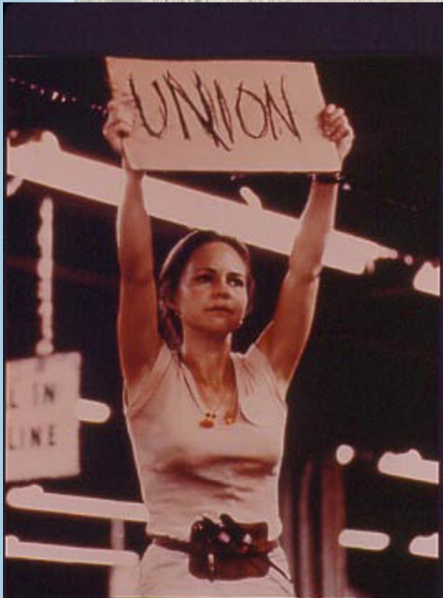
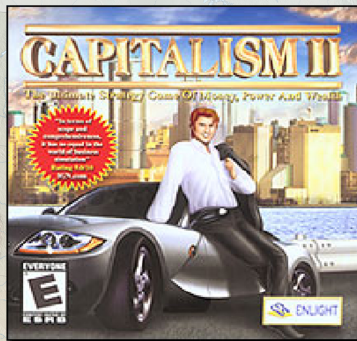


ECONOMICS IN U.S. HISTORY

A Media Literacy Curriculum Kit



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PROJECT
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COLLEGE**

Economics in U.S. History: A Media Literacy Curriculum Kit

Produced by
Project Look Sharp
for the *Ithaca City School District*



www.projectlooksharp.org

Providing materials, training and support to help teachers prepare students
for life in today's media-saturated world.



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www.projectlooksharp.org

Mission Statement

Project Look Sharp is a not-for-profit, mission driven initiative committed to providing teachers with the training and materials they need to integrate media literacy, critical thinking and 21st century learning into the curriculum.

Project Look Sharp provides staff development workshops and consulting.

Please Consider Donating

All our curriculum kits are available **free** of charge on our web site. Please contact *Project Look Sharp* to make a donation.

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Each kit includes:

Introduction-Overview of the Kit, 5 lesson plans and teacher's guides, student worksheets, 40+ PowerPoint slides, 8 video clips, 8 print student readings, assessments and sources.

All materials can be accessed for free on our website and are also available through mobile non-Internet based versions viewed on a digital media device. Digital devices include a master PDF as well as all specified media within lesson folders purchased from the Ithaca College Bookstore.

Access the bookstore through our website.

FAIR USE NOTICE:

The media documents in this kit are provided free of charge for the purpose of commentary, criticism and education as provided by the fair use clause of U.S. Copyright Act of 1976.

Economics in U.S. History: A Media Literacy Curriculum Kit

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TABLE OF CONTENTS

Introduction	1
Overview, Objectives, Pedagogy, and Practice	3
Media Literacy and Democratic Citizenship.....	5
 Lesson 1: Introduction to Capitalism	 7
Lesson Plan.....	9
Teacher Guide	11
Take A Stand Activity	14
Student Reading:	
“Introduction to Capitalism”	15
Student Worksheets	17
Teacher Answer Sheets	19
Video Clips:	
(Access online or via Lesson 1 digital media folder)	
<i>The Power of the Market</i>	
<i>The New Rulers of the World</i>	
 Lesson 2: The Value of Trees	 23
Lesson Plan.....	25
Teacher Guide	27
Lumber Production Maps.....	35
Student Readings:	
“The American Forests”	37
“The Squatters of Mississippi”.....	38
Student Worksheets	39
 Lesson 3: Imperialism and the Panama Canal.....	 41
Lesson Plan.....	43
Teacher Guide	45
Video Clips	
(Access online or via Lesson 3 digital media folder)	
<i>Panama Deception</i>	
<i>The Yankee Years</i>	
 Lesson 4: World War One Through Posters.....	 49
Lesson Plan.....	51
Teacher Guide	53
Student Worksheets	83
PowerPoint Slide Show	
(Access online or via Lesson 4 digital media folder)	

TABLE OF CONTENTS

Lesson 5: Perspectives on Labor and Management.....	103
Lesson Plan	105
Teacher Guide.....	107
Video Clips.....	
(Access online or via Lesson 5 digital media folder)	
<i>Modern Times</i>	
<i>Why Play Leapfrog?</i>	
<i>On the Waterfront</i>	
<i>Norma Rae</i>	
<i>The Simpsons</i>	
Lesson 6: Living Wage.....	115
Lesson Plan	117
Teacher Guide.....	119
Take a Stand Activity	120
Student Readings:	
“The Living Wage Movement”	121
“The Employment Effects of Living Wage Laws”	122
Student Worksheet	123
Lesson 7: Health Care and Wal-Mart	125
Lesson Plan	127
Teacher Guide.....	129
Video Clips.....	
(Access online or via Lesson 7 digital media folder)	
<i>Wal-Mart: The High Cost of Low Price</i>	
<i>Why Wal-Mart Works</i>	
Sources	133
About Project Look Sharp and Available Teaching Kits.....	137

Introduction to Economics in U.S. History

Overview, Objectives, Pedagogy, and Practice.....	3
Media Literacy and Democratic Citizenship	5

OVERVIEW OF THE KIT

Economics in U.S. History

Overview, Objectives, Pedagogy, and Practice

Overview

This kit provides educators with materials to engage students in a dynamic, interactive, and constructivist process of exploring media representations of economic issues in U.S. history. The lessons were designed to integrate basic economic concepts with media literacy and critical thinking skills into 8th grade U.S. history, but the document-decoding approach makes the lessons usable or adaptable from middle school through high school.

The first lesson, “Introduction to Capitalism” contrasts an excerpt from free-market advocate Milton Friedman’s famous film, “the Power of the Market” with a film clip from “The New Rulers of the World” by noted journalist John Pilger. The lesson includes a student reading targeting 8th grade and two worksheets that may be used to compliment the reading or as an assessment. This lesson may be used at any time to introduce the most basic concepts and vocabulary of macro economics. Lesson’s 2-5 use different media forms (maps, articles, posters, TV and film clips) to have students apply economic concepts and vocabulary to the analysis of different perspectives on key events and issues in U.S. History. Lesson #2 explores Westward Expansion and the industrialization of lumber. Lesson #3 contrasts different media construction of the building of the Panama Canal. Lesson #4 teaches economics and visual literacy through decoding WWI era posters from around the world. Lesson #5 has students analyze different views of labor and management through a series of short film clips from Charlie Chaplin to *The Simpsons*. Lessons #6 and #7 ask students to analyze

and critique conflicting media representations about contemporary controversial economic issues; the “Living Wage Campaign” and Wal-Mart’s health care policies.

Accessing the materials

All materials for these lessons are available for free at www.projectlooksharp.org. Teachers may want to print and review each lesson and make copies of student *Readings* and *Worksheets* prior to instruction.

Educators may purchase, at cost, a mobile non-Internet based version of the curriculum kit on a digital media device from the Ithaca College Bookstore. Devices include the master PDF of the kit and all specified media within lesson folders. Check the Project Look Sharp website for more information.

Objectives:

- To teach information and vocabulary about basic economic concepts.
- To present diverse and compelling perspectives on economic issues.
- To teach students to identify the “language” of construction of different media forms and to analyze and evaluate the meanings of mediated messages about economics.
- To train students to understand and evaluate authorship, credibility and bias in different media sources and forms.
- To engage all students, but particularly those disengaged from traditional school work, in complex critical thinking and the development of reading, listening and visual decoding skills and attitudes that support life-long democratic citizenship.

Learning Standards:

This kit addresses standards of the **National Council for the Social Studies** (NCSS), including:

II. *Time, Continuity, and Change*: Knowing how to read and reconstruct the past. Drawing on their knowledge of history to make informed choices and decisions in the present.

VI. *Power, Authority, and Governance*: Confronting questions such as: What is power? Who holds it? How is it gained, used, and justified? How are governments created, structured, maintained, and changed?

VIII. *Production, Distribution and Consumption*: Knowledge of economic concepts and principles, using economic reasoning processes in addressing issues related to the four fundamental economic questions: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)?

This kit addresses standards of the **National Association of Teachers of English** (NCTE), including:

- applying a wide range of strategies to comprehend, interpret, evaluate, and appreciate print and non-print texts
- applying knowledge of media techniques, figurative language, and genre to critique and discuss print and non-print texts
- participating as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

This kit addresses core learning skills that have been identified as essential skills for **21st Century Literacy**, specifically:

- information and media literacy skills: analyzing, accessing, managing, integrating, and evaluating information in a variety of forms and media
- critical thinking and systems thinking: exercising sound reasoning in understanding and making complex choices, understanding the interconnections among systems

OVERVIEW OF THE KIT

Media Literacy and Democratic Citizenship

The founders of the United States articulated the need for a literate citizenship as core to the development of a deep and enduring democracy. We live in an age when the most influential messages about pressing social issues and events are delivered through mass media, such as television, magazines and the Internet. Most students use the Internet as their primary source of information, yet few have any formal training in assessing the credibility of information in Web sites. It is essential to the success of our democracy that young people consciously and consistently analyze and evaluate media messages. They need to be taught to seek out current, accurate, and credible sources of information; they need to understand the influence of media messages on their understanding of the world; and they need training in identifying and using various techniques for communicating messages in different media forms. Without these critical skills, we risk losing the diversity and freedom of thought that underpins a culture of true democracy.

Collective Reading of Media Messages

This curriculum is based on the classroom practice of collective reading, in which the teacher leads the class through the process of decoding images, sounds and text as a way of developing a range of critical thinking skills while teaching core knowledge. This constructivist approach encourages the development of moral reasoning as students clarify their own interpretations, listen to the analysis of their peers, and discuss ethical issues. Decoding of the documents in this curriculum will help train students to distinguish fact from opinion, analyze point

of view and identify bias, interpret historical documents, and use evidence to back up a thesis. The classroom decoding process is particularly effective in involving students who rarely share their opinions about print-based material, including students with reading disabilities, visual learners, and students for whom English is a second language. The teacher should consider calling on students or going around the room to ensure participation by all students in the collective reading process.

Encouraging Multiple Readings

Although the Teacher Guides for each lesson include possible answers to the probe questions, the teacher should encourage multiple readings and a diversity of responses for most of the questions posed in the teacher guide. It is important that students give evidence in the document to explain their conclusions. Occasionally a question has only one right answer (e.g., “who created this video?”), and students should learn to distinguish between objective and subjective questions. The suggested answers given in the scripts are intended to reflect typical responses that address key historical and media literacy concepts and information. However, it is important that students recognize that all people do not interpret media messages the same way. Depending upon each reader’s background, including life experience, age, gender, race, culture, or political views, he or she may have very different interpretations of a particular text. The collective reading experience provides the opportunity to explore these differences and discuss the important concept that readers interpret messages through their own lenses.

Reading Bias

A major theme of these materials is the recognition that all media messages come from a particular point of view and have a bias that reflects the intent and perspective of the producer and sponsor. With these materials, teachers can train students to recognize bias and point of view. The teacher should encourage students to ask critical questions about any media messages encountered inside or outside the classroom using the *Key Questions To Ask When Analyzing Media Messages* found at www.projectlooksharp.org.

Bias in this Curriculum and in the Classroom

This series of lessons, like all media, also has a point of view and a bias. As teachers use the lessons, they may identify opinionated language, selective facts, missing information, and many other subjective decisions that went into constructing this view of history. The same questions the curriculum applies to other documents can be applied to this media construction: Who produced this curriculum for what purpose and what is its bias? Teachers and students could and should be asking critical questions about the editorial choices that went into constructing these lessons. For instance: Why did we choose these specific film clips? Why focus on Wal-Mart and the Living Wage Campaign? Why was Karl Marx mentioned in the *Introduction to Capitalism* reading? When students identify a bias in these materials they should be asked to give evidence to support their assessment. When using these materials teachers will make their own decisions of what to include and to edit, what questions to use and what issues to avoid. All of these decisions, both by the creators and users of the curriculum, will influence the view of history that students receive. Teachers should encourage students to thoughtfully analyze and discuss the stories, the perspectives, and the biases celebrated and criticized within our own classrooms. Those skills and practices are core to an educated democratic citizenship.

Additional Resources

For more information about media decoding download these documents from the project Look Sharp website:

- Key Questions to ask when analyzing media messages
- Tips for Media Decoding
- Core Principals for media literacy education

Fair Use of Media Documents

The classroom critique of political and cultural documents (e.g., paintings, TV news clips, excerpts from films, web pages) is essential to the development of core literacy skills in our media saturated democracy. To enable educators to fulfill the mission of teaching these core civic objectives, Project Look Sharp has created media literacy integration kits using a variety of different media documents for critical analysis in the classroom. The documents in this curriculum are presented for the purpose of direct critique and solely to be used in an educational setting.

For more information about fair use in Media Literacy Education, visit the Media Education Lab at Temple University at www.mediaeducationlab.com.

Lesson 1: Introduction to Capitalism

Lesson Plan.....	9
Teacher Guide.....	11
Take A Stand Activity.....	14
Student Reading: “Introduction to Capitalism”	15
Student Worksheets	17
Teacher Answer Sheets.....	19
Video Clips.....	
(Access online or via Lesson 1 digital media folder)	

LESSON PLAN



Video Clips

Introduction to Capitalism

Lesson Objectives:

- Students will understand basic concepts of capitalism and free markets.
- Students will analyze and discuss conflicting messages, perspectives and biases on the strengths and weaknesses of free market capitalism and government regulation in documentary video.
- Students will begin developing critical media decoding skills and practice asking core media literacy questions.

Vocabulary:

capitalism, supply and demand, free markets, economic growth, government regulation, corporations, globalization, free trade, multinational, developing countries

Media

The Power of the Market, PBS, 1990
(6:09)



The New Rulers of the World, 2001 (5:27)

Materials Needed:

- *Teacher Guide: Introduction to Capitalism*
- *Student Reading: Introduction to Capitalism*
- *Student Worksheet: Questions on Capitalism Reading*
- Teacher Answer Sheet
- 2 video clips (access online or via Lesson 1 digital media folder)

Time

Homework + 35 minutes

Lesson Procedures:

1. Have students read *Student Reading: Introduction to Capitalism* (in class or for homework) and answer questions on *Student Worksheet: Introduction to Capitalism*.
2. Collect *Student Worksheet: Introduction to Capitalism*. OPTIONAL: Review answers.
3. Introduce lesson and videos; see *Teacher Guide*.
4. Show clip from *The Power of the Market* (6:09) and lead decoding; see *Teacher Guide*.
5. Show clip from *The New Rulers of the World* (5:27) and lead decoding; see *Teacher Guide*.
6. Lead the *Take a Stand* activity to help students clarify and debate their perspectives on capitalism; see *Teacher Guide*.

TEACHER GUIDE



Video Clips

Introduction to Capitalism

1. Organize and make copies for the class activities.
2. Introduce the lesson.

Lesson Introduction

We are constantly being influenced by media messages, some about controversial topics.

We will begin a series of lessons that look at economics and the ways in which media influence our understanding of economic ideas.

3. Distribute *Student Reading: Introduction to Capitalism* and *Student Worksheet: Introduction to Capitalism*. Have students complete the reading and worksheet in class or for homework.
4. Collect *Student Worksheet: Introduction to Capitalism*.

OPTIONAL: Lead students through answers using *Teacher Answer Sheet*.

5. Introduce and play each film clip.
6. Lead a discussion of the clips using the suggested teacher answers below as a guide.



The Power of the Market **PBS, 1990**

Film 1 Introduction

We will now take a look at two opposing media messages about capitalism. As you watch each clip, note the messages it gives about “the free market” and the techniques each film uses to make its points.

The first clip features economist Milton Friedman, one of the leading advocates for free market capitalism. This clip is from the video, *The Power of the Market*.

Media Sample Questions & Answers

1.) What are the positive aspects of capitalism (the free market) that are communicated in the clip?

Possible Answer: Capitalism creates a strong economy.

Evidence: Hong Kong is described as “thriving, dynamic, bustling economy”

Possible Answer: It provides incentives and gives people freedom of choice.

Evidence: “It is that atmosphere of incentive that has induced them to work, to adjust, to save, to produce a miracle.”

“Enables people to go into any industry they want, to trade with whoever they want, to buy in the cheapest market around the world.”

Possible Answer: It enables cooperation and makes peace.

Evidence: “Literally thousands of people cooperated to make this pencil.” “It was the magic of the price system... that brought them together.” “Foster harmony and peace amongst the peoples of the world.”

2.) What are the techniques the film uses to convince us about the benefits of the free market?

Possible Answer: The film uses famous authority figures.

Evidence: Famous economist, Milton Friedman, advocates for capitalism. Authority of Adam Smith and his old lecture hall in the University of Glasgow

Possible Answer: The images used reinforce the positive messages.

Evidence: Shows bustling Hong Kong, shows small cottage industries with people working productively

Possible Answer: The film uses personal storytelling.

Evidence: Story of the pencil as example of the free market



The New Rulers of the World 2001

Film 2 Introduction

We will now watch and analyze a second video about capitalism that takes a different perspective.

In *The New Rulers of the World*, the Australian journalist, John Pilger, criticizes the spread of the “free market” to developing nations such as Indonesia. As you watch the clip, note the criticisms of capitalism and the techniques the film uses to make its points.

Media Sample Questions & Answers

1.) What are the negative aspects of capitalism (the free market) communicated in this clip?

Possible Answer: A negative aspect of capitalism is inequality and slave labor.

Evidence: “Never before has the gulf between rich and poor been so vast and inequality been so widespread.” “The poor are becoming markedly poorer while the very wealthy are becoming staggeringly wealthy.” “Bordering on a form of slave labor.”

Possible Answer: Another negative aspect is poverty.

Evidence: “70 million people live in extreme poverty.” “\$1 per day.” “Dormitories made by packing cases... open sewers and no clean running water.” “Undernourished and prey to disease.”

Possible Answer: Capitalism is viewed as negative because of its similarities to the old feudal system.

2.) What are the techniques the film uses to convince us about the benefits of the free market?

Possible Answer: The film uses startling facts.

Evidence: “200 giant corporations dominate 1/4 of the world’s economic activity.” “Ford is bigger than South Africa.” Tiger Woods is paid more than all Nike workers in Indonesia. A waiter must work 400 years to afford the wedding.

Possible Answer: The film uses individual accounts to personalize the poor working conditions.

Evidence: Poor workers making “our” clothes. “I caught dengue fever.”

Possible Answer: The film uses dramatic words.

Evidence: “rulers of the world,” “staggeringly wealthy,” “divine right of kings,” “extreme poverty,” “human price paid,” “open sewers,” “prey to disease,” “dengue fever,” “infest these slums and kills children”

Possible Answer: The film uses images contrasting extreme poverty and wealth.

Evidence: The wedding is contrasted with the garbage fire in the slum.

ACTIVITY

Take a Stand Activity

Clear part of the room where all students can stand. Identify one edge of the classroom to represent agreement with Friedman's position, the other end to represent agreement with Pilger's position. Ask students to move to a space on the continuum reflecting their position. Students may be in the middle if they are unclear or have mixed opinions. Begin with asking students who are in the minority position to explain their position. Call on students in different places on the continuum, probing for understanding and judgments. Follow provocative arguments by challenging students on the opposite side (or in the middle) to respond. Encourage students to move if their position changes after listening to others.

If one of the sides has no representatives, you may need to argue from that position to help students clustered on an opposing side to clarify and defend their position.

Introduction to Capitalism

Economics is the study of how a society produces and distributes resources. You probably know that our economic system is called **capitalism** and that a competing economic system, communism, lost out to capitalism in a decades-long military, political and **ideological** (ideas-based) conflict known as the **Cold War**. This reading will explain the basic economic and ideological foundations of capitalism. You will use this information in class as you analyze media messages that support and criticize capitalism.



Capitalism is an economic system based on the private ownership of goods and services. Capitalist economies, also called “**free market**” economies, empower individuals and private businesses to decide most economic matters. This includes what things to make and sell, how much they cost, how to use resources and where to live and work. This system of “**private enterprise**” has been credited with unleashing human freedom and creating extraordinary wealth through individual **initiative**. Capitalism has also been credited with exploiting and oppressing humanity, spreading inequality, starting wars, and propelling the wholesale destruction of the global environment. In order for you to weigh in on this debate you need to understand some basics about capitalism.



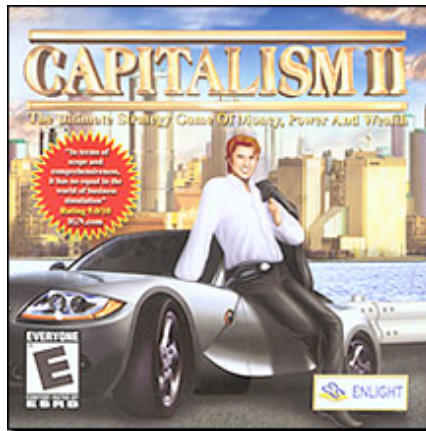
The Scottish economist, **Adam Smith**, developed an influential theory of capitalism. He published his most famous book, *The Wealth of Nations*, in 1776, at the time of the American Revolution. Smith proposed that capitalists create wealth by investing their capital (money and other resources) in order to make more money. However, this self-interest ultimately benefits society by creating jobs, industry, knowledge and even beauty. Smith marveled at what he described as “**the invisible hand**” of the free market. He noted that the price of goods and services in a capitalist economy was driven by “**supply and demand**.” When there is a limited supply of something but a great demand (such as for oil or the paintings of Picasso), the price goes up. If there is a large supply and little demand (such as for old VHS tapes), the price goes down. In a capitalist economy, these **market forces**, rather than government policies, determine what is produced by whom and at what cost. Smith believed that, in general, the free market did a better job of running an economy than governments.

But not everyone shared, or shares, Smith’s positive view of capitalism.

Karl Marx, a German economist living in England one hundred years after Adam Smith, had a very different view of capitalism. Marx believed that capitalists **exploited** their workers, becoming rich off their labor. He believed that the capitalist system was inhuman and pitted the interests of the owning class (the **bourgeoisie**) against the interests of the working class (the **proletariat**). Marx thought that the workers should join together in a “**class struggle**” to overthrow the capitalist class in a **communist revolution**. He believed that a workers’ government should be formed to allow everyone to “work according to his ability and receive according to his needs.” Although Marx’s critique of capitalism still rings true to many people today, his vision of an ideal communist society was discredited by decades of Communist Party **dictatorship** in the Soviet Union and other countries.



Although capitalism won the Cold War and few people today advocate communism, the debate rages on about the appropriate role for government in a capitalist society. Many people believe that the market forces of capitalism must be kept in check by democratic governments.



This view suggests that governments should help to redistribute wealth through **taxes** and **government programs**. It also suggests the use of government **regulations** (laws) to protect worker safety and the environment; to ensure fair labor practices and a living wage; and to protect businesses from unfair competition. Other people believe that economic decisions are best left up to “**the private sector**” (individuals and businesses, not government). From this perspective, taxes, government programs and regulations are often seen as inappropriate or even unjust management of the “free market.” This debate has taken on new significance with the end of the Cold War, as capitalism has spread rapidly throughout the world in a process called **globalization**.

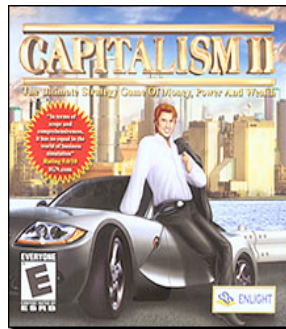
Some of the media clips you will see in class will present conflicting views. See if you can identify their perspectives on capitalism, their arguments for or against the “free market” and the evidence they give to back up their positions. Ultimately you will need to develop your own view on this important issue and back it up with evidence.

Is this reading biased for or against capitalism? Why do you think that?

Lesson #1 Worksheet: *Introduction to Capitalism*

NAME _____

DATE _____

**Image #1****Image #2****Image #3****Image #4**

Circle the image number that best matches each statement below. There may be more than one right answer.

- | | |
|--|---------------|
| 1.) It criticizes factory owners for not allowing unions..... | 1 2 3 4 |
| 2.) It best reflects Karl Marx's view that capitalism exploits workers through inadequate pay..... | 1 2 3 4 |
| 3.) It best reflects Adam Smith's view that free markets create wealth..... | 1 2 3 4 |
| 4.) It celebrates personal initiative and investment under private enterprise..... | 1 2 3 4 |
| 5.) It best reflects a Marxist view of class struggle..... | 1 2 3 4 |
| 6.) It is a 1907 Dutch political poster..... | 1 2 3 4 |
| 7.) It is a 1960 advertisement for a bank..... | 1 2 3 4 |
| 8.) It is a 2003 video game simulation..... | 1 2 3 4 |
| 9.) It is a 2005 bumper sticker from ReclaimDemocracy.org..... | 1 2 3 4 |
| 10.) Which best reflects a pro-capitalist perspective?..... | 1 2 3 4 |

capitalism	supply and demand	Karl Marx	exploits	globalization
proletariat	class struggle	Adam Smith	free market	bourgeoisie

Fill in the blanks with the words above. Each word is used only once and as written.

The economic system based on private ownership of goods and services is known as

- 1) _____. People who believe strongly in
- 2) _____ typically oppose government management and regulation of the economy. They believe that market forces such as 3) _____ should set prices and determine what goods and services are produced without interference from the government. Karl Marx believed that there was an inevitable
- 4) _____ between capitalist owners, who he called the
- 5) _____ and the urban workers, who he called the
- 6) _____, because capitalism always 7) _____ the labor of the workers for the benefit of the owners. 8) _____ would agree with the statement that the human freedom and individual initiative unleashed by capitalism give everyone an opportunity to gain wealth. 9) _____ would agree that everyone should be given the opportunity to work according to his or her ability and receive according to his or her needs.

Since the end of the Cold War, capitalism has spread to nearly every part of the world in a process that has become known as 10) _____.

Lesson #1 Worksheet: *Introduction to Capitalism*

NAME _____

DATE _____



Image #1

Image #2

Image #3

Image #4

Circle the image number that best matches each statement below. There may be more than one right answer.

- | | | | | |
|--|---|---|---|---|
| 1.) It criticizes factory owners for not allowing unions..... | 1 | 2 | 3 | 4 |
| 2.) It best reflects Karl Marx's view that capitalism exploits workers through inadequate pay..... | 1 | 2 | 3 | 4 |
| 3.) It best reflects Adam Smith's view that free markets create wealth..... | 1 | 2 | 3 | 4 |
| 4.) It celebrates personal initiative and investment under private enterprise..... | 1 | 2 | 3 | 4 |
| 5.) It best reflects a Marxist view of class struggle..... | 1 | 2 | 3 | 4 |
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| 8.) It is a 2003 video game simulation..... | 1 | 2 | 3 | 4 |
| 9.) It is a 2005 bumper sticker from ReclaimDemocracy.org..... | 1 | 2 | 3 | 4 |
| 10.) Which best reflects a pro-capitalist perspective?..... | 1 | 2 | 3 | 4 |

capitalism	supply and demand	Karl Marx	exploits	globalization
proletariat	class struggle	Adam Smith	free market	bourgeoisie

Fill in the blanks with the words above. Each word is used only once and as written.

The economic system based on private ownership of goods and services is known as

- 1) _____ CAPITALISM _____. People who believe strongly in the
- 2) _____ FREE MARKET _____ typically oppose government management and regulation of the economy. They believe that market forces such as
- 3) _____ SUPPLY AND DEMAND _____ should set prices and determine what goods and services are produced without interference from the government. Karl Marx believed that there was an inevitable 4) _____ CLASS STRUGGLE _____ between capitalist owners, who he called the
- 5) _____ BOURGEOISIE _____ and the urban workers, who he called the
- 6) _____ PROLETARIAT _____, because capitalism always
- 7) _____ EXPLOITS _____ the labor of the workers for the benefit of the owners.
- 8) _____ ADAM SMITH _____ would agree with the statement that the human freedom and individual initiative unleashed by capitalism give everyone an opportunity to gain wealth. 9) _____ KARL MARX _____ would agree that everyone should be given the opportunity to work according to his or her ability and receive according to his or her needs. Since the end of the Cold War, capitalism has spread to nearly every part of the world in a process that has become known as 10) _____ GLOBALIZATION _____.

Lesson #2: The Value of Trees

Lesson Plan.....	25
Teacher Guide.....	27
Lumber Production Maps.....	35
Student Readings:	
“The American Forests”	37
“The Squatters of Mississippi”	38
Student Worksheets	39

LESSON PLAN



Printed Document

The Value of Trees

Lesson Objectives:

- Students will be introduced to vocabulary, history and concepts related to capitalist economic growth during Westward Expansion.
- Students will practice reading and interpreting maps.
- Students will identify and discuss different views of the use/exploitation of natural resources (trees).
- Students will be introduced to the connections between the growth of free market capitalism in 19th century United States and globalization today.

Vocabulary:

globalization, capitalism, corporations, exploitation, natural resources, markets, industry, transportation, efficiency, profit margins, multinational corporations, Westward Expansion, tropical rainforests

Media

- Maps from *Atlas of U.S. History*
- Excerpts from *The American Forests*, by John Muir and *The Squatters of the Mississippi* by John James Audubon

Materials Needed:

- *Teacher Guide: The Value of Trees*
- *Student Reading #1: Lumber Production Maps*
- *Student Reading #2: Muir and Audubon*
- *Student Worksheet #1: Lumber Production Maps*
- *Student Worksheet #2: Muir and Audubon*

Time

50 minutes

Lesson Procedures

1. Introduce the lesson and map activity; see *Teacher Guide*.
2. Have students complete reading and worksheet #1: *Lumber Production Maps*.
3. Discuss answers to *Lumber Production Maps*; see *Teacher Guide*.
4. Have students complete reading and worksheet #2: *Muir and Audubon* in class or for homework.
5. Discuss Muir and Audubon's views on Westward Expansion and the value of trees; see *Teacher Guide*.

TEACHER GUIDE



Printed Document

The Value of Trees

1. Organize and make copies for the class activities.
2. Provide background information.

Background Information

Globalization is the spread of capitalism (business, trade, investment, production, etc.) and Western (U.S. and European) culture throughout the world, particularly to developing areas.

3. Introduce the lesson.

Lesson Information

Globalization may be new to China, Russia and much of the developing world, but it has been going on in the United States for many years. More than 100 years ago, large corporations moved westward across the newly expanding United States to exploit natural resources, develop markets for their products and increase their businesses, their industries, and their profits. This lesson will look at the cutting of trees and changes in the U.S. lumber industry to help us understand the growth of capitalism as our nation expanded westward throughout the eighteen and nineteen hundreds.

4. Distribute *Student Reading #1* and *Student Worksheet #1: Lumber Production Maps*.
5. Give students time to do the assignment, either for homework or in class as an individual or group activity.
6. Review the possible answers; see *Teacher Guide*.

Teacher Answer Sheet

Questions, Possible Answers & Evidence from Worksheet #1: *Lumber Production Maps*

Year	Which region(s) of the U.S had the greatest number of sawmills?	Which region(s) of the U.S produced the most lumber?
1839	Northeast	Northeast
1889	Northeast and Great Lakes	Great Lakes
1909	East of the Mississippi	Northwest and South
1939	South	Northwest

1.) According to the maps, describe the geographical movement of the U.S. lumber industry from the mid-eighteen hundreds to the mid-nineteen hundreds

Possible Answers: The lumber industry moved from the Northeast in the early eighteen hundreds to the Great Lakes, the Southeast and eventually the Pacific Northwest in the mid-nineteen hundreds.

2.) What were two reasons why the lumber industry moved westward in the late 1800s?

Possible Answers: "The great stands of White Pines in the Northeast had been cut."
"The newly developed canal system"
"The demands of the settlers on the treeless prairies"

3.) According to the maps what factors contributed to the development of large sawmills?

Possible Answers: "Better milling technology and transportation"

4.) Why do you suppose there were fewer sawmills in 1939 than in 1839, despite an increase in demand for lumber?

Possible Answers: In 1839 transport was limited and many smaller mills addressed the local and regional needs of the population that was entirely east of the Mississippi. By 1939 a national trade and transport system allowed large companies to dominate the timber industry with a smaller number of huge mills addressing the national and international need for wood.

ADDITIONAL INFO

In the lumber industry, like in many other U.S. industries, smaller companies were not able to compete with larger corporations. Larger mills were quicker to use new technologies to maintain productivity and efficiency while reducing labor costs. Larger corporations could lower prices but still make profits through a greater volume of sales. Profit margins were too small for smaller businesses, like local mills, to survive.

FURTHER QUESTIONS

How was this economic change similar to the process of globalization going on throughout the world today?

Possible Answer: Throughout the 1800s and 1900s, lumber companies built bigger and bigger sawmills as they moved into the remote areas of the U.S. that had uncut trees. New technology, better transportation and more competitive market allowed bigger companies to push local sawmills out of business.

Today huge multinational corporations are moving into less developed regions of the world to exploit natural resources and cheap labor and to open up new markets for their products. Corporations like Exxon, Coke and Disney are replacing traditional businesses and creating new markets as they spread a globalized culture to all corners of the earth.

TEACHER GUIDE



Printed Document

The Value of Trees (continued)

1. Provide background information.

Background Information

Some people see globalization as a catastrophe for traditional cultures, economies and the environment. Others see globalization as an opportunity for progress and development. While many early Americans saw the industrious felling of trees as an essential and even glorious component of the development of civilization, there were some who lamented the destruction of the great American forests as a tragic loss.

2. Introduce the readings.

Lesson Information

Here are two different perspectives on the felling of trees from in the eighteen hundreds. The first reading is by John James Audubon, the famed naturalist artist, who is best known for his drawings of birds. The second reading is by John Muir, known as the father of the environmental movement. Before you do the reading, review the questions on the worksheet.

3. Distribute *Student Reading #2* and *Student Worksheet #2: Muir and Audubon*.
4. Give students time to do the assignment either, for homework or in class as an individual or group activity.
5. Review the possible answers; see *Teacher Guide*.
6. Ask each group to report their author's analysis and conclusions, question by question – using excerpts from the text to illustrate their points.

Teacher Answer Sheet

Questions, Possible Answers & Evidence from Worksheet #2: *Muir and Audubon*

1.) How do Muir and Audubon describe the settlers and refer to their actions?

John Muir	John Audubon
1. pious destroyers	1. persons of free will
2. blindness in hunger	2. provide for themselves
3. waged forest wars	3. seek markets and profit
4. no eye to the future	4. settle and hold land

2.) Compare Muir and Audubon's ideas about the value of trees and the westward expansion of capitalism.

Possible Answer: Muir sees great beauty and spiritual value in America's forests. He describes them as "a great delight to God," "favored above all other wild parks and gardens of the globe," "noble primal forests," "still standing in perfect strength and beauty." Muir mourns the falling of the trees and the westward expansion of capitalism. He describes this expansion with language such as "wickedness," "overflowing multitudes," and "invading hordes," "spreading ruthless devastation."

Audubon celebrates the economic initiative of the settlers who cut the trees, and glories in advancement of civilization westward. He says, "Time will no doubt be, when the great valley of the Mississippi, still covered with primeval forests interspersed with swamps, will smile with cornfields and orchards...and enlightened nations will rejoice in the bounties of Providence."

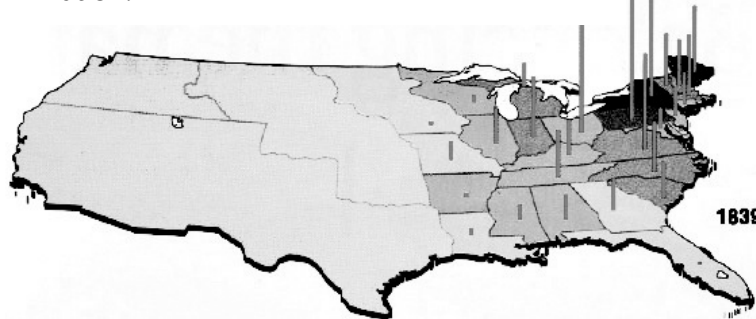
FURTHER QUESTIONS

- » Which of these positions do you agree or disagree with and why?
- » Based on these readings, how do you think Muir and Audubon might feel about today's lumbering of the Amazon and the tropical rainforests of South East Asia?

Lumber Production Maps

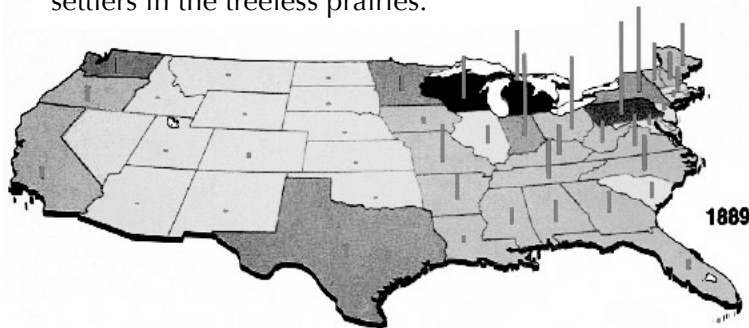
Lumber Production – 1839

By the early eighteen hundreds, lumber was a major industry in the Northeast. Numerous small sawmills provided wood for the economic development of the new nation.



Lumber Production – 1889

By the late eighteen hundreds, the great stands of white pines in the Northeast had been cut. The newly developed canal system opened the upper Midwest to lumbering which met the demands of the settlers in the treeless prairies.



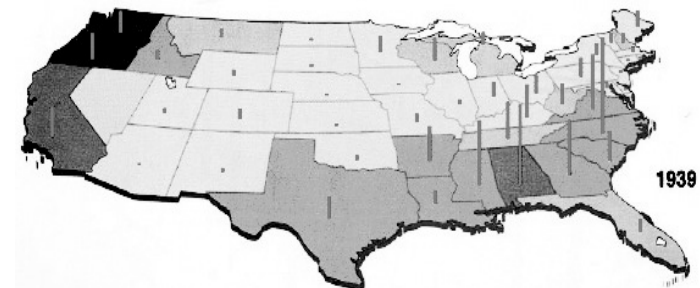
Lumber Production – 1919

By the early nineteen hundreds, the timber industry moved south to exploit the remaining Eastern white pines.

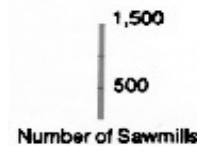
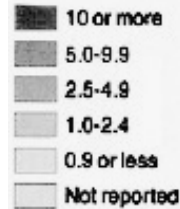


Lumber Production – 1939

By mid-century, the great stands of Douglas-fir were falling in the West where better milling technology and transportation enabled a smaller number of larger sawmills to provide the growing nation with wood products.



LUMBER PRODUCTION
Percent of National
Production



Map Source: *Atlas of U.S. History*

"The American Forests"

John Muir

Chapter X of *Our National Parks* (1897)**Document Excerpt #1**

The forests of America, however slighted by man, must have been a great delight to God; for they were the best he ever planted. The whole continent was a garden, and from the beginning it seemed to be favored above all the other wild parks and gardens of the globe.

I suppose we need not go mourning the buffaloes. In the nature of things they had to give place to better cattle, though the change might have been made without barbarous wickedness. Likewise many of nature's five hundred kinds of wild trees had to make way for orchards and cornfields. In the settlement and civilization of the country, bread more than timber or beauty was wanted; and in the blindness of hunger, the early settlers, claiming Heaven as their guide, regarded God's trees as only a larger kind of pernicious weeds, extremely hard to get rid of.

Accordingly, with no eye to the future, these pious destroyers waged interminable forest wars; chips flew thick and fast; trees in their beauty fell crashing by millions, smashed to confusion, and the smoke of their burning has been rising to heaven more than two hundred years. After the Atlantic coast from Maine to Georgia had been mostly cleared and scorched into melancholy ruins, the overflowing multitude of bread and money seekers poured over the Alleghenies into the fertile middle West, spreading ruthless devastation ever wider and farther over the rich valley of the Mississippi and the vast shadowy pine region about the Great Lakes.

Thence still westward, the invading horde of destroyers called settlers made its fiery way over the broad Rocky Mountains, felling and

burning more fiercely than ever, until at last it has reached the wild side of the continent, and entered the last of the great aboriginal forests on the shores of the Pacific.

Surely, then, it should not be wondered at that lovers of their country, bewailing its baldness, are now crying aloud, "Save what is left of the forests!" Clearing has surely now gone far enough; soon timber will be scarce, and not a grove will be left to rest in or pray in. The remnant protected will yield plenty of timber, a perennial harvest for every right use, without further diminution of its area, and will continue to cover the springs of the rivers that rise in the mountains and give irrigating waters to the dry valleys at their feet, prevent wasting floods and be a blessing to everybody forever.

Any fool can destroy trees. They cannot run away; and if they could, they would still be destroyed, -- chased and hunted down as long as fun or a dollar could be got out of their bark hides, branching horns, or magnificent bole backbones. Few that fell trees plant them; nor would planting avail much towards getting back anything like the noble primeval forests. During a man's life only saplings can be grown, in the place of the old trees—tens of centuries old—that have been destroyed. It took more than three thousand years to make some of the trees in these Western woods,--trees that are still standing in perfect strength and beauty, waving and singing in the mighty forests of the Sierra. Through all the wonderful, eventful centuries since Christ's time—and long before that—God has cared for these trees, saved them from drought, disease, avalanches, and a thousand straining, leveling tempests and floods; but he cannot save them from fools,--only Uncle Sam can do that.

"The Squatters of Mississippi"

John James Audubon
(1833)

Document Excerpt #2

The individuals who become squatters choose that sort of life of their own free will. They mostly remove from other parts of the United States, after finding that land has become too high in price, and they are persons who, having a family of strong and hardy children, are anxious to enable them to provide for themselves. They have heard from good authorities that the country extending along the great streams of the West, is of all parts of the Union, the richest in its soil, the growth of its timber, and the abundance of its game; that, besides, the Mississippi is the great road to and from all the markets in the world; and that every vessel borne by its waters affords to settlers some chance of selling their commodities, or of exchanging them for others.

To these recommendations is added another, of even greater weight with persons of the above denomination, namely, the prospect of being able to settle on land, and perhaps to hold it for a number of years, without purchase, rent or tax of any kind. How many thousands of individuals in all parts of the globe would gladly try their fortune with such prospects, I leave to you, reader, to determine.

The sons have by this time discovered a swamp covered with excellent timber, and as they have seen many great rafts of saw log, bound for the mills of New Orleans, floating past their dwelling, they resolve to try the

success of a little enterprise. Their industry and prudence have already enhanced their credit. A few cross-saws are purchased, and some broad wheeled "carry-logs" are made by themselves. Log after log, is hauled to the bank of the river, and in a short time their first raft is made on the shore, and loaded with cord-wood. When the next freshet sets its afloat, it is secured by long grape-vines or cables, until the proper time being arrived, the husband and sons embark on it, and float down the mighty stream.

After encountering many difficulties, they arrive in safety at New Orleans, where they dispose of their stock, the money obtained for which may be said to be all profit, supply themselves with such articles as may add to their convenience or comfort, and with light hearts procure a passage on the upper deck of a steamer, at a very cheap rate, on account of the benefit of their labor in taking in wood or otherwise.

Thus are the vast frontiers of our country peopled, and thus does cultivation, year after year, extend over the western wilds. Time will no doubt be, when the great valley of the Mississippi, still covered with primeval forests interspersed with swamps, will smile with corn-fields and orchards, while crowded cities will rise at intervals along its banks, and enlightened nations will rejoice in the bounties of Providence.

Lesson #2 *Lumber Production Maps* Worksheet

NAME _____

DATE _____

Use the *Lumber Production Map* Worksheet to answer the questions. You may want to underline the sections of the reading that are pertinent to each question in order to give examples from the text to back up your conclusion.

1. Examine the maps and complete the table below.

Year	Which region(s) of the U.S had the greatest number of sawmills?	Which region(s) of the U.S produced the most lumber?
1839		
1889		
1909		
1939		

2. What were two reasons why the lumber industry pushed westward in the late 1800s?

3. What were two factors that contributed to the development of large sawmills?

4. Why do you suppose there were fewer sawmills in 1939 than in 1839?

Lesson #2 *Muir and Audubon* Worksheet

NAME _____

DATE _____

Use the readings by Muir and Audubon to answer the questions. Read over the questions below before reading your handout. You may want to underline the sections of the article that are pertinent to each question in order to give examples from the text to back up your conclusion.

1. How do Muir and Audubon describe the settlers and refer to their actions? Provide three examples for each using words and phrases from the readings.

John Muir	John Audubon
1. <i>Example</i> : pious destroyers	1. <i>Example</i> : persons of free will
2.	2.
3.	3.
4.	4.

2. Compare Muir and Audubon's ideas about the value of trees and the westward expansion of capitalism.

3. Which of these positions do you agree or disagree with and why?

Lesson #3: Imperialism and the Panama Canal

Lesson Plan.....	43
Teacher Guide.....	45
Video Clips.....	
(Access online or via Lesson 3 digital media folder)	

LESSON PLAN



Video Clips

Imperialism and the Panama Canal

Lesson Objectives:

- Students will understand the history of the U.S. construction and control of the Panama Canal and the concept of economic and military imperialism.
- Students will identify the bias in the construction of documentary films.
- Students will analyze and discuss the U.S. as an imperial power in the early 20th century.

Vocabulary:

Panama Canal, gunboat diplomacy, global markets, immigration, wealth, Teddy Roosevelt, imperialism, Canal Treaty, Canal Zone, strategic, exports, surplus products, market, industrialization

Media

Panama Deception,
1992 (2:52)



The Yankee Years,
(3:43)

Materials Needed:

- *Teacher Guide: Imperialism and the Panama Canal*
- 2 Video Clips (access online or via Lesson 3 digital media folder)

Time

1 class period

Lesson Procedures:

1. Introduce lesson and, if choosing the optional activity, assign student groups, see *Teacher Guide*.
2. Show clip from *The Panama Deception* (2:52) and lead decoding; see *Teacher Guide*.
3. Show clip from *The Yankee Years* (3:43) and lead decoding; see *Teacher Guide*.

TEACHER GUIDE



Video Clips

Imperialism and the Panama Canal

1. Organize and make copies for the class activities.
2. Introduce the lesson.

Lesson Introduction

We often use documentary films in social studies classes to present history. Although these films use facts and actual film footage to teach about the past, they are constructed in ways that often communicate particular messages. In other words, they have a point of view, a bias.

I am going to show you two four-minute clips from two different documentary films about the building of the Panama Canal. You will learn information about this history from both clips, but I also want you to analyze the different views presented and identify the bias of the filmmakers in how they constructed these clips.

For each film clip, I want you to pay particular attention to the messages it communicates about the role of the United States in Panama's history. Does each present a positive, a negative, or a neutral view of U.S. involvement?

3. Choose different student volunteers to look for evidence of how each filmmaker uses these cinematic techniques to communicate messages about U.S. involvement in Panama:
 - key facts about U.S. involvement in Panama
 - words and expressions about U.S. involvement in Panama
 - images about U.S. involvement in Panama
 - audio: music and sound about U.S. involvement in Panama
 - narration: the speaker, and the tone of their voice about U.S. involvement in Panama(OPTIONAL: Have students work in groups and report out their observations as a group.)
4. Introduce and play each film clip.
5. Lead a discussion of the clips using the suggested teacher answers below as a guide.



The Panama Deception 1992

Film 1 Introduction

The first clip we will see is from a documentary titled: *The Panama Deception*. Take notes as you watch the clip.

Do you think this clip presented a generally positive, negative or neutral message about U.S. involvement in Panama? (Have students raise their hands in response.) Let's look at the ways in which the film was constructed to give this impression.

Media Sample Questions & Answers

1.) What **FACTS** were presented in this clip that gave that impression?

Possible Answer: "The United States refused to recognize Panama's Independence movement throughout the 1800s." "Panamanians were not included in the negotiations and no Panamanian signed the treaty." "The U.S. immediately placed the Canal Zone under military control." "The US imported cheap labor from the Caribbean, India and Asia, changing the racial makeup of the country. Thousands of these workers died and those who remained lived as part of the new racial underclass."

2.) What **WORDS** were used in this clip to give that impression?

Possible Answer: Military control, racial segregation, underclass, cheap labor, Jim Crow law, expand military, violent confrontations

3.) What **IMAGES** were shown in this clip to give that impression?

Possible Answer: Images of black workers in harsh conditions, war zone with American men on horses, poverty in black neighborhoods, overcrowded working conditions

4.) How does the **AUDIO** track, including the sounds and music, help influence the message about U.S. involvement?

Possible Answer: The narrator's voice is stern. The music is dramatic, alluding to a sense of danger. There are mysterious noises that sound as if they came from the rainforest. The drums and shouts sound chaotic and frenzied.

5.) How does the narration and the choice of **SPEAKERS** influence the message presented?

Possible Answer: The narrator is nameless—the audience has no idea who she is. The interviews with Ramsey Clark, the former U.S. Attorney General, and Humberto Brown, the Panamanian Diplomat, give credibility and authority to the whole clip.

6.) How does the title of the documentary, *The Panama Deception*, reflect the bias of the film?

Possible Answer: The word "deception" implies that the U.S. role in Panama is a fraud or a sham.



The Yankee Years

Film 2 Introduction

Now we will watch and analyze a different documentary, *The Yankee Years*. Again, pay attention to the same aspects of the filmmaking in identifying the messages about U.S. involvement in Panama.

Do you think this clip presented a generally positive, negative or neutral message about U.S. involvement in Panama? (Have students raise their hands in response.) Let's look at the ways in which the film was constructed to give this impression.

Media Sample Questions & Answers

1.) What FACTS were presented in this clip that gave that impression?

Possible Answer: "In 1898 the U.S. went beyond the Monroe Doctrine, defeating Spain and taking Cuba. For the first time the U.S. was a world power." "President Roosevelt promised that he would keep the Canal open for all ships on equal terms and guarantee its peaceful use by all the world." "The canal was a triumph for U.S. technology and it became a symbol of U.S. power in the world. Its protections became a cornerstone of U.S. policy." "US companies, encouraged by U.S. government, began investing in the region—in the land and in modernization and development."

2.) What WORDS were used in this clip to give that impression?

Possible Answer: World power, peaceful, triumph, U.S. technology, symbol of U.S. power, military supremacy, modernization, development, investment

3.) What IMAGES were shown in this clip to give that impression?

Possible Answer: Images of building the canal, President Roosevelt on a trip in Panama, prosperous-looking towns in Central America, American flag on bridge, happy laborers

4.) How does the AUDIO track, including the sounds and music, help influence the message about U.S. involvement?

Possible Answer: The cracking sound in the beginning of the clip conveys a vintage and authentic feel. The narrator's voice is well paced and grandfatherly. The sounds of the people and society – voices, wheels, horses, water, and machinery – personalize the clip.

5.) How does the narration and the choice of SPEAKERS influence the message presented?

Possible Answer: The audience doesn't know who the narrator is and he is the only speaker in the clip.

6.) How does the title of the documentary, "The Yankee Years," reflect the bias of the film?

Possible Answer: The name "Yankee Years" implies a period of time of U.S. dominance and progress. Yankee typically refers to someone of United States heritage.

FURTHER QUESTIONS

- » Which documentary do you think is more accurate or truthful? How do you know?
- » How do you know what to believe when different experts present such different views of history?
- » How can we learn to become critical viewers of media, from films to blogs to YouTube?

Lesson #4: World War One Through Posters

Lesson Plan.....	51
Teacher Guide.....	53
Student Worksheets	83
PowerPoint Slide Show.....	
(Access online or via Lesson 4 digital media folder)	

LESSON PLAN

World War One Through Posters



PowerPoint Slide Show

Lesson Objectives:

- Students will review the impact of war on national economies. Students will learn about economic aspects of World War One: raising funds for war, labor and industry, resources and energy, food production, and the cost of war.
- Students will recognize the power of words and images to influence a target audience.

Vocabulary:

Great War, Liberty bonds, war savings stamps, Emergency Fleet Corporation, British Empire Union, Fuel Administration, Food Administration, rations, Hun, war garden, American Committee for Relief in the Near East

Media

Wartime posters from Great Britain, Australia, U.S., India, Austria-Hungary and Germany

Materials Needed:

- *Teacher Guide: World War One Through Posters*
- *Student Worksheet #1 – Raising Funds for War*
- *Student Worksheet #2 – Labor and Industry in Wartime*
- *Student Worksheet #3 – Resources and Energy for War*
- *Student Worksheet #4 – Food for War*
- *Student Worksheet #5 – The Costs of War*
- PowerPoint Slideshow (access online or via Lesson 4 digital media folder)

Time

50 Minutes

Lesson Procedures

1. Introduce the lesson; see *Teacher Guide*.
2. Distribute *Student Worksheet* for decoding the posters.
3. Lead students through a decoding of the posters using *Teacher Guide*.

TEACHER GUIDE

WWI Through Posters



PowerPoint Slide Show

1. Organize and make copies for the class activities.
2. Introduce the lesson.

Lesson Information

This lesson explores the impact of war on national economies by looking at posters made during World War I. You will view posters from several different countries and answer questions that explore the artists' intent as well as the country's economic condition, as indicated in the poster.

For this lesson, you will break into five groups, each with five different posters to decode. Study each poster and answer the questions on the worksheet with your group. Make note of the evidence you see in the poster that causes you to come to your conclusion.

Each group will then present their analysis to the entire class, with each student sharing a different answer. After all five groups have presented we will discuss the reactions to the various perspectives presented.

3. Demonstrate the process of decoding posters by showing three introductory slides (A-C) Ask questions in order, probing for evidence as to why students come to that conclusion. Sample answers and evidence are included in the *Teacher Guide* below.
4. Distribute among the five groups one student worksheet per group.
OPTIONAL: Assign for homework or have students work in pairs on this handout.
5. Give students time to do the assignment. Review the possible answers below.
6. Bring the class back together for the presentations.
7. Ask each group to report their author's analysis and conclusions, question by question – using evidence from the posters to illustrate their points.

TEACHER GUIDE

Introductory Slides

» Lead decoding of the three introductory slides.



PowerPoint Slide Show

→ Project the documents

QUESTION

Who produced this poster?

POSSIBLE
ANSWER

The artist Saville Lumley was probably hired by an advertising company, which, in turn, was contracted by the British government to make this poster.

EVIDENCE

This is a professionally produced image. The artist's name and sponsoring country are indicated on the slide.

QUESTION

What was its purpose?

POSSIBLE
ANSWER

To encourage wartime enlistment in the British armed service.

EVIDENCE

The title question and the image of the boy playing with soldiers suggest the message.

QUESTION

What emotions does the poster tap into?

POSSIBLE
ANSWER

Guilt or pain, and curiosity

EVIDENCE

The pensive expression on the father's face in response to the girl's question suggests pain or guilt. The girl seems curious asking the question and pointing to the book.

SLIDE A



Daddy, What Did You Do?
1915, Great Britain
Saville Lumley

SLIDE B

QUESTION

What emotions does this 1917 U.S. government poster use to encourage men to enlist in the military?

POSSIBLE ANSWER

Fear and anger

EVIDENCE

The image of the woman bent over, the fallen flags and the ominous background suggest fear. The image of Uncle Sam pointing his finger, with a set jaw, suggests anger.



It's Up to You
1917, U.S.A
C.S. Duncan

SLIDE C

QUESTION

What messages does this 1918 Australian poster give about Germans?

POSSIBLE ANSWER

They are evil and will leave Europe in blood.

EVIDENCE

The German, indicated by his helmet, is portrayed as a beast, with its bloody arms dripping onto a map of Europe.

QUESTION

Why would the Australian government represent Germans this way?

POSSIBLE ANSWER

To support the war effort against Germany

EVIDENCE

As a member of the British Empire, the Australian government wanted to win support for its involvement in WWI. By representing Germany as evil, it hoped to gain support of citizens and enlistment among young men. The map's portrayal of Australia suggests that the conflict



Evil Hun
1918, Australia
Norman Lindsay

TEACHER GUIDE

Raising Funds for the War

BACKGROUND INFORMATION

War making has always been a costly enterprise. From the Roman wars of conquest to the 21st century wars in Afghanistan and Iraq, it has been necessary for governments to raise funds to wage war. In World War One (WWI) it is estimated that the total direct war costs amounted to 186 billion dollars mostly from Germany, Great Britain and France. The United States' expenditures accounted for about one-eighth of the total, about 22 billion dollars. That amount is enough to cover the entire costs of operating the U.S. government from its beginning in 1791 to the outbreak of the First World War. The majority of WWI expenditures went to the army, for food, clothing, weapons and munitions, soldier pay and transport.

U.S. President Woodrow Wilson did not want to force people to pay for war through taxes. Instead, the government raised money through loans from citizens. Savings bonds, known as Liberty Bonds, were to be paid back at the war's end. Well-known artists created Liberty Bond posters and movie stars like Charlie Chaplin and Mary Pickford hosted rallies and made films to encourage the purchase of war bonds as patriotic acts.

SLIDE #1: *Lend Your Shillings* 1915 Great Britain, D.D. Fry

→ Project the document

QUESTION

What message was artist D. D. Fry trying to communicate to the people of Great Britain early in the war?

POSSIBLE ANSWER

They should loan money to help Britain defeat the enemy.

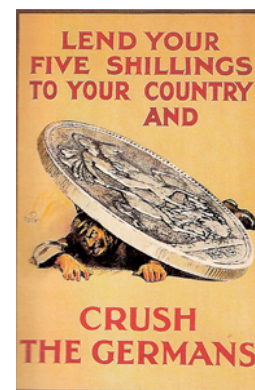
EVIDENCE

"Lend your shillings" and the image of the coin suggest the loan. "Crush the Germans" and the image of the soldier beneath the coin suggest defeating Germany.

ADDITIONAL INFO

According to *The Official Record of the United States' Part in the Great War*, Great Britain and its colonies spent 38 billion dollars waging war in WWI (Official 152).

SLIDE #1



***Lend Your Shillings*
1915, Great Britain
D.D. Fry**

TEACHER GUIDE

**SLIDE #2: *Buy Liberty Bonds*, 1918 U.S.A.
Joseph Pennell**

→ Project the document

QUESTION

What emotions is artist Joseph Pennell trying to invoke?

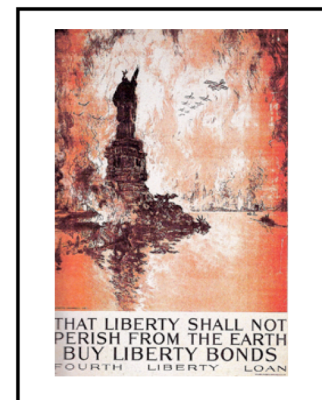
POSSIBLE
ANSWER

Fear and anger

EVIDENCE

The image of New York in flames beyond the Statue of Liberty, enemy war planes overhead and the words “Liberty shall not perish” suggest fear and anger.

SLIDE #2



***Buy Liberty Bonds*
1918, U.S.A.
Joseph Pennell**

ADDITIONAL INFO

The imaginary attack on New York City would have been highly unlikely with the enemy across an ocean that had yet to be crossed in an airplane. Nevertheless two million copies of this popular poster were printed, demonstrating that terror can be guaranteed to sell war (Paret 75).

TEACHER GUIDE

SLIDE #3: *Save Your Quarters, 1917 U.S.A.* James M. Flagg

→ Project the document

QUESTION

Who is the target audience for this poster? Give evidence to support your conclusion.

POSSIBLE ANSWER

Children

EVIDENCE

The image of the children with Uncle Sam and the bold red heading: "Boys and Girls!"

SLIDE #3



Save Your Quarters
1917, U.S.A.
James M. Flagg

ADDITIONAL INFO

According to the National Postal Museum, "School children would fill a (Defense Postal Savings Stamp) 'album' with \$18.75 of low denomination stamps, 10-cents or 25-cents, and hand it in to the post office in exchange for a War Savings Bond, which would mature in 10 years to \$25.00" (National Postal Museum).

TEACHER GUIDE

SLIDE #4: *Buy War Loan Bonds, 1918* Great Britain/India, T. Martin Jones

→ Project the document

QUESTION

Who produced this poster and what was their purpose?

POSSIBLE ANSWER

The British colonial government in India produced this poster. The purpose was to inspire Indians to loan the British government money to pay for the war.

EVIDENCE

The title and the image of the Indian troops' bonds turning into suggest the purpose of the loan, and the British flag in the background indicates the sponsor.

SLIDE #4



Buy War Loan Bonds
1918, India
T. Martin Jones

ADDITIONAL INFO

800,000 Indian men fought in WWI, suffering more than 100,000 casualties and nearly bankrupting the Indian economy. The *Times of London* editorialized: "The Indian empire has over-whelmed the British nation by the completeness and unanimity of its enthusiastic aid." (India) India achieved independence in 1947, following a campaign of nonviolent resistance led by Gandhi.

TEACHER GUIDE

**SLIDE #5: *Subscribe to the War Loan*, 1918
Austria-Hungary, Bela Moldovan**

→ Project the document

QUESTION

What message does artist Bela Moldovan give about Austria-Hungary's position in the war in 1918? Give evidence from the poster.

POSSIBLE ANSWER

Austria-Hungary is barely holding off its enemies.

EVIDENCE

The soldier is on the defensive, looking scared and falling backward as enemy swords are breaking on his shield

SLIDE #5



Subscribe to the War Loan
1918, Austria-Hungary
Bela Moldovan

ADDITIONAL INFO

Late in 1918 the Austria-Hungarian Empire was defeated by the Allied nations, including the United States. They dissolved the empire and created five new nations from former Austria-Hungarian land - Austria, Hungary, Czechoslovakia, Poland and Yugoslavia.

TEACHER GUIDE

Labor and Industry in Wartime

BACKGROUND INFORMATION

Enlisting labor and industry in the war effort was an essential aspect of preparedness for World War One (WWI). If governments failed to maintain the active support of working people and industrialists they would be unable to produce the essential materials for war – weapons, munitions, ships and tanks. This constant concern of nations undertaking war was compounded during WWI by the recent spread of Marxist ideas, which called for worker ownership of the means of production. Such ideas were considered threatening to governments on both sides of the war. They feared the spread of Marx-inspired revolutions, such as the one that brought the world's first Communist government to power in Russia in 1917.

In the years leading up to WWI both the United States and Great Britain had experienced significant labor unrest, including major strikes. Similar unrest plagued Germany during the war itself, when tens of thousands of German workers went on strike while the country was at war, an action that seriously threatened Germany's ability to continue the campaign against their enemy (Birrer 56).

SLIDE #6: *Rivets are Bayonets*, 1916 U.S.A. John E. Sheridan

→ Project the document

QUESTION

What messages does artist John Sheridan communicate about the role of labor in WWI? Give evidence to support your answer.

POSSIBLE ANSWER

Workers are like soldiers, working to win the war for their country.

EVIDENCE

The worker is shown in a similar position to the soldier, moving forward to win the war, with the flag behind them both.

ADDITIONAL INFO

According to *The Official Record of the United States' Part in the Great War*, "to build factories and storage warehouses for supplies, as well as housing for troops, 200,000 workmen in the United States were kept continuously occupied for the period of the war. The force of workers on this single activity was larger than the total strength of both southern and northern armies in the Battle of Gettysburg." (Official 59)

SLIDE #6



***Rivets are Bayonets*
1916, U.S.A
John E. Sheridan**

TEACHER GUIDE

**SLIDE #7: *On the Job for Victory*, 1918 U.S.A.
Jonas Lie**

→ Project the document

QUESTION

What messages does artist Jonas Lie give about the role of industry in war?
What is your evidence?

POSSIBLE
ANSWER

Shipbuilding will lead to victory.

EVIDENCE

The title and the image suggest that building ships is linked to winning the war. The sponsor organization is the U.S. Shipping Board.

SLIDE #7



***On the Job for Victory*
1918, U.S.A.
Jonas Lie**

ADDITIONAL INFO

The U. S. Shipping Board created the Emergency Fleet Corporation, which produced over a million tons of new ships in order to supply troops and supplies as a "a bridge to France" (Official 39).

TEACHER GUIDE

SLIDE #8: *Soldiers All*, 1915 Great Britain Bernard Partridge

→ Project the document

QUESTION

What are the messages in this poster about labor strikes during the war? Give evidence to support your conclusion.

POSSIBLE ANSWER

It is unpatriotic and even treasonous for workers to strike during wartime.

EVIDENCE

The wounded soldier is telling the sheepish worker that striking is the same as refusing to fight.

SLIDE #8



Soldiers All
1915, Great Britain
Bernard Partridge

ADDITIONAL INFO

The threat of strikes was an issue for the British in WWI. Near the end of the war in 1918, the entire London police force went out on strike.

TEACHER GUIDE

SLIDE #9: *Once a German—Always a German* 1918 Great Britain, David Wilson

→ Project the document

QUESTION

What messages are given in this poster about German industry and products? Give evidence for your answer.

POSSIBLE ANSWER

Buying German goods and dealing with German industry helps the German enemy.

EVIDENCE

German industry (the businessman) is shown as the same as German military men who kill babies, torture, rape, destroy cities, and sink ships with submarines. The text says that buying German items will hurt Britain.

ADDITIONAL INFO

Another version of this poster included this text: "This man, who has shelled churches, hospitals, and open boats at sea; this robber, ravisher, and murderer, AND this man, who after the war, will want to sell you his German goods, ARE ONE AND THE SAME PERSON!"

SLIDE #9



*Once a German—
Always a German*
1918, Great Britain
David Wilson

TEACHER GUIDE

SLIDE #10: *Through Work to Victory! Through Victory to Peace!* 1917 Germany, Alexander Cay

→ Project the document

QUESTION

What messages about war does artist Alexander Cay send in this poster?

POSSIBLE ANSWER

Labor and soldiers should work together for victory and peace.

QUESTION

Why might the German government be stressing this message in 1917?

POSSIBLE ANSWER

A Marxist Revolution had just placed a communist government in power in neighboring Russia in 1917. Many powerful and wealthy Germans feared a Communist revolution in Germany might emerge from labor strikes. This poster stresses cooperation between labor and the military to win the war but also to secure peace.

SLIDE #10



Through Work to Victory! Through Victory to Peace!
1917, Germany
Alexander Cay

ADDITIONAL INFO

According to historian Christopher Birrer: "On average 50,000 (German) workers went on strike every month in 1917 and 100,000 in 1918. Although rations rose in the winter of 1918, food led the list of the Berlin's strikers' domestic grievances. In Bavaria, peace, constitutional and economic preceded the demand for more food. The shipyard workers in Hamburg restricted their demands to food and improved working conditions." (Birrer 56).

TEACHER GUIDE

Resources and Energy for War

BACKGROUND INFORMATION

In order for factories to produce war material there needs to be a reliable source of energy to run the machinery of production, and raw materials from which to create the final product. During World War One (WWI) coal was needed to run the factory furnaces. Steel and copper were needed to manufacture weapons and munitions. Spruce and fir were needed for production of airplane bodies along with lubricating oils for engines and linen cloth for wings.

The amount of natural resource depletion in wartime is staggering. For example the United States used 174 million feet of spruce and fir in its wartime production in WWI, two thirds of which was shipped to the Allies for use in production in European factories (Official 99). In addition to materials shipped overseas from the U.S. to Europe there was also a great deal of material exchange between England and France during the war. In the month of October 1918 the US fleet brought 275,000 tons of coal and other commodities across the English Channel from Britain to France (Official 47).

SLIDE #11: *Mine More Coal*, 1918 U.S.A. Walter Whitehead

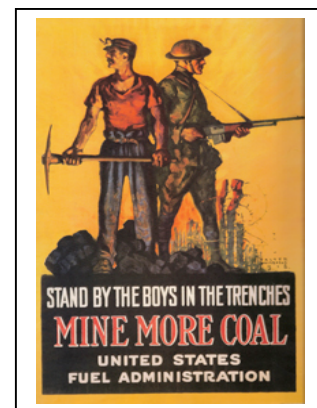
→ Project the document

QUESTION	Who is the target audience for this poster?
POSSIBLE ANSWER	Coal miners
QUESTION	What are the messages about the war?
POSSIBLE ANSWER	Coal is important for the war effort.

ADDITIONAL INFO

As a fuel that could propel ships and warm homes coal was an essential fuel in WWI. The Fuel Administration produced many posters focused on coal mining and use including posting instructions on how to fire coal successfully.

SLIDE #11



Mine More Coal
1918, U.S.A.
Walter Whitehead

TEACHER GUIDE

**SLIDE #12: *Light Consumes Coal*, 1918 U.S.A.
Coles Phillips**

→ Project the document

QUESTION

How does saving light relate to the war effort?POSSIBLE
ANSWER

Conserving energy was a means to reduce the depletion of a limited resource. Successful domestic conservation efforts meant that more coal could be used in the war effort.

ADDITIONAL INFO

On August 6, 1918 the *New York Times* reported, "The United States Fuel Administration announced today that strict control would be necessary over the distribution of the nation's supply of coal, the larger part of which is needed for steel mills and other war industries." (NYT)

SLIDE #12

***Light Consumes Coal*
1918, U.S.A.
Coles Phillips**

TEACHER GUIDE

SLIDE #13: *There is Enough*, 1917 Germany

Louis Oppenheim

→ Project the document

QUESTION

Who is the target audience for this poster and what is its purpose?

POSSIBLE ANSWER

German citizens are targeted with this poster, which aims to inspire them to turn in their metal objects for use in the war effort.

SLIDE #13



There is Enough
1917, Germany
Louis Oppenheim

ADDITIONAL INFO

By the beginning of WWI the secondary aluminum industry had been established, obtaining the metal by smelting scrap or recycled aluminum. By 1918, the German economy had collapsed to the point that the government ordered the confiscation of all personal items made of metal.

TEACHER GUIDE

**SLIDE #14: *Put the Hun on Iron Rations*
1914-18, Great Britain**

→ Project the document

QUESTION

Who produced this poster, and for what purpose?

POSSIBLE ANSWER

A British company produced this poster in order to make a profit and to support the war effort.

SLIDE #14

***Put the Hun on Iron Rations*
1914-18, Great Britain**

ADDITIONAL INFO

The scrap metal trade played an important part in providing industry, with recycled materials for use in war production. It was also a way for citizens to become participants, by providing governments with the material assistance needed to wage a prolonged war.

TEACHER GUIDE

SLIDE #15: *Collect Combed-out Women's Hair* 1918 Germany, Jupp Wiertz

→ Project the document

QUESTION

Who produced this poster, and for what purpose?

POSSIBLE ANSWER

The German government produced this poster to get women to turn in their hair for the war effort.

SLIDE #15



***Collect Combed-out
Women's Hair
1918, Germany
Jupp Wiertz***

ADDITIONAL INFO

Great Britain's blockade forced Germany to reuse household objects that could be turned into war material. Leather and hemp, used in drive belts and insulation, were replaced by women's hair. This was a significant sacrifice, in a culture where long hair was associated with femininity. (Paret 83)

TEACHER GUIDE

Food For War

BACKGROUND INFORMATION

Food is an essential resource needed by all armies whenever and wherever wars are fought. During World War One (WWI), food production in the U.S. increased to keep pace with the soldiers' need for food. Any periods of food shortage on the U.S. side came from temporary interruptions to the supply chain. This could happen due to transportation problems or rapid troop movements that outpaced the rolling kitchens that supplied them.

Germany experienced drastic food shortages during the war, some of which were brought about by the British naval blockade. Troops would take precedence for available food supplies whenever shortages occurred, leaving many German civilians near starvation by the closing years of the war. The winter of 1916-17 was known as the "Turnip Winter," as many Germans were reduced to eating crops normally reserved for livestock. In addition to hunger the lack of food caused increased susceptibility to disease. Due to malnutrition, the Germans were especially hard hit by flu epidemics in the years just prior to the end of the war.

SLIDE #16: *Food is Ammunition*, 1918 U.S.A. John E. Sheridan

→ Project the document

QUESTION

What are the messages about the role of food in the war effort? Give evidence from the poster to back up your interpretation.

POSSIBLE ANSWER

Food is essential for victory.

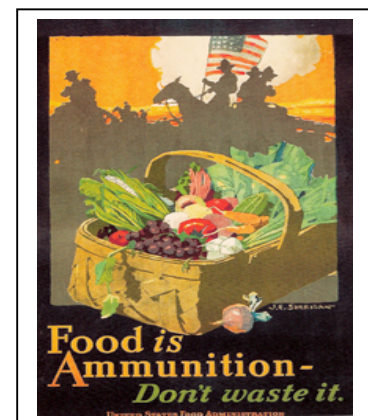
EVIDENCE

Food is referred to as "ammunition" and it is pictured below the troops and flag.

ADDITIONAL INFO

According to *The Official Record of the United States' Part in the Great War* the Army Quartermaster Corps, which paid the soldiers and furnished them with food, clothing, equipment, and miscellaneous supplies, accounted for more than half of all army expenditures during the war.

SLIDE #16



Food is Ammunition
1918, U.S.A.
John E. Sheridan

TEACHER GUIDE

**SLIDE #17: *Eat More Corn*, 1918 U.S.A.
L.N. Britton**

→ Project the document

QUESTION

Why might the government promote certain foods over others?

POSSIBLE ANSWER

Certain foods would be easier to preserve and transport and be more nutritionally abundant than others.

SLIDE #17

***Eat More Corn*
1918, U.S.A.
L.N. Britton**

ADDITIONAL INFO

"The reserve ration which the soldier carried on his person for utilization when regular food was unavailable...sought to provide a complete food allowance for one man for one day, included a one-pound can of meat (usually corned beef), two 8-ounce tins of hard bread, 2.4 ounces of sugar, 1.12 ounces of roasted and ground coffee, and 0.16 ounce of salt. It weighed about 2 $\frac{3}{4}$ pounds and contained about 3300 calories. The food was considered ample and satisfying but the packaging, in cylindrical cans of one-pound capacity, was far from practical or economical." (Koehler)

TEACHER GUIDE

SLIDE #18: *Sow the Seeds of Victory*, 1918 U.S.A., James M. Flagg

→ Project the document

QUESTION

Who is the target audience for this poster and what techniques are used to communicate the message?

POSSIBLE ANSWER

American women who could plant a garden are the target. An attractive young woman makes gardening seem appealing. The phrases, "Sow the Seeds of Victory," and, "Every Garden a Munitions Plant," suggests that gardeners are helping fight the war.

SLIDE #18



***Sow the Seeds of Victory*
1918, U.S.A.
James M. Flagg**

ADDITIONAL INFO

Planting "Victory Gardens" on the home front was encouraged by passages in books like *Three Acres and Liberty* (1918): "As we will likely have to send to Europe in coming years as much or even more food than we did last year, there is only one way to avoid a shortage among our own people, that is by raising a great deal more than usual. To do this we must plant every bit of available land" (Hall).

TEACHER GUIDE

SLIDE #19: *Food Will Win the War*, 1918 U.S.A. Charles Edward Chambers

→ Project the document

QUESTION

Who is the target audience for this poster? Give evidence to support your interpretation.

POSSIBLE ANSWER

Recent immigrants to the U.S. from Europe

EVIDENCE

The women have headscarves. They are in a harbor overlooking New York City and the Statue of Liberty, as if docking at Ellis Island.

QUESTION

What are the messages about the U.S. and the war? Give evidence.

POSSIBLE ANSWER

America is the promise land and citizens should do all they can to help the war effort.

EVIDENCE

The image shows the U.S. as a magnificent golden city bathed in rainbow light. The immigrant is being implored to "waste nothing".

SLIDE #19



***Food Will Win the War*
1918, U.S.A.
Charles Edward Chambers**

ADDITIONAL INFO

Immigration to the U.S. peaked in 1910, but numbers of immigrants sharply reduced during WWI and thereafter in the 1920s due to restrictive legislation (Camarota).

TEACHER GUIDE

SLIDE #20: *We Risk Our Lives*, 1917 Great Britain, J.P. Beadle

→ Project the document

QUESTION

Who is pictured in this poster and who is the target audience?

POSSIBLE ANSWER

British citizens are targeted by the poster, which pictures a British seaman.

QUESTION

What is the message and how would it help Britain's war effort?

POSSIBLE ANSWER

The poster implores people to not waste food. As an island, Britain needed to import much of its food across hostile seas. Conservation of food supplies helped to limit the need for dangerous imports.

SLIDE #20



***We Risk Our Lives*
1917, Great Britain
J.P. Beadle**

ADDITIONAL INFO

According to the BBC's website on the origins of the Women's Land Army: "Germany successfully mounted naval blockades on Britain's food imports, which made up 50% of the country's requirements. There was an acute farm labour shortage because workers were needed for military service and horses were commandeered by the forces. In 1917 the harvest failed and Britain was left with just three weeks' reserve of food. Famine loomed." (BBC)

TEACHER GUIDE

The Cost of War

BACKGROUND INFORMATION

The costs of World War One were staggering both in economic and in human terms. According to *The Official Record of the United States' Part in the Great War*, "for a period of 25 months, from April, 1917, through April, 1919, the war cost the United States considerably more than \$1,000,000 an hour...The direct money cost of the war to the end of April, 1919, a sum of \$21,850,000,000...was sufficient to have carried on the Revolutionary War continuously for more than a thousand years at the rate of expenditure which that war actually involved" (Official 147).

In a chapter entitled "The Deadliest War," *The Official Record* states, "The war was undoubtedly the bloodiest which has ever been fought." It lists U.S. battle deaths at 50,300. Total battle deaths were 7,485,000, with Russia, Germany, France, Great Britain and Austria accounting for the vast majority of these. "Among the other great nations in this war, between 20 and 25 in each 100 called to the colors were killed or died. To carry the comparison still further, American losses in this war were relatively one-fifth as large as during the Civil War and less than one-tenth as large as in the ranks of the enemy or among the nations associated with us" (Official 132). These figures do not count for a great many civilian deaths due to starvation resulting from the blockades of Britain and Germany, the German famine of 1918, or the Armenian genocide.

SLIDE #21: *The Greatest Mother*, 1918 U.S.A. Alonzo E. Foringer

→ Project the document

QUESTION

What are the costs of war implied by this poster? Give evidence from the poster to back up your interpretation.

POSSIBLE ANSWER

Battlefield casualties

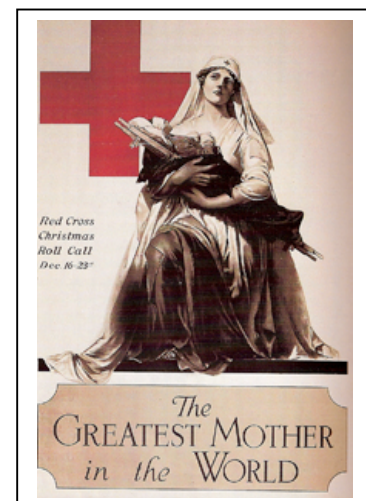
EVIDENCE

The Red Cross and the image suggests injured soldiers. The image and title suggest that women sacrificed their children and husbands.

ADDITIONAL INFO

According to the Red Cross Museum, "*The Greatest Mother* was an immensely popular poster produced for the Second War Fund Campaign...Its creator, Alonzo Foringer, was a skilled mural artist and banknote designer. The theme for the poster was introduced by an advertising executive to convey an image of mercy and tenderness (and became) synonymous with the American Red Cross" (American Red Cross).

SLIDE #21



***The Greatest Mother*
1918, U.S.A.
Alonzo E. Foringer**

TEACHER GUIDE

**SLIDE #22: *National War Relief Exhibition, 1917*
Austria-Hungary, Pal Sujan**

→ Project the document

QUESTION

What costs of war are shown in this poster?

POSSIBLE ANSWER

This poster highlights the troops maimed by the war, by portraying a veteran using a scythe to harvest wheat with a prosthetic arm.

SLIDE #22



***National War Relief
Exhibition
1917, Austria-Hungary
Pal Sujan***

ADDITIONAL INFO

According to the Official Record of the United States' Part in the Great War the U.S. suffered 206,000 wounded. For every man killed in battle, six were wounded (Official 145).

TEACHER GUIDE

**SLIDE #23: *Remember Belgium*, 1918 U.S.A.
Ellsworth Young**

→ Project the document

QUESTION

What costs of war are shown in this poster? Give evidence to back up your interpretation.

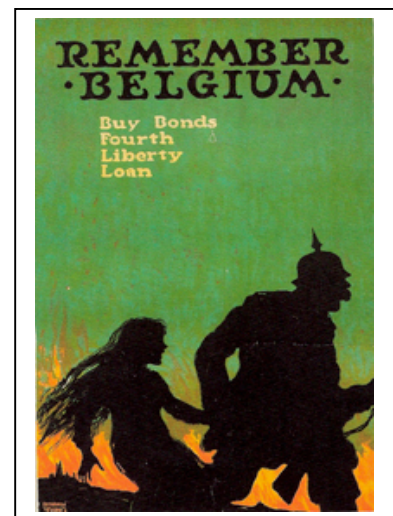
POSSIBLE
ANSWER

This poster highlights rape and destruction as a cost of war.

EVIDENCE

The darkened German soldier (with a spiked helmet) is shown dragging off a young girl, as fire rages across the countryside.

SLIDE #23



***Remember Belgium*
1918, U.S.A.
Ellsworth Young**

ADDITIONAL INFO

This poster references the “Rape of Belgium,” German war crimes at the start of World War I. In July of 1914, Germany invaded Belgium in order to attack France across its relatively defenseless border with Belgium (this is known as the Schlieffen Plan). German atrocities in Belgium were condemned worldwide and resulted in dramatic propaganda that often depicted “the Huns” as ruthless killers and inhuman beasts.

TEACHER GUIDE

SLIDE #24: *Children in Need!* 1918 Germany

Theo Metejk

→ Project the document

SLIDE #24

QUESTION

What cost of war is depicted here?

POSSIBLE
ANSWER

This poster shows the starvation of German civilians at the end of the war.



Children in Need!
1918, Germany
Theo Metejk

ADDITIONAL INFO

Both Britain and Germany tried to starve each other's citizens through naval blockades. By the end of the war the British blockade forced many Germans to the brink of starvation, as scarce food went to the troops. The blockade and resulting famine continued for 6 months after the end of the war to pressure the German government to comply with Allied demands (Vincent 191).

TEACHER GUIDE

SLIDE #25: *Lest They Perish*, 1918 U.S.A. W.B. King

→ Project the document

QUESTION

What cost of war is depicted here?

POSSIBLE ANSWER

This poster highlights the desperate situation of the people of Armenia, Greece, Syria and Persia (Iran) during the war.

SLIDE #25



***Lest They Perish*
1918, U.S.A.
W.B. King**

ADDITIONAL INFO

Although there were countless atrocities committed during World War I, crimes against the Armenian people by the Ottoman Turks stand out. According to the Armenian National Institute: "The atrocities committed against the Armenian people of the Ottoman Empire during W.W.I are called the Armenian Genocide. Genocide is the organized killing of a people for the express purpose of putting an end to their collective existence...The Armenian Genocide was centrally planned and administered by the Turkish government against the entire Armenian population of the Ottoman Empire. It was carried out during W.W.I between the years 1915 and 1918. The Armenian people was subjected to deportation, expropriation, abduction, torture, massacre, and starvation...In 1915, thirty-three years before UN Genocide Convention was adopted, the Armenian Genocide was condemned by the international community as a crime against humanity" (ANI).



Lesson #4 *Raising Funds for War* Student Worksheet

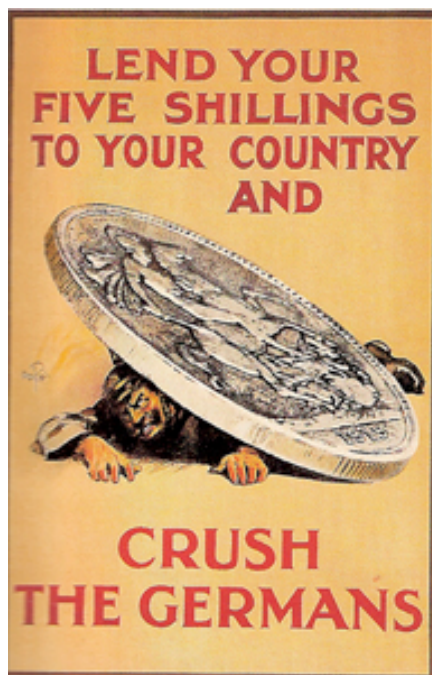
NAME _____

DATE _____

War making has always been a costly enterprise. From the Roman wars of conquest to the 21st century wars in Afghanistan and Iraq, it has been necessary for governments to raise funds to wage war. In World War One (WWI) it is estimated that the total direct war costs amounted to 186 billion dollars mostly from Germany, Great Britain and France. The United States' expenditures accounted for about one-eighth of the total, about 22 billion dollars. That amount is enough to cover the entire costs of operating the U.S. government from its beginning in 1791 to the outbreak of the First World War. The majority of WWI expenditures went to the army, for food, clothing, weapons and munitions, soldier pay and transport.

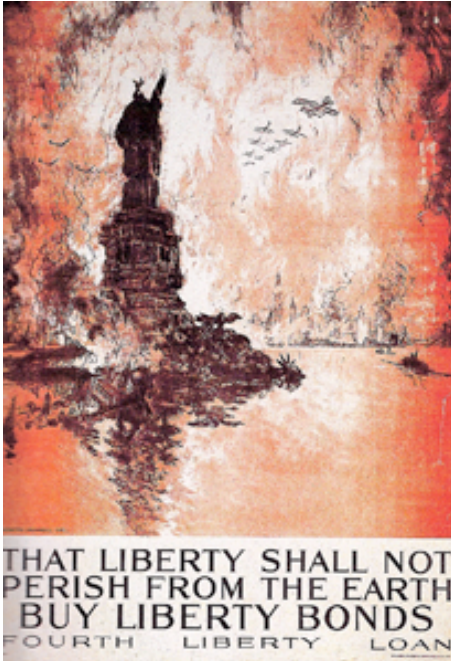
U.S. President Woodrow Wilson did not want to force people to pay for war through taxes. Instead, the government raised money through loans from citizens. Savings bonds, known as Liberty Bonds, were to be paid back at the war's end. Well-known artists created Liberty Bond posters and movie stars like Charlie Chaplin and Mary Pickford hosted rallies and made films to encourage the purchase of war bonds as patriotic acts.

SLIDE #1: *Lend Your Shillings*, 1915 Great Britain **D.D. Fry**



What message was artist D. D. Fry trying to communicate to the people of Great Britain early in the war?

SLIDE #2: *Buy Liberty Bonds, 1918 U.S.A.* Joseph Pennell



What emotions is the artist, Joseph Pennell, trying to evoke?

What is the purpose of this poster?

SLIDE #3: *Save Your Quarters, 1917 U.S.A.* James M. Flagg

War savings stamps were offered by the United States Treasury to help fund participation in WWI.

Who is the target audience for this poster?
Give evidence to support your conclusion.



SLIDE #4: *Buy War Loan Bonds*, 1918 Great Britain/ India, T. Martin Jones



During WWI, India was a colony of Great Britain.

Who produced this poster and what was their purpose?

SLIDE #5: *Subscribe to the War Loan*, 1918 Austria-Hungary, Bela Moldovan

The Austria-Hungarian Empire was on the losing side in WWI.

What message does artist Bela Moldovan give about Austria-Hungary's position in the war in 1918? Give evidence from the poster.





Lesson #4 *Labor and Industry in Wartime* Student Worksheet

NAME _____

DATE _____

Enlisting labor and industry in the war effort was an essential aspect of preparedness for World War One (WWI). If governments failed to maintain the active support of working people and industrialists they would be unable to produce the essential materials for war – weapons, munitions, ships and tanks. This constant concern of nations undertaking war was compounded during WWI by the recent spread of Marxist ideas, which called for worker ownership of the means of production. Such ideas were considered threatening to governments on both sides of the war. They feared the spread of Marx-inspired revolutions, such as the one that brought the world's first Communist government to power in Russia in 1917.

In the years leading up to WWI both the United States and Great Britain had experienced significant labor unrest, including major strikes. Similar unrest plagued Germany during the war itself, when tens of thousands of German workers went on strike while the country was at war, an action that seriously threatened Germany's ability to continue the campaign against their enemy (Birrer 56).

SLIDE #6: *Rivets are Bayonets*, 1916 U.S.A.

John E. Sheridan



What messages does artist John Sheridan communicate about the role of labor in WWI? Give evidence to support your answer.

SLIDE #7: *On the Job for Victory*, 1918 U.S.A., Jonas Lie



What messages does artist Jonas Lie give about the role of industry in war? What is your evidence?

SLIDE #8: *Soldiers All*, 1915 Great Britain, Bernard Partridge

This poster appeared in the British magazine, *Punch*.

What are the messages in this poster about labor strikes during the war? Give evidence to support your conclusion.



SLIDE #9: *Once a German—Always a German!* 1915 Great Britain, David Wilson



The British Empire Union was founded in 1915 as a citizen group with the name Anti-German Union.

What messages are given in this poster about German industry and products? Give evidence for your answer.

SLIDE #10: *Through Work to Victory! Through Victory to Peace!* 1917 Germany, Alexander Cay

What messages about war does artist Alexander Cay send in this poster?

Why might the German government be stressing this message in 1917?





Lesson #4 *Resources and Energy for War* Student Worksheet

NAME _____

DATE _____

In order for factories to produce war material there needs to be a reliable source of energy to run the machinery of production, and raw materials from which to create the final product. During World War One (WWI) coal was needed to run the factory furnaces. Steel and copper were needed to manufacture weapons and munitions. Spruce and fir were needed for production of airplane bodies along with lubricating oils for engines and linen cloth for wings.

The amount of natural resource depletion in wartime is staggering. For example the United States used 174 million feet of spruce and fir in its wartime production in WWI, two thirds of which was shipped to the Allies for use in production in European factories (Official 99). In addition to materials shipped overseas from the U.S. to Europe there was also a great deal of material exchange between England and France during the war. In the month of October 1918 the US fleet brought 275,000 tons of coal and other commodities across the English Channel from Britain to France (Official 47).

SLIDE #11: *Mine More Coal*, 1918 U.S.A. **Walter Whitehead**



Who is the target audience for this poster?

What are the messages about the war?

**SLIDE #12: *Light Consumes Coal*, 1918 U.S.A.
Coles Phillips**



How does saving light relate to the war effort?

SLIDE #13: *There is Enough*, 1917 Germany, Louis Oppenheim

Who is the target audience for this poster and what is its purpose?



SLIDE #14: *Put the Hun on Iron Rations, 1914-18* Great Britain

Hun was disparaging slang for a German person. Geo. Cohen Sons was a scrap iron company operating in England during the war.

Who produced this poster, and for what purpose?



SLIDE #15: *Collect Combed-out Women's Hair, 1918* Germany, Jupp Wiertz



Who produced this poster, and for what purpose?



Lesson #4 *Food For War* Student Worksheet

NAME _____

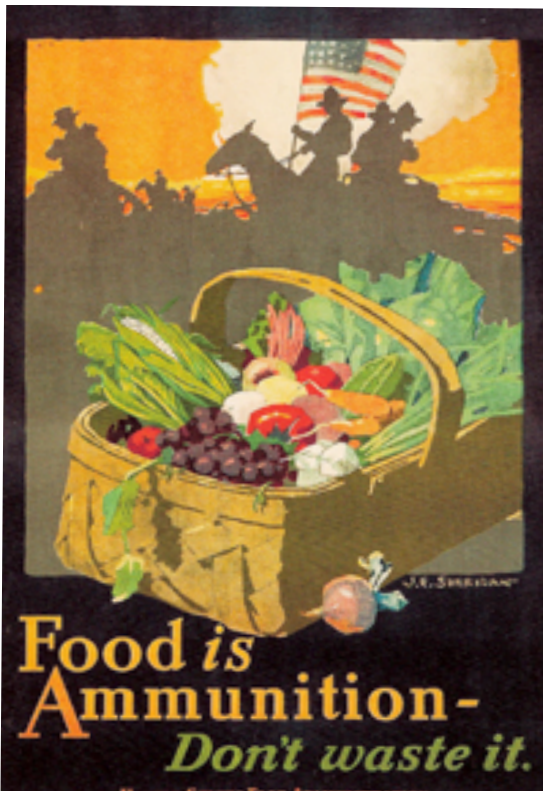
DATE _____

Food is an essential resource needed by all armies whenever and wherever wars are fought. During World War One (WWI), food production in the U.S. increased to keep pace with the soldiers' need for food. Any periods of food shortage on the U.S. side came from temporary interruptions to the supply chain. This could happen due to transportation problems or rapid troop movements that outpaced the rolling kitchens that supplied them.

Germany experienced drastic food shortages during the war, some of which were brought about by the British naval blockade. Troops would take precedence for available food supplies whenever shortages occurred, leaving many German civilians near starvation by the closing years of the war. The winter of 1916-17 was known as the "Turnip Winter," as many Germans were reduced to eating crops normally reserved for livestock. In addition to hunger the lack of food caused increased susceptibility to disease. Due to malnutrition, the Germans were especially hard hit by flu epidemics in the years just prior to the end of the war.

SLIDE #16: *Food is Ammunition, 1918 U.S.A.*

John E. Sheridan



What are the messages about the role of food in the war effort? Give evidence from the poster to back up your interpretation.

SLIDE #17: *Eat More Corn*, 1918 U.S.A., L.N. Britton

Why might the government promote certain foods over others?

SLIDE #18: *Sow the Seeds of Victory*, 1918 U.S.A.

James M. Flagg

Who is the target audience for this poster and what techniques are used to communicate the message?



SLIDE #19: *Food Will Win the War*, 1918 U.S.A. Charles Edward Chambers



Who is the target audience for this poster? Give evidence to support your interpretation.

What are the messages about the U.S. and the war? Give evidence.

SLIDE #20: *We Risk Our Lives*, 1917 Great Britain, J.P. Beadle

Who is pictured in this poster and who is the target audience?

What is the message and how would it help Britain's war effort?





Lesson #4 *The Costs of War* Student Worksheet

NAME _____

DATE _____

The costs of World War One were staggering both in economic and in human terms. According to *The Official Record of the United States' Part in the Great War*, "for a period of 25 months, from April, 1917, through April, 1919, the war cost the United States considerably more than \$1,000,000 an hour...The direct money cost of the war to the end of April, 1919, a sum of \$21,850,000,000...was sufficient to have carried on the Revolutionary War continuously for more than a thousand years at the rate of expenditure which that war actually involved" (Official 147).

In a chapter entitled "The Deadliest War," *The Official Record* states, "The war was undoubtedly the bloodiest which has ever been fought." It lists U.S. battle deaths at 50,300. Total battle deaths were 7,485,000, with Russia, Germany, France, Great Britain and Austria accounting for the vast majority of these. "Among the other great nations in this war, between 20 and 25 in each 100 called to the colors were killed or died. To carry the comparison still further, American losses in this war were relatively one-fifth as large as during the Civil War and less than one-tenth as large as in the ranks of the enemy or among the nations associated with us" (Official 132). These figures do not count for a great many civilian deaths due to starvation resulting from the blockades of Britain and Germany, the German famine of 1918, or the Armenian genocide.

SLIDE #21: *The Greatest Mother*, 1918 U.S.A. Alonzo E. Foringer



What are the costs of war implied by this poster?
Give evidence from the poster to back up your interpretation.

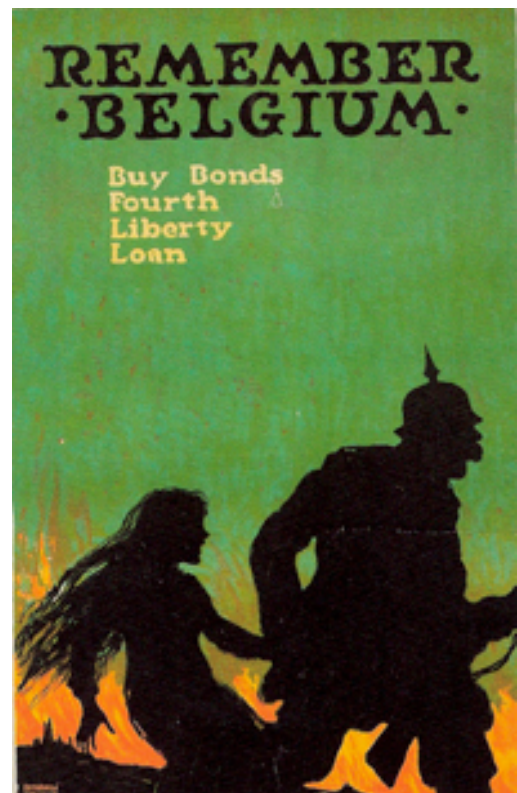
SLIDE #22: *National War Relief Exhibition, 1917*
Austria- Hungary, Pal Sujan



What costs of war are shown in this poster?

SLIDE #23: *Remember Belgium,*
1918 U.S.A., Ellsworth Young

What costs of war are shown in this poster?



SLIDE #24: *Children in Need*, 1918 Germany
Theo Metejk



What cost of war is depicted here?

SLIDE #25: *Lest They Perish*, 1918 U.S.A., W.B. King

What cost of war is depicted here?



Lesson #5: Perspectives on Labor and Management

Lesson Plan.....	105
Teacher Guide.....	107
Video Clips.....	
(Access online or via Lesson 5 digital media folder)	

LESSON PLAN



Video Clips

Perspectives on Labor and Management

Lesson Objectives:

- Students will understand key vocabulary and issues related to labor and capital.
- Students will identify, analyze and discuss conflicting perspectives on labor and capital.
- Students will identify specific ways in which popular media communicated perspectives on labor and capital.

Vocabulary:

union, electricity, markets, technology, factory, industrialization, cogs, regulation, productivity, assembly line, mass production, efficiency, entrepreneurial

Media



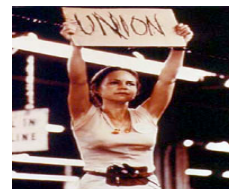
Modern Times,
Charlie Chaplin
Productions, 1936
(1:14)



*Why Play
Leapfrog?*, 1950
(2:22)



On the Waterfront,
1954 (4:06)



Norma Rae, 20th
Century-Fox Film,
1979 (3:43)



The Simpsons, 20th
Century-Fox
Television, 1989
(1:00)

Materials Needed:

- *Teacher Guide: Perspectives on Labor and Management*
- 5 Video Clips (access online or via Lesson 5 digital media folder)

Time

2 class periods + homework

Lesson Procedures:

1. Introduce lesson and videos; see *Teacher Guide*.
2. Show clip from *Modern Times* and lead decoding; see *Teacher Guide*.
3. Show clip from *Why Play Leapfrog?* and lead decoding; see *Teacher Guide*.
4. Show clip from *On the Waterfront* and lead decoding; see *Teacher Guide*.
5. Show clip from *Norma Rae* and lead decoding; see *Teacher Guide*.
6. Show clip from *The Simpsons* and lead decoding; see *Teacher Guide*.

TEACHER GUIDE

Video Clips

Perspectives on Labor and Management

1. Organize and make copies for the class activities.
2. Introduce the lesson.

Lesson Introduction

This lesson will allow you to explore labor and capital and the media constructions of concepts such as unions and living wages, as well as the roles of economics, history and media in the shaping of public opinion.

We are constantly being influenced by media messages, some about controversial topics. We will now take a look at five different media messages about labor and capitalism. As you watch each clip, note the messages it gives about labor and the techniques each film uses to make its points.

OPTIONAL: Introduce vocabulary that relates to the film clip including: industrial capitalism, assembly line, factory, manager/management, labor, wages and prices, efficiency, productivity, labor unions, corruption, union organizing. Write responses on the board. Divide media sources from other responses.

3. Introduce and play each film clip.
4. Lead a discussion of the clips using the suggested teacher answers below as a guide.



Modern Times **Charlie Chaplin Productions, 1936**

Film 1 Introduction

This is a clip from a famous 1936 Charlie Chaplin film, *Modern Times*. As you watch, look for its messages about labor (workers) and management in an industrial factory. This film was made during a period of intense industrialization and mechanization of labor in the U.S.

Charlie Chaplin's politics were viewed as liberal during his lifetime. Chaplin often used his films to make social and political statements, such as addressing the depersonalization of industry in *Modern Times*. Although Chaplin had strong political views, he never affiliated with a political party and never voted. During World War II, the American government questioned his political and moral beliefs, accusing him of being communist due to his public support of the Russians. In 1942, Chaplin made a set of speeches that criticized the U.S. government. In 1952, he left the U.S. to live in Europe.

Media Sample Questions & Answers

1.) What are the messages in this clip about labor and management in an industrial factory?

Possible Answer: Industrial factories turn workers into mindless, overworked machines.

2.) What techniques does Chaplin, the filmmaker, use to communicate this message?

Possible Answer: Chaplin, the actor, acts obsessed and frenzied as he tries to meet the demands of the factory. Chaplin, the filmmaker, uses symbolism as he shows the worker becoming a "cog" in a huge inhuman machine.

3.) What messages does this clip give about management in an assembly line factory?

Possible Answer: Managers are modern slave drivers.

4.) What techniques does the filmmaker use to communicate that message?

Possible Answer: The manager yells at the worker and pressures him to work harder than is humanly possible.

FURTHER QUESTION

Based on this clip, speculate on Charlie Chaplin's view of capitalism.



Why Play Leapfrog? **1950**

Film 2 Introduction

This clip is from *Why Play Leapfrog?*, one of a series of 1949 Cold War-era Technicolor cartoons created by John Sutherland Productions, Inc. and the Extension Department at Harding College. Look for the messages in this clip about the relationship between labor and management. The clip you are about to see is from the beginning and middle of a longer animated film. There will be a black frame in between.

John Sutherland Productions, owned by John Sutherland, produced over 100 educational animated shorts between the 1940s and 1960s.

Media Sample Questions & Answers

1.) What messages are communicated in this clip about the relationship between management and labor?

Possible Answer: “Labor and management must work together to develop new ideas and techniques” and “to expand productivity, capital must finance the creation of more efficient tools and plants.” In a capitalist economy, wages and prices play leapfrog and increased productivity keeps wages ahead of prices. If workers produce more high-quality products faster, then they can enjoy a real raise, buying more with what they earn.

2.) What techniques does the clip use to communicate those messages?

Possible Answer: The strong narrative from the main character is something the audience can relate to and connect with. The doll’s symbolism and the happy and sad faces also relay the message.

3.) How were these ideas communicated?

Possible Answer: Through the narration: “labor and management must work together to develop new ideas and techniques.” The story shows the worker bringing his idea for greater productivity to the boss, who jumps on his idea.

4.) According to the film, how do wages stay ahead of prices in a capitalist economy?

Possible Answer: Through increased productivity—“capital must finance the creation of more efficient tools and plants.”

5.) Who produced this film and for what purpose?

Possible Answer: The text at the beginning of the film states: “This is one of a series of films created by John Sutherland Productions, Inc. and the Extension Department at Harding College.”

6.) Who do you think was the target audience for this film and

Possible Answer: Children; the film was animated, and it was probably intended to be used in schools.

FURTHER QUESTION

What do you think was the point of view of Harding College’s Extension Department on capitalism?



On the Waterfront 1954

Film 3 Introduction

This clip is from an Oscar-winning 1954 Elia Kazan film, *On the Waterfront*. The film stars Marlon Brando as Terry Malloy, a struggling ex-boxer who is now an errand boy for the union boss at a New York City dockyard. This clip begins with the union boss speaking, and Malloy is the second young man he asks to count money.

Media Sample Questions & Answers

1.) What are the messages about unions in this clip?

Possible Answer: Corruption exists in labor unions. Unions offer a family type of relationship.

2.) What techniques are used to communicate this message about unions?

Possible Answer: The lighting was low, eliciting a mysterious feeling. The worker who was low in cash was violently kicked out. Malloy is reminded as he leaves that he's "got a real friend here, and don't forget it."

FURTHER QUESTIONS

Do you think this is an accurate and fair depiction of unions?



Norma Rae
20th Century-Fox Film, 1979

Film 4 Introduction

This 1979 Oscar-winning film, *Norma Rae*, is about a textile factory employee dealing with intolerable working conditions, who becomes deeply involved in unionizing her factory. The scene you're about to see opens with Norma Rae in an argument with the factory manager about setting up a union. This film is based on a true story of a woman named Crystal Lee Jordan.

Media Sample Questions & Answers

1.) What are the messages about unions in this clip?

Possible Answer: Unions insistently support workers and offer them better working conditions. Unions stand up to unfair management.

2.) What techniques are used to communicate this message about unions?

Possible Answer: Norma Rae stands up on a desk and the camera angle focuses on her height. One by one the workers turn off their machines.

FURTHER QUESTIONS

Do you think this an accurate and fair depiction of unions?



The Simpsons
20TH Century-Fox Television, 1989

Film 5 Introduction

This clip is from an episode of *The Simpsons*, an animation that has been airing on FOX network for 19 seasons. It is the longest running American animated series. This clip opens up with Charles Montgomery Burns (Mr. Burns), the owner of the power plant, reflecting on his childhood.

Media Sample Questions & Answers

1.) What are the messages about management in this clip?

Possible Answer: Management treats workers poorly and like commodities. Management expects too much from workers, asking workers to produce work that is basically impossible.

2.) What are the messages about workers' conditions?

Possible Answer: Workers are vulnerable, small and easily taken advantage of. Workers are punished for producing sub par work.

3.) What are the messages about unions in this clip?

Possible Answer: Unions are needed to protect workers, but over time unions became too corrupt and shiftless.

FURTHER QUESTIONS

- » **What “truths” about unions and management were portrayed in these clips?**
- » **Can you think of other depictions of labor or management in the media? (e.g, The Apprentice, The Sims, The Pursuit of Happyness)**
- » **Are there any media depictions that are unbiased?**

Lesson #6: Living Wage

Lesson Plan.....	117
Teacher Guide.....	119
Take a Stand Activity	120
Student Readings:	
“The Living Wage Movement”	121
“The Employment Effects of Living Wage Laws”	122
Student Worksheet.....	123

LESSON PLAN



Printed Document

Living Wage

Lesson Objectives:

- Students will understand key concepts and vocabulary related to the living wage campaign.
- Students will identify, analyze and discuss different perspectives about the living wage campaign, including their own position.

Vocabulary:

living wage, tax breaks, social responsibility, minimum wage, human rights, dignity, medical care, benefits, poverty level, productivity, rate, unemployment low-wage workers, tax base, outsourcing

Media

- Excerpts from Opinion Editorial “The Employment Effects of Living Wage Laws” by Bruce Bartlett
- Excerpts from “The Living Wage Movement,” by the Living Wage Campaign website (www.livingwagecampaign.org)

Materials Needed:

- *Teacher Guide: Living Wage*
- *Student Reading: Living Wage*
- *Student Worksheet: Living Wage*

Time

40 minutes

Lesson Procedures

1. Introduce the lesson; see *Teacher Guide*.
2. Have students complete student reading and worksheet individually or in groups, or for homework.
3. Lead a discussion on the costs and benefits of a living wage; see *Teacher Guide*.
4. Lead the “Take a Stand” activity, where students discuss their position on living wage laws; see *Teacher Guide*.

TEACHER GUIDE

Living Wage



Printed Document

1. Organize and make copies for the class activities.
2. Provide background information.

Background Information

More than 291 million Americans work full time but do not make enough money to pay their bills (from Table 9 from the Income, Earnings, and Poverty Data at www.census.gov). The living wage movement in the U.S. calls for governments to enact laws that require companies to pay their employees a “living wage” in exchange for government contracts. A “living wage” is typically calculated as the minimum hourly pay that a full-time worker would need in order to afford basic food, housing, healthcare, transportation and recreation in that region. In most areas of the United States, a living wage is higher than the federal “minimum wage.”

3. Introduce the lesson.

Lesson Information

While many people feel that it is a fundamental human right to earn a living wage for full time work, others argue that enacting living wage laws will hurt the economy and the very people it is intended to help. For this lesson, you will read opinions by people on opposite sides of the debate. The first reading comes from the website, www.livingwagecampaign.org. The second reading is an excerpt from a newspaper editorial by Bruce Bartlett, an economist and advisor to President Ronald Reagan.

4. Distribute *Student Reading: Living Wage* and *Student Worksheet: Living Wage*.
5. Give students time to do the assignment, either for homework or in class as an individual or group activity.
6. Lead students through a discussion using the suggested teacher answers below as a guide.
7. Ask each group to report their author’s analysis and conclusions, question by question – using excerpts from the text to illustrate their points.

Teacher Answer Sheet

Questions, Possible Answers & Evidence From *Worksheet: Living Wage*

1.) According to the website, www.livingwagecampaign.org, why should governments require businesses that get government contracts to give their employees a living wage?

Possible Answers: Our tax dollars should not go to companies that fail to pay workers fairly. These underpaid workers will then need to rely on government assistance for basic needs such as food, housing, and health care, burdening the taxpayers for the benefit of the companies.

2.) List at least 5 reasons given in the reading from www.livingwagecampaign.org for the increasing poverty of today's low-wage workers.

Possible Answers: Inflation, the income gap between rich and poor, cuts to welfare, lowering of wages as former welfare recipients enter the work force, poor pay for service workers, weak labor unions, and corporate welfare that depletes tax dollars.

3.) List three ways in which, according to Bartlett, living wage laws hurt local economies.

Possible Answers: "Forcing up wages causes demand for labor to fall."
Taxpayers must pay higher taxes for the same government service.
Increased labor costs eliminate some potential competitors.

4.) Do you support or oppose living wage laws? Explain your reasoning.

ACTIVITY

Take a Stand Activity

Clear part of the room where all students can stand. Identify one end of the space as "support living wage laws" and the other as "oppose living wage laws." Ask students to move to a space on the continuum reflecting their position. Students may be in the middle if they are unclear or have mixed opinions. Begin with asking students who are in the minority position to explain their position. Call on students in different places on the continuum, probing for understanding and judgments. Follow provocative arguments by challenging students on the opposite side (or in the middle) to respond. Encourage students to move if their position changes after listening to others.

If one of the sides has no representatives, you may need to argue from that position to help students clustered on an opposing side clarify and defend their position.

"The Living Wage Movement"

from The Living Wage Campaign
www.livingwagecampaign.org

Document Excerpt #1

In short, living wage campaigns seek to pass local ordinances requiring private businesses that benefit from public money to pay their workers a living wage. Commonly, the ordinances cover employers who hold large city or county service contracts or receive substantial financial assistance from the city in the form of grants, loans, bond financing, tax abatements, or other economic development subsidies.

The concept behind any living wage campaign is simple: Our limited public dollars should not be subsidizing poverty-wage work. When subsidized employers are allowed to pay their workers less than a living wage, tax payers end up footing a double bill: the initial subsidy and then the food stamps, emergency medical, housing and other social services low wage workers may require to support themselves and their families even minimally. Public dollars should be leveraged for the public good -- reserved for those private sector employers who demonstrate a commitment to providing decent, family-supporting jobs in our local communities. Many campaigns have defined the living wage as equivalent to the poverty line for a family of four, (currently \$9.06 an hour), though ordinances that have passed range from \$6.25 to \$13.00 an hour, with some newer campaigns pushing for even higher wages.

First, consider the economic realities facing low income people today: the failure of the minimum wage to keep pace with inflation (it now buys less than it did in the 1960s); the growing income gap between the rich and the poor; massive cuts in welfare and downward pressure on wages resulting from former recipients being forced into the labor market with no promise of jobs; the growth of service sector jobs where low wages are concentrated; the weakening of labor unions; rampant no-strings-attached corporate welfare that depletes tax dollars while keeping workers poor. The list goes on. Living wage campaigns have arisen in response to all these pressures.

“The Employment Effects of Living Wage Laws”

by Bruce Bartlett

Opinion Editorial, March 20, 2002

Document Excerpt #2

The truth is that living wage campaigns are mainly fronts for municipal employee unions. Their goal is to raise labor costs for potential competitors. If government contractors have to pay their workers more because of living wage laws, then they are less likely to replace traditional government workers. This makes it easier for government employee unions to demand higher wages for their members, because the option of saving money by contracting out has been undercut.

A new study from the Public Policy Institute of California by economist David Neumark documents this fact. He finds that existing government employees are the primary beneficiaries of living wage laws, even though such laws do not apply to them, only to government contractors. This is the main reason why he finds that living wage laws do in fact raise wages in places where they are enacted.

However, Neumark also finds, as economic theory would predict, that forcing up wages causes demand for labor to fall. The higher wages for some workers are offset by higher unemployment for others. The former would see a 3.5 percent increase in their income under a typical living wage law, while there would be a 7 percent increase in unemployment among low-wage workers.

Neumark also seems to have forgotten that someone is paying the bill for the higher wages. That person is the taxpayer, who must pay higher taxes for the same government services. He may pay again when businesses relocate from places where living wage laws are enacted, thus reducing the tax base. The actual cost of the living wage law may not be very much, but why would a business want to locate in a place where a bunch of left-wing nuts seem to be running the show? What will be next, businessmen have to wonder when deciding where to locate?

Economists have an expression, "There ain't no such thing as a free lunch." Government can't give anyone anything it hasn't first taken from someone else. Understanding this simple point is all that is necessary to see the basic lunacy of living wage laws.



Lesson #6 Living Wage Student Worksheet

NAME _____

DATE _____

Read over the questions below before reading your article. You may want to underline the sections of the article that are pertinent to each question in order to give examples from the text to back up your conclusion.

1. According to the website, *www.livingwagecampaign.org*, why should governments require businesses that get government contracts to give their employees a living wage?
2. List at least five reasons given in the reading from *www.livingwagecampaign.org* for the increasing poverty of today's low-wage workers.
3. According to Bruce Bartlett in his opinion article, "The Employment Effects of Living Wage Laws," who benefits and who is hurt by living wage laws? Explain Bartlett's reasoning.
4. List three ways in which, according to Bartlett, living wage laws hurt local economies.
5. Do you support or oppose living wage laws? Explain your reasoning.

Lesson #7: Health Care and Wal-Mart

Lesson Plan.....	127
Teacher Guide.....	129
Video Clips.....	
(Access online or via Lesson 7 digital media folder)	

LESSON PLAN



Video Clips

Health Care and Wal-Mart

Lesson Objectives:

- Students will understand key vocabulary and issues related to Wal-Mart and health care.
- Students will identify, analyze and discuss different perspectives on discourses surrounding Wal-Mart and health care.
- Students will identify ways in which popular media communicated perspectives on health care and Wal-Mart.

Vocabulary:

associate, corporation, welfare, middle class, financial impact, retail giant, subsidies, private insurance, low income, poverty level, average, dignity, Medicaid, full-time, federal agency, benefits

Media

Wal-Mart: The High Cost of Low Price, Brave New Films, 2005 (3:36)



Why Wal-Mart Works, Galloway Productions LLC, 2005 (3:10)

Materials Needed:

- *Teacher Guide: Health Care and Wal-Mart*
- 2 Video Clips (access online or via Lesson 7 digital media folder)

Time

15-20 minutes

Lesson Procedures:

1. Introduce the lesson; see *Teacher Guide*.
2. Show the clip from *Wal-Mart: The High Cost of Low Price* (3:36) and lead decoding; see *Teacher Guide*.
3. Show the clip from *Why Wal-Mart Works: And Why That Drives Some People C-r-a-z-y* (3:10) and lead decoding; see *Teacher Guide*.

TEACHER GUIDE

Video Clips

Health Care and Wal-Mart

1. Organize and make copies for the class activities.
2. Introduce the lesson.

Lesson Introduction

According to Fortune Global 500, Wal-Mart is the world's largest private corporation, with revenue of over 300 billion dollars and 1.9 million employees in 2007. Founded by Sam Walton in 1962, Wal-Mart's success has drawn both imitators and critics. Wal-Mart has been accused of putting thousands of local stores out of business, driving down wages, and forcing its workers to turn to the government to pay for their health care.

We will look at short excerpts from two documentary films about Wal-Mart that focus on the company's employee health care policies. One is highly critical and one defends the policies of the huge and successful company. As you watch both clips, notice the techniques each film uses to communicate different messages. What information is communicated about Wal-Mart's responsibility to its workers? What techniques do the films use to criticize Wal-Mart or its critics, and how has each film been constructed to give it authority and credibility?

3. Introduce and play each film clip.
4. Lead a discussion of the clips using the suggested teacher answers below as a guide.



Wal-Mart: The High Cost of Low Price **2005**

Film 1 Introduction

The first clip is from the film, *Wal-Mart: The High Cost of Low Price*.

Based on the title, do you think that this is the pro or anti Wal-Mart documentary?

The title is a play on Wal-Mart's slogan, "Wal-Mart: Always Low Prices. Always." The title of the film suggests that Wal-Mart has low prices because of the low pay it gives to workers at a high cost to society. (In September 2007, Wal-Mart changed its slogan from "Wal-Mart: Always Low Prices. Always" to "Save money, Live Better.")

As you watch this short clip, pay attention to the messages about Wal-Mart's health care policies and how the filmmaker communicates those messages.

Media Sample Questions & Answers

1.) What main messages about Wal-Mart's health care policies are communicated in this clip?

Possible Answer: Employees are paid so little, they can't afford Wal-Mart's health care program and turn to governmental assistance (welfare).

2.) According to the clip, who is subsidizing (paying for) Wal-Mart's low prices?

Possible Answer: The taxpayers. Since Wal-Mart doesn't provide its employees with affordable health care benefits, they are being advised by Wal-Mart to use governmental programs designed for the poor.

3.) What techniques does the filmmaker use in this clip to give authority and credibility (believability) to its message?

Possible Answer: The filmmaker uses lots of short clips from interviews with Wal-Mart employees, including Wal-Mart managers, who criticize the company.

The filmmakers include a series of short clips from TV news broadcasts filled with lots of damning statements and statistics.



***Why Wal-Mart Works: And Why That
Drives Some People C-r-a-z-y***
2005

Film 2 Introduction

We will now look at the second clip from a documentary film titled, *Why Wal-Mart Works: And Why That Drives Some People C-r-a-z-y*.

What does the title tell you about the point of view and the focus of this film?

Based on the title “Why Wal-Mart Works”, it seems like a pro-Wal-Mart film. The subtitle, “Why That Drives Some People Crazy,” suggests that the film will focus on refuting the criticisms against Wal-Mart.

As you watch the second film, again pay attention to the messages about Wal-Mart’s health care policies and how the filmmaker communicates those messages

Media Sample Questions & Answers

1.) What main messages about Wal-Mart’s health care policies are communicated in this clip?

Possible Answer: Wal-Mart’s health care coverage is pretty good, particularly in comparison to other companies. Criticism of Wal-Mart’s health care is unfair and “disingenuous.” Companies can’t compete with government-provided healthcare.

2.) What techniques does the filmmaker use in this clip to give authority and credibility (believability) to the message?

Possible Answer: The filmmaker uses a clip from a Wal-Mart employee, claiming that Wal-Mart’s care coverage is good (she can get her teeth cleaned). The main expert, who defends Wal-Mart, has the title “Director of Health Policy Studies for the CATO Institute” and he is shown in a tie and jacket, with books (including his book) in the background.

FURTHER QUESTIONS

- » Which film do you think is more credible (believable)? Explain your reasoning.
- » Who do you suspect may have produced and funded each of these films? Explain your reasoning.
- » Why might it be important to know the funding source for a documentary film?
- » How can one find out the sponsors of documentary films?
- » Which position do you agree with and why?

ADDITIONAL INFO

The film *Why Wal-Mart Works* was released on November 22, 2005 and made to counteract the film *Wal-Mart: The High Cost of Low Price* (IMDB). The film was directed and produced by Ron Galloway, an independent filmmaker and analyst. He has been featured on CNN, CNBC, MSNBC, ABC's *World News Tonight* and *Good Morning America* (www.galloway.tv) as well as in several newspapers and print media. This film was financed through Ron and his brother Robert Galloway (*USA Today*). Although Wikipedia (4/08) claims that the film was funded by Wal-Mart, there is no independent evidence to back up this claim.

The film *Wal-Mart: The High Cost of Low Price* was released on November 4, 2005 and directed by Robert Greenwald, an independent filmmaker and political activist. Greenwald has directed and produced several other films including *"Outfoxed: Rupert Murdoch's war on Journalism."* His films have earned 25 Emmy nominations, four cable ACE Award nominations, two Golden Globe award nominations and many other awards (robergreenwald.org).

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