



Heroines Quilt: Girls of WWI



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Girls of World War I

In 2016, the Girl Museum Heroines Quilt focused on the Girls of World War I. In this exhibition, you will learn how the Great War impacted girls around the world. This is not a story about winners or losers. This is a story about girls and their experiences: work, fashion, fun, and family.

Use this education guide to interact with the exhibit and gain a deeper understanding of how the war impacted girls at national and local levels.

Activities in this guide are aligned to U.S. educational standards and designed to be used by students and teachers as school lessons or enrichment opportunities.



Discussion Questions

Students can answer the following questions on their own or discuss in groups.

1. Before viewing the exhibition, discuss what you think life was like for girls WWI.
2. After viewing the exhibition, discuss what you feel was the biggest change that girls faced in this era.
3. What are your thoughts on fashion being used as propaganda to persuade women to join the armed forces?
4. In the music section, click on the "morale" tab and listen to the three songs listed. Discuss the messages and emotions sent by the songs.
5. How did WWI change the role of women in the workforce?
6. How were girls in different parts of the world affected by the war? Use the exhibit to learn about girls from different countries.

Activity: Analyze & Create Propaganda

Objective

Students will learn to analyze propaganda and create their own using effective slogans and images. They will tie in creativity while meeting Social Studies C3 standards and ELA Common Core standards. (U.S.)

Standards Addressed

CCR.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCR.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCR.W.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCR.W.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.

Use this lesson to interpret primary sources and allow students to express their creativity.

Materials

- Paper
- Markers or colored pencils
- WWI Propaganda (printed or digital)

Learning to Analyze

1. Introduce students to the topic.

Ask students to take out a sheet of paper and write down an advertisement that has influenced them to do something. Give an example to get them thinking. Ask volunteers to share with the class. Ask why they think the advertisement had this effect. Introduce the idea that the United States and other governments used these same ideas to create advertisements that would help with funding and gathering supplies for World War I.

2. Discuss types of propaganda. Explain that propaganda involves a call to action, it tells the audience to do something.

- Fear – Involves a threat, often using a scary image.
- Flag Waving – Appeals to patriotism. It may use patriotic phrases or colors.
- Bandwagon – “Everyone else is doing it.”

3. Model the analysis process.

Show propaganda posters to students as printed posters or on a screen. A great resource for finding posters is www.wwipropaganda.com. Analyze your first propaganda image for the class. Explain its message and which type it is. Ask a student volunteer to analyze the next images and discuss its effectiveness together. Continue working as a group this way until you go through all of the images.

Creating WWI Propaganda

1. Provide topic ideas and materials.

Give students topic ideas for their posters. Topics might include: joining the military, planting a garden, rationing food, women joining the workforce, or purchasing war bonds. Give each student two pieces of paper and writing/coloring supplies.

2. Rough drafts.

Now, each student should use one piece of paper to brainstorm ideas on the back and sketch out their rough draft on the front. Their poster should include pictures and words. Remind them that the slogan should be a strong call to action. The rough draft should just be a quick pencil drawing with little detail so as to not use too much time.

3. Final products.

Using the second sheet of paper, students should create their final draft of their propaganda poster. Color and detail should be used to create an effective message.

4. Discuss and display.

When students are finished, have each present their poster to the class. Then, display their hard work in any way you like!



For an extra challenge, ask students to create a propaganda poster for a modern day issue.

A Day in the Life

What was life like as a girl in WWI?

Take a trip back in time by learning about what a day would be like in our exhibit. Write a diary entry or letter to share your thoughts.

Instructions

Research what life was like for girls in this time period. Use the exhibition and other online resources to learn more about daily life. Using what you have learned, write a diary entry or letter to a loved one to tell about your day and share your thoughts. Remember to include details.

Questions to Consider

These prompts may help in your research and writing:

- What did you wear?
- What did you eat?
- Did you get to play?
- Did you have work to do?
- Were you able to go to school?
- How did you feel?
- Who did you spend the day with?
- How was today different or the same as other days?
- What is something you are looking forward to tomorrow or in the future?



<http://www.reminisce.com>

Standards Met

D2.His.3.6-8 Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

D2.His.16.3-5 Use evidence to develop a claim about the past.

D3.4.3-5 Use evidence to develop claims in response to compelling questions.

CCR.W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCR.W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCR.W.6-8.7 Conduct short research projects to answer a question, drawing on several sources

CCR.W.6-8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Girls in WWI Exhibition Quiz

After exploring the exhibition, take this quiz to see how much you have learned!

Instructions

Read each question carefully and choose the best answer.

Teachers, find the answer key upside down on the last page of this guide. You can also have students take this quiz online by visiting our website, clicking on “Learn” and then “Girl Quiz” (URL: <http://www.girlmuseum.org/learn/girl-quiz-2/>).

1. **Who promoted the idea that women should be "sitting and knitting" supplies for soldiers?**
 - a. Queen Marie Antoinette
 - b. Queen Mary
 - c. Queen Victoria

2. **Where were toy Steiff Bears made?**
 - a. England
 - b. Peru
 - c. Germany

3. **What type of fabric did Coco Chanel use for fashion designs throughout the war?**
 - a. Jersey
 - b. Wool
 - c. Polyester

4. **What did Lena Ashwell say was good for men fighting in the war?**
 - a. Music
 - b. Tomato Soup
 - c. Chess Games

5. **How many British nurses were decorated for their service to the nation?**
 - a. 45
 - b. Over 200
 - c. Zero

Girl Museum

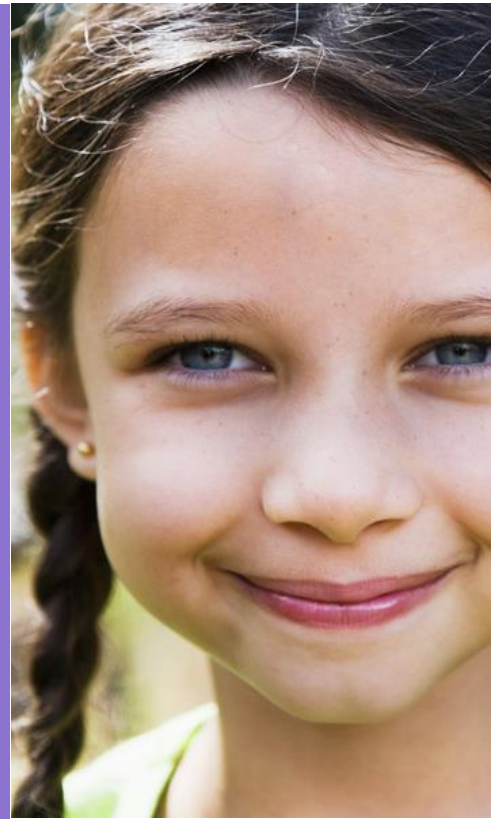
We are the first and only online museum about girlhood.

We exhibit, educate, and raise awareness about the unique experience of being born and growing up female around the world in the past and present.

As a community of passionate and creative individuals, we acknowledge and advocate for girls as forces for collective responsibility and change in the global context, not as victims and consumers.

We are a 501(c)3 non-profit educational organization.

Learn more and get involved at www.GirlMuseum.org



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Paper Doll

Paper dolls were popular toys for girls in WWI. Cut out this doll and decorate her clothes in WWI styles!

