

# EMBATTLED EMBLEMS



Posters and Flags  
of the First World War



**Exhibition organized by the New Jersey State Museum**

## *Teacher Resources*



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## World War One Centennial

The United States of America declared war on Germany April 6, 1917 officially entering World War 1.

Nationally, events, exhibits and online resources are planned throughout 2017. The New Jersey State Museum will feature the exhibit *Embattled Emblems: Posters and Flags of the First World War* from September 16, 2017 to August 19, 2018.

This often forgotten war was a turning point in modern warfare in many ways. According to the **United State World War One Centennial Commission** ([www.worldwar1centennial.org](http://www.worldwar1centennial.org)):

*More than four million American families sent their sons and daughters to serve in uniform during the Great War. 116,516 U.S. soldiers gave their lives in combat. Another 200,000 were wounded, a casualty rate far greater than in World War II. More than 350,000 African Americans served in the U.S. military, as did Native Americans and members of other minority groups. And, for the first time, women joined the ranks of the U.S. armed forces.*

## Online Educational Resources

There are a number of educational resources available. The *National World War I Museum and Memorial* has an interactive timeline, the *Smithsonian* provides a large selection of artifacts related to the war while the Library of American provides primary source accounts of war experiences and the *NJ Historical Commission* explores the many stories from New Jersey during that period.

Here are just a few links:

United State World War One Centennial Commission

<http://www.worldwarcentennial.org>

Library of Congress online exhibit

<https://www.loc.gov/exhibitions/world-war-i-american-experiences/about-this-exhibition>

National World War I Museum and Memorial

[www.theworldwar.org](http://www.theworldwar.org)

National History Day Teaching World War I

<https://nhd.org/teaching-world-war-i>

Smithsonian World War I Centennial resource page

<https://www.si.edu/spotlight/wwi100>

## Online Educational Resources cont.

Smithsonian Learning Lab *Conflict and Compromise: Art and World War I*

<https://learninglab.si.edu/collections/conflict-and-compromise-art-and-world-war-i/NdwoJoKweT3x2rsz>

Library of America – World War I and America

<http://wwiamerica.org/wwi-writers-writings.php>

National Endowment for the Humanities EDSITEment! *African American Soldiers and World War I* (2 lessons)

<https://edsitement.neh.gov/subject/history-social-studies>

New Jersey Historical Commission New Jersey and the Great War

<http://www.nj.gov/state/historical/index.html>

# Embattled Emblems: Posters and Flags of the First World War

## Exhibit Overview

Timed to commemorate the 100th anniversary of the American intervention in World War I, this exhibition showcases posters and flags used to stir patriotism and support the cause of war. These are two important collections that are rarely seen by the public.

On the eve of World War I, President (and former Governor of New Jersey) Woodrow Wilson faced the difficult task of transforming a peace-minded American people into a populace willing to make supreme sacrifices for the country. Replete with patriotic images and rhetoric, posters used the power of illustration art to raise money for the war effort and induce change in the American mindset towards war.

Likewise, the American Expeditionary Force used the flag – a crucial patriotic military tool for centuries – in order to instill identity and pride in regiment, army and country. The flag constituted another highly-visual, motivational device – a device that, like printed posters, functioned to reinforce American commitment to the cause of war.

(Introductory exhibit panel)

After visiting *Embattled Emblems*, students will know:

- What propaganda posters were and how they were used as part of the war effort
- How New Jersey played a role in the war effort
- New wartime technology and how it affected casualties and strategies of war
- Each war brings casualties and in World War I many New Jerseyans lost their lives in battle. Students learn more about who they were and how people memorialized the losses.

## Propaganda Posters

It was the hardest decision of his life. On 2 April 1917, President Woodrow Wilson asked Congress for a declaration of war against Germany. The United States had tried to remain neutral. Wilson's very own reelection campaign used the slogan, "He kept us out of war." The former New Jersey governor hoped that peace would prevail.

But by the spring of 1917, our English and French economic allies were in dire straits. Millions of soldiers and civilians had died. Trench warfare caused a bloody stalemate with no end in sight. German submarines sank a passenger ship called the Lusitania, killing more than one hundred Americans. Then the German foreign minister sent a telegram to Mexico encouraging an attack on the United States. Wilson saw the writing on the wall. The country could no longer remain neutral. We had a moral duty to make the world safe for democracy.

The government needed to convince neutrality-minded Americans to support the war. Produced by the Committee on Public Information, these posters served many purposes. Some encouraged soldiers to enlist, some promoted the purchase of liberty bonds to fund the war and others promoted food rations and other home front efforts. All of the posters were designed to sway public opinion in favor of the War and to call citizens to action in support of the War effort.

(Poster introduction exhibit panel)



## Embattled Emblems: Posters and Flags of the First World War

### Teacher Resources

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#### **E-E-E-Yah-Yip**

1918

Charles Buckles Falls (1874-1960)

Offset Lithograph



In late May 1918, German forces crashed through French defenses and pressed towards Paris. Their strategy – deliver a death blow to France before the full force of the United States arrived. But American Marines halted the German offensive. When Captain Lloyd Williams ordered his Marines into position at the Battle of Belleau Wood, a French officer suggested that they retreat. “Retreat?” Williams replied, “We only just got here.”

This poster captures the fighting spirit of the Marines. It was published to encourage volunteers. First-person accounts suggest that E-e-e-yah-yip was a common Marine battle cry.

## Embattled Emblems: Posters and Flags of the First World War

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**The First Three**                      1918  
Benjamin Latham Kidder (1895–1943)  
Offset Lithograph



An American flag flies from a golden staff. Portrait medallions contain the rosy-cheeked faces of three young men in uniform. These are no ordinary men. They are Merle Hay, Thomas Enright and James Gresham. The first three Americans to die on the battlefields of Europe.

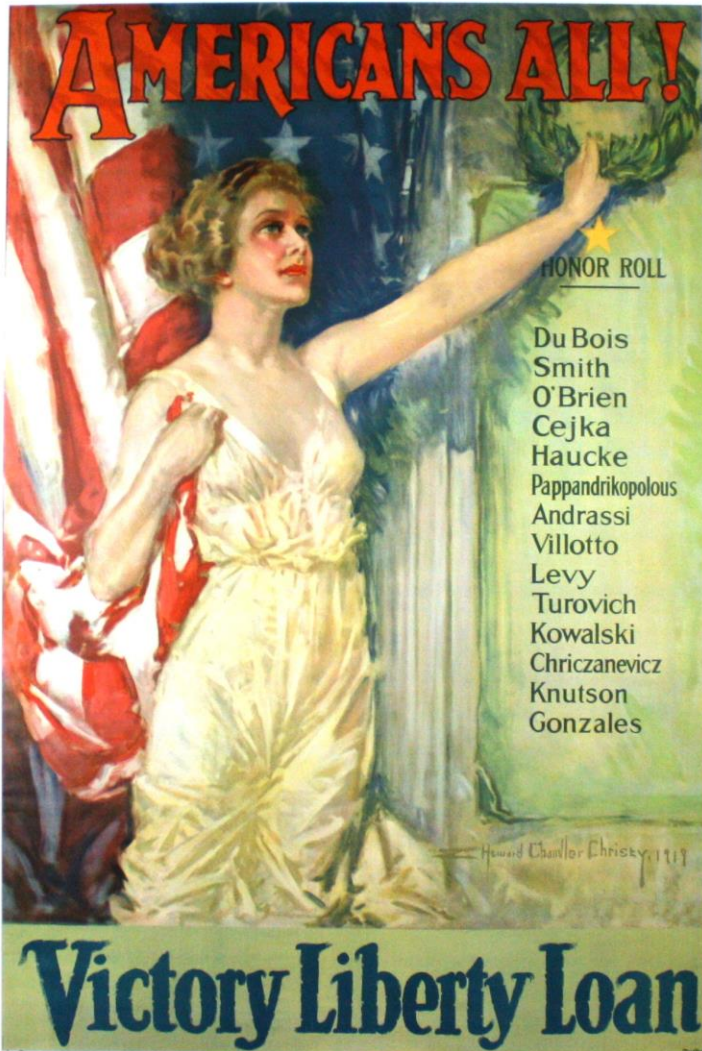
This poster does not need allegory, action or anger to convey a message. All it needs is real-life newspaper headlines about the November 1917 deaths of three Americans. The “give till it hurts” slogan helped the Red Cross to raise one million dollars in a single week.

## Embattled Emblems: Posters and Flags of the First World War

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**Americans All**                      1919  
Howard Chandler Christy (1872-1952)  
Offset Lithograph



In her right hand, Lady Liberty clutches an American flag. With her left, she hangs a laurel wreath above a list of names. The wreath is a classical symbol of victory. The gold star tells us that the soldiers on the Honor Roll are no longer alive. They have given the last full measure of devotion. Casualties of war.

Only one of the fourteen names suggests Anglo-Saxon origin. Then, as now, the United States was a nation of immigrants. This poster acknowledges the immigrant contribution to the war effort. Seven million copies were distributed through the nation's foreign-language press.

## Embattled Emblems: Posters and Flags of the First World War

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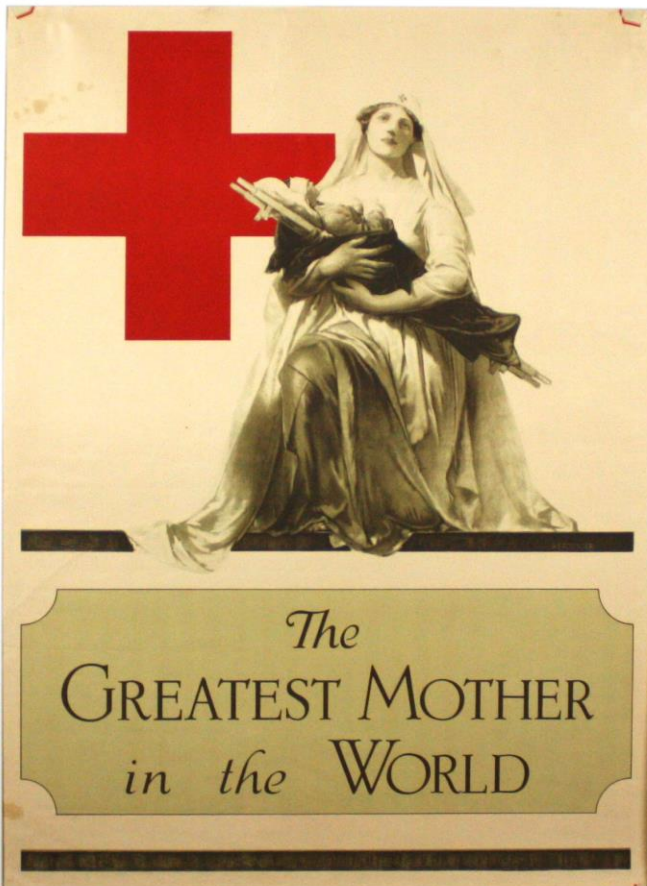
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#### The Greatest Mother in the World

1918

Alonzo Foringer (1878-1948)

Offset Lithograph



It is the most famous image in Italian Renaissance art. In Michelangelo's *Pietà*, a seated Virgin Mary cradles the lifeless body of Jesus Christ. The beautiful, humanistic sculpture inspired New Jersey illustrator Alonzo Foringer to copy it for a Red Cross fundraising poster. In Foringer's version, a nurse in uniform assumes the role of the Madonna. Her soothing arms comfort a bedridden and bandaged doughboy.

Alonzo Foringer resided in Cliffside Park, Bergen County, and worked as a designer of bank notes in nearby New York. He later moved to Saddle River. His famous poster raised 150 million dollars for the Red Cross.

## Embattled Emblems: Posters and Flags of the First World War

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#### Back Our Girls Over There

1918

Clarence F. Underwood (1871-1929)

Offset Lithograph



World War I was the first major conflict in which telephone wires connected the front lines with headquarters in the rear. To staff the switchboards needed for this massive communications network, General John Pershing asked for female volunteers. Known as “Hello Girls,” hundreds of American women – bilingual in French and English – joined the Army Signal Corps to perform this work.

This poster depicts a Hello Girl at work. The clothing that she wears is businesslike and official, not feminine and frilly. It symbolizes her place in the working world of men.

**Back our  
girls over there**  
United War Work Campaign



## Embattled Emblems: Posters and Flags of the First World War

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#### Save the Products of the Land

1917

Charles Livingston Bull (1874-1932)

Offset Lithograph



The lot behind Charles Livingston Bull's Oradell home was not your typical New Jersey backyard. It featured a garden of rare plants and a menagerie of animals, including peacocks, sheep, turkeys, geese and many species of fish. For Bull, the backyard was not only a place for leisure. It was a place for research, study and work.

The nation's foremost wildlife illustrator created this poster to encourage people to eat more fish. The simple act would save the grain needed to feed the cattle that provided beef to U.S. soldiers and allies overseas.

## Embattled Emblems: Posters and Flags of the First World War

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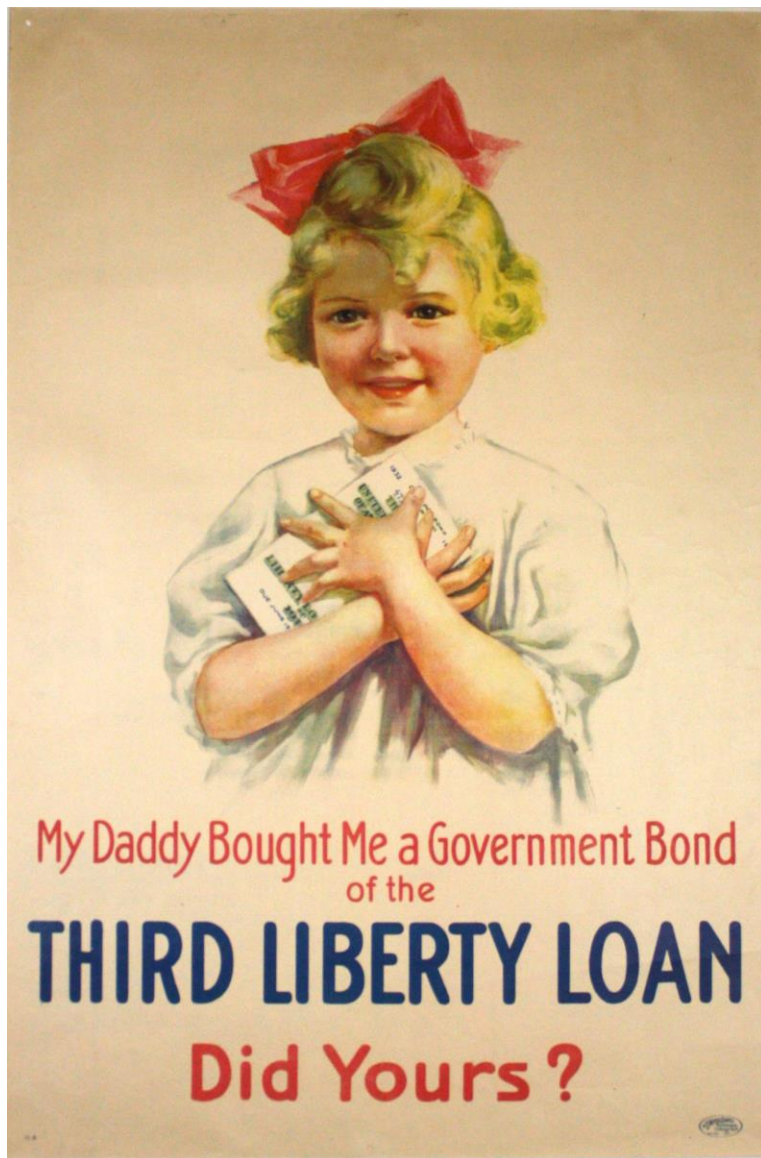
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#### My Daddy Bought Me a Government Bond

1918

Artist Unknown

Offset Lithograph



The image of a girl cradling a Liberty Bond was pure propaganda genius. A bond is like a doll. It is an item worthy of loving affection. It is also the dearest gift one could give or receive. The poster placed the burden of persuasion on both fathers and their daughters. Children began asking their parents for bonds. Parents felt obligated to buy them for their children.

The simple composition allowed this image to be formatted for smaller-scale printing. It appeared in millions of newspapers and magazines nationwide.

## Embattled Emblems: Posters and Flags of the First World War

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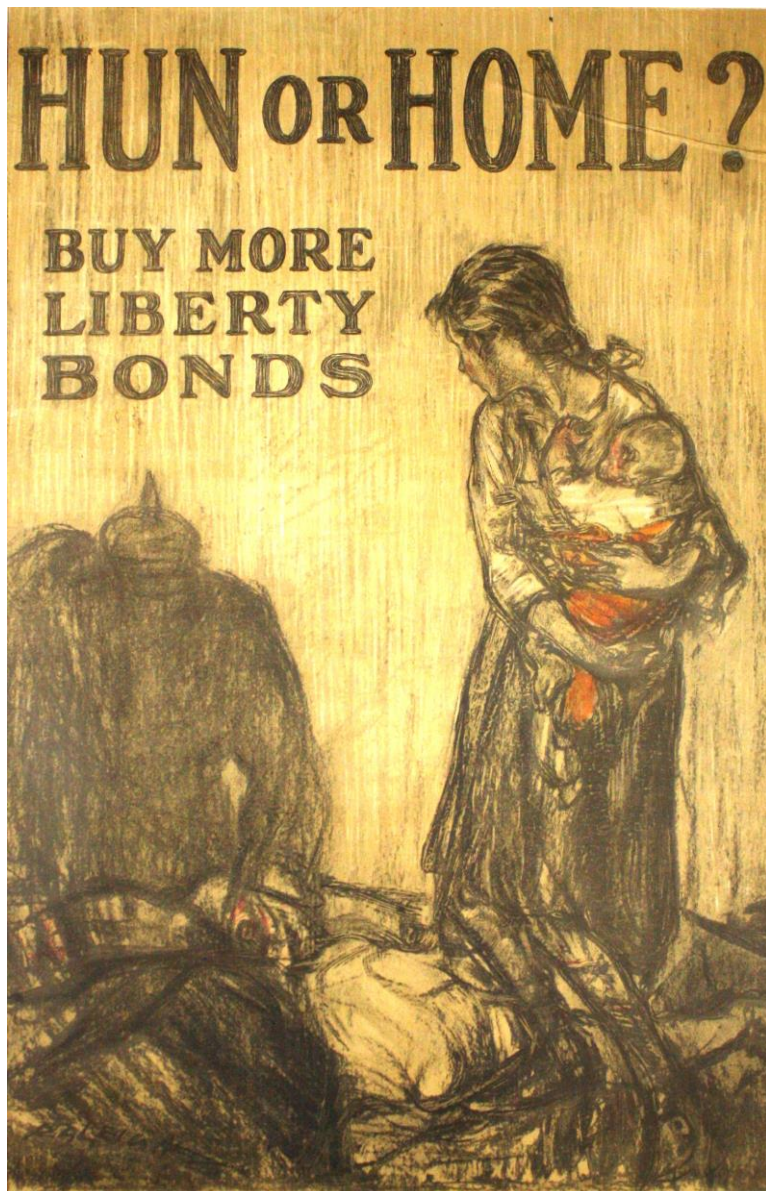
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#### Hun or Home

1918

Henry Raleigh (1880-1944)

Offset Lithograph



A faceless figure emerges from the shadows. It lurches forward on two oversized arms. The figure wears a spiked helmet, but no uniform. Its beastly body seems to be covered in fur. The enemy isn't human. It is an ape. At its feet is the body of one victim. Two survivors remain.

Although the demonization of the German was common, some U.S. officials came to second-guess this strategy. The image of a strong German beast might actually weaken morale, suggesting that the enemy was too powerful to defeat. Instead, some advocated for depictions of the German as old and feeble.



# Propaganda Posters

### Guiding Questions:

1. How can individuals, groups and societies apply economic reasoning to make difficult choices about scarce resources?
  - a. Posters encouraged citizens to buy Liberty Bonds to finance the war and conserve resources to help the war effort. Students will see these historic examples of economic choices and scarce resources.
2. What are the different types of visual propaganda and what was their specific purpose?
  - a. By studying posters, students will see how images, symbols and messages can influence beliefs and behaviors and learn to apply critical analysis of current public policy messages.
3. What New Jersey artists created wartime posters?
  - a. *Charles Livingston Bull* and *Alonzo Foringer* are highlighted in this exhibit.

### The Committee on Public Information:

President Woodrow Wilson's 1916 reelection campaign slogan was, "He kept us out of war," but, in April 1917 America entered World War I. President Wilson needed to change public opinion quickly so he created The Committee on Public Information which included the Secretaries of State, the Army, and the Navy. In addition to the posters, the Committee produced films, books and pamphlets, as well as purchased advertisements in major newspapers.

To create these posters, the Committee on Public Information partnered with Charles Dana Gibson (creator of the "Gibson Girl"). As president of the Society of Illustrators, Gibson was able to recruit a number of well-known artists of the day.

### Online Resources:

The Posters That Sold World War I to the American Public  
Smithsonian Magazine

<https://www.smithsonianmag.com/history/posters-sold-world-war-i-american-public-180952179/>

## Embattled Emblems: Posters and Flags of the First World War

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Smithsonian World War I Centennial Resources Rallying Support

<https://www.si.edu/spotlight/promoting-the-war-effort>

National History Day Teaching World War I

Propaganda Posters of World War I: Analyzing the Methods behind the Images

Matthew D. Elms

<https://nhd.org/teaching-world-war-i>

National History Day Teaching World War I

Propaganda Posters of World War I: Analyzing the Methods behind the Images

**Propaganda Technique Definitions:**

- **Bandwagon** – attempts to make one feel alone if s/he doesn't go along
- **Glittering Generalities** – sounds good, says nothing
- **Plain Folks** – attempt to connect with the “grass roots,” ordinary people
- **Testimonial** – use of someone respected to speak well of idea or product (candidate)
- **Card Stacking** – to build a case with only favorable evidence or part truths
- **Transfer** – attempt to associate a positive symbol with a candidate
- **Name Calling** – to label one with something negative
- **Dehumanize the Enemy** – portray the opposition as inhuman or as monsters/beasts
- **Emotional Appeal:**
- **Women and Children** – build sympathy for your cause, “American” image, innocence
- **Animals (Dogs)** – build sympathy and a stereotypical “American” image
- **Patriotic Appeal:**
  - **Military** – build support for military efforts
  - **Symbols** – use of American symbols such as Liberty Bell, Statue of Liberty, or American flag

## Embattled Emblems: Posters and Flags of the First World War

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#### **Potential Projects:**

1. Have students create their own propaganda poster. What are they trying to influence?
2. Did propaganda depicting Germans in a negative light (Dehumanize the Enemy) influence treatment of German-Americans? Research examples.
3. Propaganda posters were often illustrated by well-known artists of the day. Choose an artist to research and find out more about his/her work. Can you discover what they thought about creating a propaganda poster?
4. Have students find visual propaganda currently being used in America. What is the message?

#### **Visiting the Exhibit**

1. Looking at the different categories of propaganda exhibited, have students find all of the examples of one category. How are they similar? How are they different?
2. Use the magnetic poster activity to create your own propaganda poster. What category is it? Take a photo of the finished poster.

## New Jersey's Role in the War

From start to finish, New Jersey contributed to the War both at home and abroad. World War I began in 1914 but President Woodrow Wilson successfully kept America out of the war until April 6, 1917. One of the major contributors to the U.S. entering the War was the July 30, 1916 explosion at the Black Tom depot in Jersey City that killed 7 people. The blast caused \$20 million damage in New Jersey and lower Manhattan. It was followed 6 months later with another explosion at a factory in Bergen County that manufactured artillery shells for the Russian army. Both incidents and others to follow were determined to be the result of German sabotage.

To train enlisted soldiers, the Government established 38 military installations including Camp Dix near Wrightstown, NJ which opened July 18, 1917. Now called Fort Dix, it is celebrating its 100<sup>th</sup> anniversary this year as well.

Women of New Jersey contributed to the war effort both at home and abroad. About 21,000 women served in the Army and Navy Nurse Corps. New Jersey was the training site for approximately 300 women who served in the Army Signal Corps as bilingual (French-English) long-distance operators. Women made up the deficit in the workforce, in railways and munitions plants. Women from the state campaigned in Liberty Bond drives to raise money for the war effort, while also volunteering to serve with aid organizations such as the Red Cross.

(Adapted from the New Jersey home page of the *United States World War One Centennial Commission* website)

## Embattled Emblems: Posters and Flags of the First World War

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#### Needham Roberts, Trenton, New Jersey, 1918



Needham Roberts proved them all wrong.

Military officials and politicians questioned the ability of African Americans to serve in combat. Thousands entered the armed forces but never fired a shot. Instead, they worked grueling shifts in cargo ship holds, supply depots, mess halls and construction zones.

Trenton-born Needham Roberts volunteered with the “Harlem Hellfighters”. This was the nickname of a New York African-American regiment later reorganized as the 369th U. S. Infantry. In May 1918, Roberts and fellow soldier Henry Johnson fought off an attack of more than twenty German soldiers while supporting the French army. They became the first two Americans to receive the Croix de Guerre, one of the highest military honors in France. Roberts was seventeen years old at the time.

Courtesy of the University of Massachusetts, Amherst

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#### Soldiers at Camp Dix, Wrightstown, New Jersey, 1919



It was one of New Jersey's most important contributions to World War I. Now known as Fort Dix, Camp Dix served as one of the key training grounds for American soldiers. It also received troops when they returned from France. Located near Wrightstown, Burlington County, the camp was named for the Civil War general John Adams Dix.

Courtesy of the National Archives



#### Camp Dix Handkerchief, c. 1917 Silk

Americans going off to war often left behind their significant others. The inscription on this silk handkerchief captures the emotions associated with separation during wartime. It was one of a number of commercially-made souvenirs available for sale to the doughboys who trained at Camp Dix.

## Embattled Emblems: Posters and Flags of the First World War

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#### Clairon d'Ordonnance (French Military Bugle), 1918

Maker Unknown

Brass, Wool



11 November 1918. On the 11th hour of the 11th day of the 11th month, soldiers received word of a ceasefire on the Western Front. The ceasefire – or Armistice – meant that fighting was over. But it would take several years for officials to sign the actual treaty that ended World War I.

This French bugle sounded the announcement of the Armistice. It was one of hundreds of gifts given by the people of France to New Jersey when the French Gratitude Train visited Trenton in 1949. Also known as the Merci Train, it delivered gifts to all forty-eight states in recognition of American relief efforts in the aftermath of World War II.

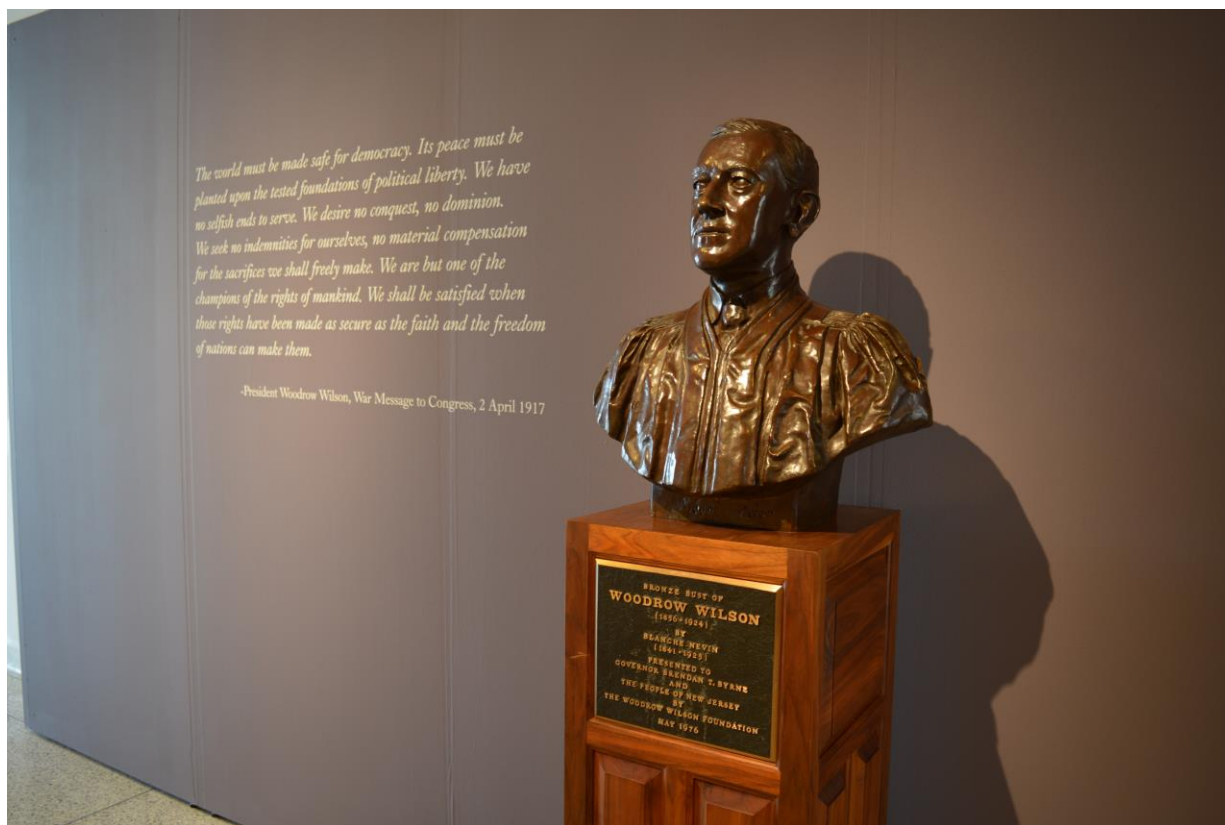
Transfer from the Office of Governor A. E. Driscoll  
CH1998.1

## Embattled Emblems: Posters and Flags of the First World War

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**Bust of Woodrow Wilson**      1911 (cast in 1974)  
Blanche Nevin (1841-1925)  
Bronze



Woodrow Wilson is the only New Jersey Governor to become president of the United States. Wilson was president of Princeton University when he ran for Governor in 1910 and won. He was governor for only 2 years (1911-1913) before being elected the 28<sup>th</sup> President of the United States. Wilson served two terms and during the first maintained a policy of neutrality in the world war. Wilson's 1916 reelection campaign slogan was "He kept us out of war" but, in April 1917, America entered World War I. Wilson was awarded the 1919 Nobel Peace Prize for his efforts to craft the Treaty of Versailles ending the war.



# New Jersey's Role in the War

### Guiding Questions:

1. What were the series of events that led the United States to enter the War in 1917? How was New Jersey involved?
2. Women played a big role in the war effort, expanding their opportunities. How did this change after the War? How is wartime service connected to the women's movement and the right to vote?
3. Why did Camp Dix turn into Fort Dix? What is the role of Fort Dix today?
4. Needham Roberts was part of the "Harlem Hellfighters", later reorganized as the 369th U. S. Infantry. How does his story reflect the experience of African Americans in wartime and after?

### Timeline of United States entry into World War I:

For an excellent interactive timeline, visit the National WWI Memorial and Museum website: <https://www.theworldwar.org/explore/interactive-wwi-timeline>

July 28, 1914	World War I begins when Austria-Hungary declares war on Serbia
August 1914	Countries throughout Europe and Asia enter the War
May 7, 1915	Germans sink the Lusitania killing 128 U.S. citizens
July 30, 1916	Explosion at the Black Tom depot in Jersey City, 7 people killed as a result of German sabotage
Nov. 7, 1916	President Woodrow Wilson is re-elected with the slogan "He kept us Out of War"
Feb. 3, 1917	The U.S. severs diplomatic relations with Germany
March 1, 1917	The Zimmerman Telegram in which German Foreign Minister Arthur Zimmermann promises the return of Texas, New Mexico and Arizona to Mexico as reward for siding with Germany if the U.S. enters the war.
April 1, 1917	Germans sink the American steamer, SS Aztec killing 28 Americans
April 2, 1917	President Woodrow Wilson asks for a declaration of war in a speech to Congress, "The world must be made safe for democracy"
April 6, 1917	The United States declares war on Germany

## Embattled Emblems: Posters and Flags of the First World War

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#### **Online Resources:**

New Jersey and the Great War <http://www.worldwarcentennial.org/index.php/nj-wwi-centennial-home.html>

The Harlem Hellfighters (History Channel Video) <http://www.history.com/topics/world-war-i/world-war-i-history/videos/the-harlem-hellfighters?m=528e394da93ae&s=undefined&f=1&free=false>

PBS *History Detectives* episode on Needham Roberts and Henry Johnson  
<http://www.pbs.org/opb/historydetectives/investigation/our-colored-heroes/>

National Endowment for the Humanities EDSitement! Lesson Plan *African-American Soldiers in World War I: The 92nd and 93rd Divisions* <https://edsitement.neh.gov/lesson-plan/african-american-soldiers-world-war-i-92nd-and-93rd-divisions>

National Endowment for the Humanities EDSitement! Lesson Plan *African-American Soldiers After World War I: Had Race Relations Changed?* <https://edsitement.neh.gov/lesson-plan/african-american-soldiers-after-world-war-i-had-race-relations-changed>

Library of Congress online exhibit, *Echos of the Great War* highlights “A Changing America” <https://www.loc.gov/exhibitions/world-war-i-american-experiences/online-exhibition/over-here/a-changing-america/?st=gallery>

Library of America Race and WWI <http://wwiamerica.org/race-wwi.php>

Library of America American Women at War <http://wwiamerica.org/american-women-at-war.php>

Smithsonian World War I Centennial Resources Women in World War I  
<http://americanhistory.si.edu/collections/object-groups/women-in-wwi>

#### **Potential Projects**

1. Have students create a project telling the story of Needham Roberts and Henry Johnson. It could be a presentation, podcast or video.
2. Have students create a timeline of African American Civil Rights from WWI to the 1960s to trace the outcomes for soldiers returning home.
3. Research a WWI story unique to New Jersey and create a presentation.
4. Locate WWI memorials in New Jersey; how many are they and why were they constructed? Create a map.

# Flags of the War

In the American Civil War, flags directed troop movements on the field of battle. Flagbearers were the most common targets of enemy fire. They also had the highest casualty rates.

World War I changed the role of flags on the battlefield. The advent of telephones, radio and reconnaissance aircraft made flags less important to the directing of troops. New tactics and weapons like the machine gun, tanks, flamethrowers and poison gas challenged the practicality of large flags carried by infantrymen.

But the inspirational role of flags continued. General John Pershing saw national flags as important tools of American unity. The War's modern weaponry led to bloody stalemates, trench warfare and millions of casualties. Facing these horrors, soldiers longed for symbols of meaning and hope. For some, that meaning came in the form of their beloved flag.

In 1917 and 1918, regiments of the American Expeditionary Forces (A.E.F.) received their official flags – known as *colors*. The colors traveled with our soldiers to France. They served as symbolic emblems of patriotism and pride that counterbalanced the terror of industrialized warfare. After the Armistice, the War Department honored them with streamers containing the names of important battles. At the request of state officials, the colors carried by New Jersey regiments came home to Trenton.

(Flags of the War introductory panel)

## Embattled Emblems: Posters and Flags of the First World War

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#### National Color

1918

311th U. S. Infantry Regiment

Silk



19 October 1918. The Meuse-Argonne Campaign. Pinned down by machine gun fire, the 311th Infantry was in dire straits. Two American soldiers – called “runners” – attempted to hand-carry a message back to headquarters. Both were killed. Tracy White of Ocean Grove volunteered to try as well. Weaving through a hailstorm of exploding shells, he succeeded in delivering the crucial message. The selfless action saved the rest of his company from annihilation.

White received the Distinguished Service Cross for his battlefield heroics. It was one of forty awarded to the 311th Infantry. Organized at Camp Dix, the regiment consisted of many New Jerseyans.

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#### Regimental Color with Battle Honors

1918

104th Signal Corps

Silk



Communication has always been a key component of battlefield success. In World War I, telephone lines conveyed vital information between the front lines and headquarters units. The Signal Corps established the network of telephone wires that directed American troops in France.

National Guardsmen from Jersey City formed the ranks of the 104th Field Battalion of the U. S. Signal Corps. The unit earned distinction for the speed with which they connected telephone lines to attacking infantry regiments as soon as they reached their objectives. They also repaired lines that had been destroyed. The crossed flags symbol on their flag recalls communication using signal flags.

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#### Battalion Colors with Battle Honors

1918

111th Machine Gun Battalion

Silk



Germans were not always the enemy. A German immigrant to Trenton named Ernst Stahl raised the money to purchase this flag for the 111th Machine Gun Battalion. Loyal to his adopted homeland, Stahl fought for the Union in the Civil War. When the United States went to war with Germany, Stahl and his family sided with America. His grandson was one of many New Jerseyans who served with the 111th Machine Gunners.

Stahl traveled to Camp McClellan, Alabama, to personally deliver the flag. The battalion brought it with them to France, where they fought alongside the rest of the 29th “Blue and Gray” Division.

# Flags of the War

### Guiding Questions:

1. How did the use of flags in battle change between the Civil War and WWI?
2. What new technology was in use during WWI?
3. What is the terminology for battle flags?

### Flag Terminology:

- National Color refers to the flag of the United States (Color is another word for Flag)
- Battalion or Regimental Color is the flag of that Battalion or Regiment
- Battle Honors are streamers containing the names of important battles attached to a flag.

### Changing Technology

- Trench Warfare
- Modern Weapons: Machine Guns, Mustard Gas and Aviation
- Telephone communication
- Medical Advancements

### Online Resources:

The National WWI Memorial and Museum Changing Technology, Changing Tactics  
<https://theworldwar-prod.s3.amazonaws.com/prod/s3fs-public/ChangingTechnology.pdf>

The National WWI Memorial and Museum Why Flyers Flew <https://theworldwar-prod.s3.amazonaws.com/prod/s3fs-public/WhyFlyersFlew.pdf>

National History Day Teaching WWI No More Sticks and Stones: Technological Advancements in World War I Warfare <https://nhd.org/sites/default/files/Hammer-LM-2-Technology.pdf>

National History Day Teaching WWI Helping Life and Aiding Death: Science, Technology, and Engineering at Work during World War I <https://nhd.org/sites/default/files/Hustvedt-LM-2-Engineering.pdf>

## Embattled Emblems: Posters and Flags of the First World War

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National History Day Teaching WWI A Clever War: Scientific and Technological Advances in World War I <https://nhd.org/sites/default/files/5.20REVISEDWeaver-LM-1-Technology1.pdf>

### Potential Projects

1. The Wright Brothers took their first flight on December 17, 1903, just 11 years before the start of the War. Research how aircraft was used throughout the War and what technical advancements were made because of the War.
2. Advancements in weaponry changed how wars were fought. Research the use of Machine Guns and Mustard Gas by both the Allied and Central Powers.



## New Jersey's Fallen

The soldier portraits on the walls in Embattled Emblems are found in the collections of the New Jersey State Archives, Department of State. They are part of a searchable online database of New Jerseyans killed in the First World War. [https://wwwnet-dos.state.nj.us/DOS\\_ArchivesDBPortal/WWICards.aspx](https://wwwnet-dos.state.nj.us/DOS_ArchivesDBPortal/WWICards.aspx) excerpted here:

More than 3,400 New Jersey men were killed in action or otherwise died while in United States service during World War I, 1917-1918. In late 1919, the U.S. War Department issued, to the adjutant generals of each state, sample cards for the recording of service information for deceased soldiers and sailors. This database includes 3,427 name entries, linked to an information card or photograph, or often both. The information cards provide the following data: name; service number; race; residence; place and date of enlistment; place and date of birth; organizations served in and dates of assignment/transfer; date killed or otherwise died (if not killed in action, cause of death); wounds or injuries received; and the name and address of the person notified of the death. The photographs included in the series measure 3.5"x5.5", and contain (usually) an oval-shaped, reproduced image (frequently from a military portrait).

You can search the database by surname, first name, town and county of residence, birth state and country, cause of death and race. You can also search by Card ID# if you know the database assigned number for more direct searching.

## Embattled Emblems: Posters and Flags of the First World War

### Teacher Resources

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**Spencer Bloor, 20 years old**  
**Birthplace: Trenton, NJ**  
**Residence: Trenton, NJ**  
**Date of Death: August 31, 1918**



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## Embattled Emblems: Posters and Flags of the First World War

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**Emil Both, 24 years old**

**Birthplace: Germany**

**Residence: Jersey City, NJ**

**Date of Death: September 21, 1918**



## Embattled Emblems: Posters and Flags of the First World War

### Teacher Resources

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**Peter Candia, 24 years old**

**Birthplace: Brazil**

**Residence: Newark, NJ**

**Date of Death: October 5, 1918**



## Embattled Emblems: Posters and Flags of the First World War

### Teacher Resources

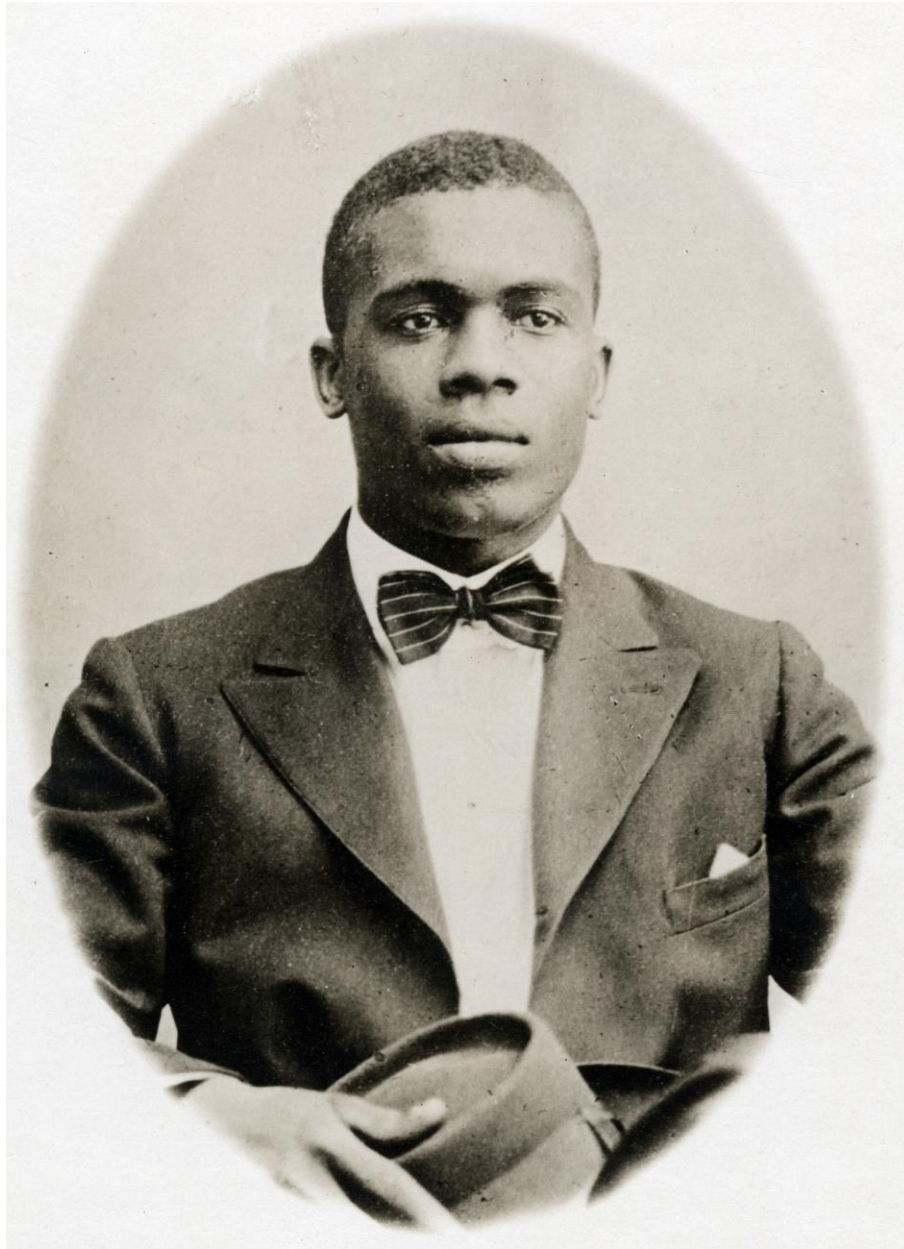
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**Matthias McMillan, 29 years old**

**Birthplace: British West Indies**

**Residence: Atlantic City, NJ**

**Date of Death: June 15, 1918**



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## Embattled Emblems: Posters and Flags of the First World War

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**William Zazzetti, 24 years old**

**Birthplace: Italy**

**Residence: Lodi, NJ**

**Date of Death: September 29, 1918**



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# New Jersey's Fallen

### Guiding Questions:

1. More than 3,400 New Jersey men were killed in action or otherwise died while in United States service during World War I. Some enlisted but most were conscripted. Who were these men? What are their stories?
2. The propaganda poster, *Americans All* 1919 by Howard Chandler Christy highlights the fact that the United States is a nation of immigrants. The names and birthplaces of New Jersey's fallen reinforce this truth. What is the relationship between the military and immigrant communities today?
3. How has New Jersey honored their fallen soldiers?

### A Nation of Immigrants:

- Map of current New Jersey immigrant populations at <http://epid.rutgers.edu/gallery/facts-about-immigrant-nj/>
- According to the Migration Policy Institute (2008), about 5% of all active duty military personnel are foreign-born <https://www.migrationpolicy.org/article/immigrants-us-armed-forces#top>

### Online Resources:

National World War I Museum and Memorial German-Americans in WWI: Facing Challenges at Home [https://theworldwar-prod.s3.amazonaws.com/prod/s3fs-public/DBQ\\_GermanAmericans.pdf](https://theworldwar-prod.s3.amazonaws.com/prod/s3fs-public/DBQ_GermanAmericans.pdf)

National World War I Museum and Memorial Service and Sacrifice <https://theworldwar-prod.s3.amazonaws.com/prod/s3fs-public/ServiceAndSacrifice.pdf>

New Jersey Students Remember: World War I Centennial Monument Documentation Project 2017 <http://www.worldwarcentennial.org/index.php/nj-wwi-stories.html>

## Embattled Emblems: Posters and Flags of the First World War

### Teacher Resources

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#### Potential Projects

1. Map all of the WWI memorials in the state. Create a poster, online Google map or other multi-media presentation.
2. Compare immigrants in the military during WWI and today. Has the percentage changed? What immigrant groups are most represented then and now? Create a report, presentation or multi-media activity.
3. Research a fallen soldier. Access the searchable online database of New Jerseyans killed in the First World War [https://wwwnet-dos.state.nj.us/DOS\\_ArchivesDBPortal/WWICards.aspx](https://wwwnet-dos.state.nj.us/DOS_ArchivesDBPortal/WWICards.aspx) - and choose someone to investigate. Write a report or create a documentary.

#### Visiting the Exhibit

1. Have the students locate objects in the exhibit that relate to immigration. They can collect information with pencil and paper or take photos of the objects. Ask them to record as many immigrant groups listed in the exhibit as possible.
2. Make a Remembrance Poppy to honor the fallen soldiers. Bring them back to the classroom and make a memorial.
3. Visit the adjacent exhibition *Shifting Views: Artists who Experienced WWI* and look for artists who fought with the Central Powers and later immigrated to the United States.



## Embattled Emblems: Posters and Flags of the First World War

### Teacher Resources

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# Appendix

### New Jersey Student Learning Standards covered by *Embattled Emblems: Propaganda Posters of WW1*

NJSLS content area	Specific Indicator	Connection
Visual and Performing Arts Aesthetic Response	1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art. 1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.	Using the medium of Illustration Art students will discern cultural implications of WW1 posters and speculate on the artist's intent in crafting the image and message in that specific way.
Visual and Performing Arts Creative Process	Visual Communication Through Art 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.	Using the medium of Illustration Art students will describe the intellectual and emotional significance of the propaganda posters and how they is conveyed through images and text.
Visual and Performing Arts History of Arts and Culture	1.3.5.D.2 Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles. 1.3.5.D.3	Students will learn to identify illustration art as a distinctive characteristic and be able to find both historic and modern examples of illustration art. Students will learn that this is a type of work on paper that is different from painting, ceramic, sculpture and textile art.

## Embattled Emblems: Posters and Flags of the First World War

### Teacher Resources

	<p>Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.</p> <p>1.3.5.D.4</p> <p>Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.</p>	
Social Studies Civics, Government and Human Rights	<p>6.1.4.A.11</p> <p>6.1.4.A.13, 14, 15, 16</p>	<p>WW1 posters encourage active participation by citizens through liberty bonds and conserving resources. Study of the war requires an understanding of the many nations of the world and historic global challenges. WW1 is an example of how we provided aid to individuals and nations in need. In addition, the study of NJ's involvement in WW1 tells the story of many immigrant groups and how they participated as Americans.</p>
Social Studies Economics, Innovation, and Technology	<p>6.1.4.C.2</p> <p>6.1.4.C.6</p> <p>6.1.4.C.18</p>	<p>Posters are examples of how a nation identifies needs and wants and promotes choices that conserve resources. The</p>

## Embattled Emblems: Posters and Flags of the First World War

### Teacher Resources

		promotion of liberty bonds shows how households, businesses and governments interact within the economic system. The posters are one example of a communication system that was widely disseminated to spread ideas throughout the US.
Social Studies US History: America in the World, History Culture and Perspectives	6.1.4.D.3 6.1.4.D.17	NJ's many immigrant populations worked together to help the war effort. Posters and flags used American symbols including Uncle Sam, the eagle and others to encourage patriotism through support of the war.
Social Studies US History: America in the World The Emergence of Modern America Progressive Reforms	6.1.12.A.6.b 6.1.12.D.6.b,c	Posters were divided into 3 distinct themes, one being messages that empower women. This message influenced the women's suffrage movement. The CPI under President Woodrow Wilson accomplished its mission of getting America out of its isolationism and into becoming a world power.
Social Studies US History: America in the World The Emergence of Modern America World War I	6.1.12.A.7.a-c 6.1.12.B.7.a 6.1.12.C.7.a-b 6.1.12.D.7.a-c	The exhibit and classroom resources are all focused on American Intervention in World War 1 which covers all of these topics.