**Raising Money**

The onset of American involvement in WW1 saw a massive increase in the reach and role of government. This was especially true in relation to raising money to fund the war effort. At the outset of the war, Wilson had noted that “there are no armies in this struggle; there are entire nations armed.” One of the most significant changes of modern warfare was cost. Changes in warfare technology presented an incredible financial burden on a nation. The first step in preparing for war was raising money to pay for the war. Wilson realized the need of rallying the American population to open their pocket books and fund the war effort.

The government raised money through four issues of Liberty bonds during the war and one of Victory bonds after the end of the fighting. A Liberty Bond was a war bond that was sold in the United States to support the allied cause in World War I. Subscribing to the bonds became a symbol of patriotic duty in the United States and introduced the idea of financial securities to many citizens for the first time. Instead of placing money in a savings account, citizens would invest their money into a war bond. This accomplished the task of saving money, while also providing the United States with immediate cash to fund the war effort. Posters, parades, and rallies promoted each bond issue. These promotions were a huge success and raised significant money for the United States.

Another way the government raised money to pay for the war was by increasing taxes. Congress debated a new tax program for months before reaching an agreement in October 1917. The new taxes on business incomes and large personal incomes produced about $10 billion for the war.

Both of these money raising efforts were essential in mobilizing the United States to participate in a costly war, which eventually cost the United States about $35 billion dollars.

**Raising Money**

**Directions:**

As a group, read the description of your war mobilization effort.

Create a poster presenting your topic. Your poster should contain the following:

1. **Topic:** your topic needs to be front and center at the top of your poster.
2. **Why? Why did the US need to raise a significant amount of money to participate in WWI?**

Answer this “Why” question near the top of your poster.

1. **How? How did the United States raise money to fund the war.**

Your description provides two methods the United States used to fund the war. Present both of them on your poster. Describe the method and detail how successful or unsuccessful these efforts were.

1. **Propaganda graphics:**

Your poster needs to include one advertisement that persuades American citizens to purchase “Liberty Bonds.” Your posters should include a slogan, a full colored picture, and a reason that citizens should purchase the bond.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Why:**  Why question is clearly answered  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How #1:**  Method for raising money is clearly explained.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How #2:**  Method for raising money is clearly explained  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Propaganda graphic #1**  Advertisement includes slogan, picture, and reason.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **‘On Task #1:**  All team members are on task and working on the poster. |  |  |  |

**Mobilizing Industry**

The onset of American involvement in WW1 saw a massive increase in the reach and role of government. This was especially true in mobilizing American industry to support the war effort. In order to effectively use the budding industrial economy of the United States to support the war, the War Industries Board (WIB) was created. The WIB became the government’s central war agency that coordinated efforts in various industrial fields to produce war material.

The War Industries Board was led by Wall Street investor Bernard Baruch, The WIB was responsible for allocating scarce materials (steel, coal, oil), establishing production priorities (weapons, ammunition), and setting prices. The WIB was especially involved in the railroad, steel, armaments, and energy industries. During the war, the WIB set limits on transportation rates and workers’ wages in order to lower the cost of transporting war material. At times, the WIB could be heavy handed, threatening to take over mills and plants if a business did not comply with orders.

At first some business leaders were critical of Wilson’s economic mobilization programs. They argued that government intervention would permanently damage the U.S. system of free enterprise. With the massive increase in the demand for war related material, profits in many American industries soared. When profits increased, American business leaders stopped complaining.

**Mobilizing Industry**

**Directions:**

As a group, read the description of your war mobilization effort.

Create a poster presenting your topic. Your poster should contain the following:

1. **Topic:** your topic needs to be front and center at the top of your poster.
2. **Why? Why did the US need to mobilize industry to participate in WWI?**

Answer this “Why” question near the top of your poster.

1. **What? What was the War Industries Board? What was its purpose?**

Answer these questions clearly on your poster.

1. **What? What methods did the War Industries Board use to accomplish its goals?**

Answer this question clearly on your poster.

1. **How? How did the war affect war related industry?**

Answer this question clearly on your poster.

1. **Graphic:**

Include a full colored graphic that represents war related industries.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Why?:**  Why question is clearly answered  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **What #1:**  War Industries Board is clearly described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **What #2:**  Methods of WIB are clearly described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How?**  Effect of war on industry is described  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Graphic**  Graphic is colored and appropriate  **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |
| **‘On Task #1:**  All team members are on task and working on the poster. |  |  |  |

**Mobilizing Labor**

Because of the war, hundreds of thousands of men were drafted into the army, and European immigration slowed to a trickle. American industries found themselves desperately short of labor as they geared up for the war effort. The labor shortage strengthened unions and brought about changes in the workforce. The number of women working outside the home grew by about 6 percent during the war. Many of these women took traditionally male jobs. They worked as automobile mechanics, bricklayers, metalworkers, railroad engineers, or truck drivers. In all, some 1.5 million American Women worked in industry during the war. Norma B. Kastl was an interviewer with a women’s service bureau during WWI. She explained that many women considered it their patriotic duty to work.

African Americans also filled the vacancies in American industries during the war. Thousands of African Americans migrated from the depressed south to work in the factories of northern cities. This mass shift in population became part of the larger trend known as “The Great Migration.”

Sensing they finally had leverage to improve working conditions, unionized workers across the country went on strike. They demanded higher wages and other benefits. Nearly 4,500 strikes involving more than 1 million workers erupted in 1917 alone. The tactic worked. Working conditions substantially improved throughout the war.

To ensure that the voice of labor was heard, President Wilson established the **National War labor Board** (NWLB) in April 1918. Composed of representatives from business and labor, the NWLB arbitrated disputes between workers and employers. The board heard more than 1,200 cases, ruling in favor of labor more often than not. In this climate of official support, union membership grew rapidly. Membership in the American Federation of Labor (AFL) rose from some 2 million in 1916 to roughly 3.2 million by 1919. By the end of the decade, some 15 percent of the nation’s non-agricultural workforce was unionized.

**Mobilizing Labor**

**Directions:**

As a group, read the description of your war mobilization effort.

Create a poster presenting your topic. Your poster should contain the following:

1. **Topic:** your topic needs to be front and center at the top of your poster.
2. **Why? Why was there a labor shortage during WW1? What two groups filled this labor shortage?**

Answer the “why” question. List and describe (how many, what industries, numbers) the two groups that filled the labor shortage.

1. **How? How did WW1 affect the labor movement in the United States during WW1?**

Answer this “how” question. What were the goals of organized labor? How successful were they in obtaining these goals?

.

1. **What? What was the National War Labor Board? Why was it created? What did it accomplish?**

Answer these questions on your poster.

1. **Propaganda/ Graphic:**

Include one full colored graphic. It can be a poster advertisement for women to join the workforce or a poster advertisement for workers to join the union. It should include a slogan.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Why?**  Why question is clearly answered. Both groups identified and described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How?**  How question is clearly answered.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **What?**  NWLB is clearly described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Graphic 1**  Graphic is colored and appropriate  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **‘On Task #1:**  All team members are on task and working on the poster. |  |  |  |

**Suppressing Opposition**

Despite the atmosphere of patriotism, some Americans continued to oppose the war. Quakers and Mennonites were particularly outspoken. They were committed by their unwavering devotion to pacifism (nonviolence). Considered traitors by many Americans, they experienced violence and abuse. The Socialist Party also proclaimed its opposition to the war. To most party members, the warring nations were simply using working people as tools in a capitalist struggle for control of world markets. The Industrial Workers of the World (IWW) had a similar view and led strikes in a number of war-related industries. Most American citizens grew distrustful and suspicious of the Socialist Party and the IWW. Their paranoia drove them to accuse both groups of sabotaging the American War effort.

To silence opponents of the war, Congress passed the **Espionage and Sedition Acts** in 1917. These measures outlawed acts of treason and made it a crime to “utter, print, write, or publish any disloyal…or abusive language” criticizing the government, the flag, or the military. Opposition to the draft, to war-bond drives, or to the arms industry also became a crime.

Many Americans, even some who supported the war, believed that the Espionage and Sedition Acts violated the First Amendment. The Supreme Court, however, disagreed. Justice Oliver Wendell Holmes wrote the opinion in the 1919 landmark case Schenck v. United States.

*“The question…is whether the words used are used in such circumstances and are of such a nature as to create a clear and present danger….When a nation is at war many things that might be said in time of peace….will not be endured and no Court could regard them as protected by any constitutional right.”*

**Suppressing Opposition:**

**Directions:**

As a group, read the description of your war mobilization effort.

Create a poster presenting your topic. Your poster should contain the following:

1. **Topic:** your topic needs to be front and center at the top of your poster.
2. **Who? Who were the groups that opposed American involvement in the War?**

Identify three groups. Describe why they opposed American involvement in WW1.

1. **How? How did American citizens treat the groups and organizations that opposed the war?**

Answer this “how” question. Describe how these groups were treated by American citizens.

.

1. **What? What were the Espionage and Sedition Acts?**

What was the purpose of the acts? What did they make a crime?

1. **Propaganda/ Graphic:**

Include two propaganda posters. Your posters should be completed in color and should warn Americans to be on the lookout for those hoping to sabotage the war effort.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Who?**  Who question in clearly answered. All three groups are identified. Their reasons for opposing the war are described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How?**  How question is clearly answered.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **What?**  .Espionage and Sedition Acts are clearly described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Graphic 1**  Propaganda is colored and appropriate  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Graphic 2**  Propaganda is colored and appropriate  **Name:\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |  |
| **‘On Task #1:**  All team members are on task and working on the poster. |  |  |  |

**Recruiting an Army**

When the United States declared war on the Axis Powers, the United States armed forces consisted of a total of 200,000 men. This was not nearly enough men to participate in a major global war. To solve this issue, Congress passed the **Selective Service Act** on May 18, 1917. It required men between the ages of 21 and 30 to register with local draft boards. This was later changed to men between the ages of 18 and 45. By the end of the war, some 24 million men had registered, and 2.8 million of them had been drafted. More than had of the almost 4.8 million Americans who served in the armed forces during WWI were draftees.

Supporters of the draft argued that it would help build a more democratic United States by bringing together soldiers from different backgrounds. In reality, African Americans, American Indians, Mexican Americans, and many foreign born soldiers faced segregation and often discrimination. Most foreign-born soldiers, for example, were assigned to separate units where they were taught civics and English. Some of the 10,000 American Indians who served during the war were not U.S. citizens. Their service contributed to congress’s decision in 1924 to grant citizenship to all American Indians.

More than 370,000 African recruits served. They were blocked from service in the marines and limited to kitchen duties in the navy. Most African Americans in the army served in all-black support units commanded by white officers. African American draftees who were sent to army training camps in the South often faced harassment from the local population.

Pressure from the National Association for the Advancement of Colored People (NAACP) and other African American Organizations convinced the army to open up more opportunities for black soldiers. A school was established to train African American officers, and more African American soldiers were assigned to combat duty. However, the army made no effort to integrate black and white soldiers into the same unit.

**Recruiting an Army:**

**Directions:**

As a group, read the description of your war mobilization effort.

Create a poster presenting your topic. Your poster should contain the following:

1. **Topic:** your topic needs to be front and center at the top of your poster.
2. **What? What the Selective Service Act?**

Describe the Selective Service Act. What were the requirements? What were the successes of the Selective Service Act?

1. **How? How were American Indians affected by the draft?**

Answer this “how” question. Describe how American Indians were affected by the draft

.

1. **How? How were African Americans affected by the draft?**

Answer this “how” question. Describe how African Americans were affected by the draft? What role did the NAACP play in the entrance of African Americans into the armed forces?

1. **Propaganda/ Graphic:**

Include one propaganda posters for recruiting soldiers. Your poster should be completed in color and entice young American males to enlist.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **What?**  The Selective Service Act is clearly defined. The requirements and successes of the act are explained.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How? (American Indians)**  How question is clearly answered.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How? (African Americans)**  .How question is clearly answered.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Graphic 1**  Propaganda is colored and appropriate  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **‘On Task #1:**  All team members are on task and working on the poster. |  |  |  |

**Influencing Attitudes**

Whether for religious or political reasons, many Americans believed that the United States should have stayed out of the war. President Wilson wanted all Americans to support the war effort. There for, he established the **Committee on Public Information** (CPI) in the spring of 1917. Headed by George Creel, the CPI led a propaganda campaign to encourage the American people to support the war.

The CPI initially put out fact-based material that presented and upbeat picture of the war. Soon, however, the CPI began creating propaganda that presented the Germans as evil monsters. Hollywood joined in, producing movies such *The Claws of the Hun* and *the Kaiser, the Beast of Berlin.* CPI pamphlets warned citizens to be on the lookout for German spies. Dozens of “**patriotic organizations** “sprang up, with names like the American Protective league and the American Defense Society. These groups spied, tapped telephones, and opened other people’s mail in an effort to identify “spies and traitors.*”*

These groups were particularly hard on German Americans, many of whom lost their jobs. Sometimes this anti-German sentiment took absurd turns. German books vanished from library shelves, schools stopped teaching German languages courses, and German music disappeared from concert programs. People even renamed German-sounding items: sauerkraut became liberty cabbage, dachshunds became liberty pups, and hamburger became Salisbury steak.

Other groups focused on Americanization efforts to prepare foreign-born residents for full U.S. citizenship. Education, in schools and by voluntary associations and public programs, was the main goal. Many Americans viewed teaching the English language and U.S. history and government to immigrants as a patriotic duty. Several cities and states passed Americanization measures. More than 150 cities celebrated Americanization Day on July 4, 1915.

**Influencing Attitudes:**

**Directions:**

As a group, read the description of your war mobilization effort.

Create a poster presenting your topic. Your poster should contain the following:

1. **Topic:** your topic needs to be front and center at the top of your poster.
2. **What? What was the CPI?**

What was the purpose of the CPI? Why was it needed? .

1. **What were “patriotic organizations”? What was their purpose?**

Answer this “what” question? Describe the purpose and methods of patriotic organizations.

1. **How? How did the CPI and “patriotic organizations” depict the Germans? How were German treated within the United States..**

Answer this “how” question. Describe how the Germans were presented in the media and how they were treated inside the United States.

1. **Propaganda/ Graphic:**

Include one propaganda poster. The poster should be in full color. It can depict German soldiers or provide a rallying cry to support the war effort.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **What?**  The CPI is described, its purpose is clearly stated.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **What?**  The methods and purpose of patriotic organizations are clearly described..  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How? (African Americans)**  .How question is clearly answered.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Graphic 1**  Propaganda is colored and appropriate  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **‘On Task #1:**  All team members are on task and working on the poster. |  |  |  |

**Conserving Resources**

Among the most successful of the federal war boards, was the **Food Administration** and **Fuel Administration**. They were charged with regulating the production and supply of these essential resources. To direct the Food Administration, Wilson chose **Herbert Hoover**, a prosperous mining engineer who had managed a food-relief campaign for war-stricken Belgium. Hoover saw his task as twofold: to encourage increased agricultural production and to conserve existing food supplies.

To stimulate wartime production, Hoover guaranteed farmers high prices. Farm productions soared. For example, farmers increased their production of wheat, harvesting some 921 million bushels in 1919- a dramatic increase over the 1917 figure of some 637 million bushels.

Announcing that “food will win the war,” Hoover called on Americans to reduce their food consumption by observing “wheatless Wednesday” and “meatless Monday” . To supplement their diets, he suggested that they plant “victory gardens” filled with vegetables. The campaign proved very effective without, as Hoover proudly noted, resorting to forced rationing.

The Fuel Administration took a similar course of action, encouraging people to observe heatless Mondays and lightless nights to conserve coal and oil.

**Conserving Resources:**

**Directions:**

As a group, read the description of your war mobilization effort.

Create a poster presenting your topic. Your poster should contain the following:

1. **Topic:** your topic needs to be front and center at the top of your poster.
2. **What? What was the purpose of the Food Administration?**

Answer this “what” question? Describe why it was needed and the methods and tactics it used.

1. **What ? What is a victory garden?**

Answer this “what” question? Why were victory gardens planted?

1. **What? What was the purpose of the Fuel Administration?**

Answer this “what” question? Describe why it was needed and the methods and tactics it used.

1. **Propaganda/ Graphic:**

Include one propaganda poster. The posters should be in full color. It should persuade Americans to conserve fuel or to plant a victory garden.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **What?**  Food Admin is described. Its purpose and tactics are described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **What?**  “What” question is answered. Purpose of the victory garden is described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **What?**  Fuel Admin is described. Its purpose and tactics are described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Graphic 1**  Propaganda is colored and appropriate  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **‘On Task #1:**  All team members are on task and working on the poster. |  |  |  |

**Training the Troops**

Massive training camps had to be hastily constructed to house and train the new soldiers. In the summer of 1917, workers began building barracks at 16 separate locations. Completing the task in the planned 60 days seemed impossible. However, by using simple designs, a huge workforce, and mass-production techniques, thousands of buildings were ready by September. There were not enough uniforms and equipment for all the troops yet, but at least they had a place to live while training.

The military hoped to use a similarly accelerated process for the troops’ training. Private Harry R. Richmond wrote about his training camp.

*The burden of creating an army at short notice falls most heavily upon the recruit. The rookie is expected to learn now in three weeks, what his fellow soldiers acquired a year ago in three months. We are drilled nearly 7 or 8 hours per day.*

Upon arrival at a training camp, recruits underwent a series of medical examinations. They spend most of their days learning military rules, drilling with their equipment, exercising, and preparing for inspections. “Every man is supposed to be slicked up, shoes shined, clothes clean, and he must be shaved,” recalled one recruit. “This is one thing they insist on in the army-everything must be clean.”

Soldiers also spent a lot of time learning how to fight. Recruits spent many hours on the rifle range and practiced hand-to-hand combat using bayonets. Frank Sweeney wrote that recruits faced dummies “hanging from large cross beams” and were “taught the best method of approach and the proper jabs to get him before he gets us.” Sweeney noted the “sometimes the men enter into this game so heartily that they break their bayonets.” The training put most soldiers in excellent physical health. At the end of his training on soldier felt that “if I am here another year I could out walk a horse and carry a hundred pounds besides.” This strength would be severely tested in France.

**Training the Troops:**

**Directions:**

As a group, read the description of your war mobilization effort.

Create a poster presenting your topic. Your poster should contain the following:

1. **Topic:** your topic needs to be front and center at the top of your poster.
2. **How? How did the United States construct military camps to train the troops?**

Answer this “how” question? Describe how the US quickly built camps. Provide details. I want to know how many, how fast, and what was actually constructed.

1. **What? What was the agenda at training camp?**

Answer this “what” question? Describe the typical day of a trainee.

1. **How? How did the new recruits learn to fight?**

Answer this “how” question? Describe what skills they were taught and the nature of the training they received.

1. **Graphics:**

Include one graphic related to the training of troops. The graphic should be completed in color. It could include maps, barracks, weapons, troops, training checklists, etc. Be creative.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **How?**  How the United States constructed the camps is clearly described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **What?**  “What” question is answered. Training agenda is described. .  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **How?**  “How” question is answered. The skills and nature of the training are described.  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **Graphic 1**  Graphic is colored and appropriate  Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |
| **‘On Task #1:**  All team members are on task and working on the poster. |  |  |  |