World War I

Discovering and Exploring The Great War
Off the North Carolina Coast

Educational Product	
Educators	Grades 6-12

NATIONAL MARINE SANCTUARIES

MONITOR

Monitor National Marine Sanctuary
World War I — Discovering and Exploring the Great War

An Educator Guide with Activities in Science, Technology, Engineering, Math, and Social Studies

NATIONAL MARINE SANCTUARY SYSTEM

Olympic Coast
Greater Farallones
Cordell Bank
Papahānaumokuākea
Hawaiian Islands Humpback Whale
Monterey Bay
Channel Islands
American Samoa (U.S.) (Including Rose Atoll)

Wisconsin - Lake Michigan
Thunder Bay
Stellwagen Bank
Mallows Bay - Potomac River
Monitor
Gray's Reef
Florida Keys
Flower Garden Banks

● National Marine Sanctuary
▲ Marine National Monument
▢ Proposed National Marine Sanctuary

Scale varies in this perspective. Adapted from National Geographic Maps.

The National Marine Sanctuary System includes a network of 13 national marine sanctuaries and Papahānaumokuākea and Rose Atoll marine national monuments. For more information, visit http://sanctuaries.noaa.gov.

Diver photographs *Manuela*, a merchant ship located off the North Carolina coast. Photo: NOAA

http://monitor.noaa.gov/education

PROGRAM OVERVIEW

This World War I curriculum consists of six activities that introduce students to the Great War. It begins with World War I raging across Europe, while most Americans are expressing a desire to remain isolated and not enter the war. It takes a look at the Zimmerman Telegram and how it propelled President Wilson to declare war on Germany. With public opinion divided, students discover how the government created a campaign using posters and speeches with an emotional plea to persuade Americans to support the war. Life was never the same once World War I began. Students learn how life changed for those fighting the war, as well as those on the home front, and create a scrapbook of memories reflecting on the life of a soldier, mother, factory worker, and a Four Minute man. Next, they create social media posts to look at historical voices through modern technology. Students also analyze primary and secondary sources relating to the sinking of the British tanker SS *Mirlo*, to learn how Germans used unrestricted submarine warfare to sink Allied vessels. Lastly, students will learn about World War I shipwrecks off North Carolina's coast and understand how NOAA is working to protect them.

Although, this curriculum guide has been designed to be taught as a unit, each lesson in the guide can stand on its own. Specifically, each lesson can be used independently to teach a particular objective, or lessons can be combined in multiple ways to create a plan tailored just for your students.

We hope that you find the guide an exciting way to motivate your students in learning about World War I and the impacts off North Carolina. Through varied activities, your students explore the various science, technology, engineering, math, and social studies (STEMS) concepts associated with World War I and maritime heritage. Please feel free to contact us if you have any questions, and we always welcome your feedback.

Curriculum Outline

A. **Introduction to NOAA**
    Introduction to the National Oceanic and Atmospheric Administration (NOAA), Office of National Marine Sanctuaries ONMS), Maritime Heritage Program (MHP), and Monitor National Marine Sanctuary (MNMS).

B. **In or Out? Debating Entrance into the Great War**
    Using primary source documents, students debate the United States' entry into World War I.

C. **The Zimmerman Telegram**
    After learning the causes of World War I, students discover how the Zimmerman Telegram propelled the U.S. into war.

D. **Propaganda: Posters with a Purpose**
    Students examine and evaluate Word War I propaganda posters.

E. **Life During the War: A Scrapbook of Memories**
    Life was forever changed after the U.S. entered World War I, and students explore life as either a soldier, mother, factory worker, or Four Minute man.

F. **WWI Profiles: Historical Voices in Modern Technology**
    Using social media platforms, students create a social media profile on various historical figures from World War I.

G. **The Mystery of the *Mirlo*: Interpreting Primary Sources**
    Germany used unrestricted submarine warfare tactics in 1915 and then began again in February 1917. Students learn how German U-boats patrolled the waters off the East Coast and explore primary and secondary source documents to determine how a British tanker, SS *Mirlo*, sank on August 16, 1918.

Objectives

Throughout the unit, students will:

- Examine NOAA and our nation's National Marine Sanctuary System
- Understand the historical significance of shipwrecks and their connection to our past
- Recognize the importance of maritime archaeology in exploring our nation's history
- Analyze primary source documents to understand and defend the American debate on entering World War I or staying neutral
- Examine causes of the United States' involvement in World War I
- Demonstrate the value of military intelligence practices, such as code breaking
- Analyze and create propaganda posters for bias and symbolism
- Explain and illustrate the reasons why the United States joined the Allied Powers
- Examine primary and secondary sources to create historical thinking
- Analyze governmental and institutional influences on individuals during World War I
- Conduct research on historical figures by identifying and utilizing reliable online databases and information sources
- Construct a social media profile and timeline for a historical figure by synthesizing biographical information and events
- Compare and contrast the experiences of different individuals during World War I
- Dramatize and write about a historical figure
- Analyze primary and secondary sources for reliability and bias to determine a greater understanding of historical events.
- Consider how unrestricted submarine warfare impacted American's daily life
- Learn about the U.S. Life-Saving Service
- Discover how and when World War I came to America's shores
- Investigate the sinking of the *Mirlo*
- Assess the role of emerging technology during World War I
- Understand the importance of merchant ships carrying war supplies to Britain and Russia
- Examine the effect of German U-boats on Allied shipping
- Explore sunken World War I shipwrecks off North Carolina's coast
- Discover careers in science

Careers

- Attorney for maritime or cultural resource law
- Collection curator
- Conservator
- Educator
- Engineer
- Historic architects
- Historian
- Laboratory researcher
- Laboratory technician
- Maritime archaeologist
- Merchant seaman
- Museum curator
- Planner
- Policy analyst
- Vessel captain
- ROV pilot
- Sonar tech
- SCUBA diver
- SCUBA instructor
- Submersible pilot
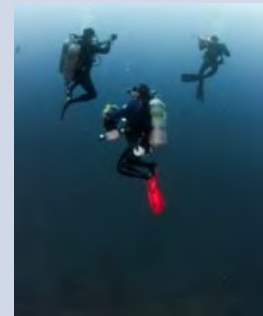
Divers ascend to the surface.
Photo: NOAA, Monitor NMS

Suggested implementation strategy

1. Review the suggested curriculum outline on page 2.
2. Review the various activities of this guide and determine which activities work best for your students.
3. Review additional web and book resources for appropriate supplemental material.
4. Once ready to begin, give the students an overview of the unit and/or activity and introduce students to NOAA, Office of National Marine Sanctuaries, Maritime Heritage Program, and Monitor National Marine Sanctuary.
5. Have students complete selected activities from the desired sections of the guide.

http://monitor.noaa.gov/education

Vocabulary — General
(See individual activities for specific vocabulary)

ALLIED POWERS — Countries that joined to fight together against the Central Powers in the First World War; included Britain, France, Russia, Belgium, and later the United States

ARCHAEOLOGY — The study of human history and prehistory through the excavation of sites and the analysis of artifacts and other physical remains

BIAS — Not objective; shows favoritism

CENTRAL POWERS — An alliance of Germany, Italy, and Austria-Hungary, which fought together in the First World War; the alliance later also included the Ottoman Empire (present day Turkey)

DEFENSE ALLIANCE — An agreement between at least two nations to support each other in the event that they are threatened by an outside party, group, or nation

DIMPLOMACY — The practice of managing international alliances, treaties, and agreements between nations

DEMOCRACY — Type of government where inhabitants of a nation have a voice in how their government makes decisions; originally meant "rule of the people"

ESPIONAGE ACT OF 1917 — Federal law passed on June 15, 1917, that made it illegal to interfere with the operations of the United States military to promote the success of its enemies

FREEDOM OF THE SEAS — The principle of international law that emphasizes the freedom to sail the ocean outside territorial waters, and it is against war in this area of the ocean

LEAGUE OF NATIONS — An international peacekeeping organization proposed by President Woodrow Wilson at the end of World War I; it was later established under the provisions of the Treaty of Versailles and was the forerunner to the United Nations

LIBERTY BONDS — A war bond that was sold in the United States to support the war effort during World War I

MARITIME ARCHAEOLOGY — A discipline within archaeology that specifically studies human interaction with the ocean, seas, lakes, and rivers through the study of physical remains

MILITARY INTELLIGENCE — The gathering of information to give insight into how leaders should make decisions

MERCHANT VESSEL — A ship that transports cargo and is engaged in commercial trade

NATIONALISM — Patriotic feeling, principles, or efforts; advocacy of political independence for a particular country

NEUTRALITY — Not participating in a war or not choosing sides in a conflict

NOAA — National Oceanic and Atmospheric Administration; agency in the Department of Commerce

ONMS — Office of National Marine Sanctuaries; part of NOAA that manages a national system of 15 underwater protected areas

PRIMARY SOURCE — A source that contains raw, original, non-interpreted, and unevaluated information

PROPAGANDA — A message designed to persuade the intended audience to think and behave in a certain manner

RATIONING — A system where each person receives a limited amount of food or a certain product to ensure that there is enough for everyone

RMS *LUSITANIA* — A British passenger vessel that sank due to a torpedo fired from a German U-boat in 1915

SECONDARY SOURCE — Something that has been written or documented about a time period which uses, interprets, and analyzes primary sources.

SENSATIONALISM — Using shocking or exaggerated stories to enhance the interest of the reader, while possibly misrepresenting the facts of the events

SYMBOLISM — An object that represents both itself and something greater

TELEGRAM — A message sent by telegraph and then delivered in written or printed form

TRENCH WARFARE — A military strategy used during World War I where opposing armies would dig long trenches deep enough in the ground to offer protection to soldiers

U-BOAT — A German submarine; name is derived from German word "Unterseeboot," which literally means "undersea boat"

VICTORY GARDEN — Sometimes called a war garden; popular during both World War I and II in augmenting the food supply to reduce the burden created by war

WAR INDUSTRIES BOARD — Government agency that helped manage the process of getting supplies manufactured and delivered to troops

Resources*

Web Resources:

NOAA's Office of National Marine Sanctuaries
Discover the marine life and extraordinary habitats that make up your national marine sanctuaries and learn about the continuing efforts to conserve these ocean and coastal treasures.
http://sanctuaries.noaa.gov/

NOAA's Maritime Heritage Program
Created in 2002, the program focuses on maritime heritage resources within national marine sanctuaries and promotes maritime heritage appreciation throughout the entire nation.
http://sanctuaries.noaa.gov/maritime/aboutmhp.html

Monitor National Marine Sanctuary
Visit this site to learn more about the USS *Monitor* and check out the teacher section for additional activities and lesson plans.
http://monitor.noaa.gov

The National WWI Museum and Memorial: Unrestricted U-boat Warfare
Read this article about how Germany used U-boats to stop the British blockade.
https://www.theworldwar.org/explore/centennial-commemoration/us-enters-war/unrestricted-u-boat-warfare

The National Archives
Explore our nation's history through documents, photos, and records.
http://www.archives.gov

Library of Congress
As the nation's oldest federal cultural institution, it serves as the research arm of Congress. It is also the largest library in the world.
http://www.loc.gov

SEE INDIVIDUAL ACTIVITIES FOR ADDITIONAL WEB RESOURCES

Book Resources:

Adams, Simon: *World War I (DK Eyewitness Books Series).* DK, June 16, 2014. ISBN-13: 9781465420589.

Boghardt, Thomas: *The Zimmerman Telegram: Intelligence, Diplomacy, and America's Entry into World War I.* Naval Institute Press, First Edition October 15, 2012. ISBN-13: 978-1612511481.

Kattan, Peter I.: *Secret Codes for Kids: Cryptograms and Secret Worlds for Child*ren. CreateSpace Independent Publishing Platform, August 30, 2012. ISBN-13: 978-1479217793.

Kingsbury, Celia M*.: For Home and Country: World War I Propaganda on the Home Front*. UNP-Nebraska, July 1, 2010. ISBN-13: 9780803224742.

Meyer, G. J.: *A World Undone—The Story of the Great War 1914 to 1918.* Bantam Dell, June, 2006. eISBN: 978-0-440-33587-0.

The inclusion of links in this guide does not imply endorsement or support of any of the linked information, services, products, or providers.

Above: HMT *Bedfordshire*, date unknown. Photo: Courtesy of *Bedfordshire* Archives, United Kingdom

Below: Photomosaic of U.S. Navy YP-*389*, which was discovered by NOAA in 2010. Photo: NOAA

http://monitor.noaa.gov/education

Tuchman, Barbara W.: *The Guns of August: The Pulitzer Prize-Winning Classic About the Outbreak of World War I.* Presidio Press, August 3, 2004. ISBN-13: 978-0345476098.

Tuchman, Barbara W.: *The Zimmerman Telegram*. Random House, reissue edition, March 12, 1985. ISBN-13: 978-0345324252.
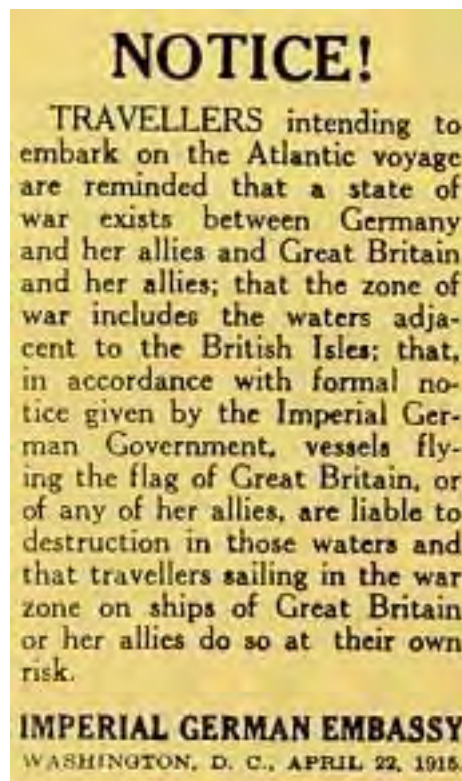
Muckelroy, Keith: *Maritime Archaeology (New Studies in Archaeology)*. Cambridge University Press, February 28, 1979. ISBN-13: 978-0521293488.

Platt, Richard: *Eyewitness: Shipwrecks*. DK Children, June 1, 2000. ISBN-10: 0789458845.

Platt, Richard: *DK Eyewitness Books: Shipwrecks.* DK Children, 2005. ISBN-13: 978-0756610890.

Smith, K.C.: *Exploring for Shipwrecks (Watts Library).* Franklin Watts, 2000. ISBN-13: 978-0531164716.

SEE INDIVIDUAL ACTIVITIES FOR ADDITIONAL BOOK RESOURCES

NOTICE!

TRAVELLERS intending to embark on the Atlantic voyage are reminded that a state of war exists between Germany and her allies and Great Britain and her allies; that the zone of war includes the waters adjacent to the British Isles; that, in accordance with formal notice given by the Imperial German Government, vessels flying the flag of Great Britain, or of any of her allies, are liable to destruction in those waters and that travellers sailing in the war zone on ships of Great Britain or her allies do so at their own risk.

IMPERIAL GERMAN EMBASSY
WASHINGTON, D. C., APRIL 22, 1915.

Education Standards

The following pages list an overview of educational standards for

- National Council for Social Studies (NCSS)
- Common Core (CC)
- National Geography Standards (NGS)
- National Council of Teachers of English (NCTE)
- Ocean Literacy Principles (OLP)

The following list of standards is not comprehensive, but indicates the standards that are prominent within the curriculum guide. Within each activity, the standards are listed on the first page of the activity in the left-hand blue box at the bottom. To understand the format used for citing the standards in each activity, see the key to citing listed in parenthesis next to each standard on the following pages (e.g. NCSS: US.ERA.9 for National Council of Social Studies, U.S. History, Era 9).

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Education Standards

National Council for Social Studies http://www.socialstudies.org	**NCSS STANDARDS:** Standard I — Culture **(NCSS:I)** Standard II —Time, Continuity and Change **(NCSS:II)** Standard III — People, Places and Environments **(NCSS:III)** Standard IV — Individual Development and Identity **(NCSS:IV)** Standard VIII — Science, Technology and Society **(NCSS:VIII)** Standard IX — Global Connections **(NCSS:IX)** **NCSS HISTORY THINKING STANDARDS (NCSS:HT)** Standard 1 — Chronological Thinking **(NCSS:HT:1)** Standard 2 — Historical Comprehension **(NCSS:HT:2)** Standard 3 — Historical Analysis and Interpretation **(NCSS:HT:3)** Standard 4 — Historical Research Capabilities **(NCSS:HT:4)** Standard 5 — Historical Issues **(NCSS:HT:5)** **UNITED STATES HISTORY CONTENT STANDARDS FOR GRADES 5-12 (NCSS:US)** Era 7 — The Emergence of Modern America (1890-1930) **(NCSS:US.ERA.7)** **WORLD HISTORY CONTENT STANDARDS FOR GRADES 5-12 (NCSS:WH)** Era 8 — A Half-Century of Crisis and Achievement, 1900-1945 **(NCSS:WH.ERA.8)**
Common Core http:// www.corestandards.org/	**READING INFORMATIONAL TEXT GRADES 6-12 (CCSS.ELA.LIT.RI)** Key Ideas and Details (1, 2, and 3) Craft and Structure (4) Integration of Knowledge and Ideas (7) (11-12.8) **WRITING GRADES 6-12 (CSS.ELA.LIT.W)** Write narratives… (3.A, 3.B, 3.C, 3.D, and 3.E) Research to Build and Present Knowledge (7, 8, 9.A, and 9.B) **HISTORY/SOCIAL STUDIES (CCSS.ELA.LIT.RH)** Key Ideas and Details (1, 2, and 3) Craft and Structure (4 and 5) Integration of Knowledge and Ideas (7, 8, and 9) **SCIENCE & TECHNICAL SUBJECTS (CCSS.ELA.LIT.RST)** Key Ideas and Details (1, 2, and 3) Craft and Structure (4) Integration of Knowledge and Ideas (7 and 9)

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Education Standards Continued

National Geography Standards http://education.nationalgeographic.com /standards/national-geography-standards/	**NG: 1** — How to use maps and other geographical representations, geospatial technologies and spatial thinking to understand and communicate ideas **NG: 4** — The physical and human characteristics of places **NG: 9** — The characteristics, distribution and migration of human ... **NG: 17** — How to apply geography to interpret the past
National Council of Teachers of English http://www.ncte.org/	**Standard 1** — Read a wide range of print and non-print texts … **(NCTE:1)** **Standard 3** — Apply a wide range of strategies to comprehend … **(NCTE:3)** **Standard 4** — Students adjust their use of spoken, written … **(NCTE:4)** **Standard 5** — Employ a wide range of strategies as they write … **(NCTE:5)** **Standard 6** — Apply knowledge of language structure … **(NCTE:6)** **Standard 7** — Conduct research on issues and interests … **(NCTE:7)** **Standard 8** — Use a variety of technological … **(NCTE:8)**
Ocean Literacy Principles http://oceanliteracy.wp2.coexploration.org/	**OL: 1** — The Earth has one big ocean with many features (a, e, and g) **OL: 6** — The ocean and humans are inextricably interconnected (a, b, c, e, and g) **OL: 7** — The ocean is largely unexplored (a, b, c, d, e, and f)
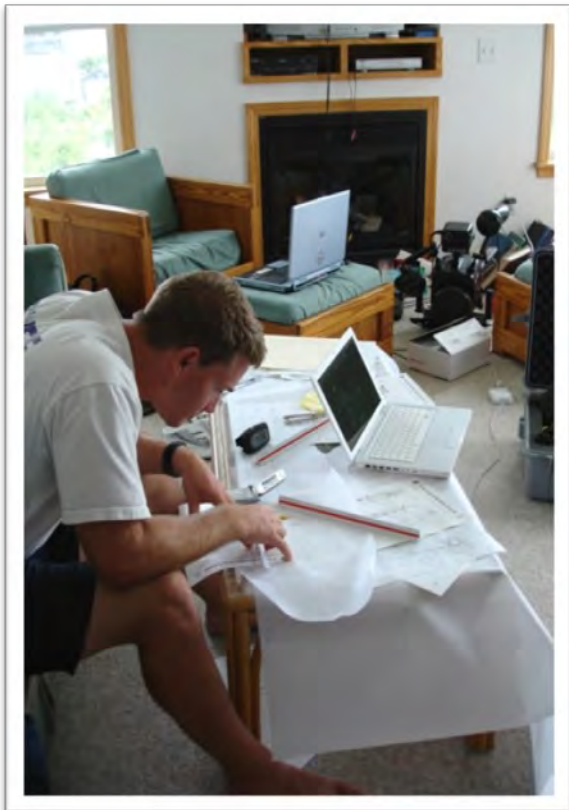
To learn about our past in order to better understand our future, maritime archaeologists document and survey shipwrecks both on land and underwater. Photos: NOAA, Monitor National Marine Sanctuary

http://monitor.noaa.gov/education

Activities and Worksheets

NOAA and Maritime Heritage

In or Out? Debating Entrance into the Great War

Zimmerman Telegram: The Last Straw

Propaganda: Posters with a Purpose

Life During the War: A Scrapbook of Memories

WWI Profiles: Historical Voices in Modern Technology

The Mystery of the *Mirlo*: Interpreting Primary Sources

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Exploring NOAA

Grade Level

- 4-8

Timeframe

- 1-2 hours

Materials

- Computer with internet access or
- Printed resources

Activity Summary

This activity explores the many missions of NOAA, ONMS, Monitor NMS, and NOAA's Maritime Heritage Program.

Learning Objectives

- To understand the important work that NOAA does to provide valuable information to those who need it
- To learn about our nation's first national marine sanctuary
- To realize the importance of our nation's maritime heritage

Key Words

NOAA, ONMS, USS *Monitor*, national marine sanctuary, line office, maritime heritage

National Standards:

NCSS:1.a; NS.5-8.F; NS.6-12.F; CCSS.ELA.LIT.RI6-8.1, 11-12.1; NCTE:1

Background Information

Residing under the Department of Commerce, the National Oceanic and Atmospheric Administration (NOAA) is an agency that enriches life through science. NOAA's research goes from the surface of the sun to the depths of the ocean floor as the agency works to keep citizens informed about the changing environment around them.

From daily weather forecasts, severe storm warning, and climate monitoring, to fisheries management, coastal restoration, and supporting marine commerce, NOAA's products and services support economic vitality. NOAA's dedicated scientists use cutting-edge research and high-tech instrumentation to provide citizens, planners, emergency managers, and other decision makers with the reliable information they need when they need it.

NOAA has six line offices and a Program Planning and Integration Office. Each line office is involved in a different capacity, but all work together as well. The line offices are:

- National Environmental Satellite, Data, and Information Service (NESDIS): https://www.nesdis.noaa.gov/
- National Marine Fisheries (NMFS): https://www.fisheries.noaa.gov/
- National Ocean Service (NOS): https://oceanservice.noaa.gov/
- National Weather Service (NWS): https://www.weather.gov/
- Office of Marine and Aviation Operations (OMAO): http://www.omao.noaa.gov/
- Office of Oceanic and Atmospheric Research (OAR): https://www.research.noaa.gov/

Within the National Ocean Service resides the **Office of National Marine Sanctuaries** (ONMS). ONMS serves as the trustee for a network of underwater parks encompassing more than 600,000 square miles of marine and Great Lakes waters from Washington State to the Florida Keys and from Lake Huron to American Samoa. The network includes a system of 13 national marine sanctuaries and Papahānaumokuākea and Rose Atoll marine national monuments.

Our national marine sanctuaries are places of inspiration. Within their waters and along their shores are vibrant tapestries of marine life, ancient mysteries of our past, and thriving communities of men and women who have relied on the sea for generations. Sanctuaries are places where anyone can go to experience the power and beauty of the ocean and form lasting memories in spectacular natural settings, from the vibrant coral reefs of American Samoa

http://monitor.noaa.gov/education

to the towering kelp forests of Monterey Bay. These underwater treasures are sources of national pride, and protecting them ensures they will be here for future generations.

On January 30, 1975, Monitor National Marine Sanctuary (MNMS) became our nation's first national marine sanctuary. The sanctuary protects the USS *Monitor*, a Civil War ironclad that sank off the North Carolina coast in 1862, and was discovered in 1973.

Activity Overview

In this activity, students will explore one of the agencies within the Department of Commerce, the National Oceanic and Atmospheric Administration (NOAA), and its six line offices. Students will conduct an internet scavenger hunt to learn how each line office supports our nation's economy. They will also explore Monitor National Marine Sanctuary and learn how it became our nation's first national marine sanctuary. In the last activity, students will understand that America's greatest museum of our past as a seafaring nation lies on the bottom of our nation's ocean, seas, rivers, and lakes. They will learn how NOAA and the Office of National Marine Sanctuaries work together through the Maritime Heritage Program (MHP) to protect and conserve our history.

Learning Objectives

Students will understand the important work that NOAA does to provide valuable information in support of our nation's economic stability. They will also learn about our nation's first national marine sanctuary, and the importance of our nation's maritime heritage.

Teacher Preparations and Implementation

1. Review the websites indicated and bookmark them for students. Another option is to create an online binder, such as Livebinder (http://www.livebinders.com/) or similar website.
2. Print copies of each activity sheet — *NOAA Who?,* Monitor *to the Rescue*, and *Museums of the Deep.*
3. After students complete the scavenger hunts, discuss NOAA's mission and why the agency's work is important to our nation.
4. Discuss the USS *Monitor* and its role in saving the Union and changing naval warfare.
5. Discuss the importance of protecting and conserving our nation's maritime heritage.

Resources*

Websites

National Oceanic and Atmospheric Administration (NOAA)

Access this website to learn more about NOAA and the role it plays in protecting life and property and conserving and protecting natural resources.
http://www.noaa.gov

NOAA Diving Program

The program trains and certifies scientists, engineers, and technicians to perform the variety of tasks carried out underwater to support NOAA's mission.
http://www.ndc.noaa.gov/

Office of National Marine Sanctuaries (ONMS)

ONMS is the trustee for a network of marine protected areas encompassing more than 600,000 square miles.
http://sanctuaries.noaa.gov/

Monitor National Marine Sanctuary (MNMS)

The nation's first national marine sanctuary that protects the famed Civil War ironclad, USS *Monitor.*
http://monitor.noaa.gov

NOAA's Maritime Heritage Program (MHP)

MHP works to document and survey our nation's maritime heritage.
http://sanctuaries.noaa.gov/maritime/welcome.html

Extensions

1. Have each student visit one or more of NOAA's line offices' websites and share with the class the overall mission and objectives of the line office.
2. Have students share one thing they found most interesting about NOAA, ONMS, MNMS, or MHP.

The inclusion of links in this guide does not imply endorsement or support of any of the linked information, services, products, or providers.
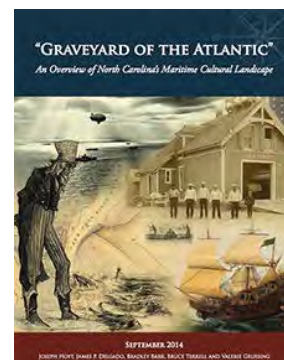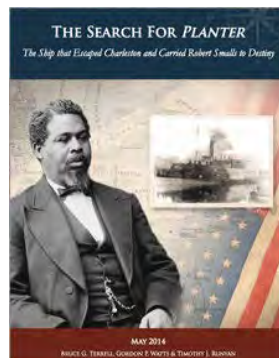
NOAA Who?

The **National Oceanic and Atmospheric Administration** (NOAA) is an agency that enriches life through science. NOAA's research goes from the surface of the sun to the depths of the ocean floor as the agency works to keep citizens informed of the changing environment around them. From daily weather forecasts, severe storm warning, and climate monitoring, to fisheries management, coastal restoration, and supporting marine commerce, NOAA's products and services support economic vitality. NOAA's dedicated scientists use cutting-edge research and high-tech instrumentation to provide citizens, planners, emergency managers, and other decision makers with reliable information they need when they need it.

NOAA's roots date back to 1807, when the nation's first scientific agency, the Survey of the Coast, was established. Since then, NOAA has evolved in every state and emerged as an international leader on scientific and environmental matters. There are six line offices within NOAA: 1) National Environmental Satellite, Data, and Information Service (NESDIS); 2) National Marine Fisheries Service (NMFS); 3) National Ocean Service (NOS); 4) National Weather Service (NWS); 5) Office of Marine and Aviation Operations (OMAO); and 6) Office of Oceanic and Atmospheric Research (OAR).

Within the National Ocean Service (NOS), the **Office of National Marine Sanctuaries** serves as the trustee for a network of underwater parks encompassing more than 600,000 square miles of marine and Great Lakes waters from Washington State to the Florida Keys and from Lake Huron to American Samoa. The network includes a system of 13 national marine sanctuaries and Papahānaumokuākea and Rose Atoll marine national monuments.

Our national marine sanctuaries are places of inspiration. Within their waters and along their shores, you can find vibrant tapestries of marine life, ancient mysteries of our past, and thriving communities of men and women who have relied on the sea for generations. National marine sanctuaries are places where anyone can go to experience the power and beauty of the ocean and form lasting memories in spectacular natural settings, from the vibrant coral reefs of American Samoa to the towering kelp forests of Monterey Bay. These underwater treasures are sources of national pride, and when we take care of them, we protect part of what makes America great.

NATIONAL MARINE SANCTUARY SYSTEM

Olympic Coast
Greater Farallones
Cordell Bank
Papahānaumokuākea
Hawaiian Islands Humpback Whale
Monterey Bay
Channel Islands
American Samoa (U.S.) (Including Rose Atoll)

United States

Pacific Ocean

Wisconsin - Lake Michigan
Thunder Bay
Stellwagen Bank
Mallows Bay - Potomac River
Monitor
Gray's Reef
Florida Keys
Flower Garden Banks

● National Marine Sanctuary
△ Marine National Monument
▢ Proposed National Marine Sanctuary

Scale varies in this perspective. Adapted from National Geographic Maps.

NAME: _____   DATE: _____

NOAA Who?

Purpose: To explore the National Oceanic and Atmospheric Administration's many missions.

Searching for NOAA
Using *NOAA Who?*, and the websites below, answer the following questions to learn more about NOAA, the National Marine Sanctuary System, and Monitor National Marine Sanctuary.

NOAA: https://www.noaa.gov/

NOAA Diving Program: http://www.omao.noaa.gov/learn/diving-program

Office of National Marine Sanctuaries (ONMS): https://sanctuaries.noaa.gov

1. NOAA is part of the Department of _____.

2. List one of NOAA's missions.

3. How many line offices are there in NOAA? Name one.

4. Which line office is the sole official voice of the U.S. government for issuing warnings during life-threatening weather situations?

5. How many satellites is NOAA currently flying?

6. On the NOAA Diving Program website, what is the Diving Program's mission?

7. Where is the NOAA Diving Center located?

8. Go to the Office of National Marine Sanctuaries website and click on "Multimedia." What is Earth Is Blue?

9. How many national marine sanctuaries are there? How many marine national monuments?

10. On the ONMS website, in the top navigation bar, click on "Visit." Scroll down to the sanctuaries map and click on any of the sanctuaries listed. Explain what that sanctuary protects.

11. On the ONMS website, in the top navigation bar, click on "Explore." In the drop-down menu, click on "Maritime Heritage." Click on "Projects." Click on any of the projects listed and describe it.

Monitor to the Rescue

As our nation's first national marine sanctuary, Monitor National Marine Sanctuary (MNMS) was established to preserve and protect our nation's first Civil War ironclad, USS *Monitor*, designed by John Ericsson. This unique ship and its brave crew helped to turn the tide of the Civil War and forever changed naval warfare when it fought the Confederate ironclad, CSS *Virginia*, also known as the *Merrimack*.

As the two ships fought in the Battle of Hamptons Roads on March 9, 1862, the battle also marked the first time that iron met iron and the age of the wooden ships came to an end. Another unique new invention the *Monitor* ushered in was a rotating gun turret. The clever Ericsson design gave warships more maneuverability during battle and became a standard on all future ships.

The *Monitor* did not see much action after the Battle of Hampton Roads. The ship was sent to support a small skirmish off Sewel's Point, and it also participated in the Battle at Drewry's Bluff near Richmond. The crew, affectionately known as the *Monitor* Boys, spent most of their time in Hampton Roads waiting for a chance to once again battle the CSS *Virginia*.

On December 31, 1862, just 11 months after it launched from Greenpoint, Brooklyn, New York, the *Monitor* encountered a storm off Cape Hatteras, North Carolina and sank. That night, 16 brave men made the ultimate sacrifice. The *Monitor*'s exact location remained unknown until 1973, when John G. Newton and his team from the Duke University Marine Lab, using side scan sonar, identified an unknown shipwreck that they thought was the *Monitor*. They confirmed its identity in 1974. North Carolina petitioned Congress to protect this national treasure, and on January 30, 1975, the *Monitor* became our nation's first national marine sanctuary.

In 2002, NOAA, in collaboration with the U.S. Navy, raised the iconic gun turret. As Navy divers were excavating the turret before lifting it, they found the remains of a *Monitor* sailor. Once the turret was on the barge's deck, a second set of remains was found. On March 8, 2013, for the 150th anniversary of the USS *Monitor*, the Secretary of the Navy authorized the *Monitor* sailors' interment at Arlington National Cemetery. T oday, the recovered pieces of the USS *Monitor* are conserved at The Mariners' Museum in Newport News, Virginia.

Photos Clockwise: John Ericsson, inventor and designer of USS *Monitor*; Battle of Hampton Roads; *Monitor* crew on deck; *Monitor* sinking; turret being raised on August 5, 2002; burial at Arlington National Cemetery of two *Monitor* sailors. Photos: NOAA's M*onitor* Collection

NAME: _____   DATE: _____

Monitor to the Rescue

Purpose: To explore the historical significance of the USS *Monitor* and the important role it plays as our nation's first national marine sanctuary.

Searching for the *Monitor*
Using Monitor *to the Rescue* and the websites below, answer the following questions to learn more about Monitor National Marine Sanctuary.

Monitor National Marine Sanctuary (MNMS): https://monitor.noaa.gov

Monitor Legacy Site: https://monitor.noaa.gov/150th

1.   On the MNMS website, click on "About Your Sanctuary." What act gave the authority to establish Monitor National Marine Sanctuary? When was the sanctuary established?

2.   Under "About Your Sanctuary," click on "History of the *Monitor.*" Who designed the USS *Monitor*? How long did it take to build the *Monitor*? When was it launched?

3.   In the side bar, click on "Advisory Council." What is the role of the sanctuary advisory council?

4.   In the left side bar, click on "New & Events" and then click on "Press Releases." Choose one press release and read it. Summarize the importance of the press release.

5.   In the left side bar, click on "Image Gallery," and click on the link in the first paragraph "Online Image Gallery." Scroll through the images and choose your favorite. Describe the image and tell why you chose it.

6.   Click on the website link above for the *Monitor* Legacy Site. Click on the top tab "Life Onboard" and then click on "Battle of Hampton Roads." Read the text and summarize the battle. Who won? What was the true significance of the battle?

7.   In the top bar, click on "Life Onboard" and then click on "Sailors that Died." How many men died the night the ship sank? How many were officers? Enlisted? African-American?

8.   On the home page, in the scrolling picture section, click on "First Look at the *Monitor* Crew," then click on the larger image to the left. Next, on the right side of the webpage, under "Associated Press Coverage," click on "short video" and watch the video (1:24). How many human remains were found in the turret? What was the goal of creating the busts (clay facial reconstructions)?

9.   Visit https://monitor.noaa.gov/150th/feature_burial.html to read about the *Monitor* sailors' interment at Arlington National Cemetery. What was significant about the date they were interred? Scroll through the pictures and summarize the events of the day by using the images.
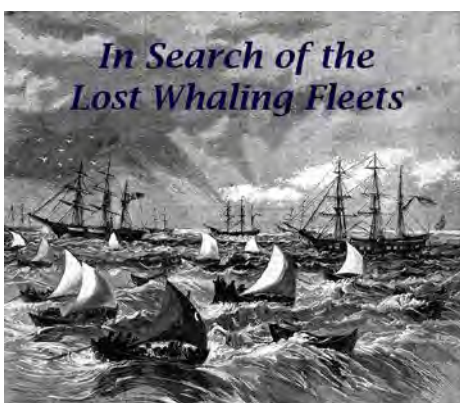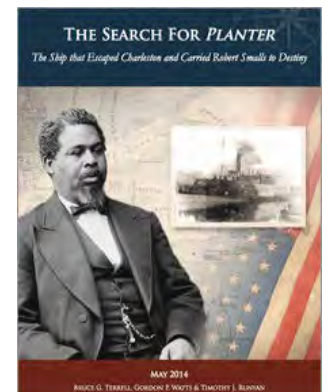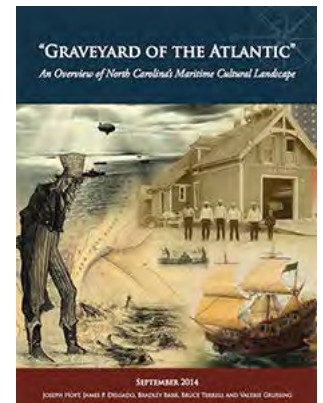
NOAA's Maritime Heritage Program – Museums of the Deep

Background Information

America's greatest museum of our past as a seafaring nation lies on the bottom of our nation's ocean, seas, lakes, and rivers. They are all places to explore, discover, and appreciate our country's maritime cultural heritage. That heritage is a legacy of thousands of years of settlement, exploration, immigration, harvesting the bounty of the sea, and creating coastal communities and maritime traditions. Overall, it is an important link to our past and how we developed as a nation. Through NOAA's dynamic education and outreach programs, exhibits, visitor's centers, and media, the importance of our unique heritage provides people with the knowledge they need to promote the preservation of these nonrenewable cultural resources.

In June 2000, the president recognized the need to increase ocean exploration and thus, he established the Office of Ocean Exploration and Research (OER). The office was created to coordinate the agency's exploration and research expeditions with the mission to enhance research, policy, and management decisions, to develop new lines of scientific inquiry, and to advise NOAA and the nation on critical issues. OER works with archaeologists, scientists, and oceanographers to explore the vast mysteries of our country's waterways.

Created in 2002, NOAA's Maritime Heritage Program is an initiative of the **Office of National Marine Sanctuaries** (ONMS). Each of our thirteen national marine sanctuaries and two marine national monuments, regardless of regulation and designation purposes, contain cultural resources. However, two sanctuaries, Monitor National Marine Sanctuary and Thunder Bay National Marine Sanctuary, were specifically designated to protect shipwrecks. Today, through partnerships with the Office of Ocean Exploration and Research, other state and federal agencies and academia, the program continues to focus on maritime heritage resources within the National Marine Sanctuary System and promotes maritime heritage appreciation throughout our entire nation.

Visit the website,
https://sanctuaries.noaa.gov/maritime/
to read more about our nation's
maritime heritage.

NAME: _____   DATE: _____

Museums of the Deep

Visit the website, https://sanctuaries.noaa.gov/maritime/, to learn more about how NOAA explores our nation's cultural resources.

1. In the grey navigation bar just below the top image, click on "About." What law is the most relevant to the Office of National Marine Sanctuaries? What does Section 106 require?

2. At the bottom of the webpage, under "More Information," click on "Projects." Click on the link for "*Duane*" under Florida Keys. What type of shipwreck is the *Duane* and where is it located? When was it built? How deep is the main deck?

3. Return to the main page, and in the grey navigation bar, click on "Projects," and then click on "*Monitor*" under Northeast. What Union ship was converted into the CSS *Virginia*? What was the diameter of the gun turret? What was the date of the Battle of Hampton Roads when the *Monitor* and *Virginia* engaged?

4. Return to main page, click on "Projects," click on "USS *Macon*" under West Coast – Monterey Bay. What type of ship was the USS *Macon*? What was the most significant outcome of the first phase of its expedition?

5. Return to the main page, and in the grey navigation bar, click on "Research Topics." Click on "*Titanic.*" When was the shipwreck discovered? Which office is the lead for dealing with the wreck of the RMS *Titanic*? Who do they work closely with to preserve the *Titanic*?

6. Return to "Research Topics," click on "Native Cultures." The Maritime Heritage Program seeks to support research into seafaring traditions and the preservation of maritime folklore and knowledge. Choose one of the sanctuaries listed and explain what native culture it helps to preserve and protect.

7. Return to "Research Topics," click on "Whaling." When was America's "golden age" of whaling?

8. Return to "Research Topics," at the bottom of the page under "More Information," click on "Preserve America." In the top navigation bar, click on "What NOAA is Doing." What are the six top objectives of NOAA in preserving our nation's heritage?

9. Return to "Research Topics," click on "Battle of the Atlantic." Click on "Mission" in the right side bar. What three primary sites will be explored? Describe the intent of this expedition. Read the Blog for July 17-20, 2008. What shipwreck did they dive on July 17? July 19?

10. Go to any area of the NOAA's Maritime Heritage Program's website and list one thing that you found most interesting.

In or Out? Debating Entrance into the Great War

President Woodrow Wilson and Prime Minster Theobald von Bethmann-Hollweg. Courtesy of National Archives

Grade Level
- 9-12

Timeframe
- 30-45 minutes for three class periods (90-135 minutes total)

Materials
- KWL handout (provided)
- Computer access
- Internet connection
- One or more video recording devices
- Projector and computer for presentation
- Stopwatch or other timer
- Optional: guest judge for debate

Activity Summary
Students use primary sources to take a position on the U.S. entering World War I and create a presentation.

Learning Objectives
Analyze primary source documents from World War I. Defend reasons for entering the war and for neutrality. Create a presentation formally structuring ideas.

Key Words
Democracy, diplomacy, neutrality, RMS *Lusitania*, U-boat, Zimmerman Telegram

National Standards
NCSS:ERA 7:2B; NCSS:VIII; NCSS:HT:3 and 4; NCTE:1 and 8; CCSS.ELA.LIT.W; CCSS.ELA.LIT.RI

American soldiers in gas masks. Photo: Courtesy of the BBC

Background Information

The assassination of Archduke Franz Ferdinand in Austria-Hungary set off a chain reaction of defense alliances that led Europe into war in 1914. Austria-Hungary used this event to declare war on Serbia and called on Germany to honor their defense alliance. Russia went to war with both Austria-Hungary and Germany in an effort to help its ally Serbia. Germany then declared war on Russia and their ally France. Britain was then forced to honor its treaty with France, and joined the war as well. The two alliances formally aligned with Germany, Austria-Hungary, the Ottoman Empire (Turkey), and Bulgaria forming the Central Powers, and Britain, France, and Russia as the Triple Entente and later called the Allied Powers.

In 1914, President Woodrow Wilson declared a position of neutrality in a message to Congress. Wilson noted that it would be the people of America, many of them immigrants from the nations at war, who would truly uphold this neutral position, because they would be the ones to express their opinions about the war on the street and in the newspapers. However, over the course of the next three years, public opinion of the war would be shaped by many different events.

Emerging technology played a role in shaping public opinion. Technology of the day made it possible for newspapers across the United States to publish pictures of the war, exposing people daily to the grizzly details of the overall brutality of the war. The first images of chemical warfare caused the public to consider Germany's use of poisonous gases as reprehensible. However, throughout the war, both sides used chemical weapons. The public also felt things, such as the use of machine guns to inflict mass casualties on soldiers, the ability of long-range bombs to reach farther targets, and the use of airplanes, were all very barbarous. Public opinion swayed back and forth as they read the news.

The military strategy by both the Allies and Central Powers were harshly criticized by the American public. Americans denounced early German strategies, such as their invasion of neutral Belgium on their way to fight France. On the other side, public opinion went against Britain's blockade of supplies that included fertilizer and other necessary supplies to grow crops for civilians, as it caused close to a half of million deaths during the war. Public

opinion was once again swayed against Germany in 1915, when a German U-boat sank the unarmed passenger ship, RMS *Lusitania*, as part of Germany's unrestricted submarine warfare. Over 1,000 passengers died with 128 of them being American citizens. Germany temporarily stopped the practice, but it was not long before Germany continued its unrestricted submarine warfare campaign, causing Americans to feel additional strife.

With Germany's return to unrestricted submarine warfare, the U.S. seemed to have no choice but to enter the war. A final misstep clinched the deal, when Germany sent an encrypted telegram, known as the Zimmerman Telegram, to the German ambassador in Mexico asking for an alliance with Mexico if Germany waged war against the United States. After the interception and decoding of the telegram, President Woodrow Wilson asked Congress for a declaration of war against Germany.

Activity Summary

This lesson focuses on debating whether or not the United States should have become involved in World War I. Through a series of guiding questions, students will begin by creating a KWL strategy to determine what they know about World War I. Next, they read primary sources from the time period and form an opinion on whether the United States should have joined the war or remained neutral. Students share their findings with the class in a presentation form. Student presentations may use technology, such as PowerPoint and Prezi for a traditional presentation, or they can create a video, podcast, public service announcement, political cartoon, or a comic strip.

Learning Objectives

Students will
- Analyze primary source documents from World War I
- Defend either the reasons for entering into the war or the reasons for neutrality
- Create a presentation formally structuring ideas on the appropriate side of the debate

Teacher Preparation and Implementation
- Read through the Suggested Resource List for primary and secondary sources. Add or delete resources as needed for your students.
- If internet access is not an option, print copies of selected webpages needed to complete the activity.
- Print copies of the KWL chart, the Great Debate activity, the Suggested Resource List, and Scoring Rubric for each student/group.
- Review any technology sites students will access for their presentation (e.g.: Prezi, Voicethread, Animoto, BitStripsforSchools, ToonDoo Spaces, etc.), and bookmark the ones selected for student use.

- Determine how to group students. For this activity, an optimal group size is 3-5. Be sure to divide the class into an even number of groups in order for each group to have a counterpart group to debate.
- **Tip:** To help maximize class time, give direct instruction through a cloze note or graphic organizer format to limit the amount of time it will take to research the unit's background information.

Procedure

1. Provide background knowledge of the causes of World War I, and minimal knowledge on the United States' entry into the war. The bulk of their knowledge on America entering the war should come from the research of the resources provided.
2. Introduce the activity with some *general instructions*, such as provided below:
   - Explain that the students will participate in a debate, on a specific date, and will debate whether the United States should enter the war or remain neutral.
   - Tell the students they will be working in assigned groups, and they have limited time to research the topic.
   - Explain that each group will take a position for debate (you may assign it or they may choose), and that they are required to incorporate technology into their presentation to supplement the verbal debate portion.
   - With the students, review possible presentation styles that they may use, such as PowerPoint or Prezi for traditional presentations or multimedia websites, such as Voicethread or Animoto, for video presentations. Students may also create a political cartoon or a comic strip.
   - If classroom time is limited, this activity can be done as an assigned project to be worked on outside of the classroom. If so, encourage students to exchange information that allows for communication outside of the classroom in order to complete the assignment.
   - Explain that each presentation will be no less than two minutes and not longer that two minutes and 30 seconds. Also, all members should play a role in the presentation. After both sides have presented, there will be a one-minute rebuttal period from each group.
   - Tell the students to be prepared to answer questions from the judges/teachers and to receive comments on their presentation.
3. Divide the students into the pre-chosen groups, and provide them with computer access. If computers are not an option, then provide the students with the printed materials needed to complete the assignment.
4. Give the students the rubric and ask the students if they understand the expectations of the assignment.
5. Give each group one of the following research prompts. You can either assign a side of the argument (for or against) to each group or allow

Vocabulary

DIPLOMACY — The practice of managing international alliances, treaties, and agreements between nations

DEMOCRACY — Type of government where inhabitants of a nation have a voice in how their government makes decisions; originally meant "rule of the people"

NEUTRALITY — Not participating in a war or not choosing sides in a conflict

RMS *LUSITANIA* — A British passenger vessel that sank due to a torpedo fired from a German U-boat in 1915; the ship was in a German declared warzone and carrying cargo for the British government

U-BOAT — This term is short for the German word Unterseeboot, and it describes German submarines used for military action during both World War I and II

them to chose at random, but remember there needs to be an equal number of groups both for and against.

- **For entering the war:** You are a group of senators, and you believe the war is pivotal to keeping American ships safe, and ultimately, the American people safe. What were the arguments given by those who supported the war that led to American involvement? Conduct research to answer thoroughly. Answer the question and construct a persuasive argument on why America should join the war. Remember it is best to know the argument of the other side when debating.
- **Against entering the war:** You are a group of senators, and you believe that entering the war is a mistake and that unnecessary American lives would be lost. What were the arguments given by those who were for neutrality in the Great War? Conduct research to thoroughly answer the question and construct a persuasive argument on why America should not join the war. Remember it is best to know the argument of the other side when debating.

6. Introduce the list of sources provided in this activity.
7. To help students more efficiently manage their time, introduce some time saving tips, such as:
   - Divide the reading of the sources between group members and have each give a summary of their reading. Summary should include: 1) the author and what bias or agenda they may have; 2) explanation of the audience for the argument; 3) summary of the main argument of the speech or article; 4) outline of any questions about the source; and 5) explanation of the significance of the information and how it can be used in the presentation.
   - Once research is completed, brainstorm ideas and create a presentation outline. Conduct additional research if needed.
   - Identify how the material will be presented and assign each member tasks, such as writing the talking points, developing the media, or continue researching as necessary.

8. To help students budget their time, display a countdown timer as they are working.
9. Prior to the debate, go over the debate rules listed on the student worksheet.

Resources*

Also, see the **Suggested Resource List** found in the student activity for primary and secondary sources.

Prezi
A unique presentation software that uses motion, zoom, and spatial relationships to bring your ideas to life. There is a free EDU Standard version.
https://prezi.com

Animoto
Website that helps teachers and students to create engaging videos. Educators can apply for a free Animoto Classroom Account.
https://animoto.com/education/classroom

Animatron
Create political animated cartoons easily with free studio.
https://www.animatron.com/studio/political-cartoon-maker

ToonDoo
Free site to make comic strips or cartoons.
http://www.toondoo.com/

Books

Adams, Simon: *World War I (DK Eyewitness Books Series)*. DK, June 16, 2014. ISBN-13: 9781465420589.

Meyer, G. J.: *A World Undone—The Story of the Great War 1914 to 1918.* Bantam Dell, June, 2006. eISBN: 978-0-440-33587-0.

Videos

U.S. Entry into World War I Explained
https://www.youtube.com/watch?v=Ese_2kqrjR8

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NAME: _____   **DATE:** _____

The Great Debate — In or Out?

Background Information

The assassination of Archduke Franz Ferdinand in Austria-Hungary set off a chain reaction of defense alliances that led Europe into war in 1914. Austria-Hungary used this event to declare war on Serbia and called on Germany to honor their defense alliance. Russia went to war with both Austria-Hungary and Germany in an effort to help its ally Serbia. Germany then declared war on Russia and their ally, France. Britain was then forced to honor its treaty with France and joined the war as well. The two alliances formally aligned with Germany, Austria-Hungary, the Ottoman Empire (Turkey), and Bulgaria forming the Central Powers, and Britain, France, and Russia as the Triple Entente and later called the Allied Powers.

In 1914, President Woodrow Wilson declared a position of neutrality in a message to Congress. Wilson noted that it would be the people of America, many of them immigrants from the nations at war, who would truly uphold this neutral position, because they would be the ones to express their opinions about the war on the street and in the newspapers. However, over the course of the next three years, public opinion of the war would be shaped by many different events.

Emerging technology played a role in shaping public opinion. Technology of the day made it possible for newspapers across the United States to publish pictures of the war, exposing people daily to the grizzly details of the overall brutality of the war. The first images of chemical warfare caused the public to consider Germany's use of poisonous gases as reprehensible. However, throughout the war, both sides used chemical weapons. The public also felt that such things as the use of machine guns to inflict mass casualties on soldiers, the ability of long-range bombs to reach farther targets, and the use of airplanes were all very barbarous. Public opinion swayed back and forth as they read the news.

The military strategy by both the Allies and Central Powers were harshly criticized by the American public. Americans denounced early German strategies, such as their invasion of neutral Belgium on their way to fight France. On the other side, public opinion went against Britain's blockade of supplies that included fertilizer and other necessary supplies to grow crops for civilians, as it caused close to a half of million deaths during the war. Public opinion was once again swayed against Germany in 1915, when a German U-boat sank the unarmed passenger ship, RMS *Lusitania*, as part of Germany's unrestricted submarine warfare. Over 1,000 passengers died with 128 of them being American citizens. Germany temporarily stopped the practice, but it was not long before Germany continued its unrestricted submarine warfare campaign, causing Americans to feel additional strife.

With Germany's return to unrestricted submarine warfare, the U.S. seemed to have no choice but to enter the war. A final misstep clinched the deal, when Germany sent an encrypted telegram, known as the Zimmerman Telegram, to the German ambassador in Mexico asking for an alliance with Mexico if Germany waged war against the United States. After the interception and decoding of the telegram, President Woodrow Wilson asked for a declaration of war against Germany.

Researching the Prompt — For or Against?
1. In your group, divide the primary sources among the group members and begin to research the group's position on entering World War I.
2. Summarize your research using a summary template of your own or one provided by your teacher, and share it with your group.
3. After reviewing all the research, as a group, develop the main arguments found in the primary sources.

Preparing the Presentation
1. Determine the type of technology to be used for the presentation (PowerPoint, video, etc.).
2. As a group, prepare both the verbal remarks, as well as the visual portions of your presentation. Budget your group's time accordingly.
3. Make note of any quotations used as they should be cited in your presentation.
4. Determine what role each person will have during the debate. Who will present? Who will manage the media?
5. This portion of the project may take longer than the allotted class time. If extra time is needed, make a plan to communicate with your group members outside of class. If a consultation is needed with your teacher, make an appointment with him/her to ask any questions and/or discuss any issues.
6. Practice giving the presentation. Be sure you are prepared for the rebuttal and any possible questions.
7. Remember to make sure your media/technology works by testing it before the day of the debate.

Debate

1. Your teacher will assign a time for your group to present. Be prepared and ready to go when it is your time.
2. Prior to the debate, review the debate rules:
   - The teacher, or the one they appoint, is the moderator, timekeeper, and final judge.
   - Students not participating in the debate will be quiet and engaged while listening.
   - Respect the group speaking, and hold all rebuttals and questions until the proper time.
   - If you have a question, raise your hand to signal the moderator.
   - At the two-minute mark, the moderator will signal you to wrap up your presentation.
   - At the two minutes and 30 seconds mark, the moderator will ask you to end your presentation.
   - After both teams have presented their final arguments, each team will have one minute for rebuttal.
   - Present rebuttals in a respectful manner. Your rebuttals should be based on factual information found in your research.
   - The moderator reserves the right to ask clarifying questions or other questions that may help the students expand on an argument.

Discussion

1. What opposing viewpoints or facts did you hear from other presentations that were new to you?
2. Was there any new information that made you change your opinion on the United States entering World War I?
3. It is often easier to make decisions in hindsight, because you know all the facts. Do you think the United States made the best decision based on what it knew at that time? Why or why not?
4. After hearing all the presentations, take a stand on whether the United States should or should not have entered the war. Did you change your viewpoint? Write a 200 word summary of your stand and be sure to include supporting documentation.

Above: James Montgomery Flagg was appointed "official artist" in New York State by Governor Whitman. Courtesy of the National Archives
Below: Parade of Famous 369th Infantry on Fifth Avenue, New York City.
Photos: Courtesy of the National Archives

Poster showing a figure rising from the sea to offer a sword, with a sinking ship and drowning victims in the distance, referring to the sinking of the RMS *Lusitania*. Photo: Courtesy of the U.S. Library of Congress

Suggested Web Resources for Primary Source Documents*

The Library of Congress
Events and Statistics—Collection of newspaper Pictorials for World War I
http://memory.loc.gov:8081/ammem/collections/rotogravures/rotoevents1.html

Brigham Young University's World War I Archive
President Wilson's Declaration of Neutrality to Congress
http://wwi.lib.byu.edu/index.php/President_Wilson's_Declaration_of_Neutrality

The Library of Congress
The Increasing Power of Destruction: Military Technology in World War I
http://memory.loc.gov:8081/ammem/collections/rotogravures/rotomil.html

Brigham Young University's World War I Archive
Official German documents concerning unrestricted submarine warfare
http://wwi.lib.byu.edu/index.php/German_Discussions_Concerning_Unrestricted_Submarine_Warfare

The Library of Congress
The *Lusitania* Disaster
http://memory.loc.gov:8081/ammem/collections/rotogravures/rotolusit.html

FirstWorldWar.com
U.S. Protest over the Sinking of the *Lusitania*, 13 May 1915
http://www.firstworldwar.com/source/bryanlusitaniaprotest.htm

FirstWorldWar.com
Second U.S. Protest over the Sinking of the *Lusitania*, May 1915
http://www.firstworldwar.com/source/lusitania_2ndusprotest.htm

FirstWorldWar.com
Third U.S. Protest over the Sinking of the *Lusitania*, 21 July 1915
http://www.firstworldwar.com/source/lusitania3rdprotest.htm

Psywarrior.com
German World War I Propaganda
http://www.psywarrior.com/GermanWWIPSYOPcont.html

Wisconsin Historical Society
World War I, at home and in the trenches
http://www.wisconsinhistory.org/turningpoints/tp-037/?action=more_essay

International Socialist Review
The Canton, Ohio speech by Eugene V. Debs
http://www.isreview.org/issues/20/debs_canton.shtml

George Mason University: History Matters
The War and the Intellectuals: Randolph Bourne Vents His Animus Against War
http://historymatters.gmu.edu/d/4941

George Mason University: History Matters
"I Didn't Raise My Boy to Be a Soldier": Singing Against the War
http://historymatters.gmu.edu/d/4942/

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Suggested Web Resources for Primary Source Documents Continued*

Brigham Young University
Senator Norris Opposes U.S. Entry into the War; Congressional Record from the 65th Congress.
http://wwi.lib.byu.edu/index.php/Senator_Norris_Opposes_U.S._Entry_into_the_War

Mount Holyyoke College
Senators Norris and Lafollette Oppose Wilson's War; Message archived from the 65th Congress.
https://www.mtholyoke.edu/acad/intrel/doc19.htm

George Mason University: History Matters
Archived speech: Making the World "Safe for Democracy": Woodrow Wilson Asks for War
http://historymatters.gmu.edu/d/4943/

On This Day — The New York Times
Front page of The New York Times paper (April 2, 1917): President Calls for War Declaration, Stronger Navy, New Army of 500,000 Men, Full Co-operation with Germany's Foes
http://www.nytimes.com/learning/general/onthisday/big/0402.html

George Mason University: History Matters
Article written by a conservative magazine, the *North American Review* that laid out the basic arguments of war: "War Is 'a Blessing, Not a Curse': The Case for Why We Must Fight"
http://historymatters.gmu.edu/d/4939

George Mason University: History Matters
Four Minute Men: Volunteer Speeches During World War I
http://historymatters.gmu.edu/d/4970/

US Gen Net: Song Lyrics: "When the *Lusitania* Went Down"
http://www.usgennet.org/usa/mo/county/stlouis/ww1-music/lusitania.htm

WWI Songs
http://www.ww1photos.com/WW1MusicIndex.html

Emory University
A poster by Fred Spear called "Enlist" was published in 1915 after the sinking of the *Lusitania.*
http://www.english.emory.edu/LostPoets/Enlist.html

New York Times
Newspaper article from May 8, 1915, "*Lusitania* Sunk By A Submarine…"
http://www.oldmagazinearticles.com/pdf/LUSITANIA%20NYT.pdf

National Archives: The Zimmerman Telegram
Download the primary source documents and lesson plans.
http://www.archives.gov/education/lessons/zimmermann/

Firstworldwar.com: Zimmerman Telegram
Reproduction of the speech given by German Foreign Minister, Dr. Arthur Zimmermann, confirming the authenticity of the telegram.
http://firstworldwar.com/source/zimmermann_speech.htm

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NAME: _____   DATE: _____

World War I

What I **KNOW**	What I **WANT** to Know	What I **LEARNED**

K	
W	
L	

Additional Notes:

NAME/GROUP: _____   DATE: _____

Scoring Rubric
In or Out: Debating Entrance into the Great War

CATEGORY	3	2	1	0
Understanding of Topic Score: _____	The team clearly answered the prompt with multiple arguments and anticipated the opponents' arguments. They presented their information forcefully and convincingly. The team also used one quote from a primary source that supported their claim.	The team clearly answered the prompt with two arguments and vaguely understood the opponents' arguments. They presented with ease.	The team seemed to understand one argument that was appropriate for the prompt and presented that with ease.	The team did not show an adequate understanding of the prompt and had no clear arguments for their side of the debate.
Presentation Style Score: _____	All members of the team participated and consistently used eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	All members of the team participated and usually used eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	One of the members did not participate, or the team sometimes used eye contact, tone of voice, and a level of enthusiasm in a way that kept the attention of the audience.	Two or more members of the team did not participate, or had a presentation style that did not keep the attention of the audience.
Respect for Other Team Score: _____	All statements, body language, and responses were respectful and were in appropriate language. There were no team members that disrupted their opponent or other presentations.	Statements and responses were respectful and used appropriate language, but once or twice body language was not respectful. There were no team members that disrupted their opponent or other presentations.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark. There was one team member that disrupted their opponent or other presentations.	Statements, responses, and/or body language were consistently not respectful. There were more than one team member that disrupted their opponent or other presentations.
Rebuttal & Questions Score: _____	All counter-arguments were accurate, used relevant information from primary and secondary sources and were strong.	Most counter-arguments were accurate, used relevant information from primary and secondary sources and were strong.	Most counter-arguments were accurate and relevant information from primary and secondary sources, but a few were weak.	Counter-arguments were not accurate and/or relevant information from the source material was not used.
Technology Score: _____	The team used creativity, technology and multimedia resources to enhance the understanding of the arguments presented.	The team used creativity and some mode of technology to enhance the understanding of the arguments presented.	The team used creativity and some mode of technology to present the information of the arguments presented.	The team lacked use of technology, or the technology used made the arguments confusing to follow.

Total Score: _____

Comments:

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Zimmerman Telegram: The Last Straw

Map of Europe showing the alliances during World War I. Photo: Courtesy of National Archives of the UK

Grade Level
- 6-12

Timeframe
- 90 minutes

Materials
- Activity sheets provided in guide
- Plain paper
- Internet and computers (optional)

Activity Summary
Students focus on the importance of the Zimmerman Telegram and other causes of World War I, while using critical thinking skills.

Learning Objectives
Students learn the causes of World War I and America's entry into the war. They use critical thinking skills to determine how key decision makers felt about the telegram and they create their own short code.

Key Words
Allied Powers, Central Powers, Defense Alliance, democracy, Freedom of the Seas, military intelligence, RMS *Lusitania*, U-boat, Zimmerman Telegram

National Standards
NCSS:ERA7:2B; **NCSS**:HT:4 and 5; **NCSS:**WH:ERA 8:2A; **CCSS**.ELA.LIT.W; **CCSS**.ELA.LIT.RI; **NCTE**:8

Top portion of the Zimmerman Telegram. Courtesy of the National Archives

Background Information
The assassination of Archduke Franz Ferdinand in Austria-Hungary set off a chain reaction of defense alliances that led Europe into war in 1914. Austria-Hungary used this event to declare war on Serbia and called on Germany to honor its defense alliance. Russia went to war with both Austria-Hungary and Germany in an effort to help its ally Serbia. Germany then declared war on Russia and its ally France. Britain was then forced to honor its treaty with France, and joined the war as well. The two alliances formally aligned with Germany, Austria-Hungary, the Ottoman Empire (Turkey), and Bulgaria forming the Central Powers, and Britain, France, and Russia forming the Triple Entente, which was later called the Allied Powers.

For almost three years, President Woodrow Wilson's policy was that the United States should remain neutral in the European war, and most Americans shared this sentiment. However, over the years, there were several factors that swayed Americans' opinion on remaining neutral. One factor was the knowledge of the many atrocities committed by Germany.

In 1914, several U.S. ships traveling to Britain were either damaged or sunk by German mines. In 1915, Germany announced unrestricted warfare against all ships that entered the war zone around Britain. A month later, *William P. Frye*, a private American ship, was sunk by Germany. Then on May 7, the RMS *Lusitania* was torpedoed without warning just off the coast of Ireland, killing over a thousand people, including 128 Americans. After the sinking, Germany agreed to see to the safety of unarmed passengers before sinking any future vessels. However, in 1917, Germany announced that it would resume unrestricted submarine warfare. This declaration violated the freedom of the seas principle and made clear that German U-boats would attack any hostile or neutral shipping vessel in British waters.

Another factor in America's decision to enter World War I was the strong tie the United States had to Great Britain. The U.S. had entangled itself with the Allies during its period of neutrality by loaning Britain and other Allies large sums of money that needed to be recouped. Britain was spending $75 million per week on U.S. supplies and arms and had an overdraft of $358 million. When the U.S. entered the war, not only was Great Britain saved from bankruptcy, but also the rest of the Triple Entente.

The final push into the war came when a coded telegram to the German ambassador of Mexico was intercepted. The telegram was sent in anticipation that the United States would join the war after Germany resumed unrestricted submarine warfare in the Atlantic. The telegram told the ambassador that if the United States joined the Allies, he was to ask Mexico to fight against the U.S., and it indicated that Mexico's reward for fighting would be to regain the lost territories of Texas, New Mexico, and Arizona. This further swayed public opinion in the United States against Germany and toward joining the war. This telegram is known as the Zimmerman Telegram, named after Arthur Zimmerman, the Foreign Secretary of the German Empire, and it was intercepted and decoded by British intelligence.

Due to these and other factors, on April 6, 1917, Wilson appealed to Congress for the United States to enter the war, which would "make the world safe for democracy."

Activity Summary

This lesson focuses on the importance of the Zimmerman Telegram and other causes of World War I. Students are given a portion of the Zimmerman Telegram and must break the code and analyze the message. They are asked to think critically to determine how Americans and key decision makers, who wanted to be neutral in the European war, would feel about the telegram. Finally, they will make their own short code on how to avoid another world war.

Learning Objectives

Students will be able to:
- Examine the causes of U.S. involvement in World War I.
- Demonstrate the value in military intelligence practices, such as code breaking.

Teacher Preparation and Implementation

- Determine the difficulty level of code that you want to present to your class.
- Decide if students will work individually or in pairs.
- Download and print the following activity sheets: Breaking the Code of a Cryptogram, Crack the Cryptogram, Cryptoquip, and Scoring Rubric. Also, after choosing the excerpt to be used with your students, print sufficient copies.
- Gather others supplies as needed, such as plain paper.
- If using computers, bookmark websites:
    - Cryptokids or other similar site: http://www.nsa.gov/kids/home.shtml
    - Wordles or other similar site: http://www.wordles.com/getmycrypto.aspx

Procedure

1. Read or have students read the background information to learn about the causes of World War I. Students should also have a minimal knowledge on the United States' entry into the war.
2. Depending upon your students' level, introduce and model how to break the code by either letting them complete Breaking the Code of a Cryptogram on their own or in pairs, or go through it as a class activity.
3. Once students finish decoding the message, use a Think-Pair-Share format where students write their thoughts on paper and then share them with a peer. Next, facilitate a class discussion for students to answer the following questions:
    - How do you think the German-Americans felt about the war prior to the United States entering the war?
    - At this time, many Irish felt oppressed by Britain, so how do you think Irish-Americans felt about the war prior to the United States entering the war?
    - How do you think the Zimmerman Telegram changed the opinions of these immigrant groups? Of the American population as a whole?
4. Optional: Have students complete Cryptoquip. The message is the same as the Cryptogram, just a different way to crack the code. This can also be used to wrap up the unit if time allows.
5. Next, have the students create their own Cryptogram.
    - If internet is available, have students use one of the websites listed in the Resource section to create a Cryptogram. If internet is not available, have students make their code using the Winding Way Cipher.
    - Once a method of coding is chosen, explain the criteria for the code
        * The code needs to propose a way to avoid future wars
        * It must be at least one sentence and no more than two sentences (at least 50 characters and no more than 255 characters)
        * They must keep their code a secret and not tell anyone what their message says
    - Go over or give students a copy of the scoring rubric before they begin.
4. After everyone has finished their codes, have students swap codes with a peer and decode each other's messages.
5. Once all messages are decoded, discuss the ideas that the students put forth in their messages. Lead students to Wilson's Fourteen Points and the League of Nations.

Vocabulary

DEFENSE ALLIANCE — An agreement between at least two nations to support each other in the event that they are threatened by an outside party, group, or nation

DEMOCRACY — Type of government where inhabitants of a nation have a voice in how their government makes decisions; originally meant rule of the people

FREEDOM OF THE SEAS — It is the principle of international law that emphasizes the freedom to sail the ocean outside territorial waters, and it is against war in this area of the ocean

MILITARY INTELLIGENCE — The gathering of information to give insight into how leaders should make decisions

TELEGRAM — A message sent by telegraph and then delivered in written or printed form

U-BOAT — A German submarine; name is derived from German word "Unterseeboot," which literally means "undersea boat"

Resources*

Websites

Cryptogram Maker
Generate a random Cryptogram.
http://www.kidzone.ws/puzzles/cryptogram/

Wordles: Create Your Own Cryptogram
Enter a phrase into the text box and it will be encrypted.
http://www.wordles.com/getmycrypto.aspx

NSA.Gov — Digital Media Center: Cryptokids®
Read the biographies of the Cryptokids® and print games and activities.
http://www.nsa.gov/kids/home.shtml

The Library of Congress
Browse collections on World War I and learn more about the origins of the war, the RMS *Lusitania*, and read newspapers from the time.
http://memory.loc.gov/ammem/browse/ListSome.php?category=War,+Military

Old Magazine Articles
Read a New York Times article dated May 8, 1915, about the sinking of the *Lusitania.*
http://www.oldmagazinearticles.com/pdf/LUSITANIA%20NYT.pdf

Suffolk County Community College
London newspaper article dated May 8, 1915, on the sinking of the *Lusitania.*
http://www2.sunysuffolk.edu/westn/lusitania.html

National Archives: The Zimmerman Telegram
Download the primary source documents and lesson plans.
http://www.archives.gov/education/lessons/zimmermann/

BBC: Did World War One nearly bankrupt Britain?
Learn the ins and outs of the economic situation during World War I.
http://www.bbc.co.uk/guides/zqhxvcw

The National WWI Museum and Memorial: Zimmerman Telegram
Read about the Zimmerman Telegram and see an interactive timeline of events leading up to the Zimmerman Telegram.
https://www.theworldwar.org/explore/centennial-commemoration/us-enters-war/zimmermann-telegram

Books

Adams, Simon: *World War I (DK Eyewitness Books Series)*. DK, June 16, 2014. ISBN-13: 9781465420589.

Boghardt, Thomas: *The Zimmerman Telegram: Intelligence, Diplomacy, and America's Entry into World War I*. Naval Institute Press, First Edition October 15, 2012. ISBN-13: 978-1612511481.

Kattan, Peter I.: *Secret Codes for Kids: Cryptograms and Secret Worlds for Childr*en. CreateSpace Independent Publishing Platform, August 30, 2012. ISBN-13: 978-1479217793.

Johnson, Bud: *Break the Code: Cryptography for Beginners (Dover Children's Activity Books)*. Dover Publications, May 2013. ISBN-13: 978-0486291468.

Tuchman, Barbara W.: *The Guns of August: The Pulitzer Prize-Winning Classic About the Outbreak of World War I*. Presidio Press, August 3, 2004. ISBN-13: 978-0345476098.

Tuchman, Barbara W.: *The Zimmerman Telegram*. Random House, reissue edition, March 12, 1985. ISBN-13: 978-0345324252.

Video

BBC News: WWI: The Zimmermann Telegram (4:15)
The story of the Zimmerman Telegram and how it propelled the U.S. into World War I.
https://www.youtube.com/watch?v=KKhgrCDkm0s

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Teacher Answer Key
Breaking the Code of a Cryptogram

Chose one or use all three with your students. Together they make the complete passage in the Zimmerman Telegram for Cryptogram.

W	E	M	A	K	E	M
E	X	I	C	O	A	P
R	O	P	O	S	A	L
O	F	A	L	L	I	A
N	C	E	O	N	T	H
E	F	O	L	L	O	W
I	N	G	B	A	S	I
S	M	A	K	E	W	A
R	T	O	G	E	T	H
E	R	M	A	K	E	X

WERONEISRERTMNFCFOXEMIPAEOGAOMAGKBL
OLOCAKOSLNLAEEKETWSOTIAAEMPLAHWIAHX

Key: 7x10, Up & Down
Answer: We make Mexico a proposal of alliance on the following basis: make war together make

P	E	A	C	E	T	O
G	E	T	H	E	R	G
E	N	E	R	O	U	S
F	I	N	A	N	C	I
A	L	S	U	P	P	O
R	T	A	N	D	A	N
U	N	D	E	R	S	T
A	N	D	I	N	G	O
N	O	U	R	P	A	R
T	T	H	A	T	X	X

PGEFARUANTTHATXXROTNOISGOTECAEENILTN
NOURPAGSAPCUREHTENSADDINRDPNORAUNE

Key: 7x10, Spiral
Answer: peace together generous financial support and an understanding on our part that

M	E	X	I	C	O	I
S	T	O	R	E	C	O
N	Q	U	E	R	T	H
E	L	O	S	T	T	E
R	R	I	T	O	R	Y
I	N	T	E	X	A	S
N	E	W	M	E	X	I
C	O	A	N	D	A	R
I	Z	O	N	A	X	X

MSENTXEQOIRLURCIROEEONNISRCICETTTTOIOWEO
THZAMXREONEAYNDXSAAIXRX

Key: 7x9, Diagonal
Answer: Mexico is to reconquer the lost territory in Texas, New Mexico, and Arizona.

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Teacher Answer Key
Cryptoquip (Optional)

NOTE: The Cryptogram and Cryptoquip Messages are the same just different ways to crack the code.

WE MAKE MEXICO A PROPOSAL OF

ZX HSMX HXVGIT S DFTDTWSQ TC

ALLIANCE ON THE FOLLOWING BASIS:

SQQGSBIX TB PJX CTQQTZGBL KSWGW:

MAKE WAR TOGETHER, MAKE PEACE

HSMX ZSF PTLXPJXF, HSMX DXSIX

TOGETHER, GENEROUS FINANCIAL

PTLXPJXF, LXBXFTOW CGBSBIGSQ

SUPPORT AND AN UNDERSTNDING ON OUR

WODDTFP SBY SB OBYXFWPSBYGBL TB TOF

PART THAT MEXICO IS TO RECONQUER THE

DSFP PJSP HXVGIT GW PT FXITBAOXF PJX

LOST TERRITORY IN TEXAS, NEW MEXICO,

QTWP PXFFGPTFN GB PXVSW, BXZ HXVGIT,

AND ARIZONA.

SBY SFGRTBS.

NAME: _____   **DATE:** _____

Breaking the Code of a Cryptogram

Background Information

The assassination of Archduke Franz Ferdinand in Austria-Hungary set off a chain reaction of defense alliances that led Europe into war in 1914. Austria-Hungary used this event to declare war on Serbia and called on Germany to honor its defense alliance. Russia went to war with both Austria-Hungary and Germany in an effort to help its ally Serbia. Germany then declared war on Russia and its ally France. Britain was then forced to honor its treaty with France, and joined the war as well. The two alliances formally aligned with Germany, Austria-Hungary, the Ottoman Empire (Turkey), and Bulgaria forming the Central Powers, and Britain, France, and Russia forming the Triple Entente, which was later called the Allied Powers.

For almost three years, President Woodrow Wilson's policy was that the United States should remain neutral in the European war, and most Americans shared this sentiment. However, over the years, there were several factors that swayed Americans' opinion on remaining neutral. One factor was the knowledge of the many atrocities committed by Germany.

In 1914, several U.S. ships traveling to Britain were either damaged or sunk by German mines. In 1915, Germany announced unrestricted warfare against all ships that entered the war zone around Britain. A month later, *William P. Frye*, a private American ship, was sunk by Germany. Then on May 7, the RMS *Lusitania* was torpedoed without warning just off the coast of Ireland, killing over a thousand people, including 128 Americans. After the sinking, Germany agreed to see to the safety of unarmed passengers before sinking any future vessels. However, in 1917, Germany announced that it would resume unrestricted submarine warfare. This declaration violated the freedom of the seas principle and made clear that German U-boats would attack any hostile or neutral shipping vessel in British waters.

Another factor in America's decision to enter World War I was the strong tie the United States had to Great Britain. The U.S. had entangled itself with the Allies during its period of neutrality by loaning Britain and other Allies large sums of money that needed to be recouped. Britain was spending $75 million per week on U.S. supplies and arms and had an overdraft of $358 million. When the U.S. entered the war, not only was Great Britain saved from bankruptcy, but also the rest of the Triple Entente.

The final push into the war came when a coded telegram to the German ambassador of Mexico was intercepted. The telegram was sent in anticipation that the United States would join the war after Germany resumed unrestricted submarine warfare in the Atlantic. The telegram told the ambassador that if the United States joined the Allies, he was to ask Mexico to fight against the U.S., and it indicated that Mexico's reward for fighting would be to regain the lost territories of Texas, New Mexico, and Arizona. This further swayed public opinion in the United States against Germany and toward joining the war. This telegram is known as the Zimmerman Telegram, named after Arthur Zimmerman, the Foreign Secretary of the German Empire, and it was intercepted and decoded by British intelligence.

Due to these and other factors, on April 6, 1917, Wilson appealed to Congress for the United States to enter the war, which would "make the world safe for democracy."

Procedure

1. After reading the background information, work individually, with a partner, or as a class to learn how to break the code (**How to Break the Code**).
2. Once you know how to break a cryptogram, decode the message(s) (**Crack the Cryptogram**). When finished, write in your journal, any thoughts you have about the message, and then share them with your partner or other peer.
3. Individually, or as a class, discuss the following questions:
   - How do you think German-Americans felt about the war prior to the United States entering the war?
   - At the time, many Irish felt oppressed by Britain, so how do you think Irish-Americans felt about the war prior to the United States entering the war?
   - How do you think the Zimmerman Telegram changed the opinions of these immigrant groups? Of Americans as a whole?
4. Next, you will create your own cryptogram (**Make a Cryptogram**) using the following criteria:
   - The code needs to propose a way to avoid future wars.
   - It must be at least one sentence and no more than two sentences (at least 50 characters and no more than 255 characters).

- You must keep your code a secret and not tell anyone what your message says.
- Be sure to review the scoring rubric before you begin.

5. After completing your cryptogram, exchange codes with your partner or other peer and decode their message.
6. Once all messages are decoded, discuss as a class all the ideas proposed to avoid future wars. Research President Wilson's Fourteen Points and the League of Nations. Were any of your ideas similar to the ones he proposed?
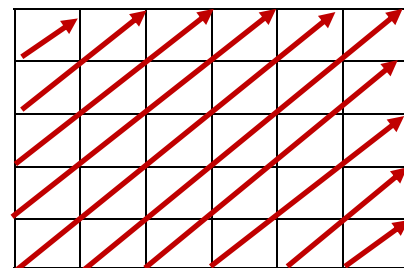
How to Break the Code
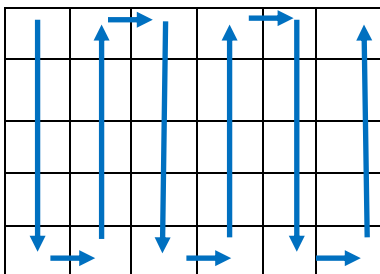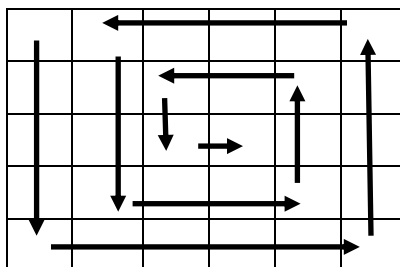
Up and Down   **Spiral**   **Diagonal**

To decipher a cryptogram, you need to know the key, which consists of two things: 1) the number of columns and rows in a rectangular box, and 2) the arrangement of the letters—**Up and Down**, **Spiral**, or **Diagonal** (see above).

1. When you receive a cryptogram, it is a string of letters that does not make any sense until you decode it using its key.
2. For example, here is a string of letters for a cryptogram: WWNMNIVIWOOISIAXRFLDRSRGXXIOOO. The letters make no sense until you use its key, which is 6x5 (6 columns, 5 rows) and **Up and Down**.
3. To break the code for this example, first you make a rectangular table with 6 columns and 5 rows.
4. Next, you place the letters from the string of letters in the order they are given, but in the indicated arrangement given in the key. In this example, the key indicates you use the **Up and Down** arrangement. Therefore, you write the letters in order going from top to bottom and moving left to right (see box below).
5. Once the letters are put into the box using the key, you can now read the cryptogram left to right, top to bottom. The cryptogram says: Woodrow Wilson is from Virginia.
6. On the next page, there are three cryptograms. Using the indicated key for each, solve the cryptogram(s) assigned by your teacher.
7. **After completing the cryptograms, follow the criteria and make your own message and code it using your own cryptogram key.**

W	O	O	D	R	O
W	W	I	L	S	O
N	I	S	F	R	O
M	V	I	R	G	I
N	I	A	X	X	X

Woodrow Wilson is from Virginia

NAME: _____   DATE: _____

Crack the Cryptogram

Using one (or all) of the cryptograms below and their keys, make your own table with the appropriate number of columns and rows to figure out what famous World War I message you have stumbled upon. The messages were intercepted in three smaller codes, but we think they fit together. Remember the message may be critical to helping the Allies win the war!

- WERONEISRERTMNFCFOXEMIPAEOGAOMAGKBLOLOCAKOSLNLAEEKETWSOTIAAEMPLAHWIAHX
  (Key: 7x10, Up and Down)

- PGEFARUANTTHATXXROTNOISGOTECAEENILTNNOURPAGSAPCUREHTENSADDINRDPNORAUNE
  (Key: 7x10, Spiral)

- MSENTXEQOIRLURCIROEEONNISRCICETTTTOIOWEOTHZAMXREONEAYNDXSAAIXRX
  (Key: 7x9, Diagonal)

Make a Cryptogram

Now it's your turn to make a cryptogram. Create a code that proposes a way that future wars might be avoided. It must be **at least one sentence** long and no more than two (at least 50 letters and no more than 255 letters). Secrecy is a must! Do not tell anyone about the cryptogram you have encoded, because next they will try to decode it.

Step 1
Create your message.

Step 2
Count the letters in the message. (Ex. 22 letters)

Step 3
Make a rectangle with enough columns and rows to fit your letters. (Ex. 22 letters fit into a box 6x4. Two spots will be left over.)

Step 4
Place one letter into each smaller box, and place an "X" in each empty space.

Step 5
Choose a method to encode the message. (Ex. Up and Down, Spiral, or Diagonal)

Step 6
Write your encoded message on another page along with the key. Check to make sure you did not make any mistakes.

Step 7
Exchange your message with a friend and decode each other's messages.

NAME: _____   DATE: _____

Cryptoquip
(Optional)

Here is another message that needs to be solved. With this message, you will need to use the hint and tips to crack this code intercepted by the British. Remember the message may be critical to helping the Allies win the war.
Your hint is W = S

Here are some tips for solving a Cryptoquip:

- Look for one letter words (they are either "A" or "I").
- Try to identify vowels (most common vowel is "E," least common vowel is "U").
- Use clues from punctuation.
- Look for common words like the, that, there, then, am, an, be, do, if, is, of, and on.

__ ____ _____ _ _____ __
ZX HSMX HXVGIT S DFTDTWSQ TC

_____ __ ___ _____ _____:
SQQGSBIX TB PJX CTQQTZGBL KSWGW:

____ ___ _____, ____ _____
HSMX ZSF PTLXPJXF, HSMX DXSIX

_____, _____ _____
PTLXPJXF, LXBXFTOW CGBSBIGSQ

_____ ___ __ _____ __ ___
WODDTFP SBY SB OBYXFWPSBYGBL TB TOF

____ ____ _____ __ __ _____ ___
DSFP PJSP HXVGIT GW PT FXITBAOXF PJX

____ _____ __ _____, ___ _____,
QTWP PXFFGPTFN GB PXVSW, BXZ HXVGIT,

___ _____.
SBY SFGRTBS.

NAME: _____   DATE: _____

Making a Code
Scoring Rubric

CATEGORY	3	2	1
Following Format **Score:** _____	The code includes the required number of characters and had a proper key or clue to solve it.	The code includes the required number of characters, but is unclear how to solve it.	The code does not meet the character requirements and does not have a proper clue or key to solve it.
Content of Code **Score:** _____	The code reflects an exceptional degree of student creativity and foresight into the thoughts of the time period.	The code uses creative thought to determine how a war like this could be avoided today. The student does not take into account the time period.	The code does not attempt to propose a way to avoid a world war.
Use of Class Time **Score:** _____	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Did not use class time to focus on the project OR often distracted others.

Total Score: _____

Comments:

Propaganda: Posters with a Purpose

Recruitment poster created during World War I. Courtesy of the Library of Congress

Grade Level
- 6-12

Timeframe
- 90 minutes

Materials
- Colored pencils, markers, and poster board per student or group
- Large printouts or an A/V projector to display posters for entire class to view and analyze
- A computer or a computer lab to access images and resources online, or provide copies

Activity Summary
Students examine and evaluate propaganda posters used during World War I and demonstrate understanding by creating their own poster.

Learning Objectives
- Analyze propaganda posters for bias and symbolism
- Explain and illustrate the reasons why the U.S. joined the Allies
- Create an original propaganda poster
- Evaluate other students' posters

Key Words
Propaganda, nationalism, Allies, Central Powers, Uncle Sam, symbolism

National Standards
NCSS:ERA7:2; NCSS:WH:ERA8; NCSS:HT:3; CCSS.ELA.LIT.RH; NCTE:1 and 8

Australian photographer Frank Hurley's 1917 image shows first Australian Division troops near Ypres heading to the front line. Photo: Courtesy of The Royal Naval Division

Background Information

During the First World War, both the Allies and the Central Powers produced propaganda to persuade people to support their cause in the war. These posters were designed with great attention to detail in order to create an emotional response in the people who would see the poster. In fact, the famous Uncle Sam "I Want You" poster was designed to recruit American soldiers during the First World War.

When the U.S. entered World War I, George Creel was an investigative journalist and writer, and a politician and government official. He worked his entire life in the newspaper industry and owned a couple of his own newspapers. He was also a firm and outspoken supporter of President Woodrow Wilson during his election campaigns. Therefore it was no surprise when Wilson created the United States Committee on Public Information, a propaganda organization, that he appointed Mr. Creel to head the organization.

Over the next two years, Creel devoted his time and energy to ensuring full public support for the U.S. war effort. He used all aspects of the U.S. media, including film, posters, music, paintings, and cartoons. His efforts also extended to our allies, ensuring a high degree of popularity in Europe for Wilson's Fourteen Points.

Activity Summary

In this lesson, students examine and evaluate propaganda posters used during World War I. At the conclusion of the activity, students demonstrate understanding of the reasons for World War I by creating an original propaganda poster.

Left: Liberty Bond poster
Photo: Walter H. Everett/ The Sackett & Wilhelms Corporation, N.Y.

Right: Poster urges women to knit socks for soldiers. Photo: American National Red Cross

Learning Objectives

Students will:

- Analyze propaganda posters for bias and symbolism.
- Explain and illustrate the reasons why the U.S. joined the Allies.
- Create an original propaganda poster.
- Evaluate other students' posters and explain which posters are the most persuasive.

Teacher Preparation and Implementation

- To allow students to better view the images, print the posters used for this activity on large sheets of paper to display around the room or project them onto a large space.
- The posters used for this activity are arbitrary. Review the posters found on the National Archives website https://www.archives.gov or other sites, such as FirstWorldWar http://www.firstworldwar.com.
- *Optional:* For older students, use APPARTS for poster analysis. APPARTS (Author, Place and Time, Prior Knowledge, Audience, Reason, Main Idea, and Significance) is designed to get students to focus on key elements of the document and to evaluate the relative importance of these elements. For more information on APPARTS visit http://teachinghistory.org/teaching-materials/ask-a-master-teacher/24711
- Print copies of student activity pages.

Procedure

1. Introduce students to the concept of propaganda using a current example of a popular commercial. Ask them to think about the most entertaining commercial they remember from recently watching television. Ask them what was the ultimate goal of the commercial? Did the creator want to make you laugh or entertain you…or was there something they were trying to sell you? Explain to the students that they have been the victim of a propaganda campaign. Explain that today, commercials are the most common example of propaganda, a message designed to persuade its intended audience to think and behave in a certain manner.
2. Show this example to the class using an online media source, such as YouTube. Discuss the intended message of the commercial.
3. Have students observe the Uncle Sam "I Want You" poster and have them identify the symbols and message(s).
4. Have students work in small groups or individually to complete Propaganda Poster Analysis Organizer. See the Resources section for links to these two posters.
5. Next, have students design their own propaganda posters to persuade citizens of the United States to support the Allies. They must use one of the reasons for the United States' involvement in the First World War. The poster should include both color images and text. Remind students that the purpose of the poster is to PERSUADE, ENCOURAGE, or CONVINCE the audience to support the war effort.
6. At the conclusion of the activity:
   - Display the student posters around the classroom.
   - Give each student a sticky note and have them perform a gallery walk of all the posters and choose the most persuasive poster.
   - Have students write on the sticky note why they think the poster is the most convincing and which reason for war is represented.
   - Finally, have students "vote" for the best propaganda poster from the top five posters that received the most number of sticky notes.
6. Lead a discussion using the following questions or others:
   - If there was a world war today, how would the government disseminate propaganda to the citizens?
   - Do you think propaganda would be successful in the modern world? Why or why not?
   - What propaganda have you seen or heard recently? (television commercials, election adds, billboards, radio ads, etc.)

Resources*

Websites

The National Archives
Explore our nation's history through documents, photos, and records.
http://www.archives.gov

The inclusion of links in this guide does not imply endorsement or support of any of the linked information, services, products, or providers.

The Effect of Our U-Boats—lithograph illustrating the impact of Germany's U-boats on British shipping in 1917. Photo: Imperial War Museums, London

Vocabulary

ALLIES — Countries that joined to fight together against the Central Powers in the First World War; included Britain, France, Russia, Belgium, and, later, the United States

CENTRAL POWERS — An alliance of Germany, Italy, and Austria-Hungary, which fought together in the First World War; the alliance later also included the Ottoman Empire (present day Turkey)

NATIONALISM — Patriotic feeling, principles, or efforts; advocacy of political independence for a particular country

PROPAGANDA — A message designed to persuade the intended audience to think and behave in a certain manner

SYMBOLISM — An object that represents both itself and something greater

Library of Congress
The nation's oldest federal cultural institution and serves as the research arm of Congress. It is also the largest library in the world.
http://www.loc.gov

First World War
This site offers a multimedia history of World War I.
http://www.firstworldwar.com

Library of Congress: L'Entente Cordiale 1915 Poster
http://www.loc.gov/pictures/item/99613651/

Side by Side—Britannia!
https://commons.wikimedia.org/wiki/File:Britannia.jpg

Books

Adams, Simon: *World War I (DK Eyewitness Books Series)*. DK, June 16, 2014. ISBN-13: 9781465420589.

Kingsbury, Celia M.: *For Home and Country: World War I Propaganda on the Home Front*. UNP-Nebraska, July 1, 2010. ISBN-13: 9780803224742.

Linda, Ann P.: *World War I in 40 Posters*. Stackpole Books, April 1, 2016. ISBN-13: 9780811716666.

Meyer, G. J.: *A World Undone—The Story of the Great War 1914 to 1918*. Bantam Dell, June, 2006. eISBN: 978-0-440-33587-0.

Videos

Propaganda During World War 1 — Opening Pandora's Box (8:00)
The rapid development in mass media and the total war effort by the nations led the way to our modern understanding of mass propaganda.
https://www.youtube.com/watch?v=3t_Gwo3M-uc

The British Library — World War One Propaganda (12:16)
Insights into the kinds of propaganda techniques used during World War I.
https://www.youtube.com/watch?v=ZxMhgncLxKY

Who Started World War I: Crash Course World History 210 (10:55)
A quick overview of how World War I began and why.
https://www.youtube.com/watch?v=_pFCpKtwCkI

The Great War: Sustaining Total War—Women in World War I (9:45)
This episode salutes all the women who served in the Great War.
https://www.youtube.com/watch?v=7cVSjzuvThE

Poster shows a figure rising from the sea to offer a sword, with a sinking ship and drowning victims in the distance. Refers to the sinking of the *Lusitania*. Photo: Library of Congress

A civilian propaganda poster shows girls and boys raising sheep. Photo: Library of Congress

Recruitment poster for U.S. Army. Photo: Library of Congress

NAME: _____   DATE: _____

Propaganda Poster Analysis Organizer

Posters courtesy of the Library of Congress

	Poster 1	Poster 2
Which country's government do you think created this poster?		
Is the message of this poster mainly visual, verbal (written), or both?		
What images, animals, or people are pictured in this poster? If the person has a name, list the name.		
Are any of the pictures or images used in this poster a *symbol* for something else?		
What is the artist's purpose for this poster? What does the person who designed this poster want the public to do?		
Do you think this poster is effective in persuading the public?		

NAME: _____   DATE: _____

Making a World War I Propaganda Poster

Design a poster to persuade citizens of the United States to support the Allies. You must use one of the reasons for U.S. involvement in World War I, and the poster should include both color images and text. Remember, the purpose of the poster is to PERSUADE, ENCOURAGE, or CONVINCE the audience to support the war effort. Below is the scoring rubric for how your poster will be graded.

Scoring Rubric

CATEGORY	4	3	2	1
Graphics and Symbols **Score:** _____	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation. Strong symbolic graphics are employed.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation. Symbols are used, but they are unclear.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation. No symbolism seen in graphics.
Knowledge Gained **Score:** _____	Student can accurately answer all questions related to facts in the poster and processes used to create the poster. One or more reasons for U.S. involvement in WWI are clearly displayed.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster. One reason for U.S. involvement in WWI is indicated unclearly by symbols.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster. A reason for U.S. involvement in WWI may be written, but not symbolized, or otherwise clearly expressed.	Student appears to have insufficient knowledge about the facts or processes used in the poster. A reason for U.S. involvement in WWI is not displayed.
Attractiveness **Score:** _____	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive, though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.

Total Score: _____

Comments:

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Life During the War — A Scrapbook of Memories

Liberty Bond Poster. Courtesy of the Library of Congress

Propaganda poster shows a shell, marked Second Liberty Loan, being shot toward a German submarine. Photo: Courtesy of the Library of Congress

Grade Level
- 6-12

Timeframe
- 90 minutes

Materials
- Plain paper
- Crayons, colored pencils, or markers
- Projector and computer to show videos and propaganda images
- Countdown timer (optional)
- Scrapbook software and computers for students (optional)

Activity Summary
Students research and imagine life during World War I and create an academic scrapbook depicting what they imagine.

Learning Objectives
Examine primary and secondary sources to create historical thinking and analyze the governmental and institutional influences on individuals during World War I.

Key Words
Espionage Act of 1917, liberty bonds, propaganda, Sedition Act of 1918, Victory Garden, War Industries Board

National Standards
NCSS:ERA7:2; **NCSS:**WH:ERA8; **NCSS:**HT:3; **CCSS.**ELA.LIT.RH; **NCTE:**1 and 8

Background Information

The United States entered World War I after President Woodrow Wilson's appeal to Congress on April 6, 1917, saying that this war would "make the world safe for democracy." Upon entering the war, two priorities emerged for President Wilson. One was to manufacture and ship supplies and troops to the frontlines, and second, to garner the support of the American public.

In order to further his first priority, the War Industries Board was created. It influenced the way whole industries did business; and therefore, transformed the way workers did their job. Mass production became the standard in industries directly related to the war, and any worker strikes associated in these industries were mediated by the government to ensure supplies continued to flow to Europe in support of the war.

The War Industries Board also urged Americans to change their everyday habits to conserve resources. For example, women were asked to give up the corset to conserve steel, gas was conserved on Sundays, and daylight savings time was implemented to save energy. In conjunction with the U.S. Food Administration, Americans were also asked to observe meatless Mondays and wheatless Wednesdays, and to grow Victory Gardens to ease the pressure on the food supply.

The second priority was to change the public's negative opinion of the war and to garner support. This was done in two ways. The first was to generate positive public relations through the Committee on Public Information, and the second was to suppress any dissenters among the masses. The Committee on Public Information was a propaganda making institution charged with the task of making the war popular. It used speeches, books, posters, songs, and even movies to accomplish its goal. Over 75,000 volunteers, known as the Four Minute Men, spoke to millions of people across the country in many different venues on topics like liberty bonds, the draft, and rationing.

President Wilson also asked Congress to criminalize attempts by disloyal people to convey information that would interfere with the U.S. armed forces prosecution of the war effort or to promote the success of the country's enemies. The final bill, signed into law on June 15, 1917, was called the Espionage Act of 1917.

http://monitor.noaa.gov/education

The following year, amendments were made to the Espionage Act and reinforced by the Sedition Act of 1918. This act curtailed freedom of speech, and caused many opponents of the war who spoke out against it to be convicted of crimes relating to these acts. Both pieces of legislation were aimed at socialists, pacifists, and other anti-war activists so that they would not have a voice and influence public opinion.

For the troops fighting overseas, the war was different than the wars of their ancestors. The use of machine guns, flame throwers, planes, and tanks made engaging the enemy with a bayonet or with hand-to-hand combat nearly impossible. Trench warfare reigned, and the conditions were deplorable. Most trenches were only wide enough for two soldiers to stand side-by-side and were often swamp-like. Trenches were also beds of disease, with lice and rat infestations. Chemical warfare was also born in World War I, and the first gas masks were used to combat this new weapon. Poisonous gas, like mustard gas, accounted for 13 percent of all World War I deaths. As with every war, the soldiers who returned alive faced many challenges readjusting to life at home. The vast violence and massive damage created by the new technology introduced in World War I made the suffering even worse of those who returned.

President Wilson's goals were achieved and the American soldiers helped turn the tide of the war. In November 1918, Germany surrendered, and the slow process of healing began.

Activity Summary

This lesson focuses on life during American involvement in World War I and the importance placed on the public's opinion of the war. Students research what life was like during World War I, and through the creation of a scrapbook, depict what they imagine life to have been like for a soldier, a mother, a factory worker, and a Four Minute Man. Students will focus on three of the four characters, detail their experiences through text, and illustrate what those experiences might have looked like.

Learning Objectives

Students will:
- Examine primary and secondary sources to create historical thinking.
- Analyze governmental and institutional influences on individuals during World War I.

Teacher Preparation and Implementation

- Determine if students will work individually, in pairs, or in small groups.
- Review resources for background information and determine which are best for your students. See Resources section for suggested sites. Bookmark the sites for student use. If computers are not available, then print copies of the primary and secondary sources students will use to complete the activity.
- Gather the necessary supplies, such as blank paper, crayons, colored pencils, and/or markers for the students.
- For each student or group, print copies of the student activity sheet and rubric.
- If computers and internet access is available, determine if students will use a computer-based scrapbook software, such as PowerPoint, and bookmark the site(s).

Procedure

1. Provide background knowledge on the American public and soldiers during World War I.
2. Review the activity and its requirements. Review primary and secondary sources. Check for understanding.
3. Prior to the activity, present the rubric, so the students understand how their project will be scored.
4. Instruct the students to either use the bookmarks provided on the computers or the printed information they are given to conduct research on the three characters they chose to depict in their scrapbook. As students use the primary and secondary sources, remind them to choose pictures that depict the life of their characters.
5. Once students have completed their research, give them time to create their scrapbooks, either with computer software or paper, markers, and other supplies.
6. When all scrapbooks are completed, have students answer the discussion questions to reflect on their work.
7. Have students share their books and discuss (see Wrap-Up).

Getting Started: Research the Characters

1. Give students time (about 15 minutes) to analyze the primary and secondary sources.
2. If computers are used, remind students to find pictures for their scrapbook pages. If computers are not available, then either provide images or have students draw images.

Creating the Scrapbook

1. Pass out the necessary paper, crayons, and other supplies, and/or go over computer use.
2. This task is intensive and requires the full allotted time period; therefore, monitor time and student progress.
3. To help students budget their time, display a countdown timer while they work.

Wrap-Up — Presenting the Scrapbook

1. After the students complete their scrapbooks, have them answer the Reflection Questions (p. 50). Answers for each question should be 2-3 sentences
2. Ask the students to pair with the student next to them and share their scrapbook and reflections.

Vocabulary

ESPIONAGE ACT OF 1917 — Federal law passed on June 15, 1917 that made it illegal to interfere with the operations of the United States military; penalized disloyalty, giving false reports, or otherwise interfering with the war effort

LIBERTY BONDS — A war bond that was sold in the United States to support the war effort during World War I

PROPAGANDA — A message designed to persuade the intended audience to think and behave in a certain manner

VICTORY GARDEN — Sometimes called a war garden; popular during both World War I and II in augmenting the food supply to reduce the burden created by war

WAR INDUSTRIES BOARD — Government agency that helped manage the process of getting supplies manufactured and delivered to troops; it allocated resources, promoted mass production techniques, and mediated labor disputes

3. Optional: If time allows, have students share their scrapbooks and reflections with the class. Call on as many students as time allows.
4. As a warm-up activity for the next class period, select a few of the outstanding scrapbooks to highlight and model as exceptional work. Ask the students with exemplary scrapbooks to present their work to the class.

Resources*

Websites

Library of Congress
Read more about the weapons and technology used during World War I.
http://memory.loc.gov/ammem/collections/rotogravures/rotomil.html

Mustard Gas: From Deadly War Weapon to Life-Saving Medicine
Learn about mustard gas and chemical warfare.
http://51356214.nhd.weebly.com/an-overview.html

Library of Congress: Newspaper Pictorials
Pictures of "new" weapons used in World War I from *The War of Nations* newspaper.
http://memory.loc.gov/cgi-bin/np_item.pl?collection=sgproto&agg=sgpwar&iss=19191231&page=163

Photo: Sandiegofreepress.org

George Mason University—History Matters
Read about the Four Minute Men during World War I, who fought a war of ideas with unprecedented ingenuity and organization.
http://historymatters.gmu.edu/d/4970/

Wisconsin Historical Society
Read primary sources of letters from soldiers.
http://www.wisconsinhistory.org/wlhba/articleView.asp?pg=1&orderby=&id=7434&pn=0&key=&cy=

Library of Congress
Read the diary of an American soldier during World War I.
http://lcweb2.loc.gov/diglib/vhp-stories/loc.natlib.afc2001001.23600/#vhp:diary

Library of Congress
Read more about veterans of World War I at the Veterans History Project.
http://www.loc.gov/vets/stories/ex-war-wwi.html

World War I Music and Songs
Read and/or listen to the music of World War I.
http://www.ww1photos.com/WW1MusicIndex.html

Smithsonian: Women on the Frontlines in WWI Came to Operate Telephones
Read how the "Hello Girls" risked their lives to run military communications and were denied recognition when they returned home.
https://www.smithsonianmag.com/history/women-frontlines-wwi-came-operate-telephones-180962687/

Smithsonian: How Woodrow Wilson's Propaganda Machine Changed American Journalism
When the United States declared war on Germany 100 years ago, the impact on the news business was swift and dramatic.
https://www.smithsonianmag.com/history/how-woodrow-wilsons-propaganda-machine-changed-american-journalism-180963082/

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Books

Adams, Simon: *World War I (DK Eyewitness Books Series)*. DK, June 16, 2014. ISBN-13: 9781465420589.

Bull, Stephen, Adam Hook (Illustrator): *World War I Trench Warfare (2): 1916-18*. Bloomsbury USA, June 2, 2002. ISBN-13: 9781841761985.

Gilbert, Martin: *The First World War: A Complete History*. Holt, Henry & Company, Inc., March 1, 2004. ISBN-13: 9780805076172.

Tuchman, Barbara W.: *The Guns of August: The Pulitzer Prize-Winning Classic About the Outbreak of World War I*. Presidio Press, August 3, 2004. ISBN-13: 978-0345476098.

Video

History Channel: Life in a Trench (3:14)
Thousands of miles of trenches were built during World War I, and for the soldiers living in them, their day-to-day life was nothing short of horrific.
https://www.youtube.com/watch?v=_G4ZY66BG38

The Great War: Trench Warfare in World War 1 (12:02)
The prevalent conduct of war on the Western Front of the First World War is unmistakably trench warfare. The trenches with knee deep mud are a war theatre as well as home to the soldiers.
https://www.youtube.com/watch?v=P92guhd7d-8

The Great War: Sustaining Total War — Women in World War I (9:45)
During World War I, women around the world served as nurses, medics, ammunition works, and so much more. This episode salutes all the women who served during World War I.
https://www.youtube.com/watch?v=7cVSjzuvThE
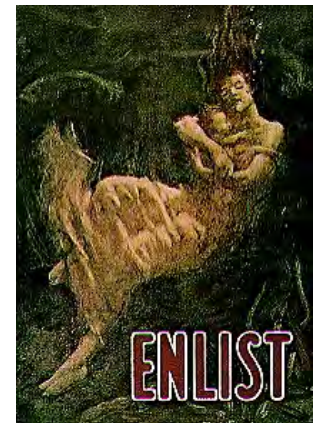
All images and photos courtesy of the U.S. National Archives

NAME: _____   **DATE:** _____

Life During the War: A Scrapbook of Memories

Background Information

The United States entered World War I after President Woodrow Wilson's appeal to Congress on April 6, 1917, saying that this war would "make the world safe for democracy." Upon entering the war, two priorities emerged for President Wilson. One was to manufacture and ship supplies and troops to the frontlines, and second, to garner the support of the American public.

In order to further his first priority, the War Industries Board was created. It influenced the way whole industries did business; and therefore, transformed the way workers did their job. Mass production became the standard in industries directly related to the war, and any worker strikes associated in these industries were mediated by the government to ensure supplies continued to flow to Europe in support of the war.

The War Industries Board also urged Americans to change their everyday habits to conserve resources. For example, women were asked to give up the corset to conserve steel, gas was conserved on Sundays, and daylight savings time was implemented to save energy. In conjunction with the U.S. Food Administration, Americans were also asked to observe meatless Mondays and wheatless Wednesdays, and to grow Victory Gardens to ease the pressure on the food supply.

The second priority was to change the public's opinion of the war and to garner support. This was done in two ways. The first was to generate positive public relations through the Committee on Public Information, and the second was to stop any dissenters among the masses. The Committee on Public Information was a propaganda making institution charged with the task of making the war popular. It used speeches, books, posters, songs, and even movies to accomplish its goal. Over 75,000 volunteers, known as the Four Minute Men, spoke to millions of people across the country in many different venues on topics like liberty bonds, the draft, and rationing.

President Wilson also asked Congress to criminalize attempts by disloyal people to convey information that would interfere with the U.S. armed forces prosecution of the war effort or to promote the success of the country's enemies. The final bill, signed into law on June 15, 1917, was called the Espionage Act of 1917. The following year amendments were made to the Espionage Act and reinforced by the Sedition Act of 1918. This act curtailed freedom of speech, and caused many opponents of the war who spoke out against it to be convicted of crimes relating to these acts. Both pieces of legislation were aimed at socialists, pacifists, and other anti-war activists so that they would not have a voice and influence public opinion.

For the troops fighting overseas, the war was different than the wars of their ancestors. The use of machine guns, flame throwers, planes, and tanks made engaging the enemy with a bayonet or with hand-to-hand combat nearly obsolete. Trench warfare reigned, and the conditions were deplorable. Most trenches were only wide enough for two soldiers to stand side-by-side and were often swamp-like. Trenches were also beds of disease, with lice and rat infestations. Chemical warfare was also born in World War I, and the first gas masks were used to combat this new weapon. Poisonous gas, like mustard gas, accounted for 13 percent of all World War I deaths. As with every war, the soldiers who returned alive faced many challenges readjusting to life at home. The vast violence and massive damage created by the new technology introduced in World War I made the suffering even worse of those who returned.

President Wilson's goals were achieved and the American soldiers helped turn the tide of the war. In November 1918, Germany surrendered, and the slow process of healing began.

Activity Overview

You will research life during World War I and imagine that you lived during 1917-1919 as one of three characters: soldier, mother, factory worker, or Four Minute man. Through the creation of a scrapbook, using both pictures and text, you will tell your story and that of two other characters depicting life during the Great War.

Requirements

- The scrapbook must have a cover page and three inside pages.
- All of the pages, the scrapbook title, and all illustrations will link to a central theme.
- The cover page should have at least two pictures that signify general life experience of the time period.
- Each inside page will have 3-5 sentences about the people you chose, and at least one picture that corresponds to the description of their experiences.
- Review the rubric to understand how your project will be scored and be prepared to present your scrapbook.

NAME/GROUP:_____   DATE: _____

Life During the War: A Scrapbook of Memories — Continued

Reflection Questions

After you have completed the scrapbook, answer the following:

- Why did you pick these three characters and events?
- Are these experiences that you would want to have in your lifetime? Why or why not?
- Could these events and/or experiences happen today? Why or why not?
- Which page is your favorite? Why?

Scoring Rubric

CATEGORY	3	2	1	0
Scrapbook Pictures Score: _____	Most of the images in the scrapbook reflect an exceptional degree of student creativity and insight into the time period.	Several of the images in the scrapbook reflect student creativity and insight into the time period.	There is one image missing. The images are based on the designs or ideas of others. They have little connection to the time period.	There are multiple images missing or no images at all. The images make no connection to the time period.
Title Score: _____	Title is quite creative and sets the theme for the scrapbook.	Title does not create a seamless theme throughout the scrapbook.	Title does not tie the elements of the scrapbook together.	There is no title for the scrapbook.
Use of Class Time Score: _____	Used time well during class period. Focused on getting the project done. Never distracted others.	Used time well during class period. Usually focused on getting the project done and never distracted others.	Used some of their time well during class period. There was some focus on getting the project done, but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Knowledge Gained Score: _____	Student exhibited historical thinking with regards to each character chosen.	Student exhibited historical thinking in most descriptions of the characters chosen.	Student's description of characters did not provide enough detail relevant to the time period.	Student appears to have insufficient knowledge about the facts to provide any detail relevant to the time period.
Required Elements Score: _____	The scrapbook includes all required elements as well as additional information.	All required elements are included in the scrapbook.	All but one of the required elements are included in the scrapbook.	Several required elements were missing.

Total Score: _____

Comments:

WWI Profiles: Historical Voices in Modern Technology

World War I propaganda poster. Courtesy of the Library of Congress

Grade Level
- 6-12

Timeframe
- 60 minutes

Materials
- Computer access with internet
- Or books and/or printed resources
- Access to PDF software or printed pages

Activity Summary
This activity challenges students to use the format of modern social media technology to create a complete history of an important figure from the World War I era. In culmination of the activity, students create a poster following a social media template.

Learning Objectives
Conduct research on historical figures and construct a social media profile and timeline for their person synthesizing biographical information and events. Compare and contrast the experiences of different individuals during World War I and dramatize the events surrounding their figure's life.

Key Words
Diplomacy, League of Nations, rationing and conserving, segregation, trench warfare, U-boats

National Standards
NCSS:ERA 7:2

Governor Woodrow Wilson campaigned for president by train in Bradford, Ohio. Photo: Courtesy of the Library of Congress, contributed by Underwood & Underwood

Background Information

"It is a fearful thing to lead this great peaceful people into war...but the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts, -- for democracy, for the right of those who submit to authority to have a voice in their own governments...for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free." -- President Woodrow Wilson, Address to a Joint Session of Congress, April 2, 1917

The United States' entry into World War I brought an infusion of troops and resources to the Allies. Although the U.S. entered the First World War late, it took a heavy toll on the American military and people. American soldiers perished in the trenches of Western Europe and many civilian lives were lost. However, with the influx of American resources, the scale finally tipped in favor of the Allies and the war in Europe began to wind down.

After the war ended, the United States, under President Woodrow Wilson, took a leadership role in shaping the peace process. People throughout Western Europe saw Wilson as their savior and hero. Wilson worked primarily with the leaders of the other major Allied nations, that included British Prime Minister Lloyd George, French Premier Georges Clemenceau, and Italian Premier Vittorio Orlando. Collectively, the men were known as the Big Four.

The Big Four were determined to control the discussion and agenda for a peace conference that would lead to the development of the Treaty of Versailles. On January 12, 1919, the leaders met for the first time at the Paris Peace conference at Versailles just outside of Paris. The goal of the conference was to establish the terms of peace. Although nearly 30 nations participated, the Big Four dominated the proceedings.

Activity Summary

This activity challenges students to use the format of modern social media technology to create a complete history of an important figure from the World War I era. In the culmination of the activity, students create a poster following a social media template.

Learning Objectives

Students will be able to:

- Conduct research on historical figures by identifying and utilizing reliable online databases and information sources.
- Construct a social media profile and timeline for a historical figure by synthesizing biographical information and events which occurred during the lifetime of that person.
- Compare and contrast the experiences of different individuals during World War I.
- Dramatize and write possible thoughts and reactions of historical figures to the events surrounding their lives in the historical era.

Teacher Preparation and Implementation

- It is best if this lesson is presented after the unit on World War I has been introduced. It can be used to review major events and highlight the actions of specific individuals during the war.
- If unfamiliar with the "jigsaw method," use the link provided in the Resources section and review. For this activity, groups of three will be used for the jigsaw method, with one person in each group researching one of these historical figures — Woodrow Wilson, a soldier in the "Harlem Hellfighters" unit, and an American woman on the home front during World War I, or others of your choosing.
- Determine how to divide students into groups of three. Note: If you have a large class, add historical figures if desired for groups of four or five.
- Review what constitutes a social media profile and determine what your students will include when creating one.
- Determine a social media profile template students will use. You can find examples of templates online or on the websites listed in the Resources section. If internet and/or computer access is not available, use the paper template provided in this lesson.
- Bookmark links that students will use in their research or if internet is not available, use books or print copies of the needed materials. The number of copies needed is determined by the number of groups in each class. If you have five groups of three, then you will need five sets of resources for each of the three historical figure.
- Print the rubric for each student or group and print the paper social media template if needed.
- Optional: Create a five to 10 question quiz that covers the three historical figures that students research in their jigsaw group.

Procedure

1. Give each student a copy of the Rubric and review checking for understanding.
2. Review the jigsaw method with the class.

- Explain that there are three historical figures and each person, in a group of three, will research one of the figures.
- Once they finish their research, they will form a temporary group consisting of the students from the other groups who had the same historical figure.
- In their temporary group, they will discuss the main points of the historical figure and rehearse the presentation they will make to their jigsaw group.
- Next, they go back to their original jigsaw group and each student will present what they learned about their historical figure.
- Optional: After everyone has presented to their jigsaw group, have the students take a quiz or answer questions covering each of the historical figures presented.

3. Review the links for research with the students or give each group books from the library or copies of the three sets of resources for the three historical figures.
4. Have each group member choose one of the historical figures (or you may assign them).
5. Give each student the link to the social media profile website or a paper copy. Emphasize that each individual student will complete their own social media profile for their historical figure.
6. Have students begin to work using the jigsaw method.
7. Once students finish their discussions in their temporary groups and come to a general consensus on the pertinent items for a profile, they will use the social media template and complete the social media profile individually. The profile should include:
   - Biographical information about the chosen individual;
   - A timeline of events on the profile's "wall;" and
   - A photograph or image to represent the individual. Friends, ads, and links should be included as appropriate.
8. When all the profiles are completed, students return to their home groups. Each student will present their historical figure's profile.
9. After each person has presented, students exchange profiles and they will comment on at least two posts in each of their group members' profiles.
10. Optional: Conclude with a short quiz covering the most pertinent facts for each historical figure.
11. Optional: Also included in this guide are templates for Twitter and Instagram. Extend the learning by having students condense three to five facts about their historical figure into a 140 character tweet. Have students create an Instagram account for their historical figure sharing multiple images that help to tell their story.

Vocabulary

LEAGUE OF NATIONS — International peacekeeping organization proposed by President Woodrow Wilson at the end of World War I

RATIONING — Each person receives only a limited amount of food or a certain product to ensure that there is enough for everyone. Rationing occurred during World War I and World War II to ensure food and war resources for soldiers fighting overseas.

TRENCH WARFARE — A military strategy used during World War I where opposing armies would dig long trenches deep enough in the ground to offer protection to soldiers

U-BOAT — This term is short for the German word Unterseeboot, and it describes German submarines used for military action during both World War I and II

Resources*

Websites for Primary Source Documents

The National Archives: 369th Infantry and African Americans during World War I
Use this National Archives website to research the Harlem Hellfighters.
http://www.archives.gov/education/lessons/369th-infantry/

Wilson Center
Visit this site for more information on Woodrow Wilson.
http://www.wilsoncenter.org/about-woodrow-wilson

Jigsaw Classroom
Learn how to use the Jigsaw Method, a cooperative learning technique, with your classroom.
https://www.jigsaw.org/

Free Technology for Teachers
Visit this site to find templates for creating your own "fake" social media templates.
http://www.freetech4teachers.com/2011/07/three-ways-to-create-fake-facebook.html

Teach One-2-One
Here you will find free Facebook templates for education.
http://www.teachone2one.com/teaching-with-technology/facebook-templatefor-education/

Library of Congress: *On the Homefront*
A collection of images and resources that highlight America's efforts on the home front during World Wars I and II.
http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/homefront/about.html

University of Washington: The Seattle General Strike Project
Visit this website to learn more about the jobs that women filled during World War I.
http://depts.washington.edu/labhist/strike/kim.shtml

The National Archives
Teaching with Documents: Sow the Seeds of Victory! Posters from the Food Administration during World War I.
http://www.archives.gov/education/lessons/sow-seeds/

Books

Adams, Simon: *World War I (DK Eyewitness Books Series)*. DK, June 16, 2014. ISBN-13: 9781465420589.

Meyer, G. J.: *A World Undone—The Story of the Great War 1914 to 1918.* Bantam Dell, June, 2006. eISBN: 978-0-440-33587-0.

Tuchman, Barbara W.: *The Guns of August: The Pulitzer Prize-Winning Classic About the Outbreak of World War I.* Presidio Press, August 3, 2004. ISBN-13: 978-0345476098.

*The inclusion of links in this guide does not imply endorsement or support of any of the linked information, services, products, or providers.

Left: Salvation Army volunteers near the front lines in Europe. Below: New York's famous 369th regiment arrives home from France. Photos: Courtesy of the National Archives

NAME: _____   DATE: _____

WWI Profiles: Historical Voices in Modern Technology

Background Information

"It is a fearful thing to lead this great peaceful people into war...but the right is more precious than peace, and we shall fight for the things which we have always carried nearest our hearts, -- for democracy, for the right of those who submit to authority to have a voice in their own governments...for a universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world itself at last free."
-- President Woodrow Wilson, Address to a Joint Session of Congress, April 2, 1917

The United States' entry into World War I brought an infusion of troops and resources to the Allies. Although the U.S. entered the First World War late, it took a heavy toll on the American military and people. American soldiers perished in the trenches of Western Europe and many civilian lives were lost. However, with the influx of American resources, the scale finally tipped in favor of the Allies and the war in Europe began to wind down.

After the war ended, the United States, under President Woodrow Wilson, took a leadership role in shaping the peace process. People throughout Western Europe saw Wilson as their savior and hero. Wilson worked primarily with the leaders of the other major Allied nations, that included British Prime Minister Lloyd George, French Premier Georges Clemenceau, and Italian Premier Vittorio Orlando. Collectively, the men were known as the Big Four.

The Big Four were determined to control the discussion and agenda for a peace conference that would lead to the development of the Treaty of Versailles. On January 12, 1919, the leaders met for the first time at the Paris Peace Conference at Versailles just outside of Paris. The goal of the conference was to establish the terms of peace. Although nearly 30 nations participated, the Big Four dominated the proceedings.

Activity Summary

You will conduct research on an important historical figure from World War I and use the format of modern social media technology to create their complete history. You will share your research through a culminating activity by creating a poster following a social media template.

Procedure

1. In your group, determine who will research each of these historical figures: 1) Woodrow Wilson; 2) soldier in the "Harlem Hellfighters" unit; 3) American woman on the home front during World War I; or 4) as assigned by the teacher.
2. After conducting research, form a temporary group with everyone in the class who is researching the same person. For example, everyone who is researching Woodrow Wilson will meet together.
3. In the temporary group, discuss the main points of the historical figure and come to a consensus on what to include in your presentations.
4. Working individually, use the social media template provided and complete the social media profile for your figure. Be sure the profile includes 1) biographical information; 2) timeline of events on the profile's wall; and 3) photograph(s) or image(s) that represent the figure. Friends, ads, and links should be included as appropriate and time allows.
5. When everyone has completed their profile, return to your original group and share your historical figure's profile.
6. After each person in your group has presented, exchange profiles and comment on at least two posts in your group members' profiles.
7. Optional: Using the profile details, create five 140 character tweets with each tweet reflecting the important milestones in your figure's career/life. Create an Instagram account for your character using multiple images that tell their story. Write a caption for each image citing additional details about your figure and his/her career. Share tweets and Instagram photos. Determine which ones you would share or retweet and explain why or why not?

Facebook—Sample Template

Social Media Profile

Date of Birth:

Date of Death:

Work and Education:

Places Lived:

Basic Information:
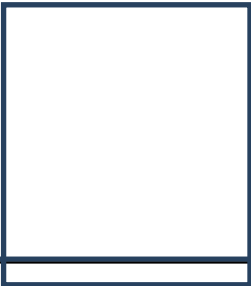
Family and Relationships:

Details of Life:

Major Life Events:

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f		**Name**	**Home**	**Find Friends**

Timeline   **About**   **Friends** 321   **Photos**   **More**

✏️ Status   👤 **Photo/Video**   ⚑ **Life Event**

What's on your mind?

FRIENDS 321

twitter

Tweets
989

Following
5,403

Followers
9,878

Who to follow

Trends – Change

#WorldWarI   Follow

#TheGreatWar   Follow

Just started trending

What's happening?

Instagram
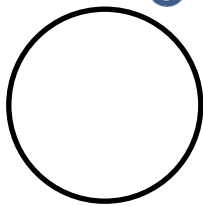
Posts

Following ^   ***

48 posts   **924** followers   **455** following

Saved

NAME: _____   DATE: _____

WWI Profiles: Historical Voices in Modern Technology
Social Media Poster Rubric

CATEGORY	4	3	2	1
Graphics - Relevance Score: _____	All images are related to the topic and make it easier to understand. All borrowed images have a source citation.	All images are related to the topic and most make it easier to understand. All borrowed images have a source citation.	All images relate to the topic. Most borrowed images have a source citation.	Images do not relate to the topic OR several borrowed images do not have a source citation.
Content - Accuracy Score: _____	At least seven accurate facts/posts/dates are displayed on the poster.	Five to six accurate facts/posts/dates are displayed on the poster.	Three to four accurate facts/posts/dates are displayed on the poster.	Less than three accurate facts/posts/dates are displayed on the poster.
Required Elements Score: _____	The profile includes full biographical information and more than five statuses or links. Two comments, which demonstrate knowledge of the event or person, are made on other group members' profiles.	The profile includes most biographical information and at least three statuses or links. Two comments are made on other profiles, but comments do not reflect an understanding of content.	The profile includes some biographical information and at least two statuses or links, or statuses and links do not relate to character. Two comments are made on other profiles, but comments do not reflect an understanding of content.	The profile includes minimal biographical information and may have some statuses or links, but they do not relate to character. No comments are made on other profiles, or these comments are incorrect or misleading.

Total Score: _____

Comments:

58

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The Mystery of the *Mirlo*: Interpreting Primary Sources

Roadside marker (B-30) located in Rodanthe, North Carolina, commemorating the *Mirlo* rescue. Courtesy of NC Historical Markers

Grade Level
- 6-12

Timeframe
- 90 minutes

Materials
- Internet access for online resources or printed copies
- Worksheets
- Video system to watch videos
- Optional: Poster board or plain paper, markers, pens, and other supplies to create a newspaper article

Activity Summary
Students use primary and secondary sources surrounding the sinking of the *Mirlo* to interpret historical events and create a newspaper article.

Learning Objectives
Analyze primary and secondary sources for reliability and bias; create a newspaper article to demonstrate synthesis of information; and learn how submarine warfare impacted daily life on the American home front.

Key Words
Bias, primary source, secondary source, sensationalism, U-boat

National Standards
NCSS:ERA 7.2; **NCSS:**HT

Chicamacomico Life-Saving Station, late 1980s. Photograph by Tim Buchman. Courtesy of Preservation North Carolina

Background Information
Shortly after the United States declared war on Germany in April 1917, German submarines, called Unterseebootes (undersea boats), or more commonly U-boats, began to patrol the American shorelines attacking shipping vessels. One of those ships was the British tanker, SS *Mirlo*.

It was the afternoon of August 16, 1918, when the *Mirlo,* on its way from New Orleans, Louisiana, to Norfolk, Virginia, sank just off the North Carolina coast. The ship, loaded with gasoline, caught fire after an explosion, and as it began to sink, orders were given to beach the ship and lower the lifeboats. When two more explosions broke the ship into two pieces, the crew began to abandon ship. As the *Mirlo* burned and lifeboats capsized, the men of the nearby Chicamacomico Life Saving Station went into action. Leroy Midgett sounded the alarm to Surfboat Crew 1046, and they set out to rescue the distressed crew. It took four attempts for the rescue team to make it past the breakers of the stormy water only to find a wall of fire blocking them from reaching the victims. Through the heroic efforts of Surfboat Crew 1046, 42 of *Mirlo*'s crew were saved. Numerous accolades and awards were bestowed upon the six life-savers, including gold medals in their honor presented by King George V of the United Kingdom and the Grand Cross of Honor.

Later, controversy surrounded the sinking of the *Mirlo*. *Mirlo*'s Captain William R. Williams claimed that the ship had been torpedoed, by a German U-boat, U-*117*. However, other reports claimed that the *Mirlo* had been in a well-known mine field and that a mine sank the *Mirlo,* not a German U-boat. Regardless of how the ship sank, the quick and heroic actions of Surfboat Crew 1046, are undisputed.

Activity Summary
This lesson introduces students to unrestricted German U-boat warfare off the shores of North Carolina and Virginia during World War I. Students will engage with several primary and secondary sources surrounding the fiery sinking of the tanker *Mirlo* and the audacious rescue of its crew. Ultimately,

students will write a newspaper article representing their interpretation of the historical events which transpired.

Learning Objectives

Students will

- Analyze primary and secondary sources for reliability and bias to determine a greater understanding of historical events.
- Create a newspaper article which demonstrates an understanding of how to synthesize information from historical documents into a coherent and accurate historical narrative.
- Consider how unrestricted submarine warfare, a major reason for the United States entering World War I, impacted the daily life of Americans living on the home front.
- Learn about the U.S. Life-Saving Service and their efforts to save the lives of shipwrecked mariners and passengers. Discover how the service worked to save the crew of the British tanker *Mirlo* during World War I.

Teacher Preparation and Implementation

- For this implementation plan, students will work in small groups. However, there are multiple ways to implement the lesson through a combination of methods. Review the lesson and determine which activities students will complete and how they will work — individually, in small groups, or as a class.
- Included in this guide are copies of the necessary primary and secondary resources needed to complete the lesson. Several can also be accessed online if computers are available. Review the Resource section of this guide and determine which resources students will use.
- On student computers, bookmark any online resources they will use. If internet is not available, print copies of the needed resources for each group.
- Throughout the lesson, students will watch video clips to enhance understanding of unrestricted submarine warfare and the *Mirlo* rescue. Review the videos listed in the Resource section and either bookmark them for the students to view independently or download them for use as a class.
- This lesson requires that students possess a basic understanding of primary and secondary resources. If needed, review and check for understanding.
- Make copies of the activity pages, rubric, and any other printed material the students will need to complete the lesson. Activity pages include Mystery of the *Mirlo*, Unrestricted Submarine Warfare, Extra! Extra! Read All About It!, Navy Department Publication (can also be accessed online), Chicamacomico Life-saving Station Log Book, Document Analysis, Scoring Rubric, and newspaper template (optional).
- If students are creating newspaper articles with paper or poster board, gather the supplies and distribute.

Procedure

1. If needed, provide background knowledge on the causes of World War I and the United States' entry into the war.
2. Begin Unrestricted Submarine Warfare (p. 63), with an overview of unrestricted submarine warfare and tactics used during World War I. As a class, individually, or in groups, have students:
    - Read the background information for Unrestricted Submarine Warfare.
    - Conduct independent research (optional).
    - Watch one or more of the videos listed in activity or from the Resource section on Germany's unrestricted submarine warfare.
    - Complete all questions and discuss.
3. As a class or in small groups, continue the lesson by having students watching the Outer Banks Maritime Heritage Trail, *WWI and WWII Off the North Carolina Coast* (#4), http://monitor.noaa.gov/obxtrail/videos_wwii_1.html. Have students answer the questions (p.64), and discuss German U-boats in U.S. waters.
4. Introduce the lesson, Mystery of the *Mirlo* (p.65), by having students read the background information. Next, have them read and/or role play the "Historical Dramatization." Ask the students to put themselves in 1918, with German U-boats just off the coast, and hypothesize how they would have responded if they had been on the *Mirlo* and/or part of the lifesaving crew.
5. Have students learn more about the Chicamacomico Life-Saving Station by watching the Outer Banks Maritime Heritage Trail video, *The Chicamacomico Life Saving Station* (#5) http://monitor.noaa.gov/obxtrail/videos_lss.html.
6. To analyze what caused the *Mirlo* to sink, have students read the two primary accounts of the *Mirlo*'s sinking: 1) Captain W.R. Williams, Master British, SS *Mirlo*, as recorded in the 1920 U.S. Navy report on submarine activity (p.67-68); and 2) the official Chicamacomico Life-Saving Station report of John A. Midgett, Jr. (p.69), as written in the station's log book. Answer the questions and discuss.
7. As a class, read the newspaper article (p. 70), that recounts the wreck of the SS *Mirlo* and the rescue of its sailors.
8. Discuss what it means to sensationalize an event. Discuss the article and have students complete the discussion questions.
9. Have students complete the Document Analysis activity (p. 71).
10. Discuss as a class what happened to the *Mirlo*. Ask who thinks the *Mirlo* sank due to a torpedo from a U-boat? Why? A mine? Why? Something else? What? Why?
11. Have students search Wikipedia for U-*117* (WWI), the U-boat that was operating around the Outer Banks when the *Mirlo* sank. The Wikipedia article clearly states that U-*117* sank the *Mirlo* with a

Vocabulary

BIAS — Not objective; shows favoritism towards one interpretation or side in an event

PRIMARY SOURCE — A document or object which was created or written during the time period being studied; examples may include: diaries, letters, photographs, or artwork

SECONDARY SOURCE — Something that has been written or documented about a time period which uses, interprets, and analyzes primary sources. They were not made during the time period studied. Examples include: magazine and newspapers articles, history textbook, or Hollywood movie.

SENSATIONALISM — Using shocking or exaggerated stories to enhance the interest of the reader while possibly misrepresenting the facts of the events

torpedo. Discuss as a class how Wikipedia articles are written. Ask students to identify what they think are the most reliable sources of historical research. https://en.wikipedia.org/wiki/SM_U-117

12. After analyzing the primary and secondary resources, have students synthesize what they learned and write a newspaper article reporting the events surrounding the sinking of the SS *Mirlo* and the rescue of the sailors. Be sure to give students the scoring rubric (p. 73), prior to the activity. To create the newspaper article, students may use plain paper, poster board, newspaper template (included), or a website, such as http://www.fodey.com.

Resources*

Websites

New York Times: **"Torpedo Set Fire to Tanker; 10 Dead"**
Newspaper article dated August 18, 1918, describing the sinking of the SS *Mirlo*.
http://query.nytimes.com/mem/archive-free/pdf?res=9905EED6103BEE3ABC4052DFBE668383609EDE

Naval Department Office of Naval Records
Visit this site to view the complete archived publication, *German Submarine Activities on the Atlantic Coast of the United States and Canada*. Publication Number 1; Washington, D.C., Government Printing Office, 1920.
http://archive.org/details/germansubmarinea00unitrich

Foday.com: Newspaper Article Generator
Make a newspaper clipping with your own headline and story.
www.fodey.com

Archive.is: *The U-Boat That Threatened America*
Article by Michael Westaway McCue on German U-boat (U-*156*) warfare in New England.
https://archive.li/33uLi

History: This Day in History—February 1
A look at unrestricted submarine warfare during World War I.
http://www.history.com/this-day-in-history/germany-resumes-unrestricted-submarine-warfare

U.S. Life Saving Station Chicamacomico Historic Site
Learn how John Allen Midgett and his men rescued the victims of the SS *Mirlo* when it sank off North Carolina on August 16, 1918.
https://chicamacomico.org/mirlo-rescue/

NCPEDIA: *Mirlo* **Rescue**
An account of how the crew of the British tanker SS *Mirlo* were rescue by the Chicamacomico Coast Guard Station on August 16, 1918.
https://www.ncpedia.org/mirlo-rescue

NC Dept. of Natural and Cultural Resources: The Sinking of the *Mirlo*
Read about the rescue of the SS *Mirlo*.
https://www.ncdcr.gov/blog/2013/08/16/the-sinking-of-the-mirlo

The National WWI Museum and Memorial: Unrestricted U-boat Warfare
Article about how Germany used U-boats to stop the British blockade.
https://www.theworldwar.org/explore/centennial-commemoration/us-enters-war/unrestricted-u-boat-warfare

Books
Adams, Simon: *World War I (DK Eyewitness Books Series)*. DK, June 16, 2014. ISBN-13: 9781465420589.

The inclusion of links in this guide does not imply endorsement or support of any of the linked information, services, products, or providers.

Surfboat used at Chicamacomico Life-Saving Station.
Courtesy of Chicamacomico Life-Saving Station

Beard, Tom: *The Coast Guard*. Universe, September 28, 2010. ISBN-13: 978-0789320780.

Meyer, G. J.: *A World Undone—The Story of the Great War 1914 to 1918.* Bantam Dell, June 2006. ISBN-13: 978-0440335870.

Mobley, Joe A.: *Ship Ashore!: The U.S. Lifesavers of Coastal North Carolina*. North Carolina Office of Archives and History, January 1, 1994. ISBN-13: 978-0865262607.

Shanks, Ralph C. and Wick York: *U.S. Life-Saving Service: Heroes, Rescues and Architecture of the Early Coast Guard*. Costano Books, April 2, 1996. ISBN-13: 978-0930268169.

Stick, David: *Graveyard of the Atlantic: Shipwrecks of the North Carolina Coast*. The University of North Carolina Press, August 1989. ISBN-13: 978-0807842614.

Tuchman, Barbara W.: *The Guns of August: The Pulitzer Prize-Winning Classic About the Outbreak of World War I.* Presidio Press, August 3, 2004. ISBN-13: 978-0345476098.

Videos

History: WWI The First Modern War: The Germans Engage in Unrestricted Submarine Warfare (2:11)
https://www.youtube.com/watch?v=a0RUebcUZIk

Smithsonian Channel: Why the Germans Torpedoed the *Lusitania* (4:29)
https://www.youtube.com/watch?v=M5z4I3aIn7E

The Great War: How Did Submarine Warfare Change During World War I? (6:09)
https://www.youtube.com/watch?v=YzuXLimlO1E

Monitor National Marine Sanctuary: WWI and WWII off the Coast of North Carolina (3:28)
In this video learn how German submarines prowled the waters off North Carolina.
http://monitor.noaa.gov/obxtrail/videos_wwii_1.html

Monitor National Marine Sanctuary: The Chicamacomico Life-Saving Station (4:10)
In this video learn the history of the Chicamacomico Life-Saving Station and the surfmen who manned it.
http://monitor.noaa.gov/obxtrail/videos_lss.html

Outer Banks Maritime Heritage Trail
View ten videos depicting the maritime heritage along the Outer Banks of North Carolina.
http://monitor.noaa.gov/obxtrail/

The Coast Guard Channel: Following in the Footsteps: The Breeches Buoy Drill – Part 1 (3:45)
Coast Guard Beach Drill and Rescue Videos, The Coast Guard Channel.
http://www.youtube.com/watch?v=2ogBI5yng6g&list=PL89FAAB9256F21CA0&index=2

Dive Video: *Mirlo* Shipwreck (2:14)
Underwater video by David Stick of the *Mirlo* shipwreck.
https://www.youtube.com/watch?v=affteobNPQ8

Extension

Have students complete the Historical Dramatization of the *Mirlo* rescue by writing dialog and action to tell the story from the perspective of either the Chicamacomico Life-Saving Station crew or the rescued *Mirlo* sailors.
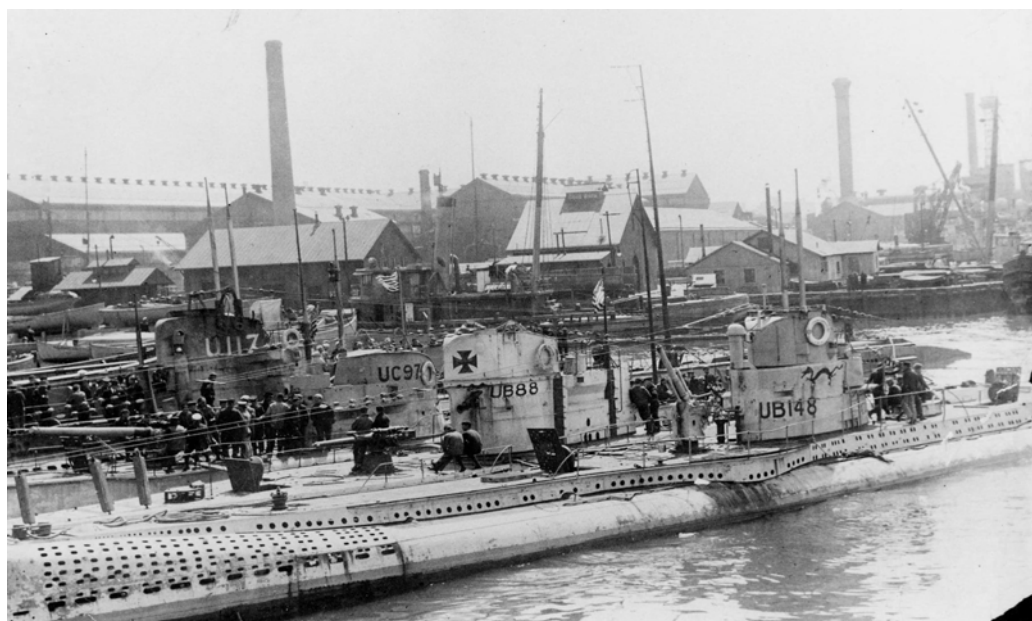
Four surrendered German U-boats, circa 1919. Note *U-117* to the far left .
Photo: Courtesy of the U.S. Navy

NAME: _____   DATE: _____

Unrestricted Submarine Warfare

Background Information

During World War I, Britain's blockade across the North Sea and the English Channel cut the flow of war supplies, food, and fuel to Germany. As German U-boats sought to end the blockade, they tried to operate under the international rules of engagement for all naval vessels, which gave civilian crews a chance to surrender and abandon the vessel before it was sunk. However, by doing so, U-boats made themselves more vulnerable when they surfaced, and there was no space available on a U-boat to take on prisoners. It did not take Britain long before they began to arm all merchant ships in order to defend themselves. U-boats were Germany's only weapon of advantage as Britain blocked German ports to supplies. The goal was to starve Britain before the British blockade defeated Germany, thus Germany introduced unrestricted submarine warfare in early 1915.

Germany declared the area around the British Isles a war zone, which meant that any merchant ship, including those of neutral countries, could be attacked by the German Navy within that zone. German U-boats began attacking merchant ships, and the new rules of engagement got fast results. By the end of April 1915, German U-boats sank 39 merchant ships, and the new tactics of "shoot on sight" meant that Americans were caught in the crossfire. On May 7, 1915, a German U-boat attacked the British ship RMS *Lusitania.* Although the *Lusitania* was primarily a passenger ship, it was carrying a supply of munitions. It also was a British ship; therefore, Germany justified attacking it. Of the 1,197 people who died as a result of its sinking, 128 were Americans.

President Woodrow Wilson sent a strongly worded note to the German government demanding an end to German attacks on unarmed merchant ships. Faced with the possibility of the U.S. going to war over the incident, Germany backed down and ordered its U-boat fleet to not sink passenger ships. The German government began to impose strict constraints on the operation of the nation's submarines, and by September 1915, the German navy suspended U-boat warfare altogether. However, it was only temporary. German navy commanders did not agree and pushed for a more aggressive use of the submarine. Additional U-boats were built, and by 1917, the British blockade caused a food shortage in Germany. Finally, the German high command convinced the government that the U-boat was essential to Germany's war strategy to win the war, and on February 1,1917, U-boats resumed unrestricted warfare. Although President Wilson formally broke diplomatic relations with Germany in February, he was unsure if public support had changed and declined to ask Congress for a declaration of war at that time.
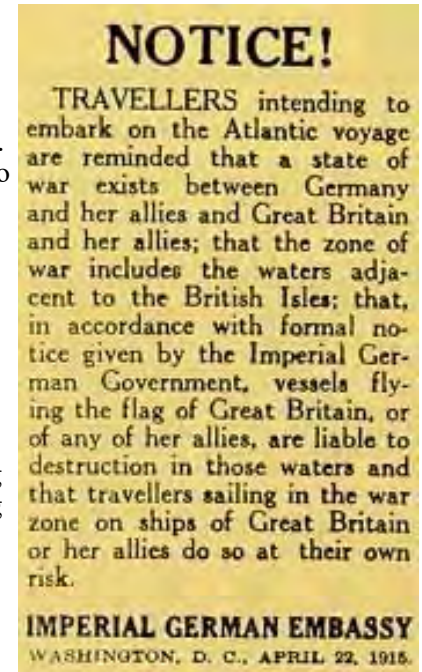
Procedure

1. Read Background Information and answer the discussion questions below. Optional: Conduct research on German submarines' unrestricted warfare and tactics during World War I in the Atlantic Ocean and share your research with the class or group.

    - Why did Germany resort to such a tactic that was likely to persuade the United States to enter the war?

    - Why did Germany stop unrestricted submarine warfare in September 1915? Why did it resume?

    - Explain why President Wilson did not ask Congress for a declaration of war in February when he broke diplomatic relationships with Germany.

2. Watch one or more videos on unrestricted submarine warfare and write a summary of video(s).

    - History: WWI The First Modern War: The Germans Engage in Unrestricted Submarine Warfare (2:11)
      https://www.youtube.com/watch?v=a0RUebcUZIk
    - Smithsonian Channel: Why the Germans Torpedoed the *Lusitania* (4:29)
      https://www.youtube.com/watch?v=M5z4I3aIn7E
    - The Great War: How Did Submarine Warfare Change During World War I? (6:09)
      https://www.youtube.com/watch?v=YzuXLimlO1E

3. Watch the Outer Banks Maritime Heritage Trail video—*WWI and WWII Off the North Carolina Coast* (#4), found at http://monitor.noaa.gov/obxtrail/videos_wwii_1.html.

- Where was the naval threat perceived to be?

- Why was the East Coast vulnerable?

- Why did the Germans typically hunt around Cape Hatteras?

- What is a submarine's best defense?

Painting by Willow Stöwer depicts the sinking of the *Linda Blanche* out of Liverpool; sunk on January 30, 1915 by U-*21*, under the command of Kapitän-Leutnant Hersing. Photo: Public Domain

NAME: _____   DATE: _____

Mystery of the *Mirlo*

Background Information

Shortly after the United States declared war on Germany in April 1917, German submarines, called Unterseebootes (undersea boats), or more commonly U-boats, began to patrol the American shorelines attacking shipping vessels. One of those ships was the British tanker, SS *Mirlo*.

It was the afternoon of August 16, 1918, when the *Mirlo,* on its way from New Orleans, Louisiana, to Norfolk, Virginia, sank just off the North Carolina coast. The ship, loaded with gasoline, caught fire after an explosion, and as it began to sink, orders were given to beach the ship and lower the lifeboats. When two more explosions broke the ship into two pieces, the crew began to abandon ship. As the *Mirlo* burned and lifeboats capsized, the men of the Chicamacomico Life Saving Station went into action. Leroy Midgett sounded the alarm to Surfboat Crew 1046, and they set out to rescue the distressed crew. It took four attempts for the rescue team to make it past the breakers of the stormy water only to find a wall of fire blocking them from reaching the victims. Through the heroic efforts of Surfboat Crew 1046, 42 of *Mirlo*'s crew were saved. Numerous accolades and awards were bestowed upon the six life-savers, including gold medals in their honor presented by King George V of the United Kingdom and the Grand Cross of Honor.

Later, controversy surrounded the sinking of the *Mirlo*. *Mirlo*'s Captain William R. Williams claimed that the ship had been torpedoed, by a German U-boat, U-*117*. However, other reports claimed that the *Mirlo* had been in a well-known mine field and that a mine sank the *Mirlo*, not a German U-boat. Regardless of how the ship sank, the quick and heroic actions of Surfboat Crew 1046, are undisputed.

Procedure

1. As a class or in your group, read aloud the historical dramatization below.

    LeRoy Midgett: "Something's happened out there. There's a ship going south. I saw the water fly over!"

    John Herbert, cook at Chicamacomico Station: "Dobbs, you're crazy! You're crazy man, you didn't see any water flying over that ship."

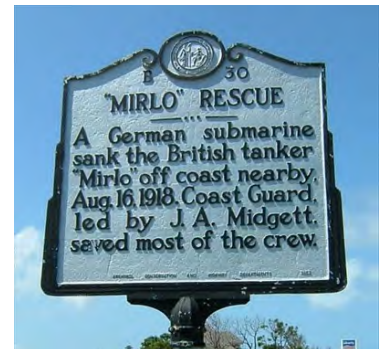   *LeRoy Midgett*: "I know I saw it! Captain Johnny, there's a tanker going south."

    Captain John Allen Midgett, Chicamacomica Lifestation Commander: "There's smoke rolling out of her, she's on fire. Radio Gull Shoal and Pea Island to launch the boats."

    By the time the six men from Chicamacomico Station reached the burning *Mirlo*, the ship had split in two. Captain John Midgett reported that the fire blazed up, but he could see a gap to get through it.

2. Watch the Outer Banks Maritime Heritage Trail video, *The Chicamacomico Life Saving Station* (#5) and answer the questions. http://monitor.noaa.gov/obxtrail/videos_lss.html
    *   When did the United States Life-Saving service officially exist?
    *   Where was the first Life-Saving Station?
    *   What year did the Outer Banks get its first station?
    *   How many lives did the service save?
    *   Describe what it was like working in the service.
    *   How often was the service required to practice their rescue drill?

Roadway marker. Photo: NC Historical Markers

Torpedo or Mine?

3. Read an excerpt from the 1920 U.S. **Navy Department's Publication Number 1:** *German Submarine Activities on the Atlantic Coast of the United States and Canada*, paying close attention to Captain W.R. Williams's account of the *Mirlo*'s sinking (pp. 128-129). Answer the discussion questions.
    *   Did the United States or any of the Allies lay mines off the Atlantic coast?
    *   How many vessels were damaged by enemy mines?
    *   What date and time did the British tanker *Mirlo* sink?
    *   Who or what was originally credited for its sinking?
    *   Why did the crew of the *Mirlo* think the ship had been torpedoed?

- Read the statement of Captain W.R. Williams, Master. What did he say caused the ship to sink?
- Why did the lifeboat capsize? What happened to the men?
- Why did Captain Williams think it was impossible for the explosion to be caused by a mine?
- After clearing the ship, the captain's boat made its way towards shore and a motorboat from Coast Guard Station No.179 approached the boat. What did Captain Williams tell the rescuers?
- How many men drowned?
- Did the captain blame anyone or anything? Who did the captain credit with minimizing the loss of life?
- Explain why Captain Williams's account was discredited by the U.S. Navy (p. 128).

4. Read the **Chicamacomico Life-Saving Station's Log Book** entry for August 16, 1918, written by John A. Midgett, Keeper, describing the SS *Mirlo* incident. Answer the following questions:
   - What alerted the lookout at the Chicamacomico Life-Saving Station to the *Mirlo* sinking?
   - As the crew of Surfboat No. 1046 began to head to the *Mirlo*, what sea conditions did they meet?
   - How many men were in the first boat they reached?
   - What did the *Mirlo*'s captain tell the surfmen about their sinking?
   - How many trips did it take to get all the crew to safety?
   - What time did John Midgett, Jr. arrive back at the station?

5. Read the August 18, 1918, *New York Times* newspaper article (**Extra! Extra! Read All About It!**), and answer the discussion questions.
   - The reports are not consistent with each other. Explain how the two reports vary?
   - Do they both agree on the cause of the *Mirlo*'s sinking?
   - Why do you think they agree/disagree?
   - Who does the article say will provide more complete details?
   - Explain sensationalism and how it helps to sell newspapers. Do you think the sinking of the *Mirlo* was sensationalized?

6. After reading all the primary and secondary source documents, complete the **Document Analysis**.

7. Analyze the primary and secondary resources, and synthesize the information to write your own version of the *Mirlo* sinking in the form of a newspaper article. Be sure to review the **Scoring Rubric** before you begin.

Four German submarines with U-*117* in far back, circa 1919. Photo: Naval History and Heritage Command

Navy Department: Publication Number 1 — German Submarine Activities on the Atlantic Coast of the United States and Canada

Excerpts: pp. 125, 128, and 129

SUBMARINE MINES ON ATLANTIC COAST.   125

U-155.

Between the attack by U-155 on the Newby Hall on September 13, 1918, in latitude 42° 18' N., longitude 58° 22' W., and her next reported attack on October 20, when she captured and sunk the American fishing vessel Kingfisher in latitude 43° 31' N., longitude 61° 53' W., it is probable that the intervening seven days of her inactivity may be attributed to the fact that it was reported in advance that one of her purposes was to lay mines off Halifax and Nova Scotia coasts. The sighting of an enemy submarine there and the chart evidence showing that U-155 was in that vicinity and that mines were discovered off Halifax confirm that report.

SUBMARINE MINES ON THE ATLANTIC COAST OF THE UNITED STATES.

The story of the submarine mines on the Atlantic coast can be briefly told.

There were no mines laid on the Atlantic coast either by the United States Government or any of the Allies. All destruction was, therefore, by mines placed by the enemy.

The sailor does not fear any of the terrors of the sea or of the enemy, so long as those terrors are in sight. Whether the vessel be under sail or steam, he enthusiastically prepares to meet the storms or the enemy. It is the hidden, invisible enemy that gives him greatest concern. These enemies were the fog and the submarine mine, to which in this war has been added the submarine vessel.

Seven vessels, three of which were of great value, were damaged on the Atlantic coast by the enemy's mines. These were the steamship Herbert L. Pratt, U. S. S. San Diego, steamship Mirlo, U. S. S. Minnesota, steamship San Saba, steamship Chaparra, and the U. S. S. Saetia. Some details are herewith given concerning these vessels.

Steamship "Herbert L. Pratt," June 3, 1918.—On June 3, at 3.35 p. m., the Herbert L. Pratt, an unarmed American steamship of 7,145 tons gross, owned by the Standard Refinery Co., Philadelphia, Pa., came in contact with one of these mines and sent out a S. O. S.:

Overfalls Lightship Delaware Breakwater: Have either struck mine or am torpedoed.

Upon striking the mine the Herbert L. Pratt headed for the shore and was beached before she sank. Capt. H. H. Bennot, master of the Herbert L. Pratt, stated the following in regard to his vessel having been mined 2½ miles S. 45° E, of Overfalls Lightship:

We sailed from Mexico May 26 bound for Philadelphia with full cargo of crude oil in bulk. We experienced very good weather on the voyage from Tuxpam, and nothing unusual occurred until we got warnings of submarines operating along the Atlantic coast, by a wireless which was warning ships to make the nearest port. To the best

128   GERMAN SUBMARINE ACTIVITIES ON ATLANTIC COAST.

and a splendid spirit in taking their ships into these waters, where a submarine had apparently been operating, and deserve commendation for their actions and it is recommended that suitable acknowledgment be made by the Navy Department of their gallantry.

On the day subsequent to this disaster six contact mines were located by the naval forces in the vicinity of the position where the disaster of the U. S. S. San Diego occurred.

As a result of this disaster six enlisted men were injured and six lives lost.

The six men lost in the sinking of the San Diego were Clyde Chester Blaine, engineman, second class; Thomas Everett Davis, fireman, first class; Paul John Harris, seaman, second class; Andrew Munson, machinist's mate, second class; James Francis Rochet, engineman, second class; Frazier O. Thomas, machinist's mate, second class.

THE SINKING OF THE S. S. MIRLO.

The British steamship Mirlo, 6,978 gross tons, was sunk at 3.30 p. m. on August 16, 1918, about one-half of a mile off Wimble Shoal Buoy; caused by an explosion. The ship took fire, being loaded with gasoline, and was abandoned after an attempt to beach her. Due to later explosions, she broke in two, in approximately latitude 35° 30' N. and longitude 75° 18' W.

The credit for the destruction of the Mirlo has formerly been given to the activity of the German submarine U-117, which was operating off the Atlantic coast at that time. The commanding officer claimed that the ship was torpedoed. However, no one saw a submarine or the wake of a torpedo. There was nothing to confirm the first report that a submarine was sighted.

There were nine other vessels in the vicinity, one within sight of the Mirlo, and no reports of sighting a submarine were made by any of them. The Mirlo was located at the time of her destruction over a now well-known mine field. (See Chart No. 2.) The U. S. S. Taylor sighted a floating mine the next day 1 mile east of the wreck. It, therefore, seems highly probable that the Mirlo was sunk by a submerged anchored mine, notwithstanding the captain's very positive statement that the ship was torpedoed.

STATEMENT OF CAPT. W. R. WILLIAMS, MASTER BRITISH S. S. "MIRLO."

On August 16, 1918, at 3.30 p. m. A. T. S., when the steamer was steering a north course off Wimble Shoal Buoy, bearing north by west half a mile distance, she was struck on the starboard side aft by a torpedo, bursting No. 2 tank and blowing up the decks, which was immediately followed by another torpedo, which struck farther aft and set fire to ship in stokehold and after end. The explosion causing the dynamos to be put out of commission, also breaking engine room, and destroying telegraph and putting wireless gear out of commission.

The orders were then given to make boats ready for lowering and efforts were made to put the ship toward the shore with some success. The starboard lifeboat was then lowered first, which got away from the ship. The port lifeboat was then lowered

Name: _____   Date: _____

Navy Department: Publication Number 1 — German Submarine Activities on the Atlantic Coast of the United States and Canada — Continued
Excerpts: pp. 125, 128, and 129

THE SINKING OF THE S. S. MIRLO.   129

and entered the water all right, when it was noticed that the tiller fouled the after falls, causing the boat to shear off from the ship and capsize. All the men that were in her were thrown into the water. At the same time the boat capsized she cleared herself from the ship. The starboard boat tried to go to the rescue. The orders were given to clear the after boats and lower same.

After ascertaining that all hands were off the ship we lowered away. During these operations the boat's falls caught fire, and it was with great difficulty that we succeeded in pulling away from the vessel. In a few minutes after leaving it the ship exploded with terrific force fore and aft, at the same time catching fire fore and aft. It was with difficulty that we managed to clear the fire and smoke that was floating on the water, caused by the ship bursting and all the cargo coming out.

The ship had been towing her otter gears from Florida Straits, and was towing them at the time of accident. The ship was steering a straight course north, magnetic, and in my opinion it would have been impossible for these explosions to have been caused by mines—the explosions being 12 to 14 feet below the water line. The two explosions were almost simultaneous.

A careful lookout had been maintained throughout the passage, and neither submarines nor mines had been sighted. There was no wake of either torpedo observed nor warning given.

The ship was armed with one 4-inch breech-loading gun aft and manned by a gun crew of three men, British Navy ratings. As soon as the torpedoes struck, the ship took fire aft. The gun crew was on the lookout, but nothing was seen to fire at.

After clearing the ship I lost sight of the other two boats, owing to the fire and smoke which I thought had enveloped them. After pulling away and sailing clear of the fire and smoke we looked for the other two boats, but nothing was seen of them. It was then decided to take the boat inshore. After proceeding inshore for sometime a motor boat was sighted, which came to us and spoke to us, and turned out to be from Coast Guard Station No. 179. He asked if there were any other boats about, and I requested him to go to the fire, as there were two other boats with 34 men in. He then directed me how to make for the landing and he went away toward the fire, as nothing was then seen of the ship.

The captain of the Coast Guard station succeeded in locating the upturned boat and the other boat which was intact. He took six men from the upturned boat. It was found that 10 men had been drowned from the upturned boat. The men who were rescued from the upturned boat stated to me that some of the men were under the boat when she capsized, and were not seen again. The second officer jumped from the boat into the sea, and told the others it was best to try to swim clear of the fire, which threatened to envelop them, as they assumed the fire was then only 10 yards from them. The boat then drifted away faster than the men could swim, and they were unable to reach the boat and were seen to drown by the rescued men.

I could attach no blame to anyone for this disaster, and had it not been for the heroic manner in which the Coast Guard went in and out of the fire to rescue the loss of life would have been much greater; and I take this opportunity to congratulate and thank them for their heroic work of rescue, and their kindness and attention to all after the rescue.

U. S. S. MINNESOTA,
3 October, 1918.

From: Commanding officer.
To: Commander Battleship Force One.
Subject: Report of damage sustained by striking mine.

1. At 3.15 a. m., September 29, 1918, when this ship was proceeding on course 13° (true), speed 96 revolutions, and was 20.5 miles from Fenwick Island Shoal Light

181062°—20——9

Discussion

1. Did the United States or any of the Allies lay mines off the Atlantic coast?
2. How many vessels were damaged by enemy mines?
3. What date and time did the British tanker *Mirlo* sink?
4. Who or what was originally credited for its sinking?
5. Why did the crew of the *Mirlo* think the ship had been torpedoed?
6. Read the statement of Captain W.R. Williams, Master. What did he say caused the ship to sink?
7. Why did the lifeboat capsize? What happened to the men?
8. Why did Captain Williams think it was impossible for the explosion to be caused by a mine?
9. After clearing the ship, the captain's boat made its way towards shore and a motorboat from Coast Guard Station No.179 approached the boat. What did Captain Williams tell the rescuers?
10. How many men drowned?
11. Did the captain blame anyone or anything? Who did the Captain credit with minimizing the loss of life?
12. Explain why Captain Williams's account was discredited by the U.S. Navy (p. 128).

NAME: _____   DATE: _____

Chicamacomico Life-Saving Station's Log Book

The logbook for the evening of August 16, 1918, had the following entry:

4:00 p.m. to Mid. At 4:30 p.m. lookout reported seeing a great mass of water shoot up in the air which seemed to cover the after portion of a steamer that was about seven miles E by S of this Station and heading in a Northerly direction, a great quantity of smoke rising from the after part of the Steamer was noticed but continuing her course for a few minutes when she swung around for the beach and then heading off shore, the fire was now seen to shoot up from the stern of the Steamer and heavy explosions were heard. I called all hands including the liberty man and started with power Surfboat No. 1046, Wind N.E. moderate, heavy sea on beach, had difficulty in getting away from the beach, cleared the beach at about 5:00 p.m. and headed for the burning wreck, then about 5 miles off shore. I met one of the ship's boats with the captain and sixteen men in her; I was informed that their ship was a British tanker and that she was torpedoed which caused the loss of ship. I was informed that two other boats were in the vicinity of the burning gas and oil that was coming up from the sunken ship. I directed the captain of that boat where and how to go and wait my arrival, but not to attempt a landing as the sea was strong and there was danger of him capsizing his boat without assistance. I then headed for the burning gas and oil.

On arrival I found the sea a mass of wreckage and burning gas and oil, there were two great masses of flames about one hundred yards in places covered with the burning gas. And in between the two great flames at times when the smoke would clear away a little, a life boat could be seen bottom up six men clinging to it, the heavy swell washing over the boat. With difficulty I ran our boat through the smoke, floating wreckage, and burning gas and oil, and managed to rescue the six men from the burning sea. Who informed me that at times they had to dive under the water to save themselves from being burned to death, all had burns but non serious. They informed me that they were sure that there were no men afloat except those in the boats. But this did not stop our searching in the vicinity of the fire for those missing men, but no more men could be found. These six men seemed to know nothing of the other boats, they being lost sight of in the fire and great clouds of smoke that were rising from the burning gas and oil. I headed our boat before the sea and wind in hopes of finding the missing boat, and in a short time the third which was the missing boat with 19 men was sighted about nine miles S.E. of station. I ran alongside took this boat in tow and proceeded to where I had directed the first boat to be, this boat was soon reached and taken in tow. I had in station boat six men rescued from the bottom of overturned boat. And one of the boats being towed containing 17 and the other boat containing 19, the wind was beginning to freshen from the N.E. and sea rising on beach.

I was heading for my station when about two miles South of station it began to get dark and for safety I decided to make a landing. I anchored the two ship's boats about 600 yards from the beach and transferred the men to station boat, landing all in station boat at four trips, and then put surfmen in the two ship's boats and had them landed. As fast as the men were landed they were carried to the station by my team of horses and the horse from station No. 180. The Keeper and crew from station No. 180 met me at the beach and assisted me in landing the crew. All boats including the station boat were pulled up on the beach out of danger of the sea. I landed last trip at 9:00 p.m. and arrived at station at 11:00 p.m., myself and crew very tired. I furnished the captain and all his crew who needed it medical aid, and then with some dry clothing, and their supper, and with a place to sleep.

 /s/ John A. Midgett, Keeper

Right: Photograph of John Allen Midgett, Jr., holding a silver cup given to him by the British Board of Trade in honor of his rescue of sailors from the British tanker *Milro* in 1918. Photo: U.S. Coast Guard

Above: Medals awarded to John A. Midgett, Jr., Keeper, Chicamacomico Life-Saving Station. Left to Right — Grand Cross of the American Cross of Honor, King George Medal, and U.S. Life-Saving Service Gold Medal. Photo: Courtesy James Charlet

NAME: _____   **DATE:** _____

Extra! Extra! Read all About It!

TORPEDO SET FIRE TO TANKER; 10 DEAD

British Oil Ship Mirlo Was Hit a Few Miles Off Cape Hatteras.

GASOLINE CARGO EXPLODED

Crew Forced to Jump for Their Lives—Submarine Gave No Sign Before or After Attack.

NORFOLK, Va., Aug. 17.—Forty-one survivors of the British tank steamship Mirlo, torpedoed by a German submarine off Cape Hatteras last night, were landed here tonight. Seven of the survivors were so badly injured they were sent to a hospital. They reported that ten members of the tanker's crew are missing.

Members of the crew said the torpedo struck the vessel amidships and soon afterward the cargo of gasoline exploded, setting fire to the ship and forcing them to jump for their lives.

The Mirlo was torpedoed only a few miles from the shore and the crew from Coast Guard Station 178 reached the scene in a short time and picked up the survivors. The surface of the sea became covered with burning gasoline after the men were picked up.

WASHINGTON, Aug. 17.—Reports to the Navy Department today did not make clear the cause of the destruction of the British oil steamer Mirlo. According to the navy's information no submarine was sighted, but it was possible that a torpedo hit the ship causing the explosion of gasoline, with which the vessel was loaded. In the opinion of naval officers, the submarine would not have showed itself before the attack, because the Mirlo was armed.

More complete details have been requested from the commandant of the Sixth Naval District at Charleston, S. C., through whom the reports were received from the captain of the coast guard station, where the men were landed.

The New York Times
Published: August 18, 1918
Copyright © The New York Times

The Sinking of the SS *Mirlo*

Read the newspaper article that appeared in the *New York Times* on August 18, 1918, just two days after the SS *Mirlo* sank. In the article, the top portion is a report from Norfolk, Virginia, on August 17. At the bottom of the article is a report from the U.S. Navy Department in Washington, D.C.

Discussion

1. The reports are not consistent with each other. Explain how the two reports vary?
2. Do they both agree on the cause of the *Mirlo*'s sinking?
3. Why do you think they agree/disagree?
4. Who does the article say will provide more complete details?
5. Explain sensationalism and how it helps to sell newspapers. Do you think the sinking of the *Mirlo* was sensationalized?

Top: SS *Mirlo* Photo: Courtesy of U.S. Coast Guard

Left: Gold Lifesaving Medal issued by the U.S. Coast Guard to John A. Midgett, Jr. and the crew who rescued the sailors from the British tanker SS *Mirlo*.
Photo: Courtesy of James Charlet

NAME: _____   DATE: _____

Document Analysis
Mystery of the *Mirlo*

Answer the questions to analyze the primary and secondary source documents listed below.

New York Times Article, August 18, 1918: *Torpedo Set Fire to Tanker, 10 Dead*

1. "Based on the *New York Times* report what caused the *Mirlo* incident? Where do you think the reporter got his information?

2. What was the British tanker *Mirlo* doing in U.S. waters?

3. Why did the German torpedo come as a surprise to the *Mirlo*?

4. Do you think that the *New York Times* gave the incident adequate coverage? Why or why not?

5. Why was the information on the rescue so sparse?

Chicamacomico Life-Saving Station's Log Book Entry

1. What did the lookout report around 4:30 pm?

2. What time did the first surfboat launch?

3. When John Midgett met one of the ship's boats with the captain in it, what did the captain say happened to the *Mirlo*?

4. How many men total were rescued? In how many life boats?

5. What time did John Midgett return to the station?

6. What level of detail did John Midget put into his report? Was it sufficient? Why or why not?

German Submarine Activities on the Atlantic Coast of the United States and Canada, Navy Department Office of Naval records and Library Historical Section

1. Is there an alternative reason for the sinking of the *Mirlo* presented in the U.S. Navy report?

2. Why do you think the U.S. Navy had a differing opinion on what happened?

3. How is the Navy's report different from the report of the *Mirlo* captain and the report of John A. Midgett, Jr.?

4. Why do you think the *Mirlo* captain reported what he did?

5. Which of the reports do you think is most accurate and why?

6. How do you think the *Mirlo* sank?

Time to Write—Extra! Extra! Read All About It!

Now its your turn to be the reporter. After analyzing the different reports on the *Mirlo*'s sinking and knowing that Germany used unrestricted submarine warfare, synthesize the information to write your own version of the *Mirlo*'s sinking in the form of a newspaper article. Remember that a newspaper article must adequately address the five Ws — Who, What, When, Where, and hoW? Use facts, figures, and details that are clear, effective, and vivid. Before you begin, be sure to review the Scoring Rubric for details on how your newspaper article will be graded.

NAME: _____   DATE: _____

The Sinking of the *Mirlo*
Newspaper Template

Extra! Extra!

_____

About the Author

NAME: _____   DATE: _____

Scoring Rubric
Newspaper Article: Mystery of the *Mirlo*

CATEGORY	4	3	2	1
Articles - Interest **Score: _____**	The article contains facts, figures, and/or word choices that make the article exceptionally interesting to readers.	The article contains facts, figures, and/or word choices that make the article interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Articles - Supporting Details **Score: _____**	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the article are clear and pertinent 75-100% of the time.	The details in the article are clear and pertinent 50-75% of the time.	The details in more than 25% of the article are neither clear nor pertinent.
Who, What, When, Where, and HoW **Score: _____**	The article adequately addresses the five Ws.	Article effectively addresses only three of the five Ws.	Some of the five Ws are unclearly mentioned throughout the article or are not all based in fact.	The five Ws are not clearly addressed and information in article is incorrect.
Article Content **Score: _____**	The article establishes a clear purpose in the lead paragraph and demonstrates a clear understanding of the event. Student takes and defends a definitive position.	Article has accurate information, but does not establish and defend a clear position.	Opening paragraph does not create clear purpose or position and does not always demonstrate a clear understanding of the topic.	Article does not have a clear purpose and does not demonstrate an understanding of events.

Total Score: _____

Comments: