WORLD WAR ONE IN BROOKLYN

PRIMARY SOURCE PACKET

Student Name
INTRODUCTORY READING

Adaptation

In the late 19th and early 20th century, prior to World War One (WWI), Europe was struggling to maintain and balance power between nations including France, Germany, Austria-Hungary, Russia, and Great Britain. Feelings of mistrust and competing ideals between these nations resulted from struggles over land amidst empire building, as well as access to an increased amount of military and naval equipment due to industrialization.

World War One, also known as The Great War, officially began when a Serbian nationalist, Gavrilo Princip, assassinated Archduke Franz Ferdinand, the heir to the Austrian-Hungarian throne, and his wife, Sophie, in Sarajevo on June 28, 1914. Within two months, Austria-Hungary and Germany (known together as the Central Powers) were at war with Russia, France, Great Britain, and Italy (a group referred to as the Allied Powers).

Both the Allied and the Central Powers recruited soldiers from their colonies, making WWI a global war that involved soldiers from India, Ireland, Australia, Japan, Africa, and more. While war was raging in Europe, America remained firmly neutral. America claimed that it wanted to take a non-violent approach to the war. America maintained this position even when, on May 7, 1915, a German U-boat torpedoed and sunk the Lusitania, a British luxury ship. An estimated 1,198 people were killed in this event, including over a hundred American civilians.

America joined the war in 1917. Soldiers were recruited from all over the United States, including Brooklyn, to fight overseas. Men and women volunteered from Brooklyn neighborhoods such as Red Hook, Bushwick, and Ridgewood. In all, over 2,400 Brooklyn men lost their lives fighting in World War One, which prompted monuments of remembrance to be created throughout the borough. The neighborhood of Bushwick lost 156 men during WWI including Sergeant Charles Heisser, who was killed in action on September 27th 1918 after volunteering to join the 106th infantry and fight in France. After his death a small park and monument would be erected in his honor two blocks away from his Brooklyn home.

After four years of warfare, the fighting stopped with the signing of the armistice on November 11th, 1918 at the eleventh hour of the eleventh day of the eleventh month. This is now known as Veteran’s Day. World War One claimed the lives of more than 20 million people. Millions more were wounded. World War One is remembered as a war that introduced modern inventions and weaponry such as the creation of poisonous gas, trench warfare, barbed wire, and tanks.

CITATION:

1. Observe Document 1. List three things that you notice about this illustration.

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2. What year was Document 1 originally published? Why is this date significant? Explain your answer.

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3. Pretend you were the illustrator of Document 1. Why did you create this picture? Who did you create it for?

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4. If you had the opportunity to ask the women in Document 1 three questions what would they be? Explain.

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1. Observe **Document 2**. List three things that you notice about this illustration.

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2. Based on your observations of **Document 2**, create a caption for this image.

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3. Make two claims about the artist’s opinion of war.

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5. Reflecting on **Document 1** and **Document 2** which illustration do you like better? Explain your answer.

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**Striking War Facts in U.S. History**

The United States is the eleventh nation to enter the fight against Germany.

We are the fifteenth nation in the war.

This is the 1,084th day if the Great War.

America is entering the fight on the last day of the 154th week of the war.

All of our wars have been declared in April, except the War of 1812, which started in June.

This is the seventh war of the United States.

It will be 19 years this month since we declared war upon Spain.

This is the first war in which America and England will fight on the same side.

War followed 64 days after Germany’s note breaking her pledges to the United States.

The Lusitania was sunk twenty-three months ago tomorrow.

The so-called eight “Great Powers” are all at war beginning today.

This will be our first war against a combination of countries.

The first, third, fourth, fifth, sixth and seventh strongest navies are ranged against Germany. The German navy stands second, and the Austrian eighth.

The United States brings in 112,000,000 people against the Central Empires.

We have averaged one war in every twenty and two-sevenths years.
1. What event is **Document 3** describing?

2. List three facts that you learned from **Document 3**.
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3. According to **Document 3**, how is America helping the Allied Powers fight Germany?

4. What can we learn from **Document 3** about America’s relationship to past wars?

5. Based on **Document 3**, list three questions that you still have. Where will you find these answers?
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1. Observe Document 4. List three things that you notice about this illustration.

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2. Based on your observations, infer who the men in Document 4 are. What is their significance?

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3. Infer what the text on Document 4 means.

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4. In your own words, create a caption for Document 4.

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5. What questions do you still have about Document 4?

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Every Hand in the Land!

Every hand a Saving hand
Every hand a Helping hand
Every hand a Fighting hand
Your hand and my hand—Young hand and old hand
Every hand in the land a hand in the Country’s Cause!

Lend Your Quarters to Uncle Sam

Every one must lend some money to the Government. And everyone can lend some, if only a little.

No matter how small our purse or how small our earnings, each and every one of us can spare a little for our Government if we practice a little thrift.

By investing in War Savings Stamps the person with only a few cents to spare can do his or her share as well and as nifty as the man who has a million to save. Remember, the Government does not ask you to give your money, but to lend it as needed. You make it work out only for those “over there,” but also for you here, no matter how much or how little it may be.

You may purchase War Savings Thrift Stamps by paying the small amount of 10 cents at a time. Sixteen Thrift Stamps for 10 cents each are exchangeable for a Five Dollar War Savings Stamp.

W.S.S.
National War Savings Committee of New York

In Order That All May Realize Their Patriotic Duty,
This Space Has Been Donated by the Following Patriotic Provision Dealers

1. Observe **Document 5**. List four things you notice about this source.

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2. Based on **Document 5**, make two claims on what life was like for people living in Brooklyn during World War One.

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   2.

3. In your own words, summarize **Document 5**.

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4. Do you think **Document 5** was effective at communicating its message? Why or why not?

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THE REVEILLE

Wake, heart and hand, at Duty's call;
Let not the Nation wait;
For her we all must stand or fall;
But wake not Hate.

An altar bare is beckoning,
You may not hesitate;
Wake quick, and bring the offering;
But wake not Hate.

Blood sacrifice is needed here;
No patriot would be late;
With soul sincere wake song and cheer,
But wake not Hate.

Wake Love; the love of all mankind
Hate's thralls to liberate;
The ties that bind, in thee we find;
But wake not Hate.

JOHN ALDEN.

1. In your own words, summarize **Document 6**.

2. What kind of source is **Document 6**? Infer why this source is important for studying WW1.

3. Based on Document 6, list three questions you would ask the author, John Alden.
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4. Infer what life was like for John Alden, the author of **Document 6**, during WW1.

Transcription

Dr. Mary Crawford Going to the Front

Brooklyn woman surgeon chosen as one of six by head of Pasteur Institute.

Part sails next Saturday

Dr. Crawford was the first woman ambulance surgeon in Brooklyn

When the steamer Rochambeau sails from New York on Saturday, bearing back to France another little band of reservists who go to join their brothers already in the fight, there will accompany them upon the voyage a Brooklyn woman, as eager every whit as they to give her services, not in the ranks of the army which spreads destruction, but with the saving skill of the surgeon’s art.

On the liner’s passenger list there appears simply the line “Dr. Mary M. Crawford, Brooklyn.” There is nothing to indicate that her trip across the

Document 7a: “Dr. Mary Crawford going to the front.” The Brooklyn Daily Eagle, October 1914: 3.
1. Based on **Document 7a**, who was Doctor Mary Crawford and what was her role during WW1?
2. Observe Document 7b. List three things you notice about this source.
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3. After looking at Document 7a, what surprised you about Dr. Mary Crawford? Explain.

4. List three questions that you would ask Dr. Mary Crawford.
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5. Based on Document 7a and Document 7b infer what it was like for Dr. Mary Crawford and other women serving in World War One.
Henry Stillwell Clapp (1893-1980) was a salesman living in the Flatbush section of Brooklyn. He enlisted in the United States Military on June 19, 1917. Upon enlisting, Clapp immediately requested a transfer to more active duty and was assigned to the 27th Division, also known as O’Ryan’s Roughnecks, 102nd Military Police. Clapp was deployed to France where he fought in Ypres-Lys and the Somme Offensive.

A short article describing his experience with the 102nd Military Police ran in the November 22, 1918 issue of the Brooklyn Daily Eagle. Shortly after, he enrolled in a journalism class at the London Correspondence College. It’s unclear if he pursued journalism after returning to civilian life.
1. Observe Document 8a. List three things that you notice about this source.

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2. Infer why writing and receiving letters would have been an important part of a soldier’s life during World War One.

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3. Based on Document 8b list two questions that you have for Henry Stillwell Clapp, the author of this letter

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4. Based on your observations and inferences from Document 8a and Document 8b, write a letter to a friend or family member about what it’s like to be a soldier in France during World War One. Be creative!
1. Observe Document 9. List three things that you notice about these materials.

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2. Pick one item from Document 9 and describe how you think Henry Stillwell Clapp would have used it while serving in World War One.

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3. Based on Document 9, infer how Clapp would have felt serving in France during World War One.

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4. Is there anything about Document 9 that surprised you?

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1. Make three observations about the monument in Document 10.

   
   
   

2. Why do you think the monument in Document 10 was created? Why was it designed this way?

   
   
   
   

3. Looking at Document 10, what do you infer is the relationship between the two figures shown? Explain your answer.

   
   
   
   

4. Create four questions about what you have observed in Document 10.

   
   
   
   

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GLOSSARY

**Amidst:** in the middle of something

**Armistice:** an agreement made by opposing sides in a war to stop fighting for a certain time

**Assassinate:** murder of an important person in a surprise attack for political or religious reasons

**Industrialization:** the development of industries in a country or region on a wide scale

**Nationalist:** a person who advocates political independence for a country

**Neutral:** not helping or supporting either side in a conflict

**Recruit:** To enlist someone in the armed forces

**U-boat:** a German submarine used in World War I or World War II