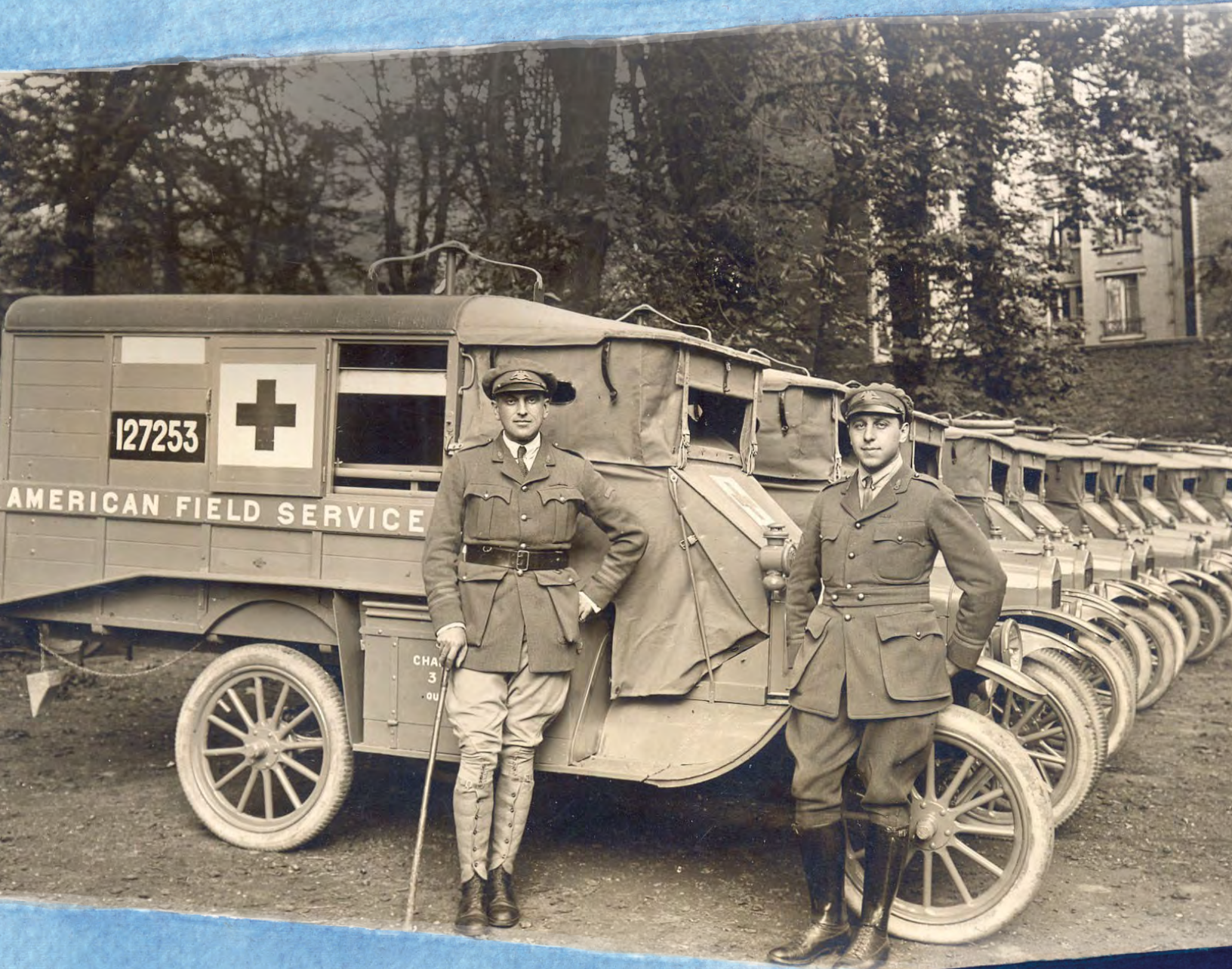




THE Volunteers

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

CURRICULUM DEVELOPMENT COMMITTEE

Chair: Nicole Milano

Head Archivist and Historical Publications Editor, AFS Intercultural Programs

Melissa Liles

Chief Education Officer, AFS Intercultural Programs

Dr. Christopher Capozzola

Associate Professor of History, Massachusetts Institute of Technology

Dr. Sophie De Schaepdrijver

Associate Professor of History, The Pennsylvania State University

PD Dr. Axel Jansen

Professor of History, University of Tübingen

Dr. Tonya Muro

Executive Director, iEARN-USA

Claire Rozier

Development Officer, Agence Erasmus+ France/Education Formation

Lora Vogt

Curator of Education, National World War I Museum and Memorial

GENEROUS SUPPORT PROVIDED BY



Flanders
State of the Art

OFFICIAL ENDORSEMENT FROM



THE UNITED STATES
WORLD WAR ONE
CENTENNIAL COMMISSION

DEVELOPED IN PARTNERSHIP WITH

THE NATIONAL
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.

Terms Of Use

The Volunteers: Americans Join World War I, 1914-1919 Curriculum can be printed for classroom and educational use.
All photographs and documents are used with permission from the lending individual or organization, and cannot be reproduced outside the curriculum without their explicit permission.

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.

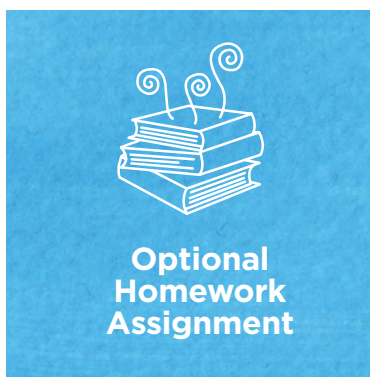
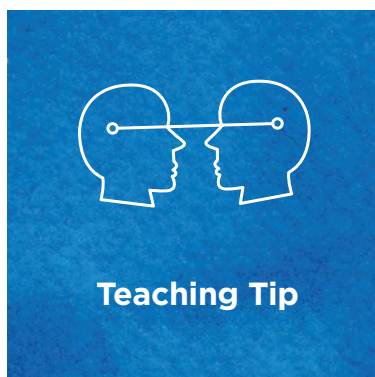
ABOUT THE CURRICULUM

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 5

HUMANITARIAN INTERNATIONAL RELIEF: A LEGACY OF GREAT WAR VOLUNTEERISM



The devastation of the Great War unfolded on a scale unprecedented until that time in world history—a crisis that demanded a new type and scale of international response. These lesson plans explore the role United States volunteer organizations played in relieving the suffering of civilians during the humanitarian crisis of World War I. Designed for secondary school learners, the lesson plans help students trace the legacies of humanitarian relief work and humanitarian workers in the World War I era and throughout the 20th and 21st centuries. Using primary sources that include artifacts, letters, journal entries, photographs, and early motion pictures, students will learn about the organizations and their volunteers. Finally, students are invited to consider the role the private sector and United States government played in relief efforts and the importance of public support in the success of such work.

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

1. Activator, *What Is a Humanitarian Problem?*
2. Lesson I, *Comparison of Contemporary Humanitarian Workers to Humanitarian Workers During World War I*
3. Lesson II, *Organization and Mobilization of Public Support and Humanitarian Relief for Belgium and France During World War I*
4. Extension Activity, *Student-Designed Recruitment Campaign for Volunteer Assistance of Humanitarian Relief Efforts in Europe*

TABLE OF CONTENTS

2 Overview

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

4 Background Essay

6 Instructions

- 6 Activator
- 8 Lesson I
- 10 Lesson II
- 12 Extension Activity

13 Attachments

Photograph

Shipping boxes at the Alcazar d'Été, a café which became a depot and storage place for French hospitals and relief organizations in Paris. Courtesy of the Archives of the American Field Service and AFS Intercultural Programs.

OVERVIEW

ESSENTIAL QUESTIONS

1. What is humanitarianism?
2. What characteristics define humanitarian relief?
3. How was the humanitarian relief effort of United States volunteer organizations organized, sustained, and supported during World War I?
4. What motivated humanitarian volunteers' service during World War I? What motivates humanitarian workers' service in the 21st century?

OBJECTIVES

1. Students will be able to define humanitarianism and understand the characteristics of humanitarian relief.
2. Students will be able to identify current world problems that require attention and lend themselves to solutions within the scope of humanitarian organizations.
3. Students will be able to describe the work of two U.S. humanitarian relief groups from World War I.
4. Students will recognize that the humanitarian relief effort in World War I was unprecedented and paved the way for relief efforts that followed.
5. Students will understand what motivated people to participate in humanitarian efforts in World War I and compare them with similar efforts today.

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 2A: The student understands how the American role in the world changed in the early 20th century.
- Standard 2C: The student understands the impact at home and abroad of the United States' involvement in World War I.

World Era 8

- Standard 2B: The student understands the global scope, outcome, and human costs of the war.

Historical Thinking Standards

- Standard 3: The student compares and contrasts differing sets of ideas.
- Standard 4: The student is able to interrogate historical data and support historical interpretations with evidence.

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

- RI: 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.
- RG: 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.
- W1: The student writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and valid and sufficient evidence.

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: Issues affecting interaction and connectedness of communities at local, national, and global levels

Learning objective: Students critically examine local, national, and global issues, responsibilities, and consequences of decision-making, examine and propose appropriate responses.

- Inquiry into major local, national, and global issues and perspectives on these (gender discrimination, human rights, sustainable development, peace and conflict, refugees, migration, environmental quality, youth, unemployment)
- Evaluation of how global governance structures and processes respond to global issues and the effectiveness and appropriateness of responses (mediation, arbitration, sanctions, alliances)
- Critical reflection on the influence on global issues and interdependence of history, geography, politics, economics, culture, or other factors

Topic: Actions that can be taken individually & collectively

Learning objective: Students 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

ASSESSMENT

Components for assessment include full-class discussions, a “Final Reflection” writing task (comparing humanitarian workers), a graphic organizer for primary documents packet, and a student-created persuasion campaign for a World War I humanitarian organization.

TIME

Five to six 50-minute class periods

MATERIALS

- Computer and projector (or world wall map and whiteboard) for the Activator
- Handouts for the Lessons and Extension Activity
- Computer lab or laptops for the Lessons



Teaching Tip

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



Optional Homework Assignment

The [Background Essay](#) can be assigned as reading homework for students.

BACKGROUND ESSAY

Humanitarian International Relief: A Legacy of Great War Volunteerism

By: Dr. Branden Little

Humanitarianism is a term connoting a broad complex of ideas and actions related to helping vulnerable people. From 1914 to the early 1920s—the era of the First World War—humanitarianism was embodied in expressions of concern for war-beleaguered populations and in initiatives undertaken to rescue people whose lives were endangered. Governments and societies around the world launched a wide array of measures to aid soldiers and their families, feed malnourished civilians, combat diseases, safeguard refugees, and rebuild war-torn communities.

At all times during the war and in its immediate aftermath, Americans enthusiastically participated in humanitarian projects in Europe, Soviet Russia, and the Near East. As individuals and as members of hundreds of relief organizations, millions of Americans voluntarily mobilized to send vast quantities of food, funds, clothing, medicine, and building supplies overseas to alleviate hardships created by the cataclysmic destructiveness of industrialized warfare.

Two prominent aid programs launched during this decade-long period of American humanitarian intervention in Europe and the Near East were the Commission for Relief in Belgium (CRB) and the American Committee for Devastated France (known in French as the *Comité Américain pour les Régions Dévastées de France*, or CARD). Armed with the consent of the belligerent governments, these American-led voluntary organizations worked on opposite sides of the Western Front trenches. They relied on networks of sup-

porters in the United States and other countries, employed hundreds of American volunteers in the field, and enlisted tens of thousands of Belgian and French workers to implement their designs.

For five years (1914–1919), the CRB directed an innovative and successful international food relief program for 9.2 million civilians trapped in German-occupied Belgium and northern France. It partnered intimately with two energetic, indigenous organizations that made invaluable contributions to the executive, administrative, and distributive apparatus of relief, the *Comité National de Secours et d’Alimentation* (in Belgium) and the *Comité d’Alimentation du Nord de la France* (in northern France). Host-nation partners, for example, distributed all CRB-imported food to local communities and thus performed critically important roles in the feeding of their own distressed countrymen. After this nation-feeding campaign concluded, the CRB disbanded and Belgian universities and educational foundations received the CRB’s residual funds as gifts. Former CRB officials, including its director and future president of the United States, Herbert C. Hoover, managed other humanitarian operations across Europe and the Near East into the early 1920s. They also established models for postwar relief and reconstruction that powerfully influenced U.S. and international humanitarian activities during the Second World War and ever since.

Soon after the First World War began, organizational elements that eventually became the CARD supplied wounded French soldiers and refugees

with medicine and other life-sustaining essentials (1915-1917). But the CARD soon refocused from these initial forays in the field of emergency relief to embrace the economic rehabilitation of 127 heavily damaged farming communities in the Aisne region of France. During a seven-year period (1917-1924), the agency provided free or greatly subsidized foodstuffs, clothing, farm equipment, seeds, saplings, livestock, and construction materials to devastated farmers and villagers who rebuilt their own homes with American assistance. Throughout France, the CARD dispersed its residual funds to endow library collections and to train librarians. It also developed nursing and social work programs, and its headquarters at the Château de Blérancourt would later become a mu-

seum dedicated to Franco-American friendship (Musée Franco-Américain).

American volunteers serving in the CRB and the CARD revealed a deeply altruistic commitment to alleviating suffering produced by modern warfare. Many volunteers made extraordinary sacrifices to save the lives of people they did not know. The longevity of their organizations' services further indicates that the humanitarian crises associated with the First World War did not simply cease once the armies agreed upon a ceasefire in November 1918, but instead continued for years afterward. Reverberations of this too often forgotten war can be felt in humanitarian endeavors today.

INSTRUCTIONS



Activator

What Is a Humanitarian Problem?

1. As students enter class, ask them to respond in writing to the following quote:

“Search and see if there is not some place where you may invest your humanity.”

-Albert Schweitzer, 1923.

Have students share their responses with the class. Use their responses as a discussion starter to introduce the concept of humanitarianism. (For those who want to learn more, background material on Schweitzer’s life and philosophy can be found at the [Association Internationale Schweitzer Lambarene](http://AssociationInternationaleSchweitzerLambarene.org).)

2. Write on the board: What does humanitarianism mean to you? Have students pair up with each other and share their ideas. Lead the class in a brief discussion that helps them define humanitarianism.

3. Using as your guide a world wall map or an online mapping tool such as Google Earth, ask students to identify current humanitarian issues they believe require international attention. Answers can vary from general issues such as hunger and genocide, to a very specific refugee situation, health crisis, or natural disaster that is familiar to students. As students share their responses, label their answers on the map.



Global Classroom Tip

Incorporate examples of local, regional, and global humanitarian situations that are familiar to your students. Help students explore websites of groups or have them listen to interviews with humanitarian figures from your own communities.

Photograph

Child in Anizy-le-Château, France in 1919.
Courtesy of the Musée Franco-Américain du Château de Blérancourt.
©RMN-Grand Palais/Art Resource, NY.

4. Have students form small groups of three. Ask each group to choose ONE of the current international issues from the class-generated list and, as a group, discuss how the international community should respond.

Provide these questions to guide discussion:

- How should the international community respond to your chosen issue?
- Is humanitarian relief assistance an international responsibility? Why or why not?
- What problems might the United States government encounter in trying to provide humanitarian assistance to citizens of another country?
- Identify organizations, other than the government, that may be able to provide relief. What characteristics do these organizations possess? What types of resources would these organizations need in order to be successful?



Lesson 1

Comparison of Contemporary Humanitarian Workers to Humanitarian Workers During World War I

1. Ask students to visit the [United Nation's World Humanitarian Day website](#). Use the graphic organizer to guide them through the website (See lesson attachment: [The World Needs More Humanitarian Heroes](#)). Lead a discussion with students where they share their findings about the aid workers they learned about and the challenges they face.

2. Tell students they will now compare their observations and inferences about these contempo-

rary volunteers with U.S. humanitarian volunteers during World War I. Provide students with background information regarding the Commission for Relief in Belgium (CRB).

3. Focus the students on U.S. delegates who volunteered with the CRB as humanitarian workers in Belgium and Northern France during World War I, and the account of one volunteer, Francis Cogswell Wickes. His account has been excerpted below (See lesson attachment: [Primary Source Document: Account of a CRB Representative](#)).

Students should read the document. Remind them to think about these historical analysis questions:

- Who wrote it?
- Why was it written? What was its purpose?
- When and where was it written?
- What was the author's perspective?
- Is the source reliable? Why or why not?



Teaching Tip

Visit the [Teacher Toolkit](#) for background information and resources on the Commission for Relief in Belgium.

Photograph
Belgian children are fed and cared for by the Belgian Relief Commission. National Photo Company Collection. Courtesy of the Library of Congress.

Next, in small groups they should discuss the document-specific questions that appear at the end of the handout:

- Who was the *délégué américain*?
- Describe the early volunteers. What inspired them to join the relief effort? What qualities did they bring to the work?
- What were the obstacles encountered and risks taken by the volunteers, as Cogswell Wickes presents them?
- According to Cogswell Wickes, what role did the *délégué américain* serve for the Belgians? Reading between the lines, how would you describe the attitude he displays toward the people he is helping? What words or phrases best capture this attitude for you?
- Consider the national or personal biases that could be present in Cogswell Wickes's account.

What might he have overlooked regarding the Belgians' own efforts to sustain themselves? What might he have overstated, if anything? How might the historical context help to explain these views?

Facilitate a class discussion using the questions as a guide. Help students think critically about the role of volunteers—the contributions they make and the possible limitations of their work.

4. Have students write one to two paragraphs based on this question, using the information they learned today: What motivates people to participate in voluntary humanitarian efforts and what sustains their involvement? Have them cite specific contemporary and historical examples as well as obstacles encountered and risks taken by the volunteers.



Lesson II

Organization and Mobilization of Public Support and Humanitarian Relief for Belgium and France During World War I

1. Explain to students that, today, humanitarian relief assistance is widely accepted as a responsibility shared by the public and the state in the U.S. and other advanced economies. However, that was not always the case. The international effort to assist Belgian and French people struggling to subsist under military occupation during World War I was unprecedented in history. These efforts required logistical organization and mobilization of public support; they also required cooperation with occupied people and their own organizations. For this lesson, focus students on two of the relief organizations that emerged: the Commission for Relief in Belgium and the American Committee for Devastated France.

Students should read/view the following links; they provide background information and the historical context for these two organizations.

- [15-minute video produced by the Office of Public Diplomacy at the U.S. Embassy in Brussels for an overview of the Commission for Relief in Belgium.](#)
- [The Morgan Library and Museum website for an](#)

[overview of the American Committee for Devastated France.](#)

2. Present students with a packet of primary sources representing the Commission for Relief in Belgium and the American Committee for Devastated France. (See lesson attachment: **Primary Source Set for Two Humanitarian Relief Organizations**). Have students work in small groups analyzing these sources. Tell them their focus will be on the following question:

How did the Commission for Relief in Belgium and the American Committee for Devastated France rally potential volunteers and donors for their respective humanitarian organizations?

Students should examine the sources closely by reading them twice, using the following reading strategies:

For the **first** reading, prompt students to use their historical thinking skills when investigating the documents.

- Sourcing: Who was the author? Who is the audi-

Photograph

Mrs. Price Post helping children try shoes on. Commission for Relief in Belgium Records. Courtesy of the Hoover Institution Library & Archives, Stanford University.

ence? What was the author's purpose?

- Contextualization: How might the circumstances in which the document was created affect its content?
- Corroboration: What do other sources say? Do the documents agree? If not, why?
- Close Reading: What claims does the author make? What language (words, phrases, images, symbols) does the author use to persuade the audience? How does the document's language indicate the author's perspective?

For the [second](#) reading, ask students to identify for each source specific examples of form or argument based on pathos (emotions), ethos (character or authority), and logos (facts and figures).



Teaching Tip

For guidance on using pathos, ethos, and logos in the classroom, refer to [these short articles from Edutopia](#) and the [New York Times Learning Blog](#).



Extension Activity

Student-Designed Recruitment Campaign for Volunteer Assistance of Humanitarian Relief Efforts in Europe

1. Explain to students that humanitarian relief assistance falls into three basic categories:

- **assistance in kind:** supplies and materials needed for the relief operation (food, clothing, medicines, blankets, temporary shelters, hospital equipment, vehicles, or equipment or supplies).
- **financial contributions:** help in meeting cash expenses in relief operation, or they may serve to buy equipment or supplies.
- **services of trained personnel:** may include doctors, nurses, and other health specialists, logistics experts, administrative staff, and coordinators. Includes the provisions of facilities to transport equipment, supplies, and international relief workers.

2. The assignment sheet includes the directions for a student-designed persuasive campaign for two World War I relief organizations: the Commission for Relief in Belgium and the American Committee for Devastated France. (See lesson attachment: [Persuasive Campaign Design: Assignment Sheet.](#))

Students are asked to use a minimum of ONE of the additional sources listed in the handout in their campaign. Once students design the campaign, they will present it to their peers. Emphasis should be on persuasion.

Photograph

Child holding a loaf of bread in France in 1919.
Courtesy of the Musée Franco-Américain du Château de Blérancourt.
©RMN-Grand Palais/Art Resource, NY.

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, Lesson I, Lesson II, and the Extension Activity for more information.

THE WORLD NEEDS MORE HUMANITARIAN HEROS

Name: _____

Go To: <http://worldhumanitarianday.org/>

Click On: Films

Please Watch: World Humanitarian Day Video Message. This short video will introduce you to World Humanitarian Day and the spirit that inspires humanitarian work around the world.

Spend time browsing the website. After you spent time looking around the website, focus on the aid workers' profiles. Read THREE profiles and complete the chart below.

Aid Worker Name	Motivation/ Inspiration to Become Aid Worker	Obstacles Encountered/Risks Taken	Observations/ Inferences

Share your observations/inferences with some of your classmates. What patterns or consistencies did you notice about the aid workers?

PRIMARY SOURCE DOCUMENT: ACCOUNT OF A CRB REPRESENTATIVE

The Commission For Relief In Belgium Chapter VII, The American Representatives

Most of the documents of this book deal with the relations of the Commission with the governments with whom its affairs brought it into contact. The public relations of the Commission were, of course, much broader than this, for they included both the hundreds of thousands of men and women in Allied and neutral lands who contributed money and services to Belgian relief through the C.R.B. and the people of Belgium and the North of France to whom the relief was given. In the latter category, which is the subject of this chapter, relations were maintained through the American representatives of the Commission scattered through the provinces of Belgium and Northern France. The Commission's organization in its full development in the occupied territories included two American representatives, responsible to Brussels headquarters, in each of the eleven Belgian and six French provinces. The duties of these representatives were varied, unconventional, and interesting, and they are more clearly shown by informal accounts such as those which follow than by the formal reports which the delegates periodically made. Both accounts given below were written shortly after the authors had been withdrawn from the service they describe as a result of the declaration of war by the United States.

The first contingent of ten of those selected by the Commission as delegates reached Belgium in December 1914. The last Americans left the occupied territories in April 1917, as soon after the American declaration of war as they could be relieved by representatives of the Spanish-Dutch Committee created for that purpose. Altogether about one hundred and thirty men were engaged at one time or another in this service during these two and one-half years, but only about thirty-five were so employed at one time. During 1917-1918 these former representatives were engaged in war service of some description. After the Armistice a number re-joined the Commission to take part in its reconstruction

work in the devastated regions; others, as members of the American Relief Administration of which Mr. Hoover was also chairman, contributed the experience gained in Belgium to the organization of relief in Central and Eastern Europe.

1. The American Delegate in Belgium.

An account, by FRANCIS COGSWELL WICKES, of the duties and activities of the C.R.B. provincial representatives in Belgium

LONDON, May 1917

The *Délégué Américain*. — The provincial representative of the Commission for Relief in Belgium, the *délégué américain* as he was most commonly known to the people, is doubtless the one figure who stands forth most clearly in the popular Belgian mind in connection with the relief work in that country during the great war

In regard to anything concerning the *ravitaillement* or relief work, if something was considered to be wrong, or if assistance were needed, the solution was, of course, "to write to the *délégué américain*," or better still to go to visit him in person. But more than this, people came to him on all possible varieties of other matters: for release from military arrest, exemption of private horses from requisition, with requests for passports for commercial enterprises which it was desired to carry on with foreign countries, letters to be sent to friends in America, for advice in a thousand and one different ways, down even to applications for a position as nursemaid in America after the war. In all these latter matters, unless they could be found to have some connection with the *ravitaillement*, the representative was of course powerless. He would listen, however, with sympathy and interest to each person's particular difficulty, whatever it might be. He would assure the person that he would do anything in his pow-

er to assist him, attempting at the same time to indicate the limits of his true power, and his lack of competency in matters outside the ravitaillement. Often the representative was enabled to render real service by directing the inquirer to the proper authority or by giving him helpful counsel regarding his case, and almost always he could feel assured that he had given moral support had it been but to listen sympathetically to the story of some poor creature for whom nothing could be done.

So it was that the reputation of the *délégué américain* persisted to the very end; and though, as the months and the years of the occupation dragged on, the people gradually came to realize more fully the nature of his position and the limitations of his powers, they continued to regard him as a powerful protector of their oppressed country in its time of trouble. So it was that when, toward the end of March 1917, the rumor spread like wildfire through the populace that *les Américains* were leaving, the question on everyone's lips was: "What will become of us now?" Patriotically they rejoiced that their country had gained a great ally in the cause of justice, but individually they felt themselves in very truth abandoned, with no longer a protector to whom they might turn. Such was the *délégué américain* as he existed in the popular mind. In reality he was a somewhat different and infinitely more humble sort of a person, as will be well imagined.

The first delegates — ...The original group which came as the result of the first hasty call for volunteers was chiefly composed of American Rhodes scholars and others who chanced to be studying at Oxford and Cambridge and who possessed a certain spirit of adventure together with a desire for service. Their original knowledge of French was often most scanty; their acquaintance with the country they went to relieve betrayed sometimes the deepest ignorance, and their conceptions of its conditions as a result of the German invasion were even less accurate. They left hurriedly, with a few rough-and-ready clothes, such as one takes for a few weeks' outing in the country. In more than one case they came with tents and full camping equipments, prepared to sleep out nights and to do engineering work in the devastated country, not to mention their stores of chocolate and condensed milk intended for distribution to the starving populace which they would encounter on the wayside. They expected to serve but a few weeks---no one dreamed that the war would continue

for years. Their ignorance was pardonable. Few people in the outside world then knew what were the actual conditions in Belgium, and none realized the enormity of the task which was being undertaken. They discovered conditions far different from what they had conceived and soon found themselves embarked upon a project whose vastness they had never imagined. Neither their anticipations nor their training had in any way prepared them for the work which they were to do. They did the work, however, and it will be admitted that they succeeded in it. For they were intelligent thinkers with a practical turn of mind, a systematic understanding of conditions and points of view, and an ingrained quality of adaptability, accustomed to independence and initiative---they were Anglo-Saxons of the western world. What they lacked in specific preparation they more than made up for in their zeal and in their possession of more fundamentally essential characteristics.

During the course of its history the Commission's personnel was constantly changing. It comprised in its members men of all ages, varieties of experience, and professions. With but few exceptions they all rendered valuable service. But the most representative provincial member, and, it may be added, the one who in the majority of cases was most successful in his provincial work, was of the type which it is here attempted to portray. He was perhaps successful above all by reason of the very fact of his youth and his lack of experience in any specific and narrowing direction. The relief work was something unique in the world's history, for which no ordinary training could in any real sense prepare a man. Lack of practical experience in life was perhaps rather an asset, as it left open a greater degree of adaptability. As the months and years passed, the original group of Rhodes scholars largely disappeared. The men who replaced them came more often directly from America. But the average man who found his way into the provinces continued to be of much the same type and caliber---one who in the latter days was only slightly more prepared, in point of information, to meet the unusual conditions and duties with which he was confronted. His fitness for the position always continued to depend upon personality rather than upon previous training.

Duties in the early period — The official position of the provincial member of the Commission, first called *delegate*, in what may broadly be considered the first phase

of the work, and later *representative* in the succeeding period, may be summed up by the statement that it was his duty to see to it that within his province, the guarantees and conventions between the Commission and the different belligerent powers, upon which the relief work was based, were observed; that on the one hand the imported merchandise was consumed solely by the civil population, and that the native products, guaranteed against requisition, were permitted to reach the same destination; that on the other hand the food and clothing were equitably distributed without waste, leakage or individual favoritism, and that the prescriptions and rules necessary to this end were enforced. In short, the provincial representative did in small what the Commission was doing in large throughout the entire occupied country, in so far as its internal activities are concerned.

This brief statement of the representative's duties does not, however, give any notion of the many and varied activities which the position involved in its official aspect, not to mention the sometimes quite as important unofficial relations which his situation equally entailed. In those first days of the war the highly developed and largely industrialized country of Belgium had been, without warning, reduced, in a day as it were, to a primitive and almost medieval state by the fact of hostile military occupation. For the population posts, railways, telegraph, and telephone had suddenly ceased to exist, and almost everywhere the public were interdicted from going from one town to the next. For the first months there were not even newspapers available to the people, and the complete isolation of each community from the rest of the world was thus almost perfect. Events of only a few weeks ago---things of before the fateful day of August 4th---had suddenly become relegated to a dim and distant past, which seemed more of a dream than a reality. The national life was dead. Social lines, in a measure, disappeared. Industrial life largely ceased. The Government had gone. The communal authorities alone, even in these dark days of dejection, continued to assert a certain degree of independence and a limited exercise of their functions, and to provide the rallying point for the later gradual awakening from the coma which had overtaken the population. The country, as a whole, was numbed and inanimate, bowed down under the sudden and terrible blow of conquest. The moral isolation had even a greater effect than the physical barriers. Hope was for the moment gone; there

was no one to whom the people could turn; no one who could protect them. Though accustomed all their lives to the utmost facilities which modern civilization can provide, once suddenly reduced and under such violent circumstances to a primitive state of existence, former habits of thought ceased, distances assumed the proportions of the middle ages, the next town became a foreign land from which came only rumors and the most venturesome of travelers, and the outside world was but a vague and misty unreality.

Terms:

Rhodes Scholars: recipients of a prestigious fellowship to study in Britain's premiere universities.

Anglo Saxons: an ethnic label widely used in this period to denote people of white Northern European ancestry

August 4th: the day Britain declared war on Germany in 1914

Discussion Questions:

Use specific evidence from the document to answer the following questions.

1. Who was the *délegué américain*?

2. Describe the early volunteers. What inspired them to join the relief effort? What qualities did they bring to the work?

3. What were the obstacles encountered and risks taken by the volunteers, as Cogswell Wickes presents them?

4. According to Cogswell Wickes, what role did the *délegué américain* serve for the Belgians? Reading between the lines, how would you describe the attitude he displays toward the people he is helping? What words or phrases best capture this attitude for you?

5. Consider the national or personal biases that could be present in Cogswell Wickes's account. What might he have overlooked regarding the Belgians' own efforts to sustain themselves? What might he have overstated, if anything? How might the historical context help to explain these views?

Source

George I. Gay. *Public Records of the Commission for Relief in Belgium* (Stanford, California: Stanford University Press, 1929)

PRIMARY SOURCE SET FOR TWO HUMANITARIAN RELIEF ORGANIZATIONS

How did the Commission for Relief in Belgium and the American Committee for Devastated France rally potential volunteers and donors for their respective humanitarian organizations? What strategies did they use? And how did their approaches differ? Do a close historical reading of the following primary sources. Then identify specific examples of form or argument based on pathos (emotions), ethos (character or authority), and logos (facts and figures) for each source.

COMMISSION FOR RELIEF IN BELGIUM PRIMARY SOURCES

Albert, King of the Belgians, has asked the American people through the American Commission for Relief in Belgium to help feed his starving people during the coming winter.

The King's message, written under fire in the battle in Belgium, follows:

"I am informed that American officials and citizens in Belgium and England are working to save my people from the horrors of the famine which now threaten them. It is a great comfort to me in this hour of sorrow and misfortune to feel that your great-hearted, disinterested people is directing its efforts to relieving the distress of the unoffending civilian population of my country.

"Despite all that can be done, the suffering in the coming winter will be terrible, but the burden we must bear will be lightened if my people can be spared the pangs of hunger with its frightful consequences of disease and violence.

"I confidently hope that the appeal of the American Commission will meet with a generous response. The whole hearted friendship of America shown my people at this time always will be a precious memory.

"ALBERT"

The American Commission for Relief in Belgium is an

Item #1

Statement, HOOVER TO THE AMERICAN PRESS, in which he quotes a message from King Albert and asks the American newspapers to open subscriptions. He states the needs as 80,000 tons each month and sets the charitable funds necessary as \$2,500,000 monthly

LONDON, 31 October 1914

Commission for Relief in Belgium Records, Courtesy of the Hoover Institution Library & Archives, Stanford University

official body recognized by the various Governments for the transmission of foodstuffs into Belgium. It is the only channel through which food can be introduced into Belgium, and by its association with a committee in Belgium, has the only efficient agency for the distribution of food within that country. H. C. Hoover, Chairman of the Commission, which has headquarters in London, makes the following appeal to all American newspapers:

7,000,000 TO FEED

"We have received reports from members of this Commission who were sent into Belgium. They have

the assistance of the National Committee of Relief and its branches throughout Belgium, together with the help of the American Ministers and Consuls and local officials. Their reports show that there are still some 7,000,000 people in Belgium. In many centres the people are receiving an allowance of a little more than three ounces of flour per capita daily.

“This is not a question of charity or relief to the chronic poor; it is a question of feeding an entire population. The situation affects the wealthy and well-to-do as well as the poor. It touches every home in Belgium. Our experts calculate that in order to avoid actual starvation Belgium must have every month a minimum of 60,000 tons of wheat, 15,000 tons of corn, 5,000 tons of peas or beans, and a limited amount of bacon or lard.

“This will allow rations of ten ounces per capita daily, which is about half the usual soldier’s ration. All this will cost \$4,000,000 or \$5,000,000 monthly. There is no money in Belgium. The whole credit machinery has ceased. Eighty per cent of the people are unemployed.

NEED \$2,500,000 A MONTH

“A plan may be devised whereby such Belgians as possess property may give obligations to pay when the war ends, but even if we could realize on these obligations we must still have at least \$2,500,000 monthly in food or money with which to buy it. That

these figures are no exaggeration is proved by the fact that Belgium imports in normal times average 230,000 tons of cereals monthly; this, together with its own production, which, with accumulations, is now exhausted.

“During the past week we have received and expended in emergency food \$600,000, and yet this is only four days’ supply. The problem is immediate. The Belgians are helping themselves, but they can do little. The British and French are under such strain that they also can do little. Besides, these nations, together with the Dutch, have a million refugees on their hands. Americans must feed Belgium this winter. There never was such a call on American charity, and there never was a famine emergency so great. “This committee and its distributing agency, The Belgian Committee, is composed entirely of volunteers, and every dollar represents actual food, without any organization expenses. It is our earnest hope that all funds raised for Belgium relief in the United States will be translated into actual food and shipped through the Commission.

“Will you, therefore, in the interests of humanity, open a subscription among your readers, ear-marked, ‘For the Sole Purpose of Purchasing and Transporting Food.’ Every dollar so raised will be used to purchase food in the United States. Information as to what centres and what relief agencies in the United States will undertake the purchase and dispatch will be cabled later.”

Item #2

Telegram, HOOVER TO MRS. LINDON BATES, NEW YORK, asking her to undertake the formation of a women’s organization in America

LONDON, 31 October 1914

Mrs. Lindon Bates

New York

Commission for Relief in Belgium Records, Courtesy of the Hoover Institution Library & Archives, Stanford University

The American Commission for Relief in Belgium which has been set up officially by the American Ambassadors to execute their international agreements for the provisioning of Belgium and which embraces American Ambassadors as honorary chairmen, the American Consuls and American residents of England and Belgium as members, would like to have you undertake the formation of a great group of American women who would support us in securing food or money for the Belgian people. It is certain that the entire population of seven million are on the verge of famine and that eighty thousand tons of cereals per month is the absolute minimum

upon which body and soul can be kept together and this provides a ratio of but ten ounces per capita per diem. The situation is one of the greatest gravity. We have sent an appeal to the American press to open subscriptions for our purposes all of which subscriptions we want translated into actual foodstuffs from the United States. We would be grateful for the help of yourself and all those women who rightly should come to your support.

Item #3

Telegram, HOOVER TO THE "LITERARY DIGEST," regarding the "Belgian Flour Fund"

LONDON, 9 January 1915

The "Literary Digest"

New York

Commission for Relief in Belgium Records, Courtesy of the Hoover Institution Library & Archives, Stanford University.

HERBERT HOOVER

Chairman

Have noticed splendid response of your readers to appeal enormous sufferings of Belgians. I earnestly urge you to continue your efforts. If you could send one hundred thousand barrels instead of twenty thousand it would be infinitely welcome. The situation is an appalling one.

Item #4

Poster: "Food Ship for Belgium"

*Commission for Relief in Belgium Records,
Courtesy of the Hoover Institution Library & Archives,
Stanford University*



Item #5

Flour sack (front and back view), from the Commission for Relief in Belgium and marked from a "Grateful Belgium."

Courtesy of the National World War I Museum and Memorial



AMERICAN COMMITTEE FOR DEVASTATED FRANCE

PRIMARY SOURCES

Item #1

Poster, American Committee for Devastated France

Courtesy of the National World War I Museum and Memorial



Item #2

Poster, American Committee for Devastated France

Courtesy of the National World War I Museum and Memorial



Item #3

Annual report of the Work of the American Committee for Devastated France in France
AMERICAN COMMITTEE FOR DEVASTATED FRANCE Comité Américain pour les Régions
Dévastées de la France 1918-1919

Courtesy of Ohio State University

To those who have not seen its previous report it may be of interest to state briefly the aims of the Committee.

Originally organized before America entered the war it sought to carry relief to the civilian population of the devastated areas...

...Nearly every one is cognizant with the problem which these devastated regions presented after the systematic and seemingly successful attempts of the Germans, not only to destroy all the industries of these regions, thereby eliminating them for decades from any economic competition with Germany, but also to render the soil impossible of cultivation and the country incapable of habitation.

The French Government realizing that the strength and morale of its armies were to a great extent dependent on the well-being of the civilians in the rear and on the productivity of the soil, encouraged the civilians, wherever and whenever possible, to return to the ruins of their homes and to cultivate their soil – in short, to re-weave the fabric of their former community life. Obviously this could not be accomplished with France at war without such aid and encouragement as only an organization such as this Committee, supported by its friends in America and carried on by voluntary work, could provide.

...It is the purpose of this report to sketch briefly the continuation of the work up to the beginning of the present organization's fiscal year April, 1918...

PROCEDURE

A personal and intensive study was made of each family as it returned, with special reference to its status before the war. It must be remembered that this district was devoid of all supplies, and to a great extent of the necessary transportation to secure such supplies. Therefore it was our work to bring the necessary food, clothing, household utensils, trade-tools, agricultural implements, live-stock, and seeds into the district and to distribute them. This was accomplished by means of a well-organized motor service and a corps of workers... The work of these centers consisted first in procuring a dwelling place for each family authorized to return...

A well-considered system of records was established, giving a minute history for every family.... From these records the following statistics are given:

Completely or partially installed families = 771

Of Total population = 2296

These people were cared for until they were able to procure some means of livelihood.

AGRICULTURE

To encourage in the strongest way possible anything that is concerned with the productivity of the soil, agricultural machines, farming implements, vegetable plants, garden seeds and fodder were distributed...

By December, 1917, 3,000 hectares, or approximately 7,500 acres, were ploughed and sown.

This was quite apart from the small gardens, each comprising from 1 to 16 hectares, which we helped to put under cultivation by procuring seeds, plants and garden implements for the old or sick men and women and children who were left to cultivate them. We distributed over 1,269,000 vegetable plants and over 200 pounds of seeds.

As the fruit trees had been hacked down by the Germans in such a way as to prevent their grafting, 7,300 fruit trees were planted.

SCHOOL

In 1917 domestic science classes were opened in Blérancourt for the girls and manual training for the boys in Blérancourt and four adjoining villages. Whenever possible the school buildings were repaired or some temporary place found in which the school could be reopened, for most of these schools had been closed for over three years. Inasmuch as the purchase of school supplies was formally made by the communes which were then — and are now — destitute of funds and of means of transportation, we provided necessary school supplies. Also, whenever possible, we secured the return of the teacher of the village through the Inspector of Education.

CHILDREN

It seems axiomatic to say that the future of France depends not only on the courage and energy of the present generation but also on the health and strength of the children. Much has been written about the effects of the war on the children in these areas. But no amount of writing could describe these effects. It may give some idea when we say that in January 1918 we had in our dispensary at Blérancourt children who had seen their mother and sister killed before their eyes by a bomb dropped from a German plane; children with skin disease due to malnutrition or practical starvation; children with curvature of the spine due to the fact that the Germans made them work in the fields and abandoned trenches for over three years. Under the supervision of nurses and doctors of our Committee proper food was provided and care was systematically given to the children in our villages.

Briefly, this sketches our material activities up to the time of the retreat in March, 1918. It is impossible to compute the results of our work in terms of courage sustained, hope engendered, and understanding fostered. Before America entered the war as an active force this Committee represented to the people of these regions the sympathy and understanding of the American people in the aims and ideals for which the Allies were fighting. After our armies joined their armies we represented an ally and became their comrades. This section of France was not only their battlefield and that of the Allies; it was also the battlefield of America. We knew the daily struggles of each of these victims; we knew their hopes, their disappointments, and their tragedies. Together we tried to solve, to build.



Item #4

Silent film compilation, "Life in the Zone Rouge," <https://www.youtube.com/watch?v=NIJYXONNqUc>

Courtesy of the Franco-American Museum, Château de Blérancourt and the Morgan Library and Museum

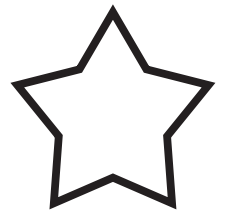
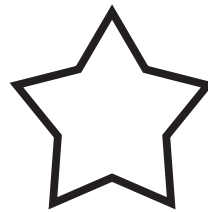
RATING SHEET FOR TWO HUMANITARIAN RELIEF ORGANIZATIONS

Rate the effectiveness of the strategies each organization used to rally potential volunteers and donors for the Commission for Relief in Belgium. Do the same for the American Committee for a Devastated France.

Commission for Relief in Belgium



Not Effective

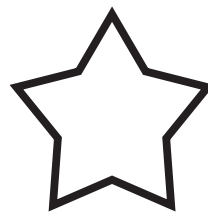
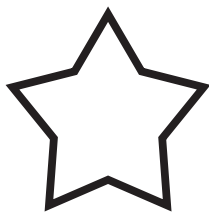


Very Effective

American Committee for Devastated France



Not Effective



Very Effective

Explain the reasoning behind your ratings in the space below. Use specific evidence from the documents to support your answer. Which organization do you feel had the stronger appeal overall and why?

PERSUASIVE CAMPAIGN DESIGN: ASSIGNMENT SHEET

The Commission for Relief in Belgium and the American Committee for Devastated France need your help. Both organizations are seeking to raise awareness and inspire action. The two groups need a campaign that will attract new volunteers. Your design team has been asked to create a persuasive campaign to mobilize civilians from your hometown to volunteer.

You must focus your campaign to request one of the three types of humanitarian relief assistance (assistance in kind, financial contributions or services of trained personnel). All campaigns must be based on evidence (quotes, facts, statistics) that can be used to persuade potential volunteers to join or contribute to the cause. Your campaign can be in the form of an advertisement in a local newspaper, a poster to be displayed in public spaces, a short film to be viewed in local schools, or a pamphlet to be circulated.

Once you create your campaign, your team will pitch it to decision makers for the Commission for Relief in Belgium and the American Committee for Devastated France. Only ONE design will be chosen for each organization.

A winning design team will consider the following questions and incorporate the appropriate elements into their campaign:

- What is your message? Is it supported with primary source evidence?
- Who is your target audience? Consider a potential volunteer's age, gender and occupation.
- What is the best format for your message? What type of media do you plan on using?
- Does your message appeal to your target audience's pathos, ethos or logos?

For the "pitch"—

- Initiation — How will you open? What are you asking people to do?
- Target Audience — How will you connect to the audience?
- Supporting Evidence — How will you effectively summarize the issue? Quotes, facts, statistics?
- Strategy — What strategies will you use to persuade potential volunteers to contribute time, money or supplies?
- Closure — What lasting image or idea will you leave with your audience?

You must use evidence from at least ONE of the following sources to focus your campaign.

- **Edith Wharton's The Book of the Homeless:**
archive.org/stream/bookofhomeless00wharuoft#page/n0/mode/2up
- **A Volunteer's Story Letter diary of volunteer Marian Bartol, 1920 -1921:**
themorgan.org/exhibitions/online/annemorgan/a-volunteers-story
- **The Rockefeller Foundation:** rockefeller100.org/exhibits/show/peace-and-conflict/wwi-and-the-rf
- **History of the Flour Sacks:** hoover.archives.gov/exhibits/collections/flour%20sacks/index.html
- **American Relief Clearing House: Its Work in the Great War by Percy Mitchell:**
net.lib.byu.edu/estu/wwi/memoir/Clearing/archTC.html