

Name: \_\_\_\_\_

Your **Field Notebook** is designed to guide you through the virtual gallery. You are piecing together the contradictions of this time in history.

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## Field Notebook: Contradictions Stations

**Mission:** Investigate the relationship between military service and American citizenship during WWI.

### Station 1: The Identity Lab (Legal Records)

**Primary Source:** *United States v. Bhagat Singh Thind* (1923) Ruling

**The Observation:** Look at the portrait of Sgt. Bhagat Singh Thind. List three military details you see (uniform, rank, posture).

**The Contradiction:** Read the "Curator's Note" on the Supreme Court ruling. Even though Thind served in the U.S. Army, why did the Court say he couldn't be a citizen?

**Detective's Note:** How does this ruling change the meaning of the uniform he is wearing in the photo?

### Station 2: Alien Valor

**Primary Source:** Draft Cards and Medals of Chinese American Soldiers, Ladies Home Journal Magazine

**Secondary Source:** "Liberty Division" from American Heritage magazine, "Sing Lau Kee: Forgotten Hero" by Philip Chin

**Context Building:** Who was the Liberty Division and why were they different from other divisions?

**Understanding the War:** Why was the 77th called the Lost Division?

**Context:** Who was included in the first draft? Do you think the next draft included more people? How?

**The Data:** Find the **Draft Registration Card** for a soldier from the 77th "Liberty" Division. Look at the "Race" or "Citizenship" box. What does it say?

**The Story:** Read about **Sing Kee**. What specific act of bravery did he perform to earn the Distinguished Service Cross?

**Critical Thinking:** At this time, the *Chinese Exclusion Act* was law. Why is it significant that men like Sing Kee fought for a country that legally excluded their families from entering?

### Station 3: Filipino and Japanese American Service

**Secondary Source:** Japanese Americans in the Hawaii National Guard, [densho.org](http://densho.org)

Filipinos in the United States Navy, [history.navy.mil](http://history.navy.mil)

**Primary Source:** Non-citizen statutes related to the Philippines

**The Story:** How did the Japanese Americans in Hawaii serve?

**More of the Story:** How could Filipino men serve in the military?

**Valor:** How did Telesforo show bravery?

**Motivation:** The Philippines was a US territory at the time of WWI. Could Telesforo become a citizen through service? (Look at the non citizen primary source and Asian American citizenship timeline.)

### Station 4: Citizenship & The Borinqueneers

**Secondary Sources:** The Puerto Rican Experience in WWI by Harry Franqui-Rivera  
Through a Puerto Rican Lens, the Legacy of the Jones Act - by *Verónica Rivera-Negrón*

**Shifting Perspectives:** What argument does Franqui-River make about Puerto Rican citizenship in relation to the war?

How did Puerto Rican soldiers respond to the call for service?

What discrimination did they face?

Who were the Borinqueneers?

### Station 5: Ricardo and Mercalino's service

**Secondary Sources:** Puerto Rican soldiers overcame discrimination in WWI by Riccio and Jones  
The Quiet Bravery of Mercalino Serna, Justin Dorsey

**The Choice:** Marcelino Serna was a Mexican citizen. When his officers offered to send him home instead of to the front lines, what was his response?

**Challenges:** What was Ricardo LaFontaine's experience?

**Comparison:** Compare Serna (a Mexican citizen) to the Puerto Rican soldiers (newly made U.S. citizens). Both fought in the same war—did their legal status change how they were treated?

## Final Exhibit: The Curator's Conclusion

*Answer these after "walking" through all three rooms.*

**The Big Question:** Based on what you saw today, was military service an "Equalizer" (making everyone equal) or a "Barrier" (highlighting who was left out) during World War I? Explain your choice using one example from the gallery.

**My Analysis:**