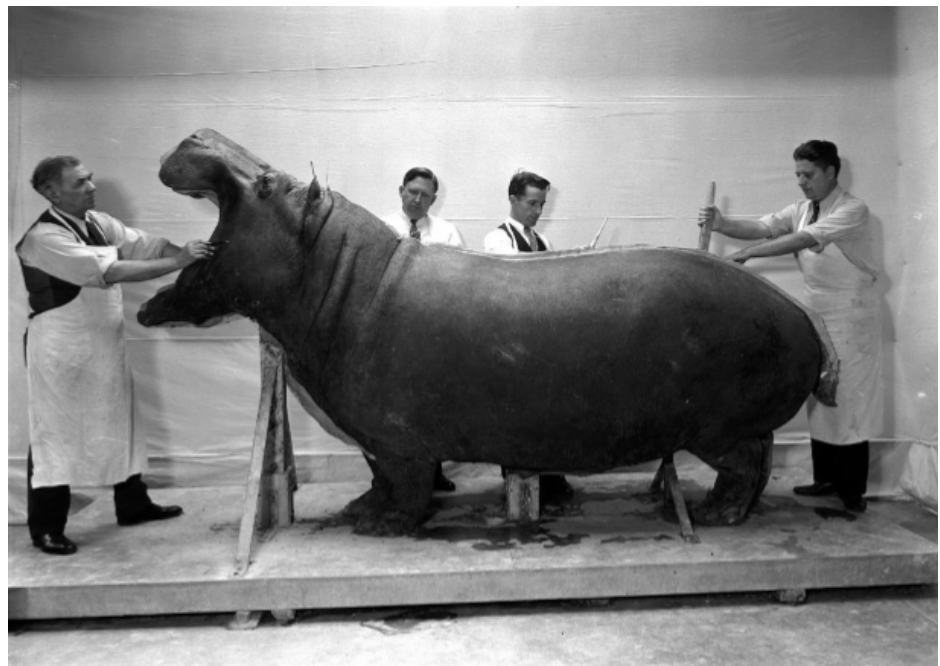


NJS Presents**Teaching NJ History****In this Issue:*****Teaching WWI Using Primary Sources*****By Steve Santucci****DOI: <http://dx.doi.org/10.14713/njs.v4i2.145>**

As we approach the Centennial of the Great War's end, there are still significant milestones to commemorate. There are still many discussions to have about the War's long-term implications. A myriad of primary sources are available to help educators do this. In this edition of "Teaching NJ History," West Morris Mendham High School History Teacher Steve Santucci shares his thoughts on teaching WWI using primary sources. Mr. Santucci has presented on this topic at several NJ Historical Commission events over the past two years.

Primary sources are no doubt powerful teaching tools, for any topic; but students definitely require scaffolding when using them. Encourage them to remember the H.I.P.P.O. when evaluating material from the past: they should be able to identify the **H**istorical Context; the **I**ntended Audience; the **P**oint of View; and the **P**urpose; and they should also be able to articulate an **O**verview of the source.



Historical Context

What was going on when the author created the document? How does this information assist in better understanding the document? I.e., “After the U.S. Food Administration was established, many Americans changed their eating habits to support the men fighting overseas...”

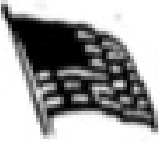


US Food Administration poster by L.N. Britton, 1917.
Courtesy of the Library of Congress.

Intended Audience

Identify the person or group the author expects to inform or influence. How might this impact the reliability or accuracy of the source? I.e., “By appealing to local citizens, it is understandable that...”

AN APPEAL TO EVERY CITIZEN



In these stirring days of national stress, when every man and woman should stand ready to do his or her part in the preparation for war and the defense of home and country, there is one thing everyone can do, simple in itself, but great in its influence and significance, and that is to display the American Flag on every home, every place of business, where patriotic hearts reside or work.

There are still a few places in May's Landing where no flag is waving, where Old Glory's stars and stripes should be seen before the close of this day. May we not ask that these few will place a flag on their homes and stores to-day, so May's Landing can show to the world a people united in their allegiance and sterling patriotism?

Put up a flag at once, friends!

Flag Committee
Public Safety League.

Point of View

Who is the author and what is their main idea? How does the author's background (race, class, gender, age, religion, occupation, nationality. etc.) impact their written perspective? I.e., "As a ... it is understandable that..."

"The Hun within our gates is the worst of the foes of our own household, whether he is the paid or the unpaid agent of Germany. Whether he is pro-German or poses as a pacifist, or a peace-at-any-price-man, matters little... The German-language papers carry on a consistent campaign in favor of Germany against England. They should be put out of existence for the period of this war... Every disloyal native-born American should be disfranchised and interned. It is time to strike our enemies at home heavily and quickly."

-Theodore Roosevelt, 1917

<https://www.gilderlehrman.org/>

Purpose

What was the author trying to accomplish when creating this document? Did they have ulterior motives that bely what is at face value? (Were they trying to persuade? Expose? Discredit? Justify? Etc.)



Are you a good American?

Of course you are.

And that's why we're safe in promising you a great big old-fashioned thrill (the kind that makes you feel like a youngster again) if you will stop in our store today and hear Ronald Wernerseth sing "The Battle Hymn of the Republic" and Lambert Murphy sing "Columbia, the Gem of the Ocean." This record is a patriotic inspiration and a musical joy.

Battle Hymn of the Republic *Columbia, the Gem of the Ocean* *Ronald Wernerseth*
Lambert Murphy and Orpheus Quartet
 Victor Records, New York, N.Y.

And while you're in here you can have up play the rest of the new Victor patriotic records for you. One of them contains the two popular numbers:

My Own United States *We'll Never Let the Old Flag Fall* *Samuel Dixon and Male Quartet*
Edward Hamilton and Male Quartet
 Victor Records, New York, N.Y.

Note the combination of soloist and male quartet. It's great. And these songs will give you the thrill that only patriotic music can inspire.

New Victor Patriotic Records

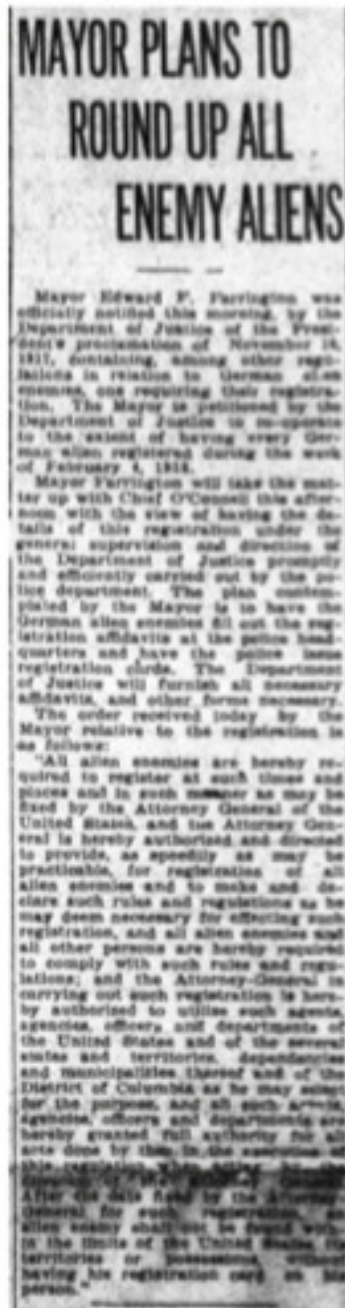
MATHUSHEK
 56 Church St.



New Brunswick, the *Daily Home News*, 29 June 1917.

Overview

What does the document actually say or reveal? BRIEFLY summarize the key and relevant information from the source.



New Brunswick, the *Daily Home News*, 3 January 1918.

We've discussed how to help students evaluate primary sources, but how do you find them in the first place? I've compiled a brief list of reputable sources for you:

New Jersey and the Great War

<https://www.worldwar1centennial.org/nj-wwi-centennial-home.html>

This site contains primarily secondary articles covering NJ and the Great War, which can be utilized as reading and discussion assignments. The website also connects to national sites which contain more primary images and documents of WWI.



Rutgers WWI Liberty Bond Posters

<https://www.libraries.rutgers.edu/scua/world-war-I-liberty-bond-posters>

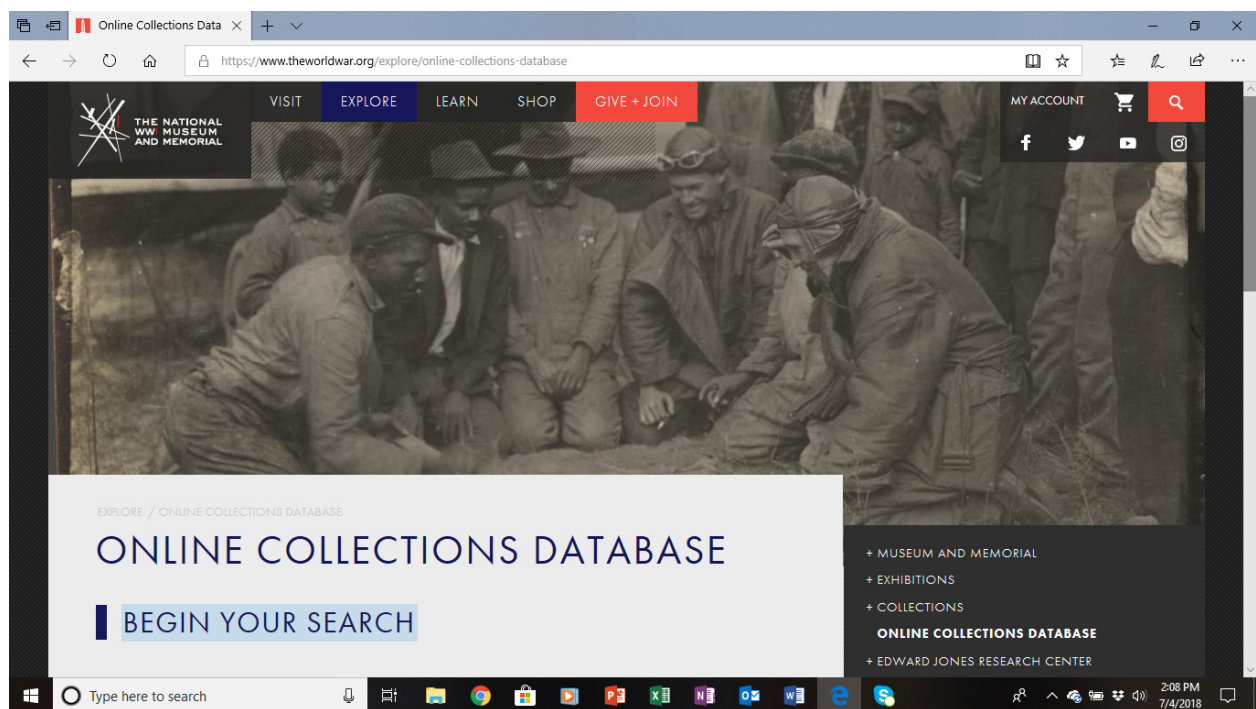
This site contains a list of posters in the collection and eight digital posters that can be viewed. These posters can be used to analyze for the purpose of recognizing bias, symbolism, intent, purpose, etc.



National WWI Museum and Memorial

<https://www.theworldwar.org/explore/online-collections-database>

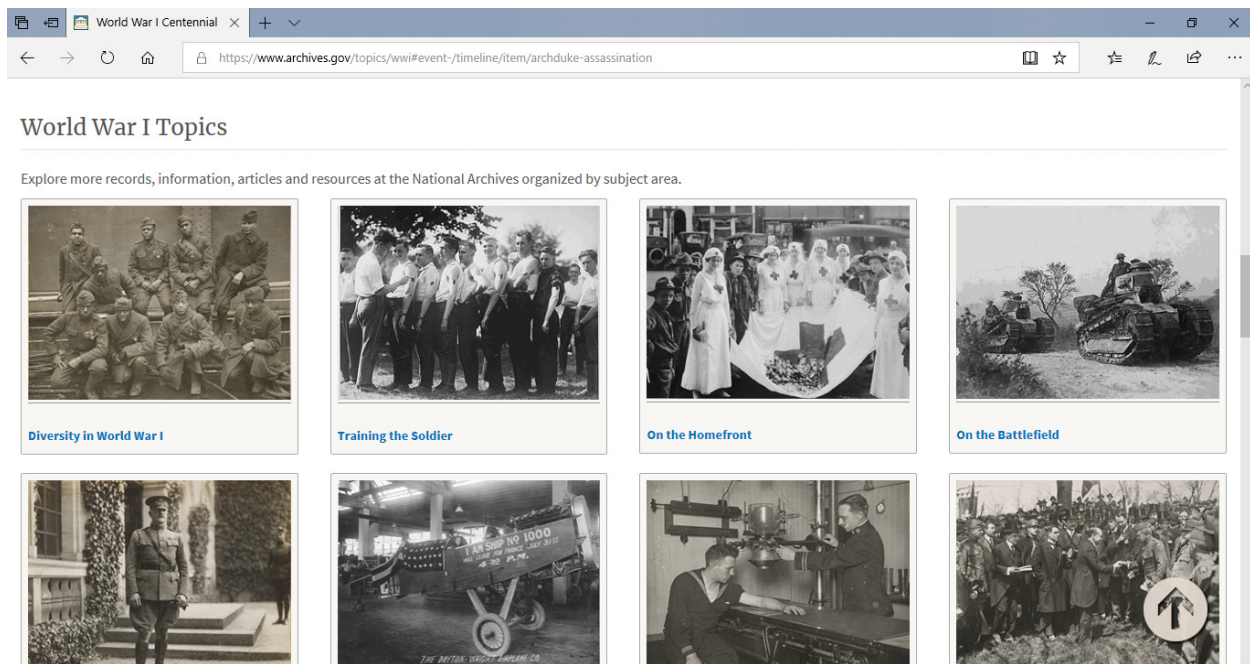
This website resource contains many primary resources that can enhance a student's understanding of the time period with the use of everything from propaganda posters to song sheets! It contains a search feature that allows the users to narrow down the grade level and subject matter that one wishes to examine or use. There are multiple means to which this material can be used by instructors or students.



The National Archives

<https://www.archives.gov/topics/wwi>

Similar to the WWI Museum and Memorial webpage, the National Archives has a WWI page broken down into various sub-topics with a myriad of both primary and secondary sources. The National Archives also provides worksheets to use with various types of primary resources, from propaganda and political cartoons to audio/visual and letters. These worksheets can be used with other sites' primary resources, as well.



Steve Santucci has been teaching High School History and Social Studies for the past 20 years, concentrating on both US I & II, as well as World and European History (on the Advanced Placement level). He has also taught electives in Economics, American Government, and politics and sociology. Mr. Santucci currently works at West Morris Mendham High School.