

7

Wisconsin and the Civil War

Activity 7.2: Comparing Recruiting Posters

Teacher Materials

Preparation/Organization Prepare enough copies of Student Pages 1–4 for each student to have his or her own copy. You will also need your own copies of these pages to use as transparencies. This is an excellent opportunity for students to work in pairs, but they can also work as a whole class, in small groups, or individually. Students may work under your direct supervision or on their own.

Procedure

1. With the whole class, discuss the fact that governments need to recruit people to join the military. Remind students that today we see such ads frequently on television or on billboards, and that these advertisements urge men and women to sign up for military service. Ask students to describe some of these ads, giving them time to discuss how the ads try to persuade people that joining the military would be a good idea.
2. Help students understand that during the Civil War modern communications—such as television, radio, and the internet—had not yet been invented. Instead, putting up advertising posters throughout the community was one way to attract people’s attention and convince them to join the military.
3. Tell students that in this activity they will examine two different posters and try to determine to whom the posters were trying to appeal. Explain that students will do this by completing charts and making comparisons.
4. Display transparencies of the two posters (Student Pages 1–2). Work through the posters with students, making sure they understand that on Student Page 2 there is a translation of the original, German-language poster.
5. Have students begin to answer the questions on their charts (Student Pages 3–4). Put into effect your chosen classroom organization, either directing students through the activity or allowing them to work on their own, in small groups, in pairs, or individually. One recommended way of working is to begin with a supervised activity and then, as students seem to grasp what they are to do, gradually release responsibility.
6. When students have finished with their charts, discuss their responses with them. Make a point of showing students precisely where to find the relevant pieces of information on the posters. If necessary, guide students through the inferences needed in order to form the appropriate answers.

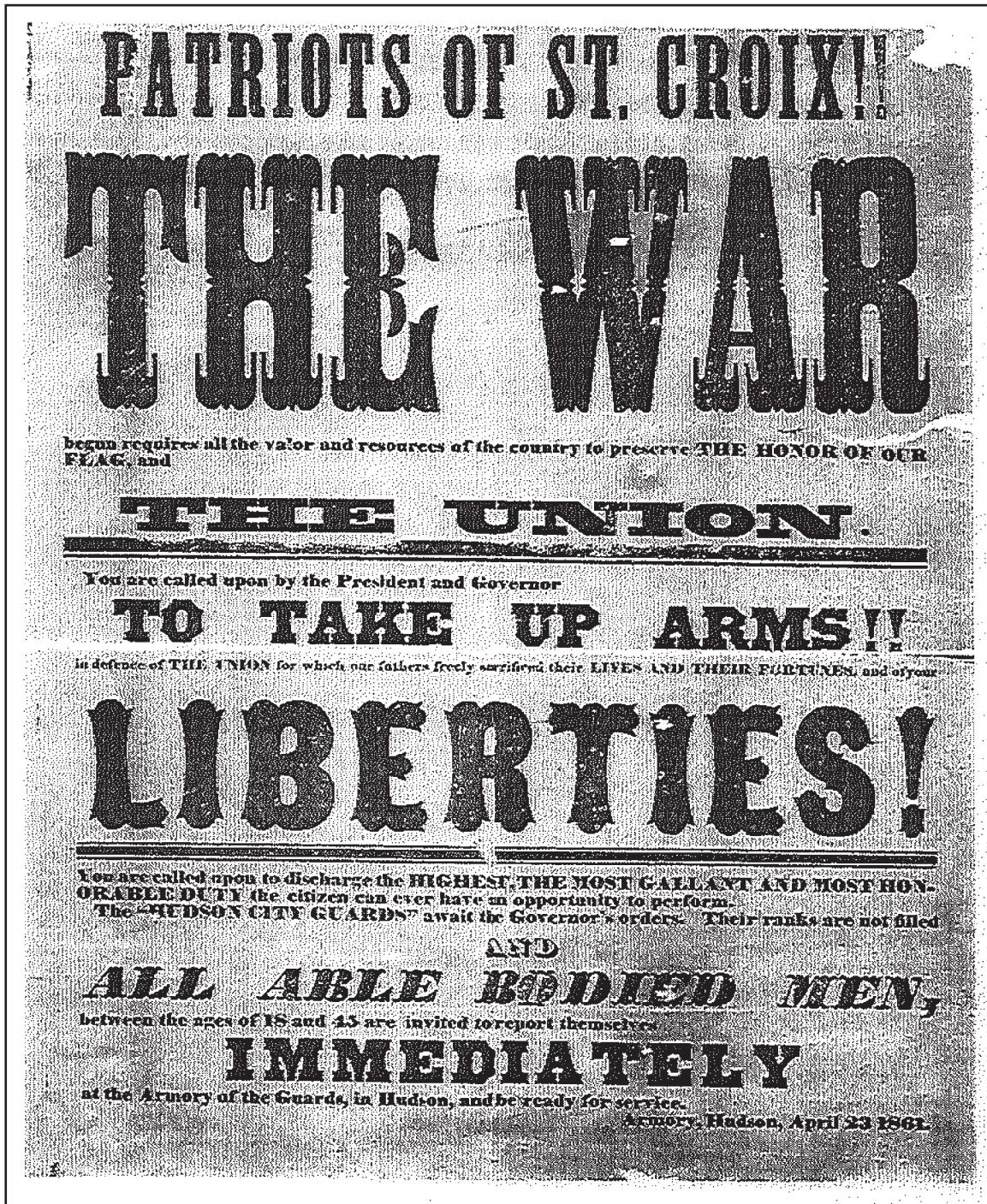
Answers

1. Poster 1: "Patriots" of St. Croix County.
Poster 2: German-born or German-speaking men.
2. Poster 1: St. Croix County (Hudson, WI).
Poster 2: Milwaukee, WI.
3. Poster 1: THE WAR; LIBERTIES; The Union; Take Up Arms.
Poster 2: Eagle picture; 26th Regiment, Wisc. Volunteers.
4. Poster 1: Patriotism; defense of country.
Poster 2: Desire to be with others of similar backgrounds; possibly a need for money, since many immigrants were poor.
5. Poster 1: Preserve the honor of our flag; defend the Union for which fathers died; discharge the most gallant and honorable duty.
Poster 2: Earn \$402 for veterans or \$302 for new recruits; earn \$27 and a month's pay in advance; receive pay and board (room and meals) from day of recruitment.
6. Answers will vary; accept reasonable responses.
7. Answers will vary; accept reasonable responses.

Name _____ Date _____

Activity 7.2 Comparing Recruiting Posters

Poster 1



Name _____ Date _____

Poster 2

English Translation of
German Poster

Asking for Recruits
for the
26th Regiment
Wisconsin Volunteers!!

United States Bounty: \$402 for
veterans who are honorably discharged!
\$302 for new recruits!


27 dollars and a month's pay in advance will be paid when the
troops
are mustered into service. Pay and board begin on the day of
enlistment.

Every German should join this regiment.

Recruiting Office: Four doors above City
Hall, on East Water Street, 7th Ward, Milwaukee

Original German Poster

Rekruten Verlangt



26. Regiment
wisc. Volunteers!!

Der Staaten Bounty: \$402 für ehrenhaft
mit dem Dienst entlassene Veteranen!
\$302 für Neue Rekruten!

27 Dollars und eine Monats-Lohnung im Voraus werden
bezahlt, wenn die Mannschaft in den Dienst gemustert wird.
Lohnung und Beschäftigung beginnt vom Tage der Anwerbung.
**Jeder Deutscher sollte sich diesem Regi-
mente anschließen.**

Rekrutierungs-Office: Vier Thüren oberhalb der Stadt-
Halle, an Wassergasse, 7. Ward, Milwaukee.

Name _____ Date _____

Comparing the Posters

Question	Poster 1	Poster 2
1. To whom does the poster appeal?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. In what part of Wisconsin would someone be likely to see this poster?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. What words or pictures jump out at you?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Name _____ Date _____

Question	Poster 1	Poster 2
4. What makes this poster appeal to a possible recruit?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
5. What reasons does the poster give for joining the army?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
6. How are these posters alike?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
7. How are these posters different?	<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>