

# Local Experiences of World War I

## Lesson Plan

Created by Phil Leonardi, Corvallis High School,  
and Martha Kohl, Montana Historical Society

**Essential Understanding:** Large-scale historic events affect the lives of ordinary people.

**Guiding Question:** How did World War I (WWI) affect the people who lived in your county?

**Activity Description:** Students will work in groups to explore a “story map” featuring images and vignettes about the way WWI affected ordinary Montanans. They will then conduct original research into their own local history to discover WWI’s effects in their own county. They will share their research statewide by creating either a website or story map to present their findings. Their work will contribute to the Montana Historical Society’s (MHS) Montana and the Great War project, and a link to their material will be included on the Society’s website.

**Grade Level:** 9–12

**Time:** 2–3 weeks

### Objectives:

Students will

- Learn some of the ways WWI shaped the lives of Montanans.
- Discover that people thought about (and experienced) the war differently depending on their background.
- Understand that history is complicated. There is no single simple narrative that can adequately explain everyone’s experiences.
- Conduct original research and share their findings with an authentic audience.

### Materials:

- Computers and online access.
- Historic newspapers from your local

historical society or newspaper, from digitization projects and/or access to a microfilm reader.

- Montana Council of Defense Records and other material are available through Montana Memory at <http://montanamemory.org/>.
- Microfilm copies of local newspapers borrowed from MHS (optional). See <http://mhs.mt.gov/research/services/ill> for information on how to borrow newspapers on microfilm.
- Copies of archival material at MHS (optional). Contact [mkohl@mt.gov](mailto:mkohl@mt.gov) to arrange for copies.
- Local history books and other material from your public library or county historical society.
- Court records from the county courthouse (optional).
- Posters and other images from the Library of Congress (<https://www.loc.gov/rr/program/bib/wwi/wwi.html>).

**Standards:** Standards are listed at the end of this unit in Appendix 7.

**Teaching Note:** There are many ways to fit this assignment into your curriculum—if you teach English, this research project could complement such novels as *The Things They Carried*, *All Quiet on the Western Front*, or *Farewell to Arms*, or as part of a study of propaganda. If you teach government, the project could fit into a unit on the First Amendment. If you teach U.S. or Montana history, this unit fits neatly into your study of WWI.

## Pre-Lesson Preparation

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**Teaching Note:** You may wish to have your students conduct research at your local historical society. You can successfully complete this project without a physical trip to a local historical society since there are many online resources to help you get started. However, true discovery is found in primary sources, which are often housed in local repositories. For tips on how to plan successful student research trips to the local historical society, see Appendix 2.

Planning will be necessary to ensure that your students will be successful. Preview the Montana and the Great War Story Map and the lesson plan. Review the websites created by other classes, which you can find at <http://mhs.mt.gov/education/WWI/counties>. Decide what your students' final projects will be. Then conduct some preliminary research:

- Talk to your local historical society to find out what records they have—and whether they will welcome student researchers. (Optional, see Appendix 2.)
- Talk to your local courthouse about court records—and whether they will welcome student researchers. (Optional, see Appendix 2.)
- Visit Montana and the Great War: Digitized Newspapers (<http://mhs.mt.gov/education/wwi/newspapers>) to see if newspapers from 1917 to 1919 from your county are available digitally. If not, see if you can get access to these papers through your local historical society or the newspaper publisher. Or, if you have access to a microfilm reader, arrange to borrow newspapers on microfilm from MHS (<http://mhs.mt.gov/research/services/ill>).
- Browse Montana and the Great War: Reading List and see if there are any articles relating to your region

(<http://mhs.mt.gov/education/WWI/bibliography>).

- Contact the MHS Outreach and Interpretation Program ([mkohl@mt.gov](mailto:mkohl@mt.gov)) to discuss other resources that may be available from your county.
- Look at the Montana Sediton Project website (<http://www.seditonproject.net>) to see if there were any arrests from your county. If your county was formed after 1918, see the list at [https://familysearch.org/wiki/en/Montana\\_County\\_Creation\\_Dates\\_and\\_Parent\\_Counties](https://familysearch.org/wiki/en/Montana_County_Creation_Dates_and_Parent_Counties), to determine your “parent county”—which is how arrests would have been coded.
- Review local history books and contact your local American Legion post to find stories about WWI veterans.
- Look up your county and town name in the index of the following books:
  - Fritz, Nancy R. “The Montana Council of Defense.” Master’s thesis, University of Montana, Missoula, 1966. <http://scholarworks.umt.edu/etd/3004/>.
  - Work, Clemens P. *Darkest Before Dawn*. Albuquerque: University of New Mexico Press, 2005.
- Explore the Montana Memory Project, especially
  - Military Enlistments, Montana, World War I (use “advance search” to search by county)
  - Montana Council of Defense Records (forthcoming)

### Step 1. Anticipatory set.

Provide students with ten minutes to explore the Montana and the Great War Story Map on their own. Ask them to take notes on the stories they read. Notes should include story number, title, location, and topic.

After students have explored the story map, have them spend five minutes responding to

the following question: What did you read that disturbed, intrigued, confused, or excited you?

Before they start writing, let them know that you expect them to write continuously on this question for five minutes (you'll be timing them) and that for this exercise they should not be concerned about spelling, grammar, etc. If they get stuck, they can write "I am thinking" until they have something to say. The goal is to get thoughts on paper—not to craft a perfect paragraph.

After students have completed their free-write, hold a discussion around the same question: What disturbed, intrigued, confused, or excited them about WWI in Montana? What would they like to know more about?

**Step 2.** Explain the assignment.

The Montana and the Great War Story Map looks at the war's impact on Montana. Your class is going to add to information collected by researching WWI's effects in your own county. The class will write up stories to share—either on a Weebly website or as an ArcGIS story map. MHS will post links to what you do—so you are actually doing public history—conducting original research and sharing your findings with a large public audience.

Talk about the product your class will create. Although the Montana and the Great War Story Map features 80-word stories, plus images, it is hard to pack information into such a short post—so students will be asked to write 150 words—a "perfect paragraph"—and find an appropriate illustration.

Each story will

- Illuminate a major theme or topic relating to WWI.
- Provide insight into how large historical trends or issues affected local people.
- Be well written and interesting to read.
- Be based on original research.

- Be accompanied by a relevant image, image caption, and credit line. (Note: Images can be photographs, newspaper headlines, posters, enlistment cards, a letter, a page from a journal, photos of three-dimensional artifacts, etc.).

Pass out the rubric (Appendix 1) and discuss expectations.

**Step 3.** Before students can conduct independent research, they need background. As a class (or for homework) read *Montana: Stories of the Land*, Chapter 16, "Montana and World War I, 1914–1918." This chapter can be downloaded from the *Montana: Stories of the Land* Companion Website at <http://mhs.mt.gov/education/Educators>.

Discuss. What are you curious about? What do you want to research in terms of your community/county?

**Teaching Note:** The more time you spend helping students build context and background knowledge, the better their projects will be. See Appendix 6 for additional assignments that you can use to provide context for this research project.

**Step 4.** Assign student topics in small groups of two to three students, choosing from a list created by the students and/or the suggested topic list (see Appendix 5). Make sure to allow for the joy of discovery. If students find something that excites them while reading the newspaper and it fits the criteria—WWI, local tie-in, tie-in to larger issues—let them switch. Keep in mind that young people tend to gravitate toward "human stories," but that a great deal of material can be found relating to the political, social, and economic impacts of war.

**Step 5.** Supervise student research, which should include primary sources and context (including reading story map stories related to their topic as a writing model).

**Step 6.** Have students turn in their stories. Provide comments and suggestions for revision using the rubric in Appendix 1. Provide them the opportunity to revise their stories before assigning a final grade. Good writing for the public requires review and multiple drafts. (Find a peer editing checklist in Appendix 3.)

**Step 7.** Review the image that students choose to accompany their story. Is it logical? Did the student provide a caption and credit information?

**Step 8.** Depending on how you have chosen to share your stories, work with students to build a website (Weebly is recommended; <https://www.weebly.com>) or an ArcGIS story map (<http://www.esri.com/industries/education/schools>).

**Step 9.** Share the link to your website or story map with MHS by emailing [mkohl@mt.gov](mailto:mkohl@mt.gov).

**Step 10.** Class discussion. As a class, discuss one or more of the following enduring questions:

1. How can we use what we learned by studying this history to think about the world around us?

2. What does it mean to be a “good” American?
3. What can we learn from our research into WWI about attitudes (then and now) toward
  - Patriotism?
  - Service?
  - Support for the troops?
  - Immigration/treatment of immigrants?
  - First Amendment rights (freedom of speech, freedom of assembly, freedom of religion)?

## Appendix 1: Perfect Paragraph Grading Rubric

|                               | <b>Beginning</b><br><b>1</b>                 | <b>Developing</b><br><b>2</b>   | <b>Accomplished</b><br><b>3</b>   | <b>Exemplary</b><br><b>4</b>  | <b>Score</b> |
|-------------------------------|--|---|---|---|--------------|
| <b>Topic</b>                  | Totally unrelated                            | Remotely related  | Somewhat relevant   | Directly relevant   |              |
| <b>Organization</b>           | Not organized, events make no sense          | Some organization, events jump around, beginning and end are unclear                            | Organized, events are somewhat jumpy  | Good organization, events are logically ordered, sharp sense of beginning and end         |              |
| <b>Quality of Information</b> | Unable to find specific details              | Details are somewhat sketchy  | Some details don't support the subject  | Supporting details specific to subject  |              |
| <b>Grammar &amp; Spelling</b> | Very frequent grammar and/or spelling errors | More than two errors  | Only one or two errors  | All grammar and spelling are correct  |              |
| <b>Interest Level</b>         | Needs descriptive words                      | Vocabulary is constant, details lack "color"  | Vocabulary is varied, supporting details need work  | Vocabulary varied, supporting details vivid   |              |
| <b>Neatness</b>               | Illegible writing, loose pages               | Legible writing, some ill-formed letters, print too small or too large, papers stapled together | Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided | Word processed or typed, clean and neatly bound in a report cover, illustrations provided |              |
| <b>Timeliness</b>             | Assignment handed in more than one week late | Up to one week late   | Up to two days late   | Report handed in on time  |              |
| <b>Citations</b>              | No citations                                 | Incomplete citations  | Citations are not formatted properly  | Citations follow style manual to the letter   |              |
|                               |  |   |   | <b>Total</b>  |              |

## Appendix 2: Sending Students to Conduct Research at Community Institutions

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### Tips for Scheduling a Museum/Historical Society Trip, by Phil Leonardi

**1.** Know the place first: Take your own tour, meet people, and explore. Dig into your own pocket and purchase a society membership. Local historical societies are about history, and need operational monies.

**2.** Know what you are looking for: You must be goal oriented. When having students visit and research at a local society, your time will be limited. This means you need to become familiar with the local society's holdings. The teacher must invest in the learning process. Do not expect that you can pick up the phone and ask a staff member to do the research for you.

**3.** Now schedule a trip: Human nature is such that if you have shown an interest in the society's mission, then they will take an interest in you. Be specific, when scheduling, in describing your mission/goal.

**4.** Come bearing gifts: Is there something in your collection(s) or the vault of the school of which a copy could be spared for the society's working collection? I am not talking about giving away the school bell here! It could simply be a copy of the class photo from 1919. If that is not possible, I have found cookies for the breakroom are appropriate.

**5.** After you take students on an introductory trip, you can expect them to go back on their own time (after school or on a weekend.) If you choose to require independent trips to your local research facility:

- Work with the institution (and your students) to schedule visits so everyone doesn't come the day before the assignment is due. Most institutions have small reading rooms and can only handle a few students at a time.
- Make sure the institution and your students clearly understand what the students need to do (what resources students should look at, for example, and for what purpose.) Provide the institution with a copy of the assignment.

**6.** Research is good; good research with well-behaved students is better. This is all about pre-teaching. Explain protocol and appropriate behavior for students before the visit. Have the students sign and send a thank-you note following their visit. Research is not easy without repositories like historical societies. However, societies have no reason to exist without patrons. We need each other!



## Appendix 3: Peer Editing Checklist

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Author(s)' Name \_\_\_\_\_ Editor's Name \_\_\_\_\_

### Content

- \_\_\_\_\_ 1. The writer illuminates a major theme or topic relating to WWI. List theme or topic.
- \_\_\_\_\_ 2. The writer provides insight into how large historical trends or issues affected local people. Explain.
- \_\_\_\_\_ 3. The accompanying image has a clear connection to the paragraph's main topic. Explain.

### Organization

- \_\_\_\_\_ 1. The writer attempts to provoke the reader's interest with a "lead."
- \_\_\_\_\_ 2. The paragraph develops **one** main idea.
- \_\_\_\_\_ 3. Transition words help the paragraph's ideas flow.
- \_\_\_\_\_ 4. The writer provides some insight as part of the conclusion.

### Style

- \_\_\_\_\_ 1. Sentences are varied in length, type, and beginnings.
- \_\_\_\_\_ 2. The writer avoids wordiness, vagueness, and clichés.
- \_\_\_\_\_ 3. The writer uses clear, concrete examples (showing statements).
- \_\_\_\_\_ 4. The writer avoids contractions, personal references, and first-person and second-person pronouns.

### Mechanics

- \_\_\_\_\_ 1. There are no run-on sentences or sentence fragments.
- \_\_\_\_\_ 2. Commas are correctly applied.
- \_\_\_\_\_ 3. Spelling is checked.
- \_\_\_\_\_ 4. A creative essay title is correctly capitalized.
- \_\_\_\_\_ 5. Quotations are correctly punctuated.
- \_\_\_\_\_ 6. If a final copy, the agreed-upon format (MLA, Chicago, AP) is used for all citations.

### Sources

- \_\_\_\_\_ 1. All information requiring a citation has one.
- \_\_\_\_\_ 2. The writer cites all sources correctly, according to the agreed-upon format (MLA, Chicago, AP).
- \_\_\_\_\_ 3. The illustration is accompanied by a credit line that includes
  - \_\_\_\_\_ Title (either actual title, if a piece of art, or descriptive title if no formal title exists)
  - \_\_\_\_\_ Creator
  - \_\_\_\_\_ Date created
  - \_\_\_\_\_ Repository (who owns the image/where it is held)
  - \_\_\_\_\_ URL and date accessed (if from the web)

## Appendix 4: Useful Resources for Student Researchers

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Montana and the Great War: Story Map and Other Resources. Montana Historical Society, 2017. <http://mhs.mt.gov/education/WWI> (accessed February 23, 2017).

Montana and the Great War: Reading List. Montana Historical Society, 2017. <http://mhs.mt.gov/education/WWI/bibliography> (accessed February 23, 2017).

Montana and the Great War: Montana Newspapers from World War I. Montana Historical Society. 2017. <http://mhs.mt.gov/education/WWI/Newspapers> (accessed June 5, 2017).

Montana Sediton Project. University of Montana School of Journalism. <http://www.seditonproject.net> (accessed February 23, 2017).

Fritz, Nancy R. "The Montana Council of Defense." Master's thesis, University of Montana, Missoula, 1966. Available for download at <http://scholarworks.umt.edu/etd/3004/>.

Holmes, Krys. "Montana and World War I, 1914–1918," in *Montana: Stories of the Land*. Helena: Montana Historical Society Press, 2008. Also available online at <http://svcult.mt.gov/education/textbook/Chapter16/Chapter16.pdf> (accessed February 23, 2017).

Work, Clemens P. *Darkest Before Dawn: Sediton and Free Speech in the American West*. Albuquerque: University of New Mexico Press, 2005.



## Appendix 5: Suggested Topics with Model Entries from the Montana and the Great War Story Map ([mhs.mt.gov/education/wwi](https://mhs.mt.gov/education/wwi))

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### 1. Food Production and Conservation: See Home Front Stories

- War gardens: Glasgow, Valley County
- War recipes: Hot Springs, Sanders County
- Food conservation: Zurich, Blaine County

### 2. Liberty Loans: See Home Front Stories

- Columbia Falls, Flathead County

### 3. Opposition to the War: See Home Front Stories

- Butte, Silver Bow County
- Roundup, Musselshell County
- South of Poplar, Richland County
- Forsyth, Rosebud County
- Near Richey, Dawson County
- Ashland, Rosebud County
- Near Townsend, Broadwater County
- Red Lodge, Carbon County
- Helena, Lewis and Clark County

See also Stories of Service—Whitefish, Flathead County

### 4. German Americans: See Home Front Stories

- Banning German in church: Plevna, Fallon County
- Judge Crum: Forsyth, Rosebud County
- Banning German books: Melstone, Fergus County
- Mennonites: Dawson County
- German press: Helena, Lewis and Clark County
- Book burning: Lewistown, Fergus County
- Suspicious of: Froid, Roosevelt County

### 5. Military Service: See Stories of Service

See also Home Front Stories—Roundup, Musselshell County

### 6. Red Cross: See Home Front Stories

- Great Falls, Cascade County
- Kalispell, Flathead County

See also Stories of Service—Baker, Fallon County

### 7. Montana Council of Defense: See Home Front Stories

- Plentywood, Sheridan County
- Melstone, Musselshell County
- Warrick, Chouteau County
- Helena, Lewis and Clark County
- Sidney, Richland County
- Hardin, Big Horn County
- Plevna, Fallon County
- Ringling, Meagher County

### 8. Economic Impacts of the War: See Home Front Stories

(increase in agricultural production, horse sales for the army, expanding industries—like honey production, inflation, mining)

- Ekalaka, Carter County
- Warrick, Chouteau County

See also Home Again Stories—Ramsay, Silver Bow County

## **9. First Amendment: See Home Front Stories**

- South of Poplar, Richland County
- Ashland, Rosebud County
- Lewistown, Fergus County
- Hardin, Big Horn County
- Helena, Lewis and Clark County

See also Home Again Stories—Helena, Lewis and Clark County

## **10. Women and War: See Home Front Stories**

- Livingston, Park County
- Stevensville, Ravalli County
- Miles City, Custer County

See also Home Again Stories—Graham, Powder River County

## **11. Women and War: See Stories of Service**

- Baker, Fallon County
- Helena, Lewis and Clark County

## **12. Labor Unions and the War: See Home Front Stories**

- Eureka, Lincoln County
- Fortine, Lincoln County
- Red Lodge, Carbon County
- Butte, Silver Bow County

See also Home Again Stories—Butte, Silver Bow County

## **13. Politics: See Home Front Stories**

- Billings, Yellowstone County
- Rankin Ranch, Broadwater County

See also Home Again Stories—Roundup, Musselshell County

## **14: 1918 Influenza Epidemic: See Home Front Stories**

- Miles City, Custer County
- Sidney, Richland County

See also Home Again Stories—Rapelje, Stillwater County

## **15. Veterans: See Home Again Stories**

- Corvallis, Ravalli County
- Missoula, Missoula County
- Browning, Glacier County
- Rocky Boy's Reservation, Hill County
- Fort Benton, Chouteau County
- Great Falls, Cascade County
- Pryor, Big Horn County
- Dillon, Beaverhead County

## **16. Student-generated Topics**

## Appendix 6: Supplemental Assignments

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**Teaching Note:** The more time you spend helping students build context and background knowledge, the better their projects will be. For that reason, we have included additional suggestions for additional lessons and materials here.

### List of Supplemental Assignments

#### Assignment 1: *Jailed for Their Words*

As a class, view *Jailed for Their Words*. Directed by Gita Saedi Kiely. Produced by Gita Saedi Kiely and Clemens P. Work. Montana PBS, 2006. YouTube at [https://www.youtube.com/watch?v=LXUsTR\\_zbb8](https://www.youtube.com/watch?v=LXUsTR_zbb8). This “hour-long documentary traces the dramatic story of Montana’s draconian WWI sedition law, the harshest law of its kind in the nation, and the model for a U.S. law passed shortly after.” After viewing *Jailed for Their Words*, have students further investigate Montanans featured in the movie using the Montana Sedition Project website at <http://www.seditionproject.net>. You can find sample assignments at <http://tinyurl.com/Sedition-CommonThreads> and <http://tinyurl.com/Sedition-Ethnicity>.

#### Assignment 2: Contextualizing the Montana WWI Story

Read excerpts from Fritz, Nancy R., “The Montana Council of Defense” (1966). Theses, Dissertations, Professional Papers. Paper 3004, available for download at <http://scholarworks.umt.edu/etd/3004/>. Use the search function to find out if Fritz wrote about Council of Defense activities in your county or town. If not, find other relevant excerpts that highlight issues you want your students to explore. For example, pages 79–82 describe ex-officio hearings held by county councils to intimidate people who they felt should buy more bonds or otherwise express support for the war. Note, too, that Fritz’s bibliography is an excellent

resource for more local records and holdings.

Read Chapter 10 of Work, Clemens P., *Darkest Before Dawn*. Albuquerque: University of New Mexico, 2005. Print, available for download at <http://mhs.mt.gov/Portals/11/education/WWI/WorkChap10.pdf>. Though the focus of this work is sedition and free speech in the American West, Chapter 10, “The Pot Boils Over,” discusses the paralysis caused by war hysteria in Montana in 1918. *Darkest Before Dawn* provides great background on significant free speech, association, and libel U.S. Supreme Court cases, WWI’s Liberty Loan program, Industrial Workers of the World, Executive Order No. 9066, and Joseph McCarthy. Find an assignment designed for a government class, asking students to use the information from this chapter to draw comparisons with other periods of history below (see pages 13-14).

#### Assignment 3: First Amendment Then and Now

Using excerpts from Anthony Lewis’ *Freedom for the Thought We Hate* (New York: Basic, 2007), which provides an overview of the evolution of First Amendment protections of free speech, with special emphasis placed upon WWI and Montana, have students trace how understanding of the First Amendment has changed over time (see page 15).

#### Assignment 4: Liberty Loan Propaganda

Examine Liberty Loan propaganda. You can find many posters on American Memory at <https://www.loc.gov/collections/world-war-i-posters/about-this-collection/>. In addition, Corvallis High School teacher Phil Leonardi has created a “Zoom In” PowerPoint lesson, asking students to consider differing types of rhetoric and imagery associated with funding WWI through the Liberty Loan program. Seven Liberty Loan posters are “dissected”

while considering essential questions relating to subject, use of color, comparable imagery, and rhetorical language. Access the PowerPoint “Zoom In” at <http://tinyurl.com/libertyloanppt>.

### **Assignment 5: Examining Consequences**

Have students read “World War I: The War That Changed Everything” by Margaret MacMillian, published in the *Wall Street Journal*, June 20, 2014. MacMillian reflects on the lasting impacts of WWI a century after the war’s outbreak. Discuss the reading and review questions on page 16. (Note: This activity can be used either to introduce or conclude the unit.)

## Questions for Assignment 2: Contextualizing the Montana WWI Story

### *Darkest Before Dawn*

by Clemens P. Work

#### Pre-reading:

- Describe the Sedition Act of 1798.
- Define “libel.”  
SCOTUS seminal case(s) review  
—*New York Times v. Sullivan* (1964)
- Define “political free speech.”  
SCOTUS seminal case(s) review  
—*Gitlow v. New York* (1925)  
—*Whitney v. California* (1927) Brandeis opinion  
—*United States v. Schwimmer* (1929) Holmes opinion
- Define “sedition.”  
SCOTUS seminal case(s) review  
—*Schneck v. United States* (1919)  
—*Debs v. United States* (1919)  
—*Abrams v. United States* (1919)
- Describe WWI’s Liberty Loan/Liberty Bond program.
- Describe the goals of the Industrial Workers of the World (IWW).
- Who was Frank Little?
- What was the IWW’s position on WWI?
- Describe the goals of the Nonpartisan League.
- Describe Executive Order 9066.
- Who was U.S. Senator Joseph McCarthy?

Read Chapter 10 of Work’s *Darkest Before Dawn*. Complete analysis of each of the following questions as it relates to the text:

1. Describe how the hysteria associated with WWI set the stage in Montana for a “super-patriot” movement?
  - Considering libel, how does press reporting from this period fit the idea of freedom of expression?
  - According to Work, give three specific examples that helped fuel this hysteria.
2. What was the early goal of the Council of National Defense?
  - How did that goal change in Montana in 1918?
  - Describe the state’s Council of Defense’s newly founded political powers.
  - What were some of the council’s goals?

3. What was the role of the Anaconda Mining Company in this “patriotic” movement?
  - What did the ACM stand to gain, in your estimation?
4. Successful political change requires compliance. How were citizens encouraged to comply with the Council’s directives?
  - In your view, how is compliance measured?
5. Compare your research of the Liberty Bond program with the case of Alma J. Swift. What types of conflict(s) seem to exist?
6. Draw a comparison with the case facts found in *Whitney v. California* and the effort within Montana to create other patriotic organizations used “to ferret out disloyalty.” How and why did the general attitude change between 1919 and 1927?
7. How does Work’s book place an emphasis on work and productivity as part of an equation equaling patriotism?
8. Using your research on the IWW and Frank Little, how would the ideals of the IWW clash with the goals of the Council of Defense?
9. How does the Nonpartisan League in Montana and the issues of the J. A. “Mickey” McGlynn case fit into the drama of “patriotism” during this time frame?
  - What is the role of Montana’s Attorney General Sam Ford? How would he describe the state’s efforts at “hyper-patriotism”?
10. Describe the impact of “mob spirit” on the goals of the Council of Defense.
  - How does this mob mentality fit into later examples such as Executive Order 9066 during WWII or McCarthyism during the early 1950s?



# Instructions for Assignment 3: First Amendment Then and Now

A certain amount of judicial activism has occurred in the twentieth and twenty-first centuries relating to the First Amendment. In this exercise, you will be tracing a very specific thread of the First Amendment in search of the following:

- What seemed to be the “original intent” of our constitutional framers?  
What evidence can you discover as to their intent?
- What types of court actions exist to support this original intent?  
What types of legal history exist to support this intent?
- Where, when, and why did the judiciary begin to diverge from earlier interpretations?  
When was the seminal point of change?
- What seems to be the current judicial climate related to your topic?  
Where is the current trend taking us?

1. Your “thread” will be one of the following:

- Sedition
- College speech
- Political speech
- Libel in the press
- Slander
- Association
- Flag burning
- Flag salute
- Motion pictures
- Music
- TV/radio
- Shield laws: protecting sources
- Hate speech
- Court reporting: “gag” orders
- Privacy
- Censorship
- Prior restraint

An excellent resource related to the First Amendment can be accessed at <http://www.firstamendmentcenter.org>.

Another excellent source is Lewis, Anthony. *Freedom for the Thought We Hate*. New York: Basic, 2007.

2. You will be creating a visual display that contains

- Written analysis (two to three “perfect paragraphs”) directly referencing important judicial rulings or historical/current events.
- Supporting imagery directly related to your thread. This could include press coverage, including political cartoons. See <http://chroniclingamerica.loc.gov> for historical news articles from 1822 to 1922.
- A timeline pointing to events directly impacting your thread.

## THE EVOLUTION OF FREE SPEECH IN AMERICA

Freedom of Speech: The right to speak, receive and express beliefs and ideas without unreasonable government restriction or censorship.

| 600 BC   | 1791  | 1919  | 1925   | 1927   | 1931   | 1942   | 1964   | 1969  | 1989   | 1992  | 2011 |
|--|---|---|--|--|--|--|--|---|--|---|------|
| <b>Origins</b><br>The American colonies during the 17th and 18th centuries had the beginnings of the concept of freedom of speech. The American Revolution required the right of free speech, that was the foundation of the Bill of Rights. The Bill of Rights was the first written document to guarantee the right of free speech. The Bill of Rights was the first written document to guarantee the right of free speech. | <b>Clear and Present Danger</b><br>Schenck v. United States (1919) Schenck, secretary of the Socialist Party of America, was convicted of violating the Espionage Act of 1917 for distributing leaflets that urged conscription. The Supreme Court ruled that the speech was a "clear and present danger" to the national security. | <b>Brandeis Concurrence</b><br>Justice Brandeis's concurring opinion in Schenck v. United States (1919) argued that the government's power to restrict speech is limited to times of "war or grave danger." | <b>Application to the States</b><br>Gitlow v. New York (1925) Gitlow was convicted of criminal anarchy under the New York Criminal Anarchy Law of 1914. The Supreme Court ruled that the First Amendment applied to the states through the Fourteenth Amendment. | <b>Censorship</b><br>New York Times v. Sullivan (1964) The New York Times published an advertisement for Martin Luther King Jr. that contained several factual errors. The Supreme Court ruled that the newspaper was not liable for libel unless it acted with "actual malice." | <b>Fighting Words and Obscenity</b><br>Chaplinsky v. New Hampshire (1959) Chaplinsky was arrested for using "fighting words" in a public square. The Supreme Court ruled that such words are not protected by the First Amendment. | <b>Defamation</b><br>New York Times v. Sullivan (1964) The New York Times published an advertisement for Martin Luther King Jr. that contained several factual errors. The Supreme Court ruled that the newspaper was not liable for libel unless it acted with "actual malice." | <b>Symbolic Speech</b><br>Tinker v. Des Moines (1969) Three students wore black armbands to school to protest the Vietnam War. The school ruled that the armbands were disruptive. The Supreme Court ruled that the students' speech was protected by the First Amendment. | <b>Political Manner</b><br>First Amendment Center (1989) The First Amendment Center was established to promote the First Amendment. It has been a leading voice in the fight for free speech. | <b>Hate Speech</b><br>R.A.V. v. City of Boulder (1992) The City of Boulder had a hate speech ordinance. The Supreme Court ruled that the ordinance was unconstitutional because it discriminated based on the content of the speech. | <b>Offensive Speech</b><br>Snyder v. Phelps (2011) The Westboro Baptist Church picketed the funeral of a soldier who died in the Iraq War. The Supreme Court ruled that the church's speech was protected by the First Amendment. |      |

## Questions for Assignment 5: Examining Consequences

### “World War I: The War that Changed Everything”

“World War I: The War That Changed Everything,” by Margaret MacMillian (published in the *Wall Street Journal*, June 20, 2014) looks back at WWI on the hundredth anniversary of its outbreak. Carefully read the essay and answer the following questions. You will be graded on your accuracy, clarity of thought, and application of what you’ve learned.

Due: \_\_\_\_\_

Points Possible: 50

1. Find maps depicting Europe before WWI (c. 1910) and shortly after WWI (c. 1920). Describe three significant changes.
2. A violent response to political leadership manifested itself frequently during the early part of the twentieth century. What types of conditions—political and social—existed to push people to such extremism?
  - Describe two to three other examples in history where this type of violence seemed to be the standard instead of the exception.
3. One of the impacts of WWI was a change in political structure for many countries. Describe the impacts on the Russian government and how those changes manifested themselves later in history.
4. Churchill used the term “war of the pygmies” as a result of WWI. What was this “war”? Who was impacted?
5. Describe how the brutality of WWI impacted society.
  - How is the rise in extremism a lasting result of WWI?
  - How are wealth, faith, art, and music impacted by war and conflict? You might find a quick study of Picasso’s *Guernica*, 1937 (<http://www.pablocicasso.org/guernica.jsp>) helpful. Though created well after WWI, Picasso’s interpretation of war is striking.
6. Though WWI ended in 1918, challenges existed that set the stage for potential future conflict. Basically, both the “winners” and “losers” were resentful.
  - According to MacMillian, how did the attitude of many Germans at the end of WWI set the stage for future conflict? What key features fostered this attitude?
  - On the other hand, the “winners”—Italy, France, and Britain—were also “resentful” at war’s end. What led to their dissatisfaction?
  - How was the treatment of countries in the Far East, such as China and Japan, a factor in future world conflict?
7. Define “American exceptionalism.” How did American exceptionalism influence the peace process after WWI?

## Appendix 7: Standards

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### College and Career Readiness Anchor Standards

CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.

CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CCRA.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.4 Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience.

CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCRA.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

### **Montana Content Standards for Social Studies**

MCSS 1.1 Analyze and adapt an inquiry process (i.e., identify question or problem, locate and evaluate potential resources, gather and synthesize information, create a new product, and evaluate product and process).

MCSS 1.2 Apply criteria to evaluate information (e.g., origin, authority, accuracy, bias, and distortion of information and ideas).

MCSS 2.1 Analyze the historical and contemporary purpose of government and how the powers of government are acquired, modified, justified, and used (e.g., checks and balances, Bill of Rights, court decisions).

MCSS 2.5b Analyze the impact of the Constitution, laws, and court decisions on the rights and responsibilities of citizens.

MCSS 4.1 Select and analyze various documents and primary and secondary sources that have influenced the legal, political, and constitutional heritage of Montana and the United States.

MCSS 4.4a Analyze the significance of important people, events, and ideas (e.g., political and intellectual leadership, inventions, discoveries, the arts) in the major eras/civilizations in the history of Montana, American Indian tribes, the United States, and the world.

MCSS 4.4b Analyze issues (e.g., freedom and equality, liberty and order, region and nation, diversity and civic duty) using historical evidence to form and support a reasoned position.