World War I propaganda posters at home and abroad

By Library of Congress, adapted by Newsela staff on 12.02.19
Word Count 1,171
Level 1190L

Introduction

During World War I, the impact of the poster as a means of mass communication was greater than at any other time in history. Posters were able to inspire, inform, and persuade the public. When these goals were combined with vibrant design trends, thousands of interesting visual works were produced. As a valuable historical research resource, these posters provide multiple points of view on this global conflict. As artistic works, the posters range in style from graphically vivid works by well-known designers to anonymous, text-only broadsides.

World War I And The Role Of The Poster

World War I began as a conflict between the Allies (France, the United Kingdom, and Russia) and the Central Powers (Germany, Austria-Hungary, and the Ottoman Empire). The assassination of
Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary, and his wife, Sophie, ignited the war in 1914. Italy joined the Allies in 1915, and later the United States entered the war on the side of the Allies in 1917. The war ended with a cease-fire that was declared for 11 a.m. on November 11, 1918.

The poster was a major tool for broad dissemination of information during the war, and countries on both sides of the conflict distributed posters widely. They used them to address the public, often seeking to gather support, urge action, and boost morale. Posters dealt primarily with recruitment, raising money for the war, and addressing a country's home audience. Although produced in different countries, many designs used symbols and messages that shared a common purpose.

**Enlistment And Recruitment Posters**

Many posters urged men to "do their duty" and join the armed forces. In the early years of the war, Great Britain issued a large number of recruitment posters. The British military was all-volunteer prior to 1916, when conscription – required enlistment in the armed forces – was introduced. Compelling posters were an important tool in encouraging as many men as possible to enlist. Rarely seen posters printed in Jamaica and addressed to the men of the Bahamas illustrate the point that this war involved many parts of the world beyond the actual battlegrounds.

Women, although not being recruited for the military, were also asked "to do their part" by, for example, working in relief organizations such as the YWCA or the Red Cross, or through government jobs. The Women's Land Army was originally a British civilian organization formed to increase agricultural production by having women work the land for farmers who were serving in the military. A Women's Land Army was also organized in the United States.

**Posters For War Bonds**

In countries where conscription was the norm (France, Germany, Austria), recruitment was not needed. Most posters were aimed at raising money from the public to finance the war. People not enlisting were asked to purchase war bonds – a type of investment instrument a government can issue to raise money. Many posters advertising bonds used numismatic imagery – images of coins – to symbolize their point. Coins transformed into bullets or an avalanche of coins crushed the enemy.

**Posters Dealing With Food Issues**

Food shortages were widespread in Europe during the war, and even before the United States' involvement, American relief organizations were shipping food overseas. On the home front,
Americans were urged to adjust their eating habits to conserve food that could then be sent abroad. American posters urged the public to eat no meat or wheat on certain days – "Meatless Mondays" and "Wheatless Wednesdays." Posters encouraged people to eat more corn and fish. They also urged people to plant victory gardens and to can fruits and vegetables (to put up jars of prepared fruit and vegetables). In Great Britain, eggs were collected for the wounded to aid in their recovery.

National Symbols

Many of the posters relied on symbolism. Uncle Sam appears quite frequently on posters as a symbol for the United States, while John Bull, the personification of Britain, or the female figure of Britannia appeared representing the United Kingdom. France was personified by Marianne, the French revolutionary. Posters produced by the Allies often portrayed Germany negatively as a figure of a big, threatening man called a "Hun" who was usually wearing a pickelhaube (spiked helmet) red with blood.

The Poster Artists

Many well-known artists and illustrators contributed their work to the war effort. British posters were primarily produced by anonymous printers and lithographers. However, established artists such as Frank Brangwyn, John Hassall and Gerald Spencer Pryse designed posters as well.

In Germany, the well-known designer Lucian Bernhard produced many posters notable for their typography – the style and appearance of the printed text. Ludwig Hohlwein was internationally recognized for how he brought together text and image, and for his brilliant use of color.

In France, already famous graphic artists like Abel Faivre and Théophile Steinlen put their imaginative skills into the war effort. They produced posters of considerable emotional depth.

In the U.S., the Committee on Public Information's Division of Pictorial Publicity urged artists to contribute their work. Hundreds of poster designs were produced. One of them was Joseph Pennell's design for the Fourth Liberty Loan Drive of 1918, showing New York City in flames from an air attack. Although the possibility of such an attack was very small (aircraft at that time could not cross the Atlantic Ocean), the visual argument made for a haunting poster.

Howard Chandler Christy put the Christy girl, already famous to the American public, into wartime service for the U.S. Marines and the Navy.

James Montgomery Flagg's design of "I Want You for U.S. Army" became the best-known American war recruiting poster of all time, as well as being one of the most imitated. In fact, Flagg himself had adapted its design from British artist Alfred Leete's 1914 poster of Lord Kitchener.
Posters employing a similar composition were used by countries on both sides of the conflict. The American poster was so successful, it was later changed slightly for use in World War II.
Quiz

1 How do the first section, "Introduction," and the final section, "The Poster Artists," relate to one another?
(A) The first section emphasizes the historic and artistic value of World War I posters, and the final section elaborates on the influence of various famous artists on their nations' most notable posters.
(B) The first section highlights the various perspectives the posters provide regarding World War I, and the final section contrasts these with the perspectives of famous modern artists.
(C) Both sections indicate vibrant design colors were most effective in World War I posters when compared with other kinds of imagery.
(D) Both sections describe the problems that governments faced in getting artists to lend their time to creating World War I posters for free.

2 Read the two sentences from the sections "World War I And The Role Of The Poster" and "National Symbols."

Although produced in different countries, many designs used symbols and messages that shared a common purpose.
Uncle Sam appears quite frequently on posters as a symbol for the United States, while John Bull, the personification of Britain, or the female figure of Britannia appeared representing the United Kingdom.

Which option BEST describes how the sentences help develop a central idea of the article?
(A) The first sentence provides a description of the posters' purpose, and the second sentence shows how it changed over time.
(B) The first sentence provides a cause of the posters' popularity, and the second reason shows an effect of this on the general public.
(C) The first sentence presents a perspective on national symbols, and the second sentence provides evidence of its effects on posters.
(D) The first sentence presents a statement of comparison, and the second sentence provides evidence to support the statement.

3 How do the visual depictions in images of World War I posters and the details in the article emphasize the goal of inspiring the public to support the war?
(A) They analyze the relationship between the fame of an artist and a poster's popularity.
(B) They demonstrate which posters and imagery were most effective at creating action.
(C) They highlight the use of national symbolism and specific written messages or slogans.
(D) They illustrate the suffering of the soldiers far from home without enough to eat.

4 Which of the following topics is emphasized in the article, but NOT in the images of posters included?
(A) the variation in style and appearance between the posters of different artists
(B) the use of imagery that portrayed attacks or negative figures of enemy soldiers
(C) the message in posters that asked the public to donate money to the war effort
(D) the different wartime roles assigned to men and women, as well as children
1. How do the first section, "Introduction," and the final section, "The Poster Artists," relate to one another?

(A) The first section emphasizes the historic and artistic value of World War I posters, and the final section elaborates on the influence of various famous artists on their nations’ most notable posters.

(B) The first section highlights the various perspectives the posters provide regarding World War I, and the final section contrasts these with the perspectives of famous modern artists.

(C) Both sections indicate vibrant design colors were most effective in World War I posters when compared with other kinds of imagery.

(D) Both sections describe the problems that governments faced in getting artists to lend their time to creating World War I posters for free.

2. Read the two sentences from the sections "World War I And The Role Of The Poster" and "National Symbols."

Although produced in different countries, many designs used symbols and messages that shared a common purpose.

Uncle Sam appears quite frequently on posters as a symbol for the United States, while John Bull, the personification of Britain, or the female figure of Britannia appeared representing the United Kingdom.

Which option BEST describes how the sentences help develop a central idea of the article?

(A) The first sentence provides a description of the posters’ purpose, and the second sentence shows how it changed over time.

(B) The first sentence provides a cause of the posters’ popularity, and the second reason shows an effect of this on the general public.

(C) The first sentence presents a perspective on national symbols, and the second sentence provides evidence of its effects on posters.

(D) The first sentence presents a statement of comparison, and the second sentence provides evidence to support the statement.

3. How do the visual depictions in images of World War I posters and and the details in the article emphasize the goal of inspiring the public to support the war?

(A) They analyze the relationship between the fame of an artist and a poster’s popularity.

(B) They demonstrate which posters and imagery were most effective at creating action.

(C) They highlight the use of national symbolism and specific written messages or slogans.

(D) They illustrate the suffering of the soldiers far from home without enough to eat.

4. Which of the following topics is emphasized in the article, but NOT in the images of posters included?

(A) the variation in style and appearance between the posters of different artists

(B) the use of imagery that portrayed attacks or negative figures of enemy soldiers

(C) the message in posters that asked the public to donate money to the war effort

(D) the different wartime roles assigned to men and women, as well as children
The History of the Census

By National Geographic Society, adapted by Newsela staff on 02.02.20

Word Count 735

Level 1030L

Every 10 years in the United States, the government conducts a population census. Required by the U.S. Constitution, the census was originally intended as a way to determine how many congressional representatives should represent each state. More recently, it has grown into a method of keeping track of population demographics and other social categories.

Around the world, most countries conduct a census to collect information on their populations. What they learn helps the government meet people's needs and plan for the future. Although the idea of a census is pretty common, the information that turns up is often far from ordinary.

In U.K., Religion Inspired By "Star Wars"
In the United Kingdom (U.K.), the 2011 population census asked for standard information about people's religions. What was not so standard was the number of people identifying as members of the Jedi religion. More than 170,000 people listed "Jedi" as their primary religion, making it the seventh most popular religion in the United Kingdom. The problem? Jediism is a religion from the fictional "Star Wars" universe.

In fact, so many people self-identified as Jedis that a government commission was asked to rule on whether it was, in fact, an actual religion in the country. (The commission ultimately said "no" to giving Jediism an official status.)

Countries like Canada and Australia saw a similar trend in self-declared Jedi knights. It was unclear whether they were merely fans of the movies showing their devotion, or the true emergence of a new religion. Whatever the case, the response seems to be on the decline in recent years.

**Method For Processing Census Data**

When you think of the census, you may picture volunteers and government workers going from door to door and asking questions. But did you know that the U.S. census was one of the earliest uses of computer technology?

After the 1880 census, the U.S. government was struggling to keep up with the data it collected. The country's population was growing faster than ever before and also becoming more complex, and the U.S. Census Office needed a more efficient way to process the information. Searching for new ideas, they set up a contest for the public, asking them to design a faster method for processing census data. The winner would be hired to process data for the 1890 census.

Herman Hollerith, an engineer and former government employee, took the prize. He came up with a machine system that processed punch cards that had census data coded onto them. The machine would "read" the holes punched into the cards, and then the data would appear on a series of dials that a clerk would record. Hollerith won the contract, and his machine helped tabulate the 1890 census much faster than before and under budget. With the success of his machine, Hollerith went on to create the Tabulating Machine Company. It would eventually evolve into the global computer company International Business Machines (IBM).

Today, the U.S. Census serves many purposes. It still collects basic population figures, and these numbers are used to assign the proper number of congressional representatives. At the same time, the census is a useful informational tool for meeting people's needs, and can literally save lives.

**Natural Disasters**

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau's On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes
following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

A country's census produces valuable basic information about its population. It also can provide glimpses into the less measurable parts of people's lives. They may identify cultural trends (as in the "Star Wars" census trend) or provide needed data for future planning. We may see the census as simply a series of numbers, but the stories those numbers tell can tell us a lot about the country at any given time.
Quiz

1. Which two of the following sentences from the article include CENTRAL ideas of the article?

1. More recently, it has grown into a method of keeping track of population demographics and other social categories.
2. Countries like Canada and Australia saw a similar trend in self-declared Jedi knights.
3. At the same time, the census is a useful informational tool for meeting people’s needs, and can literally save lives.
4. Knowing who is where also helps the government account for changes following a disaster.

(A) 1 and 3
(B) 1 and 4
(C) 2 and 3
(D) 2 and 4

2. Read the following paragraphs from the section “Natural Disasters.”

For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

The U.S. Census Bureau’s On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

How is the CENTRAL idea developed in these two paragraphs?

(A) by citing evidence to support combining census data and geographic information
(B) by explaining the difficulty in using census data in times of natural disasters
(C) by offering reasons that some people are suspicious of census workers
(D) by providing examples of how census data can be used to help people

3. What is the MAIN reason the author includes the section “In U.K., Religion Inspired By ‘Star Wars’”?

(A) to argue that the census data might not be useful for government agencies
(B) to explain the development of census data collection over the years
(C) to introduce the idea that the census can provide unexpected and unusual information
(D) to show that many people do not take the census seriously

4. Read the introduction of the article [paragraphs 1-2].

How does the introduction develop the MAIN idea?

(A) by citing the new types of information gathered through the census
(B) by identifying how the intention of the census has developed over time
(C) by presenting the methods used to conduct a census
(D) by providing the rationale for conducting a census periodically
1. Which two of the following sentences from the article include CENTRAL ideas of the article?

   1. More recently, it has grown into a method of keeping track of population demographics and other social categories.
   2. Countries like Canada and Australia saw a similar trend in self-declared Jedi knights.
   3. At the same time, the census is a useful informational tool for meeting people’s needs, and can literally save lives.
   4. Knowing who is where also helps the government account for changes following a disaster.

   (A) 1 and 3
   (B) 1 and 4
   (C) 2 and 3
   (D) 2 and 4

2. Read the following paragraphs from the section “Natural Disasters.”

   For example, information about who lives where comes in handy when natural disasters strike. Accurate data about local populations helps federal agencies be better prepared. For instance, census data can alert officials that an area has a large number of Spanish speakers. Such information may help emergency teams better communicate with local people.

   The U.S. Census Bureau’s On the Map online tool offers real-time information, providing emergency organizations with the latest information. Census data is matched up with geographic information to help manage immediate emergency response or create future emergency preparedness plans. Knowing who is where also helps the government account for changes following a disaster. Census data can track how people are doing — and where they are going — after they are evacuated.

   How is the CENTRAL idea developed in these two paragraphs?

   (A) by citing evidence to support combining census data and geographic information
   (B) by explaining the difficulty in using census data in times of natural disasters
   (C) by offering reasons that some people are suspicious of census workers
   (D) by providing examples of how census data can be used to help people

3. What is the MAIN reason the author includes the section “In U.K., Religion Inspired By ‘Star Wars’”?

   (A) to argue that the census data might not be useful for government agencies
   (B) to explain the development of census data collection over the years
   (C) to introduce the idea that the census can provide unexpected and unusual information
   (D) to show that many people do not take the census seriously

4. Read the introduction of the article [paragraphs 1-2].

   How does the introduction develop the MAIN idea?

   (A) by citing the new types of information gathered through the census
   (B) by identifying how the intention of the census has developed over time
   (C) by presenting the methods used to conduct a census
   (D) by providing the rationale for conducting a census periodically
Private Henry Johnson was on watch in the French trenches of the Argonne Forest on May 15, 1918, when a grenade exploded nearby. With his fellow soldier Needham Roberts badly injured, Johnson faced an approaching German patrol on his own. He shot down one soldier and clubbed another with the end of his rifle. Wounded, Johnson fell to the ground. He seized a grenade and tossed it, and several more, at the Germans.

By the time he was through, the former porter for the New York Central Railroad had single-handedly wounded or killed as many as 20 enemy soldiers ... with just a knife and a gun. He had more than 20 wounds of his own. The American press called the incident "the Battle of Henry Johnson."

Two days later, the French presented Johnson with the Croix de Guerre, their country's highest military decoration for bravery. He was the first U.S. soldier to receive the honor during World War I. When asked about his actions, Johnson said, "There isn't so much to tell. Just fought for my life. A rabbit would've done that."
When President Woodrow Wilson said, "The world must be made safe for democracy" in April 1917, many black Americans struggled with the call to support the war effort. African-Americans faced daily discrimination and segregation in the United States. Still, more than 380,000 black Americans enlisted to serve in the Army during World War I. They hoped that their military service would improve civil rights for all African-Americans in the United States.

The U.S. military was a racially segregated institution in 1917. Believing that African-Americans were not suited for combat roles, U.S. military leaders assigned the majority of the 200,000 black soldiers who were sent to Europe to support units. Their duties included digging ditches, cleaning latrines, transporting supplies, clearing debris, and burying decaying corpses. They also worked as stevedores, loading and unloading cargo on the docks in French port cities. Some black soldiers felt slighted. "I don't want to stagger under heavy boxes." Another said, "I want a gun on my shoulder and the opportunity to go to the front."

At first, the U.S. military refused to consider the idea of sending soldiers piecemeal to serve under Allied commanders and fill in gaps in other nations' armies. General John J. "Black Jack" Pershing, the leader of the American Expeditionary Forces (AEF), insisted that his soldiers remain together and led by U.S. commanders. But Pershing agreed to "loan" the 369th Infantry Regiment to the French army. The regiment consisted of two divisions — the 92nd and the 93rd — made up entirely of African-Americans. Henry Johnson was among the estimated 42,000 black soldiers who saw action.

The French people had been fighting in the war since 1914, so they were grateful for the arrival of the African-American soldiers in late 1917. They earned a reputation as "hell-fighters." Since many of the black soldiers came from the Harlem neighborhood of New York City, they became known as the "Harlem Hellfighters."

At the Battle of Belleau Wood in June 1918, a French general ordered the soldiers to retreat. The white commanding officer of the 369th Infantry, Colonel William Hayward, refused. "Turn back?" he said. "I should say not! My men never retire. They go forward or they die!" They spent 191 days on the front line, more than any other American unit. They never had any men captured nor any ground taken. The regiment had about 1,500 casualties.

In addition to providing brave fighting men to the military cause, the 369th Infantry Regiment's band also introduced their French counterparts to American blues and jazz rhythms. The new style of music delighted and lifted the morale of the French soldiers with whom the black men served. The band toured France, raising morale among the country’s citizens as well as among its soldiers.

About 170 African-American soldiers earned individual awards for fighting. The French awarded the entire 369th Infantry Regiment with the Croix de Guerre for its participation in the attack on Sechault in September 1918.
On February 17, 1919, New York welcomed home their heroes with a celebratory ticker-tape parade. A quarter of a million people turned out. For Johnson, however, life after the war was difficult. He became an alcoholic and died penniless in New York. He was buried under the name of William Henry Johnson in Arlington National Cemetery on July 5, 1929.

An effort was begun to recognize Johnson's contribution in the war. He posthumously was awarded the Purple Heart in 1996. In 2002, the U.S. military awarded him the Distinguished Service Cross. And almost 100 years after his heroic actions in France, President Barack Obama awarded him the Medal of Honor, the highest U.S. military award, in 2015.
According to the article, what was the motivation for many of the African Americans who signed up to go to war?

(A) They wanted to escape the discrimination they faced by white Americans at home.
(B) They hoped to help form the first integrated regiment in the US military.
(C) They believed they would be treated better by the European armies.
(D) They thought it could help advance civil rights for African Americans in the US.

Read the following selection from the article.

General John J. "Black Jack" Pershing, the leader of the American Expeditionary Forces (AEF), insisted that his soldiers remain together and led by U.S. commanders. But Pershing agreed to "loan" the 369th Infantry Regiment to the French army. The regiment consisted of two divisions — the 92nd and the 93rd — made up entirely of African-Americans.

What conclusion is BEST supported by the selection above?

(A) Pershing sent the 369th Infantry to France because he was unwilling to send white soldiers.
(B) Pershing sent the 369th Infantry to France because he believed they were his best fighters.
(C) Pershing went with the 369th Infantry to France so as to keep all his soldiers under his command.
(D) Pershing went with the 369th Infantry to France to assign the divisions to French generals.

How did the French respond to the Harlem Hell-Fighters differently than the US military?

(A) They specifically requested their regiment to join them in battle.
(B) They ensured that they were well taken care of after the war ended.
(C) They fought alongside them and honored their bravery.
(D) They had them unload cargo in their ports and dig their trenches.

Read the following sentences from the article.

1. Two days later, the French presented Johnson with the Croix de Guerre, their country's highest military decoration for bravery.
2. The French people had been fighting in the war since 1914, so they were grateful for the arrival of the African-American soldiers in late 1917.
3. They spent 191 days on the front line, more than any other American unit.
4. On February 17, 1919, New York welcomed home their heroes with a celebratory ticker-tape parade.

Which two sentences taken together provide the BEST evidence to support the idea that the 369th Infantry played an essential role in the war in France?

(A) 1 and 3
(B) 1 and 4
(C) 2 and 3
(D) 2 and 4
What fact from the article shows that, despite their success in World War I, African Americans were still not treated well upon returning home?

(A) Very few Americans showed up to the parade to honor them.
(B) The army refused to bury him in a National cemetery.
(C) They were given an offensive nickname.
(D) It took decades for the US to recognize Henry Johnson’s bravery.

What is one reason the author includes information about the 369th Infantry Regiment's band?

(A) to explain why the soldiers were nicknamed the Harlem Hellfighters
(B) to illustrate how blues and jazz became more popular in France
(C) to introduce another way the Harlem Hellfighters aided the war effort in France
(D) to emphasize the idea that music played an essential role in winning the war

Based on this article, what is an unanticipated consequence of war?

(A) changes in public perception at home
(B) the establishment of national heroes
(C) cultural exchange between countries
(D) innovations in communication and journalism

The author includes a description of Henry Johnson’s impressive bravery first. Why does the author choose to provide information next about WHY African-Americans struggled with the idea of supporting the war?

(A) to demonstrate how being in France during World War I changed the perspectives of many soldiers who fought
(B) to illustrate a connection between African-American soldiers fighting on the battlefield and the fight for civil rights in the United States.
(C) to provide context for the reasons that France presented Johnson with the Croix de Guerre after learning of his actions
(D) to introduce chronological events and news coverage in the United States following Johnson's actions on the battlefield
1. According to the article, what was the motivation for many of the African Americans who signed up to go to war?
   (A) They wanted to escape the discrimination they faced by white Americans at home.
   (B) They hoped to help form the first integrated regiment in the US military.
   (C) They believed they would be treated better by the European armies.
   (D) They thought it could help advance civil rights for African Americans in the US.

2. Read the following selection from the article.

   General John J. "Black Jack" Pershing, the leader of the American Expeditionary Forces (AEF), insisted that his soldiers remain together and led by U.S. commanders. But Pershing agreed to "loan" the 369th Infantry Regiment to the French army. The regiment consisted of two divisions — the 92nd and the 93rd — made up entirely of African-Americans.

   What conclusion is BEST supported by the selection above?
   (A) Pershing sent the 369th Infantry to France because he was unwilling to send white soldiers.
   (B) Pershing sent the 369th Infantry to France because he believed they were his best fighters.
   (C) Pershing went with the 369th Infantry to France so as to keep all his soldiers under his command.
   (D) Pershing went with the 369th Infantry to France to assign the divisions to French generals.

3. How did the French respond to the Harlem Hell-Fighters differently than the US military?
   (A) They specifically requested their regiment to join them in battle.
   (B) They ensured that they were well taken care of after the war ended.
   (C) They fought alongside them and honored their bravery.
   (D) They had them unload cargo in their ports and dig their trenches.

4. Read the following sentences from the article.

   1. Two days later, the French presented Johnson with the Croix de Guerre, their country's highest military decoration for bravery.
   2. The French people had been fighting in the war since 1914, so they were grateful for the arrival of the African-American soldiers in late 1917.
   3. They spent 191 days on the front line, more than any other American unit.
   4. On February 17, 1919, New York welcomed home their heroes with a celebratory ticker-tape parade.

   Which two sentences taken together provide the BEST evidence to support the idea that the 369th Infantry played an essential role in the war in France?
   (A) 1 and 3
   (B) 1 and 4
   (C) 2 and 3
   (D) 2 and 4
5. What fact from the article shows that, despite their success in World War I, African Americans were still not treated well upon returning home?
   
   (A) Very few Americans showed up to the parade to honor them.
   (B) The army refused to bury him in a National cemetery.
   (C) They were given an offensive nickname.
   (D) It took decades for the US to recognize Henry Johnson's bravery.

6. What is one reason the author includes information about the 369th Infantry Regiment's band?
   
   (A) to explain why the soldiers were nicknamed the Harlem Hellfighters
   (B) to illustrate how blues and jazz became more popular in France
   (C) to introduce another way the Harlem Hellfighters aided the war effort in France
   (D) to emphasize the idea that music played an essential role in winning the war

7. Based on this article, what is an unanticipated consequence of war?
   
   (A) changes in public perception at home
   (B) the establishment of national heroes
   (C) cultural exchange between countries
   (D) innovations in communication and journalism

8. The author includes a description of Henry Johnson's impressive bravery first. Why does the author choose to provide information next about WHY African-Americans struggled with the idea of supporting the war?
   
   (A) to demonstrate how being in France during World War I changed the perspectives of many soldiers who fought
   (B) to illustrate a connection between African-American soldiers fighting on the battlefield and the fight for civil rights in the United States.
   (C) to provide context for the reasons that France presented Johnson with the Croix de Guerre after learning of his actions
   (D) to introduce chronological events and news coverage in the United States following Johnson's actions on the battlefield
Buffalo Soldiers: A fight for freedom

By Dave Bieri, National Parks Service on 01.29.20
Word Count 1,169
Level MAX

While the story of the Buffalo Soldiers is one of the most fascinating chapters in the history of the Guadalupe Mountains, it is also the most tragic. Immediately following the Civil War, the Guadalupe Mountains witnessed a clash of cultures as recently freed African-Americans serving in the U.S. Army engaged the Mescalero Apaches in an effort to bring about settlement of the West. It was a fight for freedom on both sides. The African-American soldiers known as the "Buffalo Soldiers" were fighting to obtain a freedom they had never known, while the Apaches were fighting to hold on to a freedom they had always had.

African-Americans fought and died with Washington's troops in the American Revolution, and again to repel the British invasion in the War of 1812. During the Civil War nearly 180,000 African-Americans served in the Union Army, with over 33,000 giving their lives for the Union and their freedom.

On July 28, 1866, after the conclusion of the Civil War, Congress provided legislation for African-Americans to serve in the regular peacetime military. Six segregated units were created, two cavalry (the 9th and 10th), and four infantry (the 39th, 39th, 40th and 41st). The infantry regiments were later consolidated into two units, the 24th and 25th. These black regiments were
all commanded by white officers, who often resented the duty.

Although the war against slavery was over, African-Americans were far from free. Post Civil War America offered few opportunities and little acceptance. The military provided $13 a month and a chance at building a new life in the aftermath of the war. Many young African-American men enlisted in the U.S. Army searching for freedom and an opportunity to make a decent living. What they found was more discrimination and persecution. Ironically, these men were put into service helping the Army to oppress a race of people who had always known freedom.

African-American regiments in the U.S. Army consistently received some of the worst duties the Army had to offer. For over two decades the 9th and 10th Cavalry campaigned on the Great Plains, along the Rio Grande, in New Mexico, West Texas, Arizona, Colorado, and the Dakotas. The indigenous people of the Great Plains described these dark-skinned, curly-haired warriors as the "Buffalo Soldiers," also referring to the fierce fighting spirit of the buffalo. The African-American soldiers accepted this title as a badge of honor, even incorporating it into the regimental crest of the 10th Cavalry.

The Buffalo Soldiers endured unimaginable hardships from the overwhelming heat of the desert to the subfreezing temperatures of winter on the plains. Disease resulting from unsanitary conditions and inadequate provisions claimed the lives of many African-American soldiers. They fought fierce indigenous tribes, Mexican revolutionaries, cattle thieves, and outlaws while constantly receiving inferior horses, supplies, and equipment. They endured long, arduous expeditions over some of the roughest terrain in the country, searching for water sources, and mapping unknown terrain. The only obstacles the Buffalo Soldiers could not overcome were those of prejudice and discrimination.

While black soldiers were fighting indigenous Americans in the West, African-American men, women, and children were still being lynched, segregated, and persecuted in the East. In the West, the Buffalo Soldiers were often viewed with hostility, even by the people of the frontier settlements that their regiments were protecting. This hostility often erupted in violence. Efforts at protecting settlements in hostile territory often went unrewarded and unappreciated.

In the late 1860s, the Guadalupe Mountains were one of the last strongholds of the Mescalero Apaches who had been fighting for nearly three centuries to preserve their lands and their way of life, first from the Spanish, later from the Mexicans, and now from the U.S. Army. The Army, in order to promote a "peaceful" settlement of the West, was engaged in subduing indigenous Americans and placing them on reservations within lands over which they once roamed freely. Lack of food and provisions often caused them to flee the reservations and once again take up raiding for food and equipment.
To the Buffalo Soldiers, the Apache proved to be a formidable enemy. Lieutenant Colonel George Crook of the 23rd Infantry stated: "The character of these Indians is such as might be expected under such surroundings. The constant struggle with adverse conditions, with hunger, with exposure to extremes of heat and cold, and to danger of every kind kills in infancy the weak and sickly children; only the strong, perfectly developed child survives. Consequently the adult Apache is an embodiment of physical endurance - lean, well proportioned, medium sized, with sinews like steel, insensible to hunger, fatigue, or physical pains."

Several skirmishes between the Buffalo Soldiers and the Mescalero Apaches took place in what is now Guadalupe Mountains National Park. The exact locations of the skirmishes are still debated by historians. Archeological surveys have told us that both the Buffalo Soldiers and the Mescaleros frequently camped around Pine Springs and nearby Choza Springs. In 1869, Colonel Edward Hatch ordered three separate expeditions from Fort Davis against the Mescalero Apaches in the Guadalupes. Expeditions to the Guadalupe Mountains were long and arduous. The terrain was extremely rugged and water and food were in short supply. Many patrols through the Guadalupes were in fact just mapping expeditions to locate water sources. Later, in the late 1870's Fort Davis established a sub post at Pine Springs.

In 1879, a Warm Springs Apache named Victorio fled the reservation in southeastern New Mexico with a number of his followers. Numerous bloody conflicts with settlers on both sides of the U.S.-Mexican border ensued. On August 6, 1880, the last skirmish between the Buffalo Soldiers and Victorio's warriors occurred at Rattlesnake Springs, located about 40 miles south of the Guadalupe Mountains. The 10th Cavalry, under the command of Colonel Benjamin H. Grierson, traveled 65 miles in about 21 hours to beat Victorio to this critical water source. Victorio and approximately 60 warriors were ambushed as they attempted to gain water from the spring. Ultimately Victorio escaped into Mexico, where he was later killed by Mexican troops. Not long after Victorio's death the last free Apaches surrendered, and the Indian Wars in West Texas came to an end.

While enduring unimaginable hardships and racial prejudice, the Buffalo Soldiers proved to be competent soldiers and invaluable to the U.S. Army. These African-American regiments spent over 25 years engaged in fighting indigenous Americans, mapping unexplored lands, and opening the West for settlement. Unfortunately, the Buffalo Soldiers received little recognition for their service on the frontier. While over 400 veterans of the Indian Wars received Congressional Medals of Honor, only 18 African-American enlisted men received the award despite being on the forefront of the fighting throughout the quarter century long conflict.

Black regiments later served in the Spanish-American War, World War I, World War II and the Korean War. In the mid-1950s the Army desegregated the last of the all-black units.
Quiz

1 The following evidence was gathered to support the argument that the "Buffalo Soldiers" were as persecuted as the indigenous people they were charged with restraining.

1. The African-American soldiers known as the "Buffalo Soldiers" were fighting to obtain a freedom they had never known, while the Apaches were fighting to hold on to a freedom they had always had.
2. Ironically, these men were put into service helping the Army to oppress a race of people who had always known freedom.
3. The Army, in order to promote a "peaceful" settlement of the West, was engaged in subduing indigenous Americans and placing them on reservations within lands over which they once roamed freely.

What additional piece of evidence helps create the MOST COMPLETE argument that the "Buffalo Soldiers" were as persecuted as the indigenous people they were charged with subduing?

(A) Immediately following the Civil War, the Guadalupe Mountains witnessed a clash of cultures as recently freed African-Americans serving in the U.S. Army engaged the Mescalero Apaches in an effort to bring about settlement of the West.

(B) While black soldiers were fighting indigenous Americans in the West, African-American men, women, and children were still being lynched, segregated, and persecuted in the East.

(C) Not long after Victorio's death the last free Apaches surrendered, and the Indian Wars in West Texas came to an end.

(D) These African-American regiments spent over 25 years engaged in fighting indigenous Americans, mapping unexplored lands, and opening the West for settlement.

2 Read the list of selections from the article.

1. Many young African-American men enlisted in the U.S. Army searching for freedom and an opportunity to make a decent living. What they found was more discrimination and persecution.
2. African-American regiments in the U.S. Army consistently received some of the worst duties the Army had to offer.
3. Efforts at protecting settlements in hostile territory often went unrewarded and unappreciated.
4. While over 400 veterans of the Indian Wars received Congressional Medals of Honor, only 18 African-American enlisted men received the award despite being on the forefront of the fighting throughout the quarter century long conflict.

Which two selections taken together provide the BEST evidence to support the idea that the "Buffalo Soldiers" were never justly celebrated for their sacrifices for settling the American West?

(A) 1 and 2

(B) 2 and 3

(C) 1 and 4

(D) 3 and 4
Read this list of words and phrases from the article.

1. unimaginable hardships
2. endured long, arduous expedition
3. roughest terrain
4. erupted in violence

How do these words and phrases contribute to the tone the author develops in the article?

(A) They convey a sense of the accomplishment and pride felt by the "Buffalo Soldiers."
(B) They convey a sense of excitement and danger about the challenges of the "Buffalo Soldiers."
(C) They convey a sense of concern and anxiety that the "Buffalo Soldiers" were poorly prepared.
(D) They convey a sense of the struggle and unpredictability the "Buffalo Soldiers" had to overcome.

Read the following paragraph.

*To the Buffalo Soldiers, the Apache proved to be a formidable enemy. Lt. Col. George Crook of the 23rd Infantry stated: "The character of these Indians is such as might be expected under such surroundings. The constant struggle with adverse conditions, with hunger, with exposure to extremes of heat and cold, and to danger of every kind kills in infancy the weak and sickly children; only the strong, perfectly developed child survives. Consequently the adult Apache is an embodiment of physical endurance -- lean, well proportioned, medium sized, with sinews like steel, insensible to hunger, fatigue, or physical pains."*

Which phrase from the text helps explain what "embodiment" means?

(A) constant struggle
(B) weak and sickly
(C) perfectly developed
(D) well proportioned
The following evidence was gathered to support the argument that the "Buffalo Soldiers" were as persecuted as the indigenous people they were charged with restraining.

1. The African-American soldiers known as the "Buffalo Soldiers" were fighting to obtain a freedom they had never known, while the Apaches were fighting to hold on to a freedom they had always had.
2. Ironically, these men were put into service helping the Army to oppress a race of people who had always known freedom.
3. The Army, in order to promote a "peaceful" settlement of the West, was engaged in subduing indigenous Americans and placing them on reservations within lands over which they once roamed freely.

What additional piece of evidence helps create the MOST COMPLETE argument that the "Buffalo Soldiers" were as persecuted as the indigenous people they were charged with subduing?

(A) Immediately following the Civil War, the Guadalupe Mountains witnessed a clash of cultures as recently freed African-Americans serving in the U.S. Army engaged the Mescalero Apaches in an effort to bring about settlement of the West.

(B) While black soldiers were fighting indigenous Americans in the West, African-American men, women, and children were still being lynched, segregated, and persecuted in the East.

(C) Not long after Victorio's death the last free Apaches surrendered, and the Indian Wars in West Texas came to an end.

(D) These African-American regiments spent over 25 years engaged in fighting indigenous Americans, mapping unexplored lands, and opening the West for settlement.

Read the list of selections from the article.

1. Many young African-American men enlisted in the U.S. Army searching for freedom and an opportunity to make a decent living. What they found was more discrimination and persecution.
2. African-American regiments in the U.S. Army consistently received some of the worst duties the Army had to offer.
3. Efforts at protecting settlements in hostile territory often went unrewarded and unappreciated.
4. While over 400 veterans of the Indian Wars received Congressional Medals of Honor, only 18 African-American enlisted men received the award despite being on the forefront of the fighting throughout the quarter century long conflict.

Which two selections taken together provide the BEST evidence to support the idea that the "Buffalo Soldiers" were never justly celebrated for their sacrifices for settling the American West?

(A) 1 and 2

(B) 2 and 3

(C) 1 and 4

(D) 3 and 4
Read this list of words and phrases from the article.

1. unimaginable hardships
2. endured long, arduous expedition
3. roughest terrain
4. erupted in violence

How do these words and phrases contribute to the tone the author develops in the article?

(A) They convey a sense of the accomplishment and pride felt by the "Buffalo Soldiers."

(B) They convey a sense of excitement and danger about the challenges of the "Buffalo Soldiers."

(C) They convey a sense of concern and anxiety that the "Buffalo Soldiers" were poorly prepared.

(D) They convey a sense of the struggle and unpredictability the "Buffalo Soldiers" had to overcome.

4

Read the following paragraph.

To the Buffalo Soldiers, the Apache proved to be a formidable enemy. Lt. Col. George Crook of the 23rd Infantry stated: "The character of these Indians is such as might be expected under such surroundings. The constant struggle with adverse conditions, with hunger, with exposure to extremes of heat and cold, and to danger of every kind kills in infancy the weak and sickly children; only the strong, perfectly developed child survives. Consequently the adult Apache is an embodiment of physical endurance -- lean, well proportioned, medium sized, with sinews like steel, insensible to hunger, fatigue, or physical pains."

Which phrase from the text helps explain what "embodiment" means?

(A) constant struggle

(B) weak and sickly

(C) perfectly developed

(D) well proportioned
World War I (1914-1918), also known at the time as the "war to end all wars," was one of the largest wars in the world's history. It involved 70 million military personnel and claimed the lives of 16 million people, including civilians.

The war began when Archduke Franz Ferdinand of the Austro-Hungarian Empire was assassinated on June 28, 1914, by a revolutionary group called Mlada Bosna, or "Young Bosnia." The group fought to create a nation that was separate from Austria-Hungary by unifying Bosnia-Herzegovina with Serbia. This country would also include Montenegro, North Macedonia, Kosovo and parts of Croatia.

The war involved several countries which formed the Central Powers and the Allied Powers. They were divided as follows:

Although the Treaty of Versailles formally ended the war in 1919, other treaties were signed in the following years. One important peace agreement was the Treaty of Lausanne in 1923, which ended conflict in Turkey and helped establish the country as its own republic.
The map below shows how the borders were drawn before and after World War I.
Answer Key