



Lessons of Liberty:
PATRIOTISM



THE NATIONAL
WWI MUSEUM
AND MEMORIAL



LESSONS OF LIBERTY: PATRIOTISM

This is a lesson from the *Lessons of Liberty* curriculum designed to help inspire and educate students about World War I and its important aftermath. The curriculum is themed around the National World War I Museum and Memorial's Guardian Spirits, the four large stone figures at the top of the Liberty Memorial Tower: Courage, Honor, Patriotism, and Sacrifice.

- Lesson I (Courage and Honor) is aimed at upper elementary students who will examine the images of World War I and in doing so, define their own concept of courage and honor.
- Lesson II (Patriotism) asks middle school students to examine a series of 1917-1919 “propaganda” posters that called America to action and attempted to evoke great patriotism.
- In Lesson III (Sacrifice), high school students will follow participants of the United States’ first universal Selective Service (the draft.) Using the National World War I Museum and Memorial’s rich resources, personal stories, and objects of the Great War, the students will understand how that time in our history still impacts their lives today.

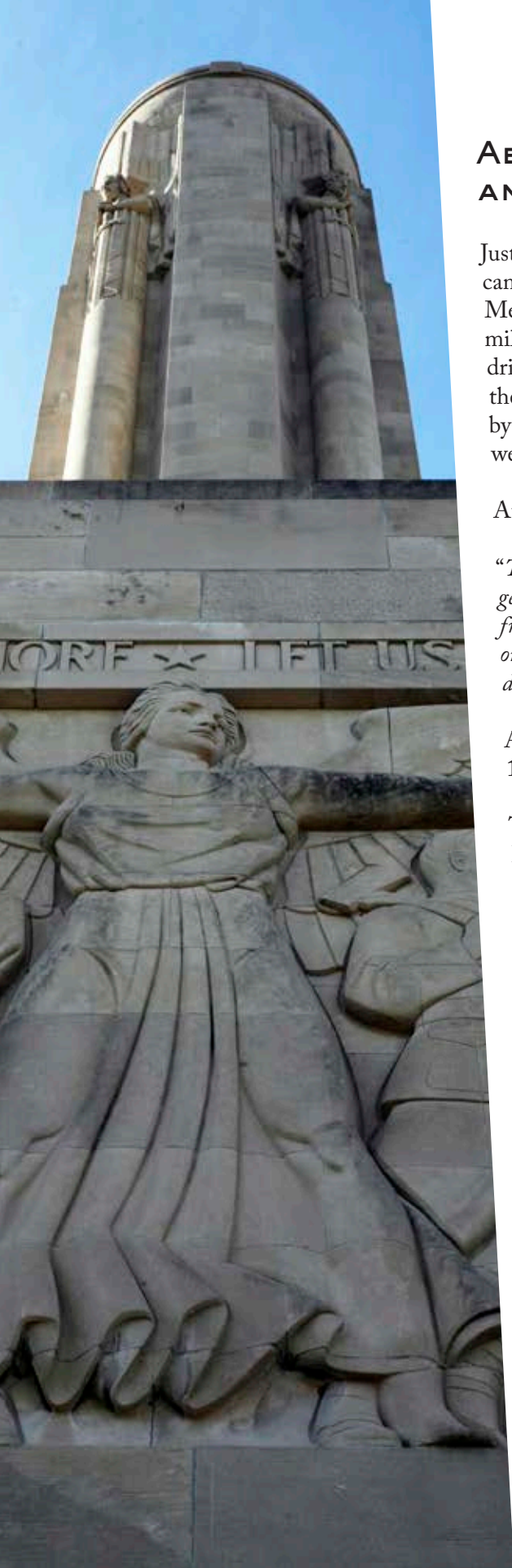
Several overarching goals support the *Lessons of Liberty* curriculum. After completion, students should:

1. Have a grasp and an appreciation of history and the dramatic effects of a global war on the world;
2. Have an understanding and awareness of the importance of involvement with public and community issues;
3. Have the ability to use primary sources to think critically and enter into dialogue with others of different perspectives;
4. Participate with others to demonstrate the ability to address an array of cultural, social, political, and religious interests and beliefs;
5. Understand the power of political action by having the skills, knowledge, and commitment needed to accomplish public purposes, such as group problem solving, public speaking, petitioning and protesting, and voting; and have moral and civic virtues such as concern for the rights and welfare of others, social responsibility, tolerance and respect, and belief in the capacity to make a difference.

We hope you and your students will learn much from this curriculum. *Lessons of Liberty* was originally developed by Project Explore, Inc. The National World War I Museum and Memorial would like to thank the Ewing Marion Kauffman Foundation for making *Lessons of Liberty* possible.

We would love to hear comments from you and your students. Please direct them to:

National World War I Museum and Memorial
Education Department
2 Memorial Drive
Kansas City, MO 64108
education@theworldwar.org



ABOUT THE NATIONAL WORLD WAR I MUSEUM AND MEMORIAL

Just two weeks after the Nov. 11, 1918 Armistice, Kansas Citians embarked on a campaign which would one day create the National World War I Museum and Memorial. A community-based fundraising drive in 1919 raised more than \$2.5 million in less than two weeks to build the Liberty Memorial. Following the drive, a national architectural competition for a monument design was held by the American Institute of Architects. The site dedication in 1921 was attended by the military leaders of five Allied nations – the first time in history these five were together at one place.

At the site dedication on November 1, 1921, General John J. Pershing stated,

“The memorial also symbolizes the obligation that rests upon present and future generations to preserve that for which those men and women offered their all, and from many of whom the supreme sacrifice was accepted. May their memory live on, and may every American who looks upon this noble edifice be inspired by their devotion.”

After three years of construction, the Liberty Memorial opened on Nov. 11, 1926, immediately becoming an iconic landmark.

To address major issues of deterioration that developed over the decades, Kansas City voters overwhelmingly passed a sales tax to raise money for the Memorial’s restoration in 1998. Private fundraising supplemented this funding. The initial restoration was completed on Memorial Day, 2002. In 2004, two other milestones occurred: (1) the passage of a \$20 million bond initiative to fund the construction of a new museum; and (2) President George W. Bush’s signing into law a bill that designated the Liberty Memorial as the National World War I Museum.

The National World War I Museum and Memorial was designed by Ralph Appelbaum Associates, one of the preeminent museum exhibit designers in the world today. The culmination of a \$102 million project, the Museum opened to great national fanfare and critical acclaim on Dec. 2, 2006.

In 2006 the site also received the coveted National Historic Landmark status. In 2014, President Barack Obama signed legislation recognizing the Liberty Memorial and effectively re-designating the Museum as the National World War I Museum and Memorial.



CURRICULUM OVERVIEW

This curriculum takes students from World War I to today. It can be readily modified to fit the needs of individual classes, varied curriculums, and students. Offered here is the minimum presentation, divided into three class periods (assuming a 50-minute class period). Students must start with an adequate background in World War I and the era that surrounds it, and should be able to explain the primary causes of the war and list major combatant nations and alliances. An option is to ask students to review the Museum's Interactive WWI Timeline at <https://www.theworldwar.org/timeline>, use one of the many educational resources available at <https://www.theworldwar.org/education>, or do internet research on World War I as homework prior to starting the curriculum. An abbreviated history of World War I is also presented in the section marked *Historical Background*.

On the first day, students will be introduced to the concept of propaganda and the role of the poster as the primary method of communicating a spirit of shared patriotism and sacrifice in World War I.

On the second day, students will be divided into teams to examine specific poster sets and will use an abbreviated National Archives analysis instrument to interpret the message of the posters.

On the third day, student teams will develop their own messages about current events in poster form.

This curriculum is appropriate for middle to high school students. It can be used most effectively with students working in groups of four or five.



HISTORICAL BACKGROUND

The causes that set the stage for World War I are numerous and complex. This is a brief overview of the events of the war that directly cost the lives of 9 million people, injured another 22 million, and led millions more civilians to die from wartime conditions. The United States lost approximately 105,000 (50,000 killed in action; 55,000 died from disease and other causes) and sustained injuries to approximately 260,000. The world changed as the result of the war—and its effects are still being felt today.

Prior to the war, a few, dominant European nations made political and military **alliances**. It was thought the alliances would promote peace by the countries protecting each other in case of war. In the summer of 1914, there were two main alliances: 1) the Triple Alliance of Germany, Austria-Hungary, and Italy; and 2) the Triple Entente of Britain, France, and Russia. The actual effect of these alliances was the creation among competing nations of tension and suspicion, among competing nations which was expressed in various ways. One form was **militarism** leading to an arms race. Because Britain built a large, powerful navy, Germany responded in kind. Germany and France enacted national military conscription to build large standing armies with even larger reserve forces. The more one nation built up its army and navy, the more other nations felt they had to do the same. Another form was **nationalism**, or ardent patriotism, as political and economic leaders in the nations involved in the alliances wanted larger armies and more land. All these behaviors increased tension and the potential for conflict between the dominant nations.

Also a factor in causing tension and potential conflict was the desire for **self-determination**, or self-government, by minority ethnic groups, especially in the multi-ethnic, multi-national Austro-Hungarian Empire. This was a time when major countries ruled smaller countries, called colonies. There was significant competition to gain more natural and strategic resources through the acquisition of colonies. This was called **imperialism**. France and Britain had many colonies in Africa and Asia. Germany and Italy decided they, too, wanted to build their own empires. In the process of acquiring colonies, the European powers absorbed into their empires populations that were often resentful of outside rule and intent on autonomy for their people based on ethnic or national identity.

The danger of alliances and imperialist policy was that an argument between two countries could draw all the other nations into a fight. This is just what happened when a conflict between Austria-Hungary and Serbia led to World War I. On June 28, 1914, the Archduke Franz Ferdinand of Austria-Hungary and his wife Sophie were assassinated in Sarajevo, Bosnia-Herzegovina by a radical Bosnian-Serb nationalist. Austria-Hungary blamed the Serbian government and declared war on Serbia. Within six weeks, political alliances had led most of Europe to war.



The United States' desire was to remain militarily neutral. However, in January of 1917, Germany declared the waters surrounding Europe a war zone and employed the strategic policy of “unlimited submarine warfare” using its large U-boat (submarine) fleet to attack all ships, not just military vessels. This led to a rupture of diplomatic relations between the United States and Germany. Using his authority as Commander-in-Chief, President Woodrow Wilson on March 9 ordered the arming of American merchant ships so that they could defend themselves against U-boat attacks. German submarines sank three U.S. merchant ships between March 16–18 with heavy loss of life. Around this time, the U.S. also learned of a secret telegram from German Foreign Minister Arthur Zimmermann to the Mexican government, inviting them into an alliance should the U.S. enter the war. The “Zimmermann Telegram” proposed that Mexico would recover the southwestern states lost to the U.S. during the Mexican War of 1846-47, a proposal that Mexico would ultimately reject.

The President outlined the case for declaring war upon Germany in a speech to the joint houses of Congress on April 2, 1917, stating, “...*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 the rights and liberties of small nations, 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.*”

On April 6, 1917, the United States declared war on Germany.



WHAT IS PROPAGANDA?

Propaganda: the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person (merriam-webster.com)

Per the Institute for Propaganda Analysis in 1938, propaganda is carried out through three major techniques:

WORD GAMES including:

- **Name calling**, which links a person or idea to a negative label;
- **Glittering generalities**, which are the reverse of name calling in that they make reference to positive “virtue words” without supporting evidence.
- **Euphemisms**, which attempt to pacify the audience by making an unpleasant reality more palatable. This is accomplished by using words that are misleadingly bland and inoffensive. For example, during war-time, civilian casualties are sometimes referred to as “collateral damage.”

SPECIAL APPEALS including:

- **Plain folks**, in which speakers attempt to convince their audience that they, and their ideas, are “of the people” and “just like you.”
- **The band wagon**, whose appeal is that “everyone else is doing it, and so should you.”
- **Fear**, which needs four elements to be successful: 1) a threat, 2) a specific recommendation about how the audience should behave, 3) audience perception that the recommendation will be effective in addressing the threat, and 4) audience perception that they are capable of performing the recommended behavior.

FALSE CONNECTIONS including:

- **Transfer**, which is used to relate something or someone in a position of authority, respect and prestige to something we are meant to accept. An example would be the use of the symbol of the cross or the American flag in association with an idea. It can be used either in support of or against a person or idea.
- **Testimonial** is based on the endorsement of someone who may not be qualified to make a given statement, but whose personal characteristics (such as fame or wealth) make the endorsement persuasive. Actors making environmental statements or sports stars endorsing a cereal by appearing on its box are examples of this technique.
- **Sex appeal**, in which a “beautiful person” is used to sell an idea, is also a form of this type of propaganda.
- **Scientific approach** uses tests, statistics, and fake scientific-sounding jargon to lend credibility to something.



THE CAMPAIGN FOR PATRIOTISM THROUGH POSTERS

Considering the melting pot of immigrants who made up the United States, the absence of public unity was a primary concern when America entered the war on April 6, 1917. In Washington, unwavering public support was considered crucial to the entire wartime effort. On April 13, 1917, Wilson created the Committee on Public Information (CPI) to promote the war domestically while publicizing American war aims abroad. George Creel, a journalist originally from Kansas City, led the CPI. He recruited heavily from businesses, media, academia, and the art world. The CPI blended advertising techniques with a sophisticated understanding of human psychology, and its efforts represent the first time a modern government disseminated propaganda on such a large scale.

Under the CPI, the Division of Pictorial Publicity had at its disposal many of the most talented advertising illustrators and cartoonists of the time, and these artists worked closely with publicity experts in the Advertising Division. Newspapers and magazines eagerly donated advertising space, and it was almost impossible to pick up a periodical without encountering CPI material. Powerful posters, painted in patriotic colors, were plastered on billboards across the country. In fact, the war ushered in the biggest advertising campaign to date, critical to the wartime communication needs of every combatant – from raising money, recruiting soldiers and boosting volunteer efforts, to spurring production and provoking outrage at enemy atrocities. America alone produced about 2,500 poster designs and approximately 20 million posters – nearly one for every four citizens – in little more than two years.

The National World War I Museum and Memorial has a vast collection of posters, many of which are on display in the galleries.

A few items of interest:

- During World War I, there was not a lot of emphasis on enticing women to join the military. Nurses were recruited, but many of the posters inviting women to join were simply printed messages saying they were needed and listing an office address. Despite low levels of recruiting, over 50,000 women accepted the challenge and served America both in uniform and with civilian agencies in WWI.
- It should be remembered that women could not yet vote, and it was the service of women in the military and the defense works that gave a huge push to the passing of the 19th Amendment. President Wilson was won over to the suffragists' side in part because of the bravery of women serving on the front and their proven abilities as they replaced men in offices and factories. In September 1918, Wilson addressed the Senate, urging they follow the House in passing the 19th Amendment. His dramatic plea asked Senators to recognize the contributions made by American women in the war. Wilson proclaimed:

“Are we alone to ask and take the utmost that our women can give, service and sacrifice of every kind, and still say we do not see what title that gives them to stand by our sides in the guidance of the affairs of their nations and ours? We have made partners of the women in this war; shall we admit them only to a partnership of suffering and sacrifice and toil and not to a partnership of privilege and right?”



LESSONS OF LIBERTY POSTERS

The posters used in this curriculum are from the National World War I Museum and Memorial's collection. They are divided into the seven categories listed below and are provided with this curriculum.

Digital images (jpegs) are also available for download as a 20MB zip file at:

https://www.theworldwar.org/sites/default/files/LessonsofLiberty_PatriotismPosters.zip

Teachers in the Kansas City area may borrow a complete set from the Museum's Education Department with a deposit.

Posters Used with the Day One activity:

1. Propaganda

Posters Used with the Day Two activity:

2. Human Rights
3. Funding the War
4. Conservation Efforts
5. Patriotism
6. Women on Posters
7. Recruitment



TEACHING ACTIVITIES

Day One

Preparation Needed:

- Be prepared to introduce and briefly discuss World War I and the Committee on Public Information.
- Make copies of the *What is Propaganda?* sheet.
- Bring in weekly news magazines such as *Newsweek*, *Time*, *The Nation*, etc. Tear out the ads so there are enough for each student. Ads may also be printed from online sources. (The pages will also be used on Day Three). If you prefer, you can make a digital presentation (PowerPoint, etc.) with current online ads to share with the class as a whole.
- Students will need computers or tablets. Poster set files should be downloaded to a common drive students can access. The Day One activity will require the *Propaganda* file posters.
- If computer access is not possible, you may also present this lesson with posters printed from the digital files. For Day One, print posters from the Propaganda digital file and have them ready to be handed out to the class.

Implementation:

1. Review or introduce World War I. This may be assigned as homework prior to starting the curriculum, discussed verbally by you, or background reading may be copied and passed out to the students to read. Discuss the role of the Committee on Public Information during World War I.

(Hint: If you're looking for ideas, the National World War I Museum and Memorial's website offers a variety of learning resources to educate and engage your students. You can find them online at theworldwar.org/education.)

2. Distribute the *What is Propaganda?* sheet.
3. Pass out the advertisements from the weekly magazines or show the class your presentation of current advertisements. Ask the students to determine which techniques were used in the advertisement and volunteer their assessments. Collect the pages.
4. Divide students into teams of two or three and pass out random copies of the WWI posters. Select a student to serve as group leader. Ask the students to discuss and come to consensus on which techniques were used. Call on the group leaders to tell the rest of the class about their posters and the techniques they discovered.

POSTER ANALYSIS WORKSHEET

(Adopted from National Archives and Records Administration)

1. What are the main colors used in the poster?
2. What symbols (if any) are used in the poster?
3. If a symbol is used, explain how it is:
 - a. clear (easy to interpret)?
 - b. memorable?
 - c. dramatic?
4. Are the messages in the poster primarily visual, verbal, or both?
5. Who do you think is the intended audience for the poster?
6. What does the Government hope the audience will do?
7. What Government purpose(s) is served by the poster?
8. The most effective posters use symbols that are unusual, simple and direct. Why is or why not is this an effective poster?
9. List two things the poster tells you about life in the United States at the time it was written:
 - a. _____
 - b. _____
10. Write a question to the author that is left unanswered by the poster.
11. What propaganda technique(s) are used by this poster?



TEACHING ACTIVITIES

Day Two

Preparation Needed:

- Print student copies of the *Poster Analysis Worksheet* (run Analysis on both front and back).
- Make sure the posters are divided into the six sets as listed below. (These posters can be printed or accessed digitally by students.)

Implementation:

1. Give each student a *Poster Analysis Worksheet*.
2. Divide the class into six groups and provide a poster set to each group:
 - a. Human Rights
 - b. Funding the War
 - c. Conservation
 - d. Patriotism
 - e. Women
 - f. Recruitment
3. Instruct the students to look over the posters and select one poster to use for filling out the *Poster Analysis Worksheet*. Provide them 15 minutes to complete the analysis. Ask them to keep the analysis for collection tomorrow.
4. Call on each group to explain their poster and why it was selected.



TEACHING ACTIVITIES

Day Three

Supplies Needed:

- Weekly news magazines and current newspapers
- Blank paper
- Colored pencils/markers/crayons
- Poster Analysis Worksheet copies

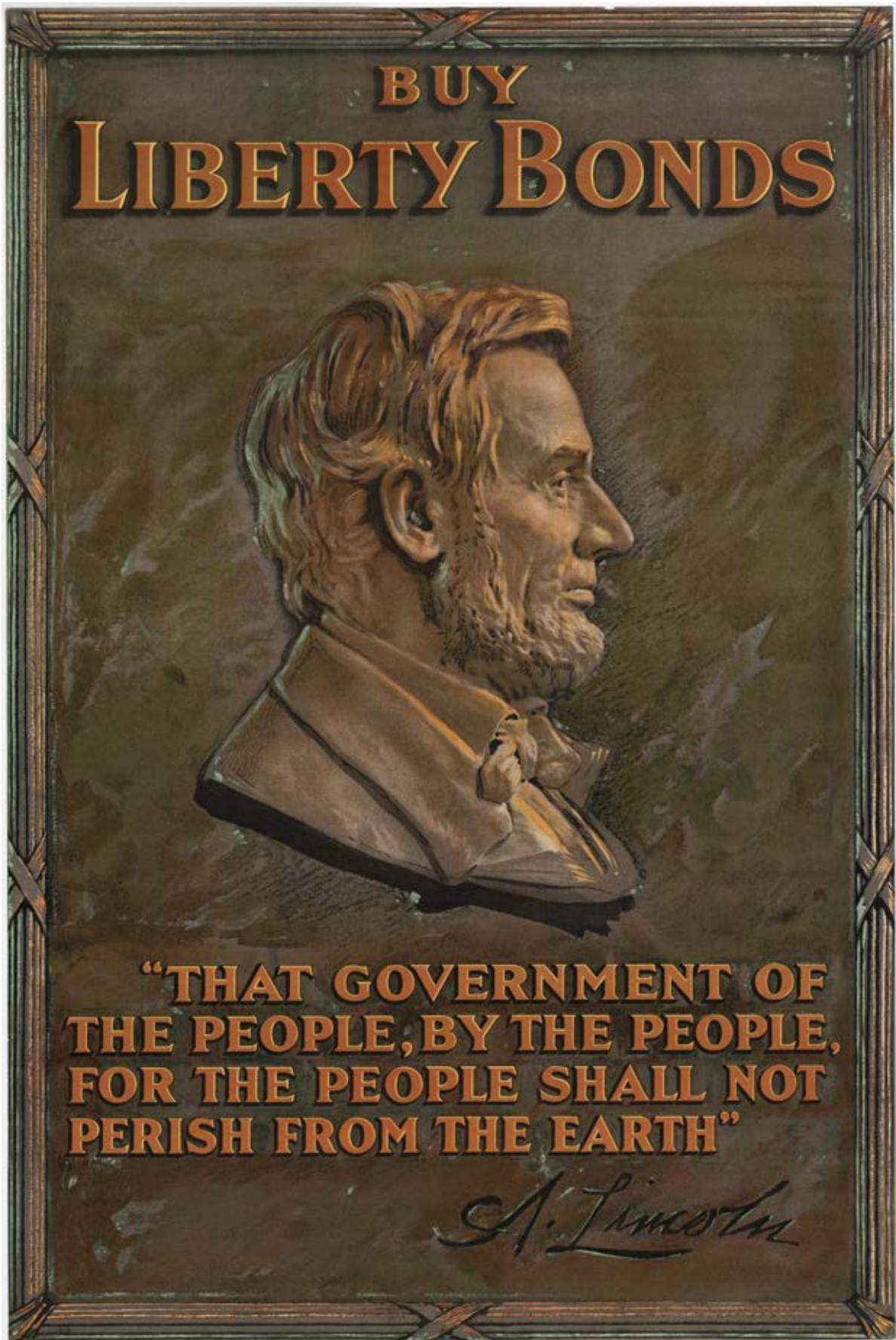
Implementation:

1. Students can work alone or in small teams.
2. Distribute pages from the magazines or newspapers.
3. This time, tell the students to look at the news, not the advertisements. They are to select one story, decide what issue is being addressed and determine the best technique for a propaganda poster based on the story.
4. Students create their own propaganda poster.
5. Students should exchange their posters and complete the *Poster Analysis Worksheet* on a classmate's poster.

Guided Classroom Discussion

1. Discuss the idea of patriotism as an underlying theme in the World War I posters.
2. Is there a common topic or theme created by student posters? If so, what is it?
3. What words or symbols would the class use if they were going to start a “get out and vote” poster campaign?
4. What other current topics could be effectively conveyed through a poster campaign?
5. Are there poster campaigns today? Are they effective? What would be the barriers to such campaigns today, and how would those barriers be overcome?

PROPAGANDA



POSTER 1 | *Buy Liberty Bonds*



keep
these
off
the U.S.A.
Buy more LIBERTY BONDS

53

THE SPENCERIAN LITH. CO. CHICAGO & NEW YORK

POSTER 2 | *Keep These Off the U.S.A.*



POSTER 3 | *Come On!*



POSTER 4 | *My Daddy Bought Me a Government Bond*



POSTER 5 | *Clear the Way!!*



POSTER 6 | *I Want YOU for U.S. Army*



POSTER 7 | *The World Cry, Food*



POSTER 8 | *Be Patriotic, Sign Your Country's Pledge to Save the Food*



POSTER 9 | *They are Giving All. Will You Send Them Wheat?*



POSTER 10 | *For Every Fighter, A Woman Worker*

HUMAN RIGHTS

REMEMBER • BELGIUM •

Buy Bonds
Fourth
Liberty
Loan



EDSWORTH
YOUNG

POSTER II | *Remember Belgium*



"The Child at Your Door" 

400,000 ORPHANS STARVING
NO STATE AID AVAILABLE
CAMPAIGN for \$30,000,000
AMERICAN COMMITTEE
RELIEF IN THE NEAR EAST
ARMENIA • GREECE • SYRIA • PERSIA
1 MADISON AVE. NEW YORK - CLEVELAND H. DODGE *Treas.*

America - R - 1

POSTER 12 | *The Children at Your Door*

LEST THEY PERISH



CAMPAIGN *for* \$30,000,000

AMERICAN COMMITTEE
FOR RELIEF IN THE NEAR EAST

ARMENIA - GREECE - SYRIA - PERSIA

ONE MADISON AVE., NEW YORK.

CLEVELAND H. DODGE, TREASURER

America - R. - 2

POSTER 13 | *Lest They Perish*



POSTER 14 | *Save the Survivors*



POSTER 15 | *Save Serbia, Our Ally*

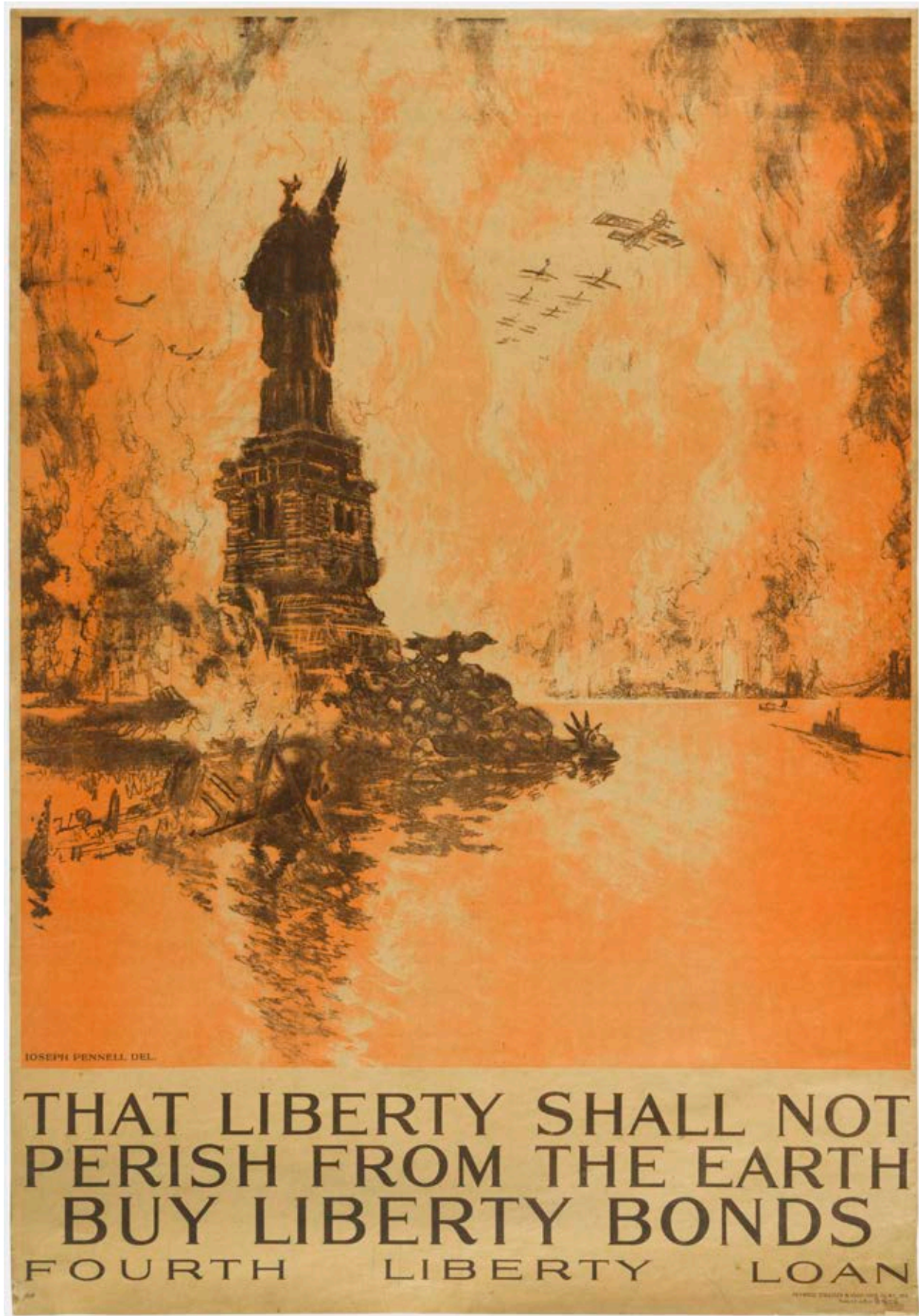


POSTER 16 | *The Fatherless Children of France*

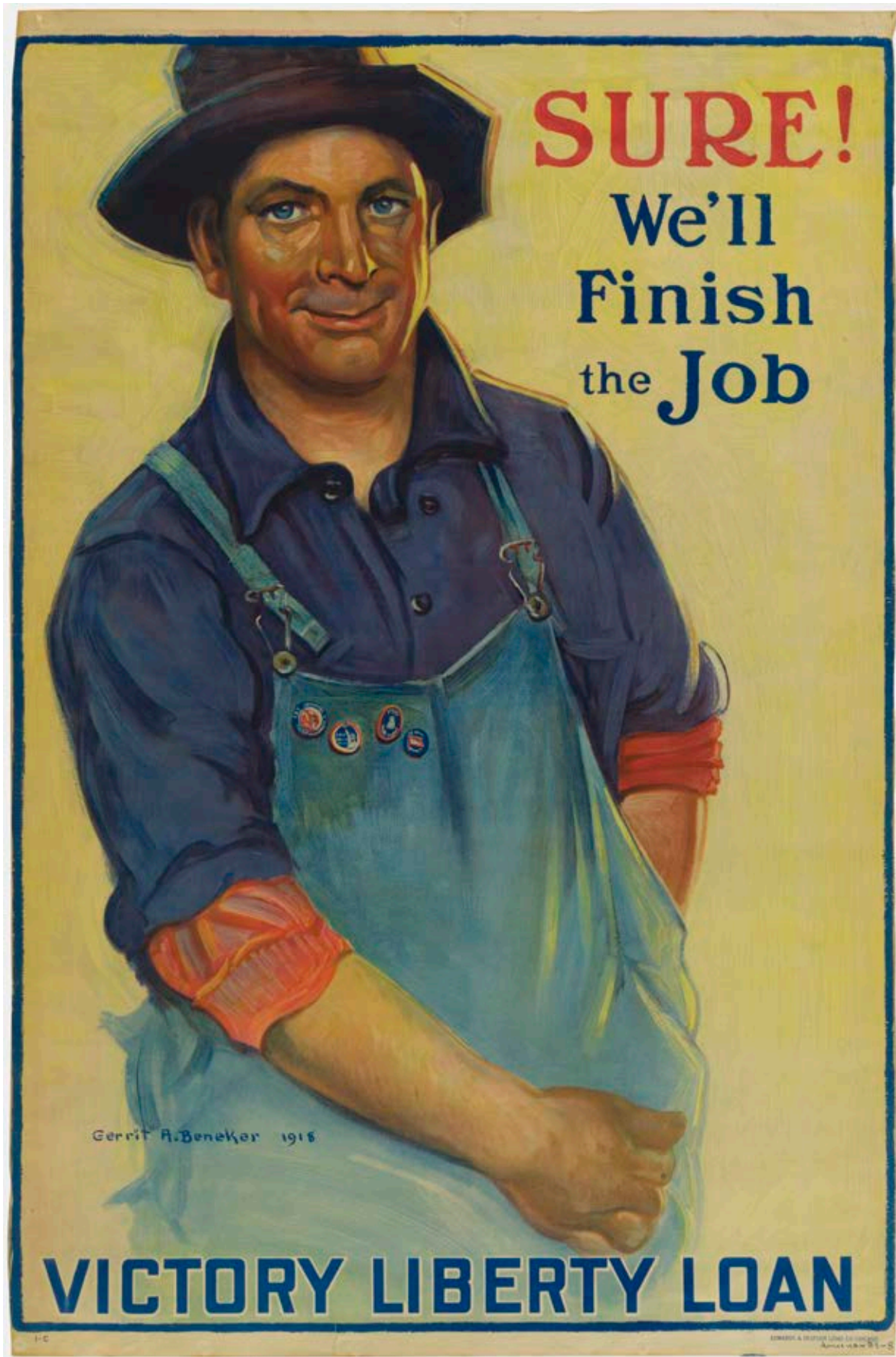
FUNDING THE WAR



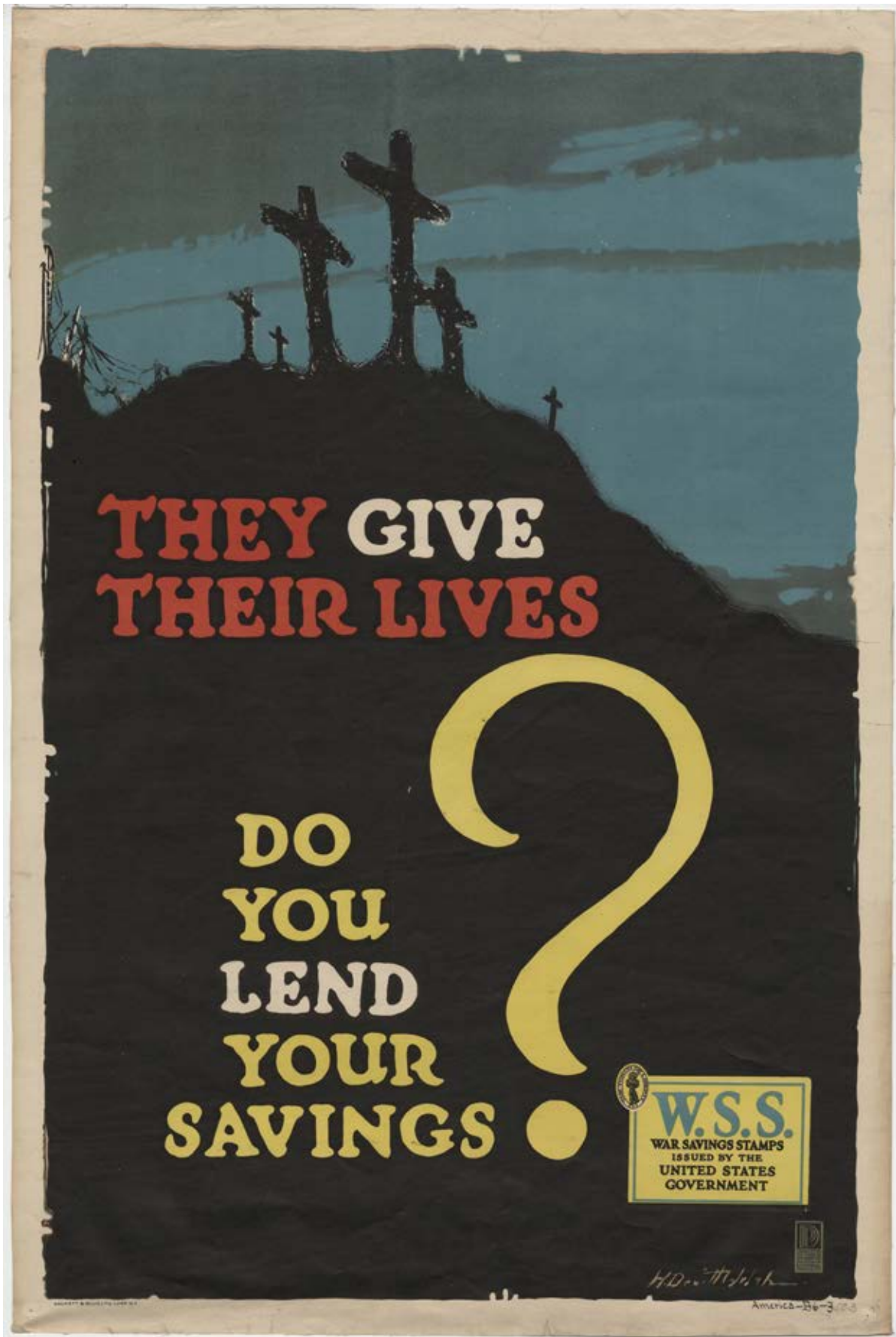
POSTER 17 | *Beat Back the Hun*



POSTER 18 | *That Liberty Shall Not Perish from the Earth*



POSTER 19 | *Sure! We'll Finish the Job*



POSTER 20 | *They Give Their Lives. Do You Lend Your Savings?*

Save your Child
FROM AUTOCRACY
AND POVERTY



BUY

War Savings
Stamps



UNITED STATES TREASURY DEPARTMENT

POSTER 21 | *Save Your Child from Autocracy and Poverty*

“Good Bye, Dad, I’m Off
To Fight For Old Glory,
You Buy **U.S. GOV’T**
BONDS”



THIRD LIBERTY LOAN

9-A

SACKETT & WILHELMS CORR N. Y.

POSTER 22 | *Good Bye, Dad, I'm Off to Fight for Old Glory*

For Home and Country



Alfred Everitt Orr - 18.

VICTORY LIBERTY LOAN

POSTER 23 | *For Home and Country*

HALT the HUN!



**BUY U.S. GOVERNMENT BONDS
THIRD LIBERTY LOAN**

POSTER 24 | *Halt the Hun!*

BOYS and GIRLS!
You can help your Uncle Sam
Win the War



W.S.S.
WAR SAVINGS STAMPS
ISSUED BY THE
UNITED STATES
GOVERNMENT

Save your Quarters
Buy War Savings Stamps

FORM A-30

POSTER 25 | *Boys and Girls! Save Your Quarters*



POSTER 26 | *U.S.A. Bonds, Boy Scouts of America*

CONSERVATION



FOOD WILL WIN THE WAR

You came here seeking Freedom
You must now help to preserve it

WHEAT is needed for the allies
Waste nothing



UNITED STATES FOOD ADMINISTRATION
America F-14

POSTER 27 | *Food Will Win the War*



LINCOLN said

“With malice toward none;
with charity for all;.....
let us strive on to finish
the work we are in;...to bind
up the nation's wounds;...
to do all which may achieve
and cherish a just and
lasting peace.”



Save food for world relief

UNITED STATES FOOD ADMINISTRATION

America-F-11

POSTER 28 | *Lincoln Said*



POSTER 29 | *Be Patriotic, Sign Your Country's Pledge to Save the Food*

THE GARBAGE that comes from your **Kitchen**, even after you have eliminated all possible human food, contains materials needed in the manufacture of **nitro-glycerine, soaps, fertilizers** and other **War Necessities** or makes excellent food for **Pigs**. Do not place broken crockery, glass or other household wastes in the garbage pail. **Keep the Garbage Clean** and see that it is utilized.

United States Food Administration



America-F-28

POSTER 30 | *Keep the Garbage Clean*



UNITED STATES
FOOD ADMINISTRATION



Sugar *means* Ships

*The Consumption of
Sugar Sweetened Drinks
Must be Reduced.*

For your beverages **400 million lbs. of sugar** were imported in ***Ships*** last year. Every ***Ship*** is needed to carry soldiers and supplies ***now***.

America - F-33

POSTER 31 | *Sugar Means Ships*



A LITTLE AMERICAN'S PROMISE



'LL eat corn-meal, oatmeal, and rice
And nice sweet hominy;
Corn flakes and mush with lots of milk
Are good enough for me.

At table I'll not leave a scrap
Of food upon my plate,
And I'll not eat between meals but
For supper time I'll wait.

I make the promise that I'll do
My honest, earnest part
In helping my America
With all my loyal heart.

This is a PROMISE, and I hope
All children make the same.
I'll be a good American,
And hereto sign my name,



Signed _____

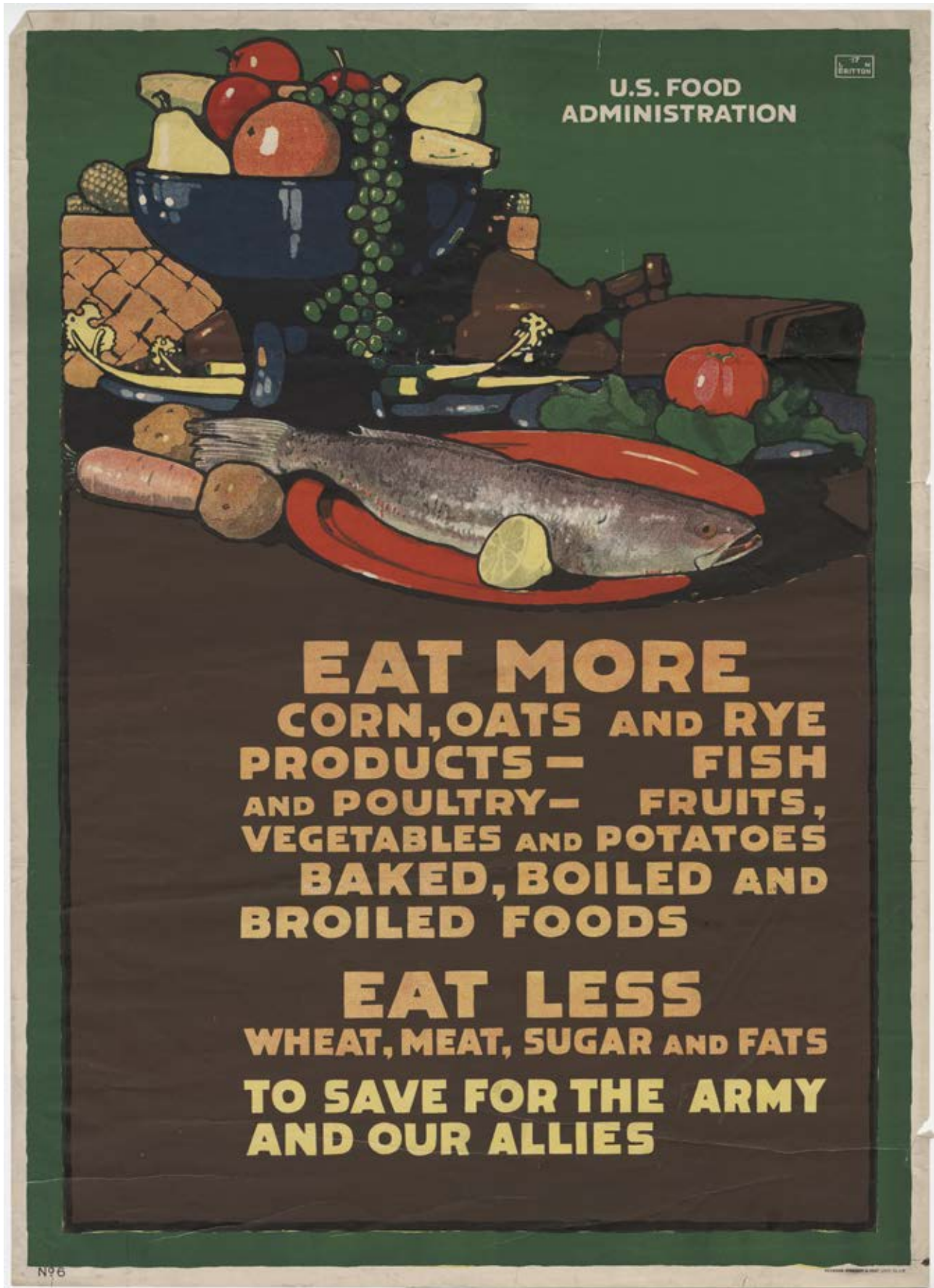
Address _____



REPRINTED BY SPECIAL PERMISSION OF JOHN MARTIN'S BOOK, THE CHILD'S MAGAZINE.

America - F-37

POSTER 32 | *A Little American's Promise*



POSTER 33 | *Eat More Corn, Oats, and Rye*



Food is
Ammunition-
Don't waste it.

N95

UNITED STATES FOOD ADMINISTRATION

POSTER 34 | *Food is Ammunition, Don't Waste It*



POSTER 35 | *Help Deliver the Goods*



POSTER 36 | *Keep It Coming*

PATRIOTISM

COLUMBIA CALLS

**ENLIST
NOW
FOR
U.S.
ARMY**

NEAREST RECRUITING STATION

Designed by FRANCES ADAMS HALSTED

COLUMBIA CALLS

DEDICATED TO THE PEOPLE OF THE UNITED STATES

5

Awake! ye men from dreams of Peace—
But sleep when danger's near,
But sing Old Glory to the breeze—
There are no cowards here!

Our fathers fought; like heroes died,
For years their blood they gave
That honor, home and Peace be ours;
Awake! Thy country save!

Our flag for home ever stands
To lift the weak, to lead the free,
America, our blessed land,
Is calling, calling thee.

From North to South; from Sea to Sea,
I hear the answering cry:
"Thy sons forever shall be true
For they will live and die!"

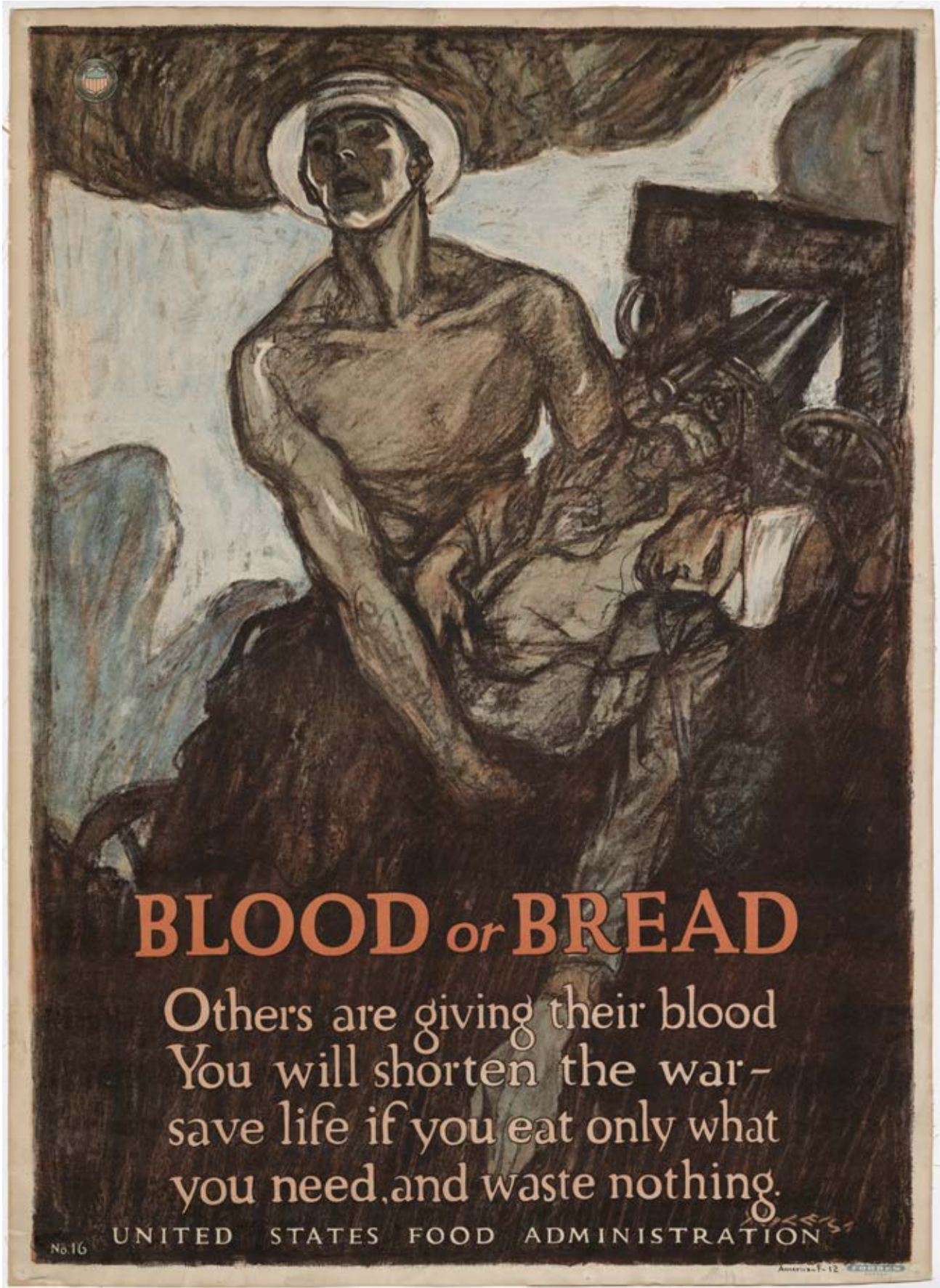
Then sing Old Glory to the main
Beneath her stars enroll,
For cowardice shall never stain
The glory of her fold.

The Stars and Stripes shall lead us on
A mighty host for right—
That Peace shall reign forevermore
And war from Earth shall flight.

Frances Adams Halsted

Painted by V. A.

POSTER 37 | *Columbia Calls*



POSTER 38 | *Blood or Bread*



Little
AMERICANS
Do your bit

Eat Oatmeal-Corn meal mush-
Hominy - other corn cereals -
and Rice with milk.

Save the wheat for our soldiers.

Leave nothing on your plate



UNITED STATES FOOD ADMINISTRATION

America - F-15

NO. 21

POSTER 39 | *Little Americans, Do Your Bit*



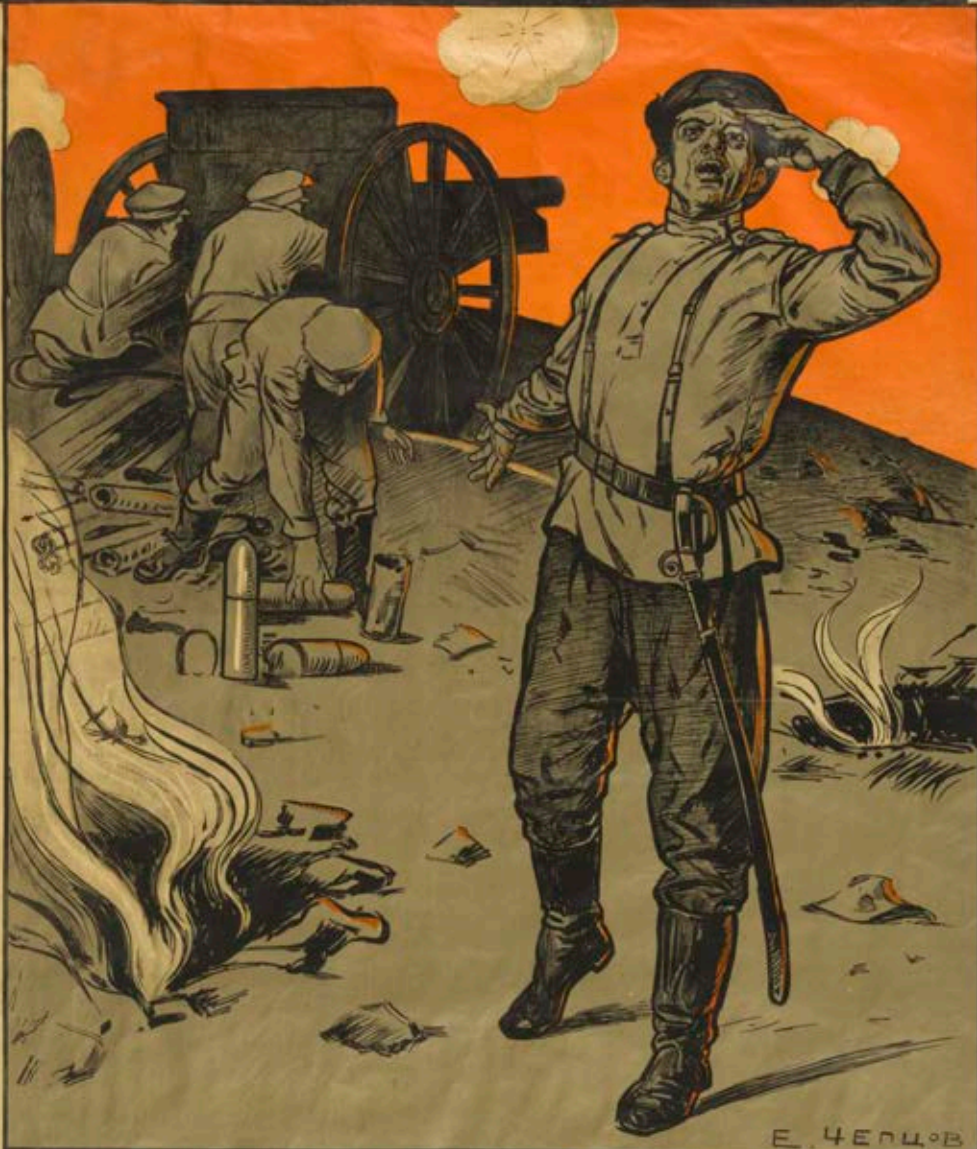
POSTER 40 | *Our Flags Beat Germany*



POSTER 41 | *Together We Win*

THE AMERICAN AMBULANCE IN RUSSIA

527 FIFTH AVENUE, NEW YORK

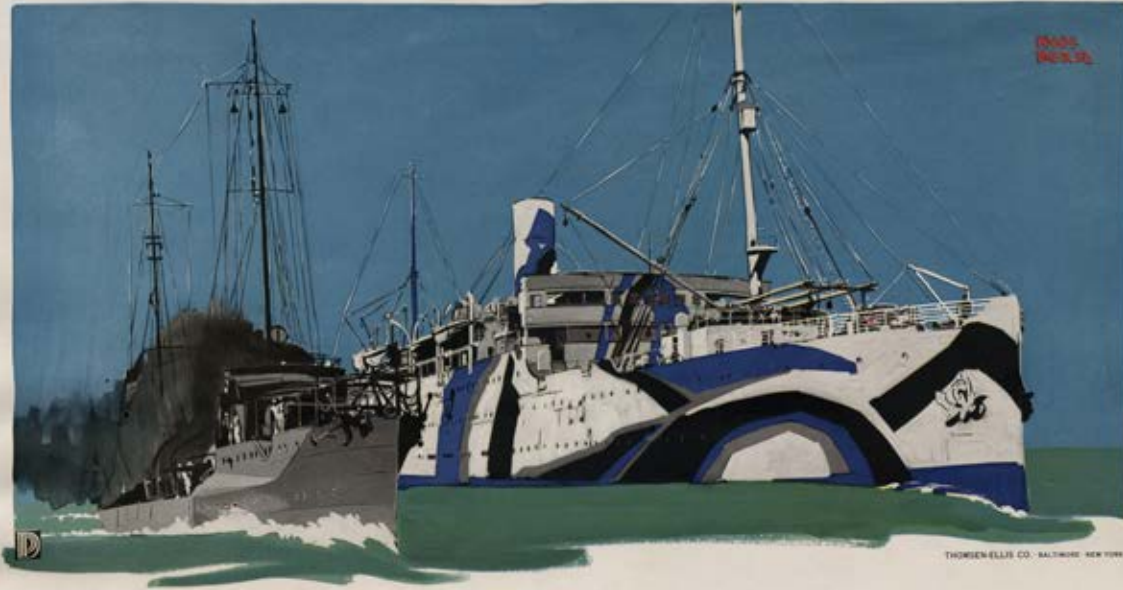


**ПОДПИСЫВАЙТЕСЬ НА
ВОЕННЫЙ 5½% ЗАЕМЪ
ЧѢМЪ БОЛЬШЕ ДЕНЕГЪ
ТѢМЪ БОЛЬШЕ СНАРЯДОВЪ!**

**THIS IS THE ONLY AMERICAN AMBULANCE
NOW SAVING LIVES IN RUSSIA**

Send Contributions to 527 Fifth Avenue, Room 501

POSTER 42 | *The American Ambulance in Russia*



The Ships Are Coming

YOU can help send this good news to our boys "Over There" by giving your employer a full day's work every day.

You are doing Government War Work. The product made here is urgently needed for American ships.

By jumping from place to place you are hindering their rapid completion.

Stick to your job

The boys in the trenches are fighting for you. Help them to victory by working faithfully for them. Let all be

On the Job for Victory

America - 5-19

UNITED STATES SHIPPING BOARD EMERGENCY FLEET CORPORATION
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POSTER 43 | *The Ships are Coming*



TO EVERYONE IN THIS PLANT:

THIS PLANT IS ENGAGED
UPON GOVERNMENT WORK
EVERY PERSON HERE OWES
THE UNITED STATES
A DUTY TO DO HIS UTMOST
TO MAKE MATERIAL FOR
OUR SHIPS CAREFULLY
AND SPEEDILY . . .
LET THIS BE YOUR PART

OUR COUNTRY IS DEPENDING ON YOU

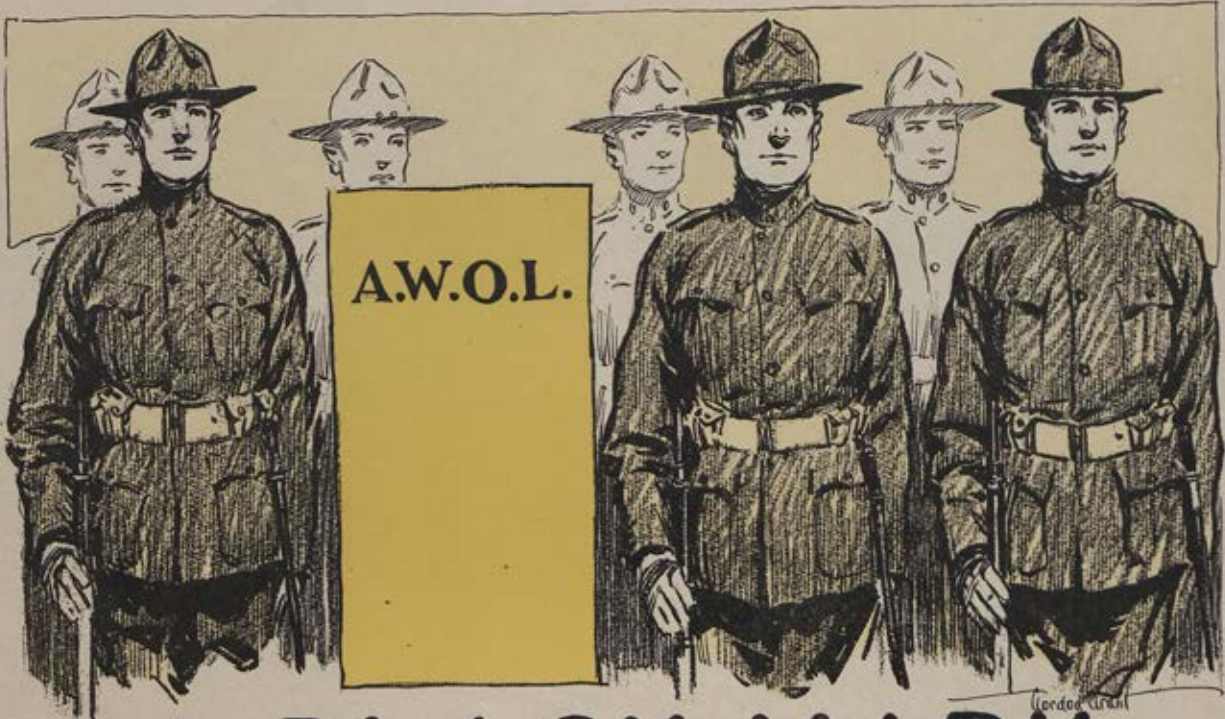
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America - 5-20

POSTER 44 | *To Everyone in this Plant*

SERVICE SERIES No. 10



A BLACK MARK FOR THE SQUAD

POSTER 45 | *A.W.O.L., A Black Mark for the Squad*

Have YOU a
Red Cross Service Flag?



ESTHER WILSON SMITH.



1918

COPYRIGHT THE AMERICAN RED CROSS

POSTER 46 | *Have You a Red Cross Service Flag?*

WOMEN



POSTER 47 | *Women! Help America's Sons Win the War*



POSTER 48 | *I Want You for the Navy*



POSTER 49 | *Hold Up Your End!*



POSTER 50 | *The Spirit of America*



POSTER 51 | *The Greatest Mother in the World* *The Greatest Mother in the World*

EVERY GIRL PULLING FOR VICTORY



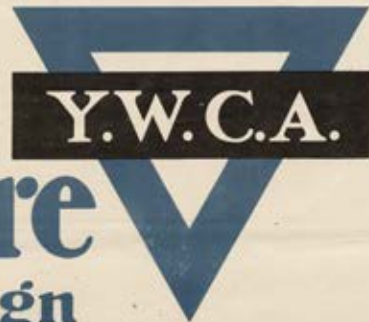
VICTORY GIRLS

UNITED WAR WORK CAMPAIGN

POSTER 52 | *Every Girl Pulling for Victory*



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

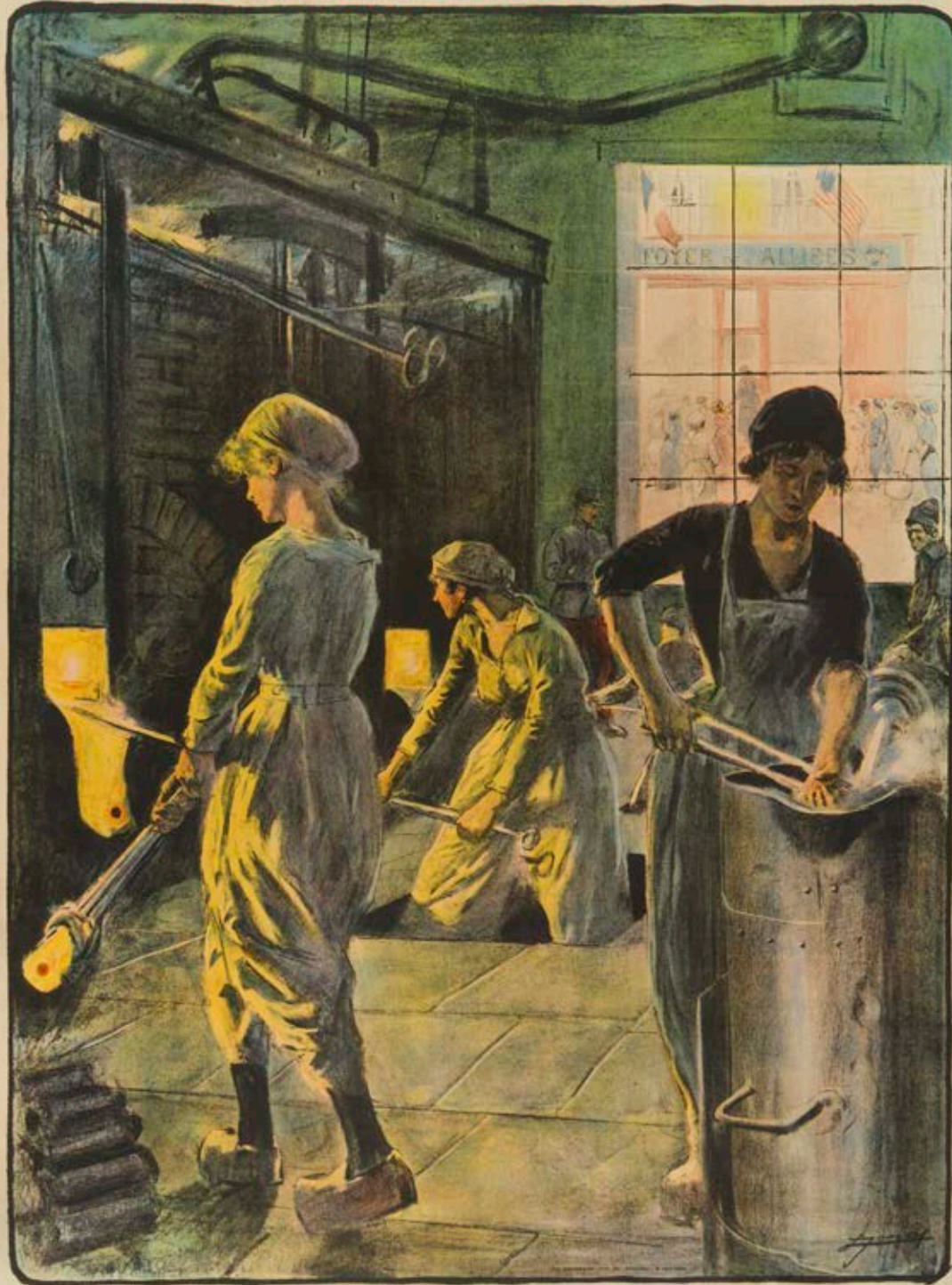


POSTER 53 | *Back Our Girls Over There*

FOUR YEARS IN THE FIGHT

Y.W.C.A. The Women of France Y.W.C.A.

We Owe Them Houses of Cheer



UNITED WAR WORK CAMPAIGN

POSTER 54 | *Four Years in the Fight*



POSTER 55 | *Fight or Buy Bonds*

Joan of Arc Saved France



W.S.S.
WAR SAVINGS STAMPS
ISSUED BY THE
UNITED STATES
GOVERNMENT

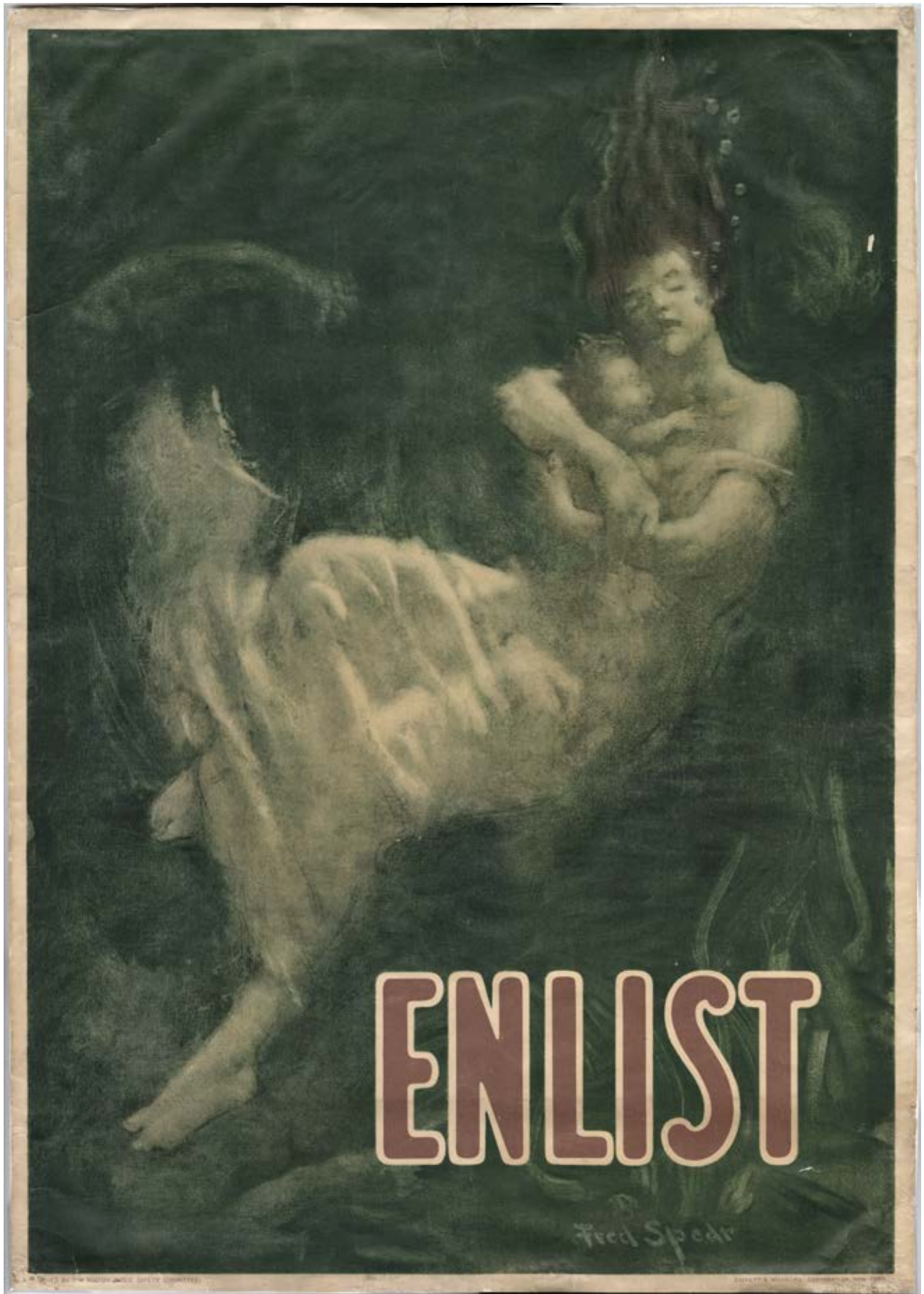
**WOMEN OF AMERICA
SAVE YOUR COUNTRY
Buy WAR SAVINGS STAMPS**

UNITED STATES TREASURY DEPARTMENT

52

POSTER 56 | *Joan of Arc Saved France*

RECRUITMENT



POSTER 57 | *Enlist, Lusitania Poster*

**THE SECOND
ARTILLERY**

1840 — 1917

NEEDS

200 REAL MEN

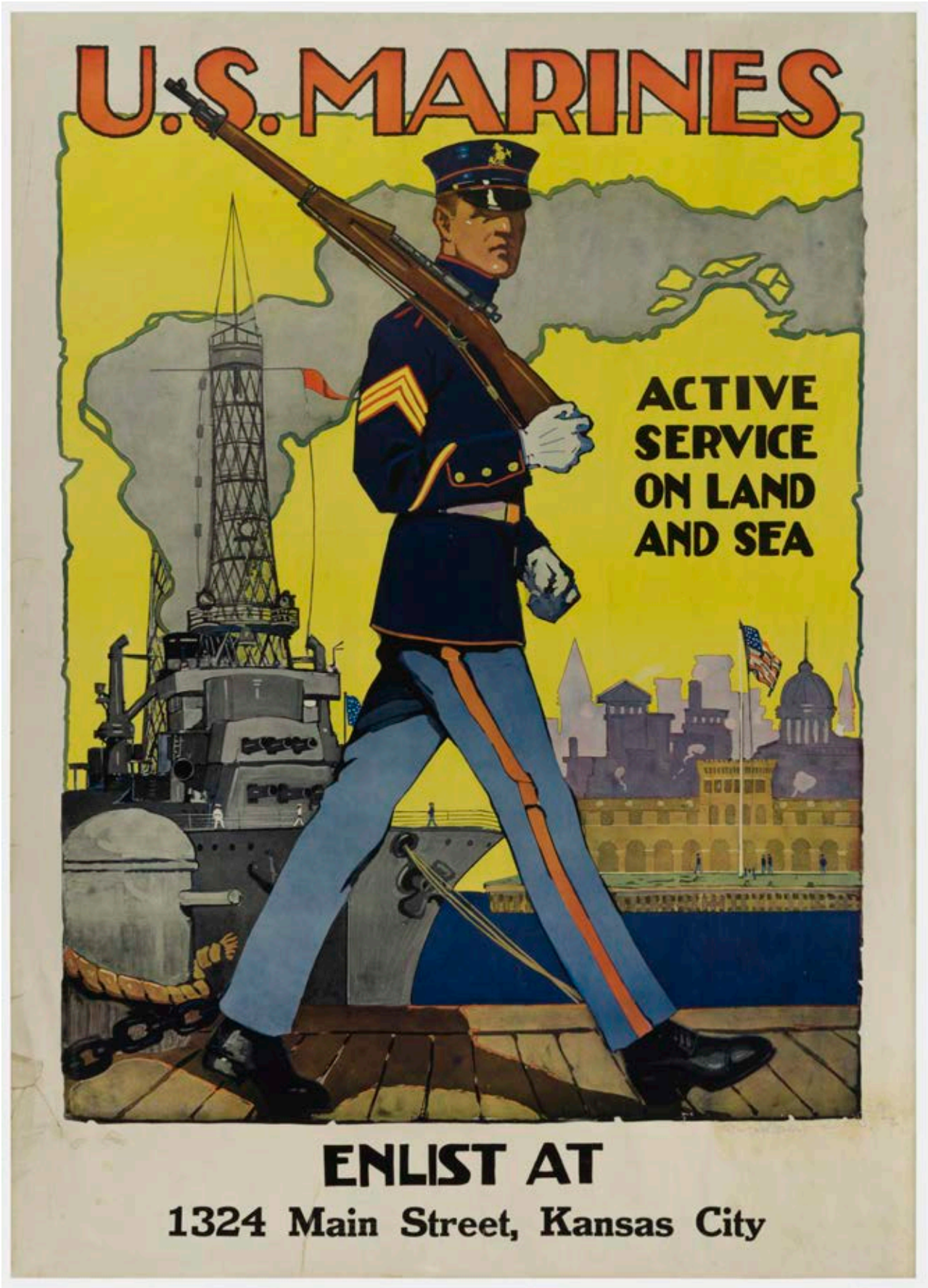


**WILL YOU
BE ONE?**

COMMITTEE OF PUBLIC SAFETY, DEPARTMENT OF MILITARY SERVICE, Sixth Floor Tower, Philadelphia

The Colossal Press, Philadelphia

POSTER 58 | *The Second Artillery Needs 200 Real Men*



POSTER 59 | *U.S. Marines, Active Service on Land and Sea*



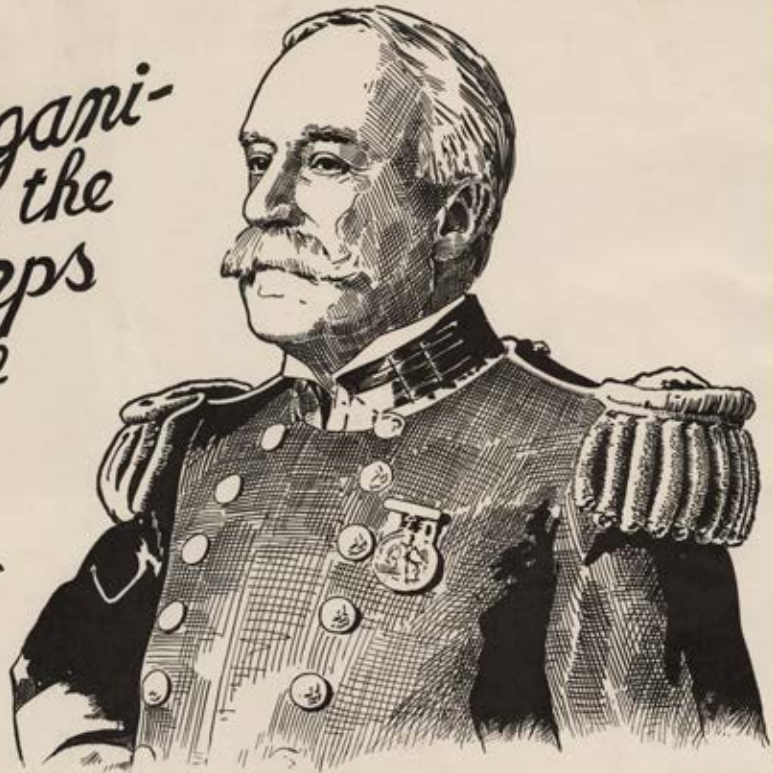
POSTER 60 | *Enlist in the Navy*

HE DID HIS DUTY

*"No finer
military organi-
zation than the
Marine Corps
exists in the
world."*

George Dewey.

ADMIRAL OF THE NAVY



WILL YOU ?

**JOIN FOR ACTIVE SERVICE
LAND AND SEA**

U.S. MARINES

Apply At

901 Main St., Kansas City, Mo.

FW7

POSTER 61 | *He Did His Duty, Will You?*

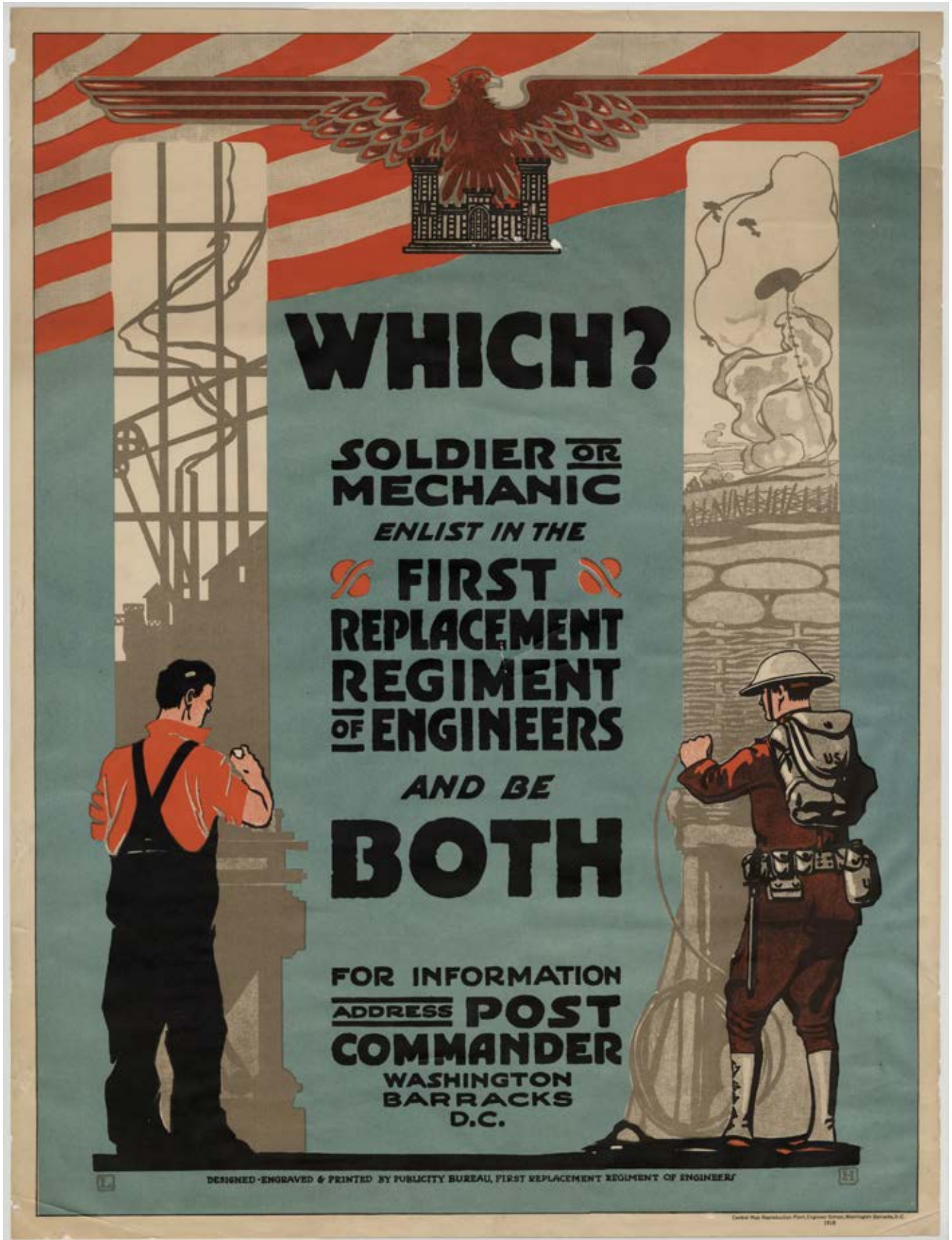
SCHITTE



JOIN THE ENGINEERS
AND
MAKE AMERICAN HISTORY
FIRST REPLACEMENT
REGIMENT OF ENGINEERS
NOW ENLISTING MEN BETWEEN
18 TO 21 AND 31 TO 41
APPLY TO COMMANDING OFFICER
WASHINGTON BARRACKS, D. C.

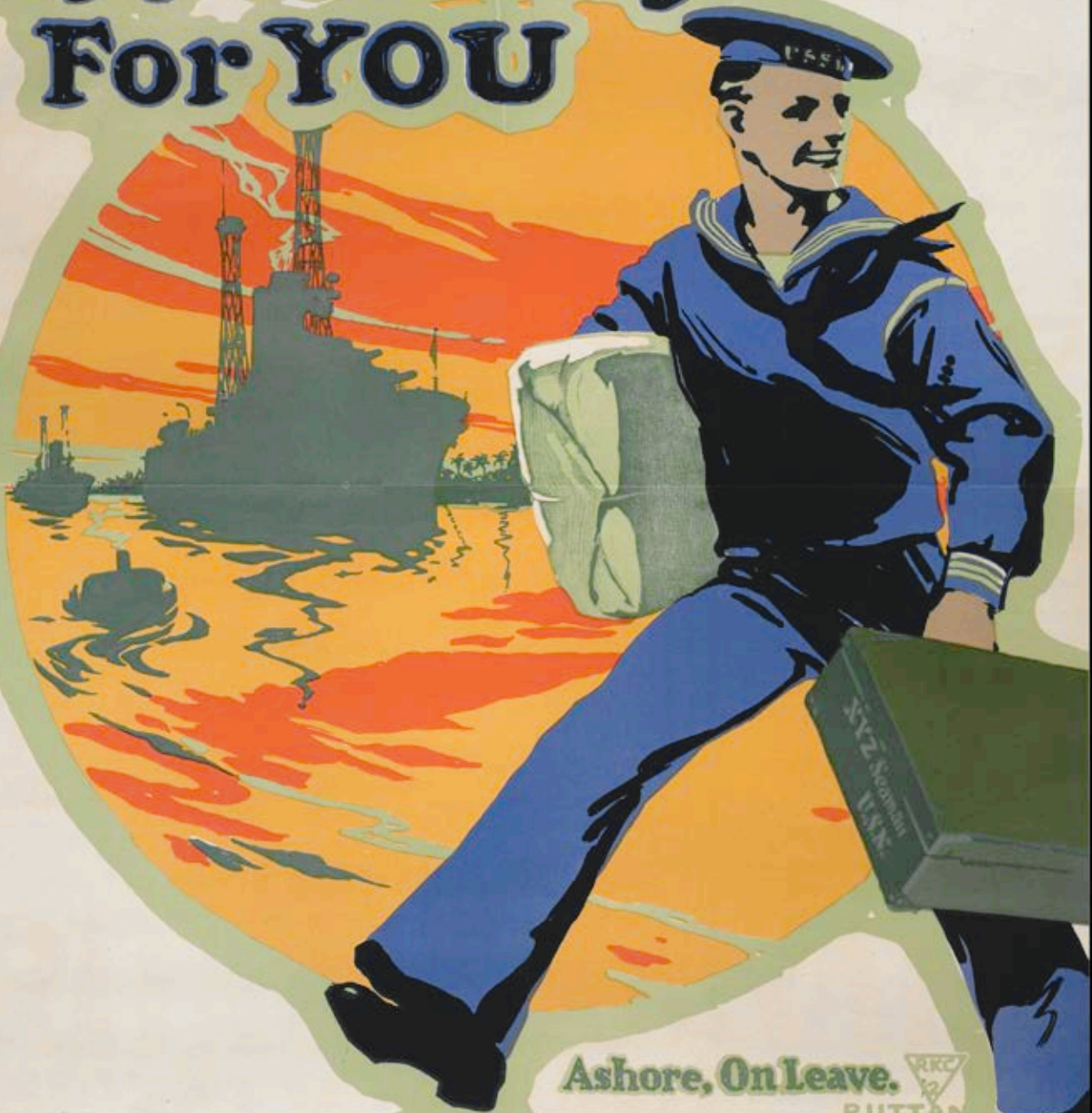


POSTER 62 | *Join the Engineers*



POSTER 63 | *Which? Soldier or Mechanic*

A Wonderful Opportunity For YOU



Ashore, On Leave.



United States Navy

POSTER 64 | *A Wonderful Opportunity for You*