P is for Poppies: an Exploration of WWI

**Overview**

5th grade students will learn about World War I through the lens of gardening, plants, and foods. Using primary sources, students will investigate life on the home-front and in the trenches, how the Lusitania bombing drew the US into the war, American contributions to the war effort, food conservation and the US Food Administration, the symbolic significance of poppies at Flanders Field, and the Treaty of Versailles.

**Engaging Students**

Students will watch a short video overview of World War I, learn about the need for Americans to eat potatoes so other foods could be shipped to soldiers, and plant potatoes in the school garden or in a food grade bucket.

**Exploration**

Using primary source documents, students will divide into teams to explore the bombing of the Lusitania, American involvement in the war, life in the trenches, how Americans planted gardens and conserved food in order to feed U.S. troops and our starving Allies (the Entente), as well as the effects of the Treaty at Versailles. Groups of students will design and implement projects to demonstrate how food shipments to the troops were made possible without rationing because Americans grew produce locally; pledged to have Meatless Mondays and Wheatless Wednesdays; ate every scrap of leftover food; changed food habits and ate parts of plants not previously eaten; and wasted nothing, so wheat, meat, sugar and animal fat could be sent to soldiers overseas.

**Explanation**

Students will be able to articulate why the U.S. entered World War 1 and what contributions Americans made to the War effort, on and off the field, including the shared sacrifice of food conservation, growing gardens at home, and sending food to the U.S. and Allied troops. Students will re-create authentic “4 Minute Speeches” used by volunteers for the US Food Administration to convince neighbors to conserve food.

**Environmental Stewardship**

Students will apply what they learned to plant a remembrance garden OR carry out a project to reduce waste, re-use and recycle things, as Americans did during WWI.

---

**Grade 5**

**Standards**

SSSH8a

**Time**

(3) 60 min. sessions

**Supplies**

(per student)

- red corn or native poppy seeds
- seed or organic potatoes
- seeds for victory gardens (any)
- Internet- connected computer
- poem: “In Flanders’ Field” by John McCrae

(per class)

- garden, meadow or barren area
- trowels
- hoes or shovels
- gloves
- Where Poppies Grow: A World War I Companion by Linda Granfield

**Garden Connection**

Students will grow potatoes in a bucket to taste-test food conservation recipes, re-create a World War 1 Victory Garden, and plant poppies in remembrance of soldiers who died during the Great War.
Standards
Georgia Performance Standards
SS5H8 The student will describe U.S. involvement in World War I and post-World War I America
 a. Explain how German attacks on U.S. shipping during the war in Europe (1914 - 1917) ultimately led the U.S. to join
 the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S.
 contributions to the war, and the impact of the Treaty of Versailles in 1919.

Background Information
A PBS Teacher’s Guide to The Great War is available, including videos, maps, and handouts, summarized at this web site
http://www.pbs.org/greatwar/chapters/index.html
World War I in 6 minutes: https://www.youtube.com/watch?v=-3UjJ5kxiLI
Significant events of the Great War in a timeline with links: http://www.worldwar1.com/heritage/heritag2.htm

Teacher Preparation
• Arrange for online resources to be shared with students via Smartboard or Internet-connected computer with LCD
  projector, and for students to have access to computers for further research using primary sources.
• Determine where poppy gardens or meadows may be planted and make sure there are no underground utilities.
• Order poppy seeds in advance. (Poppies may be planted in fall or spring). Choose a variety that is native or at least non-
  invasive in your state.
• Identify a place where students can plant a Victory Garden. If no outdoor planting beds are available, potatoes can be
  planted in metal trash cans, 5 gallon food-grade plastic buckets, or burlap sacks (available from coffee roasters).
• Print copies of at least page 1 of Potato Possibilities booklet
• Print copies of directions for 4 Minute food conservation pledge speech by US Food Administration volunteers.
• Optional: print copies of the other booklets and fliers in the American Contributions to WW1 section of this lesson
• Divide students into small groups for research and projects.
• Print copies of P is for Poppies Project assignment page

PROCEDURES FOR LESSON ACTIVITIES
Day 1: in fall
Engaging Students
Show students a short video overview of World War I, from among the choices in the Teacher Background section, and
provide copies of the Potato Possibilities booklet distributed by the US Food Administration. Students will learn about the
need for Americans to eat potatoes so other foods could be shipped to soldiers, and plant potatoes in the school garden or
a container such as a 5 gallon food-grade bucket, metal trash can or burlap sack.
• Plant potatoes in the garden or in a container by making a bed of mulch or straw on top of some soil at the bottom of
  the bucket (or the bottom of a trench in the garden). Place small whole seed potatoes (or small whole organic
  potatoes, if seed potatoes are not available) on top of the mulch layer and pile more mulch and more soil on top.
  Bucket or garden will require 6 – 8 hours of sun each day. (Note: potatoes can also be planted from an organic potato
  that has been cut into pieces with two or three eyes each, but cut potatoes tend to rot and attract insects more than
  whole seed potatoes. If using the cut potato method, wait 24 hours after cutting to plant in ground, so cut surfaces
  can “cure” and be less vulnerable to insects. Non-organic potatoes do not work as well because most are treated
  with chemicals to inhibit sprouting).
• As seedlings emerge, wait until they are about 8” high and pile 6” more mulch and soil, burying the leaves and stem
  so only two inches remains above the hill. Repeat when the seedling grows 8” above the soil again. The third time the
  seedling grows about 8” above the soil, pile only straw around the plant.
• Wait 65- 80 days to tip the bucket on to a ground cloth or newspapers (or to dig in the garden) and harvest small new
  potatoes. Potatoes are typically planted in spring but for the school garden, planting in fall allows the same class to
  harvest their own crop. In the south, potatoes planted in August can be harvested before winter. Do not water for
  two weeks after vines die back from frost, which lets skins cure before harvesting. In many places further north,
  potatoes planted in fall can overwinter in the ground and be harvested before school is out for the summer. Cook
  potatoes for students to taste test, using one of the recipes from the Potato Possibilities booklet. Remember to
discard any green parts of the potatoes before cooking.
Day 2: any season

**Exploration**

Divide students into four or more teams to research the following aspects of the war. Each team should produce an exhibit, taste-testing, skit, or demonstration that educates classmates on their topic and is as interactive as possible. Pass out Project information sheets (included with this lesson).

**The Great War: Trenches and No Man’s Land**
- Show students video, photos and diagrams of trench warfare, as well as writings about trench gardens.
- Trench warfare and life: [http://www.infobarrel.com/World_War_1_Trench_Warfare__Life_In_The_Trenches](http://www.infobarrel.com/World_War_1_Trench_Warfare__Life_In_The_Trenches)
- German and French trenches in archival footage: [http://www.pbs.org/greatwar/chapters/ch1_trench.html](http://www.pbs.org/greatwar/chapters/ch1_trench.html)
- Based on the time soldiers had available to dig elaborate trenches and even grow trench gardens, students will infer that much of the war was a long stalemate that took place along stationary war fronts, with a barbed wire-strewn “no man’s land” in between the two sides.
- Encourage students to explore some aspect of trench life that interests them or sparks their curiosity (e.g. using cardboard boxes to create a life-sized above-ground model of a trench, planting a trench garden such as soldiers might have grown, calculating how many rats would be born in the trenches in one year, using string to outline the size of a trench based on actual diagrams, etc.) Note: it is not safe to dig a 7’ trench due to danger of collapse.

**The Sinking of the Lusitania as the Precipitating Event that Drew the U.S. into the War**
- Provide students with Internet access to primary source material so they can investigate the Lusitania, its cargo, passengers, accommodations, why it was bombed, by whom, how it affected the American role in the Great War.
  - Lusitania tour: [http://www.lusitania.net/tour.htm](http://www.lusitania.net/tour.htm)
  - Lusitania memorabilia: [http://www.lusitania.net/memorabilia.htm](http://www.lusitania.net/memorabilia.htm)
  - Lusitania timeline: [http://www.lusitania.net/Chronology.htm](http://www.lusitania.net/Chronology.htm)
- Deduce what passengers ate based on Lusitania menus; compare to healthy eating today; prepare a sample to taste-test.
- Recognize the bombing of the ship as the precipitating event that drew the US into the Great War.

**American Contribution to the Great War Effort**
- Provide students with Internet access to research the impact of American Expeditionary Forces fighting in Europe
- Provide students with Internet access or copies of primary source documents from the US Food Administration, including home instructions and pledge cards, so they can investigate primary sources to learn about:
  - Food Pledge Card and instructions: [http://libcudl.colorado.edu/wwi/pdf/i71764422.pdf](http://libcudl.colorado.edu/wwi/pdf/i71764422.pdf)
- Design and implement a project to demonstrate one aspect of how food shipments to the troops and Allies (Entente) were made possible without rationing because Americans grew produce locally; pledged to give up foods on Meatless Mondays and Wheatless Wednesdays; ate leftover food; changed eating habits and ate parts of plants not previously eaten; and wasted nothing so that wheat, meat, sugar and fat could be sent overseas.

**Treaty at Versailles and Aftermath**

Students will investigate the treaty to learn that it did not include Wilson’s 14 Points for a lasting peace, did include formation of the League of Nations, required Germany to apologize for being the main cause of the War and punished Germany by forcing it to pay reparations in cash, coal, livestock, ships, mines, trains, aspirin, farm equipment, land, vehicles, cables, etc.
• Ask students to reflect on whether it is better to remember something as unpleasant as the deaths of soldiers and the horrors of war, or to put it behind and go on with life? Do students think the nations that fought in the Great War remained at peace after the Treaty at Versailles was signed? Why or why not? (World War II began just over 20 years later. Germany cited harsh punishments after World War I as one of the reasons for war again). For more information on casualties during the Great War and on how the Treaties were carried out, or failed to be carried out, here is a summary:
• The Aftermath of the War:  http://www.historylearningsite.co.uk/treaty_of_versailles.htm

Explanation
The key ideas in this lesson are:
• After three years of war, American soldiers were drawn into The Great War by German attacks on ships
• Americans at home sacrificed for the war effort by limiting the types and quantities of things they ate so that meats, wheat, sugar and fats could be sent overseas to US soldiers and starving allied Entente troops
• Poppies are recognized as a symbol of keeping the faith with war dead, and to remember the horrors of war so history does not repeat itself.

4 Minute Food Pledge Speeches
Every student will give an authentic “4 Minute” speech to convince their neighbors to sign a food pledge. This campaign convinced people to conserve foods and eat an alternative diet so successfully that food rationing was not needed during World War 1. Students should incorporate the advice and directions from this US Food Administration booklet to write and deliver their speeches: http://libcudl.colorado.edu/wwi/pdf/i71764422.pdf

Day 3: fall or spring

Environmental Stewardship
Plant a Poppy Meadow in Remembrance of The Ultimate Sacrifice
Provide each group with a copy of the poem “In Flanders’ Fields” to read aloud, and a history of the poppy in signifying remembrance of dead soldiers and of the Great War.
• Handout: “In Flanders’ Fields”: http://www.cal-mum.com/poppy.htm
• Optional handout: The poppy as a symbol of remembrance: http://www.cal-mum.com/poppy.htm#Moina

Divide and share primary source documentation from the book: Where Poppies Grow: A World War 1 Companion
• Ask students to determine what is the “ultimate sacrifice” some soldiers make (death due to battle or disease)
• Invite students to explore more about poppies and try to figure out why they bloomed in battlefields of France and Belgium, among bodies of dead soldiers. (The seeds are distributed easily and grow where ground is disturbed).

Encourage students to research poppy plant needs, and to design and create a remembrance garden or meadow of red corn poppies. Poppy seeds are so small that it is useful to mix them with four parts sand before planting them. This helps distribute the seed so it does not end up all in one spot.

OR Make Poppy Seed Balls
If planting a meadow or barren area with poppies, it may be fun and useful for students to make seed balls and throw them into the target area. To make poppy seed balls, mix one pinch of soaked native seeds, one part clay and two parts moist soil or compost; spritz with water, roll into balls; drop in areas that need re-vegetation or erosion control.
(Note: Poppies are perennials in zones 4-9 and annuals elsewhere. They can be planted in fall or spring. Students may find their location’s hardiness zone by entering zip code: http://planthardiness.ars.usda.gov/PHZMWeb/  In some areas of the country, certain poppies may be considered invasive, non-native plants. For instance, in California it is better to plant the orange California Poppy than the red corn poppy. Opium poppies -Papaver somniferum- are illegal to plant in most states).
Grow a World War 1 Victory Garden or try a Meatless Monday and Wheatless Wednesday

The US Food Administration encouraged citizens to eat more corn, oats, rye, potatoes, locally grown fruits and vegetables, fish and chicken while avoiding wheat, sugar, meat and animal fat (lard). Citizens contributed to the war effort by growing gardens instead of buying crops farmers raised (so farm food could go to the soldiers instead) and also went without meat on Mondays and without wheat (bread) on Wednesdays. Students should choose one of these three practices to try for themselves: growing a Victory Garden, or limiting foods on Meatless Mondays and Wheatless Wednesdays.

World War 1 Victory Garden Posters and Signs

Students may research World War 1 posters and choose an appropriate one to print, laminate, and place outside with their victory garden or poppy meadow, or make a sign of their own design.

- WW1 Posters: “Food Will Win the War”  http://www.archives.gov/education/lessons/sow-seeds/#documents

Extensions

Citizen Science: World War 1 Diary Transcription

Students can perform a valuable community service by reading and transcribing a page from an original soldier’s World War 1 diary, so these authentic primary sources of information are preserved for posterity.

- Operation War Diary tutorial: http://www.operationwardiary.org/#/

V is for Victory

An excellent next lesson about World War II is based on the book, Lily’s Victory Garden by Helen L. Wilbur.

- The Teacher Guide by Jillian Hume provides a number of worksheets and activities: http://www.gale.cengage.com/pdf/TeachersGuides/LilyGuide.pdf
- Another excellent activity regarding World War II is the holocaust remembrance project based on the poem: I Never Saw Another Butterfly. After reading the poem and learning about concentration camps, students can create butterfly art to contribute to a museum exhibit commemorating the lives of children lost in the Terezin concentration camp: http://www.hmh.org/ed_butt

Harvesting Potatoes Planted earlier in this Lesson

The lesson on World War 1 may long be over when potatoes can be harvested but, with any luck, the timing will be good for a review of this material, before testing. Use the potatoes to make recipes in the Potato Possibilities booklet: http://www.archives.gov/nyc/education/images/recipes-with-potatoes.pdf

and discuss what it meant to be a Potatiorot: http://www.archives.gov/education/lessons/sow-seeds/#documents
P is for Poppies PROJECT: an Exploration of WWI

- Choose a subject for your team to explore.
- Teach your classmates about this topic in an engaging way, such as a reenactment, exhibit, or taste-testing.

**The Great War: Trenches and No Man’s Land**
- View video, photos and diagrams of trench warfare, as well as writings about trench gardens.
- Trench warfare and life: [http://www.infobarrow.com/World_War_1_Trench_Warfare_-_Life_In_The_Trenches](http://www.infobarrow.com/World_War_1_Trench_Warfare_-_Life_In_The_Trenches)
- German and French trenches in archival footage: [http://www.pbs.org/greatwar/chapters/ch1_trench.html](http://www.pbs.org/greatwar/chapters/ch1_trench.html)
- Based on the time soldiers had available to dig elaborate trenches and even grow trench gardens, much of the war was a long stalemate that took place along stationary war fronts, with a barbed wire “no man’s land” in between the two sides.
- Explore an aspect of trench life (e.g. using cardboard boxes to create a life-sized above-ground model of a trench, planting a trench garden such as soldiers might have grown, calculating how many rats would be born in the trenches in one year, using string to outline trench based on actual diagrams, etc.) Note: it is not safe to dig a 7’ trench due to danger of collapse.

**The Sinking of the Lusitania as the Precipitating Event that Drew the U.S. into the War**
- View primary source material to investigate the Lusitania, its cargo, passengers, accommodations, why it was bombed, by whom, how it affected the American role in the Great War.
  - Lusitania tour: [http://www.lusitania.net/tour.htm](http://www.lusitania.net/tour.htm)
  - Lusitania memorabilia: [http://www.lusitania.net/memorabilia.htm](http://www.lusitania.net/memorabilia.htm)
  - Lusitania timeline: [http://www.lusitania.net/Chronology.htm](http://www.lusitania.net/Chronology.htm)
- Deduce what passengers ate based on Lusitania menus; compare to healthy eating today; prepare a sample to taste-test.
- Recognize the bombing of the ship as the precipitating event that drew the US into the Great War.

**American Contribution to the Great War Effort**
View primary source documents from the US Food Administration,
- Food Pledge Card and instructions: [http://libcdn.colorado.edu/wwi/pdf/i71764422.pdf](http://libcdn.colorado.edu/wwi/pdf/i71764422.pdf)
- Design and implement a project to demonstrate one aspect of how food shipments to the troops and Allies (Entente) were made possible without rationing because Americans grew produce locally; pledged to give up foods on Meatless Mondays and Wheatless Wednesdays; ate every scrap of leftover food; changed eating habits and ate parts of plants not previously eaten; and wasted nothing so that wheat, meat, sugar and fat could be sent overseas.

**Treaty at Versailles and Aftermath**
Students will investigate the treaty to learn that it did not include Wilson’s 14 Points for a lasting peace, did include formation of the League of Nations, required Germany to apologize for being the main cause of the War and punished Germany by forcing it to pay reparations in cash, coal, livestock, ships, mines, trains, aspirin, farm equipment, land, vehicles, cables, etc.
- Ask students to reflect on whether it is better to remember something as unpleasant as the deaths of soldiers and the horrors of war, or to put it behind and go on with life? Do students think the nations that fought in the Great War remained at peace after the Treaty at Versailles was signed? Why or why not? (World War II began just over 20 years later. Germany cited harsh punishments after World War I as one of the reasons for war again). For more information on casualties during the Great War and on how the Treaties were carried out, or failed to be carried out, here is a summary:
- The Aftermath of the War: [http://www.historylearningsite.co.uk/treaty_of_versailles.htm](http://www.historylearningsite.co.uk/treaty_of_versailles.htm)
POTATO POSSIBILITIES

The potato, as truly as bread, may be called a “Staff of Life”. It furnishes fuel for the body. It gives mineral salts which help to keep the blood in good condition. It is easily digested.

It is a good food all the time—but it is an especially good war time food for Americans, because the use of the potato means the saving of other foods which can be more easily shipped to our own troops and our Allies.

Since all families have potatoes “boiled, baked, mashed and fried”, such recipes are not included in this pamphlet. The recipes given here are suggested as more unusual ways of preparation.

Use potatoes extensively!

**POTATO CORN BREAD**

Mashed potatoes, 1/2 cups (put through potato ricer, measure lightly, do not pack)
Cornmeal, 1 cup
Salt, 1 level teaspoon


Yield: One loaf, 8” x 5”.

**POTATO CORNMEAL ROLLS**

Mashed potatoes, 1 cup
Cornmeal, 1 cup
Barley flour, 1/4 cup
Baking powder, 4 teaspoons

Sift together the flour, cornmeal, baking powder and salt. To the beaten egg add milk and mashed potatoes. Cut fat into dry ingredients, add liquids gradually. Shape into rolls. Bake in a hot oven 12 to 15 minutes.

Yield: 12 rolls.

**POTATO SPOON BREAD**

Mashed potatoes, 3/4 cup
Cornmeal, 1/4 cup
Fat, 1 tablespoon

Mix the cornmeal, salt, water and fat and boil 5 minutes. Beat eggs slightly, add milk and mashed potatoes. Combine with mush mixture. Beat well and bake in a greased baking dish for 40 minutes in a slow oven. Serve from the same dish with a spoon.

Yield: 8 servings.

**POTATO STEAMED BREAD**

Mashed potatoes, 2 cups
Barley flour, 1 cup
Cornmeal, 1 cup
Water or milk, 3/4 cup

Mix and sift barley flour, cornmeal, soda, baking powder and salt. Combine mashed potatoes, milk and molasses and add to the dry ingredients. Stir well; fill greased molds two-thirds full. Grease covers and cover tightly. Steam three hours.

Yield: 6 one-half pound baking powder tins.
“FOOD PLEDGE WEEK.”
Bulletin No. 18, for use Oct. 29 to Nov. 4.

UNITED STATES FOOD ADMINISTRATION
WASHINGTON, D.C.

My dear Mr. Blair:

At the request of the President, we have definitely decided to postpone the household enrollment campaign from the week of October 21 to the week of October 28, in order that there may be no confusion in the minds of the people about the campaign of the Liberty Loan and our pledge-card campaign.

During that week, from October 29 to November 5 inclusive, we hope to enlist as nearly as possible one hundred per cent of America's twenty-two million households in an army that will wholeheartedly support food conservation. Pledge cards to be signed by housekeepers will be distributed everywhere.

I am writing this note to solicit in particular the active support of the Four-Minute Men. If their work on the food campaign will be as enthusiastic and effective as it is now proving in the Liberty Loan Campaign, I am satisfied that a large and permanent good in our cause can be accomplished by your speakers.

Every food pledge is in direct support of the next Liberty Loan. Saving is the essence of our bond issues. Saving is all-important in this war. Hence when your speaker arouses the enthusiasm of a household, inducing her to sign the pledge for food conservation, he is doing a work that helps concretely all his other constructive efforts.

Yours faithfully,

[Signature]

To all Four Minute Men:

I trust this letter from Mr. Hoover will inspire us to action. Let us all do our best to help food conservation.

With this four page digest, we send a supplement containing important information supplied by the food administration. By gathering more facts than are needed in a four-minute talk, the speaker gains conviction and force.

Cordially yours,
WM. McCORMICK BLAIR, Director.

F. S. No speaking the week of Nov. 4th.
Volunteers Must Help the Food Administration.

The food administration has two distinct functions:
1. By force of law to assist in price regulation and licensing of those concerned in trade of foodstuff.
2. Without force of law to promulgate the gospel of food conservation.

It is with this latter function that volunteer helpers of food conservation are concerned as part of a vast machinery now being built in every part of the country.

While the appeal to patriotism is essential because it inspires to concerted action, we should bear in mind five points particularly emphasized by the food administration:

First.—The American people should eat plenty, but wisely and without waste. There is no attempt and no need in this country to limit either the supply of the very best nutriments, nor to curtail the pleasures of the table. The problem, now a patriotic necessity, is simply to change habits, many of these habits illy formed, some just foolish habits.

Second.—You’ll be “money ahead” by listening. The food administration is directed entirely in your interest. It is yours, your own big cooperative cooking school—and your own joint pantry besides. Nothing is asked but what is good for you. You save by helping this Food Administration to your utmost.

If you’re a real husband and a real father you will give this subject a little thought because yours is the duty of the provider.

If you’re the wife the question is simply: Have you “spunk” enough, have you “sense” enough, and are you eager enough to be a real mother, so you will listen and learn? Don’t say there is nothing new for you to learn about cooking and feeding. The food administrators who have studied for many years are still learning every day. And you can learn to change appetites, to cook differently, and thus feed your family better than before at less expense.

Third.—About prices. The Food Administration has enormous power to help you, the consumer. It fixes prices and grants licenses on food products. Beginning November 1 it takes direct charge to protect your pantry. But you can not expect laws to force cattle to give more and cheaper milk; you can not buy bread at former prices when there is a bushel less of wheat and a man more to feed. By helping the Food Administration, you can, however, hope that prices will go no higher and that perhaps the cost of living will even be reduced during the war. (As indeed today in European countries where laws force people to save, the prices of some necessities are lower than here.)

Fourth.—It is “up to you.” There is no coercion.

As a writer at Food Administration headquarters aptly noted: “While Europe issues bread cards, we issue pledge cards.” It is another phase of the struggle for free institutions. Shall we, un restricted by laws, be able to work out food conservation through the freely given help of every American home, or must we have laws, and bread cards, regulation, and inspection?

Fifth.—This project of changing America’s food habits is not merely a war necessity; it is a permanent necessity. We are building an absolutely essential work for peace times.

Appeal to the conscience.

In every home the conscience must reign. If not, what then? Picture America—on compulsory rations! Not a new idea, hardly, this idea of a home conscience about food. We need but get back, back once more to the old-fashioned home, the kind of a home in which many of us older folks were raised, where even if there was plenty, the waste of foods, as we were taught by our mothers, was a sin.

Can we not all of us, every patriotic man and woman, help spread that sense of sin?

Plant it with a few words deep down in the minds. And your epicure who insists that his wife shall use butter in cooking, will soon pass such uncomfortable moments that his palate prefers meat cooked with vegetable fats. Never forgetting, however, amid this appeal to altruism, the other fact, that healthier habits of eating can easily be cultivated with a corresponding fattening of the pocketbook.

Food the deciding factor.

The three factors which will determine the issue of this war are men, money, and food. We are reverently dedicating lives. We are freely spending money. The third task is hardest—to modify the food habits of 110,000,000 Americans.

This can be done only by cooperation, universal, whole-souled, decisive. This cooperation must begin in the home. Mother, father, and children are equally under obligation to enter the partnership. The outcome of the war and the welfare of the world depend upon active participation in their 22 million American households.
STOP THAT WASTE!

It has been stated that a German family can live on the things an American family throws away. And the Food Administration estimates that we are wasting seven hundred million dollars a year in food alone—twice the interest on our national debt.

If we merely saved, saved sensibly, even if we did not change a single habit of eating, a tremendous task would have been accomplished.

Now, see how simple the following:

**WHAT TO EAT.**

*Some do's; not don'ts.*

- Eat plenty of *local* foods. This avoids transportation of supplies.
- Eat more potatoes every day, studying out new luscious potato dishes.
- Eat eggs and poultry in plenty whenever obtainable.
- *Eat liberty bread.*—Use oats and corn and other cereals besides wheat. They are cheaper and variety is decidedly better for you.
- Eat garden products when in season. Start now to plan next spring's home garden planting.
- Use every scrap for soups, gravies, and flavorings. Remember meat is not necessary if you get the right substitutes.
- Use *all* the milk supply; use buttermilk, sour milk, and cheese. Even at present prices milk is cheap; costs less per food unit than many other foods; give the children plenty.
- Use tact, not force, in suggesting changes in table habits.

*Specific suggestions for saving on certain foods—wheat, milk, sugars, fats and meats—are given in the Supplement 18a sent with this bulletin.*

**WHAT TO SAVE.**

*And how to save.*

- Save all foods left from general table service. (Use for soup, salad, stews, or scalloped dishes.)
- Save by serving smaller rolls, smaller muffins, smaller cuts of butter and meat, nothing more at one time than will not only be eaten, but is surely and really wanted; then encourage second or third helpings. Remember Jack Spratt and his wife who licked the platter clean.
- Save by utilizing every edible part of foods; e.g., leaves of vegetables for greens or salads or soups.
- Store food and screen it from dust and flies to keep from spoiling. Then watch and use before it starts to spoil.
- *Home canning.*—Can the surplus, especially of garden products; study also drying and brining. The Department of Agriculture publishes directions.
- Cook food long enough to develop full food value. Study up new dishes so you can set a better, more appetizing table at less expense.

MESSAGE FROM THE FOOD ADMINISTRATION.

In order to help the United States make good to her allies, France and Italy, the homes, the hotels, and the restaurants of this country must help us save food. We must double our exports of wheat, meats, and sugar. The crop for this year is in and we will not be able to make good unless the people save these foods by substituting other foods; therefore, remember to eat corn, barley, rye, and oats instead of wheat, and instead of beef, mutton, pork, and pork products eat chicken, eggs, and fish; instead of animal fats use vegetable oils like cotton seed oil, olive oil, and coconut oil; instead of sugar, which Italy and France need desperately for the soldiers, use syrups, honey, and molasses.

Every man, woman, and child in the United States can help win the war by doing their duty in this way. Every time you eat three times a day think of the starving people in Europe and the soldiers who are fighting our battles and keep these rules in mind.

Planning a Scientific Diet.

When we get a correct plan of diet, right foods and right combinations, we eat less and yet have really been better nourished.

The end can not be attained by following some simple admonition such as “Eat whole grain rather than its milk products,” or “Live only on fruits and vegetables.” Neither does mere abundance of whole-some food solve the problem.

Therefore, while the detail regarding proteins and carbohydrates may not be understood by all, every housekeeper should have some idea of the things that make up foods and what combinations of foods really feed us the most.

Food will win the War.

We MUST Save on Food to Win.

*If you want to be patriotic*
*Have a wheatless day weekly*
*Have a meatless day weekly*
HERE is the pledge card you are asked to sign. Who would refuse? See what it says! Nothing more than a promise that you will live according to your own conscience. You do not need to promise wheatless days or meatless days. You just promise that you will live according to your conscience; and who of us is opposed to such a pledge?

Of course, when you sign it does mean that you must try from that day to live according to that pledge—try a wheatless or a meatless day if you think you ought—and surely by all means help us stop that senseless waste.

Remember, too, that this pledge card is sent direct to Washington when you sign your name—that card is sent and filed in the archives and you get your acknowledgment—an honor for every patriotic American woman.

Mrs. Woodrow Wilson was the first woman to sign this food pledge card.

This is pledge-card week. Join us now.

Avoid specific directions.

A four-minute speech does not permit more than a general appeal. The Food Administration particularly warns us, in such a brief talk, against too many specific directions as to diet, which unless explained in detail are subject to misinterpretation. However, we append a few of these details for information of our speakers. We hope that many of our speakers will go more deeply into the subject and will continue active help on food conservation after our duties during the food-pledge week have been fulfilled.

Two typical illustrative speeches, including one by a member of the food administration, are printed in the food pledge week supplement sent herewith.

Remember: 4 Minutes, No More.

The United States has entered the family of nations; it has thereby assumed tremendous responsibilities. Unless we practice among ourselves what are no more than a few minor deprivations, western civilization can not go on.

THE FOOD ADMINISTRATION.
<table>
<thead>
<tr>
<th>Level of Mastery</th>
<th>EMERGING</th>
<th>COMPETENT</th>
<th>PROFICIENT</th>
<th>TOTAL POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benchmark or Performance Measure</td>
<td>Not yet proficient 1 point</td>
<td>Partially proficient 4 points</td>
<td>Mastered task 5 points</td>
<td></td>
</tr>
</tbody>
</table>

| Student helped plant potatoes and can explain the importance of potatoes to the war effort | Student helped plant potatoes and can explain the that civilians in the US ate potatoes during WW1 | Student helped plant potatoes and can explain the that civilians in the US ate potatoes during WW1 because other foods were being shipped overseas to the troops | Student helped plant potatoes and can explain the that civilians in the US ate potatoes during WW1 because other foods were being shipped overseas to the troops and because food conservation was considered a patriotic act of shared sacrifice that could help the Allies win the war |
| Student researched one aspect of World War 1 and taught classmates about it by re-enactment or sharing interactively | Student researched an aspect of the war, demonstrated rudimentary knowledge, and told classmates about what s/he learned | Student researched an aspect of the war, demonstrated thorough knowledge, and told classmates about what s/he learned | Student researched an aspect of the war, demonstrated thorough knowledge, and engaged classmates in a re-enactment, taste-testing, interactive exhibit, or similar effort |
| Student helped plant a victory garden, poppy garden or re-enacted Meatless Mondays and Wheatless Wednesdays | Student participated in an environmental stewardship activity related to World War 1. | Student participated in an environmental stewardship activity related to World War 1 and is able to explain its significance. | Student participated in an environmental stewardship activity related to World War 1 and is able to explain its significance. |
| Student made a four minute pledge speech per US Food Administration directions | Speech encouraged citizens to conserve food without providing rationale. | Speech encourages citizens to take specific actions to conserve food such as growing a garden or giving up meat and wheat one day / week. | Speech provided info in boxes to left and argued that food conservation reduces cost of living, helps people eat healthier, and contributes to the success of the war effort |