

NAME: \_\_\_\_\_



# Activity One

Look at the two maps below. The first is a map of Europe around 1914, before World War One began. It is labeled for you. The second is a map of Europe today. Using the country names listed, as well as an atlas, **label the European countries on the second map**. Notice what has **changed** and what has stayed the same. Color your labeled map.

## 1 Europe 1914



## 2 Present-day Europe

### Countries of present-day Europe:

United Kingdom  
France  
Germany  
Netherlands  
Belgium  
Switzerland  
Spain  
Portugal  
Austria  
Italy  
Poland  
Romania  
Czech Republic  
Hungary  
Slovakia  
Croatia  
Slovenia  
Turkey  
Romania  
Albania  
Greece  
Bosnia-Herzegovina





## Activity Two



Soldiers who fought in the First World War were considered HEROES. Do some research to find some information about a soldier from World War One. You might want to consider looking for information in the following places:

- Public memorial or monument
- Plaques located in public buildings such as local high school or town hall
- Local library
- History textbooks
- Internet

Complete the chart below, including as much information as possible.

<b>Name</b>	
<b>Date of Birth</b>	
<b>Place of Birth</b>	
<b>Date of Death</b>	
<b>Place of Death</b>	
<b>Hometown</b>	
<b>Family Background</b>	
<b>Education</b>	
<b>War Contributions</b>	
<b>Battles Involved In</b>	
<b>Major Accomplishments</b>	
<b>Other Information</b>	

Now create a WANTED POSTER and include the information you have collected. Draw a picture of what you think your war hero looked like. Be ready to share your poster with the class.

NAME: \_\_\_\_\_



## Activity Three

Choose either the Triple Alliance or the Triple Entente. Investigate each of the three countries.

Use the chart similar to the one below to collect information about the three countries.

Country Name	Geographic Location	Languages Spoken	Type of Government	War Details	Additional Information

Write a **five-paragraph essay**, using each of the column titles as the topic of the paragraph. In each paragraph, **compare** the three countries.

If you choose, you can present your information in a different format. For example, you can create a pamphlet. On each side of the pamphlet you can include information from each of the columns listed above. If you choose to create a pamphlet, you can illustrate your work.

Be ready to share your essay or your pamphlet with the class.



## Activity Four

**World War One created many jobs. A lot of “stuff” was needed to send soldiers to war. This included uniforms, food, weapons, and transportation. Many different COMPANIES began in World War One.**

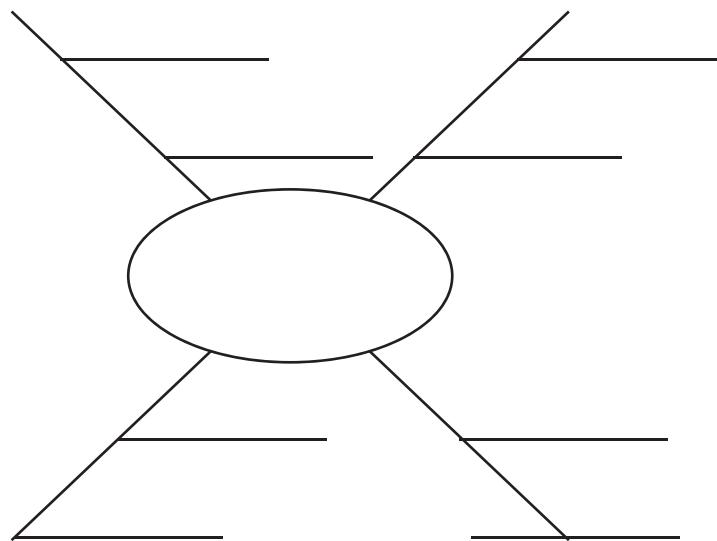
Conduct some RESEARCH to find out:

- What jobs were created because of World War One
- What kinds of workers were needed
- What kinds of skills workers needed
- Which companies started because of World War One
- What kinds of things these companies made
- What kinds of raw materials were needed (example: wood, steel, cotton, etc.)

Look at some current NEWSPAPERS. Read the “Help Wanted” section of the classifieds. Consider the following questions:

- How are the ads written?
- What kinds of workers are needed?
- What are some of the adjectives that are used?
- What kinds of jobs are available?
- Which job ads catch your attention?

**You will write your own HELP WANTED AD for a job in World War One. Choose a job other than a soldier. Use the guide to help you organize your ideas.**



Be ready to share your Help Wanted Ad with the rest of the class.



## Activity Five



**Women played very important roles in World War One. As men were going to war in Europe, women stayed behind. They did many of the jobs that the men had done.**

Using the library, textbooks, the Internet, and talking with other people, find out about women in World War One.

Think about these questions:

- What jobs did women do in World War One?
- Had women ever done these jobs before?
- Where did women work?
- In general, how did women feel about working?
- How did women help with the war?
- What happened to women's jobs after the war?

Then, make FIVE FACT CARDS with the information you have. Your fact cards will have two sides. On one side write an important detail or fact. On the other side create a drawing or diagram. The drawing or diagram should match up with your fact.

An example of a fact card about World War One:

**One side:**

**Other side:**

<b>World War One began when Archduke Ferdinand was assassinated. He was killed in Sarajevo in 1914.</b>	
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Each of your five Fact Cards should have different information. Make your drawings as creative as you can. Be ready to display your fact cards and share your ideas with the class.



## Activity Six



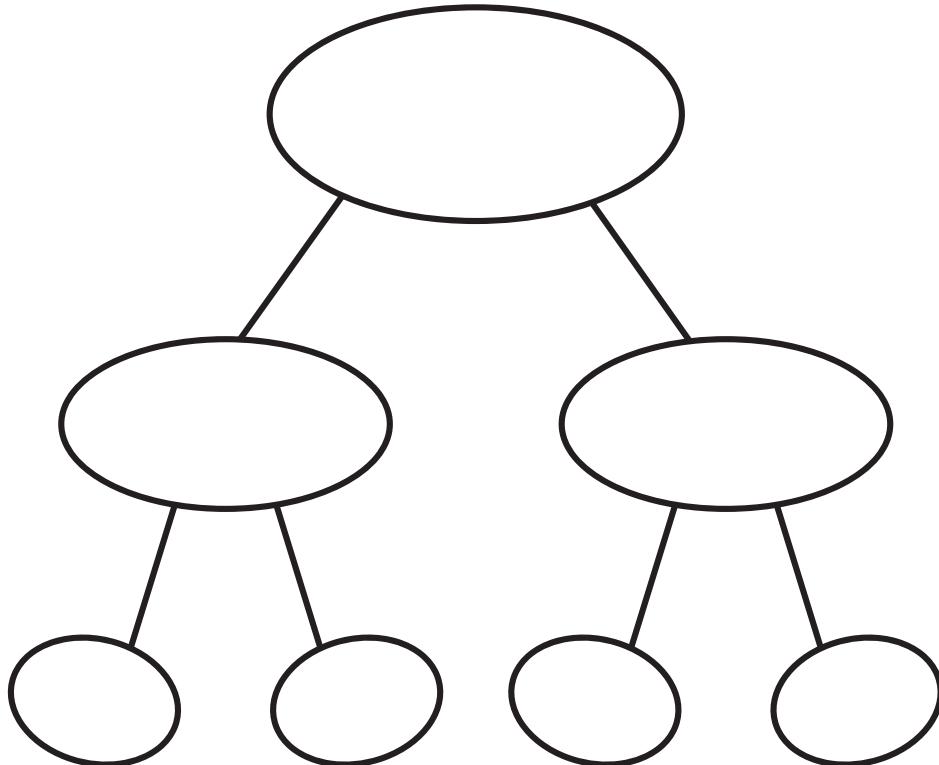
**In this activity, you will work with other students in a group to create a presentation for the Paris Peace Conference. (Your teacher will assign the groups, and will assign a country to each group.)**

With your country group you will develop a PRESENTATION. Every student in the group must prepare a SPEECH as part of the presentation. Each country must present their ideas for peace. With your group, discuss the following:

- What is your country willing to give up?
- What are your country's demands?
- What does your country believe should be in a peace treaty?

**Remember:** *the key to creating a peace treaty is NEGOTIATION. Negotiation means being willing to give up some demands in hopes that other demands will be met.*

Use a graphic organizer, similar to the one below, to help organize your ideas. Try to be as specific as possible when planning your speech.



Now use the information you have gathered to write a speech. It should be at least **three paragraphs** in length. Practice your speech with your group before presenting at the Conference.