



Picture This:

World War One on the Front Lines and the American Home Front

Recommended Grades: 7-12
Recommended Time: 30 minutes

Program Overview: *Picture This* is a live virtual learning experience through which students will examine several images from the Ohio History Connection's archival collections, as well as those from collections of other cultural heritage institutions across Ohio. Guided by a host, students will discover the importance of visual media as a source of recording history by analyzing photographs, cartoons, and posters from World War I.

Students will learn how to examine and interpret images and then participate in analyzing several images to refine their skills.

The images in this program are focused on visual media used during WWI to encourage Americans on the home front to support the war effort, as well as photographs that document the daily life of soldiers.

Presentation Outcomes: After participating in this program, students will have a better understanding of the important role visual materials play as primary sources in understanding history. Students will be able to examine, analyze, and interpret images in order to make connections to what life was like in America during World War I.

Standards Connection:

Portions of the following academic content standards may be addressed over the course of the program.

National Standards

NCTE – ELA K-12.4 Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NCTE- ELA K-12.6 Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

NCTE- ELA K-12.7 Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

NCTE- ELA K-12.8 Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

NCSS - SS.2 Time, Continuity, and Change
 NCSS - SS.5 Individuals, Groups, and Institutions
 NCSS - SS.6 Power, Authority, and Governance
 NCSS - SS.8 Science, Technology, and Society

Ohio Revised Standards – Social Studies

High School

Theme: American History

Topic: Historical Thinking and Skills

Content Statement 1: The use of primary and secondary sources of information includes an examination of the credibility of each source.

Topic: Foreign Affairs from Imperialism to Post World War I (1898 – 1930)

Content Statement 14: As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.

High School

Theme: Modern World History

Topic: Historical Thinking and Skills

Content Statement 2: The use of primary and secondary sources of information includes an examination of the credibility of each source.

Topic: Achievements and Crises (1900-1945)

Content Statement 13: The causes of World War I included militarism, imperialism, nationalism and alliances

Common Core State Standards

ELA CCSS: SL.9-10.1, SL.9-10.2, SL.10-11.1, SL.10-11.2, RH.9-10.1, RH.9-10.2, RH.11-12.1, RH.11-12.2

Presentation Tips:

It might not be possible for the presenter to see or hear all of your students clearly. Teachers can help facilitate the presentation by calling on students and encouraging them to speak up. We ask that teachers stay within close vicinity of the microphone to repeat any student responses we're unable to hear.

Images may not always be clear or large enough for students to see on the screen during the live program. Teachers may want to print the handouts on pages 11 – 20 in this packet and pass them out to students before the beginning of the program.

Pre-Presentation Activities (optional):

Discussion – Ask students the following questions:

- a. Why do we take photographs, create posters, or draw cartoons?
- b. Why are photographs and other visual media important to historians?
- c. What can you learn from visual culture that you can't learn from historic texts?
- d. What in this picture doesn't make sense?

How to Analyze Visual Media worksheet – Review the worksheet located on page 5 of this packet with students before the date of program.

Vocabulary – Review the following vocabulary terms:

Analyze – to examine carefully and in detail in order to gain full understanding.

Bias – a prejudice in favor of or against one thing, person, or group, usually in a way considered to be unfair.

Film – a thin flexible strip of plastic or other material coated with light-sensitive emulsion for exposure in a camera; used to produce photographs or motion pictures.

Observe – to notice or perceive something and register it as being significant.

Primary source – a source of information that was created at the same time as the time being studied; a first-hand account of an event.

Propaganda – information of a biased or misleading nature used to promote or publicize a particular cause or point of view.

Question – to ask or inquire; to make a question of; doubt.

Secondary source – a source of information that was not created during the time being studied; usually created after analyzing primary sources.

Post-Presentation Activities (optional):

Homework – Using the student image worksheets, assign students to use copies of the analysis worksheet offered in this packet on page 6 to finish analyzing any images that were not discussed during the live program for homework. Students can discuss their findings during an upcoming class period.

Picture Exchange Activity – Have each student bring in 3 of their own photos, old and new, for further interpretation. Divide students into pairs and have them exchange photographs. Each student must analyze and interpret their partner's images.

Caption Writing Activity – Provide students with 3-5 photographs. Assign students to analyze each photograph closely. Then, for each photograph, students must write their own caption for the image. It should be two sentences and include the "who, what, when, where, and why" of the photograph.

Photographic Essay – Assign students a historical event to research through images. Each student must create a photographic essay telling the story of the event.

Distance Learning – Participate in other distance learning programs to further explore the use of primary and secondary sources.

<http://www.ohiohistory.org/dl>

Plan a Visit – Come visit the Ohio History Center in person and take advantage of our diverse variety of collections and research materials.

<http://www.ohiohistory.org/education/field-trips>

Recommended Websites:

Ohio Memory

<http://www.ohiomemory.org/>

Ohio Memory, the collaborative statewide digital library program of the Ohio History Connection and State Library of Ohio, provides free access to over 700,000 primary sources related to Ohio's history from cultural heritage institutions across the state.

Library of Congress: The American Memory Project

<http://memory.loc.gov/ammem/index.html>

American Memory provides free and open access to over 9 million digitalized primary source materials, including images. Many of the collections are linked to a related Collection Connections page, which features teaching resources.

National Archives

<http://www.archives.gov/research/search/>

The National Archives website provides online public access to primary source materials, including photographs. By using the advanced search, users can limit their search results to images only.

After the Live Program

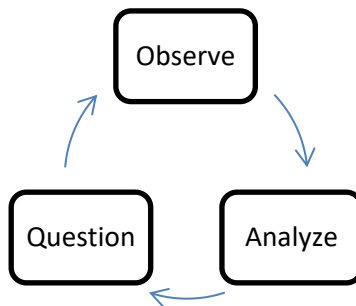
The staff of the Ohio History Connection would like to thank you for your participation in our programming. In an effort to continually improve and provide the best programming and service possible, we'd ask that you take some time to evaluate the experience you and your students had with our distance learning programming at:

<http://www.cilc.org/ContentProvider/Evaluation.aspx?pass=fcM8OQgRd8>

Feel free to be candid with your comments as we strive to put together the best programming possible for teachers and students. Please forward this link to any other teachers, coordinators, or technicians who participated in the presentation. We welcome any and all comments that you may have!

How to Analyze Visual Media– Teacher’s Guide

1. Observe the image. Have students identify and note details.
 - a. What do you see in the image?
 - b. What is in the center of the picture?
 - c. What is in the background of the picture?
 - d. What colors are used?
 - e. Are there people, places, or things that can be identified?
 - f. What mood or emotion do you feel when looking at the image?
 - g. What do you notice that you didn’t expect?
 - h. What do you notice that you can’t explain?
2. Analyze. Ask students to focus on the emotions and interpretations that an image evokes. Different viewers will react to the same image in different ways, so there are no wrong responses.
 - a. Who might the people be?
 - b. Where was the photograph taken or image created?
 - c. For photographs, what might have happened right before the picture was taken? What may have taken place right after the picture was taken? When is this photograph being taken?
 - d. What is the most important person or feature in the image?
 - e. Who do you think was the audience for this picture?
 - f. Why do you think this image is important?
3. Ask questions. Be sure students ask questions that lead to more observation and inferences.
 - a. What does this image make you wonder about – who, what, when, where, why, how?
 - b. How does it compare to life today?
 - c. What can you learn from this image?



Name:

Date:

Period:

Student Photograph Analysis Worksheet

Image Topic _____

Step 1: Observe - Study the image for a few minutes and use the chart below to list people, objects, and activities that you see.

People	Objects	Activities/Happenings

Step 2: Analyze - State three things you might conclude from the source. When was this photograph taken or image created? How do you know?

A)

B)

C)

Step 3: Question - Compare the happenings in the image to present day. What differences do you notice? What questions does this image raise for you?

A)

B)

C)

Teacher's Image Guide

The following is a list of images that will be used in the program. However, there will not be enough time to analyze all of the images below during the live program. A guided Analysis Worksheet is offered so teachers and students can continue the activity after the program ends.



Image #1

Title: 'Army's Melting Pot' Photograph

Description: Taken November 7, 1918, this is a photograph of soldiers at Camp Sherman titled "The Army's Melting Pot: 40 Men, 40 Different Nationalities, 32

Different Languages." Identified in the photograph are Major L. F. Smith, Captain D. H. Harnish and Lieutenant C. Walzynski along with the men of the 6th Development Battalion. Camp Sherman was built near Chillicothe, Ohio, to accommodate 42,000 soldiers, and began receiving recruits in September 1917. Over 120,000 draftees and enlistees, largely from Ohio, Pennsylvania, Indiana and Tennessee, were trained at the facility.



Image #2

Title: 317th Engineers baseball team photograph

Description: This photograph shows the 317th Engineers baseball team, pictured July 31, 1918, at Camp Sherman. This regimental unit was part of the 92nd Division, made up of all African American soldiers, and sailed for France in June of 1918. The 317th Engineers took part in the Meuse-Argonne and Lorraine campaigns. Camp Sherman was built near

Chillicothe, Ohio, to accommodate 42,000 soldiers, and began receiving recruits in September 1917. Over 120,000 draftees and enlistees, largely from Ohio, Pennsylvania, Indiana and Tennessee, were trained at the facility.

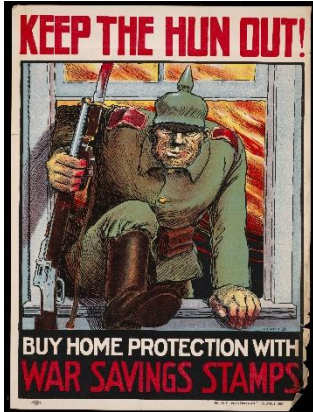


Image #3

Title: 'Keep the Hun Out!' poster

Description: Illustrated by Billy Ireland around 1917, this World War I poster shows a German soldier climbing into a house through a window while holding a rifle in his right hand, raging flames behind him, with the message "Keep the Hun Out!" across the top and "Buy Home Protection with War Savings Stamps" at the bottom. American World War I propaganda often referred to the Germans as Huns to emphasize their barbaric war practices.



Image #4

Title: Women marching in Red Cross parade

Description: Dated ca. 1918, this photograph shows women and girls marching in a Red Cross parade in Columbus, Ohio, at the intersection of Broad and High Streets. Crowds line the streets as marchers carry patriotic posters encouraging Americans to purchase war bonds.



Image #5

Title: 'Booze and Beer Barons' advertisement

Description: Dated 1918, this prohibition advertisement shows a man identified as Patriotic American Labor punching a personified booze bottle holding a sign which reads "American labor will not do patriotic duty on war work without booze." This advertisement is one of a series of prohibition advertisements

produced by the Ohio Dry Federation that was designed for newspaper publication, encouraging Americans to vote yes for prohibition on the November 5, 1918, ballot. These advertisements were originally bound and published in a book. Ohio played a highly influential role in the nation's prohibition movement, beginning with the formation of the Woman's Christian Temperance Union in 1874 and the Anti-Saloon League in 1893. In 1917-1918, James A. White, the superintendent of the Ohio Anti-Saloon league, established the Ohio Dry Federation to campaign to Ohio voters for the 1918 election. Although the prohibition and temperance movements were well under way by World War I, the war gave dry activists a powerful angle with which to campaign, most prominently conserving the grain supply for soldiers overseas.



Image #6

Title: X-ray machine in French field hospital photograph

Description: This image comes from a series of stereoview photographs taken during World War I by the Keystone View Company. The caption reads "French Field Hospital-- Locating Bullet With X-Ray Machine." A wounded soldier lays under a tent as he's attended by medical personnel. A

description of the X-ray's operation is provided on the reverse of the card.



Image #7

Title: 'Will You Have a Part in Victory?' poster

Description: This poster, which asks "Will You Have a Part in Victory?," urged American citizens to plant war gardens during World War I. It was published in the book "War Garden Victorious" by Charles Lathrop Pack, president of the National War Garden Commission during World War I. Many Americans planted gardens during the Great War to supplement the food they had available and support the war effort. At the end of the war, the gardens came to be called "victory gardens."



Image #8

Title: 'His Hiding Place' cartoon (Courtesy of the Anti-Saloon League Museum at Westerville Public Library)

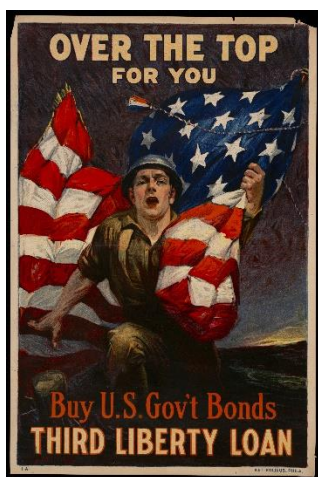
Description: Published in the June 1, 1918, issue of the American Issue, this cartoon captioned "His Hiding Place" shows a German officer with a devil tail crouching behind a beer barrel on American soil, spying on a U.S. military camp in the distance. The American Issue was a weekly periodical produced by the American Issue Publishing Company, a holding of the Anti-Saloon League of America. The Anti-Saloon League led the national temperance and prohibition campaigns during the height of the movement. Anti-German sentiment during World War I gave the League leverage against the saloons, especially because most brewers were of German descent.

**Image #9**

Title: Inland Steel Company World War I canning photograph

Description: Captioned "They helped to can the Kaiser," this photograph shows employees of the Inland Steel Company with canned vegetables from their war gardens during World War I. The children are from South Chicago

Day Nursery, where many of the vegetables were donated. The photograph was published in the book "War Garden Victorious" by Charles Lathrop Pack, president of the National War Garden Commission during World War I.

**Image #10**

Title: 'Over the Top for You' poster

Description: Illustrated by Sidney H. Riesenberg in 1918, this World War I poster shows a soldier running across the battlefield carrying an American flag in his left hand, with the message "Over the Top for You" at the top and "Buy U.S. Gov't Bonds Third Liberty Loan" across the bottom.

Image #1 Student Worksheet



Where are these men standing?

Explain the metaphor of a "melting pot." Do you think this is a useful metaphor?

Based on what you see in the photograph, what do you think a development battalion was?

Image #2 Student Worksheet



Why could soldiers participate in recreational sports like baseball at a military training camp?

In what ways might the experiences of African American soldiers have been different from experiences of white soldiers?

Image #3 Student Worksheet



Who do you think the "Huns" are?

What visual clues tell the viewer that the soldier is the enemy?

What feelings does this image evoke, and how might it encourage Americans to purchase war savings stamps?

Image #4 Student Worksheet



Who are these women and what are they carrying? Where was this photograph taken?

Do people march like this today? What are some examples of ways we march today?

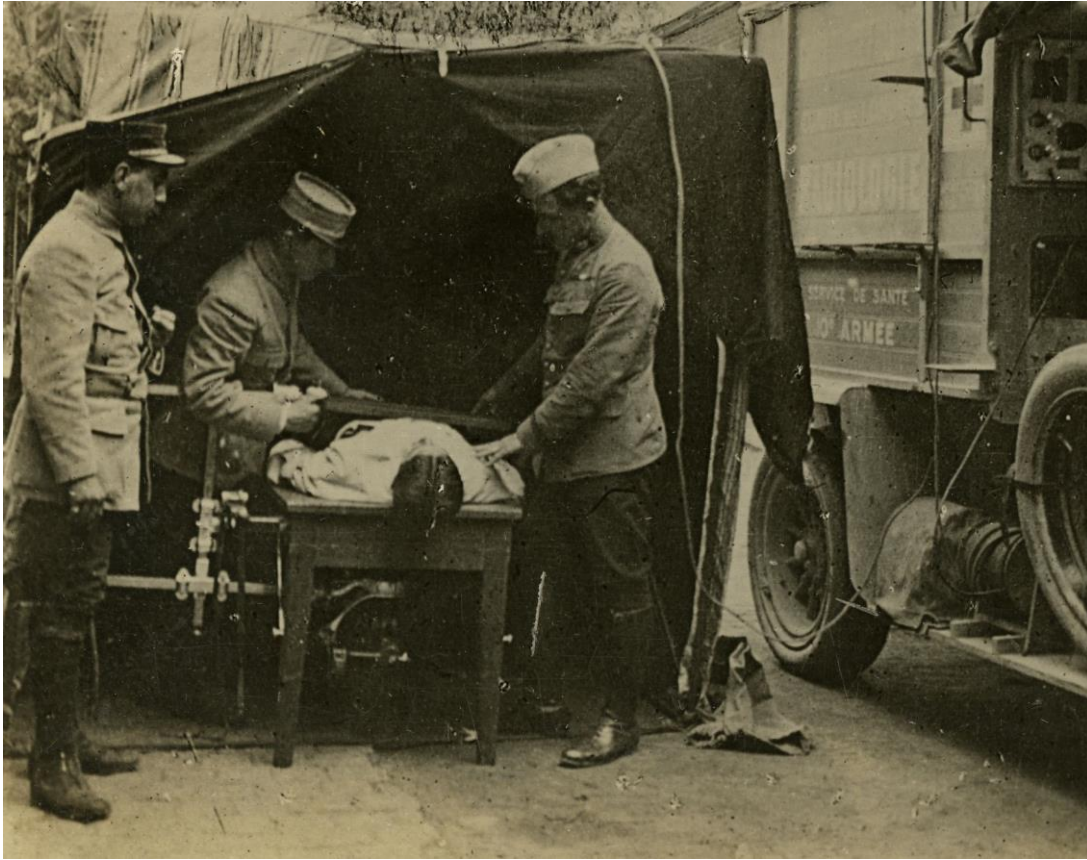
Image #5 Student Worksheet



What is Ohio's connection to prohibition?

What's alcohol's connection to World War I?

Image #6 Student Worksheet



What's taking place in this photograph? (Hint: Do you see text? What does it say?)

How do you think medical technology in World War I was different than in previous conflicts like the Civil War?

Image #7 Student Worksheet



Who is the figure in the poster?

What does this poster encourage Americans to do?

Why was it important to conserve food? How could Americans conserve food?

Image #8 Student Worksheet



Who does the man behind the beer barrel represent? How do you know?

What feelings or sentiments was this cartoon meant to evoke?

Image #9 Student Worksheet



THEY HELPED TO CAN THE KAISER

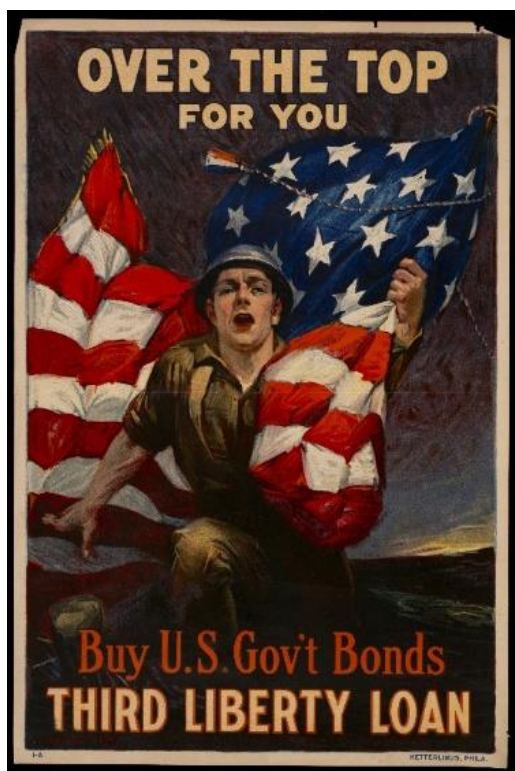
The Inland Steel Company's plant, at South Chicago, Illinois, was blessed with patriotic employees. Their war gardens supplied vegetables regularly to the South Chicago Day Nursery and to many needy families. The picture shows patriotism expressed in both slogans and canned vegetables.

Why was this photograph taken?

What is 'Old Glory'?

What's the photograph's intended message?

Image #10 Student Worksheet



How does this compare to the "Keep the Hun Out!" poster?

Who is the "You" in the message of this poster?

Image #1 Teacher Answer Key



Where are these men standing?

The men are at Camp Sherman in Chillicothe, Ohio. Camp Sherman was the country's third largest military training camp with over 2,000 buildings on its campus, earning the nickname "Ohio's Soldier Factory." It could house 40,000 men and 12,000 horses or mules at a time.

Explain the metaphor of a "melting pot." Do you think this is a useful metaphor?

A culture or place as a "melting pot" refers to the idea of different things coming together and smoothly blending to become one. It is most commonly used to refer to the assimilation that takes place as immigrants come to the United States and join into the dominant culture, often through intermarriage and cultural adaptation. The idea has been around for centuries, but the exact term came into popular use after the staging of a 1908 play of the same name.

Some think that the idea of a melting pot is problematic and encourages a single idea of a given culture that others must adopt. There is also a long history of efforts on the part of the dominant culture to keep new communities separate, through exclusion laws and laws against intermarriage between racial or ethnic groups. Others see cultural assimilation as helpful in the interest of national unity, and view the idea of a melting pot as a positive.

Based on what you see in the photograph, what do you think a development battalion was?

Men who were medically unfit for service, but not so incapable that they were automatically discharged, were placed in development battalions where they could be trained and observed by medical officers, and eventually be transferred to a unit for service. Men in development battalions had illnesses or injuries that made them unable to train at their full potential, such as foot injuries, venereal disease, heart conditions, etc. Non-English speakers and men who were illiterate were also placed into development battalions, where they were taught English, which is the case with the men pictured here.

Image #2 Teacher Answer Key



Why could soldiers participate in recreational sports like baseball at a military training camp?

Recreational and leisure activities gave soldiers time to do things they enjoy, to stay active, and to build a sense of comradery with other men in their units. At Camp Sherman, men could engage in a variety of leisure activities, including reading in the camp library, watch films at the theater, play baseball, and join one of the regimental bands.

In what ways might the experiences of African American soldiers have been different from experiences of white soldiers?

During World War I, institutional racism and segregation were just as widespread in the military as in the rest of society. African Americans played an important role in World War I, with over 400,000 African Americans serving in labor regiments, as their opportunities were limited. Labor regiments, or engineering battalions, completed essential and labor-intensive tasks, such as building roads and trenches and transporting various supplies like ammunition, food, and fuel.

Image #3 Teacher Answer Key



Who do you think the "Huns" are?

During World War I, the Germans were often referred to as the "Huns," which was meant to portray them as savagely violent brutes.

What visual clues tell the viewer that the soldier is the enemy?

Outside the window, the oranges and reds in the sky look as though the town is ablaze. The soldier's eyes are red, and there is blood on his hands and his bayonet.

What feelings does this image evoke, and how might it encourage Americans to purchase war savings stamps?

Examples of feelings might include fear, exposed, unsafe, and panic. The poster communicates to its viewers that by purchasing war savings stamps, we can prevent the Germans from invading the United States and our homes.

Image #4 Teacher Answer Key



Who are these women and what are they carrying? Where was this photograph taken?

These women are from the Alton Community Red Cross Unit in Franklin County, Ohio, and are marching in the Red Cross Parade through downtown Columbus. They are carrying war posters encouraging Americans to purchase war bonds to finance the war effort. These women likely have sons, brothers, and/or husbands serving in the war.

Do people march like this today? What are some examples of ways we march today?

Absolutely! Throughout history, people have marched to make public statements about a change they would like to see, or simply to celebrate or commemorate an event.

Today, we traditionally celebrate some holidays with parades, like the Fourth of July, Veterans Day, and Thanksgiving Day. Marches in the form of protest have impacted America's history, such as the March for Jobs and Freedom (1963), Anti-Vietnam War march in Washington D.C. (1969), and the Women's March on Washington (2017).

Image #5 Teacher Answer Key



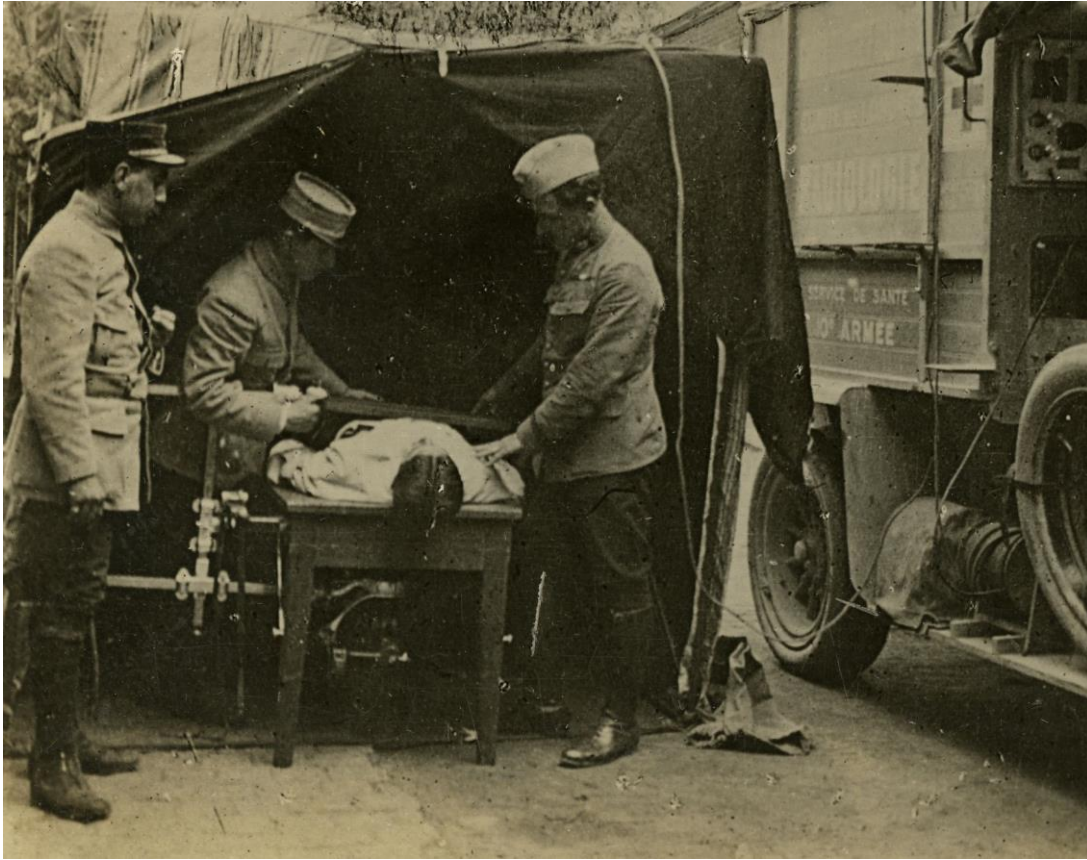
What is Ohio's connection to prohibition?

Starting in the late 1880s, Ohio was at the heart of the temperance and prohibition movements. The Woman's Christian Temperance Union (1874) and the Anti-Saloon League (1893), both national leaders in campaigning for anti-alcohol legislation, were formed in Ohio. Ohioans were divided on the issue, as Protestant leaders and church-goers fought for a dry Ohio, while brewers funded organizations that protected their interests.

What's alcohol's connection to World War I?

Organizations like the Ohio Dry Federation and the Anti-Saloon League used anti-German sentiment during the war as leverage for wartime prohibition, as most brewers were of German descent. World War I era anti-alcohol cartoons often show American brewers and Kaiser Wilhelm II conspiring; men, women, and children destitute from husbands and fathers spending all their income on booze; and emphasize the large quantity of grains used to produce alcohol that could instead be used to feed American soldiers.

Image #6 Teacher Answer Key



What's taking place in this photograph? (Hint: Do you see the text? What does it say?)

A group of medical staff in the French army performs an X-ray on the man on the table in an attempt to locate a bullet. During World War I, medics and doctors used X-rays to not only identify broken bones, but to find bullets and shrapnel in wounded soldiers. Men wounded on the battlefield were transported on stretchers or in army ambulances, often through treacherous terrain while under fire, to small medical bases for immediate treatment, and later transported to base hospitals well behind the front lines for more advanced treatment.

How do you think medical technology in World War I was different than in previous conflicts like the Civil War?

The brutal fighting of WWI led to many advances in medical technology leading to improved outcomes for injured soldiers. Amputation was less common as doctors were able to better disinfect wounds and operate in a hospital setting to save a limb. Advances were made in the use of ambulances for motorized transport, anesthesia for surgery, antiseptic to reduce infection, and facial reconstructive surgery for those soldiers disfigured on the battlefield, as well as with technologies like the X-ray and methods like saline and blood transfusions.

Image #7 Teacher Answer Key



Who is the figure in the poster?

Two interpretations of the female figure could be the goddess Victory, dressed in the American flag and "sowing the seeds of victory," or Columbia, the female personification of the United States. In addition to the American flag, she wears what's known as a Phrygian, or liberty, cap, which has been used in artwork since antiquity as a symbol of freedom and the struggle for liberty. The two are used somewhat interchangeably; the popularity of Columbia in the 19th century largely gave way to Liberty in the early 20th century.

What does this poster encourage Americans to do?

Created and distributed by the National War Garden Commission, this poster encourages Americans to grow produce at their homes in war gardens, also referred to as "victory gardens." The Commission offers free books about gardening, canning, and drying.

Why was it important to conserve food? How could Americans conserve food?

Consuming less food on the home front meant more food for American soldiers. In addition to growing produce, Americans were encouraged to limit the use of sugar, wheat, and red meat. People substituted corn, oats, hominy, and rice for wheat-based cereals, grains, and flours.

Image #8 Teacher Answer Key



Who does the man behind the beer barrel represent? How do you know?

The man behind the beer barrel is Kaiser Wilhelm II and represents German interests in America (as labeled). This image communicated that German interests are present in the United States, but might not be easily identified, as they're hiding behind brewers and the alcohol industry.

What feelings or sentiments was this cartoon meant to evoke?

Answers might include fear, anti-alcohol sentiments, anti-German sentiments, and more. Note in particular the devil's tail protruding from the uniform of the Kaiser, and threatening the U.S.A. with its shadow.

Image #9 Teacher Answer Key



Why was this photograph taken?

This photograph was featured in a book published in 1919 by the National War Garden Commission called *The War Garden Victorious* which discusses war gardens and the food supply during World War I.

What is 'Old Glory'?

Old Glory is a term, coined in the 19th century that refers to the flag of the United States. It originally referred to a specific flag owned by an American merchant seaman, which was staunchly defended through the Civil War and now resides at the Smithsonian. It has since come to mean the flag (and by extension, the nation) more generally.

What's the photograph's intended message?

This photograph shows employees at Inland Steel Company in Chicago and the vegetables they grew and canned, many of which were donated to South Chicago Day Nursey, where many of the children pictured were from. Although this book was published after the war, this photograph shows what Americans fulfilling their patriotic duty can produce, and the pride that comes along with it. By maintaining a war garden, they contributed to the Allied victory.

Image #10 Teacher Answer Key



How does this compare to the "Keep the Hun Out!" poster?

This poster and "Keep the Hun Out!" both advertise the purchase of war funds. "Keep the Hun Out!" is drawn and colored in more of a cartoon-like style, with dramatic and bright colors, and the tone enforces the malicious, hostile, and dangerous qualities of German soldiers that Americans should be wary of.

"Over The Top For You" shows an American doughboy, valiantly carrying the American flag over the tops of the trenches. The bold colors of the flag fill most of the poster. The design and artistic style more appropriately reflect the loyalty and patriotism of every American soldier, urging those on the home front to fulfill their patriotic duty by purchasing war bonds to support soldiers like this one.

Who is the "You" in the message of this poster?

"You" refers both to the individual viewer of the poster, emphasizing the sacrifice made by soldiers for each American, and to the American public as a whole on the home front. Both interpretations encourage the viewer to recognize why soldiers are fighting and compel them to make their own financial sacrifices in order to support the war effort and individual soldiers who are risking their lives overseas.

This virtual learning experience is part of the *Little Stories of the Great War: Ohioans in World War I* project, made possible in part by a major grant from the National Endowment for the Humanities: Exploring the human endeavor.

Any views, findings, conclusions, or recommendations expressed in this resource do not necessarily represent those of the National Endowment for the Humanities. (www.neh.gov)

