



Music and Poster as propaganda in World War I

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This curriculum unit is recommended for music class (grade: 4 & 5)

Keywords: World War I, Sheet music cover, war-time posters, propaganda, patriotism

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: This curriculum unit is intended to introduce students in elementary school to a brief history of World War I and the use of various types of propaganda. They will study two forms of communication used propaganda during this time period, music and posters. Music was primarily played in homes and places of entertainment. Posters were displayed in various places to gain the attention or influence public opinion. By studying the propaganda used in these types of media, students will gain a greater understanding of the impact music and art can have on a society. Students will have the experience of critically analyzing various examples of propaganda. This should lead them to understand that propaganda was of providing Americans with the right information that would encourage their decision making. The power of propaganda is only limited to the influence that individuals are willing to accept. It is important that students realize that one song or piece of art can speak different messages to individuals. It is worth questioning if the information received was the original intent.

I plan to teach this unit during the coming year to 160 students in music class, 4th & 5th grade.

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Music and Poster as propaganda in World War I

Billye Kim Ballard

Introduction

This curriculum unit is designed for the music classroom, specifically 4th and 5th graders in Elementary school. This lesson is created to teach students about World War I and the role that America played. Upon completion of this unit students will be able to critically think about the role propaganda played in the Great War. They will see how communication through music and art connect to the emotions of people, ideas, and agenda. These forms of communication should not be seen as forcing involuntary choices on people but as influencing thought or behavior. One single song or canvas can ignite conflicting emotions from different people. A song can comfort one person and yet cause someone else to rise to anger. A single poster can engage someone to passion and also turn someone away in disgust. In World War I music and posters were used as propaganda to encourage various behaviors like thriftiness, pride, manliness, maternal nature, or specific actions like enlisting. In order for propaganda to be successful during the war, it needed to appeal to the primary emotion of hatred for the enemy.¹

Demographics

I work as the music teacher for grades K-5 at Mountain Island Lake Academy, in Charlotte Mecklenburg School system. My school is comprised of 63% African American students, 19% Caucasian students, 10% Hispanic students, 3% two or more races, 1% Native American students, and <1% Native Hawaiian or Other Pacific Islander students. The percentage of our students that would be classified as LSES, (low socio-economic status) households would be at 99%. The gender ratio is 51% female and 49% male.

Rationale

I chose this topic because I want to show students how to connect to the history of World War I by examining the music and history of this era. I hope by learning about the music of World War I, my students will relate to the emotions and complicated aspects that emerged as a response to the war, understand how Armistice Day has endured and transformed into our contemporary Veteran's Day, and the remembering soldiers who died fighting on Memorial Day.

Music has always been an avenue to evoke emotions that are relevant and relatable. Learning about our past is essential. Upon examination of our history and music, students' can piece together the see the emotions and strategies that were used to unite a common goal.

As students develop their skill of conversation, they will be able to dialogue with others regarding the steps Americans took in the war. They will also be able to discuss different components that develop because of war.

I believe it would be a great study of relatable content for my students. I believe that through this study they can find pride, patriotism, and connectedness.

Goals

The goals of this unit are to provide exposure to music as it relates to the Great War or World War I. Instruction will be presented for students to see how music and posters were used during the war to encourage participation and patriotism, as war propaganda and to connect the emotions that evolved from the war.

They will take a closer look at how music and posters were used as tools to influence involvement in the war. They will also experience how music affected the success of the war and how music motivated and mobilized civilians on the home front.

Upon completion of this Unit, students will be given the opportunity and encouragement to development their intellectual skills though analysis of this war-time culture. They will experience both scholarly independence and collaboration through comparison and contrasting music and war-time posters.

Content Research

It is essential to share the basic history about the war. This foundation will assist in the student discussion of events. This war is known by many names, the World War, the great war, and the war to end all wars.² History shows that the crucial incident that started the conflict was over the assassination of Archduke Franz Ferdinand of Austria and his wife Sophie. They were carried out by a secret Serbian military group call “The Black Hand.” As a response to this tragedy, the Austria-Hungary or Austro-Hungarian Empire declared war on Serbia, which started a chain of events and the beginning of World War I just one month later.³

America was reluctant to get involved. They took a neutral stance as long as they could. American’s felt this was a European war. The decision to get involved was linked to the emotion of enmity, hatred, or fear.⁴ If Americans were going to enter the war, they would need to be drawn to join as patriots.

The outcry from other countries became stronger for America. There were at least three factors that contributed to America’s decision to engage in the war: 1) fear of socialism and authoritarianism, 2) USW hurting trade and 3) the Zimmerman telegram.⁵

There was a brutal attack on the passenger ship, *The Lusitania*, and it was not enough to sway American to get involved but it did inspire discontent. It was a passenger ship bound for Liverpool, England from New York City. Due to heightened submarine warfare, it was torpedoed off the coast of Ireland by a German submarine. There were 1,962 passengers and only 764 survived. Americans counted for 128 of the casualties. When word spread of this attack, a widespread outrage ignited in the county. There was even a song written in response to this event. It was called, “*When the Lusitania went Down*” by Charles McCarron and Nat Vincent.⁶

*When The Lusitania Went Down*⁷

Words and Music by Charles Mc Carron & Nat Vincent

Published 1915 by Leo. Feist, Inc.

Verse 1

The nation is sad as can be,
A message came over the sea,
A thousand or more, who sailed from our shore,
Have gone to eternity.
The Statue of Liberty high,
Must now have a tear in her eye,
I think it's a shame,
Someone is to blame,
But all we can do is just sigh!

Verse 2

A lesson to all it should be,
When we feel like crossing the sea,
American ships, that sail from our slips,
Are safer for you and me.
A Yankee can go anywhere,
As long as Old Glory is there,
Altho' they were warned,
The warning they scorned,
And now we must cry in despair;

Chorus

Some of us lost a true sweetheart, Some of us lost a dear dad,
Some lost their mothers, sisters and brothers, Some lost the best friends they had.

It's time they were stopping this warfare, If women and children must drown,
Many brave hearts went to sleep in the deep, When the Lusitania went down.

In the second verse of this song, you can see a bit of scolding in the song. Germany warned Americans not to get on British ships, but the Americans ignored the warning. It also makes a demand in the chorus for our country to get involved and put an end to this war. When the U.S. finally entered the war, they called upon the memory of The Lusitania, using it to motivate and support the war even though this event occurred two years prior.

The second incident that occurred making it difficult for American to remain in its neutral state, was the atrocities committed toward the Belgium civilians by the German army. Some of these stories are facts and some were war time propaganda to encourage sympathy and pleas to American to help. The propaganda posters echoed the sentiment of Old Testament justice and violation of international law by Germany.⁸ Regardless, America was angered by the treatment of Belgian men, women, and children and the posters evoked a sense of both Patriotism and shame.⁹ There were stories that circulated in America that caused fear and anger. The neutrality of Belgium had been guaranteed by the Treaty of London (1839) by Prussia, but Germany felt they must march through Belgium in order to get around the opposing army, France.¹⁰ Here there is a definite sense that innocent civilians were being targeted and this was illegal according to the laws of international warfare. Yet, this did not inspire them to enter the war. However, it did inspire them to send aid and relief.

The final straw that seemed to provoke America to enter the war was a telegram that was

intercepted by the British. Germany wanted Mexico to attack and invade the United States in order to divert and use up American resources currently being sold to Allies. The U.S. banks, corporations, farmers, and industrialists supported the Allies through loans, trade, humanitarian aid, and donations. Thus, many Germans questioned America's so-called neutrality. This telegram was from a German diplomat who was proposing an offer to Mexico. Germany was seeking a secret alliance with Mexico. In return, Germany promised to allow the annexation of New Mexico, Texas and Arizona back to them. Upon reading this front-page news, Americans were determined to get involved and help end this conflict.¹¹

African American culture in the war

African Americans had an expectation that black men would improve their political status through honorable military service.¹² For some of the African American population, this opportunity was perceived as a moment of hope and change. They saw it as an opportunity to emerge with dignity, to strive for equality and recognition, and to transformation of their own race. Other African Americans, however, only saw this as African Americans laying down their life for White men.

When Americans decided to join the war, it became apparent that more men were needed to accomplish this goal. It was documented on July 5, 1917 that over 700,000 African Americans had registered for military service. However, due to their race, they were barred from the Marines and aviation units.¹³ After the quota of "black" registration was met, it became apparent they needed to establish a place for them to train separately from "white" soldiers. Unfortunately, the Army did not have any regulation on segregation, so most of the camps were free to determine their own rules. As you might expect, some received very poor treatment such as lack of military clothing, little food, and poor living conditions. Other camps did better and built separate barracks and supplied appropriate food for them.¹⁴ Even if the African Americans were shown to have leadership abilities, they were primarily used as labor during the war. A few of these brave men earned the rank of captain or first or second lieutenant.¹⁵ No matter the scenario, they were still determined to prove to America their loyalty and sacrifice.

One group that received particular recognition was the 369th Infantry Regiment, known as the Harlem Hellfighters. This group was awarded this name by the Germans, not Americans, for their ferocity and endurance. They were given this name because they never lost a man through capture, and never lost a trench or foot of ground to the enemy."¹⁶ They were so respected and appreciated by the French that they received the Croix de Guerre medal for their actions at Maison-en-Champagne.¹⁷ They were the only American soldiers in WWI to earn this medal, no white soldiers earned it.

During the war, the Harlem Hellfighters spent more time in continuous combat than any other American unit of its size, with 191 days in the front-line trenches. They also suffered more losses than any other American regiment, with more than 1,400 total casualties.¹⁸

These African American soldiers experienced equality and respect while fighting overseas with the French. This was eye-opening and caused them to dream about how life could be back in America. However, upon return they soon learned that they would not be welcomed as they had

hoped.

One area that did change, that they had control over was music. I came across an article entitled, “War, songs of the African-American Doughboys.” The information from this article suggests that most of their songs were “work” songs. A work song is associated with labor and allowed coordination in the timing of a task.¹⁹ This collection of songs was collected by John J. Niles, a lieutenant in the military. He was an aviator up and down the lines and he began a collection of songs used by soldiers. He found that his collection of African American songs to be more colorful in both words and music.²⁰

Here is an example from his collection and the story behind it: While black soldiers were unloading army trucks behind the battle front at Toul, in France, they were heard to be singing the following lyrics. However, some parts were lost in the moving of feet and the picking up or putting down of heavy objects.

Black man fights wid de shovel and de pick- Lordy, turn your face on me;
He never gits no rest’cause he never gits sick- Lordy, turn your face on me.
Jined de army fur to git free clothes- Lordy, turn your face on me;
What we’re fightin’ ‘bout, nobody knows- Lordy, turn your face on me.
Never goin’ to ride dat ocean no more; Lordy, turn your face on me;
Goin’ to walk right home to my cabin door- Lordy, turn your face on me.²¹

This type of call and response songs are typical work songs. It encourages the laborers to keep a productive rhythm as they work. It also allows freedom to the person singing the “call” as they are free to adlib as the job necessitates. It takes their mind off the stress of the labor and allows them to focus more on the rhythm of their movements.

Songs of this era often have complicated or contradictory meanings. You can read in this song the idea of racial fitness and poverty. It could be interpreted to carry that Black Americans were miserably poor and fought because they got free clothes, not out of patriotism or duty.

Propaganda

As defined, propaganda is “ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause.”²² In this war music and posters were a type of propaganda to encourage various behaviors like thriftiness or specific actions like enlisting. After sharing this definition, it is important to understand just a few of the various types of propaganda used and to discover how music was used to propagate the war effort. By distributing this type of information, people would be drawn to pacifism or be persuaded to join in the war effort.

There are several types of propaganda that we will look at. It is important to note communication was quite limited during this time. First, let us look at poster propaganda. It should be noted that no other nation produced as many war posters as the United States in World War I.²³ Perhaps the US produced more in volume due to our large geographic area or because variety was needed to sway opinion.

The first example of poster propaganda deals with the appeal to the emotions of others. The United Kingdom was the most involved in the war and they designed this poster to goad America into joining. The United Kingdom believed that if America would join then the war could be won sooner.



If you look closely at this poster you will see that the woman is asleep, (referring to America). We know this because she is dressed in the American flag. The headline, “WAKE UP, AMERICA!” can be deciphered as one country calling out another country to join in the fight.

They even were bold enough to suggest that if Americans chose to continue to decline in this fight, then they should consider themselves “uncivilized.”

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Another type of propaganda used connected the reader through the use of strong words. As you can tell from this poster it is meant to reach out and connect to those who are home. It is designed to help them see and feel patriotism.



This poster was designed by James Montgomery Flagg (artist). He designed 46 posters for the government.²⁵ You will notice the colors used represent our national colors, thus, alluding to patriotism. The man in the poster is an older white male with facial hair. This was not the style of 1917 but rather from a time in the past. Perhaps this image is used to represent a plea or the voices of our founding fathers. The poster is a challenge to get up and do something about the problem.

It is also a direct plea, that America or “Uncle Sam” is pointing directly at the reader.

The final type of propaganda that we will look at was used to guilt civilians into doing what everyone else is doing. In this case, be a man and join in the fight to win the war. The faster they get others involved the less power their adversaries held.



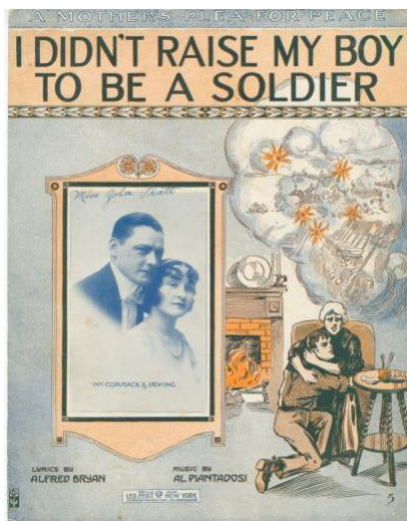
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Bernice Smith had stopped by a local recruiting office in California and blurted out the words, “Gee, I wish I were a man, I’d join the Navy.” She was unaware that Howard Chandler Christy was also in the office. Howard Chandler Christy was recruited by the government to design military recruitment posters.

This is a flirty poster designed to interest men. It implied that fun and excitement awaited them across the sea. Ten days after posing for the poster, she became the first woman to enlist in the Navy through her local recruitment office in California.

Music followed the progression of the war. The mass production and everchanging musical themes, was intended to keep the public connected to emotions. Composers sought to engage the neutralists through the lyrics and sheet music covers. As the war became closer, their message gravitated to embracing the war.

There were many Americans that were still opposed to involvement in the war. The song, “*I Didn’t Raise My Boy to Be A Soldier*,”²⁷ was written to connect to the one who was the heart of the home, the mother. The words seem to call out to the strength of the mother figure and ask her to demand that America continue to take a pacifist stand, to encourage peace. The words are a challenge to the leaders of the country to consider the personal loss that will occur in their homes if they engage in the war. The song implies not only the devastation and the connectedness of the home, but it verbalizes the destruction of the hopes and dreams for their sons. This song was written in 1915 and was written in hopes rejecting militarism.²⁸



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The cover depicts that if a son dies in the war, the mother will not have anyone left to cherish. The mother holding on to her son confirms the last line of the second verse, “the boy belongs to me.”²⁹

In the picture you see an older woman who is perhaps too old to have such a young son. It implies that as she grows older, she will not have anyone to take care of her. It suggests that her son’s future dreams will be for nothing if he dies.

*I Didn't Raise My Son to Be a Soldier*³¹

By Al Piantadosi and Alfred Bryan

Verse 1

Ten million soldiers to the war have gone,
who may never return again.
Ten million mothers' hearts must break,
For the ones who died in vain.
Head bowed down in sorrow in her lonely years,
I heard a mother murmur thro' her tears:

Verse 2

What victory can cheer a mother's heart,
When she looks at her blighted home?
What victory can bring her back,
All she cared to call her own.
Let each mother answer in the years to be,
Remember that my boy belongs to me!

Chorus:

I didn't raise my boy to be a soldier, I brought him up to be my pride and joy,
Who dares to put a musket on his shoulder, To shoot some other mother's darling boy?
Let nations arbitrate their future troubles, It's time to lay the sword and gun away,
There'd be no war today, If mothers all would say, I didn't raise my boy to be a soldier

Another song and cover to consider is "*K-K-K-Katy*."³² This song was written for the boys going off to war. It was a patriotic song written to give the boys something to look forward to when they returned from the war. This song is singable and fun, definitely a song the soldiers could sing sitting around the barracks or in the trenches. It was meant to bolster the moral of the soldier's while they were away from home and give them something to dream about, their girl.



The lyrics center around the complications that occur when boys are overwhelmed by the beauty of a woman, and they begin to stutter.

On the cover you will see a soldier holding the hand of his sweetheart. He is portrayed as just an average guy, a country boy in fact. She is definitely a farmgirl as you can see the detail of Gingham fabric on her clothes. This dress was associated with midwestern Americans. You can also notice a cow and shed-type building in the background. Perhaps this image was to draw sympathy from Americans from that part of the country and to emphasize the innocence and youth of the soldier.

K-K-K-Katy³⁴
By Geoffrey O'Hara

Verse 1

Jimmy was a soldier brave and bold,
Katy was a maid with hair of gold,
Like an act of fate,
Kate was standing at the gate,
Watching all the boys on dress parade,
Jimmy with the girls was just a gawk,
Stuttered ev'ry time he tried to talk,
Still that night at eight,
He was there at Katy's gate
Stuttering to her this love sick cry.

Verse 2

No one ever looked so nice and neat,
No one could be just as cute and sweet,
That's what Jimmy thought,
When the wedding ring he bought,
Now he's off to France the foe to meet.
Jimmy thought he'd like to take a chance,
See if he could make the Kaiser dance,
Stepping to a tune,
All about the silv'ry moon,
This is what they hear in far off France.

Refrain

“K-K-K-Katy, beautiful Katy,
You're the only g-g-g-girl that I adore;
When the m-m-m-moon shines,
Over the cow shed,
I'll be waiting at the k-k-k-kitchen door.”

Finally let us look one of the best-known hits from the war.³⁵

One of the reasons this song became famous was due to the emotional connection of home to the soldier. There is an underlying cadence that made it easy for the soldiers to march to this song. The words are telling the allies that support is coming. America will settle this quickly and we will not leave until it is over. In verse 2, it references the “Huns” as Germans and in the chorus, it references America as the “Yanks.”



You will note the significance of the female in this cover. She is wearing an outfit that looks like a uniform. This is not a WWI uniform but is reflective of uniforms from the Revolutionary War. Perhaps they are trying to persuade people or specifically women to remember a time of great patriotism. During the Revolutionary War all Americans were on the “same side”, the side of Liberty.

The cover suggesting that females are standing behind their soldier boys. She is giving a salute as she looks them boldly in the eye.

You will also see eagles circling, preparing to attack the prey, with stars and stripes on each side and the use of patriotic colors.

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“Over There”³⁷
by George M. Cohan

Verse 1:

Johnnie get your gun, get your gun,
 get your gun
 Take it on the run, on the run,
 on the run

Hear them calling you and me
 Every son of liberty

Hurry right away, no delay,
 go today
 Make your daddy glad to have had
 such a lad
 Tell your sweetheart not to pine
 To be proud her boy's in line

Verse 2:

Johnnie get your gun, get your gun,
 get your gun
 Johnnie show the Hun you're a
 son of a gun

Hoist the flag and let her fly
 Yankee Doodle do or die

Pack your little kit, show your grit,
 do your bit
 Yankees to the ranks from the towns
 and the tanks
 Make your mother proud of you
 And the old Red White and Blue.

CHORUS (repeated twice):

Over there, over there
Send the word, send the word over there
That the Yanks are coming, the Yanks are coming
The drums are rum-tumming everywhere

So prepare, say a prayer
Send the word, send the word to beware
We'll be over there, we're coming over
And we won't come back till it's over, over there.
Over there.

Teaching Strategies

Vocabulary:

Vocabulary development is essential for this unit. It will be taught at the beginning of the unit and referenced as prior knowledge. Students will be expected to reference definitions (i.e. The Great War, propaganda, etc.) and appropriate use of terms as they respond in their writings.

- **World War I** – 1914-1918 a global war originating in Europe
- **Work song** – A work song is associated with labor and allowed coordination in the timing of a task.³⁸
- **Culture** – the beliefs, customs, arts, of a particular society, group, place, or time³⁹
- **Emotions** – A strong feeling (such as love, anger, joy, hate, or fear)⁴⁰
- **Neutral** – not supporting either side of an argument, fight, war, etc.⁴¹
- **Pacifist** – someone who believe that war and violence are wrong and who refuses to participate in or support a war⁴²
- **Patriotism** – Love that people feel for their country⁴³
- **Propaganda** – ideas or statements that are often false or exaggerated and that are spread in order to help a cause a political leader, a government, etc.⁴⁴
- **War-time** – a time when a country is involved in a war⁴⁵

Turn and Talk:

The students will be permitted and encouraged to participate in discussion in the classroom or via zoom. This will permit more students to participate and have more meaningful and engaging conversations.

Word Wall:

The students will have a place to create and display in the classroom important ideas. It may consist of new vocabulary, important ideas, opinions, and comprehension.

Journal Writing:

The students will have the opportunity to record their reasoning, thoughts, and opinions. They will share their journal with the teacher.

Aural & Visual analysis:

Aural & Visual analysis improves critical thinking. Students will have the opportunity to hear

songs from WWI. They will identify new words or phrases. They will be asked to discuss the emotions these words might create. We will discuss the historical context of these songs. The students will analyze visual propaganda posters and write down their interpretation of what the poster is trying to say. We will discuss the historical context of the poster images

Lessons & Activities

Lesson 1 War-time songs & propaganda

Objective – To analyze War-time music propaganda Standard – 5.CR.1.1 & 5.CR.1.2

Materials ([Appendix 2](#), [Appendix 3](#))

Activity 1

- Students will be introduced to a basic history of WWI and propaganda. Students will be allowed to ask questions and respond to information presented.
- Students will be given a collection of War-time songs used for propaganda. (See Appendix 2) They will analyze the cover of a variety of sheet music. They will choose one song to record a written analysis and document this information on paper (See Appendix 3)
- Students will write a journal entry to reflect their personal thoughts on the use of music as war-time propaganda.

Lesson 2 War-time posters & propaganda

Objective – To analyze War-time propaganda

Standard– 5.CR.1.1 & 5.CR.1.2

Materials ([Appendix 4](#), [Appendix 5](#))

Activity 2

- We will discuss how propaganda can be received and perceived by various ideas and perspectives. Students will be allowed to ask questions and respond to information presented.
- Students will be given a collection of War-time songs used for propaganda. (See Appendix 4 & 5) They will analyze the cover of a variety of sheet music covers. They will choose one song to record their analysis and record this information.
- Students will write a journal entry to reflect their personal thoughts on the use of music as war-time propaganda.

Lesson 3 Creating propaganda

Objective – To design a piece of War-time propaganda

Standard– 5.CR.1.1 & 5.CR.1.2

Materials ([Appendix 6](#))

Activity 3

- We will discuss how propaganda does not dictate responses but rather influences thought.

Students will be allowed to ask questions and respond to information presented.

- Students will be given the opportunity to create their own propaganda. They can choose to create a poster or a sheet music cover, (this would need to be connected to a song they studied and related to an idea of propaganda that we studied).

Assessments:

Several informal assessments will be completed throughout the unit. They will complete an analysis on sheet music covers and war-time posters, complete a journal entry, and create a piece of war-time propaganda. Students do not receive grades at the Elementary level so their grades will be marked as complete or incomplete.

Appendix 1

Implementing Teaching Standards

This curriculum unit will include social studies, English Language Arts, and Music standards (North Carolina Department of Public Instruction) for grades 4 and 5.

4th Grade English Language Arts (Speaking and Listening Strand)

5th Grade English Language Arts (Speaking and Listening Strand)

- SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4th Grade Social Studies Standard – Cultural

5th Social Studies Standard - Cultural

- 5.C.1 Understand how increased diversity resulted from migration, settlement patterns and economic development in the United States.

4th Grade Arts Education – Music

- 4.MR.1 Understand the interacting elements to respond to music and music performances.
- 4.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

5th Grade Arts Education – Music

- 4.MR.1 Understand the interacting elements to respond to music and music performances.
- 5.CR.1 Understand global, interdisciplinary, and 21st century connections with music.

4th Grade Arts Education – Visual Arts

- 4.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
- 4.CR.1 Use critical analysis to generate responses to a variety of prompts.

5th Grade Arts Education – Visual Arts

- 5.CX.1 Understand the global, historical, societal, and cultural contexts of the visual arts.
- 5.CR.1. Use critical analysis to generate responses to a variety of prompts.

Appendix 2

War-time Songs to analyze



Harry Von Tilzer Music Publishing Co., New York :, [1917].

I Don't Know Where I'm Going But I'm On My Way (George Fairman)⁴⁶

Goodbye ev'rybody, I'm off to fight the foe.
Uncle Sammy is calling me, so I must go.
Gee, I'm feeling fine,
Don't you wish that you were me?
For I'm sailing tomorrow
Over the deep blue sea.

CHORUS

And I don't know where I'm going,
but I'm on my way,
For I belong to the regulars I'm proud to say
And I'll do my duty night or day.
I don't know where I'm going,
But I'm on my way.

Take a look at me,
I'm a Yankee thro' and thro'.
I was born on July the Fourth in ninety-two,
And I'll march away with a feather in my hat,
For I'm joining the army.
What do you think of that?



Joe Morris Music Co., New York :, [1917].

AMERICA, HERE'S MY BOY⁴⁷
(Arthur Lange / Andrew B. Sterling)

There's a million mothers knocking
at the nation's door
A million mothers, yes
and there'll be millions more
And while within each mother heart they pray
Just hark what one brave mother has to say

America, I raised a boy for you America,
you'll find him staunch and true
Place a gun upon his shoulder,
he is ready to die or do
America, he is my only one, my hope,
my pride and joy
But if I had another, he would march beside
his brother
America, here's my boy!

There's a million mothers waiting
by the fireside bright
A million mothers, waiting for the call tonight
And while within each heart there'll be a tear
She'll watch her boy go marching with a cheer

America, I raised a boy for you America,
you'll find him staunch and true
Place a gun upon his shoulder,
he is ready to die or do
America, he is my only one, my hope,
my pride and joy
But if I had another, he would march beside
his brother
America, here's my boy!



Shapiro, Bernstein & Co. Inc., New York :, [1917].

**Gee! What a Wonderful Time We'll Have
When the Boys Come Home⁴⁸
(Mary Earl)**

The east, the west have days they love best and we
have the south and the north
A certain date they all celebrate, and that is the
glorious fourth,
But there is a day soon to come when America'll
make things hum

The sun will surely shine on that day to welcome
our soldier boys home. As stiff as starch we'll
watch them all march. Our hero's from over the
foam.
The welcome they're going to get, that America
won't forget

Chorus:

*Gee! What a wonderful time we'll have
When the boys come home
The girls will be dressed in their Sunday best
When the boys come home
The flags will fly and the bands will play
We'll all turn out with a smile so gay
And ev'ry one shouting, "Hip Hip Hooray:
When the boys come home*

Appendix 3

Song Analysis Worksheet

Directions: Choose a song to answer the following questions.

1. What is the title of the Song? _____

2. Write a three-sentence summary describing the main idea of the song.

3. Choose one or two phrases of the song that are interesting to you and explain why.

4. Based on the lyrics, in your opinion, what seems to be the viewpoint expressed in the song?

Appendix 4

War-time Posters to analysis

“True Sons of Freedom”⁴⁹



Chicago : Chas. Gustrine, 1918.

“Join the Air Service and Serve in France”⁵⁰



Verrees, J. Paul, artist, 1917.

Appendix 5

Poster Analysis Worksheet

Directions: Choose a poster to answer the following questions.

1. What is the title of the Poster? _____

2. Write a three-sentence summary describing the main idea of the poster.

3. Choose one or two illustrations in the poster that are interesting to you and explain why.

4. Based on the artwork, in your opinion, what seems to be the viewpoint expressed in the poster?

Appendix 6

Design your own War-Time Poster or Song Sheet cover.

Give your artwork a name:

Describe what you are trying to say in through your design.

Materials:

Materials needed can be found in each lesson activity and are linked to an appendices.

Student Resources:

"World War I (WW1) Facts, Worksheets, History & Information For Kids." KidsKonnnect. September 19, 2020. Accessed November 21, 2020. <https://kidskonnnect.com/history/world-war-i/>. This website gives some basic information about WWI for kids.

"World War 1 Facts for Kids." National Geographic Kids. October 31, 2019. Accessed November 21, 2020. <https://www.natgeokids.com/au/discover/history/general-history/first-world-war/>. This website contains fun facts and basic information about WWI for kids.

"Fun Facts and Social Studies." History for Kids. July 24, 2019. Accessed November 21, 2020. <https://www.historyforkids.net/>. This website illustrates a timeline for students to help

Teacher Resources:

"World War I Music." Smithsonian Institution. Accessed November 21, 2020. <https://www.si.edu/spotlight/wwi-music>. This website gives a better picture of the diversity of music.

"Rallying Support for the War Effort (WWI)." Smithsonian Institution. Accessed November 21, 2020. <https://www.si.edu/spotlight/promoting-the-war-effort>. This shows a collection of propaganda posters used in WWI.

Library of Congress: <https://www.loc.gov/topics/world-war-i/> This is a great website to access a wide area of the information regarding World War I. You can find any content such as notated music, audio recordings, photo's, prints, and more

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