

Story Map Organizer/Teacher Companion
Over There: The Story of the American Expeditionary Force

View the Story Map at: <https://arcg.is/0eTy5m>

Story Map Info	Guiding Questions
<p>Start Page – Bell Ringer Main stage: Sheet music for the song “Over There.”</p> <p>Side stage: Quick overview on World War I.</p> <p>Side Stage Primary Source Link: <i>Poisonous Gases</i> published in the “Baltimore Sun” during the war.</p> <p>Side State Primary Source Sound Link: The recorded version of “Over There”</p>	<p>Bell Ringer Questions: Have students hypothesize and discuss as to what they is meant by “Over There.” I would also possibly have them make connections with today’s music or even music that came out after 9/11 in support of intervention in Afghanistan and Iraq.</p> <p>Student should also discuss what they believe is meant by “industrial level” killing. This was the first war where people were killing others at such a distance and at such a rate and with such weapons that it could be considered “industrial.”</p>
<p>The Dominoes Fall Main Stage: “The Blood-Red World” Map. Printed in 1914, this map shows the areas of the world directly affected by the war at the time.</p> <p>Side Stage Link: A newspaper announcing the Assassination of Archduke Ferdinand</p>	<p>History Detective Analysis:</p> <ol style="list-style-type: none"> 1) When was this map created? 2) Why was this map created? (What was its purpose?) 3) What does it tell you about the war in 1914? <p>Students analyze the map and make connections between the year and lack of U.S. involvement. It should also come to light that much of the world was already enveloped in it, which should raise questions as to why the U.S. was not.</p> <p>Think On It! The United States maintained "neutrality" throughout the beginning years of the war. Why would President Wilson and many</p>

	<p>other Americans push to keep out of the war?</p> <p>Students hypothesize as to why the U.S. would remain neutral. Facilitate discussion here.</p>
<p>Isolated America</p> <p>Main Stage: The cover of a piece of sheet music titles "Neutrality Rag." Again music here showing support one-way the other. Maybe make mention of how this compares to the "Over There" that will come later.</p> <p>Side Stage Link: This is an image of a campaign truck in Woodrow Wilson's 1916 campaign for re-election.</p> <p>Side Stage Map Link: This map shows the primary Allied and Central Powers in 1916.</p>	<p>Map Detective:</p> <p>1.) The countries shaded in purple represent which side in the conflict? Allied or Central? (These would be the Central Powers in the conflict)</p> <p>2.) Which was largest country involved on the side of the Allied Powers? (The largest on the Allied would be that of Russia.)</p> <p>3.) What observations can you make about the United States location compared to the countries involved in the conflict at the time? (Hopefully they are able to make spatial and logistical observations here – Atlantic separating the major fighting from the U.S.)</p> <p>4.) How would the location of the United States help in its efforts to remain "isolated?" (Again, here we look a distance, oceans, etc. – Had the war been at the back door would the U.S. had been able to remain neutral?)</p> <p>THINK ON IT!</p> <p>Taking into consideration Wilson's "anti-war" stance and much of America's support for "neutrality," what might have to occur in order to pull the U.S. into the global conflict? (Students Hypothesize and discuss)</p>

<p>The Zimmerman Note: Main Stage: Propaganda poster printed in 1917 with a woman dressed in red, white, and blue asleep. (Representing America being neutral and that they should no longer remain that way.)</p> <p>Side Stage Link: Image of Admiral Hall of British Naval Intelligence. (His group deciphered the “Zimmerman Note.”)</p> <p>Side Stage Display: The coded telegram.</p> <p>Side Stage Link: The decoded Zimmerman Telegram.</p>	<p>History Detective Analysis</p> <p>1) Why is Germany reaching out to Mexico? (They wished for them to attack the United States and join the Central Powers efforts.)</p> <p>2) What is Germany offering to Mexico? (Germany was offering to return California, Texas, and the Southwest after the war was won.)</p> <p>3) If Mexico accepted, how could this help Germany win the war? (By keeping the United States “busy” in North America, the Germans would not need to worry about the U.S. when they would inevitably join the conflict on the side of the Allies.)</p> <p>Think On It! What could the discovery of this telegram cause to happen? Why? (Students hypothesize and hopefully see this as an act of war against the U.S.)</p>
<p>America Mobilizes:</p> <p>Main Stage: The famous recruiting poster featuring “Uncle Sam.”</p> <p>Side Stage Link: Image of President Wilson asking Congress for a declaration of war in order to keep the world “safe for democracy.”</p> <p>Side Stage Link: An image of soldiers training for a gas attack.</p> <p>Side Stage Link: Cover to sheet music titled “We Called the Kaiser’s Bluff.”</p>	<p>Map Detective:</p> <p>Training</p> <p>1.) From which states do you see the highest number of troops enlisted? Why do you think this is the case? (Students click and navigate through the map and come up with two or three states that had the highest numbers. Higher state populations most likely the key to this.)</p> <p>Transport</p> <p>2.) In 1917, how would the United States get troops from America to Europe? (Troop transport ships – maybe compare that to today’s use of airplanes.)</p>

Side Stage Map Link:

1. Training: Map of training centers and troop numbers.
2. Transports: World map with map tools.
3. Historical: Shows point of embarkation and debarkation and rough estimates of troop numbers.

Side Stage Map Link

Think On It!

This is a map indicating large developments and battles through 1917.

3.) Using your map and measuring tool, determine the length of time (roughly) it would have taken a convoy of troops and equipment if their point of embarkation was New York City and point of disembarkation (arrival) was Liverpool, England. Use the average speed of 13 knots (roughly 15 miles per hour). (Answers will vary a little here.)

4.) According to this **historical map**, what was the port of embarkation for most U.S. troops? What are some possibly reasons as to why this was the main port? (New York City was the main point of embarkation – many reasons for this including location, resources, etc.)

Think On It!

From your observations on American Troop-Transports' points of disembarkation and this map of battle fronts and major battles leading up to American involvement, can you hypothesize as to where the American Expeditionary Force might be deployed (used)? (Students should be able to use the points of disembarkation in Europe and England and the major battle points in order to identify Northern France as a possible spot for deployment.)

The Meuse-Argonne Offensive:

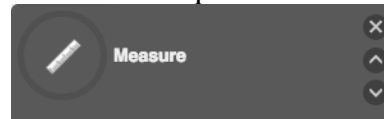
Main Stage: This is a cover design for a 1918 issue of Collier's Magazine.

Side Stage Link: This is a picture of General John J. Pershing – Head of the American Expeditionary Force.

Side Stage Map Link: This map shows the Meuse-Argonne Battlefield. Students need to use the “layers” function to make “hills,” “railroads,” and “Hindenberg Line” visible on map.

Map Detective:

1) Using your measuring tool, determine the size of this battlefield in terms of "square miles."



Measurement Result

(Students use measuring tool far left to measure square miles.)

2) Why would the Germans create their main defensive line (Hindenburg Line) in this location? (Note the heights, waterways, and railroads.)

THINK ON IT!

If you were American General John J. Pershing and your army was along the southern boundary about 4 miles south of Montfaucon, what would be your goal? (Students hypothesize and discuss.)

The Final Battle:

Main Stage: This is a map of the Meuse-Argonne battlefield. (Students use the map and the diary to answer the questions.)

Side Stage Link: This is a page from General Pershing's diary concerning the first day of the offensive.

History and Map Detective:

1.) At the start of the battle - From East to West, how many miles was the initial "battle line" for this offensive. (Student use the measuring tool to estimate the length of the line on the first day – it is basically white along the southern border of battlefield. Roughly – 25-25 miles)

	<p>2.) Using your measuring tool, What was the furthest distance the American Expeditionary Force advanced on the first day of the battle? (Students measure from that initial line to the furthest point on the "Day One" yellow line. Roughly 5-6 miles)</p> <p>3.) Using <u>Pershing's diary</u> and the images on the map, describe what Pershing considered "the most serious problem of the day." (Students get an idea of the terrain through the image and diary – basically it is the landscape that creates many difficulties. Discuss this and discuss as to why the landscape was somewhat impassable and difficult to move upon.)</p> <p>THINK ON IT! If the American Expeditionary Force and the Allies were able to cover that distance in one day, what can you conclude about the coming days of the battle? (Students hypothesize and discuss. – Possibly mention that Pershing wanted troops to be "on-the-move" and not "dig-in" for too long.)</p>
<p>11th Hour of 11th Day of 11th Month:</p> <p>Main Stage: This is the cover of the "Ogden Standard" from Ogden, Utah. It features President Wilson and the headline "PEACE!"</p>	<p>Think On It! Examine the newspaper - At the very top there is a headline. Note the location of the headline and the words used. What conclusions can you make about "World War One" just by analyzing that headline?</p>