

Georgia Performance Standards (GPS):

5th Grade

SSSH4: The Student will describe US involvement in World War I and post-World War I America.

- Explain how German attacks on US shipping during the war in Europe (1914-1917) ultimately led the US to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of US ships, US contributions to the war, and the impact of the Treaty of Versailles in 1919.

6th Grade

SS6H6 (Europe-Historical Understandings): The student will analyze the impact of European exploration and colonization on various world regions.

- Explain the impact of European empire building... on the outbreak of WWI.

SS6H7: (Europe-Historical Understandings): The student will explain conflict and change in Europe to the 21st century.

- Describe major developments following World War I: ... the Treaty of Versailles... and the rise of Nazism.

8th Grade

SS8H7: The student will evaluate key political, social, and economic changes that occurred in Georgia between 1877 and 1918.

- Evaluate the impact... Rebecca Latimer Felton, the 1906 Atlanta Riot, [and] the Leo Frank Case... had on Georgia during this period.
- Analyze how rights were denied to African-Americans through Jim Crow laws... disenfranchisement, and racial violence.
- Explain the roles of... Lugenia Burns Hope.
- Explain reasons for World War I and describe Georgia's contributions.

SS8H8: The student will analyze the important events that occurred after World War I and their impact on Georgia.

The specific material covered by the exhibit for this standard go beyond what is outlined in Georgia's Performance Standards.

High School – World History

SSWH17: The student will demonstrate an understanding of long-term causes of World War I and its global impact.

- Identify the causes of the war, include... entangling alliances.
- Describe conditions on the war front for soldiers.
- Explain the major decisions made in the Versailles Treaty; include German reparations and the mandate system that replaced Ottoman control.
- Analyze the destabilization of Europe in the collapse of the great empires.

High School - US History

SSUSH15: The student will analyze the origins and impact of US involvement in World War I.

- Describe the movement from US neutrality to engagement in World War I, with reference to unrestricted submarine warfare.
- Explain the domestic impact of World War I.
- Explain Wilson's... proposed League of Nations.
- Describe passage of the... Nineteenth Amendment establishing woman suffrage.

SSUSH16: The student will identify key developments in the aftermath of WWI.

The specific material covered by the exhibit for this standard go beyond what is outlined in Georgia's Performance Standards.



THE WORLD'S WAR IS GEORGIA'S WAR, 1917-1919

5th-12th Grade

Students will learn about the ways in which Georgia contributed to and was affected by World War I. Students will understand the miseries of trench warfare and life in the trenches.

Concepts to know before your visit

Trench Warfare:

A type of warfare where opposing troops fight in trenches facing each other

Colonization:

When a country settles among and establishes control over people of another country

Propaganda:

Information that is often biased or misleading in nature used to promote a cause or point of view

Prejudice:

Dislike, hostility, or discrimination toward another person based on unfounded opinions

Alliance:

An agreement formed between two countries for mutual benefit and protection

Racism:

Dislike, hostility, or discrimination directed against someone of a different race

Veteran:

Someone who served in the armed forces, especially those who were in combat

Suffrage:

The right to vote

Pre-Visit Activities

Propaganda Poster Analysis:

Propaganda has been used by countries all over the world since ancient times. Individuals, organizations, and governments use propaganda to spread information and encourage people to believe or act a certain way. In the United States, the first popular propaganda poster was created by Benjamin Franklin during the French and Indian War in the 1750s. World War I was the first time these posters were made and distributed on a massive, organized scale. They served to help convince the general public that it was their duty to support the war effort and even told them specific ways to show their patriotism.

Visit the Library of Congress' World War I Poster Collection (link below). Either as individuals or as a class, pick a few propaganda posters and discuss how effective they are as propaganda. Below is a list of suggested questions to ask in the analysis process:

1. What do you see? Describe the image, the details, and the colors.
2. What symbolism is used? Do some things represent other things?
3. Who is the target audience? Who is the poster talking to?
4. What emotion does the poster want people to feel?
5. What does the poster want people to do?

Library of Congress WWI Poster Collection:
<http://www.loc.gov/pictures/search/?st=grid&co=wwipos>

The Downside of Alliances

Discuss what an alliance is and why an alliance would benefit the countries involved. Tell the students they are going to play a game to demonstrate how the alliance system works. Give them one to two minutes to walk around the room and make as many alliances as possible with other students (keep a written list). Once time is up, pick one student and have him/her pick a person to "attack" (someone he has not made an alliance with). Who has an alliance with the one being attacked? Who has made an alliance with the attacker? Is there anyone who has an alliance with both? Discuss how the game relates to the outbreak of WWI.

Optional video wrap-up: Frightful First World War, Causes of WWI (YouTube)
<https://www.youtube.com/watch?v=DpuOa6u6HX0>

This video discusses why a small, regional conflict erupted into a world war.

Georgia World War I Draft Cards:

All men between the ages of 18 and 45 registered for the draft during World War I. As a class, discuss how the draft worked. Who in the class would have family members register for the draft (brothers, fathers, uncles, cousins, etc)?

Georgia's WWI draft registration cards have all been digitized and are available online for free. We can learn a lot about the individuals by reading their draft cards. Have student access the draft card database through Family Search (link below) and search the cards in their county or in surrounding counties. What do they learn about the men from their draft cards? Remember that all cards have a front and a back. Also, most cards are written in cursive (script) so it may be difficult for students to read. Remind them that historians often act as detectives to decipher handwriting.

U. S. World War I Draft Registration Cards: Georgia (Family Search)
<https://familysearch.org/search/image/index?owc=9F7Y-HZ9%3A928311501%3Fcc%3D1968530>

Why Trenches?

It is commonly known that the main mode of fighting along the Western Front of World War I was trench warfare. But, why did trench warfare develop? Use the following video (produced by BBC) to explore this question.

Why Trenches? WW1 Uncut: Dan Snow – BBC (YouTube)
<https://www.youtube.com/watch?v=XqIhpYlhZKQ>
This video shows why trenches came to being and how they worked in WWI.

Optional: Watch the following student-produced video and discuss what Napoleonic Warfare was. Think of the BBC video and discuss why Napoleonic Warfare did not work during WWI, leading to the development of trench warfare.

Napoleonic Tactics (YouTube)
<https://www.youtube.com/watch?v=90KTvIE9FWQ>

