

Reading Art: Maine and World War I

A Teaching Guide for Over There and Down Home: Mainers and World War I

November 2017 – November 2018
Maine State Museum
Education Division



Contents

How to Use This Guide	2
<i>Glossary of Terms</i>	3
<i>Resources</i>	4
<i>Exhibit Description</i>	6
<i>World War I Context and Summary</i>	6
<i>Major Players</i>	8
<i>Timeline of the War</i>	10
Pre-Visit	12
<i>Reading Propaganda Posters</i>	12
<i>Classroom Activity</i>	13
<i>Questions to Consider</i>	13
Visit	14
<i>Object Highlights</i>	14
<i>Student Worksheet</i>	15
Post-Visit	17
<i>Discussion Questions</i>	17
<i>Classroom Activity</i>	17
Standards Alignment	18



*This Teaching Guide was developed by the Maine State Museum Education Division to complement **Over There and Down Home: Mainers and World War I**, a temporary exhibit highlighting Maine’s contributions to the American war effort. The exhibition is on view from November 2017 through November 11, 2018. To book your visit to the Maine State Museum, visit www.mainestatemuseum.org or call the scheduling line at (207) 287-6634.*

How to Use This Guide

This teaching guide is designed to help familiarize teachers and students with the material covered in the Maine State Museum's WWI exhibit. The guide also provides classroom activities for use before or after a museum visit

While familiarizing teachers and students with **Over There and Down Home: Mainers and World War I**, this guide prompts and guides thinking on propaganda posters of the period.

The activities and leading questions in this guide would be best used over 3-5 class periods and, if possible, during a visit to the Maine State Museum and the **Over There and Down Home: Mainers and World War I** exhibit. While a visit to the exhibit is encouraged, the materials in this guide may be used as standalone lessons in the classroom.

A PDF of the Maine State Museum collection of propaganda posters is available on the museum's website, www.mainestatemuseum.org. Some posters appear in **Over There and Down Home: Mainers and World War I**; others do not and will act as a selection for teachers and students to use for discussion before and after visiting the exhibition.

What do US Government Propaganda posters tell us about Mainers in WWI?	
Students will:	<p>Learn to read propaganda posters as primary sources.</p> <p>Understand ways Mainers and all Americans were encouraged to participate in the War.</p> <p>Use their investigation to create their own propaganda posters.</p>
Preparing for this investigation:	<p>Teachers, read the pre- and post-visit materials to help guide students' thinking about WWI and reading historical objects as primary sources.</p>
Extension:	<p>Thinking as historian-detectives, students list questions that remain around WWI and propaganda posters and what evidence would be useful to answer those questions.</p>

Glossary of Terms

Allied Forces: The military and political alliance between France, Greece, Italy, Japan, Montenegro, Portugal, Russia, Serbia, the United Kingdom, and the United States. Also called the Allies.

Central Powers: The military and political alliance between the Austro-Hungarian Empire, Bulgaria, Germany, and the Ottoman Empire.

Civic Responsibility: A citizen's role within a society; actions and understandings of the foundational principles of the government for which citizens are accountable.

Committee on Public Information (CPI): A group formed to help promote public support for the war within the United States and to share wartime goals with the rest of the world. Formed on April 13, 1917, one week after President Woodrow Wilson declared war. Led by George Creel.

Context: The moods, attitudes, and social environment in which an event took place; the "setting" of an event.

Liberty Bond: A **war bond** sold during World War I to provide financial support to the Allied efforts in the conflict. Also called a Liberty Loan.

Material Culture: Physical objects and spaces in daily life that are evidence of culture.

Nationalism: Extreme **patriotism** that sometimes leads to actions against perceived outsiders.

Neutral: Not entering or supporting the war on either side. Neutral countries in World War I included Belgium, Denmark, the Netherlands, Norway, Sweden, and Switzerland.

Patriotism: Love and devotion for one's country.

Primary Source: A document or object created at the time of an historical moment. Primary sources are direct evidence from a person or persons with firsthand experience of the moment e.g., diaries, newspaper articles, photographs, archaeological artifacts, speeches, oral histories, etc.

Propaganda: Information, usually biased or misleading, used to persuade others of a particular idea or action.

Secondary Source: A document or object created about an historical event. Secondary sources are interpretations of that event, and were created by those without firsthand experiences of the event e.g., academic books, newspaper articles written after events, etc.

War Bond: A financial security sold by the US Government to raise money for the war effort. Bonds were issued and sold to the public to be paid back (with interest) at a specified maturity date. War bonds in WWI were called **Liberty Bonds**.

Xenophobia: Strong fear or dislike of people from another country.

Resources

Many books, websites, and articles are available on the subject of World War I and the United States' involvement in the conflict. Below is a selection of titles and webpages that are top resources for teachers and students studying World War I.

Books

Cornish, Paul. *The First World War Galleries*. London: Imperial War Museums, 2014.

Meyer, G. J. *A world undone: the story of the Great War, 1914 to 1918*. New York: Bantam Dell, 2006.

Theofiles, George. *American posters of World War I*. New York: Dafran House, 1973.

Willmott, H.P. *World War I*. New York, NY: Dorling Kindersley, 2003.

Websites

First World War Centenary. Accessed September 18, 2017. <http://www.1914.org/>.

Imperial War Museums: First World War. Accessed September 14, 2017. <http://www.iwm.org.uk/history/first-world-war>.

The National World War I Museum and Memorial. Accessed September 15, 2017. <https://www.theworldwar.org/>.

"Using Primary Sources." Library of Congress. Accessed September 18, 2017. <http://www.loc.gov/teachers/usingprimarysources/>.

Images

Bain News Service, Publisher. Franz Ferdinand, Austria. , . [No Date Recorded on Caption Card] Photograph. Retrieved from the Library of Congress, <https://www.loc.gov/item/ggb2004007650/>. (Accessed September 28, 2017.)

Detroit Publishing Co., Publisher, Harris & Ewing, photographer. Woodrow Wilson. , None. [Between 1900 and 1920] Photograph. Retrieved from the Library of Congress, <https://www.loc.gov/item/det1994006544/PP/>. (Accessed September 28, 2017.)

READING ART: MAINE AND WORLD WAR I

General Pershing. , 1923. Photograph. Retrieved from the Library of Congress,
<https://www.loc.gov/item/npc2008004282/>. (Accessed September 28, 2017.)

[George Creel, 1876 to 1953, full length portrait, standing, facing left; on steps outside the White House]. ,
None. [Between 1909 and 1932] Photograph. Retrieved from the Library of Congress,
<https://www.loc.gov/item/2005689118/>. (Accessed September 28, 2017.)

Exhibit Description

Over There and Down Home: Mainers and World War I highlights the efforts of Maine industries, communities, and individuals to support the **Allied Forces** as the United States struggled to define her place in the global conflict. The exhibit chronicles the United States' journey from **neutral** country to a member of the **Allied Forces** through the lives and contributions of Mainers. Maine was an active participant in World War I from the onset; collective efforts of feeding and outfitting Allied troops before the US entry into the war, and providing troops to the newly-formed Yankee Division, supporting **Liberty Bonds**, and personal contributions of individual soldiers and private citizens after US declaration of war. Explore these stories and more in **Over There and Down Home: Mainers and World War I**.

World War I Context and Summary

World War I was an incredibly complex historical event. The following overview does not cover the entirety of the war; it aims only to provide an introduction to Maine's involvement in the war.

Until 1917, the United States had never been involved in an armed conflict that was as geographically expansive or as multi-national as The Great War had become. Though the United States maintained neutrality for three years before finally entering the conflict, Americans played a very active role in World War I from its beginning.

European countries had for over a century been linked by shifting alliances and intense rivalries. A growing movement to strengthen national and ethnic territories would soon shatter that European calm. Fueled by a desire for a unified ethnic Serbian nation, a young rebel, backed by a Serbian terrorist group, shot and killed the heir to the Austro-Hungarian throne. With the assassination of Archduke Franz Ferdinand, a flurry of war declarations sparked the beginning of one of the deadliest international wars in history.

Despite President Wilson's call for **neutrality**, and the large German immigrant population living on US soil, Americans felt an allegiance to the **Allied Forces**, particularly Great Britain and France. For the first years of the war, Americans sent humanitarian aid and military supplies abroad to forces and civilians embroiled in the war.

At the outset of the war, Maine producers kicked into gear and took an active role in supplying the Allies with goods. Industries like shipbuilding, textile manufacturing, and farming of staple crops accelerated and expanded production to support the troops.

After the United States declared war in 1917, American industries stepped up their production again, this time not only to support the Allied Forces and European civilians, but to back American military forces quickly deploying overseas. Average Americans did their part as well, purchasing government-issued **Liberty Bonds**

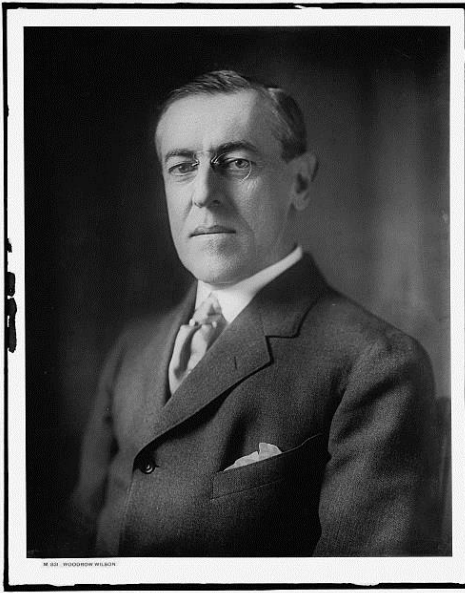
READING ART: MAINE AND WORLD WAR I

and other **war bonds** to help pay for the increasing cost of war.

To encourage American civilians' involvement in the war effort, both at home and abroad, the government began promoting **patriotism** and **civic responsibility**. **Propaganda** posters were circulated to entice Americans to buy more **war bonds**, celebrate the strength of the American population, vilify the **Central Powers**, and champion active participation in the war effort. Even after war ended, the US government continued to promote the purchase of **Liberty Bonds** through propaganda posters.

After five deadly years, World War I came to a close. Its monumental list of casualties and technological advances changed the face of warfare. Calling it the "war to end all wars", many hoped that the events of World War I would never be repeated. Unfortunately, war would soon come again.

Major Players



President Woodrow Wilson

Born: 28 December 1856

Died: 3 February 1924

Thomas Woodrow Wilson studied at Princeton University, earned a law degree from University of Virginia Law School, and a PhD from Johns Hopkins University. Following several years teaching, Wilson served as Governor of New Jersey for a single term in 1910. In 1912, Wilson was elected the 28th President of the United States. Despite the bitter war being fought in Europe, Wilson pushed for American neutrality. He won re-election in 1916 largely due to his success in keeping the United States out of the war.

Wilson's legacy includes his Fourteen Point Plan, which helped form the foundation of the peace treaty; the establishment of the League of Nations; the passage of the Federal Reserve Act, the Child Labor Reform Act; and the ratification of the 19th Amendment.



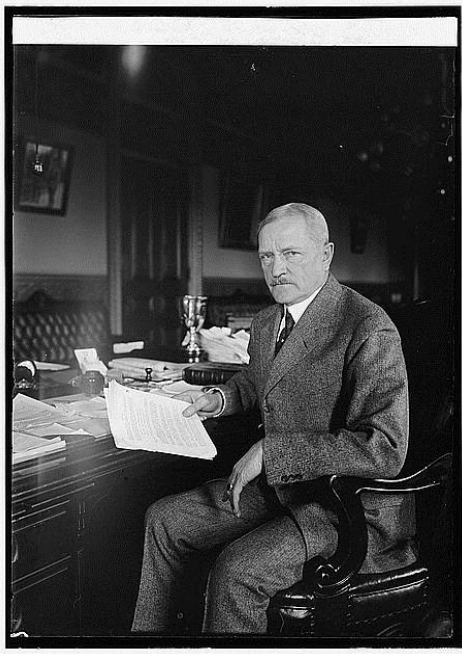
Archduke Franz Ferdinand

Born: 18 December 1863

Died: 28 June 1914

Franz Ferdinand was born in Graz, Austria, into the ruling family of the Austro-Hungarian Empire. Though not an immediate heir to the throne, a series of deaths early in his life led to his accelerated rise to presumptive heir.

On a visit to the Austro-Hungarian province of Bosnia and Herzegovina, Archduke Franz Ferdinand and his wife, Sophie, were shot and killed by a Serbian nationalist. The assassination was seen as an act of aggression against Austria-Hungary. One of many, the assassination is cited as a major catalyst in the outbreak of World War I, which erupted only a month after the death of Archduke Franz Ferdinand.



General John J. Pershing

Born: 13 September 1860

Died: 15 July 1948

John Joseph Pershing may best be remembered as the commander of the American Expeditionary Force during World War I. His legacy from World War I, however, is just one of many military achievements Pershing accomplished in his life. With experience on the Western Frontier, in the Philippines, and in the continued Mexican-American border conflict, Pershing was soon promoted to major general in the US Army. His military acumen helped lead the US forces to many victories, and afforded him a place at the peace talks that put an end to the fighting.

Following World War I, General Pershing was regarded as a hero and was awarded with the rank of General of the Armies, a position not held by any, other than George Washington. He was well regarded in the military and political sphere until his death in 1948.



George Creel

Born: 1 December 1876

Died: 2 October 1953

A journalist by trade, George Creel may be best known for his role in the Committee of Public Information (CPI), during World War I. A temporary agency of the federal government, the CPI created and distributed propaganda throughout American society. Creel served the CPI as Chairman until its disbandment in 1918 following the end of the war.

Timeline of the War

While not a comprehensive timeline of events of World War I, this timeline highlights the major world events that shaped the course of the conflict and its outcomes.

Date	Event
June 28, 1914	Archduke Franz Ferdinand assassinated.
July 28, 1914	Austria-Hungary declares war on Serbia.
August 1, 1914	Germany declares war on Russia.
August 2, 1914	Germany invades Luxembourg.
August 3, 1914	Germany declares war on France.
August 4, 1914	Germany declares war on and invades Belgium. Britain declares war on Germany. President Wilson declares the United States as Neutral.
August 5, 1914	Montenegro declares war on Austria-Hungary.
August 6, 1914	Austria-Hungary declares war on Russia. Serbia declares war on Germany.
August 10, 1914	France declares war on Austria-Hungary.
August 11, 1914	Montenegro declares war on Germany.
August 12, 1914	Britain declares war on Austria-Hungary.
August 23, 1914	Germany invades France. Austria-Hungary invades Russian Poland. Japan declares war on Germany.
August 27, 1914	Austria-Hungary declares war on Belgium.
October 1, 1914	Commission for Relief in Belgium Founded by Herbert Hoover.
December 25, 1914	Christmas Truce on the Western Front.
May 7, 1915	Lusitania is attacked by German U-Boat.
October 6, 1915	Germany, Austria, and Bulgaria invade Serbia.

February 3, 1917	The United States breaks diplomatic ties with Germany.
April 2, 1917	President Wilson asks Congress for a declaration of war.
April 6, 1917	The United States declares war on Germany.
June 6, 1917	First day of the draft in the United States. Millions of men register for service.
June 25, 1917	First American soldiers arrive in France.
October 21, 1917	First American soldiers die in combat.
January 8, 1918	President Wilson announces his 14 Point Plan for peace.
October 6, 1918	Allied powers refuse German request for armistice.
October 17, 1918	Hungary separates from Austria.
November 9, 1918	Keiser Wilhelm II of Germany abdicates.
November 10, 1918	Austria's Emperor Karl abdicates.
November 11, 1918	Germany agrees to Allied Armistice.
December 1, 1918	Yugoslavia declared an independent State.
June 28, 1919	Germany and Allied forces sign Treaty of Versailles.
July 9, 1919	Germany ratifies peace treaty.
November 19, 1919	Treaty of Versailles is not ratified by U.S. Senate.
August 10, 1920	Treaty of Servres restores peace on the eastern front.

Did You Know?

- Daylight Savings Time was first used in the United States on March 31, 1918 as part of a wartime effort of conserving resources!
- The 19th Amendment, which granted women the right to vote, was ratified on August 18, 1920. Part of its success is credited to the contributions of women during World War I.

Pre-Visit

Before visiting the **Maine State Museum and the Over There and Down Home: Mainers and World War I** exhibit, spend time introducing World War I to the students. An overview of the conflict in Europe, its reception within the United States, and the events that led to US entry into the war will serve as a foundation for discussions around propaganda posters and the exhibition objects.

Introduce the use of primary sources and reading images and objects. In your classroom investigations and in the exhibit, you will be guided through appreciating **material culture** as a vital part of historical literacy and understanding the past.

This Teaching Guide uses **propaganda** posters as a lens through which to understand the United States' involvement in World War I. Taken with the rest of the exhibition materials, these posters tell a story of American pride, **patriotism**, and ingenuity.

Reading Propaganda Posters

Using posters and images as primary sources is not unlike using written documents to understand history. Just as one identifies the **context** of the source of a document, so too must posters and images be put in historical **context**.

After the declaration of war, the diversity of American citizens became a mounting concern for Washington leadership. In an effort to unify Americans around a common, patriotic cause, President Wilson formed the **Committee on Public Information (CPI)** just days after declaring war. The CPI's main task was to promote the war to all Americans and to highlight the wartime goals of the United States to the global community. More than just pro-American advertisements, **propaganda** posters put out by the CPI used powerful imagery and played upon psychology.

A national movement to produce **propaganda** posters took off shortly after the formation of the CPI; under the Committee, nearly 20 million posters were produced in just two years of American involvement.

Propaganda posters generally featured two major components: text and image. The image was used to prompt an emotional response to the poster, and used a number of methods to engage that emotional response. Posters appealed to viewers using fear, self-identity, or group thinking.

Color choice was also an important factor in the power of these posters. Those celebrating Americans and promoting **patriotism** boasted red, white, and blue, colors that symbolized the freedom and strength of the United States and its people. Posters condemning the enemy favored darker, more somber colors, as well as images that invoked responses of fear or anger.

Classroom Activity

Together as a class, select one poster from the Maine State Museum's collection of World War I posters. Using the introductory questions as prompts practice reading **propaganda** posters as **primary sources**.

When reading a **propaganda** poster it is important to consider both the images – their color; emotional responses; who and what they depict – and the text. Guided thinking about the specific details of a poster is just as important as consideration of the broader questions of the source. For these posters and discussions, the basic questions of producer and events during production have already been answered; careful consideration of the posters, however, will include reflection on these questions and use them as a starting point for continued questioning.

Questions to Consider

WHO is depicted in this propaganda poster?

- Is it a fictional person?
- Is it a known figure? Why is that person being presented? What values might that figure represent?
- Is it a representation of an “everyman”?

HOW is the content presented?

- Are the colors subdued or bright? What might that tell you about the purpose of the poster?
- Is the primary content an image or text?
- Does the poster invoke a sense of fear or anger?
- Does the poster invoke a feeling of patriotism and pride?

WHAT is being depicted on the poster?

- Is a question being asked of the viewer?
- What action does the poster expect?

WHY does this poster exist?

- Who is the intended audience of this poster?
- What government entity or program does the poster benefit?

Break students into small groups (4 or 5 students per group) and distribute posters to each group. Ask the students to repeat the group activity as a small group. Elect one member from each group to report to the class their findings.

Visit

During your visit to **Over There and Down Home: Mainers and World War I** encourage students to spend time with the objects displayed and stories told throughout the exhibit. Send students into the exhibit to explore and complete the exhibit worksheet. This can be done individually or in small groups.

Object Highlights



Object: Trench Bag Label

Throughout the war, women were involved in numerous wartime relief efforts. Before America entered the war, Mary Dunham of Seal Harbor led local women to send relief bags to French soldiers in the trenches, refugees, and the wounded. Each bag held supplies each group may need.

This bag tag lists the contents as they were assembled for a soldier in the trenches.

(Courtesy Smith College Special Collections)



Object: Maine Registered Button

For only the second time in United States history, the military instituted a draft to fill their ranks. On the first day of the draft, 5 June 1917, over 60,000 Maine men registered. Two additional draft registration days were organized for the following year.

(Gift of Earle G. Shettleworth, Jr., Maine State Museum 2016.45.23)



Object: Gas Mask

World War I saw the first modern use of chemical weapons on the battlefield. Most notably among these were mustard and chlorine gases. Gas masks such as this were issued to soldiers to protect their eyes and airways from the destructive effects of the gasses.

Back home, civilians were encouraged to save the pits from fruit and the shells of nuts to be used as a source of carbon for the gas masks.

(Gift of Mr. and Mrs. Eugene A. Graham, Maine State Museum 71.164.3)

Student Worksheet

Looking around the exhibit, what objects are familiar to you? Why are they familiar? Where have you seen them before?

Find the “Americans All!” and “Are you 100% American?” posters. Why might two posters seem to promote conflicting messages? (Hint: the date of publication for each poster may help you with your answers!)

What can propaganda posters like these tell us about the US war effort? Do you think they show that Americans agreed on their feelings about the war?

Stop at “Could you join the United States Army in 1917?” label. Read about who was required to register for the draft. Would you have wanted to register? Which of the propaganda posters would have convinced you to register?

Examine the objects on exhibit. Which particular objects and stories in the exhibit show the success of propaganda posters? How?

Civilians in Maine played a major role in supporting the war effort. Find one object that illustrated their contributions, and draw or describe it below.



What does it tell you about how Mainers provided relief to European allies and contributed to the war effort?

Read the Hoskins' story on the "Together in War – The Hoskins Men of Milo" label. If you were to choose one object from those on exhibit to help illustrate their story and service, which would you choose? Why?

Many of us keep objects to remember events and help tell our stories. This exhibit is created from objects that were saved by people who used them. Ask members of your friends or family if they have had experiences that where they felt profoundly connected to their country or a cause – maybe they served in the military, participated in a rally, or supported in another way. Perhaps they too have artifacts and stories that they can share.

Post-Visit

After visiting **Over There and Down Home: Mainers and World War I** ask students to reflect on the objects and stories they discovered in the exhibition. Encourage sharing their worksheet answers with each other. Guide a discussion as a large group around the power of propaganda posters, both in the time of World War I as well as today.

Discussion Questions

- How effective do you think posters like these were in persuading the American public to act? Why do you think they were or were not effective?
- Posters like these were distributed throughout the United States. How did Mainers in particular answer their call? How might that have been different from Americans in other states?
- How might history have been seen differently without these primary sources to help tell the stories of the First World War?
- These posters capitalized on the surge of patriotism and nationalism that overcame the United States after its entry into the conflict. How might posters like these be used in current events?

Classroom Activity

Divide students into small groups. Using students' discussions as a foundation, ask students to reflect upon the propaganda posters they have seen. Each group will create their own propaganda poster for a current event in the school, local area, or state.

Encourage the students to consider the following while creating their poster:

- Will the poster engage the viewer in an activity? Propaganda posters encouraged behaviors that supported the American war effort. What behavior does your poster endorse?
- Does the poster aim to invoke a particular emotional response (fear, anger, distrust, pride, pity, etc.)? In what ways will it achieve that response? Why was that response chosen?
- How is the success of a poster measured? For posters promoting the sale of Liberty Bonds in World War I, the number of bonds sold was the measure. For posters promoting eating more potatoes, the surplus wheat crop available to the government for wartime use was an indicator of success. How can you measure the success of your poster?

Standards Alignment

<p>Common Core State Standards ELA Grades 6-12</p>	<p>CCSS. ELA-Literacy.CCRA.R.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>
<p>Common Core State Standards ELA in History/Social Studies, Science, and Technical Subjects Grades 6-12</p>	<p>CCSS. ELA-Literacy. RH6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS. ELA-Literacy.RH9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>CCSS. ELA-Literacy.RH11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CCSS. ELA-Literacy.RH6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS. ELA-Literacy.RH11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>

<p>Maine Learning Results Social Studies</p>	<p>Eras in United States History 9: Emergence of the United States as a World Power</p> <p>Eras in World History 6: The World in the Contemporary Era</p> <p>B3.6-8: Students understand political civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.</p> <p>B3.6-8.b: Describe the political structures and civic responsibilities within diverse cultures, including Maine Native Americans, various historical and recent immigrant groups in the United States and various cultures in the world.</p> <p>B3.9-Diploma: Students understand political civic aspects of unity and diversity in Maine, the United States, and various world cultures including Maine Native Americans.</p> <p>B3.9-Diploma.b: Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</p> <p>E1.6-8: Students understand major era, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world.</p> <p>E1.6-8.a: Explain that history includes the study of past human experiences based on available evidence from a variety of sources; and explain how history can help one better understand and make informed decisions about the present and future.</p> <p>E1.6-8.b: Identify and Analyze major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States, and various regions of the world.</p> <p>E1.6-8.c: Trace and explain the history of democratic ideals, and constitutional principles and their importance in the history of the United States and the world.</p> <p>E1.6-8.d: Analyze interpretations of historical events that are based on different perspectives and evidence.</p> <p>E1.9-Diploma: Students understand major era, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideas, and institutions in the world.</p> <p>E1.9-Diploma.a: Explain that history includes the study of the passed based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future.</p> <p>E1.9-Diploma.b: Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future.</p> <p>E1.9-Diploma.c: Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources.</p> <p>E1.9-Diploma.d: Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.</p>
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