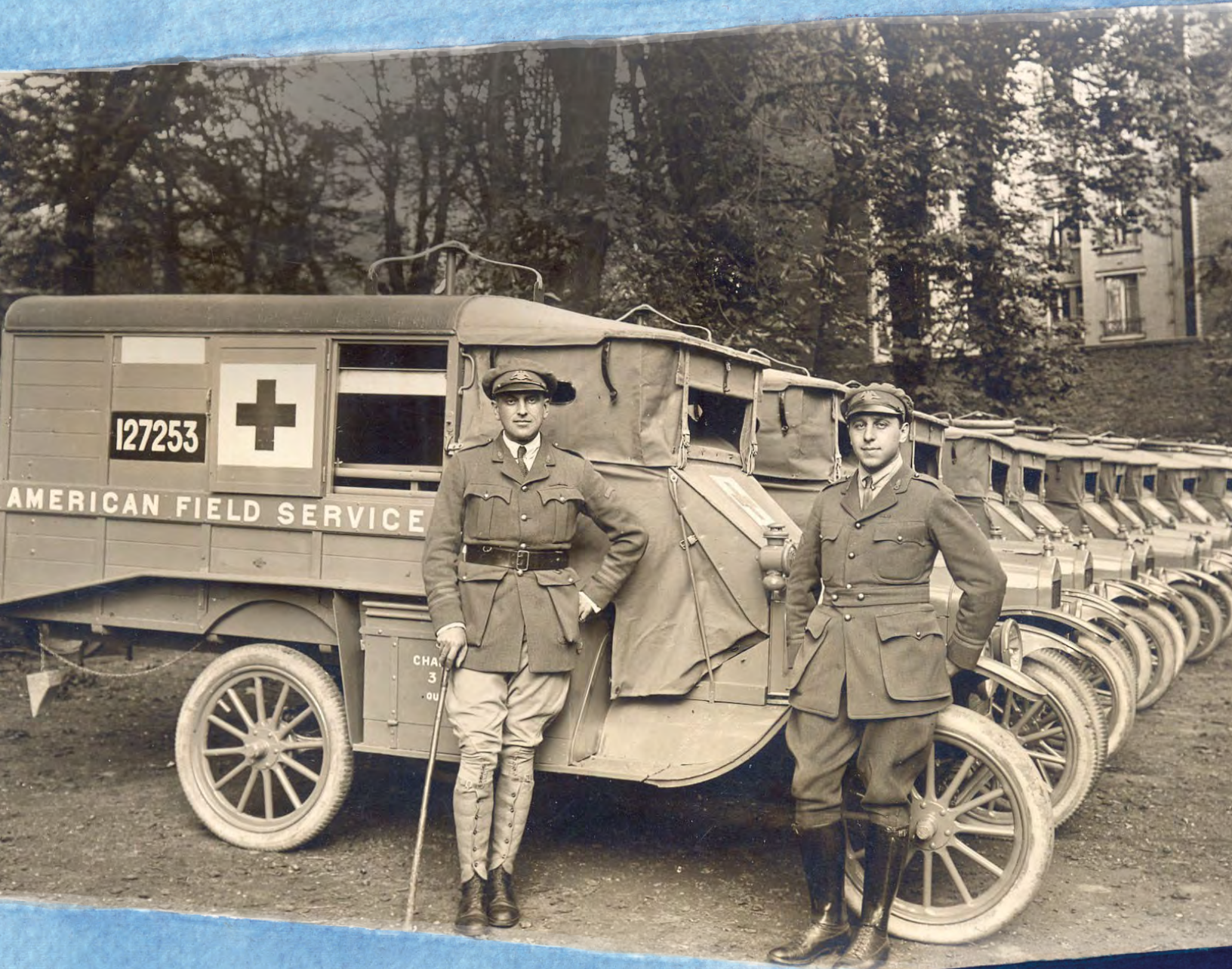




THE Volunteers

Americans Join World War I, 1914-1919

CURRICULUM





Connecting lives. Sharing cultures.

Dear Educator,

Welcome to ***The Volunteers: Americans Join World War I, 1914-1919 Curriculum!***

Please join us in celebrating the release of this unique and relevant curriculum about U.S. American volunteers in World War I and how volunteerism is a key component of global competence and active citizenship education today. These free, Common Core and UNESCO Global Learning-aligned secondary school lesson plans explore the motivations behind why people volunteer. They also examine characteristics of humanitarian organizations, and encourage young people to consider volunteering today.

AFS Intercultural Programs created this curriculum in part to commemorate the 100 year history of AFS, founded in 1915 as a volunteer U.S. American ambulance corps serving alongside the French military during the period of U.S. neutrality. Today, AFS Intercultural Programs is a non-profit, intercultural learning and student exchange organization dedicated to creating active global citizens in today's world.

The curriculum was created by AFS Intercultural Programs, together with a distinguished Curriculum Development Committee of historians, educators, and archivists. The lesson plans were developed in partnership with the National World War I Museum and Memorial and the curriculum specialists at Primary Source, a non-profit resource center dedicated to advancing global education. We are honored to have received endorsement for the project from the United States World War I Centennial Commission.

We would like to thank the AFS volunteers, staff, educators, and many others who have supported the development of this curriculum and whose daily work advances the AFS mission. We encourage secondary school teachers around the world to adapt these lesson plans to fit their classroom needs- lessons can be applied in many different national contexts. The curriculum is meant to help students learn more about the volunteer efforts of young people during World War I, and inspire them to become active global citizens today.

Warm regards,



A handwritten signature in black ink that reads 'Vincenzo Morlini'.

Vincenzo Morlini
President and CEO



A handwritten signature in black ink that reads 'Melissa Liles'.

Melissa Liles
Chief Education Officer



A handwritten signature in black ink that reads 'Nicole Milano'.

Nicole Milano
Head Archivist and Historical
Publications Editor

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WWI MUSEUM
AND MEMORIAL



**PRIMARY
SOURCE**

Global learning matters.

Cover Photograph

AFS Founder and Inspector General A. Piatt Andrew and Assistant Inspector General Stephen Galatti at the AFS headquarters in Paris, France in 1917.
Photograph by H.C. Ellis. Courtesy of the Archives of the American Field Service and AFS Intercultural Programs.

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AFS INTERCULTURAL PROGRAMS



AFS Intercultural Programs began as the American Ambulance Field Service (later known as the American Field Service or AFS), a voluntary ambulance and *camion* (truck) organization which emerged soon after the outbreak of World War I under the leadership of A. Piatt Andrew, a former director of the U.S. Mint. In April 1915 Andrew negotiated an agreement with the French military to have units of American ambulance drivers serve closer to the front lines of battle. The 2,500 AFS volunteers participated in every major French battle, carrying supplies and more than 500,000 casualties.

After the war ended, the AFS volunteers established an AFS Association to coordinate reunions and to administer the AFS Fellowships for French Universities program. The AFS Fellowships program ultimately funded 222 students to travel to and from France for advanced graduate study by the time it was discontinued in 1952.

AFS was reactivated at the start of World War II by Stephen Galatti, who had been an AFS ambulance driver and Assistant Inspector General during World War I. By the end of the war, 2,196 volunteers served in France, North Africa, the Middle East, Italy, Germany, India, and Burma, carrying more than 700,000 casualties.

In 1946 AFS volunteers from both World Wars assembled in New York City to discuss the future of the organization. Under the leadership of Galatti, they launched a secondary school student exchange program that they hoped would maintain and strengthen the international friendships they fostered during their wartime humanitarian work. The first AFS secondary school students arrived in the U.S. in 1947 on a scholarship program. In 1950 the Americans Abroad (AA) Summer Program was initiated, allowing U.S. American high school students to go abroad through AFS, and by 1957 AA students



had the option to spend several months abroad during the fall and attend foreign schools. In 1971, the AFS Multinational Program began, allowing students to travel to and from countries other than the United States. The AFS Programs continued to diversify over the years by adding community service projects and teacher exchange programs, and the number of participating countries rose steadily.

In February 1984 the Workshop on Intercultural Learning Content and Quality Standards affirmed AFS's commitment to intercultural learning and formally defined its Educational Goals. These 16 Educational Goals continue to define the educational approach, guide ongoing practices, and set AFS apart as a unique educational program.

Research efforts focusing on achieving a deeper understanding of the impact of exchange programs continued in the 21st century, from the cutting-edge Assessment of the Impact of the AFS Study Abroad

Experience study in 2005, to the AFS Long Term Impact Study in 2006. Building on these research results, the AFS Intercultural Link Learning Program launched in 2011. The purpose of this multi-step training and assessment program is to enable volunteers and staff worldwide to better support AFS students, families, and schools in the learning process.

Today, AFS is a global community of more than 50 partner organizations that support intercultural learning and promote active global citizenship education, primarily through exchange programs. AFS is dedicated to building an inclusive community of global citizens determined to build bridges among cultures as it moves into its second century.

Visit www.afs.org to learn more!

Photographs
(page 2) AFS ambulance drivers in Paris, France in 1917. *Photograph by O. King.*
(page 3) Participants of the 100 Years Young! AFS Youth Workshop & Symposium held in Paris, France in 2014. *Photograph by Incorp Agency/Guillaume Deperrois.*
Courtesy of the Archives of the American Field Service and AFS Intercultural Programs.

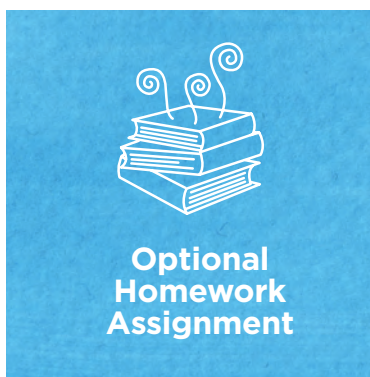
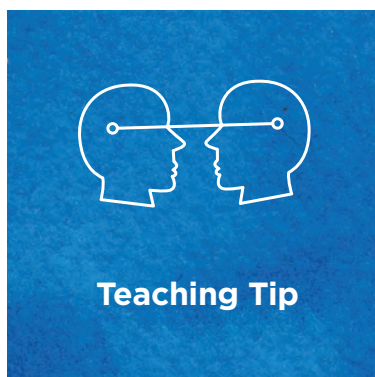
ABOUT THE CURRICULUM

Twenty-two lesson plans are made available through the following six topics:

- 1| U.S. American Volunteers in World War I, 1914-1917
- 2| U.S. American Women's Volunteerism and Suffrage in World War I
- 3| Diversity and Debate on the U.S. Home Front During the "European War"
- 4| Lost Generation Artists and Writers as World War I Volunteers
- 5| Humanitarian International Relief: A Legacy of Great War Volunteerism
- 6| Young People, Volunteerism, and Global Citizenship: From World War I to the Present

Within each topic you will encounter and work with the following components:

- An **Overview** containing **Essential Questions** that frame the issues behind the topic; **Objectives** for student learning; **United States** and **International Curriculum Standards** for measuring **Assessment**; and estimated **Time** and necessary **Materials** needed to complete the lesson plans in each topic.
- A **Background Essay** written by a specialist and providing insight and context for the lesson plans. The essay can be read by both students and educators.
- **Instructions** for each lesson plan, including an **Activator** that elicits students' prior knowledge and serves to engage students in an underlying theme or question, helping to bridge between past and present and demonstrating the global learning implications of the historical material at hand; the **Lesson** or **Lessons**, which include handouts, questions for reflection and discussion, and tasks for students to complete using a wide array of unique primary sources; and an **Extension Activity** that engages students in global citizenship education, and complements, deepens, or extends learning of the historical topic, including through immersion in research tasks or presentations that can be adapted to the needs of your class or those of individual students.
- **Attachments** which can be used as lesson plan handouts. Additionally, each topic directs you to a curated collection of maps, articles, websites, books, and videos to support and enrich your teaching, found in the Resources section of the **Teacher Toolkit** at thevolunteers.afs.org/resources.
- Color-coded **Tips**, which will help to enhance your teaching experience, adapt activities to the global classroom, and provide optional, related homework assignments for students:





TOPIC 3

DIVERSITY AND DEBATE ON THE U.S. HOME FRONT DURING THE “EUROPEAN WAR”

Although Woodrow Wilson urged Americans to remain “impartial in thought as well as in action” at the start of World War I in Europe, many people living in the United States identified with the combatants and sought to shape public opinion about the war. In this topic, designed for secondary schools, students will look at how Americans supported pro-Allied or pro-Central Powers positions and consider what was at stake, what citizens thought the U.S. should do, how the two camps sought to influence public opinion, and the role war front volunteers played in shaping the debate at home.

This topic is divided into three interrelated lesson plans that could be taught independently or as a whole, depending upon grade level, instructional objectives, and time:

1. Activator, *Trans-national America*
2. Lesson, *Influencing Public Opinion on the Central and Allied Powers*
3. Extension Activity, *Exploring Local Discourse through Archival Research*

TABLE OF CONTENTS

2 Overview

- 2 Essential Questions
- 2 Objectives
- 2 Standards: United States
- 3 Standards: International
- 3 Assessment
- 3 Time
- 3 Materials

5 Background Essay

6 Instructions

- 6 Activator
- 8 Lesson
- 10 Extension Activity

12 Attachments

Photograph

Vaudeville performers The Dolly Sisters (twins Rosika and Jansci Deutsch) selling tickets at the Allied Bazaar Ticket Day in New York City on June 1, 1916. George Grantham Bain Collection, Courtesy of the Library of Congress.

OVERVIEW

ESSENTIAL QUESTIONS

1. In a multi-ethnic society that encompasses adversaries in a foreign war, how are decisions about war participation made?
2. How did various ethnic communities and interest groups in the U.S. respond to the European War and engage in war-related voluntary activities? What techniques and arguments did partisans develop to urge the nation toward the side of the Allies or Central Powers?
3. How did the discourse about war play out in local communities?

OBJECTIVES

1. Students will be able to identify the arguments that some U.S. Americans made in support of the Allied and Central Powers and the role that volunteers played in those campaigns prior to United States entry in World War I through an analysis of primary source texts.
2. Students will be able to construct a claim about public discourse during the U.S. neutrality period and use evidence from primary and secondary sources to evaluate and support their claim in writing.
3. Students will be able to access and utilize a digital newspaper archive to conduct historical research on public discourse during World War I in their own communities and create a piece of argumentative or informative writing.

STANDARDS: UNITED STATES

National Center for History in the Schools, National History Standards

U.S. Era 7 - The Emergence of Modern America (1890-1930)

- Standard 2C: The student understands the impact at home and abroad of the United States involvement in World War I.

World Era 8 - Half Century of Crisis & Achievement (1900-1945)

- Standard 2B & 4B: The student understands the global scope, outcome, and human costs of WWI & WWII.

Historical Thinking Standards

- Standard 3: The student compares and contrasts differing sets of ideas.
- Standard 4: The student obtains historical data from a variety of sources.

Common Core Standards: Literacy in History/Social Science, Science, and Technical Subjects, Grades 6-12

- R1: The student reads closely to determine what the text says explicitly and to make logical inferences from it; cites specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R6: The student assesses how point of view or purpose shapes the content and style of a text.
- R7: The student integrates and evaluates content presented in diverse formats and media, including visually and quantitatively, as well as in words.

STANDARDS: INTERNATIONAL

Educators outside the United States should consult their own national standards for comparable content and skills.

UNESCO Global Citizenship Education: Topics and Objectives

Topic: Difference and respect for diversity

Learning objective: Debate on the benefits and challenges of difference and diversity.

- Challenges of living together and what may cause conflict (exclusion, intolerance, stereotypes, discrimination, inequalities, privileges, vested interests, fear, lack of communication, freedom of expression, scarcity of and unequal access to resources).
- How individuals and groups of different identities and membership engage collectively on issues of global concern.

Topic: Actions that can be taken individually and collectively

Learning objective: Examine how individuals and groups have taken action on issues of local, national, and global importance and get engaged in responses to local, national, and global issues.


- Anticipating and analyzing the consequences of actions.
- Identifying benefits, opportunities, and impact of civic engagement.

Learning objective: Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups.

- Personal and shared values, how these may differ and what shapes them.
- Importance of common values (respect, tolerance, solidarity, empathy, caring, equality, inclusion, human dignity) in learning to co-exist peacefully.
- Complex and diverse perspectives and notions of civic identities and membership on global issues or events or through cultural, economic, and political examples (ethnic or religious minorities, refugees, historical legacies of slavery, migration).

ASSESSMENT

Components for assessment include full-class discussions, graphic organizer and small-group discussion, and informational and argumentative writing.




Optional Homework Assignment
The [Background Essay](#) can be assigned as reading homework before the lesson plans begin.

TIME

Three to four 50-minute class periods.

MATERIALS

- Computer lab or laptops for Extension Activity
- Attachments for the Activator and Lesson



Teaching Tip
Visit the [Teacher Toolkit](#) for more information and resources for teaching this topic.

BACKGROUND ESSAY

Diversity and Debate on the U.S. Home Front During the “European War”

By: PD Dr. Axel Jansen

Most American volunteers who entered the war zone in Europe between 1914 and 1917 considered the war a “test of character,” an exciting experience to live up to. Back home in the United States (U.S.), they did not call for American intervention because this would have turned their engagement into citizen duty instead of remaining a personal choice. But they did call for Americans to support France and England privately.

Concerned about preserving peace at home, U.S. President Woodrow Wilson warned Americans that they may become “divided in camps of hostile opinion ... involved in the war itself in impulse and opinion if not in action.” American volunteers supporting England and France provided one perspective. Another came from Americans who preserved ties to European countries at war from which they or their parents had emigrated. The war in Europe thus sparked conflict at home.

Despite President Wilson’s demand that the “United States must be neutral in fact, as well as in name,” volunteers of the first group, those who had supported England or France abroad, returned to America to speak at fundraising events. Feeling increasingly attached to the Allies and their cause, some of them suggested that the Americans aid France and the other Allies in their struggle against Germany and the Central Powers. These volunteers became part of a contentious debate over American neutrality.

Conflicts arose as the war in Europe prompted support for one side or the other not only by elites who could afford to volunteer abroad, but also from immigrants with ties to their former home countries.

After Italy entered the war on the side of the Allies, for example, thousands of Italian Americans from across the U.S. responded to calls for reservists. As they waited to embark for Europe in New York City in 1916, they were supported by the Society for Italian Immigrants. Polish Americans hoped that siding with the Allies would result in an independent Poland. Irish Americans also hoped for an independent homeland, but in doing so, they opposed the British.

German Americans, though, were the nation’s best-organized ethnic group with strong ties to Germany, and both before and after 1917, many in the U.S. questioned their “loyalty.” Early in the war, thousands of reservists flocked to German consulates in U.S. cities to register for service in the German army. Together with supporters of Austria-Hungary, German Americans organized a large bazaar at New York City’s Madison Square Garden in March 1916. The event drew tens of thousands of visitors and raised \$750,000 for the German Red Cross. An event organizer complained to the *New York Times* that there “are thousands in this country who are pro-English and pro-French who blame us former residents of Germany if we express our belief in the Fatherland at this time.” He added “while we are pro-German they are pro-Ally, and why should we not be pro-German while this country of our adoption is not directly involved in the war?” Frequently aware that U.S. neutrality bolstered the German war effort, some German Americans urged the federal government to maintain (and even fortify) its stance of neutrality.

While the Commission for Relief in Belgium (CRB) avoided entanglement with either side in the conflict

in order not to endanger its work, American volunteers fighting in the Allied armies had of course taken sides. Those providing medical or humanitarian relief in France conveyed their pride in aiding the Allied cause. Unlike the American Red Cross (ARC), for example, which sent relief to Germany as well, the American Ambulance Field Service (later known as the American Field Service or AFS) consciously took sides. “I am proud of belonging to an organization which serves France alone,” explained AFS founder A. Piatt Andrew in 1916. In 1915 and 1916, an outpouring of pro-Allied publications, visual images, and events across the country celebrated France as America’s “gallant sister republic.” The celebration of France and of England in the U.S. frequently stood against German Americans or Austrian Americans and their efforts.

American volunteers who supported the Allies came to dominate the debate. Widely distributed films such as *Our American Boys in the European War* were shot by the AFS with the aid of the French government. Competition between American organizations and implicit propaganda on behalf of France reinforced one another. Through publications and interviews, well-known writers such as Edith Wharton and Henry James elicited not just humanitarian aid but an explicit sympathy for the Allied cause.

In the atmosphere of competing camps that Wilson

had sought to prevent, some American volunteers in Europe even called for war-like experiences at home. Before April 1917, supporters of American “preparedness” pressed for an expansion of the U.S. military and the mobilization of recruits into National Guard units that could be called up for war. One organization advocating American readiness for war, the National Security League, arranged war exhibits of airplanes, artillery, tents, field phones, and other belligerent material at the Hotel Astor in New York City. Some associated the prospect of American entry into the war with the assimilation of American immigrant communities. “A large aggregation of people with varying and conflicting ideals, lacking cohesion, does not constitute a nation,” one volunteer leader explained in January 1916.

The U.S. entered the war in April 1917 after Germany—in developments unrelated to the debate in America—broke an earlier diplomatic pledge to Wilson by declaring unrestricted submarine warfare. By that time, American volunteers with the Allies had become associated with a spirit of national integration that ran counter to their ideal of personally seeking out a meaningful challenge—an ideal that had initially steered many of them into service abroad. This explains why some of them felt disappointed when the U.S. entered the war, even if most of them then chose to support their country’s war effort.

INSTRUCTIONS



Activator

Trans-national America

“No reverberatory effect of the great war has caused American public opinion more solicitude than the failure of the ‘melting-pot.’ The discovery of diverse nationalistic feelings among our great alien population has come to most people as an intense shock. It has brought out the unpleasant inconsistencies of our traditional beliefs. We have had to watch hard-hearted old Brahmins virtuously indignant at the spectacle of the immigrant refusing to be melted, while they jeer at patriots like Mary Antin who write about ‘our forefathers.’ We have had to listen to publicists who express themselves as stunned by the evidence of vigorous nationalistic and cultural movements in this country among Germans, Scandinavians, Bohemians, and Poles, while in the same breath they insist that the mien shall be forcibly assimilated to that Anglo-Saxon tradition which they unquestioningly label ‘American.’”

Randolph Bourne, “Trans-national America,” *Atlantic Monthly*, July 1916

Was it possible for a nation comprised of immigrants to truly remain neutral during World War I? This question continued to plague American public discourse throughout the years leading up to the official declaration of war by the United States. In July 1916, Randolph Bourne published his essay “Trans-national America” in *Atlantic Monthly*. Reacting to continued debates between native-born and immigrant com-

Photograph
German reservists marching with American and German flags down Broadway in New York City after the outbreak of World War I.
George Grantham Bain Collection, Courtesy of the Library of Congress.

munities over American intervention in the European war, Bourne argued that it was impossible to ignore ethnic connections to European nations within America, whether those connections were between Northern European Americans and the Allied Powers or newcomer German Americans and the Central Powers.

1. Share the opening paragraph of Bourne’s essay with students. (See lesson attachment: **Trans-national America.**) This is a complex text, and you might have students work in small groups to identify and discuss unfamiliar vocabulary words (defined in the lesson attachment) and attempt to summarize Bourne’s writing in their own words.

2. In small groups or as a whole class, ask students the following questions:

- According to Bourne, how did World War I affect the United States?
- What tensions does Bourne identify within the United States?
- What does the term “melting pot” mean? What does Bourne mean when he describes the melting pot as a “failure”?
- What words does Bourne use to describe native-born Americans? What words does he use to describe immigrants? Does he portray one group in a more positive light than the other group?
- Based on this text, what do you think was happening in the United States at the time Bourne wrote this essay?

3. Provide students with further context about the ethnic tensions within the United States during the neutrality period, depending upon what was discussed as students examined the text. Students should know that the large number of immigrants from Europe living in the United States was a source of tension at the start of the war as many immigrants were concerned about the impact of

the war on their families in their home countries and urged the United States to act on behalf of their native lands. As a result, there was strong support for both the Allied and Central Powers within the United States.



Optional Homework Assignment

As World War I exacerbated ethnic divisions within the United States, Randolph Bourne used the conflict as an opportunity to promote a new concept of American identity. In a 1916 essay, Bourne argued that the conflation of so many nationalities offered an opportunity to create a truly unique and cosmopolitan Americanism that celebrated and incorporated trans-national identities. Bourne’s essay represented a radical departure from contemporary views of immigration. Have students read Bourne’s entire essay, “Trans-national America.” Ask students to provide a written response to the following questions: According to Bourne, how is America different from Europe? What solution does he pose to address ethnic tensions within the United States? How does he support his argument? To what extent do ethnic divisions surface during debates on local or global issues in your community today?



Lesson

Influencing Public Opinion on the Allied and Central Powers

Although Woodrow Wilson urged Americans to remain “impartial in thought as well as in action” at the start of World War I in Europe, it became clear very early on that some Americans were choosing which “side” of the war to back even as the United States officially was neutral. Interest groups mounted lively campaigns to sway public opinion and justify political actions. The reports sent back home by U.S. volunteers abroad contributed to these debates. In this lesson, students will look at how Americans formulated pro-Allied or pro-Central Powers positions and consider the following: What was at stake? What did citizens think the U.S. should do and not do? How did the two camps seek to influence public opinion?

1. As a whole class or in small groups, have students brainstorm a list of possible positions that Americans might take towards the war in Europe (including

neutral and pacifist positions). Ask students to identify individuals or groups of Americans that might support the Allied or Central Powers and provide evidence to support their claim. After discussing these ideas, tell students that they will now look at documents from those two positions.

2. Divide students into groups of three or four and assign each group either the pro-Allied or the pro-Central Powers document packet. Provide a copy of the worksheet for each group member. (See lesson attachments: **The Allied Powers; The Central Powers; and How Did Americans Seek to Influence Public Opinion about the War?**)

3. Have students explore their document packet with their assigned groups using the questions found on the worksheet:

1. Do the items in this packet reflect support for

Photograph

A group, including French reservists, on deck of the French ship *La Lorraine* in New York City before it made its last transatlantic crossing of the war, August 5, 1914. *George Grantham Bain Collection, Courtesy of the Library of Congress.*

the Allies or Central Powers?

2. Do the items try to influence or shape public opinion about the war? If so, how?
 - a. Poster
 - b. Text
 - c. Newspaper Article
 - d. Photograph
3. Based on the items in your packet, what types of activities did Americans use to promote their position on the war?
4. In what way was ethnic identity or affiliation

used to shape or influence public opinion? Use evidence from the packet to support your answer.

4. Have each group summarize the contents of their packet and present their position to the class.
5. Have students complete the “final reflection” writing assignment. (See lesson attachment: **Final Reflection.**) Considering the evidence, which “side” may have influenced or shaped public opinion more effectively? Why?



Teaching Tip

Remind students to look carefully at the language and imagery used in the items and the item captions as they consider the materials. What language and/or imagery did the authors use to describe the Allied or Central Powers? How did the author attempt to shape public opinion?



Extension Activity

Exploring Local Discourse through Archival Research

How did citizens in your state or community respond to the growing war in Europe? Use the Library of Congress's *Chronicling America* website to explore regional newspapers and gain a better understanding of your community's response to World War I.

[Chronicling America](#), a digital archive of historic newspapers supported by the Library of Congress and the National Endowment for the Humanities, provides access to more than seven million newspaper pages from around the United States between the years 1836 and 1922. Newspapers can

be searched by keyword, date, and place of publication, making it an excellent archival resource for the study of World War I on a local level. (Not all newspapers and locations are available; students may have to define their "local" community more broadly.)

1. One of the challenges of archival research is narrowing one's search to specific dates and events. Have students create a list or a timeline of key events and dates that they could use in their search. Brainstorm a list of keywords and dates to use to search the collection.

2. *Chronicling America* provides a list of all [digitized newspapers](#) with a description of their place of publication and historical context for each paper. Have students look at the list for papers published near their community or in their state. Be sure to have students read the "More Info" section for the newspaper(s) they select to better understand what views and perspectives might be addressed in the paper.

3. Direct students to the "Advanced Search" tab. Once there, they can select a state or newspaper



Global Classroom Tip

Connect with a local archive or historical society to find historical newspapers from your community or region that students can examine, to understand whether and how diverse or differing stances on the conflict were reflected in their own communities.

Photograph

Women's peace parade marching down Fifth Avenue in New York City on August 29, 1914.
George Grantham Bain Collection, Courtesy of the Library of Congress.



Teaching Tip

Have students watch video tutorials created by the [Ohio Historical Society](#) for more information on how to search *Chronicling America* more efficiently.

that they would like to search, enter keywords or phrases, and choose specific dates for their search.

4. Here is a list of a few different ways that students could use *Chronicling America* to explore their community's response to World War I:

a. Students could create an inquiry question to guide their historical research (i.e., What views were expressed in the editorials of the El Paso Herald before the United States entered the war? What activities or events in Cloverport, Kentucky, did the Breckenridge News cover and how did citizens of that town respond to the war in 1916?). Have students write an argumentative or informative/explanatory essay based on their research.

b. Students could browse a newspaper for a particular time period during the war and write an informative/explanatory essay on what they found. They might answer questions such as: How do the headlines or articles characterize the war? What types of articles or advertisements are featured about the war? What local events or activities were covered in regards to the war and what were citizens doing to support or oppose the war?

c. Students could curate a collection of newspaper articles or advertisements that best reflect the community's response to the war and create a scrapbook by printing out various articles or inserting images of the articles into digital publishing or presentation tools.

ATTACHMENTS

The following pages contain printable attachments meant for classroom distribution. In some cases, multiple copies should be printed. Pages should be printed single-sided. Please consult the directions provided under the Activator and Lesson for more information.

TRANS-NATIONAL AMERICA

“No **reverberatory** effect of the great war has caused American public opinion more **solicitude** than the failure of the ‘melting-pot.’

The discovery of diverse nationalistic feelings among our great alien population has come to most people as an intense shock. It has brought out the unpleasant inconsistencies of our traditional beliefs. We have had to watch hard-hearted old **Brahmins** virtuously indignant at the spectacle of the immigrant refusing to be melted, while they jeer at patriots like **Mary Antin** who write about ‘our forefathers.’ We have had to listen to publicists who express themselves as stunned by the evidence of vigorous nationalistic and cultural movements in this country among Germans, Scandinavians, Bohemians, and Poles, while in the same breath they insist that the **mien** shall be forcibly assimilated to that Anglo-Saxon tradition which they unquestioningly label ‘American.’”

**Randolph Bourne, “Trans-national America,”
Atlantic Monthly, July 1916**

| | |
|----------------------|---|
| Reverberatory | rebound |
| Solicitude | unease |
| Brahmins | term used to refer to old families in the United States who yielded considerable wealth and power |
| Mary Antin | Russian American author who wrote about her experiences as an immigrant in the United States |
| Mien | a person’s demeanor, manner |

HOW DID AMERICANS SEEK TO INFLUENCE PUBLIC OPINION ABOUT THE WAR?

1. Do the items in this packet reflect support for the Allied or Central Powers?

2. Do the documents try to influence or shape public opinion about the war? If so, how?

a. Poster

b. Text

c. Newspaper Article

d. Photograph

3. Based on the items in your packet, what types of activities did Americans use to promote their position on the war?

4. In what way was ethnic identity or affiliation used to shape or influence public opinion? Use evidence from the packet to support your answer.

THE ALLIED POWERS

While the United States remained neutral before 1917, the American public became increasingly engaged in issues raised by the war. Pro-Allied volunteers abroad conveyed images of suffering Allied civilians through a stream of publications and movies. Many volunteers on the home front came to identify strongly with the Allied cause and emphasized the pride they took in aiding France.

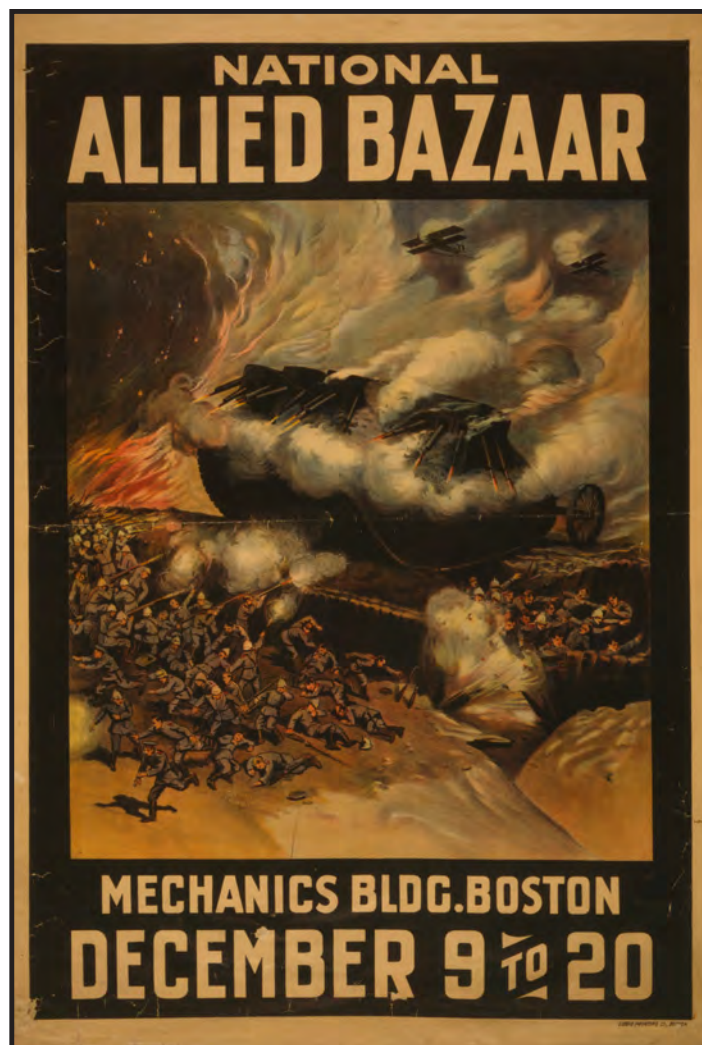
Directions: Examine the following four items and answer the questions on your handout.

Item #1

Poster for the National Allied Bazaar in 1916

Pro-Allied volunteers held fundraising bazaars throughout the country to secure funds for various Allied support organizations.

Courtesy of the Library of Congress Prints and Photographs Division



THE ALLIED POWERS

Item #2

Roosevelt, Theodore. Introduction to *The Book of the Homeless*, Edited by Edith Wharton. New York: Scribner, 1916

American writer Edith Wharton was living in Paris when war broke out. Horrified by Germany's advance through Belgium, Wharton compiled a collection of essays, poetry, songs, and drawings from various artists as a way to support pro-Allied charities and raise awareness in the United States. In his introduction to Wharton's *The Book of the Homeless*, Theodore Roosevelt, a pro-Allied critic of Woodrow Wilson's neutrality policy, makes an appeal to the American public for aid for the Belgian population, as a result of German aggression.

Courtesy of the Archives of the American Field Service and AFS Intercultural Programs

It is not only a pleasure but a duty to write the introduction which Mrs. Wharton requests for "The Book of the Homeless." At the outset of this war I said that hideous though the atrocities had been and dreadful though the suffering, yet we must not believe that these atrocities and this suffering paralleled the dreadful condition that had obtained in European warfare during, for example, the seventeenth century. It is lamentable to have to confess that I was probably in error. The fate that has befallen Belgium is as terrible as any that befell the countries of Middle Europe during the Thirty Years' War and the wars of the following half-century. There is no higher duty than to care for the refugees and above all the child refugees who have fled from Belgium. This book is being sold for the benefit of the American Hostels for Refugees and for the benefit of The Children of Flanders Relief Committee, founded in Paris by Mrs. Wharton in November, 1914, and enlarged by her in April, 1915, and chiefly maintained hitherto by American subscriptions. My daughter, who in November and December last was in Paris with her husband, Dr. Derby, in connection with the American Ambulance, has told me much about the harrowing tragedies of the poor souls who were driven from their country and on the verge of starvation, without food or shelter, without hope, and with the members of the family all separated from one another, none knowing where the others were to be found, and who had drifted into Paris and into other parts of France and across the Channel to England as a result of Belgium being trampled into bloody mire. In April last the Belgian Government asked Mrs. Wharton to

take charge of some six hundred and fifty children and a number of helpless old men and women from the ruined towns and farms of Flanders. This is the effort which has now turned into The Children of Flanders Rescue Committee.

I appeal to the American people to picture themselves the plight of these poor creatures and to endeavor in practical fashion to secure that they shall be saved from further avoidable suffering. Nothing that our people can do will remedy the frightful wrong that has been committed on these families. Nothing that can now be done by the civilized world, even in the neutral nations of the civilized world should at last wake up to the performance of the duty they have so shamefully failed to perform, can undo the dreadful wrong of which these unhappy children, these old men and women, have been the victims. All that can be done surely should be done to ease their suffering. The part that America has played in this great tragedy is not an exalted part; and there is all the more reason why Americans should hold up the hands of those of their number who, like Mrs. Wharton, are endeavoring to some extent to remedy the national shortcomings. We owe to Mrs. Wharton all the assistance we can give. We owe the assistance to the good name of America, and above all for the cause of humanity we owe it to the children, the women and the old men who have suffered such dreadful wrong for absolutely no fault of theirs.

Theodore Roosevelt

THE ALLIED POWERS

Item #3

No writer attributed. "The Allied Bazaar Opens at 7," The Harvard Crimson, 1916

Pro-Allied volunteers held fundraising bazaars throughout the country to secure funds for various Allied support organizations.

Courtesy of the Harvard Crimson

ALLIED BAZAAR OPENS AT 7 1,300 TICKETS SOLD IN ADVANCE TO UNIVERSITY FOR HUGE CARNIVAL.

December 9, 1916

The National Allied Bazaar, the largest production of its kind ever held in America, will open in Mechanics Building, Huntington Avenue, Boston, this evening at 7 o'clock. Already over 200,000 tickets have been sold for the Bazaar, about 1,300 of which have been sold by members of the University Allied Relief Committee. This is the largest advance sale of tickets for any similar event ever made in this country.

There will be booths at the Bazaar representing the different countries, where articles of all sizes at prices large and small, will be sold. Mammoth exhibits have been arranged, and concerts, dancing and cabarets will furnish additional amusement. World famous artists will entertain, and war heroes such as Captain Ian Hay Beith, author of "The First Hundred Thousand," and Sergeant Middlemus, who was blinded by a German shot, will tell of their experiences.

Russian Shrine Made in Sever.

The shrine in the Russian booth which will be dedicated at 9 o'clock tonight, was made on the top floor of Sever. After its dedication it will be used as a booth for the sale of Russian needle work, carvings and ikons.

England will have several booths and the British Imperial Booth, embodying the idea of the empire will be one of the largest displays at the Bazaar. The other British booths are devoted to the different portions of the Empire.

Human Interest in French Booths.

"La Victoire," of which Madame Pupin Burel has charge is the largest of the French booths, and is dedicated to the disabled soldiers of France. There will be on sale articles made by the women of France and sent to this country as an exhibition of their handiwork.

The other Allied countries are represented by booths of which the Italian is the most prominent. Italian Day will be December 14.

"Tank" and Trench on View.

Of the war exhibits the British "tank," which has been so successful on the western front against the Germans, will attract the greatest attention. Next is interest is the war trench, made under the supervision of Captain Norman Charles Thwaites, V.C., Fourth London Dragoon Guards. Captain Thwaites has been especially detailed by the British government to supervise the British exhibits at the different bazaars in this country.

Marquis de Polignac has been sent in charge of the French exhibit. He is a sergeant of the French Aviation Corps and will return to service shortly after the first of the year.

The large advance sale of tickets has already assured, a large attendance at the Bazaar, so that it will probably not [sic] the \$1,000,000 which is the aim of the National Allied Relief Committee of which the Honorable Joseph H. Choate '52 is honorary president.

Tickets 50 Cents After 12 O'clock.

The sale of advance tickets at 25 cents each will close today at 12 o'clock. After that the tickets will be sold at the regular box office price, 50 cents.

THE ALLIED POWERS

Item #4

Clementine Blessing wearing typical Alsatian dress and sitting on a French gun at the Allied Bazaar at the Grand Central Palace in New York City in June 1916

Pro-Allied volunteers held fundraising bazaars throughout the country to secure funds for various Allied support organizations. The areas of Alsace and Lorraine were under German possession during World War I, after Germany took the two regions from France during a previous war. The Allies used imagery of Alsace and Lorraine to symbolize German aggression against the French.

George Grantham Bain Collection, Courtesy of the Library of Congress



THE CENTRAL POWERS

While the United States remained neutral before 1917, the American public became increasingly engaged in issues raised by the war. The U.S. was home to millions of immigrants from countries at war in Europe. In 1914, some immigrants wanted to serve in the military of their home countries. Some German Americans sought support for their Vaterland through publications and fundraising bazaars. In Chicago, New York, and San Francisco, German Americans organized charity bazaars. One organizer responded to criticism by arguing that “while we are pro-German they are pro-Allied and why should we not be pro-German while this country is not directly involved in the war?”

Directions: Examine the following four items and answer the questions on your handout.

Item #1

Poster for the charity bazar held in New York City in 1916

Pro-Central Power volunteers held fundraising bazaars throughout the country to secure funds for various Central Powers support organizations.

Courtesy of the Library of Congress Prints and Photographs Division



THE CENTRAL POWERS

Item #2

Hugo Muensterberg, "Fair Play," *The Fatherland*, 1 (1914), 10 -11

In 1914, the first issue of the weekly English-language magazine "The Fatherland" was published by German-born George Sylvester Viereck (who was living in New York) as a magazine to give "Fair Play to Germany and Austria-Hungary." In this article from the first issue in August 1914, German-born Harvard professor Hugo Muensterberg outlines his view of the conflict and who was at fault.

Courtesy of Falvey Memorial Library, Villanova University

Fair Play.

By Hugo Muensterberg.

The European war broke into the calm of our summer, quick and unexpected, but still quicker and still more unexpected by any lover of fair play was the vehement turn of the American press for the Slavs and against the Germans. Whatever Germany or Austria did was seen through the spectacles of the enemy. Their motives appeared tainted, their actions against the rules of the game, they had no just cause and no morals, they were not worthy of American sympathy. Of course, some pretext can be found for every partiality, and it is not difficult to foresee how this game can be played on. If Germany's enemies are defeated the American nation must be with them because it is always with the weakest, always with the underdog; but if they are victorious the American nation will be with them too, because it loves a spirited fighter and a triumphant power. Yet is it just Germany which dares a spirited fight and which is the weaker, forced to fit, two nations against five.

The naked news which the cable brings helps on this cruel game. The average American reader has no idea how much anti-German feeling is infused into the so-called facts which are sent over the ocean. He sees that the news is dated from Vienna or Berlin and he does not know that most of the American correspondents on the continent for many years

have been enthusiastic Englishmen who serve first of all their home papers. And even the few American journalists on the spot devote most of their energies to London papers and receive from there the daily advice and the daily prejudice of English rivalry.

But does the news at least find fair play when it arrives? What the French or the English government proclaims stands gloriously on the first page; what the German government replies is hidden somewhere in a corner of the fifth. When England interprets German action in Luxemburg as the violation of agreements it is told in inch large letters: when Germany proves that it had the right, it comes out in the smallest print. When Germany goes through Belgium, America shares the indignation of England to which it serves as a welcome pretext. But that France went through Belgium and Holland first is kept a secret in most American papers. This means playing the reporter's game with loaded dice.

Yet even the kind of news which is dumped on us does not justify the editorial temper with which especially the New York papers appeal to our sense of superiority over mediaeval Germany. Typical is the way in which the decisions and deeds of the emperors are always treated as if they were purely personal autocratic caprices without inner contact with the national life. This better than anything whips up me [sic] democratic spirit of the new world. Who stops

to consider that in the hour of war, and even of danger before the war, the American president has more personal power than any emperor except the czar; and even he would be swept away if he obstructed the will of the people. Children like to fancy that kings run about with golden crowns on their heads and with purple cloaks. It is hardly less childlike to imagine that a proclamation like that of the emperor Franz Joseph was written by him personally and to construe it as if he made war on Servia [sic] because he wanted to take personal vengeance for the murder of his heir. Even the distant spectator ought to have seen that the whole tremendous pressure of the Austrian nation was necessary to force the old emperor into a war which he resisted with all the instincts of a man who has suffered much and who wants at last his peace and rest.

Is it really possible to doubt that Emperor William desired nothing but honorable peace with all the world? For twenty-five years he has been the most efficient power for European peace. He has done more for it than all the European peace societies together, and how even often the world seemed at the verge of war his versatile mind averted the danger. He knew too well and the whole German people knew too well that the incomparable cultural and industrial growth of the nation since the foundation of the young empire would be horribly threatened by the risks of war. Can any sane man really believe the slander that all was a long prepared game which Austria was to start and in which Germany would wilfully [sic] force the furies of war into the Russian realm.

No! this [sic] time every effort was in vain, and all good will for peace was doomed because the issue between the onrushing Slavic world and the German world had grown to an overpowering force. The struggle between the two civilizations was imminent, and where such a historic world conflict arises the will of individuals is crushed until they serve the will of nations. The Slavs of the Southeast, the Servians [sic], had defeated their oppressors, the Turks. It was inevitable that their new strength should push them to ambitious plans. It was necessary that they

should aim toward a new great Slavic empire which would border the sea and embrace Austria's Slavic possessions. That had to mean the end of Austria, the crumbling of its historic power. Such an inner, passionate conflict, such an issue of existence must lead to explosions. Servians [sic] killed arch-duke. That was Austria's opportunity for an effort to crush the power which aimed toward its downfall. But it was no less historically necessary that the largest Slavic nation, that the Russians should feel that Servia's [sic] cause was their own. Russia knew well that while it had recovered from the wounds of the Japanese war the Slavic strength was still unequal to that of the German nations, but it knew also that it could rely on France's latent longing to revenge itself for Alsace and on England's grumbling jealousy of the great German rival in the world's markets. At last the chances seemed splendid to strike the long delayed blow of the Slavic world against the German. The Czar was unable to resist the gigantic pressure of the hour; his government mobilized against both Austria and Germany.

Is there really any sense in blaming the Germany emperor for actually declaring war,--when the Russian hostile preparation evident, before its slow mobilization was completed and before Germany by such loss of time had been brought to certain destruction. Four times he urged the Czar to abstain from the moving of the Russian troops to the frontier; most willingly he undertook to urge Austria to new negotiations. But the world contrast of the two civilizations was too deep; Russia could not forego its unique chances, and so it continued passionately its armaments, trusting that the French guns would start of themselves. The German Emperor would have shamefully neglected his duties if he had quietly waited until the Russian armies were brought together from the far East. He had to strike as soon as the war was certain. He therefore had to go through the formality of declaring war, but it was Russia which made the war, and it was part of Russia's war-making that it forced Germany to declare the war first. American undertook without such a deep inner conflict a punitive expedition against

Mexico, not unlike that of Austria against Serbia [sic]. If at that time Japan had declared that it could not tolerate such hostility to Mexico and had sent all its warships toward California, would the president have generally [sic] waited until the Japanese cruisers entered the Golden Gate instead of putting an ultimatum to the Mikado saying that unless the ships stopped it would mean war?

In this historic situation neither Russia nor Germany could really act otherwise. The great conflict of civilizations was necessarily stronger than the mere wishes of peaceful individuals. But if it is such a gigantic conflict of Slavic and Germanic culture, the sympathies of the progressive American nation ought not to be so wilfully [sic] misled and ought not to be whipped into the camp of the Cossacks. Americans ought not to rejoice when the uncultured hordes of the East march over the frontier and aim toward the most eastern German city, --toward Königsberg,--the town of Immanuel Kant.

If this war means such an inevitable conflict of the Slavic and the Germanic world, at least it ought to be clear to everyone who can think historically, that it belongs to the type of war for which the world as yet knows no substitute, the one type of war which in spite of the terrible losses is ultimately moral. Surely no comment on this fight of the nations is more absurd than the frivolous cry that this is an immoral war. Every war for commercial ends or for personal glory [sic] or for mere aggrandizement or for revenge may be called immoral, and thus the feelings with which Frenchmen and Englishmen join the Slavic forces might justly be accused. But both Slavs and Germans stand here on moral ground, as both are willing to sacrifice labor and life for the conservation of their national culture and very existence. Since the days of Napoleon, Germany has never gone into a war which was more justified by the conscience of history.

To be sure, there [sic] is no lack of elements in this war which do hurt the moral feeling. In victory or defeat, Germans will hardly forget the flight of Italy, which, under the flimsiest subterfuges has deserted its allies in the hour of need. An immoral above all is the effort of the world to strangle the spirit of Germany by the mere number of enemies. That truly is not fair, no moral fight, if Germany and Austria are not to stand against Russia and Serbia [sic] alone which together have a population equal to that of the two opponents, but are also attacked from behind by France and England [sic], perhaps by Roumania [sic] and Japan, and last but not least by the misled public opinion of America.

And this answers at once the pointed question which many American papers have discussed since the war began, the question whether the whole system is not fundamentally wrong, whether the armaments which were planned to protect the countries and to keep the balance and harmony have not thrown them into a destructive war and whether it would not have been better to rely on international arbitration throughout the world.

The grouping of this war shows why Germany would have trampled on its own sacred rights had she laid the armor away and [sic] relied on the judgment of the other nations. Would she have had the slightest chance for a fair judgment if political jealousy, economic rivalry the vanity of revenge and the aversion of a lower culture had been combined against her in an unholy alliance. The jury would have been packed, prejudice would have swept the courtroom. No; unless the Cossacks with their pogroms were to crush the culture of Germany she had simply no resort left but to trust in her sword and in her prayer.

Harvard University

THE CENTRAL POWERS

Item #3

“Marchers of Two Nations in Parade,” Sausalito News, May 27, 1916

Pro-Central power volunteers held fundraising bazaars and parades throughout the country to secure funds for various Central Powers support organizations.

Courtesy of the California Digital Newspaper Collection

MARCHERS OF TWO NATIONS IN PARADE

Organizations Sweep Along Streets to German Relief Bazar in Brilliant Array

San Francisco —In formidable array, the gay colors of their uniforms radiants [sic] in the warm sun of a May afternoon, representative German and Irish societies of San Francisco massed for parade at Union Square last Sunday and proceeded with drum corps and bands to the Exposition Auditorium, where the German Relief Bazar is featuring in colorful fashion “Arabian Nights.”

The parade assembled around the four sides of Union Square at 2 o'clock in the afternoon. There were daylight fireworks awaiting the order to march. Once under way, the procession swung down Powell street [sic] to Market and out Market to the big show.

Included in the imposing procession were the Hanover Verein, the Independent Rifles, the San Francisco Turner Schuetzen, Pacific Turn Bezirk, the Irish Volunteers, the Hibernia Rifles, the Austrian Military and Benevolent Association of San Francisco and of Oakland, Verein Oestereich, San Francisco Schuetzen Verein, Deutcher Seeman Verein, San Francisco Kreiger Schuetzen, San Francisco Kreiger Verein, San Jose Kreiger Verein and the German Foresters.

At the bazar it was announced that all advance estimates of the gross receipts have now been exceeded. The \$100,000 goal set by the committee will be passed by several thousand dollars, it was stated.

THE CENTRAL POWERS

Item #4

Austrians enrolling for the war in New York City in 1914

When war broke out, some immigrants still identified with their home country and wanted to volunteer to fight in the war.

George Grantham Bain Collection, Courtesy of the Library of Congress



FINAL REFLECTION

| The Allied Powers | The Central Powers |
|--|--|
| <p>How did some Americans show support for the Allied Powers?</p> | <p>How did some Americans show support for the Central Powers?</p> |
| <p>Which "side" do you believe may have influenced public opinion the most? Why?</p> | |