



LOC TPS Comparing Propaganda of WWI  
World History/APWH or US History  
Grades 9-12

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

1 class session of 45 – 60 minutes

Description of activity: Students should examine each source carefully by taking the link and noting the information provided by the Library of Congress.

Focus Question: Why would anyone willingly sign up to fight in WWI? How effective were governments in shaping the public sentiment through propaganda?

Context: This investigation belongs in a unit on World War One and the changing role of government. Students should understand the causes of the war and how the war began.

Objectives: Students will be able to analyze the rhetorical devices used by governments to persuade enlistment in the army during WWI.

Virginia SOLS

STANDARD WHII.1a, b, c, d, e, f

The student will improve skills in historical research and geographical analysis by

- a) identifying, analyzing, and interpreting primary and secondary sources to make generalizations about events and life in world history since 1500 A.D. (C.E.);
- b) using maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past since 1500 A.D. (C.E.);



### STANDARD WHII.10a

The student will demonstrate knowledge of the worldwide impact of World War I by

- a) explaining economic causes, political causes, and major events and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II;

Assessment: Class discussion, written analysis

Activity Details and Primary Sources: provided below

Procedure: Students will work in pairs independently. Two pairs of students will analyze each set of recruitment posters. Students should access the posters online and also read the information that accompanies each on [LOC.gov](https://www.loc.gov). They should do their best to answer the analysis questions for each poster they have been assigned. Each group will present their findings to the class. The teacher should show each poster to the class and facilitate the larger discussion.

What you will need before implementing: Ideally, all students would have access to their own device, the classroom would have a projector connected to a computer or iPad. If computer access is a problem, the teacher should have a set of all documents and accompanying information from the Library for each pair of students to share.



## Group 1

### Doc. A



Hungersnot bedeutet der Verlust der Ostprovinzen! ... Deutsche! Rettet den Osten!  
Freiwillige vor!

C.H. Becker

Rehse Archiv für Zeitgeschichte und Publizistik

1917

<https://www.loc.gov/item/2004665838/>

### Doc. B



Your king & country need you to maintain the honour and glory of the British Empire  
Lawson Wood for the Parliament Recruiting Committee

1914

<https://www.loc.gov/item/2003662918/>



Group 2

Doc. C



Columbia calls--Enlist now for U.S. Army  
Vincent Aderente  
1916  
<https://www.loc.gov/item/95506508/>

Doc. D



Hoot mon, the kilties are here! British recruiting week July 16-21  
US  
1917  
<https://www.loc.gov/item/00652401/>



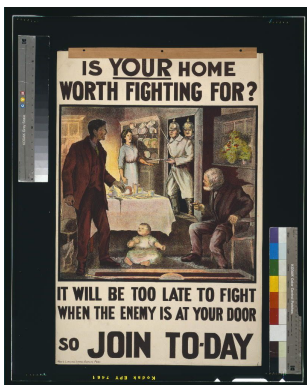
### Group 3

#### Doc. E



Why not join the army  
Chorley & Pickersgill Ltd for Parliamentary Recruiting Committee  
1915  
<https://www.loc.gov/item/2003663152/>

#### Doc. F



Is your home worth fighting for? It will be too late to fight when the enemy is at your door, so join to-day  
Hely's Limited, Litho., Dublin.  
1915



<https://www.loc.gov/item/2003668413/>

Group 4

Doc. G



There is still a place in the line for you. Will you fill it?  
The Haycock-Cadle Co., London S.E. for the Parliamentary Recruiting Committee  
1915

<https://www.loc.gov/item/2003662901/>

Doc. H



Have you any women-folk worth defending? Remember the women of Belgium. Join to-day

Hely's Limited, Litho, Dublin

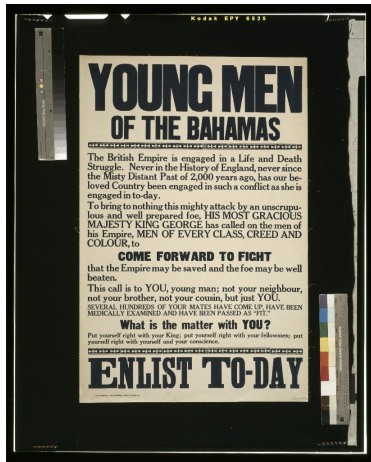
1915

<https://www.loc.gov/item/2003668199/>



Group 5

Doc. I



Young men of the Bahamas. ... Enlist to-day  
The Gleaner Co., Ltd., Printers, Kingston, Jamaica for British recruitment in Jamaica  
1915  
<https://www.loc.gov/item/2003675350/>

Doc. J



It is nice in the surf but what about the men in the trenches. Go and help  
D.H. Souter  
1917



<https://www.loc.gov/item/2004675097/>

Group 6

Doc. K



We will uphold the priceless gem of liberty ... shall we help to crush tyranny?

Gazette Printing Co., Limited, Montreal

Between 1914 - 1917

<https://www.loc.gov/item/2005696912/>

Doc. L



Alles fürs Vaterland! Alles für die Freiheit!

Kunstanhalt Römmler & Jonas

1918





<https://www.loc.gov/item/2004665899/>

Analysis questions for each document.

Document \_\_\_\_\_

1. Who was the intended audience?
2. What was the artist's message?
3. What symbolism did the artist use? Why did they chose this imagery?
4. Describe the rhetorical device used by the artist.
5. How effective do you think it was with the public? Explain why you think that.
6. Note the timing/historical context of the publishing of the poster. How did that fit in with the events of (that country's involvement) the war?



Follow Up:

Look at rates of enlistment in countries involved in World War One.

Which nations relied on conscription to fill the ranks of their armies?

Look at casualty rates. Which nations faced the highest casualty rates and therefore needed more men?