

TEACHING AMERICAN HISTORY PROJECT
Recruitment through Art in WWI
From Lynley Gates

Grade – 11 US History

Length of class period – 45 minutes

Inquiry - How does a nation prepare for war? Who is involved?

Objectives: Students will be able to:

- analyze artwork reflecting American attitudes toward military recruitment.
- use primary sources to empathize with the recruit's perspective.
- Work in groups using conversational English skills.

Materials (See pages following)

1. WWI Recruitment Posters (either print for distribution or display on board via projector/smart board)
2. Art Analysis Worksheet
3. PowerPoint Lecture on American Mobilization during WWI

Activities

1. Discuss American mobilization with PowerPoint (20 minutes). Emphasize the Selective Service Act, the war economy, societal changes, and public opinion.
 - a. Have students take notes while teacher leads them through PowerPoint lecture.
 - b. This will provide them with the background they will need to analyze the primary sources in the next activity.
2. Art Analysis using WWI recruitment posters (25 minutes).
 - a. Teacher will assign each group a poster to discuss. Students will discuss their original piece in their groups, answering questions on their worksheet.
 - b. After 10 minutes, Teacher will lead the entire class in a discussion on all pieces. Students will then participate in a group discussion of all pieces, and be able fill out the remainder of their worksheet.

How will you assess what student learned during this lesson?

1. Teacher will collect Analysis Worksheet at the end of class in order to assess students' ability to analyze recruitment posters.
2. Teacher will ask questions for clarification during lecture and discussion of artwork.

Connecticut Framework Grade Level Expectations –

2.1.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text). Find relevant and accurate information from a variety of sources to answer a history/social studies question.

Art Analysis Worksheet
WWI Recruitment Posters

ANSWER KEY- Answers are in red

1. Describe your group's poster, include information about its subject, who you think its audience is and what you think its main message is, in other words what does this poster make you feel?

Complete descriptions should include...

-What the poster looks like.

-Who is the subject?

-The message being conveyed, i.e. that the Central Powers are going to take over America, and beat their culture into us. (Destroy This Mad Brute)

2. What can these recruitment posters tell us about American attitudes to military recruitment?

A complete answer should include...

-How the poster encourages recruitment?

-Is there a positive or negative message?

-Does the poster portray the military as heroic?

3. What can these posters tell us about American attitudes towards the Central Powers?

A complete answer should include...

-If there is a lack of attitude toward Central powers in poster, only 2 clearly display feeling about them.

-The image of the Central powers the poster creates.

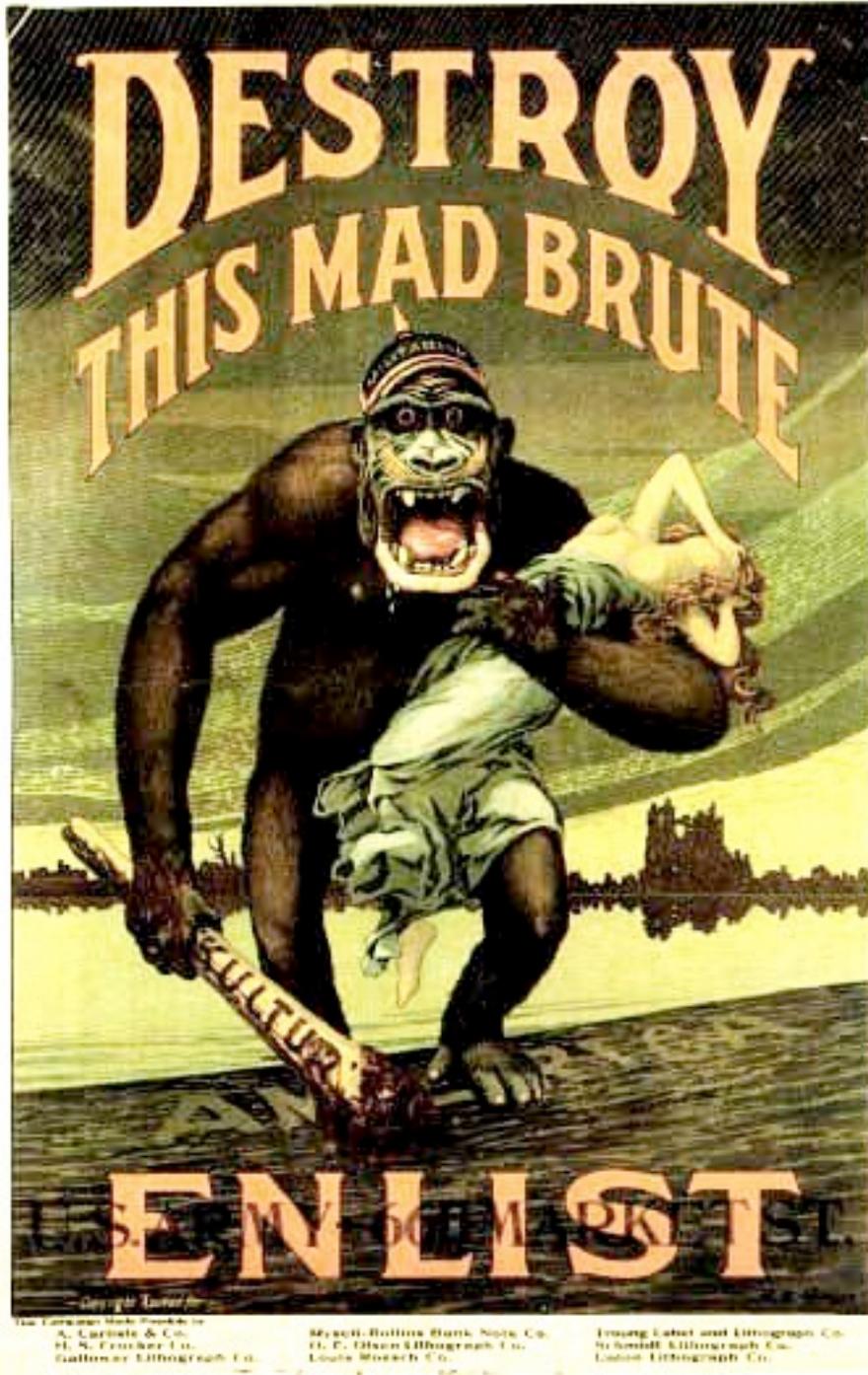
Artwork to be used during analysis.



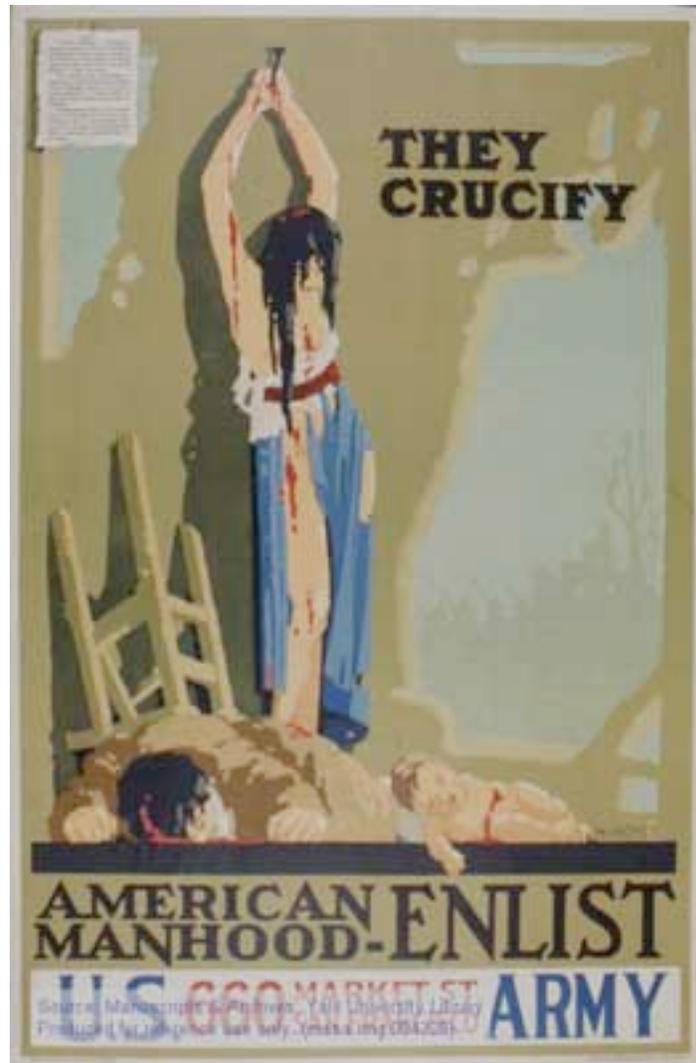
[WWI Recruitment Poster]. Retrieved November 16, 2010, from:
<http://www.cornellcollege.edu/history/courses/stewart/his260-3-2006/04%20four/WWIRecruitment.htm>



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M. Moyle (Artist U.S. Amry). (WWI Era). They Crucify. American Manhood—Enlist [Poster], Retrieved November 16, 2010, from: URL (http://www.yale.edu/collections_collaborative/WW1/gender.html).



Flagg, James Montgomery (Painter). (WWI Era). The Navy Needs You! Don't Read American History—Make it! [Oil Painting], Retrieved October 5, 2010, from: URL (<http://www.history.navy.mil/photos/arttopic/pstr-rec/nrp-w1c.htm>).

Guided Lecture Notes
WWI: America Mobilizes

America prepared for war by...

1. Selective Service Act: May 1917
 - a. What is it?

 - b. What did it do?

2. A War Economy: Americans on the home front are asked to help out.
 - a. War Industries Board:

 - b. Government measures:

 - c. How does this differ from today's economy?

3. Public Opinion:
 - a. The Committee on public information:

 - b. Propaganda and recruitment posters

4. War and American Society: The workforce changed, to make up for the men it lost to war...
 - a. Women:

 - b. African Americans:

 - c. Mexicans: