

Kansas Historical Society Lesson Plans

High School United States History

What Was the Role of the Kansas National Guard in World War I?

Overview:

Since territorial days the Kansas National Guard has been called upon to help Kansans in time of need but also to defend our nation. This lesson focuses on the role the Kansas National Guard played in World War I from recruitment to training, from action in Europe including the time as part of the Army of Occupation, to their return. The lesson is based on primary sources: 12 photographs taken by Captain James Clark Hughes and 12 excerpts from *My Story of the 130th F. A., A. E. F.* by Captain William P. MacLean. Both officers were from Topeka and in the 130th Field Artillery Brigade of the Kansas National Guard and later part of the American Expeditionary Force's 35th Division. Students will use primary sources (photographs and excerpts from an autobiography) along with secondary sources to answer the compelling question "What was the role of the Kansas National Guard in World War I?"

This lesson can stand alone although it is designed as a companion piece to a special exhibit "Captured: The Extraordinary Adventures of Colonel James C. Hughes" at the Kansas Museum of History, Topeka. The exhibit honors all men and women who have served our nation and includes Hughes' World War I photographs, diary excerpts from his days as a Japanese Prisoner of War, and artifacts from the collection of the Kansas Historical Society. The exhibit will run through May 21, 2018.

Kansas History, Government and Social Studies Standards:

Standard # 3 Societies are shaped by beliefs, ideas, and diversity.

- Benchmark 3.1: The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.

Class/Course Expectations

Kansas High School United States History Era: World War I and the Roaring '20s

- Ideas: causes of World War I, war strategies, and technological developments, home front during war
- People/roles: Kansas National Guard, John J. Pershing
- Places/Institutions: France
- Events: World War I

Social Studies Skills/Effective Practices

History

- Ask historic questions
- Analyze and interpret a variety of texts and media
- Identify the relevance of particular sources to a particular inquiry
- Collect, organize, categorize, and construct understanding of relevant information for a particular event

Kansas Historical Society Lesson Plans

General Skills

- Read closely and comprehend, analyze and interpret discipline specific text
- Make a sophisticated claim and support their position using evidence and argument
- Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly.

Kansas College and Career Ready Standards:

- **RH.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9:** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **WHST.2 (a-f):** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- **WHST.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question), or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **SL.1:** Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly.

Compelling Question: What was the role of the Kansas National Guard in World War I?

Lesson Plan

This activity uses the following materials:

Secondary sources:

- Student Handout #1: **Two Kansas Guardsmen Who Recorded History**
- Student Handout #2: **Kansas National Guard and World War I**
- Teacher Resource #1: **Partial History of the Kansas National Guard thru World War 1 Timeline**
- Teacher Resources #2: **Military Vocabulary and Military organization for the United States Army**

Primary sources:

- Twelve **Captain MacLean's excerpts** from his autobiography, *My Story of the 130th F. A., A. E. F.* Complete document available at Missouri Digital History <http://cdm.sos.mo.gov/cdm/ref/collection/wwiuh/id/5416>
- Twelve **Captain Hughes' photos** taken at Camp Doniphan, Oklahoma and in France and along the Western Front during the Army of Occupation. Numerous Hughes' photos and

Kansas Historical Society Lesson Plans

artifacts are on kansasmemory.org. The entire set of Hughes' World War I photos will be posted in 2017.

Preparation

1. Prepare copies of the Student Handouts for each student. If you prefer to use the electronic versions of the primary sources [MacLean's excerpts and Hughes' photographs] they are found in the PowerPoint: **Kansas National Guard in World War I**, www.kshs.org/19590. The NARA photo analysis sheet is the last slide. This can also be obtained at www.archives.gov/files/education/lessons/worksheets/photo_analysis_worksheet.pdf
2. If you are using a paper copy of the handouts it would be helpful to use a document viewer or other method of projecting the photos and excerpts for all to see during the presentations.
3. Post the compelling question.

Providing Background

4. Introduce the lesson by asking if any of the students have first-hand knowledge of the Kansas National Guard? If so give them a brief opportunity to tell about the training and assignments the Guard has today.
5. Introduce both James C. Hughes and William P. MacLean, members of the Kansas National Guard 130th Field Artillery from Topeka, by distributing copies Student Handout #1: **Two Kansas Guardsmen Who Recorded History**. Provide time for students to read the article and then distribute Student Handout #2: **Kansas National Guard and World War I**. This handout provides an overview of the role the Kansas National Guard played in the war.
 - a. Let the students know that if they are having problems with military jargon or sequencing of events in the war, you have some additional information that might help clarify some questions.
 - b. Have copies of Teacher Resource #1— **Partial History of the Kansas National Guard 1916-World War I** and Teacher Resource #2--**Military Vocabulary** available in case there is a need.

Analyzing Primary Sources

6. Once the students have completed the background information explain that this lesson is based on two types of primary sources: **Captain Hughes' photographs** and **Captain MacLean's excerpts** from his autobiography. Each student will be responsible for presenting one primary source either a photograph or an excerpt from the autobiography to the rest of the class.
7. Each student will analyze the primary source they received.
 - a. Those receiving photographs will use the **NARA Photo Analysis** sheet designed by the National Archives and Records Administration (NARA). For those receiving MacLean's excerpts the questions to help with analyzation are included on each page.
 - b. Provide time for the students to use these materials and carefully study his/her excerpt or photograph.

Kansas Historical Society Lesson Plans

Presentation

8. Each student will then be responsible for presenting his/her primary source information to the rest of the class. The primary source itself will be projected as the student presents.
 - a. Each student will tell what information he/she has learned and what questions might have arisen that still have not been answered.
 - b. All students should take notes throughout the entire presentation. These may be used to answer the compelling question as the final assessment.
 - c. As the excerpts are being presented someone with one of Hughes' photos might see a relationship between the picture and the excerpt. Project that photo and let the student tell about the photo and explain the connection to the excerpt.
 - d. Then move on to the next excerpt. Not all excerpts will have a companion picture, and vice-versa.
9. Once all the excerpts have been explained finish with the remaining photos.

Assessment

10. For the assessment portion of the lesson the students will answer the compelling question, "What was the role of the Kansas National Guard in World War I?" by writing a short report clearly based on facts presented during the lesson.

Resources

Kansas Historical Society Lesson Plans

Student Handout #1 Two Kansas Guardsmen Who Recorded History

James Clark Hughes and William P. MacLean were both members of the Kansas National Guard, 130th Field Artillery (F.A.) stationed in Topeka in the early 1900s. Their civilian life was much like that of any modern day National Guard member. Both men, along with the rest of the 130th Field Artillery, were federalized in 1917 during the Mexican Expedition in response to the conflict with Mexico. The 130th Field Artillery was stationed at Eagle Pass, Texas to defend the town from possible attack by Pancho Villa.

James C. Hughes

Hughes was born in 1888 and raised in Topeka. After high school, he enlisted in the Kansas National Guard and also attended Kansas State Agricultural College (Kansas State University) in Manhattan. During his year and half at the college, he was a member of the Reserve Officers Training Corps and captain of the rifle team. Upon returning to Topeka, Hughes married and began a family while working for the Topeka Telephone Company and continuing in the Guard. By 1917, he had risen to the rank of captain. He purchased an autographic camera which allowed him to make notations of one side of the negative without exposing the image. It was this camera that he took with him to record both his training in Oklahoma and the places he saw in Europe during his time with the Army of Occupation.

William P. MacLean

MacLean was born in Pennsylvania in 1887. After completing college in Ohio he moved to Topeka as the director of physical education with the Topeka Public Schools. It was at that time that he joined the Kansas National Guard. MacLean and his wife had two children. By 1917, MacLean was a captain of the 130th Field Artillery when the KNG was federalized and sent to Texas as part of the Mexican Expedition. Shortly upon return from the Mexican Expedition, the 130th Field Artillery was federalized again, this time becoming part of the 35th Division and eventually being sent to Europe during World War I.

World War I

Long before the Mexican Expedition on June 28, 1914, a Serbian nationalist assassinated the heir apparent to the Austro-Hungarian throne, Archduke Franz Ferdinand, and his wife. This incident triggered war among European nations bound by alliances. The United States tried to remain neutral. Great Britain and the other Allied nations needed American goods and supplies. German submarines patrolled the Atlantic Ocean torpedoing merchant ships in attempts to starve the Allies. The sinking of American ships contributed to the United States entry into the war.

On April 6, 1917, President Woodrow Wilson asked Congress for a declaration of war against Germany. The Kansas National Guard was once again federalized and assigned to the newly formed 35th Division of the U. S. Army. MacLean actively recruited Kansans from Lawrence, Topeka, and Pittsburg to fill the 130th Field Artillery Batteries A, B, C, and D. MacLean led Battery A and Hughes led Battery C to Camp Doniphan, Oklahoma for training. Both men also attended the Officers School of Fire at nearby Fort Sill while stationed at Camp Doniphan. There were 9,000 Kansan and 14,000 Missourian National Guardsmen in this new division.

Kansas Historical Society Lesson Plans

Intensive training was needed for both the recruits and their officers before they would be ready to go to France. It took a year for the draft to build and place a large army in France. Eventually the war effort included three million U.S. soldiers, including Captains Hughes and MacLean. The 35th Division continued their training while in Europe and ultimately participated in the decisive battle of Meuse-Argonne.

After the war ended, the 35th Division including both Hughes and MacLean spent seven months in Europe as part of the Army of Occupation. Eventually most of the men from the Kansas National Guard, including MacLean, returned home to their civilian lives. He remained in the reserves and continued his community work. Governor Henry Allen appointed him as Superintendent of the Boys' Industrial School. The school held approximately three hundred boys, ages 8 to 16, who for one reason or another had been assigned to this correctional institution. During his years there MacLean made many positive changes in the lives of the boys. He brought about improvement in the housing and other buildings at the school. In 1920 MacLean wrote an autobiography, *My Story of the 130th F. A., A. E. F.* to record the history and accomplishments of the 130th Field Artillery from the Mexican Expedition to the end of World War I. In 1922, Major MacLean was promoted to the State Commander of the Kansas American Legion. The next year, MacLean and his family left Kansas and established a school for boys in Oshkosh, Wisconsin.

The time in the Army of Occupation gave Hughes time to practice his photography skills. Most of the 400 photographs he took in Europe are from this time period between November 1918 and June 1919, when he finally returned to the States. During that time Hughes had decided to join the regular Army. In July, 1920 he was officially assigned to the regular U. S. Army. From that point on he made the Army his career. Much of his time between wars was spent training and recruiting men for the army reserves. By 1941, Lieutenant Colonel Hughes, his wife and four children were stationed at Fort Bragg, North Carolina. In October of that year he was sent to the Philippines to help secure the area against possible Japanese aggression. From December 8, 1941 to April 9, 1942, the troops fought the Japanese who had invaded the islands. Unfortunately Hughes, along with nearly 75,000 American and Filipino soldiers, became Japanese prisoners in Bataan. During the next 41 months he was held in six prisoner of war camps before being released in 1944. Hughes retired from the Army in 1948.

Kansas Historical Society Lesson Plans

Student Handout #2 Kansas National Guard and World War I

When the United States first declared war the Kansas National Guard was redrafted for service August 5, 1917. The officers, including Captains Hughes and MacLean, began to recruit men from Lawrence, Kansas City, and Pittsburg to organize a full regiment of field artillery. The new recruits joined Battery A, which grew into the 130th Field Artillery Brigade. Captain MacLean continued as the head of Battery A in Topeka and Lieutenant Hughes was assigned to Battery C with recruits from the Pittsburg area. The 130th Field Artillery Brigade was assigned to new 35th Division consisting of 9,000 Kansas National Guardsmen and 14,000 Missouri National Guardsmen. Today the 35th Division is headquartered at Fort Leavenworth. The 130th Field Artillery Brigade is currently headquartered in Manhattan.

Camp Doniphan, Oklahoma, was established to train and integrate National Guard units for service in the U.S. Army. Located adjacent to Fort Sill, it specialized in artillery training. The 130th arrived in July 1917 with the first recruits. Troop training occurred over the next 10 months at Camp Doniphan. During this time the batteries were changed from light to heavy Field Artillery and increased in size from 190 men to 220. Officers, including Hughes and MacLean, also attended the School of Fire for Field Artillery at Fort Sill. Because Hughes had taken his camera to Camp Doniphan there is a pictorial record of some of the training.

On May 9, 1918, the 130th boarded trains for Hoboken, New Jersey, the port of embarkation. On June 1, 1918, the 130th Field Artillery arrived in Liverpool, England. On June 9, the troops landed at Le Havre, France, and moved inland to the town of St. Sylvain. The soldiers of the 130th Field Artillery received additional instruction in the use of French 155mm guns at Coëtquidan, between July 13 and July 30, 1918. After that the 130th was constantly on the move, stopping in a different town almost daily before engaging in the Battle of Meuse-Argonne on September 26, 1918. This would be the final major Allied offensive in the war. The battle line stretched across the entire Western Front and lasted until the Armistice on November 11, 1918. It was the largest and deadliest battle in United States military history. More than 26,000 American soldiers died.

The 35th Division spent seven months in Europe after the war ended as part of the army of occupation. During this time Hughes was able to practice his photography skills as well. Most of the 400 photographs he took in Europe are from this time period between November 1918 and spring 1919. Hughes began steps to join the regular army during this time and did not return to the states with the national guard members. Captain MacLean and most of the 35th Division left France April 13, 1919, on the *U.S.S. Mobile*, reaching the U.S. on April 23. Captain Hughes returned July 31 with the 13th Field Artillery, 4th Division.

Kansas Historical Society Lesson Plans

Teacher Resource #1 Partial History of the Kansas National Guard 1916-World War I

1916—The National Defense Act was passed guaranteeing the state militias' status as the Army's primary reserve force and requiring all states to rename their militia "National Guard".

- The 2nd Infantry Regiment of the Kansas Volunteer Militia was mustered into federal service in June 1916 along with 158,000 other guardsmen for duty guarding the Mexican border. The Kansas group saw no action during their five months at Eagle Pass, Texas.

1917-1919—World War I.

- The U.S. declared war on Germany in the spring of 1917. National Guard units made up 40% of the combat strength of the American Expeditionary Force. Three of the first five U.S. Army divisions to enter combat were from the National Guard. In August 1917, the Kansas 2nd Infantry Regiment joined other Kansas regiments and were assigned to the U.S. Army 35th Division. They saw duty in France and participated in the Meuse-Argonne offensive.

1917

- April 6—Congress authorized a declaration of war against Germany.
- May 18—Congress passes the Selective Service Act authorizing the draft.
- July 3—The first wave of American Expeditionary Force lands in France.
- August 5—The 130th Field Artillery Kansas National Guard was federalized as President Wilson called out all organizations for federal service in the war. Kansas and Missouri National Guard groups became part of the newly organized 35th Infantry Division.
- October 1—The 130th Field Artillery, along with the other regiments of the 35th Division, was stationed at Camp Doniphan, OK for intensive training.
- November—The 130th Field Artillery is changed from light to heavy Field Artillery and the size of the battery is increased.

1918

- May 9—The 130th Field Artillery left Camp Doniphan on a special train bound for the port of embarkation.
- May 19—The 130th F.A. boarded His Majesty's Steamship Ceramic at Hoboken, N. J. The convoy consisted of fourteen vessels carrying 25,000 troops. The Ceramic had 2,500 men and officers on board.
- May 31—The ships landed at Liverpool, England and the soldiers boarded trains to Romsey, south of London.
- June 6—The 130th marched under full pack to Southampton for immediate departure to France. However, they were not scheduled to cross that night, so they marched back to Romsey and then the next day returned to Southampton.
- June 8—The 130th F.A. boarded the British Channel steamer "Mona Queen" and crossed the English Channel landing at LaHavre, France (provisional capital of Belgium).

Kansas Historical Society Lesson Plans

- June 11—The 130th F.A. arrived in Angers and began intensive training in preparation for battle.
- July 13—The troops, harnesses and horses for the entire regiment, eight big guns, caissons, and personal equipment move to Camp Coëtquidan for final artillery training.
- August 26—One year from the time the 130th F.A. started training at Fort Sill, they were coming into the battle.
- September 1—The 35th Division units were relieved by the 6th Division infantry.
- September 22—The 130th Field Artillery returned to the battle, climbing mud covered hillsides. The French plow horses purchased to pull the guns were exhausted. Eighty to ninety men took over the task of hauling the heavy engines into position.
- September 24—A member of F battery, 130th F. A. became their first casualty.
- September 26-November 11—Meuse-Argonne Offensive.
- September 27-30—The 35th had tremendous loss of officers and were sent into the frontline of a continuing battle. In an advanced over six miles they suffered 6,312 casualties.
- October 1—The 35th division was relieved from duty after penetrating farther in three days than any other division engaged in the Argonne campaign.
- November 9-10—Kaiser Wilhelm abdicates, ending all German hope for a victory.
- November 11 at 11:00 a.m.—Armistice is signed between Germany and the Allies.
- November 17—The 130th Field Artillery pulled down and took up their billets in the demolished village of Sommedieu. Their guns were left at the railhead at Dugny. Rumor was that they would join the Army of Occupation enforcing the terms of the armistice and protecting the leaders at the Paris Peace conference.
- December 4—Woodrow Wilson sets sail for the Paris Peace conference.

1919

- March 14—Captain William MacLean and the 130th Field Artillery completed the duties of the Army of Occupation and began the trip across the Atlantic to Hoboken, New Jersey.
- July 18—Captain Hughes and the U.S. Army 4th Division left Europe and arrived in New York, July 31.

*Information from History of the National Guard and 130th Field Artillery Regiment Kansas Army National Guard", fourth edition 1879-2010. Supplemented with information from *My Story of the 130th F. A., A. E. F.* by W. P. MacLean and the Curriculum Vitae of James Clark Hughes.

Kansas Historical Society Lesson Plans

Teacher Resource #2 Military Vocabulary

American Expeditionary Forces (A.E.F.) The name applied to American troops sent to France during World War I. Major General John Pershing commanded the forces which numbered over one million with more than half on the front lines.

Army of Occupation An army sent to occupy and control the territory of a conquered enemy.

Federalized—By law the president of the United States can call up national guard members to help in a time of crisis.

Field Artillery (F.A.) refers to heavy guns that are designed to destroy enemy trenches and artillery batteries (groups of guns) along with communication lines. Two types of artillery were used in World War I, the light field artillery which could be pulled by horses, and the heavier guns such as howitzers that were moved by tractors and set up on platforms on the ground.

155mm Howitzer is a gun capable of firing a 100 pound shell to a maximum range of 13.7 miles with an estimated accuracy life of 1,500 rounds. The Kansas National Guard men were trained on using these guns in France.

Army Hierarchy

- Field Army in wartime two or more corps may be combined and commanded by a general.
- Army corps is composed of two to seven different divisions and has 50,000 to 300,000 troops commanded by a lieutenant general. This is the largest regular army formation although in wartime two or more corps may be combined to form a field army commanded by a general.
- Division is made up of two or more brigades with 7,000 to 22,000 troops and is commanded by a major general. A division has all the arms and services needed to make it independent.
- Brigade is formed by several battalions; it has 2,000 to 8,000 troops and is commanded by a brigadier general or a colonel. Sometimes a brigade is referred to as a regiment. A combat brigade usually has infantry, armor, artillery, and reconnaissance units.
- Battalion is made of two or more companies, 400 to 1200 troops and commanded by a lieutenant colonel.
- Company is made of two or more platoons with 100 to 250 soldiers commanded by a captain or major.
- Platoon is made of three or four squads with 20 to 50 soldiers commanded by a lieutenant.
- Squad refers to the smallest unit which has seven to 14 men and is led by a sergeant.

Ranks of U.S. Army Officers

Five-star General
Four-Star General
Lieutenant General
Major General
Brigadier General
Colonel
Lieutenant Colonel
Major
Captain
First Lieutenant
Second Lieutenant

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #1

"When the United States first declared war Kansas began to organize a full regiment of field artillery. Battery A was part of this regiment, or rather the rest of the regiment was added to Battery A, and thus grew up the 130th Field Artillery. . . .I had something to do with the raising and organizing of every other unit in the regiment except F battery of Wichita. Early in the game, I was sent to Pittsburg, Kansas where I helped raise the 2nd battalion of the regiment, consisting of C and D Batteries. To do this a great deal of work was necessary. We had parades and special patriotic programs in which school children and all the people of the city assisted and backed me up."

My Story of the 130th Field Artillery, William P. MacLean, page 3

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about life in Kansas at the time this was occurring?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #2

"Hard work was begun at once. The day would begin with reveille and physical exercises before daylight and would continue with foot drill, gun drill, hikes, and school until late evening. We had a good regiment and felt it was the best that could be gotten together. The spirit and loyalty and desire to serve was very high. The men all liked their officers, and everybody liked the commanding officer, Col. Hugh Means. The work was hard and climate very undesirable on account of the continuous high winds and suffocating dust storms, but everyone was happy to be finally in the service of his country and headed for the big scrap. . .

. . . During our stay at Camp Doniphan we fired away hundreds of thousands of dollars worth of shells and dug miles of trenches, gun emplacements and dugouts."

My Story of the 130th Field Artillery, William P. MacLean, page 5

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about life in the 130th Field Artillery at the time this was occurring?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #3

"An artillery contest was being arranged in which each battery was to enter one gun with its team of six horses, drivers, and cannoneers. The object of the contest was to start out with the horses unharnessed and the gun parked. At a given signal the contestants began to harness their horses. After harnessing and hitching they raced several hundred yards, halted, unlimbered, went into action and fired a shot. The first gun to fire a shot was declared the winner."

My Story of the 130th Field Artillery, William P. MacLean, page 6

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about life in the 130th Field Artillery at the time this was occurring?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #4

".....we were so anxious to get to France no matter who commanded us that we were all happy after months of waiting and disappointment and rumors and drilling and firing in the dust and dirt of Oklahoma (sometimes the dust storms would be so thick that one truly could not see his hand before his face) to leave Camp Doniphan on the afternoon of May 9th on a special train bound for the port of embarkation...We went up around through Canada, Niagara Falls and back through Buffalo to Weehawken. We kept up our study and officers' school even while on the train.

...On Saturday, May the 18th, we boarded His Majesty's steamship Ceramic at Hoboken, N.J. On the 19th we set sail from Hoboken, slid out past the Goddess of Liberty and into the open sea. There were fourteen vessels carrying some 25,000 troops in our convoy. This was the largest convoy of troops that had sailed up to that time. We had about 2,500 men and officers on our boat, we were sorry to see beloved America slipping away for some of us never to reappear but glad, glad after all of our trials and struggles and heart-aches and fears to be at last embarked upon the wonderful adventures. Everybody was expecting to hear from the submarines before our sea voyage was over. We had one large warship in the convoy and several small submarine chasers besides this each transport was fitted with a 6-inch gun at her stern which was capable of giving any submarine a warm reception all by itself."

My Story of the 130th Field Artillery, William P. MacLean, page 18

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about the soldiers of the 130th Field Artillery at the time this was occurring?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #5

"F Battery of the third battalion received orders to move into position in the Vosges mountains August 26, 1918....The morning of the 26th we rolled packs, harnessed the horses to the guns and by ten o'clock were standing by our teams awaiting the order to mount and start on our long expected, first trip to the front. The camping place where we were located was in a mountain valley, well protected from German shells by a mountain which we must cross before reaching our gun positions on the opposite side. It was in crossing this mountain where our danger lay, as there were two miles of open road directly on top which the Germans took especial delight in shelling.

We spent the whole day climbing the MT [mountain] which consisted of a zig-zag road leading higher and higher. Long before we reached the top the horses began to play out on us. I dreaded a stop because it seemed we could never get the guns started again and it took all the men pushing and rolling on the wheels to get them started.

Just about dusk we reached the ledge of the open mountain top. Here it was thought best to wait until about nine o'clock before trying to cross the bald top of the MT. We were ordered to dismount and here we stood by our teams, listening to the dull boom of bursting shells fired by the Germans, at our tramway line which ran across the mountain to supply us with food etc. Here an ambulance passed us and the driver cheerfully told us that only twenty men had been killed that day in crossing this mountain top. The ambulance passed on and we stood there in the darkness, kidding each other about what was to happen. It seemed to me like I suppose it seemed to all men the first time nearing shell fire that the first shell was sure to hit dreadfully near to me. I had visions of a shrapnel shell exploding just at the proper place and spraying the whole road for two hundred yards with its deadly contents."

My Story of the 130th Field Artillery, William P. MacLean, page 61

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about the soldiers of the 130th Field Artillery at the time this was occurring?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #6

"At the conference the chief of staff read some orders that we had all read before. Gen. [General] Traub made a scholarly and quite impressive speech as to the seriousness of the business that we were in. He warned the officers to cure the dastardly habit of straggling by shooting a soldier who was seen to separate from his company and head the wrong way and ordered the officers to set out in front and lead their men. ...there was nothing of great interest to me because you couldn't get any of them to leave their organization on a bet. They had walked, carried their packs and pulled their guns about 200 miles since leaving the Vosges to get into this thing and there was no danger of any one straggling either in the 130th, or any other unit of the 35th, which was entirely a volunteer division."

My Story of the 130th Field Artillery, William P. MacLean, page 73

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about the MacLean's belief in the soldiers of the 130 th Field Artillery at this time?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #7

"The German 77's were throwing over a harassing fire that helped to make things unpleasant. The night time was made hideous with the bursting of shells and the sounding of gas alarms. Lt. [Lieutenant] Major and Corp. [Corporal] Van Ness were the Battalion gas officers and they were always on the job. Lt. Chas. [Charles] Robinson was Regimental gas officer. When a shell burst near, one of these gas school experts would sniff the air and give the alarm, Klaxon horns all through the woods would take it up, the dread cry of gas would leap from throat to throat and we would all put on our gas masks and try to carry on our business as usual but for my part it never worked. I could never do anything in a gas mask and I will frankly admit I was afraid of gas."

My Story of the 130th Field Artillery, William P. MacLean, page 74

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about MacLean at this time?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #8

"In an advance of over six miles the Thirty-fifth had suffered 6,312 casualties. Nearly half of its infantry was dead on the field or in hospital. The other half was in a coma from fatigue. Every rod gained had been won by fighting against fire as baffling as it was powerful. To say that the Thirty-fifth fought for five days as a division is hardly doing it justice. A division may be said to be fighting when only one brigade is in line while the other is resting. All the men of the Thirty-fifth were fighting. There were soldiers who did not have five hours sleep in that period of unbroken battle strain in the midst of the dead and dying. Only the powerful physique of the men, with their store of reserve energy which they drew on to the last fraction, enabled them to bear it as long as they did."

My Story of the 130th Field Artillery, William P. MacLean, page 82

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about the 35th Division at this time?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #9

"All the artillery was now up to support the troops being re-formed for another attack at daybreak, which was preceded by a counter-attack of the enemy which was promptly repulsed. More open spaces than yesterday must be crossed in full view of the enfilading batteries, particularly those firing from the west bank of the Aire. Ground was gained all along the front: ground important for the terrible day's work that was to follow. While the wounded, suffering from exposure, were walking back or being carried back across the shelled fields and along the shelled roads, the survivors must spend the night in leaving nothing undone to insure the success of the next morning's attack, which was to capitalize every atom of vitality remaining in this hard-driven division. Again the men were short of regular rations; and the fresh beef and vegetables which were again forced upon them could not be cooked. It was raw fighting, indeed, on raw meat and raw potatoes which was expected of the Thirty-fifth. Incidentally the divisional transport was short fourteen hundred horses."

My Story of the 130th Field Artillery, William P. MacLean, page 81

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about the condition of the 35th at this time?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #10

35th and 89th Division World War I Unit Histories

MISSING AND UNACCOUNTED FOR—NONE

Brewer, John H., Pvt. Hd. Det. 60th F. A. Brigade

Buried Nov. 2, '18, at Sommedieu, Dept. of the Meuse, Military Cemetery. Grave marked by cross. One identification tag buried with body and fastened to cross.

Burman, Eddie J., Pvt. Co. M, 139th Inf.

Buried Nov. 8 '18, at Ancemont, Dept. of the Meuse, Military Cemetery at Gas Hospital No. 3, Grave No. 26, Sec. #, marked by cross. One identification tag buried with body and one fastened to cross.

Opdyke, Ted, Pvt. Hq. Co, 139th Inf.

Buried Oct. 2, '18, at Varennes, Dept. of the Meuse, 1 kilometer on road leading north, at top of hill. No official cemetery; single grave; marked by cross. One identification tag buried with body and one fastened to cross. Grave about 25 ft. to right of road.

My Story of the 130th Field Artillery, William P. MacLean, page 183

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about the treatment of the dead?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #11

"The city of Verdun itself was surrounded by a wall and entered through gates—Its chief protection was a citadel capable of housing, in absolute safety from the heaviest shells, some 10,000 people---It had bake shops, wine shops, street cars and everything that would go to make up a city on the earth's surface. The city itself once a beautiful flourishing place of 75,000 was a wreck—Not a building was untouched. Most of them were absolutely demolished. The big municipal theatre had holes in its walls that an airplane could easily fly through. One church had lost its steeple and a most beautiful cathedral, St. Marquerites, was practically in ruins. I would like to describe St. Marguerites but I cannot. This sorely wounded but still beautiful mother looking down upon and grieving for the ruined city below."

My Story of the 130th Field Artillery, William P. MacLean, page 128

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you about portions of France at this time?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Captain MacLean's Excerpt #12

"Our colors were decorated at Camp Pontnezen in a very beautiful ceremony one Sunday morning. We got credit for the Vosges sector, reserve at St. Mihiel, Argonne offensive Sept. 25th, Oct. 3rd, Sommedieu sector, Argonne offensive, Nov. 9, 10, and 11. We had supported three divisions, our own 35th, the 1st, and the 81st.

On April 13th we sailed in the Mobile which had formerly been the Hamburg liner, Cleveland, for the United States.

Just before departure we were each handed one of these from the C. of C.

G. H. Q.

AMERICAN EXPEDITIONARY FORCES,

General Orders, No. 38-A

FRANCE

Feb. 28, 1919

MY FELLOW SOLDIERS:

Now that your service with the American Expeditionary Forces is about to terminate, I cannot let you go without a personal word. At the call to arms, the patriotic young manhood of America eagerly responded and became the formidable army whose decisive victories testify to its efficiency and its valor. With the support of the nation firmly united to defend the cause of liberty, our army has executed the will of the people with resolute purpose. Our democracy has been tested, and the forces of autocracy have been defeated. To the glory of the citizen-soldier, our troops have faithfully fulfilled their trust, and in a succession of brilliant offensives have overcome the menace to our civilization.

As an individual, your part in the world war has been an important one in the sum total of our achievements. Whether keeping lonely vigil in the trenches, or gallantly storming the enemy's stronghold; whether enduring monotonous drudgery at the rear, or sustaining the fighting line at the front, each has bravely and efficiently played his part. By willing sacrifice of personal rights; by cheerful endurance of hardship and privation; by vigor, strength and indomitable will, made effective by thorough organization and cordial co-operation, you inspired the war-worn Allies with new life and turned the tide of threatened defeat into overwhelming victory. . .

. . . It is with pride in our success that I extend to you my sincere thanks for your splendid service to the army and to the nation.

Faithfully,

JOHN J. PERSHING, Commander-in-Chief"

My Story of the 130th Field Artillery, William P. MacLean, pages 148-149

1. List three things MacLean said that you think are important:
2. What does this excerpt tell you?
3. Write a question to MacLean that you would like to have answered about this excerpt.

Kansas Historical Society Lesson Plans

Photo #1--Battery A, Topeka, Kansas



Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #2--Battery C, Typhoid Shots, Topeka, Kansas



Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #3--Battery D, Calisthenics, Camp Doniphan, Oklahoma



Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #4--Captain Hughes in a gas mask, Camp Doniphan, Oklahoma



Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #5--Tractor pulling 150 mm Howitzer, Camp Doniphan, Oklahoma

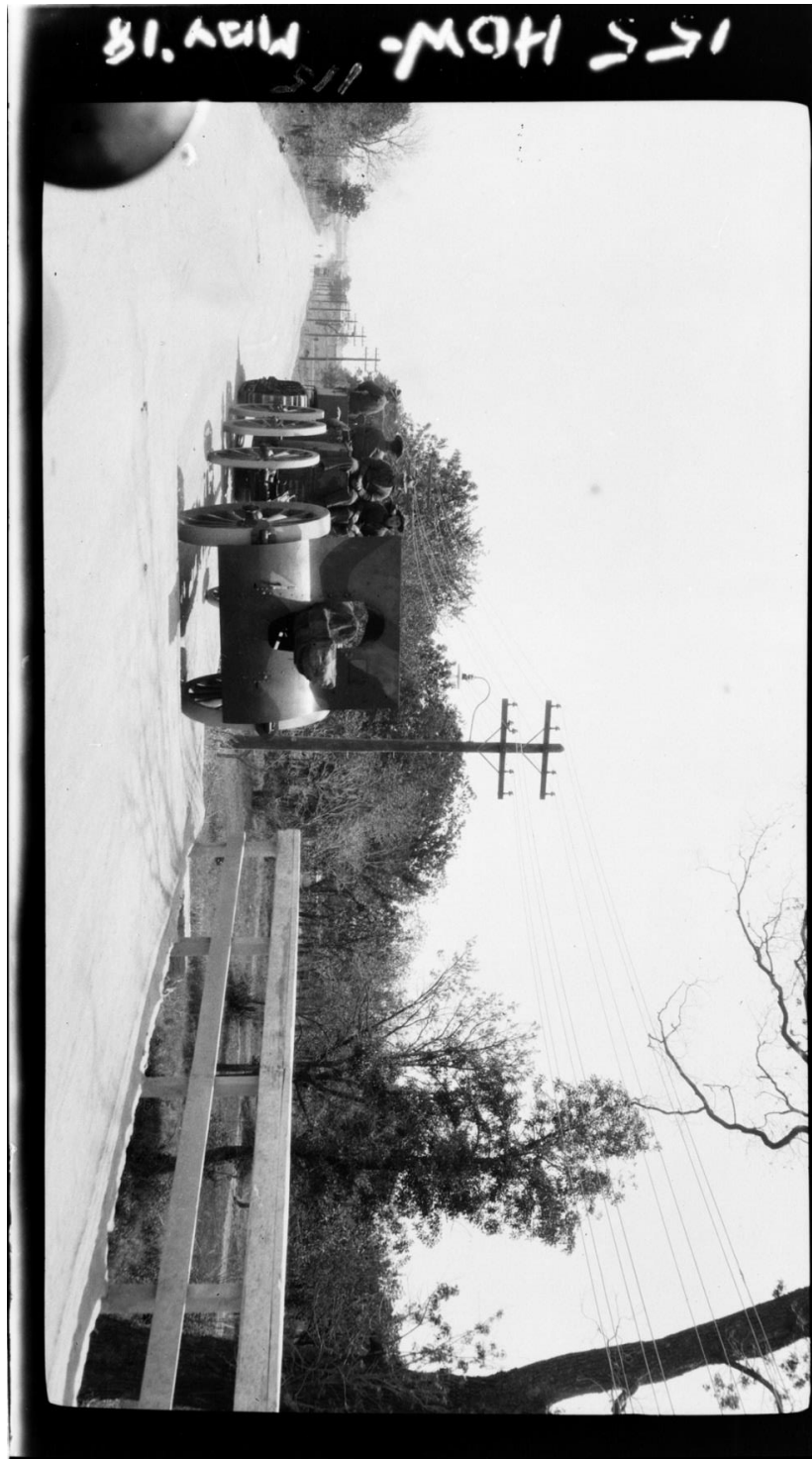


Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #6--10 Ton Holt in 210 Shell hole near Sommedieue, France



Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #7--American grave, Nevrilly, France



Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #8--Shattered factory, Northern France



Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #9--German Howitzer Emplacement, Les Eparges, France



Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #10--Cases and Shells, Fridos, France

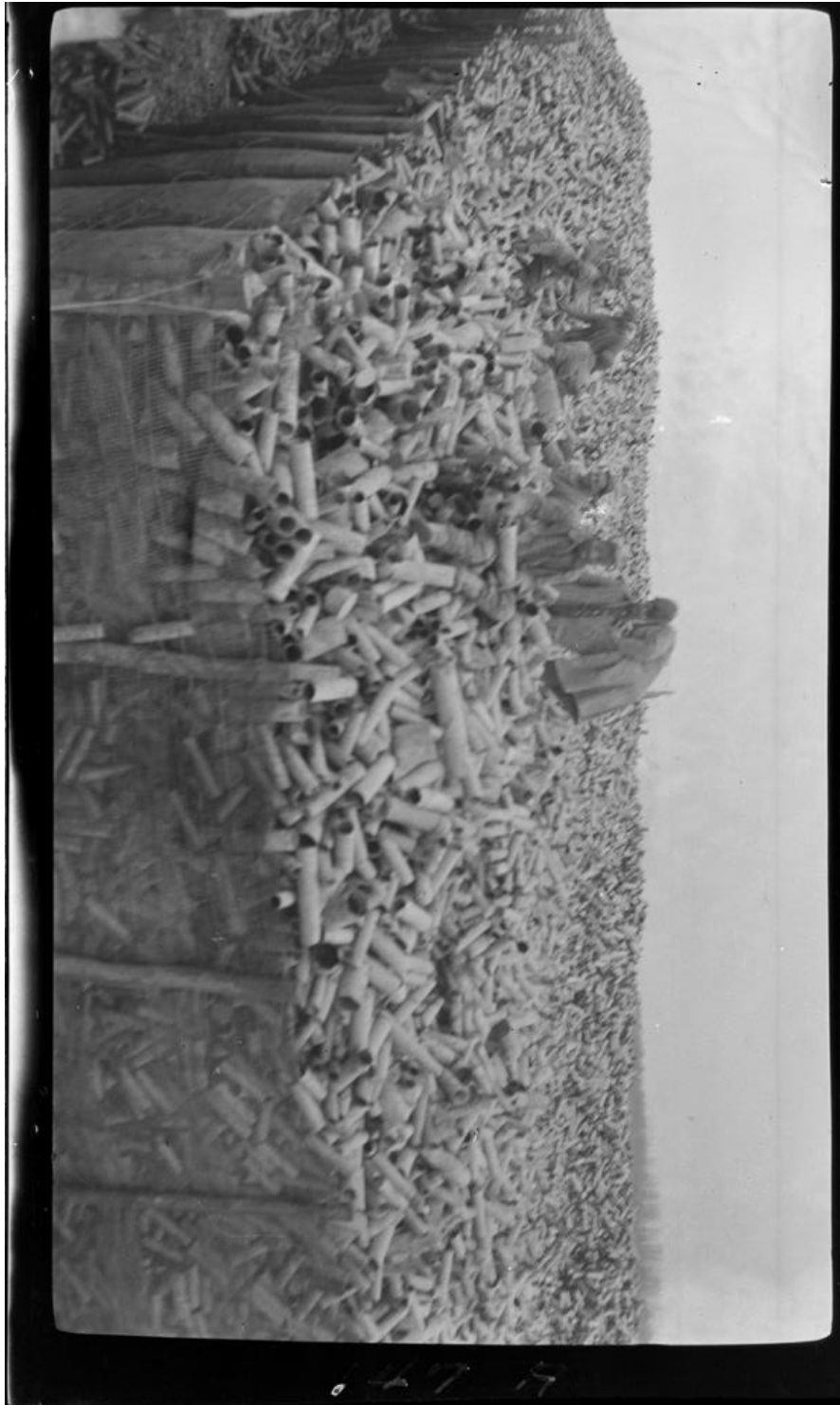


Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #11--Aviation Field, Le Valdabon, France

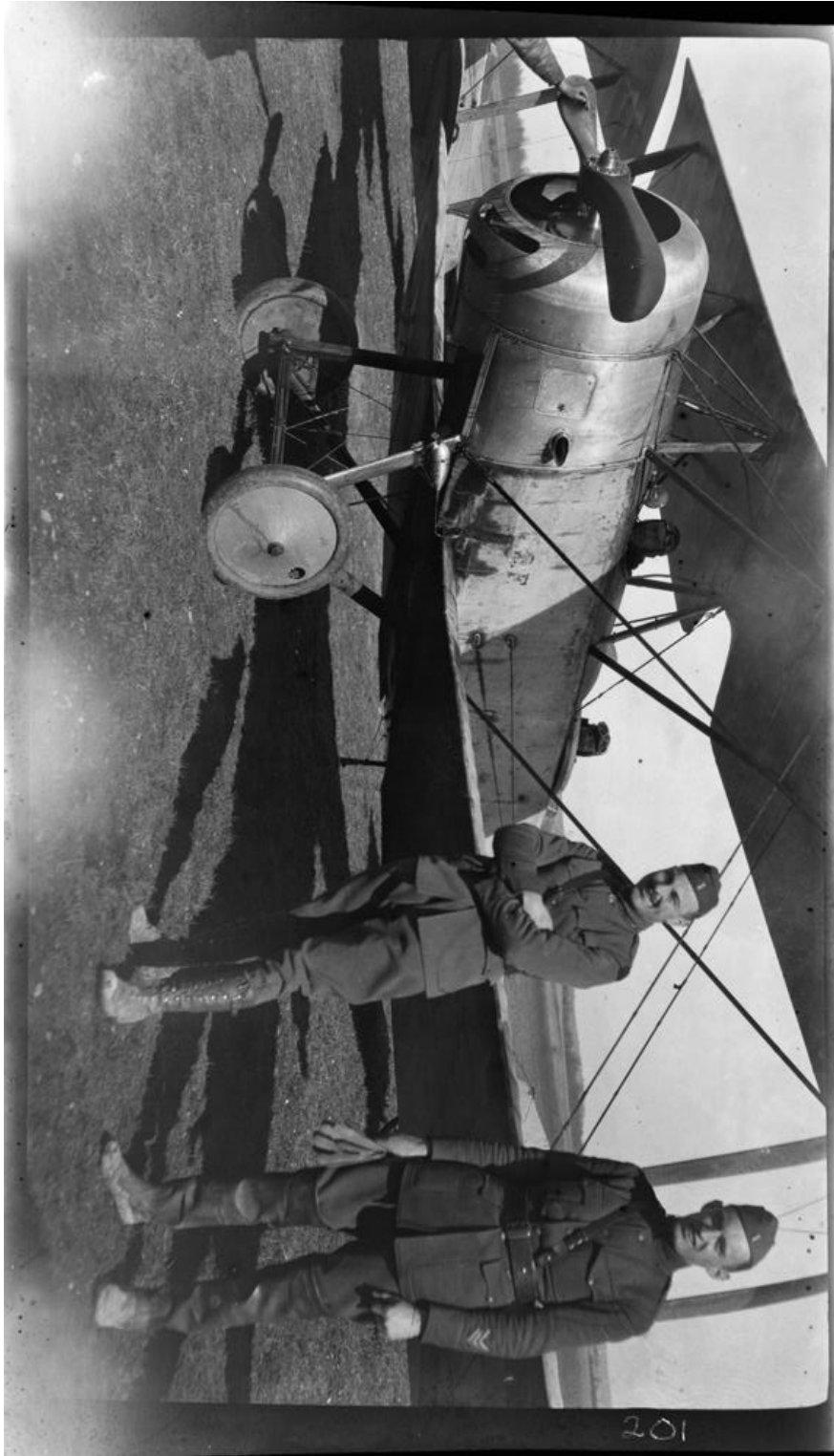


Photo by Captain James C. Hughes, 130th Field Artillery, 35th Division

Kansas Historical Society Lesson Plans

Photo #12 by Captain James C. Hughes, 4th Division,
Goddess of Liberty, NYC Harbor

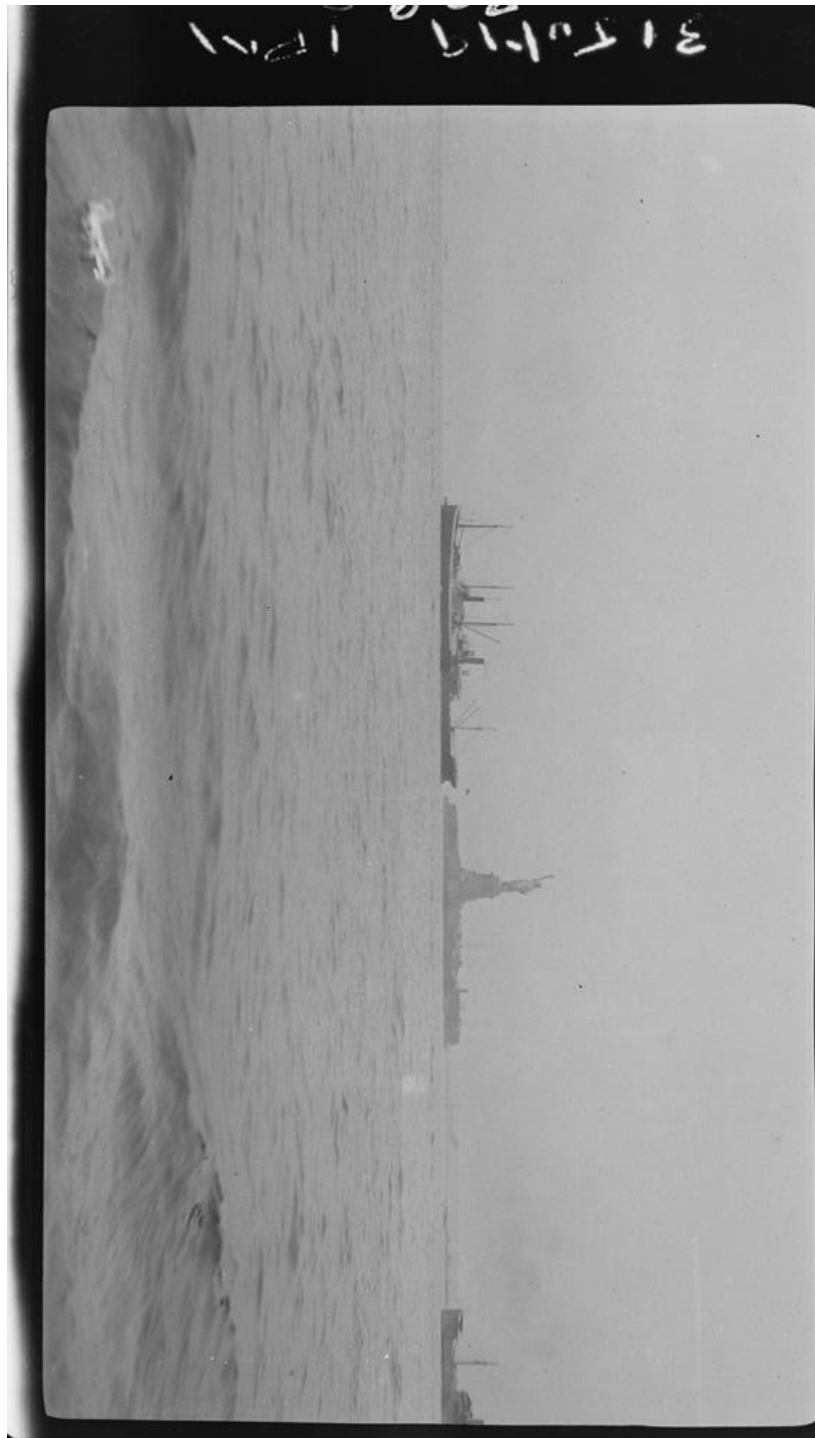


Photo by Captain James C. Hughes
13th Field Artillery, 4th Division

Kansas Historical Society Lesson Plan

Reset Form	Photo Analysis Worksheet	Print Form																																																
Step 1. Observation																																																		
<p>A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.</p>																																																		
<p>B. Use the chart below to list people, objects, and activities in the photograph.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">People</th> <th style="width: 33%;">Objects</th> <th style="width: 33%;">Activities</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>			People	Objects	Activities																																													
People	Objects	Activities																																																
Step 2. Inference																																																		
		Limit response for each question to 5 lines of text																																																
<p>Based on what you have observed above, list three things you might infer from this photograph.</p>																																																		
Step 3. Questions																																																		
<p>A. What questions does this photograph raise in your mind?</p>																																																		
<p>B. Where could you find answers to them?</p>																																																		

Reset Form

Designed and developed by the
Education Staff, National Archives and Records Administration

Print Form