

# All Together in World War I

Grade 6 and up

Curriculum Connections: World War I, Propaganda, Visual Literacy

This lesson can introduce or expand upon instruction related to World War I as well as help students develop visual literacy within a history curriculum. It is also an introduction to or exploration of **propaganda**.

## Process

You and your students will examine a piece of sheet music created during World War I, both the cover image and the lyrics. You will encourage students to get as much information as they can from the cover image and then generate questions based on their examination. After you have looked at the cover, you will examine the inside of the sheet music and analyze the lyrics to the song.

Use the background material at the end of this lesson whenever you think it will encourage students to ask more questions and think more about how to engage with the letter.

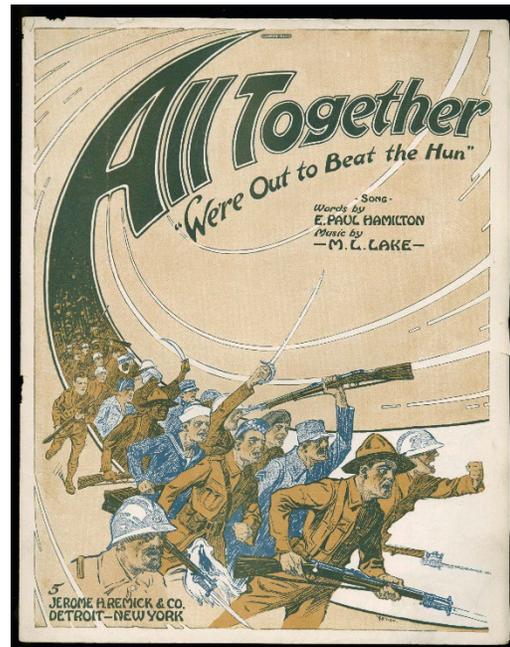
## Sheet Music Cover

Give students time to generate and answer questions about the object and write notes. Use the background material below whenever you think it will encourage students to ask more questions and engage with the image more.

Click on the image caption for high-resolution versions of the cover and pages can be displayed for your class.

## Potential Questions

- What is this object?
- What was its purpose?
- Who is pictured?
- Why was this assortment of people pictured?
- What other interesting details are in the image?
- What background knowledge do you bring to your understanding of this image?
- What kind of information does this source give you about World War I? About public attitudes during World War I?
- What questions do you have about this image, or as a result of examining it?  
Where might you be able to get more information or answers to your questions?



[E. Paul Hamilton and M. L. Lake, "All Together We're Out to Beat the Hun" \(1918\)](#)



## Inside the Sheet Music: Lyrics

### Verse 1

One night in sleep the Kaiser thought  
The whole world he could rule  
And when he woke he started in  
To plan, the poor old fool.  
His spies he sent  
On mischief bent in all lands to prepare  
The fateful day without delay  
When he could spring his snare  
He found a chance to hit at France thru  
Russian faith to Serb  
His robber bands in Belgian lands  
The world's peace did disturb  
The Belgian braves  
The British Tars  
The mighty French Creusot soon proved  
to Bill a bitter pill he could not beat the lot

### Chorus

All together! Ev'ry mother's son  
All together! We're out to beat the Hun  
All together! We'll stick to see it thru  
We won't give in until we win and "Win we  
must" say you

All together! We'll make them rue the day  
All together! We'll make the Germans pay  
Yes All together! We'll stand together  
We're right we'll fight with all our might for  
Liberty

### Verse 2

On women then and children too,  
The Hun waged war on seas  
Then did we try to reason why  
Such horrors sure must cease  
But German ways In our days are  
treachrous and unfair  
They keep no word that German horde  
So Uncle Same told them straight "We'll  
join the others too"  
And now we're bound to win  
We'll see the darn' thing thru  
The Belgian Braves  
The British Tars  
The heroes of great France Brave Italy  
They soon will see America advance

## Potential Questions

- Do the lyrics answer any questions you had about the cover image?
- Do the lyrics raise new questions?
- When was the song published?
- Do the lyrics sound historically accurate?
- What feelings and attitudes do the lyrics play on? How?
- Would you say that these lyrics are propaganda? Why or why not?
- What are some other examples of propaganda on the sheet music?

## Background

This is sheet music, including a cover image, for a song written in 1918 by E. Paul Hamilton and M. L. Lake. The term *Hun* is a derogatory term for a German person, especially a German soldier. The Americans and British used the term during World War I. It came from a statement made during the Boxer Rebellion by Kaiser Wilhelm II when he described German soldiers as striking fear into the Chinese like "Huns"



(Mongol warriors.) The term *Hun* in this context has a connotation of brutality, cruelty, and barbarity.

World War I began with the assassination of Archduke Franz Ferdinand of Austria. This began a chain reaction among European powers, who had mutual defense treaties. In the end, Germany, Austria-Hungary, and the Ottoman Empire (which included present-day Turkey and parts of southeastern Europe and the Middle East) were on one side. Great Britain, France, Russia, Italy and, later in the war, Romania, Japan, and the United States were on the other. Countries on both sides had colonies in Africa and other parts of the world. Citizens of those countries also fought in the war, sometimes voluntarily, but often because they were forced to do so. Most people in Allied countries blamed the war on the uncompromising positions taken by Germany's leader, Kaiser Wilhelm II.

## Words to Know

**propaganda** | information, often biased or even false, used to influence public opinion

## Additional Resources

- [U.S. Propaganda and the Arts of World War I](#), online exhibit, 2017, Miami University
- Newberry Collection Essays [Raising Support for World War I](#) and [World War I in U.S. Popular Culture](#).