

Americans All: Foreign-born Soldiers and World War I

Remember Your First Thrill of AMERICAN LIBERTY



Poster, Sackett & Wilhelms Corp., New York NY, 1917 (Library of Congress Prints and Photographs Division)

THE GILDER LEHRMAN
INSTITUTE of AMERICAN HISTORY

TL TEACHING LITERACY
TH THROUGH HISTORY

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Americans All: Foreign-born Soldiers and World War I

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UNIT OVERVIEW

This unit is one of the Gilder Lehrman Institute's Teaching Literacy through History resources, designed to align to the Common Core State Standards. The lessons can also be modified to conform to the C3 Framework. These units were developed to enable students to understand, summarize, and evaluate original documents of historical significance. Students will learn and practice the skills that will help them analyze, assess, and develop knowledgeable and well-reasoned points of view on visual and textual source materials.

As historian Geoffrey Wawro recently pointed out, “thanks to a wave of immigration, the United States had changed significantly at the turn of the twentieth century, going from a nation whose white population was 60 percent British and 35 percent German at the start of the Civil War into a turbulent ‘melting pot’ in time for the Great War: 11 percent British, 20 percent German, 30 percent Italian and Hispanic and 34 percent Slavic. . . . With one in three Americans in 1918 either born abroad or of foreign-born parents, resentment of immigrants became as American as apple pie.”¹

The three lessons in this unit explore the integration of foreign-born soldiers into the US military during World War I and compares it to the integration of foreign-born civilians during World War I. Students will read, analyze, and evaluate an essay on the topic by Professor Nancy Gentile Ford and then examine primary sources, including political cartoons and posters, songs, and government documents. They will demonstrate their understanding through class discussions, activity sheets, and written responses.

OBJECTIVES

Students will be able to

- Analyze a secondary source document using close-reading strategies
- Interpret, analyze, and demonstrate understanding of visual materials
- Draw logical inferences and summarize the essential message of a primary source
- Compose summaries of the major points in a visual primary source
- Compare and contrast the points of view in different types of evidence

¹ Geoffrey Wawro, “How ‘Hyphenated Americans’ Won World War I,” *New York Times*, September 12, 2018.

ESSENTIAL QUESTIONS

1. A. To what extent did the outbreak of World War I affect the lives of American immigrants?
B. To what extent did World War I present opportunities for American immigrants to overcome ethnic stereotypes and accelerate their assimilation into American society?
2. To what extent did the US government effectively use policies and propaganda to promote immigrants' loyalty to and support for the Allied (US) war effort?
3. To what extent did American immigrants contribute to the Allied (US) victory in World War I?

NUMBER OF CLASS PERIODS: 3

GRADE LEVELS: 6–12

COMMON CORE STATE STANDARDS

CCSS.ELA-Literacy.RH.11-12.2: 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.

CCSS.ELA-Literacy.RH.11-12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CCSS.ELA-Literacy.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on [grade-level] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

LESSON 1

OVERVIEW

Students will read a secondary source that provides historical context for immigrant participation in World War I. They will then carefully examine and interpret a selection of documents, using the questions on an activity sheet as a guide. They will show their comprehension through the completed activity sheets and class discussion.

OBJECTIVES

Students will be able to

- Demonstrate understanding of both literal and inferential aspects of written text
- Summarize the essential message of a secondary source
- Draw conclusions based on direct evidence found in the secondary source
- Analyze and assess the meanings and messages of a selection of primary source documents

ESSENTIAL QUESTIONS

- A. To what extent did the outbreak of World War I affect the lives of American immigrants?
- B. To what extent did World War I present opportunities for American immigrants to overcome ethnic stereotypes and accelerate their assimilation into American society?

HISTORICAL BACKGROUND

See handout, p. 12: “American Immigrants and the Great War, Part 1” by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)

MATERIALS

- Historical Background 1: “American Immigrants and the Great War, Part 1” by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)
- Activity Sheets
Analyzing an Essay: Lesson 1
Analyzing a Cartoon
Optional: Analyzing a Song

- Cartoons

Cartoon 1: Sidney Joseph Greene, “Ten Little Hyphens,” *New York Evening Standard*, December 8, 1915, Library of Congress Prints and Photographs Division, www.loc.gov

Cartoon 2: Phifer, “Which Bridge Do You Want?” (New York: National Industrial Conservation Movement, 1917), Library of Congress Prints and Photographs Division, www.loc.gov

Cartoon 3: “America First,” *Lincoln (Ill.) Daily News*, June 11, 1915.

Cartoon 4: “Uncle Sam—Do You See Any Hyphen about That?” *Oregonian*, May 24, 1915.

- Documents

Document 1: “Don’t bite the Hand That’s Feeding You,” by Jimmie Morgan and Thomas Hoier (New York: Leo Feist, 1915), Library of Congress Music Division, www.loc.gov

Document 2: “When Tony Goes Over the Top,” by Alex Marr and Billy Firsch (New York: Joe Morris Music Co., 1918), Library of Congress Music Division, www.loc.gov

Document 3: “Alien Registration and Declaration of Holdings,” Minnesota Commission of Public Safety, Courtesy of the National World War I Museum and Memorial, www.theworldwar.org

Document 4: Instructions for the 2019 Selective Service System Registration Form, Selective Service System, www.sss.gov/Forms

PROCEDURE

1. Introduce and display the following essential questions:
 - A. To what extent did the outbreak of World War I affect the lives of American immigrants?
 - B. To what extent did World War I present opportunities for American immigrants to overcome ethnic stereotypes and accelerate their assimilation into American society?
2. Distribute Part 1 of the Historical Background essay written by Professor Nancy Gentile Ford.
 - You may choose to assign the reading as homework before starting the lesson, and the students can complete the Analyzing an Essay activity sheet to prepare for the class discussion.
 - You may also choose to “share read” the document in class. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL).
3. If you have introduced the reading in class during this lesson, distribute the Analyzing an Essay activity sheet after the reading activity. Depending on the students’ experience with examining texts, you may choose to model the selection and analysis of the first phrase and, when the class is ready, the answer to the first question. For the rest of the activity sheet, you may choose to have the students work individually, as partners, or in small groups of three or four.
4. After giving the students enough time to complete the activity, reconvene the whole class and discuss different interpretations developed by individual students or groups.
5. Distribute the four political cartoons to the class along with the Analyzing a Cartoon activity sheet. This activity could also be completed as a homework assignment.

6. Distribute the two songs, “Don’t Bite the Hand That’s Feeding You” and “When Tony Goes Over the Top.” Provide students with the lyrics and play the recordings of the two songs. You may choose to use the Analyzing a Song activity sheet to help students understand and evaluate the songs. Audio recordings are available on youtube: “Don’t Bite the Hand That’s Feeding You (Pro WWI Song)” by Henry Burr, <https://www.youtube.com/watch?v=oyNM7wUkKAU> and “When Tony Goes Over the Top” by Billy Murray, <https://www.youtube.com/watch?v=OJqLLs1Rn0A>.
7. Optional Activity: Have the students compare (for similarities and differences) the questions from the Alien Registration and Declaration of Holdings from Minnesota and the information requested on the 2019 Selective Service System Registration Form.

ASSESSMENT

The strategy for this lesson will involve an informal assessment of the students’ comprehension through the completed activity sheets and the class discussion. Students will also develop and express, either orally or in writing (for example, a brief evaluative essay), a viewpoint on one of the lessons’ essential questions. They will use evidence from the documents to support their positions.

- A. To what extent did the outbreak of World War I affect the lives of American immigrants?
- B. To what extent did World War I present opportunities for American immigrants to overcome ethnic stereotypes and accelerate their assimilation into American society?

LESSON 2

OVERVIEW

Students will read a secondary source that provides historical context for immigrant participation in World War I. They will then carefully examine and interpret a selection of images, using an activity sheet to guide their analysis of the images. They will demonstrate their comprehension through the completed activity sheets, class discussion, and a written response to the lesson's essential question.

OBJECTIVES

Students will be able to

- Demonstrate understanding of both literal and inferential aspects of text- and image-based evidence
- Summarize the essential message of visual primary sources
- Draw conclusions based on direct evidence found in the visual primary sources

ESSENTIAL QUESTION

To what extent did the US government effectively use policies and propaganda to promote immigrants' loyalty to and support for the Allied (US) war effort?

HISTORICAL BACKGROUND

See handout, p. 25: "American Immigrants and the Great War, Part II" by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)

MATERIALS

- Historical Background 2: "American Immigrants and the Great War, Part 2" by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)

- Activity Sheet

Details, Description, and Decision

Analyzing a Text

Exit Card Response

- Posters

Posters 1: "Americans All," artwork by Howard Chandler Christy (New York: Forbes, 1919), The Gilder Lehrman Institute of American History, GLC09676.02, gilderlehrman.org.

Posters 2: "To All Aliens," poster in English, German, Hungarian, Czech, Yiddish, and Italian, Mayor's Committee on National Defense, Committee on Aliens, New York NY, [1917], Library of Congress Prints and Photographs Division, www.loc.org.

Poster 3: “Remember Your First Thrill of American Liberty,” Sackett & Wilhelms Corp., New York NY, 1917, Library of Congress Prints and Photographs Division, www.loc.org.

Poster 4: “Make the Fourth of July Americanization Day,” National Americanization Day Committee, New York NY, 1917/1918, Poster Collection, Hoover Institution Archives, www.hoover.org.

Poster 5: “America Gave You All You Have to Give,” artwork by F. Walter Taylor, Division of Pictorial Publicity, US Committee on Public Information, Washington DC, [1917], Library of Congress Prints and Photographs Division, www.loc.org.

Poster 6: “Mine More Coal: United States Fuel Administration,” Heywood, Strasser & Voight Litho. Co., New York NY, [1914/1918], Poster Collection, Hoover Institution Archives, www.hoover.org.

Poster 7: Jewish Welfare Board United War Work Campaign poster, 1918, William A. Rosenthal Judaica Collection, College of Charleston Libraries, rosenthal.library.cofc.edu.

- Documents

Document 1: Excerpts from Captain Edward R. Padgett, “Camp Gordon Plan,” *Infantry Journal* 15, no. 4 (October 1918): 334–340.

Document 2: Excerpts from “Foreign-Speaking Officers,” *Infantry Journal* 15, no. 5 (November 1918): 436.

Document 3: Ralston Flemming, Naturalization memorandum, September 9, 1918, Camp Jackson, Columbia, SC, Woodrow Wilson Papers, Library of Congress Manuscript Division, www.loc.org.

PROCEDURE

You may choose to have the students work individually, in pairs, or in small groups of three or four.

1. Distribute Part 2 of the Historical Background essay written by Nancy Gentile Ford. You may assign it for homework before the lesson or share read the essay in class as described in Lesson 1.
2. Introduce the following essential question:

To what extent did the US government effectively use policies and propaganda to promote immigrants’ loyalty to and support for the Allied (US) war effort?
3. Distribute the first two posters and two copies per student of the Details, Description, and Decision activity sheet.
4. Model the activity with the class for the first two posters, eliciting answers to the questions through class discussion.
5. Distribute posters 3–7 and the activity sheets (1 per poster per student or group). Based on the available time, you may choose a selection of the remaining posters.
6. After giving the students enough time to complete the activity sheets, reconvene the whole class and discuss different interpretations developed by the individual students or groups.
7. Distribute the excerpts about the Camp Gordon Plan from the *Infantry Journal* and the Naturalization memo from Camp Jackson. Students should read the three documents and complete the Analyzing a Text activity sheet for Lesson 2. Once they have completed the activity, reconvene the whole class to share out their selections and interpretations.

ASSESSMENT

The strategy for this lesson will involve an informal assessment of the students' comprehension through the activity sheets and the class discussion. The students will also write a brief essay developing a viewpoint on the essential question for this lesson:

To what extent did the United States government effectively use propaganda and develop policies to promote immigrants' loyalty and support for the Allied (American) war effort?

LESSON 3

OVERVIEW

Students will read a secondary source that provides historical context for how immigrant participation contributed to the national effort in World War I and analyze five political cartoons linking World War I to immigrants' contributions. Students will use an activity sheet to guide their work. They will show their comprehension through the completed activity sheets, class discussion, and a written response to the lesson's essential question.

OBJECTIVES

Students will be able to

- Identify an author's major claims and points of view using textual evidence
- Demonstrate understanding of both literal and inferential aspects of written and visual texts
- Draw conclusions based on direct evidence found in primary sources
- Synthesize multiple sources of information in order to arrive at a logical conclusion that is supported by textual evidence

ESSENTIAL QUESTION

To what extent did American immigrants contribute to the Allied (US) victory in World War I?

HISTORICAL BACKGROUND

See handout, p. 40: "American Immigrants and the Great War, Part 3" by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)

MATERIALS

- Historical Background 3: "American Immigrants and the Great War, Part 3" by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)

- Activity Sheets

Analyzing an Image

- Images

Image 1: Sally Deng, Untitled Image [Immigrant civilians transformed into soldiers], *New York Times*, September 12, 2018, used with the permission of the artist, Sally Deng.

Image 2: Captain Alban Butler, Untitled Cartoon, 1st Division (1917), used with permission from the First Division Museum at Catigny.

Image 3: "CIVILIANS / When we go / through this / We need all the / Help and comfort," National World War I Museum and Memorial, theworldwar.org

Image 4: “Remember! The Flag of Liberty - Support It!” Library of Congress, <https://www.loc.gov/resource/cph.3g09933/>

Image 5: “Food Will Win the War,” The Gilder Lehrman Institute of American History, GLC09522, <https://www.gilderlehrman.org/content/food-will-win-war>

- Medal of Honor Citations, Congressional Medal of Honor Society, <http://www.cmozs.org/>

PROCEDURE

You may choose to have the students work individually, in pairs, or in small groups of three or four.

1. Distribute Part 3 of the Historical Background essay written by Nancy Gentile Ford. You may assign it for homework before the lesson or share read the essay in class as described in Lesson 1.
2. Distribute images 1 and 2 and two copies per student of the Analyzing an Image activity sheet. Model the activity with the class for the first two cartoons, eliciting answers to the questions through class discussion.
3. After analyzing the first two images with the class, distribute the remaining three images along with the Analyzing an Image activity sheets.
4. Give the students time to discuss and complete the activity with their groups, and then reconvene the whole class to discuss different interpretations developed by the individual students or the groups.
5. Distribute the Medal of Honor citations for five WWI soldiers who were foreign-born recipients of the Medal of Honor. This medal is the highest and most prestigious personal military decoration that may be awarded to recognize US military service members who have distinguished themselves by acts of valor. Students will use this information as well as their analysis of the lesson’s visual resources and reading to complete the assessment below.

ASSESSMENT

Students will develop a viewpoint and write a brief evaluative essay in response to the lesson’s essential question:

To what extent did American immigrants contribute to the Allied (US) victory in World War I?

Historical Background 1

“American Immigrants and the Great War, Part 1” by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)

For too long, historians have lumped together a variety of ethnic groups with very diverse goals and different responses to the Great War. Prior to America’s entrance into the conflict, German and Irish Americans attempted to persuade the United States to continue its neutral position in World War I. The German-American Alliance and German American newspapers increasingly expressed their concerns with the possibility of the United States entering the war on the side of the Allies. This would mean Americans of German descent along with German immigrants would be fighting against their “brothers.” Also, most Irish Americans saw themselves as long-time victims of the British Empire and hoped for the liberation of their homeland from British control. They, too, objected to American favoritism toward Great Britain. However, once America joined the conflict, both ethnic groups supported the Allied war efforts.

Many other ethnic communities living in the United States pledged their allegiance to America and demonstrated their loyalty with resolutions, parades, and fundraisers that were ingrained with American symbolism and patriotic language but also served as symbols of ethnic pride. There were two reasons why these ethnic groups exerted so much time, money, and resources into pledging their allegiance to the United States. First, these acts represented a response to nativism and served as an attempt to confirm immigrant loyalty. Second, these acts served as a medium to obtain their own ethnic community goals. For these ethnic groups, World War I presented the opportunity to shed anti-immigrant stereotypes and a way to push for the independence of their homelands. This was certainly the case for many immigrants from eastern Europe. Czechs, Slovaks, Jews, Poles, and others who fled the Austro-Hungarian Empire sought to persuade the United States to enter the war effort with the hope of bringing independence to their birthplaces.

However, things did not go well for many civilian immigrants in the United States. America in 1917 was a nation in the throes of wartime mobilization. The initial unpopular nature of the war, the threat of draft resistance, and the diversity of the United States transformed World War I into a “War for the American Mind.” In its attempt to sell the war, the United States government implemented a national propaganda campaign that utilized new mass-media communications. The dark side of this effort was the encouragement of a society that manifested itself in mistrust and suspicion. Thus, the nation’s immigrants were particularly targeted.

During the war, immigrants became the primary target of American propaganda that often led to super-patriotism. In a high-pitched, emotionally charged campaign, the government’s Committee on Public Information exploited and ignited strong feelings of nativism, xenophobia, jingoism, and super-patriotism. War hysteria soon gripped the nation. The US attorney general, Thomas W. Gregory, worked with local nativist groups and empowered them with the mission of uncovering “disloyal” Americans. This included the American Protective League (APL) with over 250,000 members. Among others, the APL focused on immigrants, “acting as self-appointed vigilantes and espousing 100% Americans, these groups persecuted so-called hyphenated Americans.” The Liberty Loan campaign asked immigrants to prove their complete allegiance to America. The postmaster general shut down ethnic presses. Government policies and local propaganda pushed immigrants to surrender their “Old World” language and culture. German Americans were often targeted. Some schools (such as the Philadelphia schools) cut out all references to Germany from their textbooks, and many canceled all German language courses. “Hamburgers, sauerkraut, and German measles” became “liberty sandwiches, liberty cabbage, and liberty measles.” City officials across the United States removed both German art and German music. Worst of all, anti-German sentiment led to cases of anti-German mob violence.

CRITICAL THINKING

NAME _____

PERIOD _____

DATE _____

Analyzing an Essay: Lesson 1

IMPORTANT PHRASES

Which phrases or sentences are the most informative and important in this scholarly essay? Choose three and give the reason for your choice.

Phrase 1:

Why is this phrase important or powerful? _____

Phrase 2:

Why is this phrase important or powerful? _____

Phrase 3:

Why is this phrase important or powerful? _____

CRITICAL THINKING QUESTION

Cite examples from the text in your answers.

1. Why were German Americans and Irish Americans concerned about possible US entry into World War I?

2. Why did immigrant communities invest time and resources into pledging their allegiance to the US?

3. How were civilian immigrants targeted by American propaganda during World War I?

NAME _____

PERIOD _____

DATE _____

Analyzing a Cartoon

Cartoon # _____

Give the cartoon a title:

What is the significance of the central figure(s) or object(s)?

What action is taking place in the cartoon?

What mood or tone is created by the cartoon and what in the image is creating that mood or tone?

What message is the artist giving to the viewer?

Cartoon # _____

Give the cartoon a title:

What is the significance of the central figure(s) or object(s)?

What action is taking place in the cartoon?

What mood or tone is created by the cartoon and what in the image is creating that mood or tone?

What message is the artist giving to the viewer?

CRITICAL THINKING

NAME _____

PERIOD _____

DATE _____

Analyzing a Song**IMPORTANT PHRASES**

Which are the most powerful phrases in the song? Choose 3 phrases.

Phrase 1:

Why is this phrase important or powerful? _____

Phrase 2:

Why is this phrase important or powerful? _____

Phrase 3:

Why is this phrase important or powerful? _____

CRITICAL THINKING QUESTION

Using your selected phrases as evidence, state the theme or message of this song: _____

Cartoon 1

EVENING TELEGRAM—NEW YORK, WEDNESDAY, DECEMBER

TEN LITTLE HYPHENS



Ten Lil Hyphens sitting on line, Uncle Sam jailed one and then there were nine.



Nine Lil Hyphens hiding among freight, one dropped a great big bomb and that left eight.



Eight Lil Hyphens talking war and heaven, one cheered for Faderland and that left seven.



Seven Lil Hyphens full of spying tricks, one had his nose bumped hard so that left six.



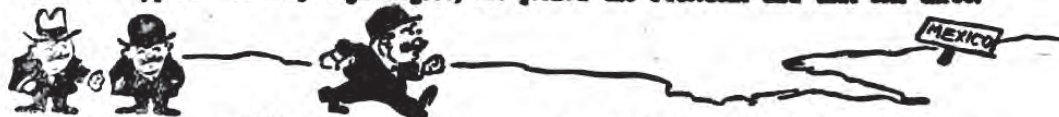
Six Lil Hyphens trying to connive, one was caught in the act so that left five.



Five Lil Hyphens feeling very sore, one faked his passport and that left four.



Four Lil Hyphens of very high degree, one joshed the President and that left three.



Three Lil Hyphens with very much ado, one skipped to Mexico and that left two.



Two Lil Hyphens fooling with a gun, the gun was marked U. S. A., so that left one.



One Lil Hyphen sitting all alone, believed the German war news and then there was none.

Library of Congress

Cartoon 2

THE BRIDGE OF SHIPS.

THIS IS THE BRIDGE THAT WILL WIN THE WAR.

AMERICAN INDUSTRY

HYPHEN BRIDGE

UNITED STATES

GERMANY

WHICH BRIDGE DO YOU WANT?

American labor can either build a bridge of ships to help Pershing's army or it can permit enemy agitators to stretch the hyphen of disloyalty as a bridge to aid our enemies. Co-operation and vigorous effort will save the lives of Our Boys and bring us the right kind of Peace. We believe American wage-earners and wage-payers are loyal. Let us prove it by working together for America!

F-11

Issued by the National Industrial Conservation Movement
20 Church Street, New York City
Copies supplied on request

5 2 2 #43-3

Library of Congress

Cartoon 3



Lincoln (Ill.) Daily News, June 11, 1915

Cartoon 4



The Oregonian, May 24, 1915

Document 1

Don't Bite the Hand That's Feeding You

Verse 1

Last night, as I lay a sleeping,
A wonderful dream came to me,
I saw Uncle Sammy weeping
For his children from over the sea;

They had come to him, friendless and starving,
When from tyrant's oppression they fled,
But now they abuse and revile him,
Till at last in just anger he said:

Chorus

"If you don't like your Uncle Sammy,
Then go back to your home o'er the sea,
To the land from where you came,
Whatever be its name:
But don't be ungrateful to me!

If you don't like the stars in Old Glory,
If you don't like the Red, White and Blue,
Then don't act like the cur in the story,
Don't bite the hand that's feeding you!"

Verse 2

You recall the day you landed,
How I welcomed you to my shore,
When you came here empty handed,
And allegiance forever you swore?

I gathered you close to my bosom,
Of food and of clothes you got both,
So, when in trouble, I need you,
You will have to remember your oath:

Chorus

Source: "Don't Bite the Hand That's Feeding You," by Jimmie Morgan and Thomas Hoier (New York: Leo Feist, 1915), Library of Congress Music Division

Document 2

When Tony Goes Over the Top (1918)

Verse 1

Hey! You know Tony the Barber
Who shaves and cuts a the hair
He said skabooch, to his Mariooch
He's gonna fight "Over There"
Hey! You know how Tony could shave you
He'd cut you from ear to ear
I just got a letter from Tony
And this is what I hear.

Chorus

When Tony goes over the top
He no think of the barber shop,
He grab-a-da gun and chase-a da hun
And make 'em all run like a son-of-a-gun
You can bet your life he'll never stop
When Tony goes over the top
Keep your eyes on that fighting wop
With a fire in his eyes
He'll capture the Kais'
He don't care if he dies
When Tony goes over the top.

When Tony goes over the top
He no think of the barber shop,
He grab-a-da gun and chase-a da hun
And make 'em all run like a son-of-a-gun
You can bet your life he'll never stop
When Tony goes over the top
Keep your eyes on that fighting wop
With a rope of spagett
And-a big-a-stilette
He'll make-a the Germans sweat
When Tony goes over the top.

Verse 2

Hey! What a you call them-a follow
What fly away up in the air
Dey hum and a-hum and drop-a da bomb
Then fly away like he don't care,
Well, Tony he fight that a fellow
He bring-a down five in one place
Now Tony's a regular hero
They call him Italian Ace.

Chorus

Source: "When Tony Goes Over the Top," by Alex Marr and Billy Firsch (New York: Joe Morris Music Co., 1918), Library of Congress Music Division

Document 3

STATE OF MINNESOTA
MINNESOTA COMMISSION OF PUBLIC SAFETY

Alien Registration and Declaration of Holdings

Serial Number _____

This registration blank to be forwarded to J. A. O. Preus, State Auditor, Saint Paul, Minnesota.

County _____ Town _____
Village _____
City _____

1. Full name of Alien Registrant _____
2. Street Address, Postoffice Box or R. F. D. Route _____
3. Village, City or Town _____
4. Length of residence at the foregoing place _____
5. Give Age Last Birthday _____
6. To what country do you claim allegiance? _____
7. Where Born _____
8. Date of Birth _____
9. Port of entry to United States _____
10. Date of Arrival in United States _____
11. Married? _____ 12. Is Wife living? _____
13. Residence of wife, if living _____
14. Do you speak and write English? _____
15. Have you a trade or profession, and what? _____
16. In exactly what line of work are you at present engaged? _____
17. Give names and ages of all living children, and state which are attending public schools _____
18. Have any of your male relatives taken part in present war either for or against the United States and its allies? If answer yes, give name, relationship, and state which country served? _____
19. Did you register under selective draft, and if so, where? _____
20. What is your serial number? _____
21. Did you claim exemption from military service and why? _____
22. Have you ever taken out first papers of naturalization in the United States? If so, state where and date _____
23. If you have taken out first papers of naturalization why have you not taken out second papers? _____

National World War I Museum and Memorial

84.23-2

24. If you have never taken out first papers of naturalization, why have you not done so? _____

25. Do you own or have interest in any farm lands in any County of Minnesota? If so give legal description, approximate value of your equity, and state whether you are resident thereon. _____

26. When did you acquire interest in above described lands? _____

27. Do you own or have interest in any city lots or other real estate in State of Minnesota? If so give legal description and approximate value of your equity therein. _____

28. When did you acquire your interest in above described property? _____

29. Do you own or have equity in any farm or city property outside of State of Minnesota? If so give legal description and approximate value of such equity. _____

30. Do you own any stocks, bonds, or other securities? If so give name of corporation and amount owned. _____

31. Is any person holding in trust for you any Minnesota farm or city property? If so give name of person, description, value of such property, and how long held in trust. _____

32. Give legal description of all real and personal property held by minors for which you may be guardian, stating when property acquired and relationship of minor? _____

33. Do you own any personal property such as cattle, sheep, horses, autos, farm machinery, etc.? If so, what, and approximate value? _____

34. Have you sold or transferred any property since the United States declared the existence of a state of war with Germany? If so, give description and to whom sold or transferred? _____

35. Have you a safe deposit vault, and if so, where is it located? _____

Miscellaneous remarks _____

Date—Feb. _____ 1918.

Enrollment Taken and Card Issued _____

I do solemnly swear that the answers to Questions Nos. 1 to _____ inclusive as above recorded are complete and true to the best of my knowledge and belief.

Agent, Minnesota Commission of Public Safety. _____

Signature of Registrant _____

National World War I Museum and Memorial

Document 4

**MEN WHO ARE AGE 18 THROUGH 25 ARE
REQUIRED TO REGISTER**
and can do so online at:
www.sss.gov
or they can complete this form.

HOW TO COMPLETE THIS FORM

- Read the Privacy Act Statement.
- Print your information in BLACK INK and CAPITAL LETTERS ONLY.

Block 1: Print your date of birth. Use a two-number designation for the month and day and use a four-number designation for the year.

Block 2: Place an X in the correct box.

Block 3: Provide your Social Security Number if you have one since it is mandatory to include this information. Leave this space blank if you do not yet have a social security number.

Block 4: Print your full name as outlined on the card. Include any suffix (such as Jr., or III), in the designated box, if applicable.

Block 5: Print your current mailing address as outlined on the card. Use the two-letter State abbreviation and enter your ZIP Code.

Block 6: Print your current electronic mailing address (email) as outlined on the card.

Block 7: Print today's date. Use a two-number designation for the month and day and use a four-number designation for the year.

Block 8: Provide your current phone number.

Block 9: Sign your name in the box.

Mail the completed form to:

Selective Service System
Registration Information Office
P.O. Box 94739
Palatine, IL 60094-4739

Selective Service will send you a Registration Acknowledgment in the mail.

If you do not receive a Registration Acknowledgment within 90 days, it is your responsibility to contact the Selective Service at 847-688-6888.

Selective Service System

Historical Background 2

“American Immigrants and the Great War, Part 2” by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)

Foreign-born soldiers in the US Army during the Great War had a very different experience than civilian immigrants. Motivated by a need to create an effective fighting force and absorbed by its new mission of improving morale in the ranks, the War Department went out of its way to respect the culture and religion of its immigrant soldiers.

In 1917, after a series of congressional debates concerning the issue of drafting immigrants into the American army, the Selective Service established three classifications for foreign-born registries: declarant (filed first papers to become citizens), nondeclarant (did not fill out paperwork), and enemy alien (born in enemy territory). Technically, only declarants could be drafted. Although the three classifications seemed clear, the Selective Service immediately faced several challenges. To begin with, some 9,000 enemy aliens from the Austro-Hungarian Empire asked to waive their exemption status. They considered themselves members of the “oppressed races” of the Austro-Hungarian Empire and expressed their desire to fight with the United States military to free their homeland from the Central Powers.

Other enemy and nondeclarant immigrants found themselves in uniform due to numerous mix-ups, and confusion became the new norm.

Although Selective Service rules exempted German immigrants from serving, some one thousand nondeclarants and an “appreciable” number of declarant—enemy alien—German immigrants reported for duty after the first draft round in June 1917. Also, a decision had to be made about the status of the many German immigrants who had joined the American army prior to the Selective Service exemptions.

Eventually, the military gave the responsibility of this decision to the commanding officers, who determined if enemy alien soldiers would be interned, discharged, or permitted to stay based on their perceived loyalty.

The War Department created the Foreign-Speaking Soldier Sub-Section (FSS) to meet the needs of the immigrant soldiers. Ethnic leaders working in FSS first put foreign-speaking soldiers into ethnic companies with their language as a commonality. The FSS staff would then appoint bi-lingual, educated ethnic soldiers as officers to their respective ethnic companies such as an Italian company, a Jewish company (speaking Yiddish), a Polish company, and others. This allowed soldiers to communicate effectively with their company with bi-lingual superior officers from their own ethnic group throughout their military experience. The FSS staff also conducted daily English classes, social activities, and special religious services to accommodate the specific needs of the ethnic soldiers. Once overseas, the immigrant soldiers were placed in ethnic-specific, smaller platoons (with bi-lingual ethnic group officers), which the military equated to ethnic enclaves within a larger city.

World War I was the first time that the military focused so much effort on morale issues, even creating a Military Morale Section within the War Department. With the drafting of some four million soldiers, the War Department put much energy in uplifting the morale of soldiers and making sure the men knew why they were fighting. To help meet the needs of the immigrant soldiers, FSS worked with both national ethnic organizations and local ethnic community leaders to increase the morale of the foreign-born troops in the training camps. The ethnic leaders helped the military encourage respect for the various cultures and religions of the immigrant soldiers. The leaders pressured the military for observation of important religious holidays, fought for fair and just treatment of foreign-born servicemen, and educated military officials about other specific needs of the immigrant troops.

Upon investigating, the War Department concluded that religion was vital in “foster[ing] a feeling of satisfaction and higher morale among both the men and their families.” The military responded by working with ethnic organizations to meet the spiritual and religious needs of immigrant troops.

Religious needs were often embedded in cultural overtones. For example, Polish soldiers requested that Catholic mass be conducted by Polish priests in their native language. Polish soldiers also wanted to participate in Confession with Polish priests before leaving for the front because of the possibility of dying on the battlefield before confessing their sins. Also, at their request, Jewish soldiers in training camps were excused to celebrate the Jewish Day of Atonement and Greeks attended services during the Feast of St. Nicholas. Jewish soldiers also received matza bread during Passover in training camps and on the front whenever possible. FSS also celebrated ethnic traditions, applauded the contributions to the war effort made by immigrant troops, promoted immigrant soldiers to officer positions, and demanded that native-born soldiers respect their foreign-born counterparts. The FSS responded to complaints of ethnic slurs with a general order “forbidding the practice of name calling.” The War Department insisted that foreign-speaking officers be respected by native-born officers, noting that many of the immigrants had previous military experience.

The military did sponsor patriotic Americanization programs in the training camps, but with the assistance of ethnic organizations and community leaders who translated written materials into many different languages. Much of this material explained why America was fighting to save the world for democracy. Although these programs were patriotic events designed primarily as an Americanization effort, the military permitted ethnic groups to integrate their own elements of Old World cultural celebration including honoring the war contributions of their native countries allied with America, and speeches by returning immigrant soldiers serving in the US Army, along with Old World songs and music by ethnic entertainers. Clearly, these cultural programs and the respect shown to various religious groups raised the morale of foreign-born troops and helped create an efficient fighting force. This is vastly different than the experience of civilian immigrants in American society during the war.

CRITICAL THINKING

NAME _____

PERIOD _____

DATE _____

Details, Description, and Decision

Image # _____

PEOPLE

Descriptive Details About:

Identify the person/people in this image.

Descriptive Summary Sentence:

OBJECTS

Descriptive Details About:

Identify the object(s) in this image.

Descriptive Summary Sentence:

ACTION/ACTIVITY

Descriptive Details About:

Identify the action/activity in this image.

Descriptive Summary Sentence:

OVERALL ASSESSMENT

Decision:

What have I learned about immigrants' contributions during World War I from this image?

CRITICAL THINKING

NAME

PERIOD

DATE

Analyzing a Text: Lesson 2

Important Phrases:

What are the most powerful phrases in the text? Choose one phrase from each reading.

Phrase 1 from the “Camp Gordon Plan”:

Why is this phrase important or powerful?

Phrase 2 from “Foreign-Speaking Officers”:

Why is this phrase important or powerful?

Phrase 3 from the Naturalization memo:

Why is this phrase important or powerful?

Critical Thinking Question

Describe the activities of the US Army to accommodate the needs of non-English-speaking immigrants in the military forces. To what extent were the efforts successful? Use evidence from the documents to support your viewpoint.

Poster 1



The Gilder Lehrman Institute of American History

Poster 2

31



TO ALL
ALIENS

IF the **WAR** has affected your **LIVING** or **WORKING** conditions,

IF you **WANT** to learn the **AMERICAN LANGUAGE** and become a **CITIZEN**,

IF you **WISH** Employment, Advice or Information,

Without Charge,

Apply to—

Room 1820, MUNICIPAL BUILDING
MAYOR'S COMMITTEE ON NATIONAL DEFENSE
COMMITTEE on ALIENS.

AN SÄMTLICHE NICHT NATURALISIERTEN AUSLÄNDER:
Diejenigen, deren **EXISTENZBEDINGUNGEN** oder **ARBEITSVERHÄLTNISSE** infolge des **KRIEGES** geschädigt sind,

Die die **AMERIKANISCHE SPRACHE** zu erlernen und das **BÜRGER-RECHT** zu erwerben wünschen,

Die **BESCHÄFTIGUNG** finden oder **RAT** bzw. **AUSKUNFT** einholen möchten, und zwar kostenfrei, sind aufgefordert, sich zu melden im

MUNIZIPALGEBÄUDE, Zimmer 1820
Die vom Bürgermeister eingesetzte Landesvertheidigungs-Kommission
Ausschuss für nicht-naturalisierte Ausländer.

Minden külföldi
szülöttnek.

Ha a háboru hatást gyakorolt életmódjára vagy munka viszonyaira,
Ha kívánja megtanulni az amerikai nyelvet és megszerezni a polgári jogot,
Ha foglalkoz ást, tanácsot vagy felvilágosítást kíván

díjmentesen,

Forduljon a
Városház 1820 számú szobájában lévő
Polgármester nemzeti védelem bizottságához
Külföldiek bizottságához.

Všetkým v cudzozemsku
narodeným.

Keď vojna mala účinok na spôsob vášho života alebo na vaše pracovné pomery,
Keď sa chcete naučiť americkú reč a stať sa občanom,
Keď chcete dostať prácu, poradu alebo vysvetlenie

bez poplatku,

Obráťte sa na
Izbu číslo 1820, v mestskom dome
Mayorov Výbor Národnej Obrany
Výbor Cudzozemcov.

צו אלע אויסלענדער

אויב דער קריג האט אנגעדרוסט אייערע לעבענס ארבייטס אינשטענדען,
אויב איר ווילט זיך אויסלערנען דיא אמעריקאנער שפראך און ווערען אביירגער (סייזין),
אויב איר זוכט ארבייט, אראט אדער ערקונדיגונג, אינעמנעלשליך,

ווענדעט זיך צו

רום 1820 מוניסיפעל בילדינג
דעם מייארס קאמיטע און נעשאנאל דיעפנס קאמיטע און אייליגענס.

A TUTTI I FORESTIERI

SE LA GUERRA ha mutato le vostre condizioni di **VITA** o di **LAVORO**,

SE VOLETE imparare la **LINGUA AMERICANA** e diventare un **CITTADINO**.

SE DESIDERATE **IMPIEGO, CONSIGLIO** o **INFORMAZIONE**,

senza nessuna spesa,

Rivolgetevi alla—
STANZA 1820, PALAZZO MUNICIPALE
COMITATO DEL SINDACO PER LA DIFESA NAZIONALE
COMITATO per i FORESTIERI

17

Library of Congress

Poster 3



Library of Congress

Poster 4



Hoover Institution Archives

Poster 5



Library of Congress

Poster 6



Hoover Institution Archives

Poster 7



William A. Rosenthal Judaica Collection, College of Charleston Libraries

Document 1

“Camp Gordon Plan”

BY CAPTAIN EDWARD R. PADGETT, GENERAL STAFF

... Above all, it is the story of a welding of diverse nationalities into a composite American type such as the so-called “melting pot” failed to pour forth in time of peace.

When the operations of the selective draft law began to turn out its chosen men into the big army camps, hundreds and then thousands of foreign-born males who came within its scope were found in the long lines admitted. . . . And not more than one in a hundred of them knew the English language well enough to understand the instructions to make them first-class fighting men. . . .

So for week after week these foreign-born draftees drifted along. They grew discontented, restless, resentful, sullen. . . . They had come into camp ready to fight, not to lie around and grow discontented. . . .

Presently, race began to quarrel and bicker with race; old scores were dug up and reopened. . . . The problem became imminently terrible. . . .

Then came to the fore two officers with a plan to solve the problem. . . . This plan of theirs was to segregate, according to their nationalities, the foreign-speaking soldiers who could not understand commands, army orders, and regulations in English. Instead of Poles, Russians, Italians and a dozen other races being jumbled, helter-skelter, into one battalion, they advised that Poles should be formed into all Polish companies . . . and so, too, with the Italians, the Russians, and the other races. . . .

Camp Gordon, and infantry replacement camp near Atlanta, Georgia, was the place selected for the experiment on a big scale. . . .

There [a man] is unwilling solely because he does not understand why he is to be made a soldier—actually does not know why we are at war. The officer explains it all to him, how he was fairly selected in the draft, how he will be well treated by Uncle Sam, how he now has the opportunity to prove himself worthy of his ancestors. . . .

In general, most of the objections to service are due to a lack of knowledge of the English language. . . . Their troubles and complaints dissolve . . . once they have an opportunity to talk with an officer who can explain broad American principles and answer their questions. . . .

There is nothing magical about it. It is just plain common-sense. . . . Truly, the soldier of foreign extraction is to be an important part of our overseas forces.

Source: Captain Edward R. Padgett, “Camp Gordon Plan,” *Infantry Journal* 15, no. 4 (October 1918): 334–340.

Document 2

Foreign-Speaking Officers

For the future success of the Camp Gordon plan of foreign-speaking companies, now being carried out in other camps, it is imperative that we should have a sufficient number of commissioned officers from the various racial groups. . . .

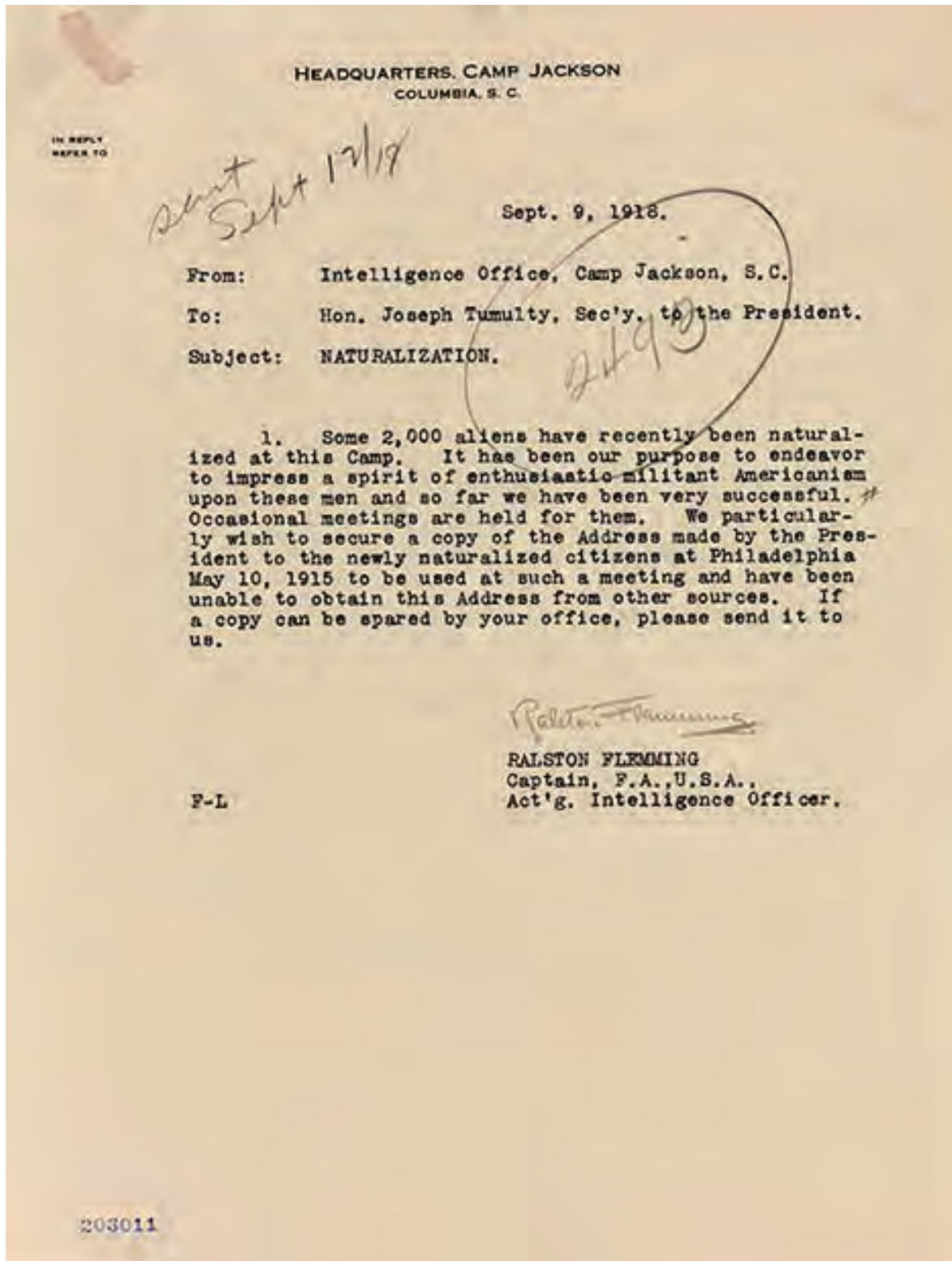
In the selection of soldiers to be sent to officers' training camps there is a natural prejudice against men who have a decided accent or suggest the foreigner. It should be remembered that many of these have nevertheless been successful in civil life as members of the professions or in business; they may be splendid officer material in spite of their superficial un-Americanism. . . .

The sending to officers' training schools of sufficient candidates from among the foreign-speaking soldiers will also have a splendid effect on the civilian morale in the large foreign colonies in this country. We must not forget that 30,000,000 of our 100,000,000 population are foreign-born or of foreign parentage, and that one of the ends to be sought in this war is the thorough Americanization of this mixed population.

Officers are specially needed of the following races, which are listed in the order of their numerical importance: Italian, Polish, Russian, Czecho-Slovak, Greek, Scandinavian, Armenian, Jugo-Slav, and Syrian. After all, the United States is a way of looking at life quite as much as a matter of language.

Source: "Foreign-Speaking Officers," *Infantry Journal* 15, no. 5 (November 1918): 436.

Document 3



Library of Congress

Exit Card

Based on the visual evidence in the primary sources, the completed Details, Description, and Decision activity sheets, and the class discussions, develop a point of view and write a brief essay response to the following question. Support your point of view and response with visual evidence and analysis based on the historical source materials.

ESSENTIAL QUESTION:

To what extent did the US government effectively use policies and propaganda to promote immigrants' loyalty to and support for the Allied (US) war effort?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Historical Background 3

“American Immigrants and the Great War, Part 3” by Nancy Gentile Ford, Professor of History, Bloomsburg University, and author of *Americans All!: Foreign-born Soldiers in World War I* (College Station: Texas A&M University Press, 2001)

Noted scholar Oscar Handlin wrote in *The Uprooted*, “Once I thought to write the history of the immigrants in America. Then I discovered that the immigrants were American history.” Immigrants not only built America—they have often fought and died for their adopted country in every US military conflict since the Revolutionary War. It should not be surprising, then, that during the First World War, over 18 percent of the soldiers in the US Army were foreign born.

Of the 123,277 immigrants drafted in June 1917, some 76,545 had not declared their intention of becoming US citizens. Although errors continued to occur in subsequent draft rounds, thousands of nondeclarant aliens from neutral and enemy territories continued to express their desire to fight in the American army. By September 12, 1918, 191,419 nondeclarant aliens waived their right of exemption and accepted their draft status. The US Army welcomed the additional servicemen. Eventually, almost one in five soldiers in the American army were foreign born. An “Ethnic Bulletin” distributed by the War Department announced that the remaining technical enemy alien soldiers were “thoroughly loyal and enthusiastic.”

Although Americans did not know it at the time, immigrants would soon prove critical to the country’s effort in World War I, both in military service and in industry. Despite their importance, America closed its borders in the years after the armistice, ending what had been the largest immigration flow in the country’s history.

Whatever nativist doubts the native-born harbored, immigrants in 1917 poured themselves into the war effort. Nearly 500,000 servicemen in the newly conscripted army consisted of individuals born abroad in 46 different nations. Like their African American counterparts, however, immigrants were over drafted: nearly 18 percent of enlisted men were foreign born despite making up less than 15 percent of the nation’s total population.

On the home front, with immigrant labor concentrated in wartime industries—coal, steel, textiles, oil, lumber, and many others—newcomers to the United States contributed mightily to mobilization and war work. At Bethlehem Steel, one of the largest wartime steel producers, nearly 10,000 of the plant’s 30,000 workers were immigrants.

Unions, too, saw an opportunity to expand through immigration. Historically, the American Federation of Labor (AFL) had expressed ambivalence and even reticence toward immigrant labor. But during the war, it incorporated the foreign born into the labor movement. AFL membership boomed, as did that of other unions, like the International Association of Machinists.

Still, government leaders and even unionists sometimes questioned the ability and loyalties of immigrant workers. Whatever his prewar beliefs regarding immigration, President Woodrow Wilson understood the importance of immigrants to the war effort. Recognizing the tension surrounding immigration, he dedicated July 4, 1918, to “immigrant America.” More importantly, he instituted war labor agencies like the National War Labor Board (NWLB) and the President’s Mediation Committee (PMC) to address the needs and anxieties of workers, particularly immigrant laborers who, due to their heavy concentration in industry, benefited disproportionately from wartime labor reforms.

The NWLB and the PMC endorsed the idea of “shop committees,” internal plant representative bodies elected by workers to represent their demands to employers. To encourage participation, the NWLB used translators and “multilingual forms and announcements for shop committee ballots,” notes historian Joseph McCartin. As a result, in workplaces like Bethlehem Steel, immigrant participation exceeded expectations, and many became committee delegates. In this way, immigrants helped to deliver critical labor reforms during the war that benefited all workers, even those who refused to, or were prevented from, joining unions.

CRITICAL THINKING

NAME _____

PERIOD _____

DATE _____

Analyzing an Image

Image # _____

Give the image a title:

What is the significance of the central figure(s) or object(s)?

What action is taking place in the image?

What mood is created by the image and what in the image is creating that mood?

What message is the artist giving to the viewer?

Image # _____

Give the image a title:

What is the significance of the central figure(s) or object(s)?

What action is taking place in the image?

What mood is created by the image and what in the image is creating that mood?

What message is the artist giving to the viewer?

Image 1

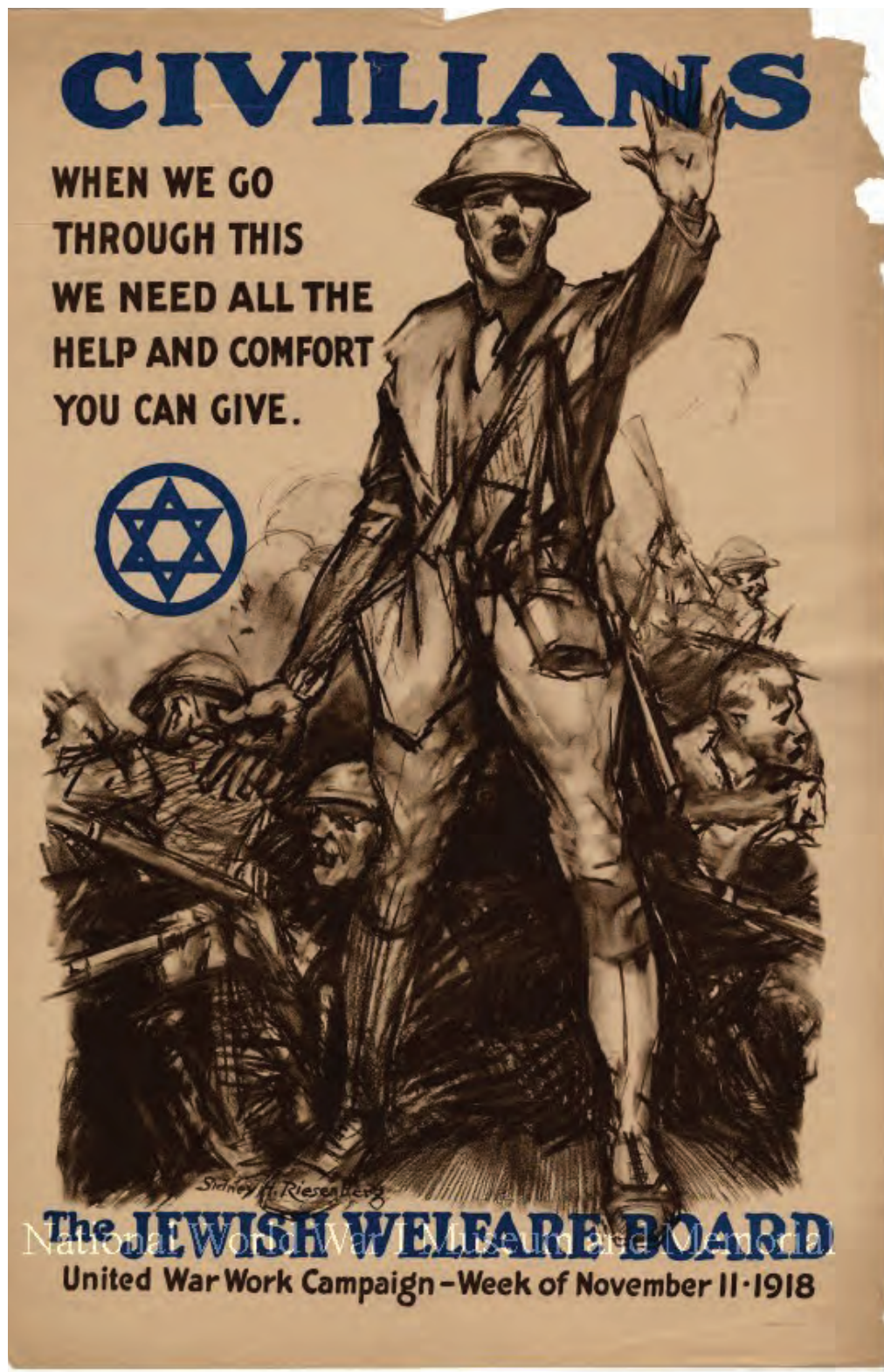


Used with permission of the artist, Sally Deng

Image 2

*First Division Museum at Catigny*

Image 3



National World War I Museum

Image 4

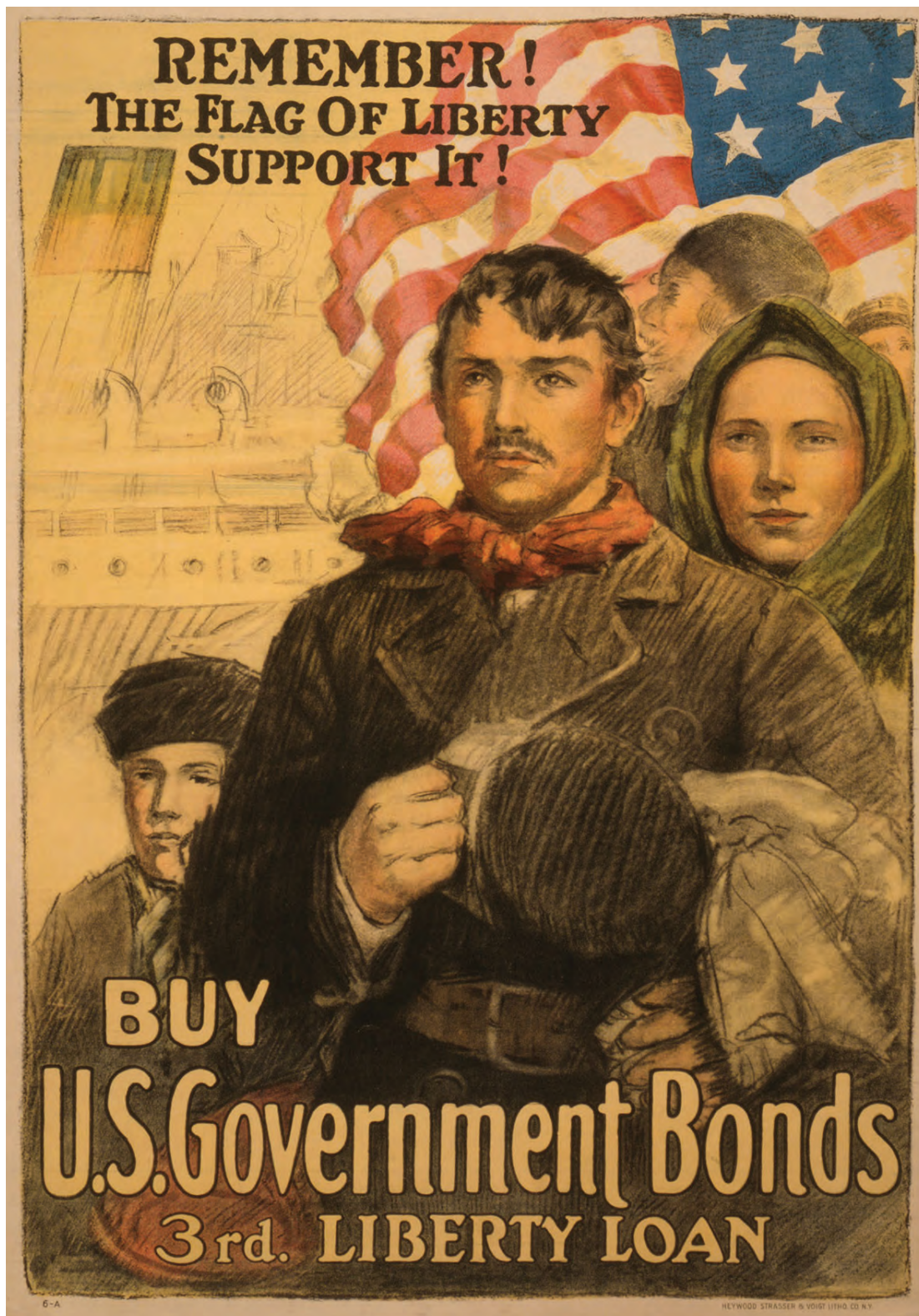
*Library of Congress*

Image 5



The Gilder Lehrman Institute of American History, GLC09522

Medal of Honor Citations

ALLEX, JAKE

Rank: Corporal, Organization: US Army

Unit: 131st Infantry, 33d Division

Born: 13 July 1887, Prizren, Serbia -Entered Service at: Chicago, Ill

Date of Action: At Chipilly Ridge, France, 9 August 1918

“At a critical point in the action, when all the officers with his platoon had become casualties, Cpl. Alex took command of the platoon and led it forward until the advance was stopped by fire from a machinegun nest. He then advanced alone for about 30 yards in the face of intense fire and attacked the nest. With his bayonet he killed 5 of the enemy, and when it was broken, used the butt of his rifle, capturing 15 prisoners.”

KOČAK, MATEJ

Rank: Sergeant Organization: US Marine Corps

Unit: 5th Regiment, 2d Division

Born: 31 December 1882, Gbely, Slovakia

Place / Date: Near Soissons, France, 18 July 1918

“For extraordinary heroism while serving with the Sixty-sixth Company, Fifth Regiment, Second Division, in action in the Villers-Cotterêts section, south of Soissons, France, 18 July 1918. When a hidden machine-gun nest halted the advance of his battalion, Sergeant Kocak went forward alone unprotected by covering fire and worked his way in between the German positions in the face of heavy enemy fire. Rushing the enemy position with his bayonet, he drove off the crew. Later the same day, Sergeant Kocak organized French colonial soldiers who had become separated from their company and led them in an attack on another machine-gun nest which was also put out of action.”

“Also received the Army Medal of Honor. When the advance of his battalion was checked by a hidden machinegun nest, he went forward alone, unprotected by covering fire from his own men, and worked in between the German positions in the face of fire from enemy covering detachments. Locating the machinegun nest, he rushed it and with his bayonet drove off the crew. Shortly after this he organized 25 French colonial soldiers who had become separated from their company and led them in attacking another machinegun nest, which was also put out of action.”

CUKELA, LOUIS

Rank: Sergeant Organization: US Marine Corps

Company: 66th Company Division: 5th Regiment

Born: 1 May 1888, Sebenes, Austria

Place / Date: Near Villers-Cotterets, France, 18 July 1918

“When his company, advancing through a wood, met with strong resistance from an enemy strong point, Sgt. Cukela crawled out from the flank and made his way toward the German lines in the face of heavy fire, disregarding the warnings of his comrades. He succeeded in getting behind the enemy position and rushed a machinegun emplacement, killing or driving off the crew with his bayonet. With German hand grenades he then bombed out the remaining portion of the strong point, capturing 4 men and 2 damaged machineguns. **SECOND AWARD** For extraordinary heroism while serving with the 66th Company, 5th Regiment, during action in the Forest de Retz, near Viller-Cotterets, France, 18 July 1918. Sgt. Cukela advanced alone against an enemy strong point that was holding up his line. Disregarding the warnings of his comrades, he crawled out from the flank in the face of heavy fire and worked his way to the rear of the enemy position. Rushing a machinegun

emplacement, he killed or drove off the crew with his bayonet, bombed out the remaining part of the strong point with German handgrenades and captured 2 machineguns and 4 men.”

DILBOY, GEORGE

Rank: Private First Class -Organization: US Army

Unit: 103d Infantry, 26th Division

Born: Greece

Place / Date: Near Belleau, France, 18 July 1918

“After his platoon had gained its objective along a railroad embankment, Pfc. Dilboy, accompanying his platoon leader to reconnoiter the ground beyond, was suddenly fired upon by an enemy machinegun from 100 yards. From a standing position on the railroad track, fully exposed to view, he opened fire at once, but failing to silence the gun, rushed forward with his bayonet fixed, through a wheat field toward the gun emplacement, falling within 25 yards of the gun with his right leg nearly severed above the knee and with several bullet holes in his body. With undaunted courage he continued to fire into the emplacement from a prone position, killing 2 of the enemy and dispersing the rest of the crew.”

VALENTE, MICHAEL

Rank: Private-Organization: US Army

Company: Company D, 107th Infantry, 27th Division

Born: 5 February 1895, Cassino, Italy

Place / Date: East of Ronssoy, France, 29 September 1918

“For conspicuous gallantry and intrepidity above and beyond the call of duty in action with the enemy during the operations against the Hindenburg line, east of Ronssoy, France, 29 September 1918. Finding the advance of his organization held up by a withering enemy machinegun fire, Pvt. Valente volunteered to go forward. With utter disregard of his own personal danger, accompanied by another soldier, Pvt. Valente rushed forward through an intense machinegun fire directly upon the enemy nest, killing 2 and capturing 5 of the enemy and silencing the gun. Discovering another machinegun nest close by which was pouring a deadly fire on the American forces, preventing their advance, Pvt. Valente and his companion charged upon this strong point, killing the gunner and putting this machinegun out of action. Without hesitation they jumped into the enemy’s trench, killed 2 and captured 16 German soldiers. Pvt. Valente was later wounded and sent to the rear.”

Source: Congressional Medal of Honor Society, <http://www.cmohs.org/>

Exit Card

Based on the visual evidence in the primary sources, the completed activity sheets, the Medal of Honor citations, and the class discussions, develop a point of view and write a brief essay response to the following question. Support your point of view and response with visual evidence and analysis based on the historical source materials.

ESSENTIAL QUESTION:

To what extent did American immigrants contribute to the Allied (US) victory in World War I?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface.