



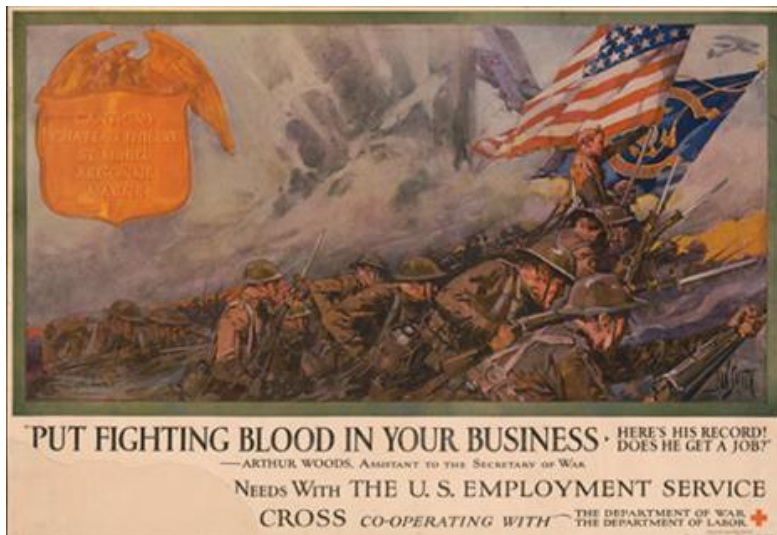
World War I and The Art of War: WWI Posters from the Collection of Oscar Jacobson

OKLAHOMA HISTORY CENTER EDUCATION DEPARTMENT

The beginnings of World War I (WWI) in **Europe** began long before the United States joined the Great War. In June of 1914, the Archduke of the Austrian-Hungarian Empire Franz Ferdinand and his wife Sophie were assassinated. The Austrians suspected the Serbians, and declared war one month later. The chain reaction after these events are what would become the Great War, or the First World War. The United States did not formally enter the war until it declared war on Germany in 1917.

The war had many effects on the United States and Oklahomans before entrance into war in 1917. There were supporters and opponents of the war, opponents of the Selective Service Act, and effects on the United States' **economy**. Crop prices fell and rose, **rations** began to conserve for the war, and free speech was questioned. Many of these issues lasted throughout the war.

Explore the Great War and its lasting effects on Oklahoma throughout this exhibit.



Dan Smith (1865–1934), Put Fighting Blood in Your Business.¹



American Red Cross Blood Drive (OHS Collections).¹

World War I and The Art of War

Timeline

1914

June 1914 – Franz Ferdinand, archduke of Austria-Hungary, and his wife Sophie are assassinated

July 1914 – Austria-Hungary declares war on Serbia

August 1914 – Germany declares war on Russia, France, Belgium, and invades France

Britain declares war on Germany and Austria-Hungary

US declares its neutral stance

France declares war on Austria-Hungary

Japan declares war on Germany

Austria-Hungary declares war on Belgium and invades Poland (Russian)



Franz Ferdinand and wife Sophie (image courtesy of *Smithsonian Magazine*)³



(OHS Collections)⁴

October 1914 – Commission for Relief in Belgium



(Image courtesy The National WWI Museum and Memorial.)⁵

1915

January 1915 – Bread rationing introduced in Germany

May 1915 – German U-boat torpedoes the civilian ship *Lusitania*, including 128 US citizens



Lusitania leaving New York Harbor (image courtesy of the Library of Congress).⁶

1916

June 1916 – National Defense Act signed into law expanding the size and scope of the US military

November 1916 – Woodrow Wilson is reelected

1917

February 1917 – US severs relations with Germany

April 1917 – US declares war on Germany and officially enters WWI

May 1917 – Selective Service Act

June 1917 – Espionage Act

First US Troops arrive in France

First Liberty Loan

July 1917 – First lottery of draft

December 1917 – The Eighteenth Amendment is passed and prohibition begins

1918

January 1918 – 14 Points



Poster promoting Daylight Saving Bill (image courtesy Library of Congress).⁷

March 1918 – Daylight saving time begins in the US

November 1918 – Armistice (eleventh day, eleventh month, eleventh hour) WWI ends



(Image courtesy of the Library of Congress.)⁸

1919

January 1919 – Peace conference in Paris

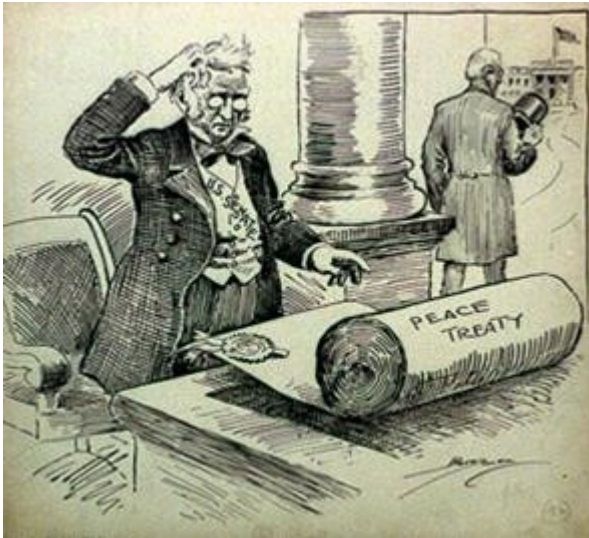
February 1919 – League of Nations created

June 1919 – Germany and Allies sign the Treaty of Versailles

July 1919 – Treaty of Versailles is submitted to the Senate

August 1919 – The Nineteenth Amendment passed by Congress giving women the right to vote

November 1919 – Treaty of Versailles not ratified by Senate



(Image courtesy of the Library of Congress.)⁹

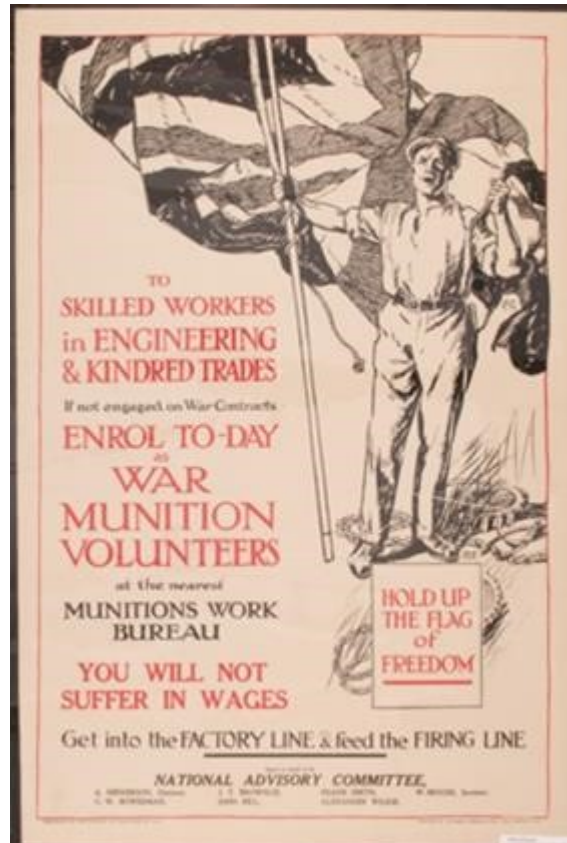
The Economy and the War Effort

The US **economy** was in a recession when the Great War began. Crop prices went down when Germany **blockaded** several **Allied** ports, which in turn hurt several Oklahoma farmers. In late 1916, crop prices soared when **European** markets opened up which not only helped the farmers, but also eased anxieties about the US entering the war.

The US being able to finance the military during wartime was becoming a possibility. Before the US entered the war, not only did crop prices rise, but **industry** expanded. The US began manufacturing goods for the military and the Allies, expanding the need for workers and decreasing the unemployment rate. People were encouraged to support the war effort by **rationing** food, working to produce the goods the soldiers needed in a factory, or by monetary support. Once the US entered the war, the was encouraged public to share their support of military by buying war **bonds**.



(Image courtesy Library of Congress.)¹⁰



(Image courtesy Library of Congress.)¹¹

Oklahomans in WWI

The Great War affected everyone in the United States in many different ways. Oklahoma is home to war supporters, protesters, war heroes, and draftees. In 1917, Congress passed the Selective Service Act. This required all men to register for military service if they were between twenty-one and thirty years old.

This Act and the war itself faced resistance in many places and fueled a small uprising in Sasakwa, Oklahoma in 1917. The issues with the war ignited an already hostile group of land owners and tenant farmers, who joined the Socialist Party in the hopes of changing government and public policy about things such as land use and land taxes. They met near Sasakwa, planning to march to Washington DC, eating beef and roasted green corn on their way. Their uprising ended with a meeting of posses, resulting in three dead and more than 400 arrested after they burned several bridges and cut telegraph lines.

First Oklahoma/Thirty-Sixth Infantry Division and Code Talkers

The First Oklahoma **Infantry** unit was a National Guard unit. It was the first group from Oklahoma to be called upon in the Great War. They met with other units in 1917 at Camp Bowie, Texas, to become a part of the Thirty-Sixth Infantry Division.

The Thirty-Sixth arrived in France in the summer of 1918 and returned to Texas in spring of 1919. During their time in France, the Thirty-Sixth Infantry fought victoriously in the battle at Ferme Forest.

In France, the communications code was intercepted and broken by the Germans. Needing a way to get their messages through company lines, runners were used, but several runners were captured and their messages never delivered. After overhearing Choctaws speaking to each other in their native language, an officer began training the "code talkers." The code talkers sent messages via writing and by field telephone, resulting in several victories. Many tribes became code talkers including men from the Choctaw, Cherokee, Comanche, Cheyenne, and Osage tribes.



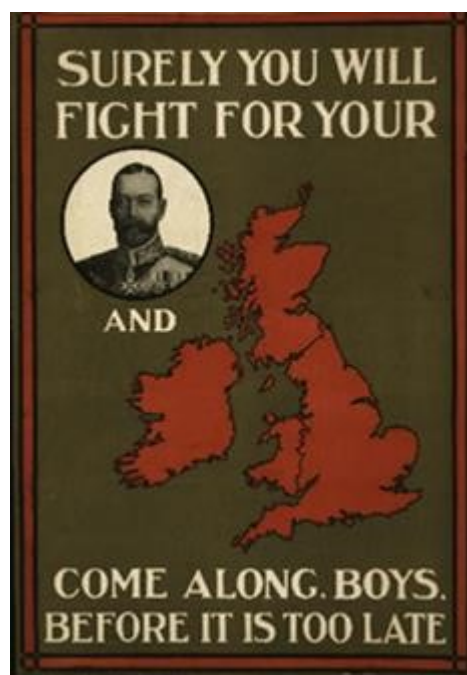
Tobias Frazier, Code Talker (OHS).¹²

Posters and Propaganda

Propaganda is defined by the *Merriam-Webster Dictionary* as "ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause."

Propaganda takes several forms: it can be a celebrity endorsing a product, an advertisement on television or in the newspaper, a sign in the neighbor's yard supporting a politician, a political cartoon, just about anything! During World War I, the majority of propaganda from all sides was in the form of posters. Posters were popular and the artists' designs were eye-catching and easily reprinted. Posters could also reach several people in multiple locations.

These posters encouraged people to be informed and get involved in the war effort. They asked men to join armed forces and women to join relief organizations. They inspired people to buy **bonds** and help others around the world. The posters helped generate a real fear of the enemy, and helped raise support for the war in several countries and on all sides. The following are some examples of posters issued from the **Allied** and **Central powers** governments.



British poster (image courtesy of the Library of Congress).¹⁷



Australian poster (image courtesy of the Library of Congress).¹⁸



Shall We be more Tender with Our Dollars, Dan Sayre Groesbeck (image courtesy of the The National WWI Museum and Memorial).¹⁹



British poster (image courtesy of the Library of Congress).²⁰



Enlist/On Which Side are You? 1917, Laura Brey (image courtesy of *Smithsonian Magazine*).²¹



(Image courtesy of the University of Leeds).²²

Central Powers Propaganda Posters



Translation: "You, too, should join the Reichswehr. Therefore, sign up at the next enlistment post, Reichswehr-Gruppen-Kommando no. 4 (Bavarian), Möhl, Major General" (image courtesy of the Library of Congress).²³



Translation: "Help Us Win! Subscribe to the War Loan" (image courtesy of The National WWI Museum and Memorial).²⁶



Translation: "This is how it would look in German lands if the French reached the Rhine" (image courtesy of the Imperial War Museums).²⁵



Translation: "Imperial and Popular Fund for the Army and the Navy. Frankfurt Christmas Charity Day 1917. Contributions to 14 Theaterplatz, Office 5" (image courtesy of the Imperial War Museums).²⁷



Translation: "If the enemy's hate and army win, the workplaces will stand empty. Before closed doors, you'll have to tie up your bundles in hunger" (image courtesy of the Imperial War Museums).²⁸



Poster showing Allied soldiers running from German troops. Translation: "We Teach You to Run!" (image courtesy of Boston University).²⁴

Artists and Posters from *The Art of War* Exhibit

Oscar Brousse Jacobson (1882–1966)

Oscar Brousse Jacobson was born on May 16, 1882, in Westervik, Kalmar Lan, Sweden. He emigrated to Lindsborg, Kansas, in 1890 and studied at Bethany College, receiving a bachelor's degree in 1908. He continued his studies at the Louvre in Paris, in Sweden, and in Denmark. In 1916 he received a master of fine arts degree at Yale University and in 1941 a doctorate of fine arts from Bethany College in Lindsborg. He worked as director of the School of Art at the University of Oklahoma (OU) from 1915 until 1954. He and his wife, Jeanne d'Ucel, had three children: Yvonne, Oscar Jr., and Yolanda.

Jacobson's name is synonymous with early-twentieth-century art in Oklahoma. Educated in **Europe** and America, he tirelessly promoted the arts in the young state. One genre, traditional Plains Indian art, is now inexorably bound to him and to the University of Oklahoma. Because Jacobson held Indian people in high regard and treated them with respect, he became their champion and mentor. In the late 1920s he and Professor Edith Mahier, also of the OU art school, worked with a small group of five Kiowa men and briefly with one Kiowa woman. These artists and their style became world famous and have always been associated with Oscar B. Jacobson. In addition, he founded the Association of Oklahoma Artists and formally advised the Works Progress Administration's Federal Art Project for Oklahoma in the 1930s.

A prolific painter of Southwestern landscapes, Jacobson exhibited his work throughout the United States and **Europe**. He won numerous awards, including a Gold Medal at the 1931 Mid-Western Exhibition at the Kansas City Art Institute Invitational. He was made an honorary chief of the Kiowa tribe and was inducted into the Oklahoma Hall of Fame in 1949. He lectured at the Metropolitan Museum of Art in New York, at the Chicago Art Institute, and at more than fifty universities and colleges. His works are held by the Woolaroc Museum at Bartlesville, Oklahoma, the Jacobson Gallery in Norman, the Oklahoma City Museum of Art, and the Fred Jones Jr. Museum of Art in Norman. On September 15, 1966, he died in Norman.

Gordon Grant (1875–1962)

Gordon Grant was born in San Francisco, California, in 1875. He was educated at the Fife Academy in Scotland and at the Heatherly & Lamberth Art School in London. After completing his formal art training in 1896, Grant began working as an illustrator for the *Examiner* and the *Chronicle* in San Francisco. In 1899, Grant started working for *Harper's Weekly* as an artist/correspondent covering the Boer War in South Africa. From 1901 to 1909 he worked as an illustrator for *Puck Magazine* in New York City. At age thirty-two Grant enlisted in the 7th New York National Guard for service during the Punitive Expedition against Mexico in 1916. Upon the entry of the United States into World War I in 1917, the Army stationed Grant in Washington DC with the rank of captain. After the Armistice in 1918, Grant continued to work as an illustrator and painted oil and watercolor paintings of marine subjects. His painting of the ship *Old Ironsides* hangs in the White House.

During World War I, manufacturing could not keep up with the US Navy and Merchant Marine demand for binoculars. The shortage of these instruments prompted a request to the American public from the Department of the Navy for binoculars, spyglasses, telescopes, sextants, and chronometers. The government asked the public to send these instruments to the Secretary of the Navy. Upon passing inspection of the scientific instruments, the Navy would send a letter of thanks to the donor, a check for \$1 rental, and the promise that the loaned item would return at the end of the war.



Will You Supply Eyes for the Navy?, Gordon Grant (courtesy of the Library of Congress).²⁹

James A. Daugherty (1889–1974)

Daugherty studied art at the Corcoran School of Art. After completing his formal education Daugherty was commissioned to produce posters for various government agencies. Daugherty was one of the first American artists to print abstract and near abstract compositions based upon the power of color relationships. During the Great Depression, Daugherty painted murals for the WPA from 1934 to 1939. In 1940, Daugherty received the John Newbery Medal for illustrating a children's book on Daniel Boone.

The United States Congress created the Emergency Fleet Corporation in 1917 to establish, construct, and manage a fleet of ships to aid in defense shipping and overseas commerce. The Emergency Fleet Corporation produced both steel and wooden ships from hundreds of shipyards on both the east and west coasts. This fleet transported American fighting forces to France and supplied both the **Allied** armies but also the people of France, England, and Belgium.



The Ships are Coming, James A. Daugherty (image courtesy of the Library of Congress).³⁰

William Henry "Haskell" Coffin (1878–1941)

Haskell Coffin was born in Charleston, South Carolina, in 1878. He studied art at the Corcoran School of Art. After completing his formal education he painted society portraits of the leading families of Charleston. In 1902 he traveled to France to train informally with artists there. Coffin specialized in images of women and produced cover art for *The Saturday Evening Post*, *The American Magazine*, *Redbook*, *McCall's*, *Leslie's Illustrated*, and the *Pictorial Review*. Coffin committed suicide in 1941.

The United States incurred a large amount of debt in fighting World War I. To offset that cost, the Treasury Department issued Liberty **Bonds** and War Savings Stamps. Average citizens purchased the lower cost stamps for as little as ten cents with the intention to accumulate the stamps to equal a \$5 War Savings Certificate. Purchasers could redeem the Certificate for Liberty **Bonds**. Americans could purchase a stamp for \$4.12, which would pay \$5 upon maturity. The stamps and certificates reached full maturity in 1926.



Joan of Arc Saved France, Haskell Coffin (image courtesy of the Library of Congress).³¹

Sidney H. Reisenberg (1885–1971)

Sidney Reisenberg was born in Chicago, Illinois, in 1885. He studied art at the Art Institute of Chicago. In 1905 after completing his formal education, Reisenberg worked as a curator at the Hudson River Museum of Art. He later taught art at the Westchester Arts Association. His first illustration appeared in *People's Home* in 1912. Reisenberg also worked for *The Saturday Evening Post*, *Harper's Weekly*, and *Boy's Life*. After the Armistice, Reisenberg continued to work as an illustrator for pulp magazines.

"Over the Top" was phrase used during the war to describe the fundamental activity of **trench**warfare. Soldiers would have to climb out of their defensive **trenches** and "over the top" of the parapets to mount an offensive attack. As the casualties of the war grew in number, the term more and more came to describe the excessive, foolhardy actions that created the senseless waste of life associated with World War I and **trench** warfare. Shortly after the end of the war, the term came to symbolize its current meaning and use of excessive action.



Over the Top For You, Sidney Reisenberg (image courtesy of the Library of Congress).³²

John A. Coughlin (1885–1943)

John A. Coughlin was born in Chicago, Illinois, in 1885. He studied art at Notre Dame beginning in 1900. After finishing at Notre Dame, Coughlin studied art under the guidance of Jobson Emilien Paradis. Further studies also included time at the Art Institute of Chicago. By 1912, Coughlin had his own studio in New York City. Within a year he was painting covers for various magazines. For the next twenty years he built a career by painted pulp magazine covers. In fact, his cover for a 1931 issue of *Detective Story Magazine* is the first appearance of the The Shadow.

The United States Marine Corps served in France assigned to the army's 2nd Infantry Division. In the early summer of 1918, the German army began an offensive designed to win the war before American troops deployed thoroughly across the **front lines**. This offensive punched a hole through French trenches and came within fifty-five miles of Paris. The 4th Marine Brigade and the 7th Infantry Regiment stopped the petering German drive at Belleau Wood, a forest near Belleau, France. The battle to push back the German troops in Belleau Wood began with the first American offensive of WWI on June 6, 1918. The battle continued for three more weeks, resulting in 10,000 American casualties, and witnessed the creation of the German nickname for the Marines of *Tenfel Hunden* or "Devil Dogs."



Go Over the Top/US Marines, John Coughlin (image courtesy of the Library of Congress).³³

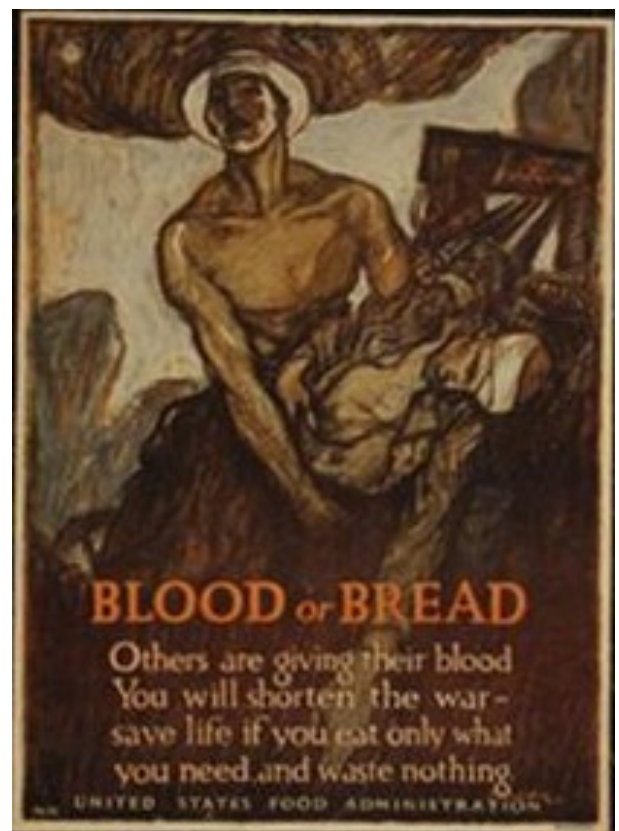
Henry Raleigh (1880–1945)

Henry Raleigh was born in Portland, Oregon, in 1880. He dropped out of art school when he was twelve years old and began working on the docks. There his natural talent impressed his boss who subsequently paid for Raleigh to attend the Hopkin's Academy in San Francisco. After graduating, Raleigh began working as an illustrator for the *San Francisco Bulletin*. He later worked for *Vanity Fair*, *Harper's Bazaar*, *Collier's*, and *The Saturday Evening Post*. Raleigh is perhaps the most prolific illustrator of this time period. Government agencies created 5 million copies of his WWI poster titled *Hunger*. For most of his career as an illustrator, Raleigh earned enough income that he only worked four months of a year and often gave away thousands of dollars. As tastes in illustrations changed, Raleigh found it harder and harder to earn a living. In 1945, he committed suicide by jumping from a high rise building in New York City.

The name 'hun' is a reference to the fourth-century tribes comprising an empire under Attila. These nomadic people marked the end of the Roman Empire and often described as warlike. Drawing a connection between the hunns and the soldiers of the German Empire served to demonize the enemy and increase **recruitment** in the United States.



Hun or Home?, Henry Raleigh (image courtesy of the Library of Congress).³⁴



Blood or Bread, Henry Raleigh (image courtesy of the Library of Congress).³⁵

Food rationing in the United States began in August of 1917 shortly after the declaration of war. The government created the United States Food Administration to manage the supply, conservation, distribution, and transportation of food. Not only did the United States supply troops in France, but also the civilian populations of Allied European nations. Posters created by the agency implored Americans to reduce their food consumption, ration available supplies, and to change their diets to more fruits and vegetables, which were too difficult to transport overseas. This rationing and supply program continued past the Armistice and garnered its director, Herbert Hoover, the nickname of "The Great Humanitarian."

Adrian Gil Spear (1885–1965)

Adrian Gil Spear was born on August 11, 1885, in Camden, New Jersey. Information on his formal art training is unknown. By 1915, Spear wrote the script of the motion picture *Poet and Peasant* for the Lubin Manufacturing Company. He went on to write or contribute to scripts for fifteen more motion pictures as an employee for the Famous Players Lasky, an early movie production company. Additionally he created the artwork for several, if not all, of these films



Workers Lend Your Strength, Adrian Gil Spear (image courtesy of the Library of Congress).³⁶

James Montgomery Flagg (1877–1960)

James Montgomery Flagg was born in Pelham Manor, New York, in 1877. By the age of fourteen he was a contributing artist for *Life* and *Lodgemagazines*. He studied art at the Art Students League of New York and fine art in London and Paris for two additional years. Flagg created his most famous work for the July 1916 issue of *Leslie's Magazine* to encourage enlistment in the US Army. He was inspired by a slightly older British **recruiting** poster featuring Lord Kitchener in the same fashion as Uncle Sam. Over 4 million copies of this poster were produced during World War I. Flagg may have used his own face as the model for Uncle Sam. Before the Armistice, Flagg produced forty-six posters for the war effort.

During the War of 1812 Sam Wilson, Revolutionary War veteran and meatpacker in Troy, New York, supplied barrels of salt beef and salt pork to army contractor Elbert Anderson for local United States troops. As well as supplying meat, Sam Wilson also served as a meat inspector for the army. Wilson marked barrels passing his inspection with "E.A.-U.S.," the E.A. representing Elbert Anderson and the U.S. representing United States.

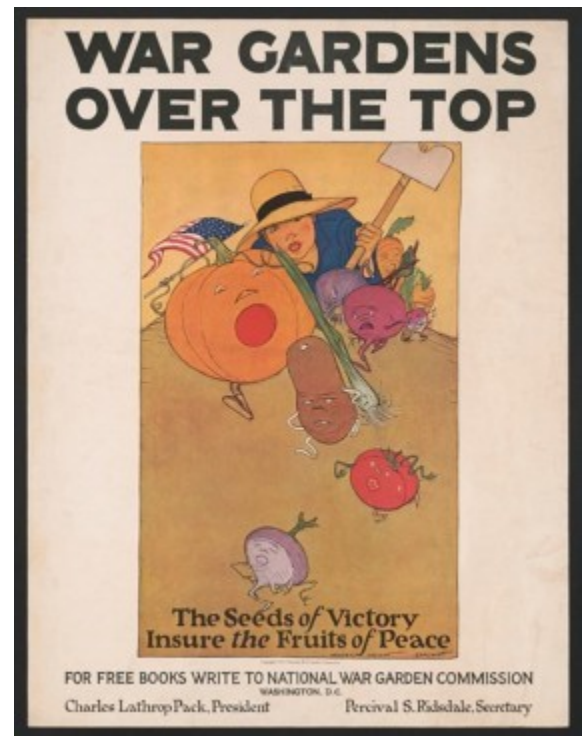
Troops from the area familiar with Sam Wilson assumed that the barrels stamped "U.S." stood for Uncle Sam. It was from this assumption that the character Uncle Sam arose



Do It Now!, James Montgomery Flagg (image courtesy of the Dallas Museum of Art).³⁷

Maginal Wright Enright Barney (1877–1966)

Born Margaret Ellen Wright in Weymouth, Massachusetts, in 1877, she went by the nickname, Maginal, created by her mother and combining her first two names. She is the younger sister to noted architect Frank Lloyd Wright. Barney attended the Chicago Arts Institute and became a commercial artist for Barnes, Crosby, and Company in Chicago. Barney illustrated sixty-three children's books during her lifetime, an occupation shared with her husband. The art style of husband and wife are very similar. Among her more notable illustration work was for books by L. Frank Baum, the author of *The Wizard of Oz*. Barney also worked as an illustrator for *McClure's* and *Ladies Home Journal*.

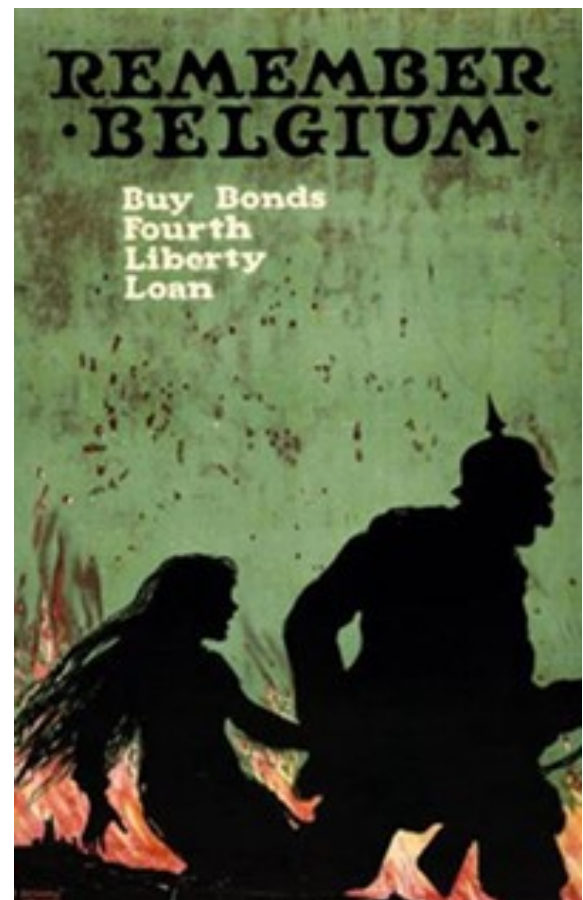


War Gardens Over The Top, Maginal Wright Enright Barney (image courtesy of the Library of Congress).³⁸

Ellsworth Young (1866–1952)

Ellsworth Young was born in 1866 in Albia, Iowa. Young studied at the Art Institute of Chicago. After completing his studies, Young went on to work for the *Denver Times* and *The Chicago Tribune* as an editorial illustrator. Young painted several posters during WWI. *Remember Belgium*, shown here, is his most famous.

The phrase "Remember Belgium" references the initial German attacks on France through neutral Belgium. The major powers of Europe guaranteed Belgium's independence and neutrality in an 1830 treaty between The Netherlands and Belgium. In 1914, German plans to attack the French Army included an offensive drive through Belgium and into France, in order to trap the French Army along the nation's eastern border. During this offensive, the fear of Belgian saboteurs and guerilla fighters motivated the German Army to commit numerous atrocities against the civilian population. This offensive and counter-insurgency resulted in the entry of the British Empire into the war against Germany and Austria. Posters and other propaganda capitalized on the "Rape of Belgium" as the cause for World War I, rather than

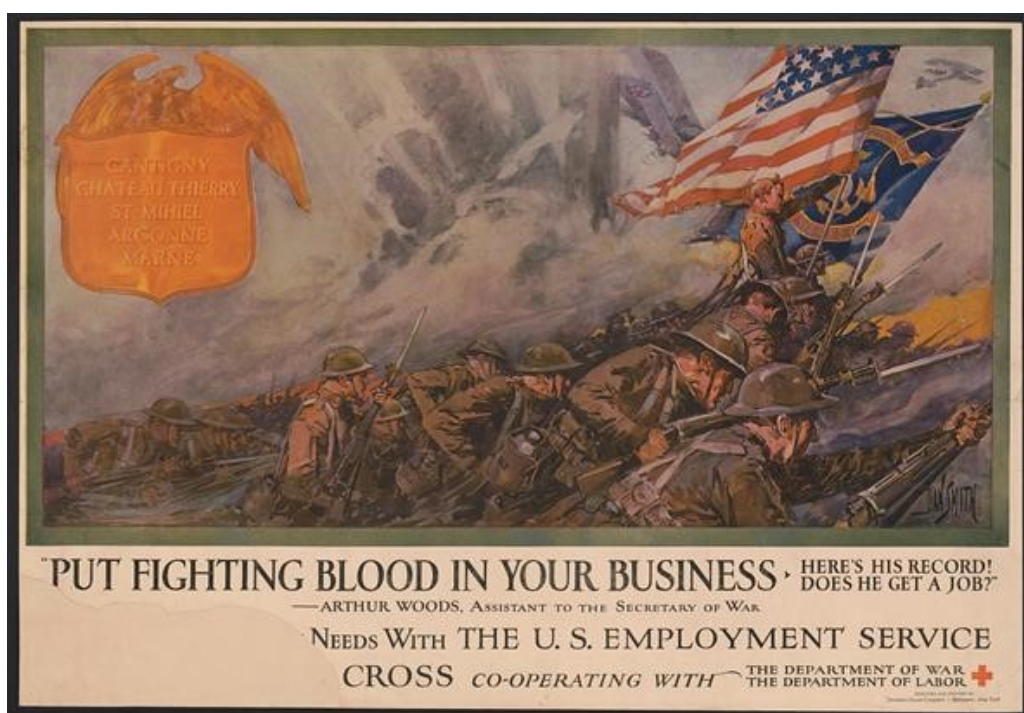


Remember Belgium, Ellsworth Young (image courtesy of the Library of Congress).³⁹

Dan Smith (1865–1934)

Dan Smith was born in Ivigtut, Greenland, in 1865. Smith migrated to the United States as a child with his parents. After studying art in the US, Smith traveled to Copenhagen, Denmark, at age fourteen to study at the Public Arts Institute. Upon returning to the United States, he began studies at the Philadelphia Academy of Fine Arts. In 1890, Smith became an illustrator for *Frank Leslie's Illustrated Weekly*. One of his first assignments depicted the massacre at Wounded Knee, South Dakota. Toward the end of that decade, Smith worked for William Randolph Hearst as an illustrator of the Spanish-American War. For the next twenty years he created cover art for the *The World* and continued his work as a book illustrator.

Outgoing President Taft created the United States Employment Service and the Department of Labor in 1913. This was to give organized labor a voice in a cabinet level department of the federal government. Throughout World War I, the Department of Labor worked to ensure that wages, hours, and conditions promoted war productivity. The Department standardized the eight-hour workday and overtime pay for employees. After the Armistice, the Department of Labor focused on placing veterans back into the workforce by asking businesses to register their personnel needs with them as a centralized employment service.



Put Fighting Blood in Your Business, Dan Smith (image courtesy of the Library of Congress).¹

Created in 1917 by the American Library Association, the Library War Service was one of seven organizations focused on making military posts more like home. Between 1917 and 1920, the Library War Service raised \$5 million and created thirty-six working libraries at military posts. During the war, these libraries provided books in braille to wounded servicemen. While the focus was to create a home environment for soldiers to enjoy, before the end of the war the libraries increasingly provided technical manuals and textbooks for vocational training.

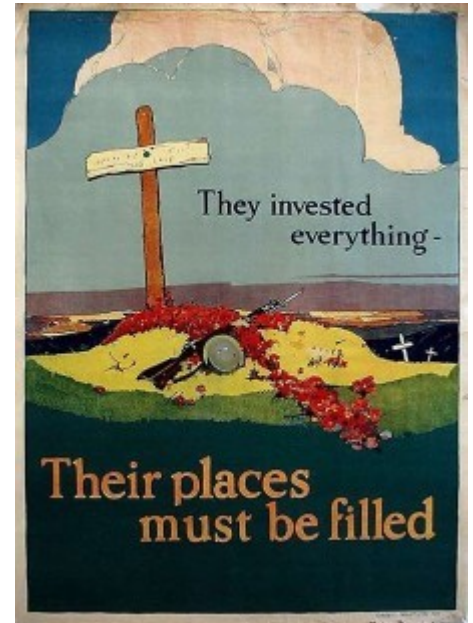


Knowledge Wins, Dan Smith (image courtesy of the State Archives of North Carolina).⁴⁰

Unknown Artist

World War I for the United States lasted one year, seven months, and five days. During that time, the armed forces had 320,518 casualties. Those killed in and out of combat, wounded, and missing, comprise this total casualty figure. Of that number 116,516 men were killed, (53,402 from direct combat), 204,002 men were wounded in action, and 3,350 men are listed as missing in action. The Spanish Flu killed 35,000 men as it spread both in the **trenches** of France and military installations in the United States.

Men from Oklahoma filled the 36th, 42nd, and 90th Infantry Divisions. Those soldiers participated in four major operations or offensives in France. The 42nd Division participated in the Champagne-Marne Operation from July 15 to July 18, 1918, and experienced 7,317 casualties in those four days. At that rate, combat action killed or wounded seventy-six men every hour. That division transitioned directly into the Aisne-Marne Operation, which took place from July 18 to August 6, 1918. That operation took an additional 38,490 casualties in nineteen days, or eighty-four men every hour. The United States I Corps, which contained all three divisions, participated in the St. Mihiel Operation from September 12 to September 16, 1918. There were 8,600 casualties in four days. Ninety men died or received a wound every hour. In the last offensive of the war, the Meuse-Argonne Offensive, September 26 to November 11, 1918, received 110,508 casualties in forty-five days; a casualty rate of 2,456 each day or 102 every hour.



They Invested Everything, unknown (Image courtesy of Digital History).⁴¹

Sgt. Henry E. Clark

Sgt. Henry E. Clark is the artist of this poster. Other than his rank, details of his life are unknown. The black cat featured on this poster and others of the period is associated with the Tank Corps of the United States Army. The stylized black cat is a cultural reference to the Hindu-German-Irish Nationalists who sabotaged the munitions depot on Black Tom Island in New York Harbor in 1916. The depot on Black Tom Island contained 1,000 tons of small arms and artillery ammunition, with another 100,000 pounds of TNT on a barge moored at the dock.

When the depot exploded, the concussion caused damage to the nearby Statue of Liberty and broke stained-glass in Manhattan. People as far away as Philadelphia and Maryland heard it. This was just one of seven acts of sabotage or manipulation by the German Empire before the entry of the United States into WWI. Among these were the sabotage of the Welland Canal on the St. Lawrence River, gun smuggling on the SS *Annie Larson*, arson of the Robling Wire and Cable Plant, bombing of the Vanceboro Bridge, the Great Phenol Plot, the bombing of the Mare Island Naval Shipyard, and an anthrax attack in Washington DC.. The final act was the infamous Zimmerman Note wherein the German government promised to return the southwestern United States to Mexico if the Mexican government would enter the war as an Axis ally. The Tank Corps took on the moniker "Black Toms" as the personification of revenge.



Join the Tanks, Sgt. Henry E. Clark (image courtesy of Digital History).⁴²

Glossary

Underlined words denote Building Academic Vocabulary from the Oklahoma Department of Education.

abdicate: To abandon or step down from power.

alliance: A formal agreement between two or more nations to support each other.

Allied Powers: Great Britain, France, Russia, the United States, Italy, and Japan; fought against the Central Powers in WWI.

anonymous: Unknown.

arms race: A period in time where two or more nations create or manufacture military technology and equipment, usually in response to a rivalry with each other.

artillery: Large caliber mobile guns that fire explosive shells and cause considerable damage.

assassination: The murder of a monarch, political leader, or significant figure.

Atlantic Ocean: The world's second-largest ocean. It extends from the Arctic in the north to the Antarctic in the south between the eastern Americas and Western Europe and Africa.

blockade: The isolation of a nation, area, city, or harbor by hostile ships or forces in order to prevent the entrance and exit of traffic and commerce.

bonds: Debt securities issued by a government for the purpose of financing military operations during times of war.

borders: A line separating two political or geographical areas, especially countries; a boundary.

cavalry: Soldiers on horseback.

Central Powers: The alliance of Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire (Turkey).

chlorine gas : One of several gases used in chemical warfare during WWI.

coalition : A unified alliance between different groups to achieve a common goal.

conflict : A serious disagreement or argument, controversy, or battle.

conscription: A government policy requiring citizens to perform military service, or draft.

continent: One of the main landmasses of the globe.

dreadnought: A heavily armed battleship.

doughboy: The nickname for US soldiers during WWI.

dug-outs: The living spaces made in a trench.

Eastern front: The part of WWI fought in Eastern Europe.

economy: The management of the resources of a community or country.

Europe: A continent in the west part of the landmass lying between the Atlantic and Pacific oceans, separated from Asia by the Ural Mountains on the east and the Caucasus Mountains and the Black and Caspian seas on the southeast.

frontline: The place where the armies from each side met and most of the fighting took place.

global: Covering, influencing, or relating to the whole world.

imperialism: The policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies.

industry and manufacturing: Trade or manufacturing in general; the making or producing of goods.

infantry: Soldiers who fought on foot.

Lusitania: British passenger ship that was sunk by a German U-boat in 1915.

media age: The era of photos, newspapers, radio, and television.

mustard gas: One of several gases used in chemical warfare during WWI, mostly used on the western front.

nationalism: Loyalty and devotion to a nation; exalting one nation above all others and placing primary emphasis on promotion of its culture and interests.

Naval Arms Race: The competition between Germany and Britain to out-build each other's navy.

No-Man's Land: The territory between the Allied and German trenches on the western front.

patriotism: The love for or devotion to one's country.

primary sources : A source, (newspaper, photo, journal, letter, etc.), that is from the time period.

propaganda: Information given to show something in a biased way.

ration: A fixed amount of a commodity officially allowed to each person during a time of shortage, as in wartime.

recruit: To enlist someone in the armed forces.

secondary sources: A source that was created later by someone who did not experience firsthand or participate in the events or conditions you're researching.

Sedition Act of 1918: This act made it against the law to write or speak badly about the United States, or speak ill of its position in the war.

Selective Service Act : This act required all men in the US between the ages of twenty-one and thirty to register for military service. (Today, almost all male US citizens and male immigrants ages eighteen to twenty-five, are required to register with the Selective Service.)

timeline: A linear representation of important events in the order in which they occurred.

trench: Fortification; a long, narrow excavation in the ground, the earth from which is placed in front of the trench to serve as a shelter from enemy fire or attack.

trench warfare: When two sides fight each other from opposing trenches.

Western front: The stretch of land in France and Belgium that saw much of the fighting in WWI.

World War I: A war fought from 1914 to 1918 between the Allies, notably Britain, France, Russia, and Italy, and the Central powers: Germany, Austria-Hungary, Bulgaria, and the Ottoman Empire.

Activities

Interpreting Propaganda

(Lesson adapted from National Archives and Records Administration. This activity is best suited for grades six to twelve.

Objective: Students will learn how to interpret primary sources via WWI propaganda posters.

Discuss in class the following: 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)

Using the posters included in this online exhibit, choose one or two for your students to examine. Ask students to answer the following questions.

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?

List two things the poster tells you about life in the United States (or the country the poster is from) at the time it was created.

Creative Writing Activity

Have your students create a journal entry as if they were a soldier during WWI.

Your journal entry can answer the following questions, (not limited to):

Where are you?

What do you do as a soldier?

What are some of the things you are afraid of?

What do you do for food?

What do you do in your spare time?

How do you keep in contact with your family and friends?

All journal entries must be written in complete sentences.

Draw a picture of what your life is like in the trenches.



Research Activity: Poster Artists of WWI

Have your students do some research on the artists of WWI posters (using this site and others). Present your findings by creating your own art project or poster to report what you found.

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