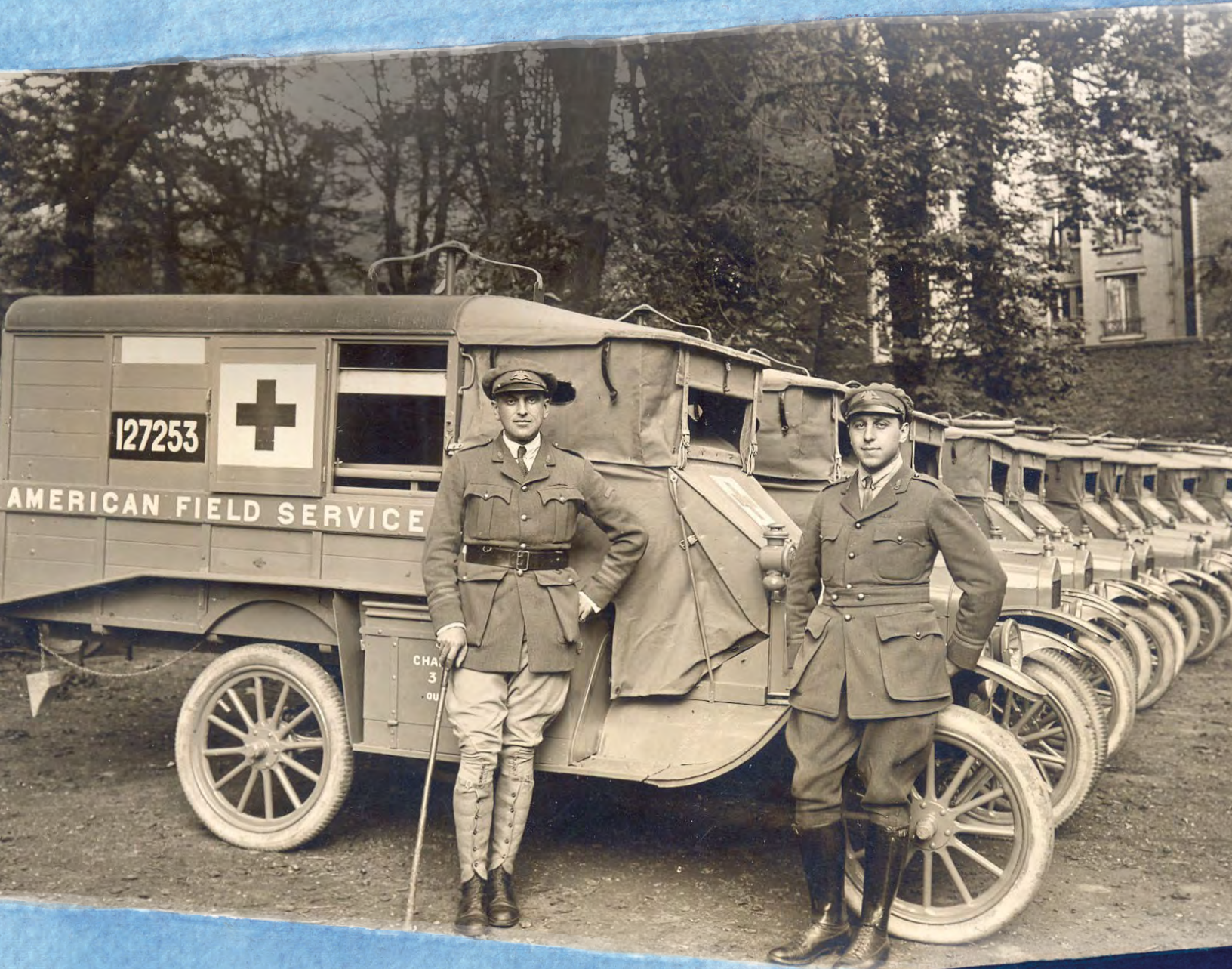




THE Volunteers

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'.

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Head Archivist and Historical
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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.

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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.

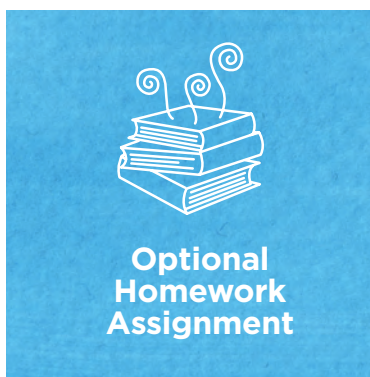
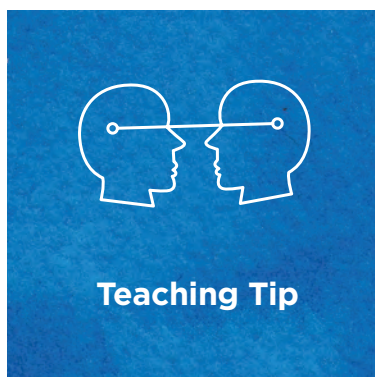
ABOUT THE CURRICULUM

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 6 YOUNG PEOPLE, VOLUNTEERISM, AND GLOBAL CITIZENSHIP: FROM WORLD WAR I TO THE PRESENT

How have young people become active global citizens, both in World War I and today? These lesson plans, designed for secondary school learners, explore the concept of global citizenship, particularly through volunteer service. The lesson plans include a case study of an organization dedicated to creating global citizens through volunteerism, both historically and today. They provide students with an opportunity to explore the meaning of global citizenship and to consider actions they can take as volunteers to engage in global and local issues.

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, *Understanding Global Citizenship*
2. Lesson, *AFS Intercultural Programs: A Case Study on Volunteerism and Global Citizenship*
3. Extension Activity, *Think Globally, Act Locally! Engaging with the World Today*

TABLE OF CONTENTS

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Photograph
Participants at the AFS Youth Volunteer Forum held in Buenos Aires, Argentina in April 2015.
Courtesy of Argentina & Uruguay

OVERVIEW

ESSENTIAL QUESTIONS

1. What is global citizenship and what are the characteristics of an active global citizen?
2. How does volunteer work contribute to global citizenship?
3. What role have young volunteers played in world affairs, both historically and today?
4. What motivates young people to become volunteers who tackle global and local issues?
5. In the future, how can young people contribute to addressing global and local issues through volunteerism?

OBJECTIVES

1. Students will understand the concept of global citizenship and how it can relate to them.
2. Students will reflect on the connections between local and global actions, and identify how it relates to their own lives.
3. Students will reflect on the motivations for young people to engage in volunteer work both in the past and today.
4. Students will review and analyze the work of AFS Intercultural Programs as an example of an organization dedicated to volunteerism across different historical and cultural contexts.
5. Students will be able to identify contemporary global issues that can be tackled through volunteerism.

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

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

World Era 9 - 20th Century Since 1945

- Standard 2D: The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them.

Historical Thinking Standards

- Standard 4: The student obtains historical data from a variety of sources.
- Standard 5: The student formulates a position or course of action on an issue.

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.

- 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.

UNSECO Global Citizenship Education: Topics and Objectives

Topic: Local, national, and global systems and structures

Learning objective: Students critically analyze global governance systems, structures, and processes and assess implications for global citizenship.

- Critical reflection on what it means to be a member of the global community and how to respond to common problems and issues (roles, global connections, interconnectedness, solidarity and implications in everyday life)

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

Learning objective: Students assess the root causes of major local, national, and global issues and the interconnectedness of local, national, and global factors

- How history, geography, politics, economics, religion, technology, media, or other factors influence current global issues (freedom of expression, status of women, refugees, migrants, legacies of colonialism, slavery, ethnic and religious minorities, environmental degradation)
- In-depth analysis of the interconnected nature of global issues (root causes, factors, agents, dimensions, international organizations, multinational corporations)

Topic: Actions that can be taken individually and 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.

- Defining the roles and obligations of individuals and groups (public institutions, civil society, voluntary groups) in taking action
- Identifying benefits, opportunities, and impact of civic engagement

Topic: Getting engaged and taking action

Learning objective: Students develop skills for active engagement and take action to promote the common good

- Developing and applying necessary knowledge, skills, values, and attitudes supported by universal values and principles of human rights
- Volunteering and service-learning opportunities
- Networking (peers, civil society, non-profit organizations, professional representatives)

ASSESSMENT

Components for assessment include full-class discussions, a graphic organizer, small-group discussions, and a group-based writing and research project.

TIME

Three to four 50-minute class periods.

MATERIALS

- Whiteboard, blackboard, or Smartboard and computer for the Activator
- Computer lab or laptops for Extension Activity
- Attachments for the Activator, Lesson, and Extension Activity

BACKGROUND ESSAY

Young People, Volunteerism, and Global Citizenship: From World War I to the Present

By: Dr. Christopher Capozzola

History shows us that global citizenship is something that has been made and remade by each generation of young people, as they learn about the world around them; as they consider the many nations, faiths, and cultures that make up global society; and as they decide on a plan of engaged action that reflects citizenship as a combination of rights and obligations. What it means to be global has changed during the last century, and what it means to be a citizen has evolved over time too. But one thing has stayed constant: global citizenship is what global citizens do. Global citizens are aware of the interconnectedness of the world we live in, and have a shared responsibility to tackle local and global challenges that ultimately affect us all.

A century ago, during the First World War, young people—particularly in the warring nations of Europe and North America—confronted a world in crisis: war, destruction, famine, and cultural hatred filled the newspapers. Prompted by individual commitment, a search for adventure, or a prayerful hope for the redemption of Europe, young people broke down national boundaries to forge human connections with the war’s civilian and military victims. Volunteers who drove ambulances, fed the hungry, or rebuilt communities in Europe were often members of the elite, but government agencies and international groups such as the Red Cross opened the doors for service by people from all walks of life. They drew on traditions of volunteer service, of religious charity, and of social reform, but they also remade those traditions, turning human connection into humanitarianism as a key component of global citizenship.

A generation later, in the wake of World War II, young people from nations around the world responded again to war’s devastation by forming and joining new local and international institutions built in the ashes of war-torn regions. Often they did so by making direct personal connections. By participating in youth exchange programs, joining scout troops or religious groups, writing letters to pen pals, or traveling across borders, young men and women forged a global consciousness. Their efforts responded to the past war, of course, but also reflected a more anxious sense of human connectedness that accompanied the beginning of the nuclear age they were living through.

The commitments of young people born after 1945 reflected the politics and the demographics of their era. Members of this so-called “baby boom” generation argued that “youth” was a political constituency that had the power to act together to achieve its ends. In the 1960s, governments tapped the energy of young people by establishing new programs such as the U.S. Peace Corps. At other times, youth around the world stood apart from government—and from their parents—joining local and global movements on their own terms, pursuing humanitarian agendas distinct from those of other generations. (At the beginning of the twentieth century, that would have been less likely.)

The last few decades have witnessed economic globalization, mass migrations, and rapid technological and environmental changes, which means that today, many young people all over the world no longer have to make much effort to understand that

we are all part of an interconnected world. But what can be just as challenging now as it was for volunteers a century ago is to figure out how one person can make a difference in a complex, interconnected, and contentious world.

The volunteerism that has emerged from young people's commitments to global citizenship has done enormous good in the world. But it's important to think critically about the concept as well. One risk

is that engaged action on behalf of global citizenship may mean little to people who are still trying to achieve their local or national freedom. Another is that when people form conceptions of global citizenship they might assume that everyone in the world shares their values. Instead, global citizenship requires all people to work together within their communities—or across national boundaries—to develop their volunteer plans in a respectful dialogue with the people they seek to serve.

INSTRUCTIONS



Activator

Understanding Global Citizenship

“Before you finish eating breakfast this morning, you’ve depended on more than half the world.”

— Martin Luther King, Jr.

U.S. American Leader of the African-American Civil Rights Movement and Nobel Peace Prize Laureate (1967)

“When the whole world is silent, even one voice becomes powerful.”

— Malala Yousafzai

Pakistani Activist and Youngest-Ever Nobel Peace Prize Laureate (2013)

“Tolerance, inter-cultural dialogue and respect for diversity are more essential than ever in a world where peoples are becoming more and more closely interconnected.”

— Kofi Annan

Ghanaian Diplomat and Former Secretary-General of the United Nations (2004)

“These problems do not disappear just because we do not hear about them. There is so much more happening around the world than what is communicated to us about the top stories we do hear. We all need to look deeper and discover for ourselves...What is the problem? Where is it? How can we help to solve it?”

— Angelina Jolie

U.S. American Actress, Filmmaker, and Humanitarian (2003)

Photograph

Participants in the 100 Years Young! Youth Workshop & Symposium held in Paris, France in 2014.
Photograph by Incorp Agency/Guillaume Deperois. Courtesy of the Archives of the American Field Service and AFS Intercultural Programs.



Global Classroom Tip

Add a quotation that will have meaning for your students by an activist, reformer, or other figure from your community.

1. Distribute the quotation sheet to students. (See lesson attachment: [Taking Action in an Interconnected World: Quotations](#).) Ask them to free-write for 1–2 minutes about the quotation that interests them most. Have students share their responses, and ask how the quotes related to each.



Teaching Tip

Visit the [Teacher Toolkit](#) for more information and resources about global citizenship.

2. Ask students for single words or phrases they equate with the phrase “global citizenship.” Collect their responses using the board or a web tool such as [Wordle](#) or [Padlet](#). Discuss their responses using these prompts:

- What ideas, beliefs, or feelings do you associate with the phrase “global citizen”?
- What does it mean to be a global citizen?
- How do the quotes above relate to global citizenship? Are the individuals above global citizens?

- What motivates people to become global citizens?
- How do local actions affect the global community?
- How can learning about global issues lead to greater understanding and action?

Based on this discussion, help students to develop a common definition or concept of “global citizenship” expressed in their own words. The definition generally includes these components:

- having awareness of local, regional, and global issues and an understanding of their interconnectedness
- understanding how our life choices and local actions are linked to and affect people in other parts of the world
- developing and using the ability to collaborate and communicate with people of different cultural backgrounds than our own
- having a sense of shared responsibility in tackling local and global challenges



Optional Homework Assignment

Assign students to [watch this short video blog](#) created by UNESCO that asks international youth delegates to answer the questions: **What is a global citizen? Why should everyone be a global citizen? As a global citizen, what do you do?** Students can make an audio recording or video blog of their own responses to the three questions.




Lesson

AFS Intercultural Programs: A Case Study on Volunteerism and Global Citizenship

In this lesson students will examine a case study for an organization that has encouraged youth to become volunteers in a global environment from World War I to the present.

1. Divide students into two groups. Tape the exhibit items from the “AFS in World War I” packet on one wall, and tape the exhibit items from the “AFS Today” packet on another wall. (See lesson attachments: [AFS in World War I](#) and [AFS Today](#).) Set up two computers with links to the YouTube videos. Have one



Optional Homework Assignment
Have students read the [Background Essay](#) before beginning this lesson. Alternatively, students can view the history video or social media timeline about AFS available in the [Teacher Toolkit](#).

group walk through the “AFS in World War I” exhibit, and the other walk through the “AFS Today” exhibit, reminding them to look closely at the items and read the captions. Have them sit in their separate groups and discuss the following question:

What evidence or examples from the exhibit can you find that illustrate how young people have become engaged in volunteerism to improve either local or global conditions?

2. Pair students from each group together. Students should ask each other the questions and record their answers on the graphic organizer. (See lesson attachment: [AFS Graphic Organizer](#).)

Remind them to refer to the definition they developed during the Activator for “global citizenship” during this discussion. If your class did not develop this definition, you can write the definition on the board. The definition generally includes these components:

Photograph

Participants at the AFS Qualified Trainer Workshop in 2011.
Courtesy of the Archives of the American Field Service and AFS Intercultural Programs.

- having awareness of local, regional, and global issues and an understanding of their interconnectedness
- understanding how our life choices and local actions are linked to and affect people in other parts of the world
- developing and using the ability to collaborate and communicate with people of different cultural backgrounds than our own
- having a sense of shared responsibility in tackling local and global challenges

3. After the small group discussion, discuss the following questions as a class:

1. What are the similarities and differences between AFS as an organization in World War I and AFS today?
2. What are the similarities and differences between the AFS volunteers in World War I and today, including their motivations to volunteer?
3. How does the historical context shape volunteer opportunities?
4. Are AFS volunteers “global citizens”? Were AFS volunteers “global citizens” in World War I? Why or why not?
5. Why is it important for organizations or people



Teaching Tip

Provide students with the definition of volunteerism, which is usually defined as any action in which time, skills, and labor are given without monetary compensation in order to benefit another person, group, or organization. Alternatively, you can have students complete the “Activator” in Topic 1 of this curriculum, which encourages students to explore and define the meaning of “volunteerism.”

- today to respond to global and/or local issues?
6. Are any of you involved in a volunteer organization? Do you know anyone who is? What do they do? What local or global issue do they help address?

Remind students that AFS is only one example of how they can engage with the world around them.



Extension Activity

Think Globally, Act Locally! Engaging with the World Today

Understanding the connection between local and global issues and engaging with them is a critical element of global citizenship. Like the AFS volunteers who took action during World War I and the many volunteers who continue to make changes today, there are many ways that young people can contribute to tackling the global issues our world is facing. This activity provides an opportunity for students to engage with the world and inform others about a significant global or local issue.

1. Have students work in small groups to research contemporary local or global issues that may merit volunteerism and benefit from global citizenship.
2. Instruct students to use what they learned from the case study of AFS Intercultural Programs in order to “create” their own volunteer organization — one that uses global citizenship to tackle one of the 21st-century issues or challenges (whether local and/or global) they identified. If students did not complete the



Global Classroom Tip
Encourage students to pursue causes that are more familiar to your community.

case study, provide context on AFS or another volunteer organization. In developing their hypothetical organizations, ask students to use the worksheet (See lesson attachment: [Developing a Plan to Create an International Volunteer Organization](#)) and address the following:

- Compose a short mission statement communicating the organization’s purpose and objectives, which can include the measurable impact you expect the organization to have on your selected

global and/or local issue. An example of a mission statement is the one used by AFS:

AFS Intercultural Programs is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world.

- Develop a promotional poster, pamphlet, short video, or social media site for a campaign targeting potential volunteers.
- Write a short paper for your potential supporters identifying the contemporary issue the organiza-

tion will address, why it merits volunteerism, and how it affects global issues.

- 3.** The students' plans for developing an organization designed to meet the needs of a local or global issue in the 21st century can be presented orally or displayed in the classroom. Classmates can "sign up" to volunteer for the organizational plan that most motivates or inspires them.
- 4.** Discuss organizations that are already active in your own community. What issues do they focus on? What are the ties to global and/or local issues? How have their missions and activities been promoted to youth?



Teaching Tip

To guide your students' research, you will find many useful resources from the [Global Education Resource Guide of Primary Source](#) and the [Global Education Resources for Educators](#) page from [AFS Intercultural Programs](#).

For models of student action projects, see the [Voices of Youth Connect website](#), a project of UNICEF.

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, and the Extension Activity for more information.

TAKING ACTION IN AN INTERCONNECTED WORLD: QUOTATIONS

“Before you finish eating breakfast this morning, you’ve depended on more than half the world.”

— **Martin Luther King, Jr.**

U.S. American Leader of the African-American Civil Rights Movement and Nobel Peace Prize Laureate (1967)

“When the whole world is silent, even one voice becomes powerful.”

— **Malala Yousafzai**

Pakistani Activist and Youngest-Ever Nobel Peace Prize Laureate (2013)

“Tolerance, inter-cultural dialogue and respect for diversity are more essential than ever in a world where peoples are becoming more and more closely interconnected.”

— **Kofi Annan**

Ghanaian Diplomat and Former Secretary-General of the United Nations (2004)

“These problems do not disappear just because we do not hear about them. There is so much more happening around the world than what is communicated to us about the top stories we do hear. We all need to look deeper and discover for ourselves...What is the problem? Where is it? How can we help to solve it?”

— **Angelina Jolie**

U.S. American Actress, Filmmaker, and Humanitarian (2003)

AFS IN WORLD WAR I

Exhibit Item #1

AFS Volunteers Loading a Wounded Soldier into an Ambulance in France, 1915



The American Ambulance Field Service (later known as the American Field Service or AFS) was founded in April 1915 as a volunteer ambulance corps comprised of American volunteers serving alongside the French military. These men volunteered for the French military in France, Belgium, and the Balkans during the period of American neutrality, when the United States was not yet directly involved in the war.

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

AFS IN WORLD WAR I

Exhibit Item #2

AFS Recruitment Poster by Charles Dana Gibson, 1917



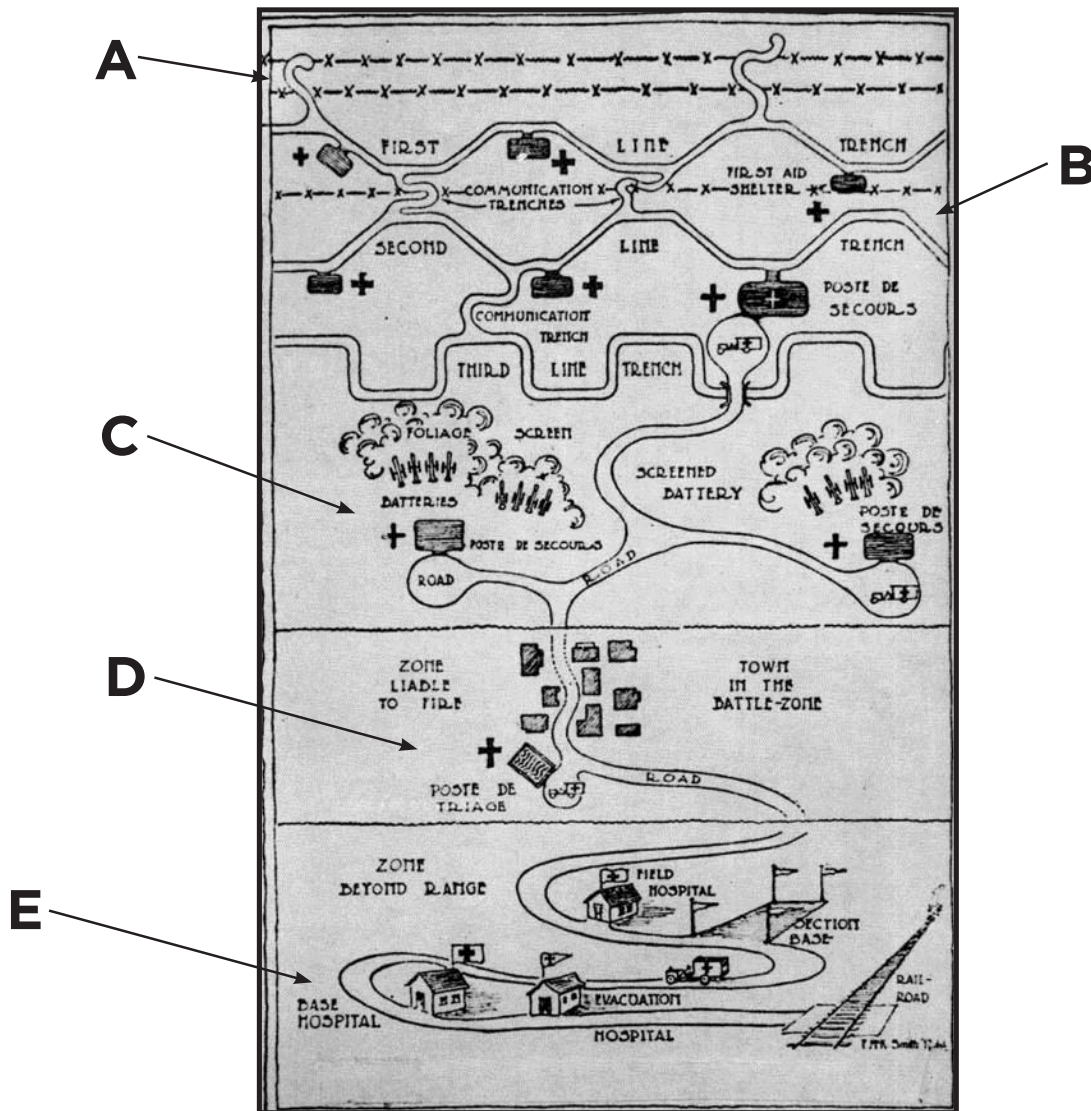
The 2,500 male volunteers of the American Field Service (AFS) were mostly graduates from universities and colleges in the United States, including prestigious schools such as Harvard, Yale, and Princeton. Some young men even left their studies to volunteer overseas with AFS. The unpaid AFS volunteers typically paid for their own uniforms and transportation overseas.

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

AFS IN WORLD WAR I

Exhibit Item #3

Evacuation Chart, 1917



The American Field Service (AFS) volunteers served near the front lines of battle. The barbed wire (A) protected the trenches (B) where the soldiers dug giant holes in the ground to protect themselves from enemy fire. The wounded would be taken to the front-line dressing stations (C), where AFS ambulances would be waiting for them. The AFS drivers would then drive them further to triage stations (D), and further on to hospitals (E) for those who needed more complicated treatments.

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

AFS IN WORLD WAR I

Exhibit Item #4

***Our Friend France* Promotional Film Clips and Program Ticket Produced by the Triangle Film Corporation, 1917**

THE WOUNDED
ARE CARRIED ON
STRETCHERS
FROM THE TRENCHES
TO THE FIRST SHELTER



VIEW THE FILM CLIP HERE ▶

<https://vimeo.com/154323874>

The American Field Service (AFS) relied on donations from Americans in the United States to purchase ambulances during the war. They created a number of promotional items and events in order to fundraise for the money, including the promotional film *Our Friend France*, which showed the work of the AFS volunteers abroad. The film was shown in U.S. American and French theaters to captivated audiences, and was accompanied by an orchestra to put sound to the silent film.

Courtesy of the Library of Congress and the Archives of the American Field Service and AFS Intercultural Programs Exhibit Items

AFS TODAY

Exhibit Item #1

AFS Student from Denmark with His Peruvian Host Mom, 2003



After witnessing the horrors of both World Wars, the American Field Service (AFS) volunteers founded a secondary school student exchange program in 1946, in order to perpetuate international friendships and create peace. AFS students who participate in the programs go abroad for several months to a year, staying with host families who open their homes to the exchange students. In 2015, AFS sent more than 12,000 students to more than 100 countries worldwide.

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

AFS TODAY

Exhibit Item #2

Poster Commemorating 10 Years of AFS India, 2014



AFS commemorated 100 years of volunteerism in 2014-15, as an organization that was founded by volunteer ambulance drivers in World War I. AFS today relies heavily on a global network of volunteers to run its exchange and intercultural learning programs. AFS is supported by more than 40,000 active volunteers worldwide, who conduct intercultural learning trainings and engage in community projects, among other activities. Through their work, volunteers learn more about themselves, their own cultures, practice other languages, develop leadership skills, and give back to the local and global communities.

Exhibit Item
Courtesy of AFS India

AFS TODAY

Exhibit Item #3

AFS Volunteers Working with Local Communities: AFS Aswan Chapter of Egypt, 2014



AFS encourages AFS alumni, students, and volunteers to become active global citizens in their hosted and home communities. An example of this are the volunteers of the AFS Aswan Chapter in Egypt, who partnered with the Fekra Culture Center, Coca-Cola, and the Association of Development of Heissa Island to create a project that would benefit the Nubian community based on Heissa Island who were greatly affected from the decrease of tourism and economical crisis following the Egyptian Revolution. The AFS volunteers provided an eight-day workshop to the local community on creating handcrafted accessories made from yarn, beads, and brass with designs to help support the local market while connecting the Nubian community to other communities (where the products were sold) and building trust between them.

Exhibit Items
Courtesy of AFS Egypt

AFS TODAY

Exhibit Item #4

From Trenches to Bridges AFS Youth Forum in France, November 2015



View the Peace Charter the AFS Youth Forum participants created and handed over to the European Parliament at:

www.youtube.com/watch?v=NUpl4MU8KZY

AFS events are supported and facilitated by trainers and volunteers from around the world. An example is the AFS Youth Forum *From Trenches to Bridges* (seen above) held in Strasbourg, France, where 300 young people from 43 countries learned about active citizenship and volunteerism from World War I to the present day. The event and its results, including a Peace Charter video created by the students and officially presented to the European Parliament, were also shared on social media in various countries and motivated other young people all around the world.

Exhibit Items
Photograph by Guillaume Kerhervé. Courtesy of AFS France

GRAPHIC ORGANIZER

AFS in World War I	Name:	AFS Today	Name:
What was the historical context of your exhibit?		What was the historical context of your exhibit?	
Who were the volunteers in your exhibit?		Who were the volunteers in your exhibit?	
Does the historical context of your exhibit affect the volunteer opportunities?		Does the historical context of your exhibit affect the volunteer opportunities?	
Why do you think the young people in your exhibit were motivated to volunteer?		Why do you think the young people in your exhibit were motivated to volunteer?	
How was the volunteer work promoted or advertised in your exhibit?		How was the volunteer work promoted or advertised in your exhibit?	
Are the volunteers in your exhibit global citizens? Why or why not?		Are the volunteers in your exhibit global citizens? Why or why not?	

DEVELOPING A PLAN TO CREATE AN INTERNATIONAL VOLUNTEER ORGANIZATION:

Assignment Sheet

As a small group, you will “create” your own local volunteer organization — one that tackles a 21st-century issue or challenge you are concerned about and have researched.

Do the following to create your hypothetical organization:

- Compose a short mission statement communicating the organization’s purpose and objectives, which can include the measurable impact you expect the organization to have on your selected global and/or local issue. An example of a mission statement is the one used by AFS Intercultural Programs:

AFS Intercultural Programs is an international, voluntary, non-governmental, non-profit organization that provides intercultural learning opportunities to help people develop the knowledge, skills and understanding needed to create a more just and peaceful world.

- Develop a promotional poster, pamphlet, short video, or social media page targeting potential volunteers for your organization.
- Write a short paper for your potential supporters identifying the contemporary issue the organization will address, why it merits volunteerism, and how it affects global issues.

You will have an opportunity to share your plan with your classmates and learn about theirs; then you will be asked to “volunteer” for the organization that motivates you the most!