentiment in favor of our country taking a course that would make every bond worth a hundred cents on the dollar and making the payment of every debt certain and sure. Through this instrumentality and also through the instrumentality of others who have not only made millions out of the war in the manufacture of munitions, etc., and who would expect to make millions more if our country can be drawn into the catastrophe, a large number of the great newspapers and news agencies of the country have been controlled and enlisted in the greatest propaganda that the world has ever known to manufacture sentiment in favor of war.

It is now demanded that the American citizens shall be used as insurance policies to guarantee the safe delivery of munitions of war to belligerent nations. The enormous profits of munition manufacturers, stockbrokers, and bond dealers must be still further increased by our entrance into the war. This has brought us to the present moment, when Congress, urged by the President and backed by the artificial sentiment, is about to declare war and engulf our country in the greatest holocaust that the world has ever known.

In showing the position of the bondholder and the stockbroker, I desire to read an extract from a letter written by a member of the New York Stock Exchange to his customers. This writer says:

Regarding the war as inevitable, Wall Street believes that it would be preferable to this uncertainty about the actual date of its commencement. Canada and Japan are at war and are more prosperous than ever before. The popular view is that stocks would have a quick, clear, sharp reaction immediately upon outbreak of hostilities, and that then they would enjoy an old-fashioned bull market such as followed the outbreak of war with Spain in 1898. The advent of peace would force a readjustment of commodity prices and would probably mean a postponement of new enterprises. As peace negotiations would be long drawn out, the period of waiting and uncertainty for business would be long. If the United States does not go to war, it is nevertheless good opinion that the preparedness program will compensate in good measure for the loss of the stimulus of actual war.

Here we have the Wall Street view. Here we have the man representing the class of people who will be made prosperous should we become entangled in the present war, who have already made millions of dollars, and who will make many hundreds of millions more if we get into the war. Here we have the cold-blooded proposition that war brings prosperity to that class of people who are within the viewpoint of this writer.

He expresses the view, undoubtedly, of Wall Street, and of thousands of men elsewhere who see only dollars coming to them through the handling of stocks and bonds that will be necessary in case of war. "Canada and Japan," he says, "are at war, and are more prosperous than ever before."

To whom does war bring prosperity? Not to the soldier who for the munificent compensation of \$16 per month shoulders his musket and goes into the trench, there to shed his blood and to die if necessary; not to the brokenhearted widow who waits for the return of the mangled body of her

husband; not to the mother who weeps at the death of her brave boy; not to the little children who shiver with cold; not to the babe who suffers from hunger; nor to the millions of mothers and daughters who carry broken hearts to their graves. War brings no prosperity to the great mass of common and patriotic citizens. It increases the cost of living of those who toil and those who already must strain every effort to keep soul and body together. War brings prosperity to the stock gambler on Wall Street—to those who are already in possession of more wealth than can be realized or enjoyed.

Again this writer says that if we cannot get war, "it is nevertheless good opinion that the preparedness program will compensate in good measure for the loss of the stimulus of actual war." That is, if we cannot get war, let us go as far in that direction as possible. If we cannot get war, let us cry for additional ships, additional guns, additional munitions, and everything else that will have a tendency to bring us as near as possible to the verge of war. And if war comes, do such men as these shoulder the musket and go into the trenches?

Their object in having war and in preparing for war is to make money. Human suffering and the sacrifice of human life are necessary, but Wall Street considers only the dollars and the cents. The men who do the fighting, the people who make the sacrifices are the ones who will not be counted in the measure of this great prosperity that he depicts. The stockbrokers would not, of course, go to war because the very object they have in bringing on the war is profit, and therefore they must remain in their Wall Street offices in order to share in that great prosperity which they say war will bring. The volunteer officer, even the drafting officer, will not find them. They will be concealed in their palatial offices on Wall Street, sitting behind mahogany desks, covered up with clipped coupons—coupons soiled with the sweat of honest toil, coupons stained with mothers' tears, coupons dyed in the lifeblood of their fellowmen.

We are taking a step today that is fraught with untold danger. We are going into war upon the command of gold. We are going to run the risk of sacrificing millions of our countrymen's lives in order that other countrymen may coin their lifeblood into money. And even if we do not cross the Atlantic and go into the trenches, we are going to pile up a debt that the tolling masses that shall come many generations after us will have to pay. Unborn millions will bend their backs in toil in order to pay for the terrible step we are now about to take.

We are about to do the bidding of wealth's terrible mandate. By our act we will make millions of our countrymen suffer, and the consequences of it may well be that millions of our brethren must shed their lifeblood, millions of brokenhearted women must weep, millions of children must suffer with cold, and millions of babes must die from hunger, and all because we want to preserve the commercial right of American citizens to deliver munitions of war to belligerent nations.

Lesson # 2

Food Administration Poster Analysis

Cliff Cromwell -- Lake Forest High School

Lesson Description: This is a primary source activity. The students will use American World War I propaganda posters to evaluate how individual citizens were encouraged to support the war effort. Students will work both individually and cooperatively during the course of this lesson. Students must be able to interpret both written and visual primary sources to understand history. This activity will introduce students to numerous visual primary sources, and will require the students to evaluate the posters based up its illustrations, colors, and use of symbols and words. Point of view, stereotypes and bias will also be used in the students' analysis

Time Required: 2-3 days

Essential Question Addressed: How did the government involve the population with helping win the war from their own home?

Enduring Understanding: Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

Materials: Poster Analysis handout
Sample Teacher Analysis
Posters Document (Electronic format)
Formative Assessment Rubric

Procedures: This lesson can be used individually or as a cooperative lesson to suit the particular classroom makeup.

1. Introduce the concept of the Food Administration during WWI. Explain to students that one approach taken by the Food Administration to meet its objectives was the development of an extensive advertising campaign.
2. Distribute copies of the featured documents to each student and make a transparency or display a sample to the class of the **Poster Analysis handout**.
3. Lead a class analysis of poster number 1. A teacher sample is included with this lesson. Encouraging students to respond to each of the worksheet questions. The lesson will work best if each the student or group of students has access to a computer, so they may view the posters as they appear in the document. If this is not possible then color transparencies will need to be used or an Elmo like device to project the images in the classroom.
4. Assign to each group or individual student a number of posters to analyze. The number assigned is best up to the teacher to determine. (There are 18 posters in the document to assign) Each poster should have a completed analysis form to be turned in at the conclusion of the lesson.

5. Students will now use their analysis' forms to explain some of the posters as they are projected in the classroom. The number of posters that are reviewed is up to the teacher and as time allows. This will allow the teacher to assess the knowledge of the students to determine the effectiveness of the lessons at this point.
6. The teacher may encourage the students to compare the similarities and differences between the posters.

Debrief: In conclusion, allow the whole class to discuss the activity. Which poster provoked the strongest response in each group? Why? How were illustrations, colors, symbols and words used to communicate the intended message? Were the posters effective? Why or why not?

Formative Assessment (“Check for Understanding”):

Assign students to design a poster for the U.S. Food Administration that conveys the emotions they believe most likely to result in an American's responding by saving food.

The students will create a Food Administration propaganda poster. The poster must be drawn on an 8 ½ x 11 sheet of paper and will be graded on the student's use of color, images and words. Neatness will also factor into the final grade. The student is also to complete an analysis of their own poster explaining all the elements (color, symbols used, text) used to achieve their goal of helping the war effort. Collect their analysis for grading and display the posters around the classroom.

Poster Analysis

Name _____

1. What is your immediate reaction upon seeing this poster for the first time? Appealing? Shocking?

What emotions (if any) does it bring forth in you? Explain

This poster is depicting an iconic Mother figure. The emotion is one of fulfillment.

2. Is the government agency or private corporation that created this poster mentioned?

yes no

If yes, which one?

US Food Administration.

3. What colors are mainly used? ***Red White and Blue***

Do these colors have symbolic value? yes no If yes, describe

The Colors of the United States.

4. Describe any symbols used in the poster and explain what each one represents:

• ***Miss Liberty*** - ***Concept of the United States of America and Liberty***

• ***Dress*** - ***Costume of the symbol of America.....like Uncle Sam's***

• ***Font Color*** - ***The muted Red color and the blue color for the copy***

• _____ - _____

• _____ - _____

• _____ - _____

5. Are any slogans or phrases included? yes no

If yes, explain

The phrase "Be Patriotic" is used to instill a desire for people to help their country at this time of struggle.

6. What are the main messages of this poster? Is it: (check all that apply)

seeking your support for soldiers and sailors?

asking you to do your part on the home front?

intending to stir up negative feelings toward the enemy soldier and nation?

other _____

7. Describe how the poster brings out the message(s). Illustrations? Colors? Symbols? Words?

The poster has little to distract the viewer from the central figure, Lady Liberty. The open arms of this mother figure is pulling in the viewer and the statement to be patriotic is driving an emotional response that you will not want to let down your country.

8. As a result of seeing this poster, what action do you think the poster's creator hopes you will take?

They will want you to sign the food pledge form and to start saving on your food consumption to help the war effort.

9. In your judgment, is this a good war propaganda poster? Why or why not? Does it get its message across clearly? Is it appealing? Easy to understand? Justify your answer with supporting details.

This is a simple but powerful poster. There is not distraction and the message is short and sweet. It uses only 10 words and does not dilute the message. It is pulling at your emotions to be patriotic and your desire to help your country. Lady Liberty is using a standard "mother like" position to aid the transfer of the emotion. It is not asking for the person to sacrifice too much.

Poster Analysis

Name _____

1. What is your immediate reaction upon seeing this poster for the first time? Appealing? Shocking?

What emotions (if any) does it bring forth in you? Explain _____

2. Is the government agency or private corporation that created this poster mentioned?

_____ yes _____ no

If yes, which one? _____

3. What colors are mainly used? _____

Do these colors have symbolic value? _____ yes _____ no If yes, describe

4. Describe any symbols used in the poster and explain what each one represents:

- _____ - _____
- _____ - _____
- _____ - _____
- _____ - _____
- _____ - _____
- _____ - _____

5. Are any slogans or phrases included? _____ yes _____ no

If yes, explain _____

6. What are the main messages of this poster? Is it: (check all that apply)

_____ seeking your support for soldiers and sailors?

_____ asking you to do your part on the home front?

_____ intending to stir up negative feelings toward the enemy soldier and nation?

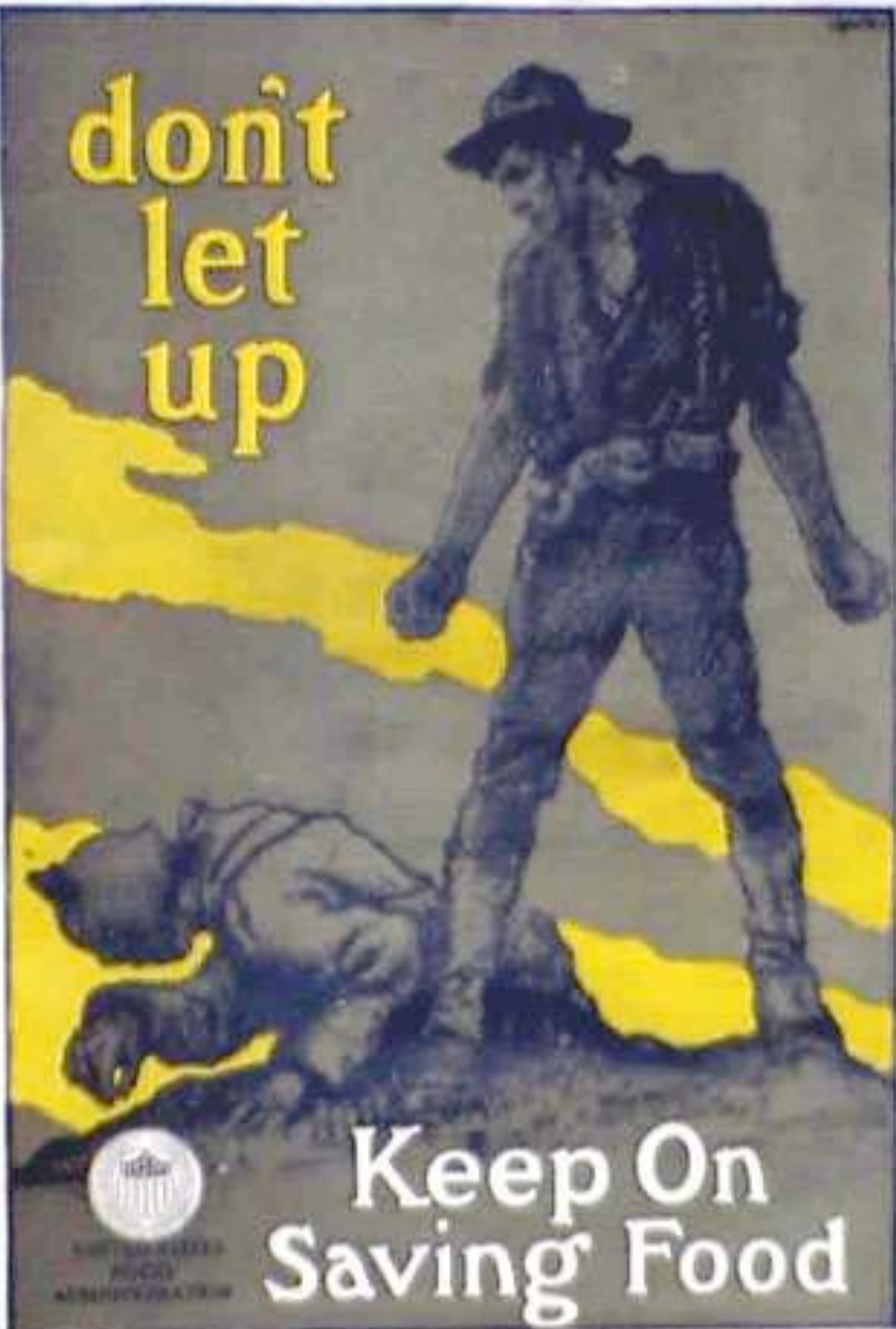
_____ other _____

Poster #1



Poster #2

don't
let
up



Keep On
Saving Food



UNITED STATES
FOOD
ADMINISTRATION

Poster #3



Poster #4

CORN

THE FOOD OF THE NATION

SERVE SOME WAY
EVERY MEAL

APPETIZING
NOURISHING
ECONOMICAL



Lloyd
Harrison

UNITED STATES FOOD ADMINISTRATION

Poster #5



Save a loaf
a week
help win
the war

18/05/

U. S. FOOD ADMINISTRATION

Approved by the U. S. Food Administration

Poster #6



Poster #7



FOOD WILL WIN THE WAR

You came here seeking Freedom
You must now help to preserve it

WHEAT is needed for the allies
Waste nothing

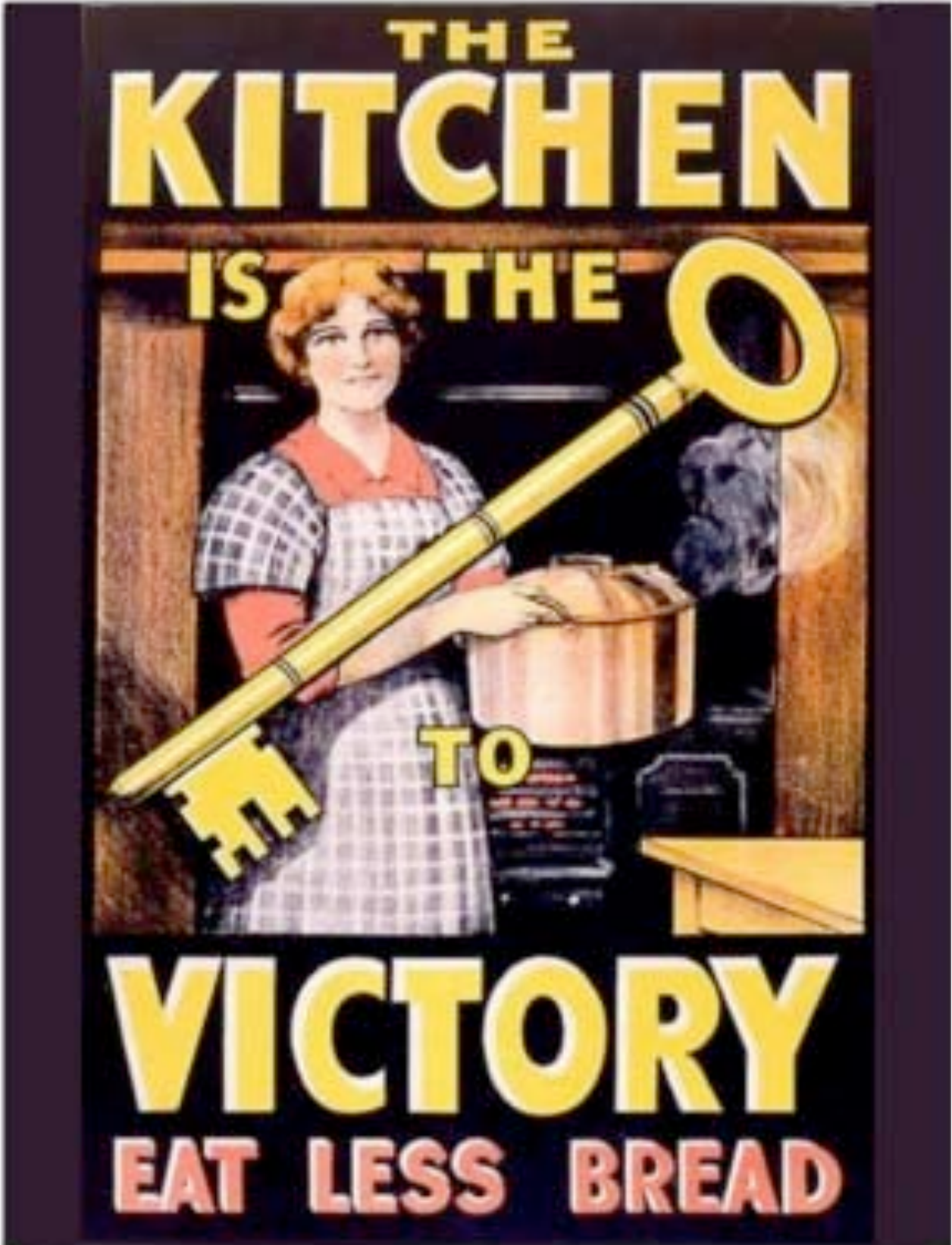


UNITED STATES FOOD ADMINISTRATION

Poster #8



Poster #9



Poster #10

*The Spirit
of '18*



The World Cry

Food

Keep the Home Garden going



UNITED STATES FOOD

ADMINISTRATION

No. 24

W. P. M. C. K. E. E.

Poster #11

Eat Cane Syrup & Molasses

SUGAR

Save Sugar
By Using Best
LOUISIANA MOLASSES
and **SUGAR CANE SYRUP**

LUNA-FOUR
UNITED STATES FOOD ADMINISTRATION

Poster #12

What are YOU doing?

THE KAISER IS CANNED - CAN FOOD

CAN
Vegetables
Fruit AND
the Kaiser too

Write for Free Book to
NATIONAL WAR GARDEN COMMISSION
WASHINGTON, D. C.

Charles Lathrop Pack, Designer
F. E. Billingsley, Illustrator

LATHROP

A POSTER WHICH WAS USED FIRST IN 1916 AND WHICH AMENDED FOLLOWING GERMANY'S DEFEAT WAS ALSO FORCEFUL IN 1919

Poster #13



BEAT GERMANY

Support **EVERY FLAG**
that opposes Prussianism

Eat less of the food Fighters need
DENY yourself something

WASTE NOTHING



**UNITED STATES
FOOD
ADMINISTRATION**

Poster #14

Will you have a part in Victory?



"Every Garden a Munition Plant"

Charles Lathrop Peck, Designer
THIS POSTER, USED IN 1918, AND WITH DIFFERENT SLOGANS IN 1919, WAS POPULAR WHEREVER IT APPEARED AND DID MUCH TO EXTEND THE WAR GARDEN MOVEMENT

Poster #15



Poster #16

The Fruits of Victory



Write for Free Book to
National War Garden Commission
Washington, D. C.

Charles Lathrop Pack, President

P. S. Ridsdale, Secretary

Poster # 17

Get behind


the Girl he left behind him




Join the land army

Poster #18

THIS STORE IS PLEDGED TO CONFORM TO THE
SUGAR REGULATIONS OF THE U.S. FOOD ADMINISTRATION



Your Sugar Ration is 2 lbs. per month



AMERICA'S VOLUNTARY RATION
ENGLAND'S COMPULSORY RATION

FRANCE'S COMPULSORY RATION

ITALY'S COMPULSORY RATION

We must confine our consumption of Sugar
to not more than 2 lbs. per person per month
in order to provide a restricted ration
to England, France and Italy.

Poster #19



Poster #20



**Victory is a
Question of Stamina**
**Send - the Wheat
Meat · Fats · Sugar**
the fuel for Fighters

UNITED STATES FOOD ADMINISTRATION

Poster # 21

LIBERTY SOWING the SEEDS of VICTORY



Write for Free Books to
NATIONAL WAR GARDEN COMMISSION
WASHINGTON, D.C.

Charles Lathrop Pack, President

P.S. Ridsdille, Secretary

Poster #22



Eat less

and let us be
thankful that
we have enough
to share with
those who fight
for freedom



UNITED STATES FOOD ADMINISTRATION

Poster # 23



HUNGER

For three years America has fought starvation *in Belgium*

Will you *Eat less* — wheat
meat — fats and sugar
that we may still send
food in ship loads?



UNITED STATES FOOD ADMINISTRATION

Poster # 24



JOIN THE UNITED- STATES SCHOOL GARDEN ARMY

ENLIST NOW

Write to The United States School Garden Army,
Bureau of Education, Department of Interior, Washington, D.C.

Poster # 25

FOOD FOR FRANCE



F. H. M. M.

Poster # 26

UNITED STATES
FOOD ADMINISTRATION

E. Fisher

Sugar *means* Ships

*The Consumption of
Sugar Sweetened Drinks
Must be Reduced.*

For your beverages **400** million lbs. of sugar were imported in ***Ships*** last year. Every ***Ship*** is needed to carry soldiers and supplies ***now***.

Poster #27



Little
AMERICANS
Do your bit

Eat Oatmeal-Corn meal mush-
Hominy - other corn cereals -
and Rice with milk.

Save the wheat for our soldiers.

Leave nothing on your plate



UNITED STATES FOOD ADMINISTRATION

Poster #28



Food is
Ammunition-
Don't waste it.

UNITED STATES FOOD ADMINISTRATION

Poster # 29

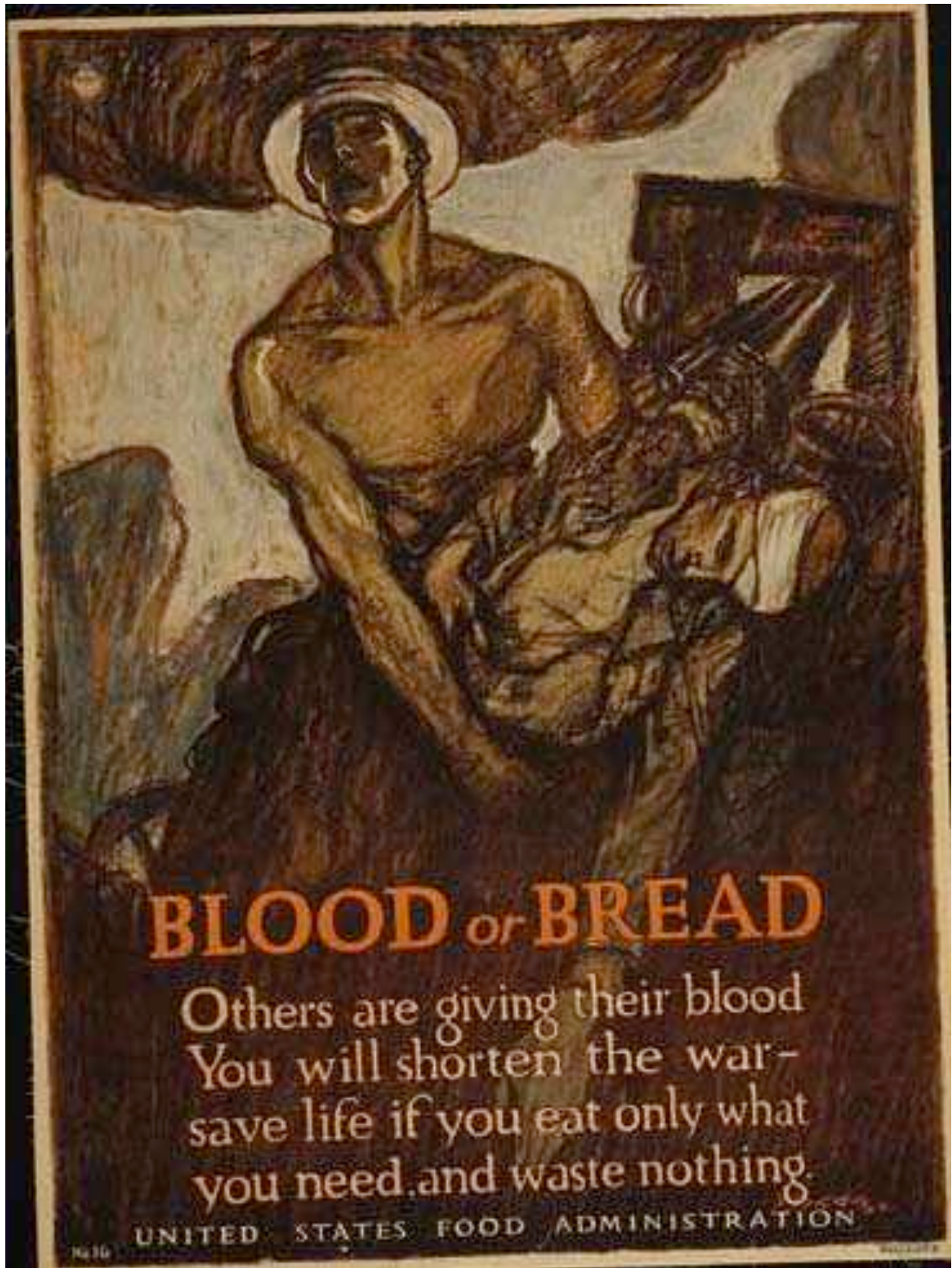


Poster # 30

Free Milk for France



Poster # 31



CATEGORY	7-10 Points	2-6 Points	0-1 Points	Total Points Earned per Category
Topic:	World War I topic is clearly identified on the poster. The topic is clear and well-focused.	World War I topic is evident on the poster, but is not clearly identified.	No World War I topic is identified on the poster.	
Poster Details	The poster includes relevant and historically accurate details to support the poster's message. The poster clearly communicates a persuasive message.	The poster includes supporting details, but some details are lacking in their historical accuracy or relevancy. The poster communicates a persuasive message.	The poster does not include historically accurate or relevant details in support of the poster's message. Little or no persuasion is evident on the poster.	
Grammar and Spelling	The student makes no errors in grammar or spelling that distract the reader from the content of the poster.	The student makes a number of grammatical and spelling errors that minimally distract the reader from the poster's content.	The student makes many grammatical and spelling errors that distract the reader from the poster's content.	
Neatness	The poster uses color, visual images and words to clearly communicate the poster's intended message. The poster is neat and cleanly presented.	The poster makes some use of color, visual images and words to communicate the poster's intended message. The poster is lacking in overall neatness and presentation.	The poster does not use color, visual images or words to communicate the poster's intended message. The poster is messy and is poorly presented.	

TOTAL POINTS EARNED (40 points possible): _____

Did you consider the following unit design principles?

IP – International education perspective

IL – Information Literacy

WR – Workplace readiness/21st century skills

FA – Formative assessment, used to check for understanding

DI- Differentiated Instruction

UDL– Universal Design for Learning

TL – Technology Literacy

Resources and Teaching Tips (Consider the two questions below when completing this section.)

- **What text/print/media/kit/web resources best support this unit?**

Lesson # 3
“Versailles Treaty: A Conflict of Many Interests”

Matt Lindell—Dover High School

Lesson Description: At the end of World War I, the major victors (U.S., Great Britain, and France) and their allies (Japan, Italy, and Russia) met at Versailles to decide what to do with the nations of Germany, Austria-Hungary, and Turkey. Each of these nations came into the conference with their own motives and agendas. For example, the U.S. sought peace that would end future wars while France wanted revenge upon Germany and sought to diminish their power. Meanwhile, Germany did not see itself as the loser of the war since when the war ended the German Army was still in foreign territory. Countries like Italy and Japan expected to be well compensated for their role in the war as well. In this activity, students will revisit the difficulties of this peace conference and gain a better understanding as to why the treaty turned out the way that it did which would lead to future conflict among these nations. Students will take a role of a particular nation in this conference and they will research their nations wants and needs at the conclusion of World War I and they will press for terms that best suit their interests. Moreover, students will be able to rely on their knowledge of what they have already studied about these nations in the World War I unit to better aid their arguments in this Versailles Treaty Simulation.

Time Required: 8 days

Essential Question Addressed: What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read? Does differentiating between fact and interpretation matter?

Enduring Understanding: Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.

Materials:

Handout #1—Versailles Treaty Simulation and Questions

Handout #2—Library Research Aid for Research

Handout # 3---Settlement Goals Sheet for each group

Handout #4---Debate Rules, Procedure, and Instructions

Settlement Goals Teacher Grade Sheet

Table Flags that represent each of the nations involved in the Versailles Treaty discussions

Copy of Actual Versailles Treaty (can be found on the Internet)

Procedures:

1. Provide students with Handout #1—Versailles Treaty Simulation and Questions. Explain to students that they will be taking on roles of the nations involved in the Versailles Treaty at the end of World War I, and they will be designing the treaty. There are four issues/conferences that

will take a day each to debate. Some nations may bargain away certain issues that are unimportant to them in order to gain what they want in one of the future conferences.

2. Assign the following countries to students in groups of 4: Russia, Japan, U.S., Great Britain, France, Italy, Germany, Austria-Hungary, and Ottoman Empire (Turkey).

3. Once countries are assigned let students know that they will each have a varying degree of influence on the proceedings especially when it comes to voting on proposals. Votes allotted are broken down in the following manner:

U.S., Great Britain, and France—1 vote for each

Italy, Russia, and Japan-----1/2 vote each

Germany, Austria-Hungary, and Ottoman Empire (Turkey)—0 votes each

4. After studying World War I, students will go to the library for two days and research what each country will be asking for using the conference questions provided in Handout #1. Tell students that they are NOT to look up the actual treaty---all decisions should be made from studying the period prior and their own research. As an added help, provide students with Handout #2—Versailles Library Research Aid which provides questions that will help students gather facts to support their arguments when the debate to put the treaty together takes place. Some coaching of the countries may be needed. Here are some examples:

- a. France—their main focus for this conference is going to be REVENGE. They want Germany to be crushed and suffer. Their reparations will be high and their demands will often be unreasonable.
- b. G.B. sees the need to be fair—they will try to be the calming influence on France.
- c. U.S. wants above all to get the League of Nations passed (Conference #4). They will negotiate what they need to do in order to secure the vote for this.

5. Also, during the library research days provide students with Handout #3 Settlement Goals. Each nation will be required to complete this based on each of the four conferences, and they will turn a copy in to the teacher, so the teacher can determine how successful each group was in meeting its goals, which is a part of the assignment.

6. On the subject of grading remind students that they are seeking to accumulate diplomatic points which are earned when their nation achieves their goals on particular issues. Remind students that 4 votes are need to approve any item, so the U.S., France, and Great Britain cannot totally run the show without getting support from Russia, Italy, or Japan. Each conference will take one day as one conference represents one issue to be discussed on that given day.

7. Before the debate portion of the activity begins, provide students with Handout #4—Rules of Debate. Explain to the students that there are time limits given to each delegation to make its case along with time for others to comment and add their thoughts to those ideas presented. Time allotted to each nation is based on their status at the end of World War I; for example, each winning delegation gets 2 minutes to speak while the other delegations get only one minute to speak. Make sure you go over each part with the students so they understand how a debate works for this activity the teacher may want to take the role of chair to ensure things move

smoothly. Remind them that 4 votes are needed to add items to the treaty and there is a penalty for each nation of 5 diplomatic points when the students cannot get 4 votes to address the question of a conference. At this time, the teacher should already have a copy of Handout 3 from each group so the teacher can evaluate the success of each delegation in achieving their stated goals for the each conference. Note: To earn an A you do not have to achieve every goal on your sheet as this activity is more about the skill of negotiation and the frustration that comes with it to get at least a part of what you want.

8. For the debate you will want to have the nine flags that represent each of these nations put as well as the name of the country that they are representing at the conference.

9. The teacher will want to keep track of the demands of the countries. I have found the best way to do this is to type the demands on the computer and display them on the LCD or TV, so once the vote is called (sometimes students like to do line item votes) the students have a clear idea on what they are voting for or against. The teacher should save each conference this way with the results, so at the end of the activity the teacher can publish the class results and students can compare it to the actual treaty.

10. After the lesson, the teacher will calculate what side was able to achieve most of its goals by using the teacher settlement goal sheet where the teacher will match the goals submitted by the students before the debate to the actual outcome of the debate/treaty in class.

Debrief: The teacher will revisit the essential question: What is the evidence for this argument? Is that *all* the evidence, or just what the author wanted me to read? Does differentiating between fact and interpretation matter? The teacher should make reference to the persuasiveness of each side during the in-class Versailles Treaty development as well as the facts that each group presented in order to get what they wanted. A discussion of the sources that students used may be warranted here as well.

Formative Assessment (“Check for Understanding”): The students will write a short essay comparing the in class version of the Versailles Treaty to the actual Versailles Treaty. In the essay, they will want to explain why there are any differences between the two documents and what might have led to such different or similar conclusions.

VERSAILLES TREATY SIMULATION—HANDOUT #1

NAME: _____

You have been assigned to the _____ delegation to the Versailles Conference for the purpose of drafting and agreeing to a permanent treaty to end the tension in Europe and the rest of the world.

Your delegation will have _____ vote in all proceedings.

Your delegation should research the questions attached to be settled for each conference and take the positions that the nation you represent would have probably taken during this period. The defeated powers should prepare proposals to present the victors to bring about as humane a treaty as possible. These nations have no vote.

Prior to each conference (where each nation debates the issues) each delegation will complete the “Settlement Goals” form for that conference and turn it in to the teacher. You will be evaluated on the basis of what you strive to accomplish and what you actually accomplish. Diplomatic Points will be awarded to those who are successful in carrying out their goals in the conference agreements.

A decision must be made on all questions to be settled. Failure to reach a decision will result in a fine of 5 Diplomatic Points for all **voting** nations. As decisions are reached they will be recorded by a representative. Four votes are necessary to bring about agreement on all issues.

Research Questions

Conference #1 (United States chairs)

1. Should any European territory of Germany, Austria-Hungary, or Turkey be transferred to any other country or should any new country be created from any of the former central powers?
2. Should any overseas territory of German, Austria-Hungary, or Turkey be transferred to any other country?

Goals:

Conference #2 (England chairs)

1. Should heavy industry (the type that produces military equipment) be limited in the former central powers?
2. Should all trade and tariff barriers be eliminated? If so, to what extent?
3. Should reparations be paid by the central powers to the victimized allies? If so, how much and how long should the former central powers have to pay these reparations?

Goals:

Conference #3 (France chairs)

1. Should the former central powers be allowed any military capability?
2. Should all nations have freedom of the seas? (The right to go anywhere in peace or war).
3. Should there be worldwide disarmament? (No standing armies, destruction of all offensive weapons, no weapons of war to be further produced.

Goals:

Conference #4 (Italy chairs)

1. Should there be a worldwide supervisory body to enforce terms of this treated and to serve as a permanent peach keeping body?
2. If so, how should it be structured.

Goals:

Research Aid for Versailles Treaty—HANDOUT #2

Here's what you should look up:

Total war dead for your country	
Total injured or missing for your country	
Cost to property/businesses etc for your country	
Lands you own on the continent	
Lands you own outside the continent	
Lands that the Central Powers had gained on the continent during the war	
Lands that the Central Powers had gained or owned outside the continent	

After doing this basic research – decide if your country would like any or all of the following and be specific as to what they are:

Reparations (payments) in \$\$	
Reparations (payments) in kind	
Land on the continent	
Land outside the continent	

Answer the following questions to help you decide trade agreements:

What types of exports did the Central powers send to your country:	
What imports did you sell to the Central powers:	
What product do the Central Powers have that you might like?	
Should there be any restrictions on the production of certain products?	

The following questions should be considered for military might of all involved:

What is an appropriate size for men in uniform for the Central Powers?	
What is an appropriate size for men in uniform for your country	
Size of Air Force? (how many planes?)	
How many ships? U-boats?	

SETTLEMENT GOALS—HANDOUT #3

Delegation: _____

Conference #1: Domestic & Overseas Territory

Conference #2: Industry, Trade & Reparations

Conference #3: Military & Disarmament

Conference #4: League of Nations

DEBATE STRUCTURE—HANDOUT #4

Structured Debate:

1. Structured Debate: Each “winning” delegation member will get 2 minutes to speak. Each member of the other delegations will get 1 minute.
2. No interruptions may be made during delegates' speeches.
3. If you have extra time you may do one of two things:
 - Yield your time to the Chair - who may do whatever he/she wants with the time.
 - Yield your time to questions - where anyone who has a question maybe ask it during the remainder of the time.

Points and Motions:

1. There will be a total of 10 minutes allotted for questions or comments. If you would like to make a point, you must raise your placard and be recognized by the Chair. Questions and comments WILL be addressed in the following ways:
 - Point of Inquiry: This is basically saying "I have a question"
 - Point of Information: Here you are asking a delegate to restate a comment that he/she already made.
 - Point of Motion: This is where you will ask for a vote to be taken.

General Information:

1. All delegates will be referred to as Mr./Ms. Delegate.
2. No comments may be made from anyone in the audience - there will be a time when the audience is allowed to ask questions.
3. Conduct yourself with the up most respect and treat every delegate with respect.
4. Follow all rules and instructions from the chair.

Chair Instructions

1. Maintain the clock.
2. Make sure that points are done correctly.
3. Make sure that the structure of the debate is maintained.
4. Call for the vote.

SETTLEMENT GOALS—TEACHER GRADE SHEET

Conference # _____

Country: _____

Goals desired:	Goals achieved by Conference:

TOTAL DIPLOMATIC POINTS EARNED: