

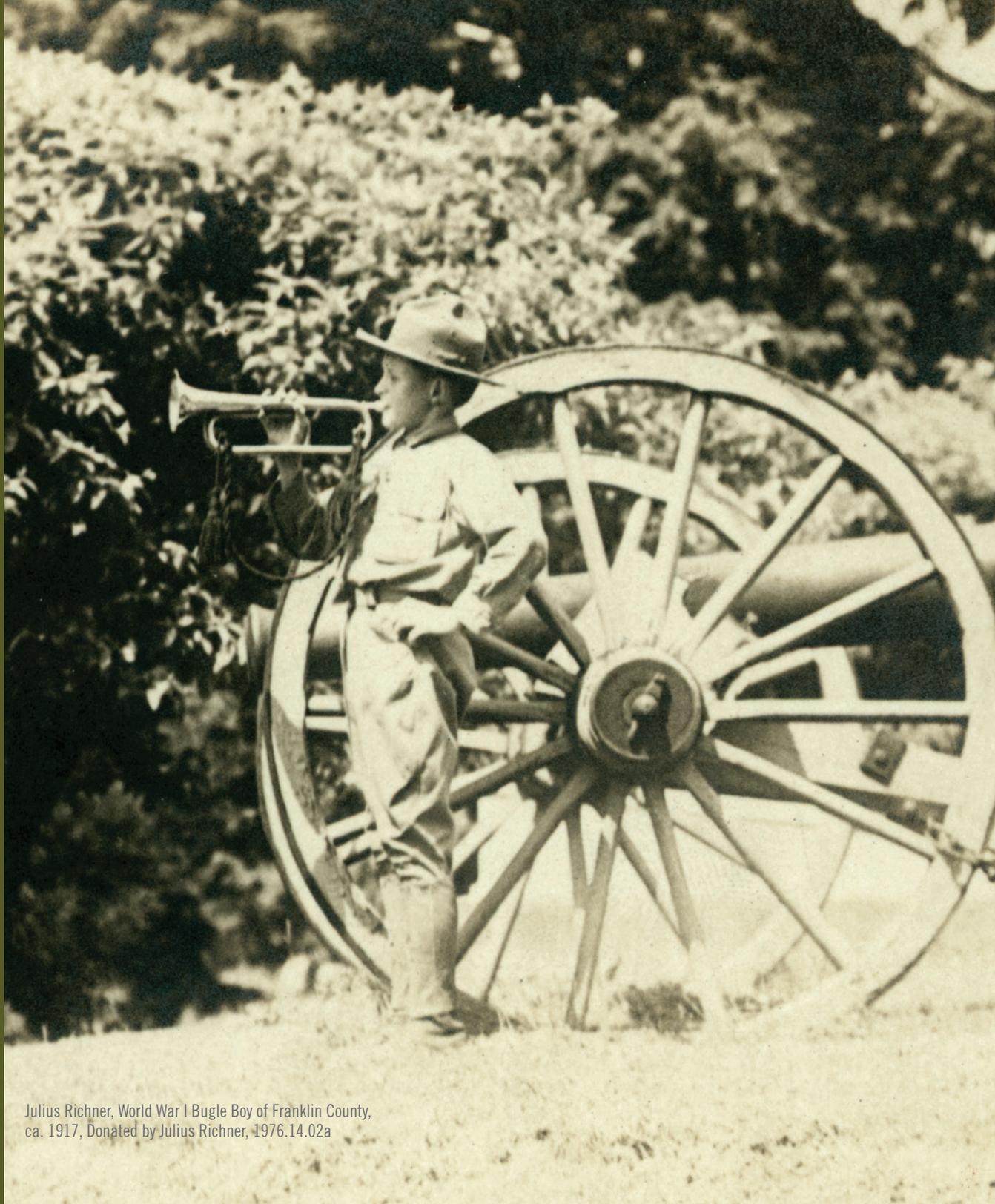
Kentucky

HISTORICAL SOCIETY

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Julius Richner, World War I Bugle Boy of Franklin County,
ca. 1917, Donated by Julius Richner, 1976.14.02a



ANALYZING A PORTRAIT

THE STORY OF JULIUS RICHNER, FRANKLIN COUNTY, KY BUGLER

CONTENT RECOMMENDED FOR ELEMENTARY STUDENTS

BACKGROUND INFORMATION

World War I

Fragile alliances holding Europe together collapsed in 1914. The international war drew in the U.S. within three years. Some 84,000 Kentuckians, 13,000 of them African Americans, served in the war and about 2,400 died. The contributions of men and women left behind led to the first widespread use of the term “homefront.” Deadlocked in trench warfare, the conflict caused death and destruction on a scale as never seen before. The war brought down empires, created a new and unstable world order and entangled the U.S irreversibly in world military affairs.

Julius Richner, Franklin County Bugler, Age 11

Appointed by President Woodrow Wilson, young Julius Richner served as the official bugler of Franklin County, Ky. Richner led groups of new recruits to the train depot, played taps at the burial of veterans and marked the hour of sunset in France by playing a daily salute from the courthouse.

ARTIFACT LIST

1. Julius Richner’s Bugle, ca. 1917 (1976.14.01)
2. Julius Richner, World War I Bugle Boy of Franklin County, 1916 (1976.14.13)
3. Julius Richner, World War I Bugle Boy of Franklin County, ca. 1917 (1976.14.02a)
4. Julius Richner Newspaper Article and Group Photograph, ca. 1918 [online exhibition only]

VOCABULARY

We encourage you to introduce the following vocabulary words independently or in conjunction with the pre-visit activities.

- Artifact** *something created by humans usually for a practical purpose*
Homefront *the location of civilian activity during war*
Portrait *a pictorial representation of a person usually showing the face*
Pose *a bodily attitude or posture*
Recruit *a newly enlisted or drafted member of the armed forces*
Taps *the last bugle call at night, which is blown as a signal that lights are to be put out*

SECTION	World War I
OBJECTIVES	To understand that even young children on the homefront contributed to the war effort.
CORE CONTENT CONNECTIONS	SS-EP-5.1.1; SS-04-5.1.1; SS-05-5.1.1; AH-EP-3.4.1; AH-04-3.4.1; AH-05-3.4.1

ACTIVITY*

For this activity, have the students complete the attached worksheet to learn more about Julius Richner. Wait to tell the class about Julius’ role in the war effort until after they have completed initial observation and analysis of the photograph.

FOLLOW-UP ACTIVITY

Write a story from the perspective of Julius Richner after he has led new recruits to the train depot.

*All artifacts and information for this activity can be found on **the online exhibition**.

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1. Study the photograph for two to three minutes. Note your overall impressions.

2. Using the chart below, list the people, objects and activities you see

PEOPLE	OBJECTS	ACTIVITIES

3. What, if anything, do those objects tell you about Julius?

4. How old do you think Julius is in this portrait?

5. What do you see in the picture that makes you think that?

6. From what you know about Julius, does this portrait accurately depict his personality or the job he had during World War I?

7. If you were Julius, what things or people would you like included in your portrait?

8. If you were Julius, would you be happy with this portrait? Why or why not?
