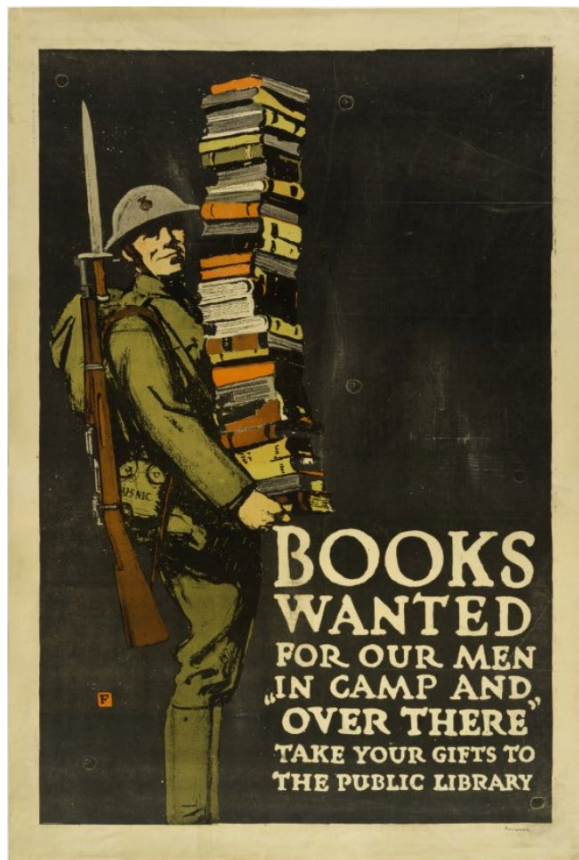




What responsibilities do civilians have during a time of war?



Online Collections Database, 1920.1.250, www.theworldwar.org/research/database. National WWI Museum and Memorial. Online.

Supporting Questions

1. What did governments ask of their own civilians during WWI?
2. What did communities ask of each other during WWI?
3. What circumstances might have caused differences in belief on what responsibilities should be?

Middle and High School Civics Inquiry

Compelling Question?	
Standards and Content	<p>NCSS C3 Social Studies State Standards:</p> <ul style="list-style-type: none"> • D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. • D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. • D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. <p>Content:</p> <ul style="list-style-type: none"> • Interpreting WWI posters and propaganda • Analyzing causes for American involvement in WWI • Analyzing the civil rights and responsibilities of people living within the United States during WWI • Interpreting a variety of perspectives on civic duties during WWI • Understanding the role of volunteers in the war effort
Background Knowledge	<p>Students should have knowledge of:</p> <ul style="list-style-type: none"> • The origins of WWI. • The reasons for the United States’ decision to join WWI. • The nature of WWI battlefields such as the dangers, why the war was stretching on so long, and threats to civilian lives.
Staging the Compelling Question	<p>Start with the question: What is a civic responsibility and what are some examples? Take several different answers and ensure many different perspectives are heard.</p> <p>Project this image for students. Ask them the following analysis questions:</p> <ol style="list-style-type: none"> 1. What is this poster asking people to do? 2. Who is being asked to do it? 3. Who are they being asked to do it for? 4. Who is responsible for this image? (after letting them guess, share that it is the American Library Association, a non-profit organization that worked with the U.S. govt. to provide library service to U.S. Soldiers, Sailors and Marines during WWI) <p>Continue with a discussion using the following questions. It’s important to read your classroom and not press students to answer if they do not wish to. You can ask them to reflect on these questions in silence rather than discuss out loud, depending on what fits your classroom environment:</p> <ol style="list-style-type: none"> 1. Would you donate books for soldiers at war? 2. What about food? 3. Your money? 4. What about your time to make things for them? 5. What about your time and lifestyle to travel and be a doctor or nurse for them? 6. Would you volunteer to be one of them, if you were old enough? 7. Would your answer to any of these questions change if you were older or younger? If you had more or less disposable income in your family?

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	<p>Explain to students that the responsibilities of civilians differ greatly upon who you ask and upon what the situation, nationally and internationally, might be. Introduce the compelling question, “What responsibility do civilians have during a time of war?”</p>
Modifications and Accommodations	<p>For students that need more structure, provide a predetermined number of items for the lists in supporting questions 1 and 2. Provide premade squares for supporting question 3.</p> <p>For additional support before students design their final argument, have students assess their lists and star any responsibilities they feel as if they would be willing to do during a time of war and take short notes about why they think that each of those responsibilities is a reasonable action.</p> <p>Ensure students read the background and notes for the digital exhibitions. If sorting through that much content is too much, reduce the number of resources and isolate specific options for students to explore.</p>

Supporting Question 1	Supporting Question 2	Supporting Question 3
What did governments ask of their own civilians during WWI?	What did communities ask of each other during WWI?	What circumstances might have caused differences in belief on what responsibilities should be?
Formative Performance Task	Formative Performance Task	Formative Performance Task
Create a list of the different requests governments made of their civilians during WWI. Include the nation and who they were requesting action from (a specific group of people, everyone, etc?)	Create a list of the different requests communities asked of each other during WWI. Be sure to include who is asking who for what?	<p>Create 6 separate boxes across one side of a piece of paper. Repeat this on the back or second piece of paper, so that there are 12 total empty boxes.</p> <p>In each box, create a different “protest sign” that expresses why different people felt differently about the responsibilities being asked of them by their government or communities. These signs must:</p> <ol style="list-style-type: none"> 5. Be original 6. Show what the person/group is opposed to and why 7. Show which person/group it is representing – cannot just say it! 8. All show different concepts from the six different sources
Featured Sources	Featured Sources	Featured Sources
<p>Source A: Digital Exhibition - The Poster: Visual Persuasion in WWI</p>	<p>Source A: Digital Exhibition - The Volunteers: Americans Join World War I</p>	<p>Source A: How WWI Changed America: African Americans in WWI</p> <p>Source B: How WWI Changed America: Citizenship and WWI</p> <p>Source C: How WWI Changed America: Immigrants and WWI</p> <p>Source D: How WWI Changed America: Native Americans in WWI</p> <p>Source E: <i>Suffrage Movement</i></p> <p>Source F: <i>Chart of WWI Dead and Wounded</i></p>

C3 TEACHERS

<p>Summative Performance Task</p>	<p>ARGUMENT: What responsibilities do civilians have in a time of war? Construct an argument (e.g., detailed outline, poster, essay) that evaluates what these responsibilities are using specific claims and relevant evidence from sources while acknowledging competing views.</p> <p>EXTENSION. Imagine you are living in the United States, it is Jan. 1915, and WWI has been raging for nearly half a year. Create your call to action! What would make you excited to help your community? What would make you emboldened to act in a civic way or join a community effort? What would inspire you to mobilize your community and lead a community effort? What are you asking your community to do and how are you making that ask? Consider how it will reach intended audiences and what will convince them to consider your viewpoint and follow your lead.</p>
<p>Taking Informed Action</p>	<p>UNDERSTAND Research differences of the responsibilities asked of civilians during a time of war now, in comparison with those asks during WWI. Remember that your nation might not be directly involved in the war(s), but responsibilities might still be asked of you.</p> <p>ASSESS Evaluate the fairness of modern calls to action, considering both what your nation and community might ask of you. Also consider how you and others might be affected differently by these calls to action or see their fairness differently.</p> <p>ACT Research and determine your stance on a modern civic responsibility that you feel civilians in your community have. Design a social media post that is a call to action for the citizens in your community. What responsibilities do you feel they should carry and why? What evidence can you provide to them for why they should care about their civic duty.</p>

Supporting Question 1: What did governments ask of their own civilians during WWI?

Featured Source

Source A: [Digital Exhibition - The Poster: Visual Persuasion in WWI](#), National WWI Museum and Memorial

Background: This digital exhibition includes posters from a variety of nations. At the time, one of the most efficient ways to spread information was through paper formats that could be placed in high traffic, easy to see areas, or even handed out to people walking down the street.

Notes: Each image clicked on to zoom-in closer and to see who created the image. For this task, use the text provided in the main digital exhibition to help you analyze the posters, their meaning, and their purpose. **Important: Only analyze the images that were created by a nation’s government!** For example, the YMCA and the American Committee for Relief in the Near East were aid organizations, not government departments, so you can skip those. If you are not sure, look up the “issuing agency” name and see if it was a government institution.

Link: [Digital Exhibition - The Poster: Visual Persuasion in WWI](#)

The Poster: Visual Persuasion in WWI, 2024, National WWI Museum and Memorial,
<https://artsandculture.google.com/story/NgUR-a85IVPaLQ>

Supporting Question 2: What did communities ask of each other during WWI?

Featured Source

Source A: [Digital Exhibition - The Volunteers: Americans Join World War I](#), National WWI Museum and Memorial

Background: This digital exhibition includes guides this reader through the evolution of some forms of American volunteerism during the Great War. This does not include all groups and forms of volunteering but does provide a large variety of examples. Though the United States did not officially declare war on Germany until April 1917, Americans were choosing to volunteer in the war effort from the outbreak of war in July 1914.

Notes: Each image clicked on to zoom-in closer. Some sections have multiple images (look for the left and right arrows in the box containing the image. For this task, use the text provided on the right of the images to help you gain the full context. **Important: Only analyze the images in 1: Aiding the Effort and 2: “Uncle Sam” Goes to War.**

Link: [Digital Exhibition - The Volunteers: Americans Join World War I](#)

The Volunteers: Americans Join World War I, 2024, National WWI Museum and Memorial,
<https://exhibitions.theworldwar.org/volunteers/index.html#!/>

Supporting Question 3: What circumstances might have caused differences in belief on what responsibilities should be?

Featured Source

Source A: [How WWI Changed America: African Americans in WWI](#), National WWI Museum and Memorial

Background: This video introduces the experiences of African Americans during WWI, both in the United States and overseas.

Notes: Look for reasons to participate in the war effort, as well as reasons NOT to participate in the war effort.

Link: [How WWI Changed America: African Americans in WWI](#)

How WWI Changed America: African Americans in WWI, 2024, National WWI Museum and Memorial, <https://www.youtube.com/watch?v=YliPRfjIzdE>

Supporting Question 3: What circumstances might have caused differences in belief on what responsibilities should be?

Featured Source

Source B: [How WWI Changed America: Citizenship and WWI](#), National WWI Museum and Memorial

Background: This video introduces the experiences of conscientious objectors during WWI. A conscientious objector is an individual who refuses to perform military service. There were many different reasons for conscientious objection, and it looked different for different individuals.

Notes: Look for reasons to participate in the war effort in some ways aside from fighting, as well as reasons NOT to participate in the war effort at all.

Link: [How WWI Changed America: Citizenship and WWI](#)

How WWI Changed America: Citizenship and WWI, 2024, National WWI Museum and Memorial,
<https://www.youtube.com/watch?v=UqZOQK731hQ>

Supporting Question 3: What circumstances might have caused differences in belief on what responsibilities should be?

Featured Source

Source C: [How WWI Changed America: Immigrants and WWI](#), National WWI Museum and Memorial

Background: This video introduces the experiences of immigrants in the United States during WWI.

Notes: Look for reasons to participate in the war effort, as well as reasons NOT to participate in the war effort.

Link: [How WWI Changed America: Immigrants and WWI](#)

How WWI Changed America: Citizenship and WWI, 2024, National WWI Museum and Memorial, https://www.youtube.com/watch?v=s_CKhzqamEo

Supporting Question 3: What circumstances might have caused differences in belief on what responsibilities should be?

Featured Source

Source D: [How WWI Changed America: Native Americans in WWI](#), National WWI Museum and Memorial

Background: This video introduces the experiences of Native Americans during WWI, both in the United States and overseas.

Notes: Look for reasons to participate in the war effort, as well as reasons NOT to participate in the war effort.

Link: [How WWI Changed America: Native Americans in WWI](#)

How WWI Changed America: Native Americans in WWI, 2024, National WWI Museum and Memorial, <https://www.youtube.com/watch?v=FGuAlzgkOUk>

Supporting Question 3: What circumstances might have caused differences in belief on what responsibilities should be?

Featured Source

Source E: *Suffrage Movement*, Series of Images, National WWI Museum and Memorial, National Archives, Library of Congress

Background: These images show the situation of women in the United States during WWI, specifically their lack of voting rights. Many women found ways to voice an opinion on suffrage, though the route taken varied dramatically by individual.

Notes: Look for reasons to participate in the war effort, as well as reasons NOT to participate in the war effort.

Image 1: Front and back view of a 1917 pocket calendar, encouraging soldiers to vote for Women's Suffrage in New York.

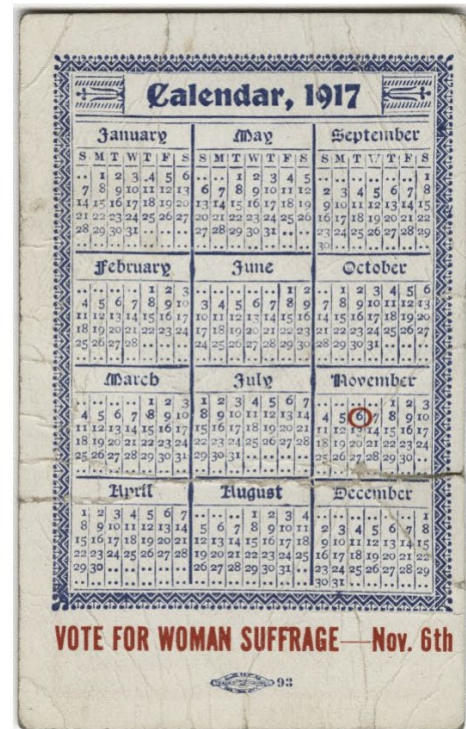
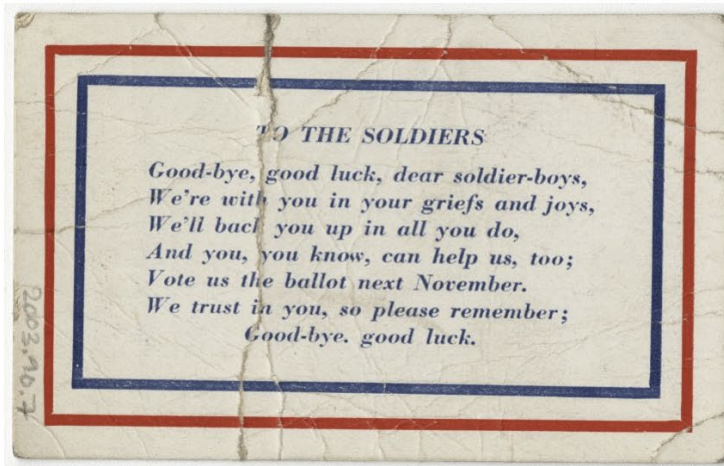


Image 2: Woman with banner picketing the White House, 1917-1918. Photograph courtesy of National Archives.



Image 3: Anti-suffrage Literature, Cartoon

America When Femininized



The More a Politician Allows Himself to be Henpecked
The More Henpecking We Will Have in Politics.

A Vote for Federal Suffrage is a Vote for Organized Female
Nagging Forever.

"American pep which was the result of a masculine dominated country will soon be a thing of the past. With the collapse of the male ascendancy in this country we can look forward to a nation of degeneration. The suppression of sex will ultimately have its harvest in decadence, a phenomenon already beginning. The effect of the social revolution on American character will be to make "sissies" of American men—a process already well under way."—Dr. William J. Hickson, Chicago University.

WOMAN SUFFRAGE denatures both men and women; it masculinizes women and femininizes men. The history of ancient civilization has proven that a weakening of the man power of nations has been but a pre-runner of decadence in civilization.

Will you stand for this? Prove that you will not by voting to Reject the Federal Woman Suffrage Amendment to the Constitution of the United States.

**SOUTHERN WOMAN'S LEAGUE FOR REJECTION OF THE
SUSAN B. ANTHONY AMENDMENT**

WE SERVE THAT OUR STATES MAY LIVE, AND LIVING, PRESERVE THE UNION

Brandon Nashelle

Image 4: Suffragette Helena Hill Weed serving a 3 day sentence in a D.C. Prison for carrying banner, “Governments derive their just powers from the consent of the governed.” The arrest occurred alongside the arrest of other women who had attended a protest in July of 1917. Protests were held daily outside of the White House through 1917; in one day in November, 41 women were arrested on the charge of “obstructing traffic” and were held in poor conditions with brutal treatment during their imprisonment.



Sources:

Image 1: *1917 Pocket Calendar*. Online Collections Database. [2003.90.7](https://www.loc.gov/item/2003.90.7). National WWI Museum and Memorial.

Image 2: *Suffragette banner. One of the banners, the women who picketed the White House....* National Archives Catalogue. [NAID: 533769](https://www.archives.gov/details/533769). National Archives.

Image 3: National American Woman Suffrage Association. (1851) *National American Woman Suffrage Association Records: Subject File, -1953; Antisuffrage literature; 27 of 36*. - 1953. [Manuscript/Mixed Material] Retrieved from the Library of Congress, <https://www.loc.gov/item/mss3413201332/>.

Image 4: (1917) *Helena Hill Weed, Norwalk, Conn. Serving 3 day sentence in D.C. prison for carrying banner, "Governments derive their just powers from the consent of the governed."* United States Washington D.C. Connecticut Norwalk, 1917. July 6-8. [Photograph] Retrieved from the Library of Congress, <https://www.loc.gov/item/mnwp000060/>.

Supporting Question 3: What circumstances might have caused differences in belief on what responsibilities should be?

Featured Source

Source F: *Charts of WWI Dead and Wounded*, data sets from the National WWI Museum and Memorial

Background: People from across the world participated in World War I by choice or by force, and directly or indirectly. Servicemembers and civilians were caught in dangerous situations, leading to over 31 million dead and wounded people by the war's end. The charts below share a breakdown of those numbers.

Notes: Consider these numbers for reasons to participate in the war effort, as well as reasons NOT to participate in the war effort.

Dead and Wounded Totals

Role	Dead and Wounded (Estimates)
Civilians	5,000,000
Servicemembers	29,800,700

Dead and Wounded Details - Servicemembers

Country	Mobilized Troops	Dead & Wounded
Russia	12,000,000	5,324,301
Germany	11,000,000	5,129,427
France	8,410,000	4,565,929
British Empire	10,500,000	2,943,063
Austria-Hungary	7,800,000	2,350,563
Italy	5,615,000	1,196,340
Ottoman Empire	2,850,000	457,999
United States	2,000,000	365,489
Serbia	707,000	247,120
Romania	750,000	170,000
Bulgaria	1,200,000	46,900
Portugal	100,000	2,219