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This booklet was put together so that you can learn about World War I. Hopefully you will find the activities challenging and interesting. You will not be able to complete all of the activities during your visit at the museum. Your teacher will advise you as to how to complete the entire packet.

Some activities are listed in **red**. The red color indicates that you will be able to complete the activity in the museum or find information that will aid you in completing the activity.

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I. Personal Effect

One of the stories overlooked in World War I involves the toll it took on combatants. Perhaps the best way to study the war from a soldier's viewpoint is to look at some of the personal effects they left behind. These items can be divided into two categories; items that soldiers carried with them into battle, and keepsakes that were meant to be sent home to loved ones.

One case in the exhibit is devoted to some personal items. You will find such things as a leather card holder, photos, postcards, military badges and even an embroidered silk handkerchief sent home to a soldier's wife.

Directions: Imagine that you were a participant in World War I and by the use of a time machine could travel to see the World War I exhibit in the Money Museum. What personal item would you like to donate to the exhibit to tell your story? In describing the item, be sure to include how it was used and what you want the item to say about you to visitors.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

II. A Letter Home

Compared to our world today communication was primitive. While telephones did exist, the first commercial transatlantic service was not available until 1927. For a soldier in the trenches, the only option to communicate with loved ones was a handwritten letter home.

Directions: Compose a letter home to a family or friend. Make sure that you include where you are, friends that you have made and the food you are given to eat (good and bad).



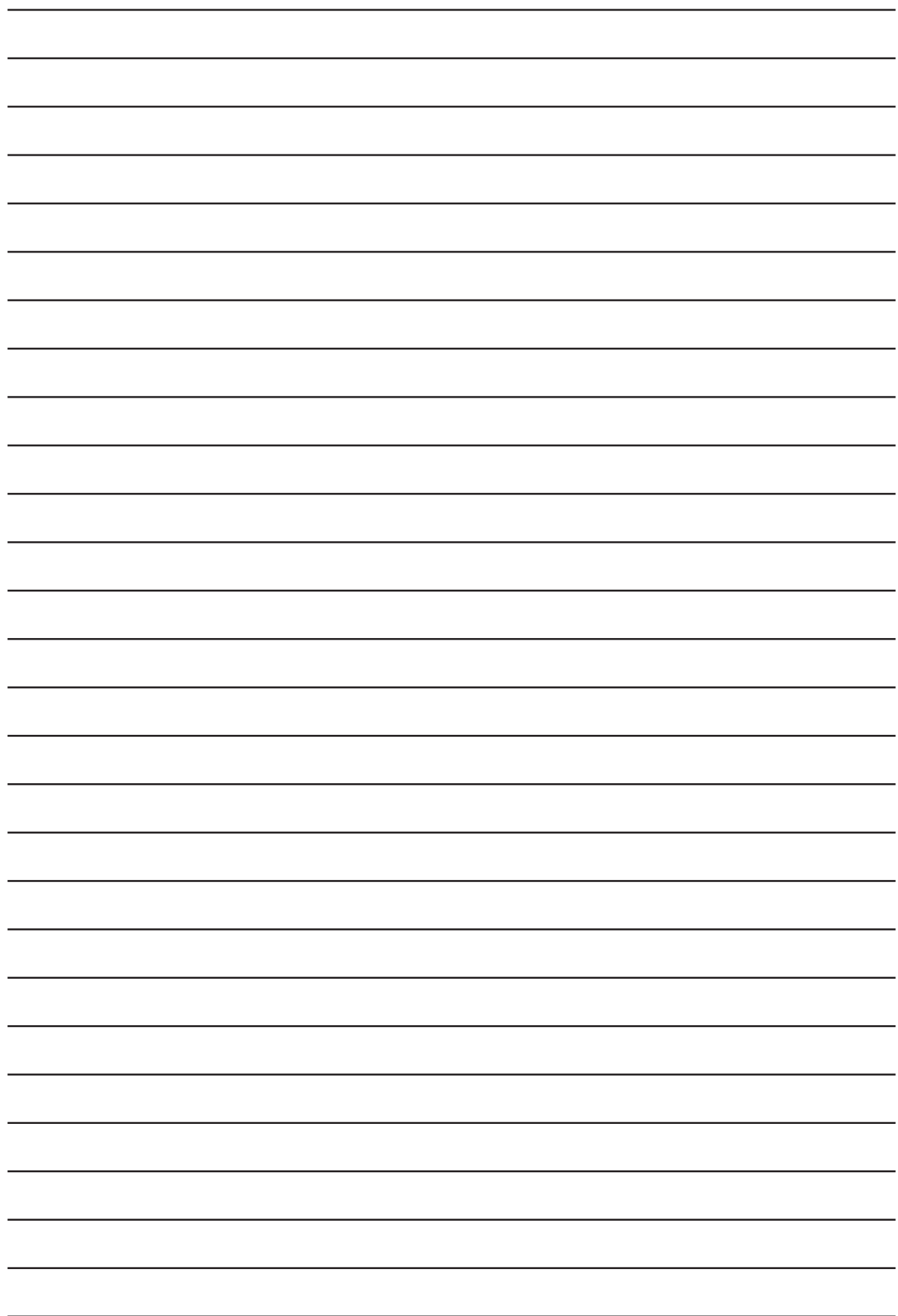
Here are some links for research about life in a trench during the war:

<http://www.history.com/topics/world-war-i/world-war-i-history/videos/life-in-a-trench>

<http://www.longlongtrail.co.uk/soldiers/a-soldiers-life-1914-1918/life-in-the-trenches-of-the-first-world-war>

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Continue on next page, if needed



III. Who am I?

There were many personalities involved in the war. Over the course of time, some participants have grown to become heroes while others are considered villains.

Directions: Read the brief biography of each individual involved in the war. Then identify the individual and list whether you consider that person a hero or villain. Be sure to defend your choice.

1. I was an emperor for almost 68 years but heavy is the head that wears the crown. My wife was assassinated and my son committed suicide. My nephew (and future heir to the throne) and his wife were assassinated by the Black Hand. I couldn't let their deaths go unpunished, could I?

Identity: _____

Hero or villain: _____

Why? _____

2. I had the Tsarina's ear and gave her advice during the war. There were rumors that I was even having an affair with her. She listened to me because I could help the Tsarevich, who suffered from hemophilia. Members of the royal family murdered me.

Identity: _____

Hero or villain: _____

Why? _____

3. I came out of retirement to help my country try to win the war. I became famous at the battle of Tannenberg. After the war, I became President of Germany. Upon my death, Adolf Hitler became dictator.

Identity: _____

Hero or villain: _____

Why? _____

4. My real first name was Margaretha but I was better- known by my stage name. I was born in the Netherlands and eventually moved to Paris where I worked as a dancer. I was convicted of being a spy and placed in front of a firing squad.

Identity: _____

Hero or villain: _____

Why? _____

5. I lobbied President Wilson to let me raise a volunteer regiment to fight in the war but was turned down. I once took a bullet to the chest in an assassination attempt and gave an hour-long speech before accepting medical attention. I fought to have the German language banned in schools during the war. One of my children served in the war as a pilot and was killed.

Identity: _____

Hero or villain: _____

Why? _____

IV. Poetry and Songs of World War I

There are many poems and songs devoted to the subject of the First World War. The following poem written by Dr. John McCrae is arguably the most famous poem written about the war. McCrae, Canadian, died of pneumonia during the war.



“In Flanders Fields”

*In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The larks, still bravely singing, fly
Scarce heard amid the guns below.*

*We are the dead, short days ago
We lived, felt dawn, saw sunset glow,
Loved and were loved, and now we lie
In Flanders fields.*

*Take up our quarrel with the foe:
To you from failing hands we throw
The torch; be yours to hold it high.
If ye break faith with us who die
We shall not sleep, though poppies grow
In Flanders fields.*

Directions: Answer the following questions.

1. The poppy has become a symbol for fallen soldiers. It is said that a year after the poem was written, the burial ground that was the inspiration for Dr. McCrae was covered with poppies. Explain the connection between the poppy flower and fallen soldiers.
2. The poem speaks to Dr. McCrae's sense of duty. Was Dr. McCrae critical or in support of the war? Support your opinion with a quotation from the poem.

“Pipes of Peace”

In 1983, Paul McCartney released a song and video called *Pipes of Peace*. The video can easily be found on the Internet.

Directions: After viewing the video, answer the following questions.

1. Based on the lyrics and the action in the video, do you think Paul McCartney has the same or a different viewpoint than Dr. McCrae concerning World War I? Defend your answer.



2. What event specific to World War I was the focus of the video?

V. The Debate Team

If you have ever been on a high school debate team or attended a debate, you know that you are assigned a topic and then must deliver a convincing argument regardless of your personal thoughts.

Directions: After reading the following topics choose one and give a convincing argument in favor of and against the outcome of the event.

Sedition Act of 1918

The Sedition Act of 1918 was designed to prevent U.S. citizens from expressing negative opinions about the government in its war efforts or sale of government bonds.

The act forbade the use of “disloyal, profane, scurrilous, or abusive language” toward the U.S. government, armed forces or flag. Under the act, the Postmaster General could refuse to deliver mail that met the standards for punishable speech or opinion.

Since that act was passed right before the war ended, there were few convictions. One of the most famous cases concerned Socialist Party leader Eugene Debs. He was arrested for undermining the government’s conscription efforts and was sentenced to ten years in prison. Eventually, Debs’ sentence was commuted by President Warren Harding for time served. Even though the U.S. Supreme Court upheld the Sedition Act in *Abrams V. United States* (1919), Congress repealed the act on December 13, 1920.

Argument for the Sedition Act of 1918:

Argument against the Sedition Act of 1918:

The Bonus March

In 1924, Congress passed legislation that rewarded each veteran of the First World War with a certificate for \$1,000. This certificate or “bonus” could be redeemed in 1945. While suffering through the Great Depression, many veterans hoped that Congress would allow the veterans to turn in their certificate early.

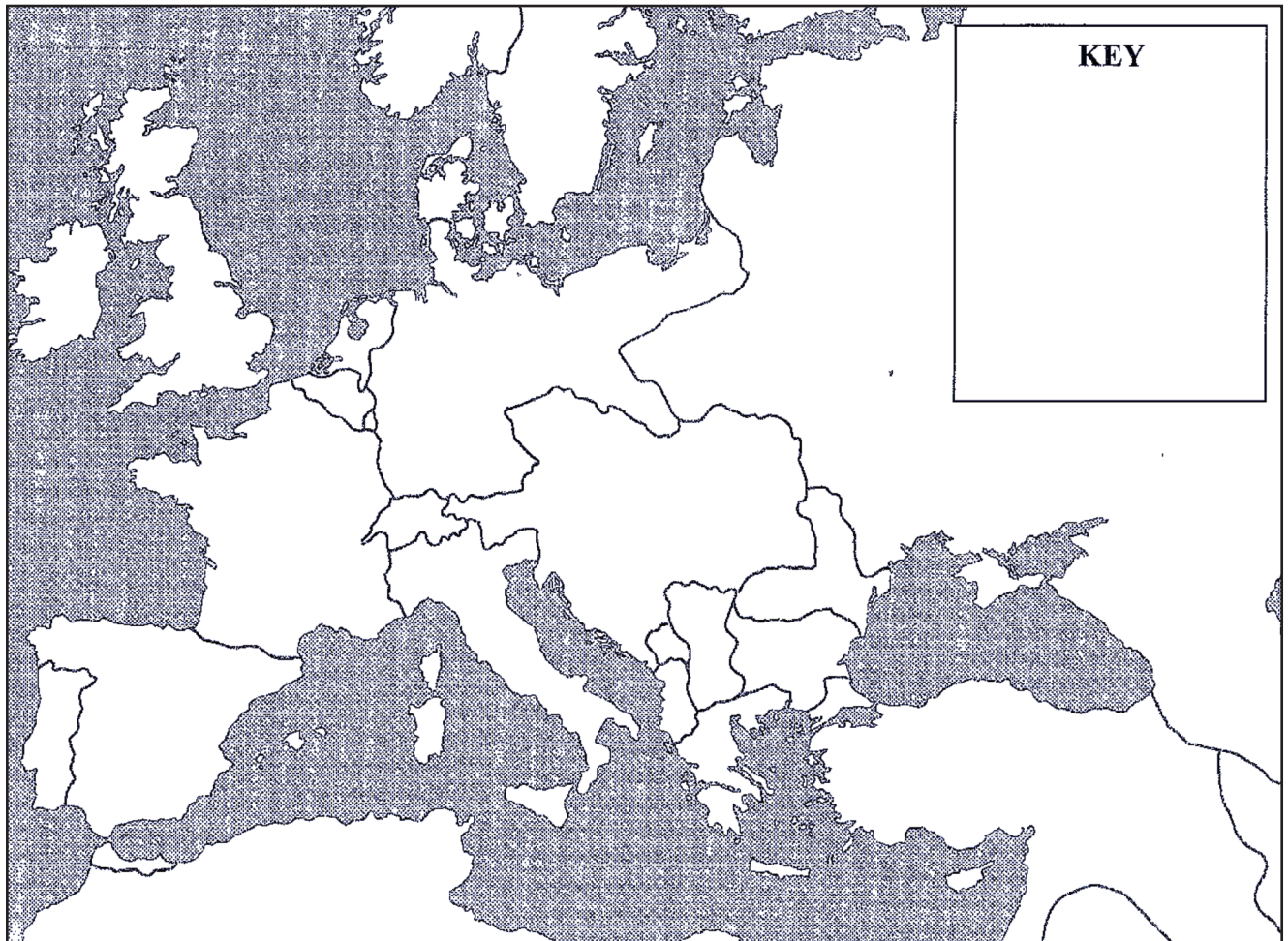
Veteran Walter Walters of Oregon organized a Bonus Expeditionary Force whose goal was to travel across the country to meet with legislators in Washington D.C.. In June 1932, 15,000 veterans, now known as the Bonus Army, marched into Washington. President Herbert Hoover refused to meet the group and the veterans set up a shantytown just across the Anacostia River.

Many people viewed the marchers as a security risk and the police were ordered to break up the group. Some of the marchers refused to leave. President Hoover sent in a young General Douglas MacArthur who used tanks, cavalry and flame throwers to level the Bonus March Settlement.

Argument for the Bonus Marchers:

Argument against the Bonus Marchers:

VI. Mapping it Out: Europe in 1914



1. Label the following countries on the map.

France

Albania

Germany

Spain

Montenegro

Romania

Ottoman Empire

Portugal

Serbia

Belgium

Sweden

Bulgaria

Great Britain

Greece

Austria-Hungary

Norway

Italy

Russia

2. Create a key on the map to include the following:

Central Powers

Allied Powers (Entente)

Neutral Countries

3. Shade in the map according to the colors you assigned in the key.

4. Which alliance had the most members? Why would this be a possible advantage?

5. What is a "neutral country?"

6. Give one reason why it is an advantage to be a neutral country and one reason why it may be a disadvantage.

Advantage: _____

Disadvantage: _____

7. **Matching:** Match the leader with the country they represented by placing the correct letter into the matching blank.

Germany _____

A. Woodrow Wilson

Austria-Hungary _____

B. George V

United States _____

C. Wilhelm II

Russia _____

D. Mehmed V

Great Britain _____

E. Franz Joseph I

Ottoman Empire _____

F. Nicholas II

8. World War I was fought between the years 1914 and 1918. Most world leaders who participated in the war lived through the entire war. List an example of one Allied (Entente) leader and one Central Powers leader who did **not** live through the war's conclusion.

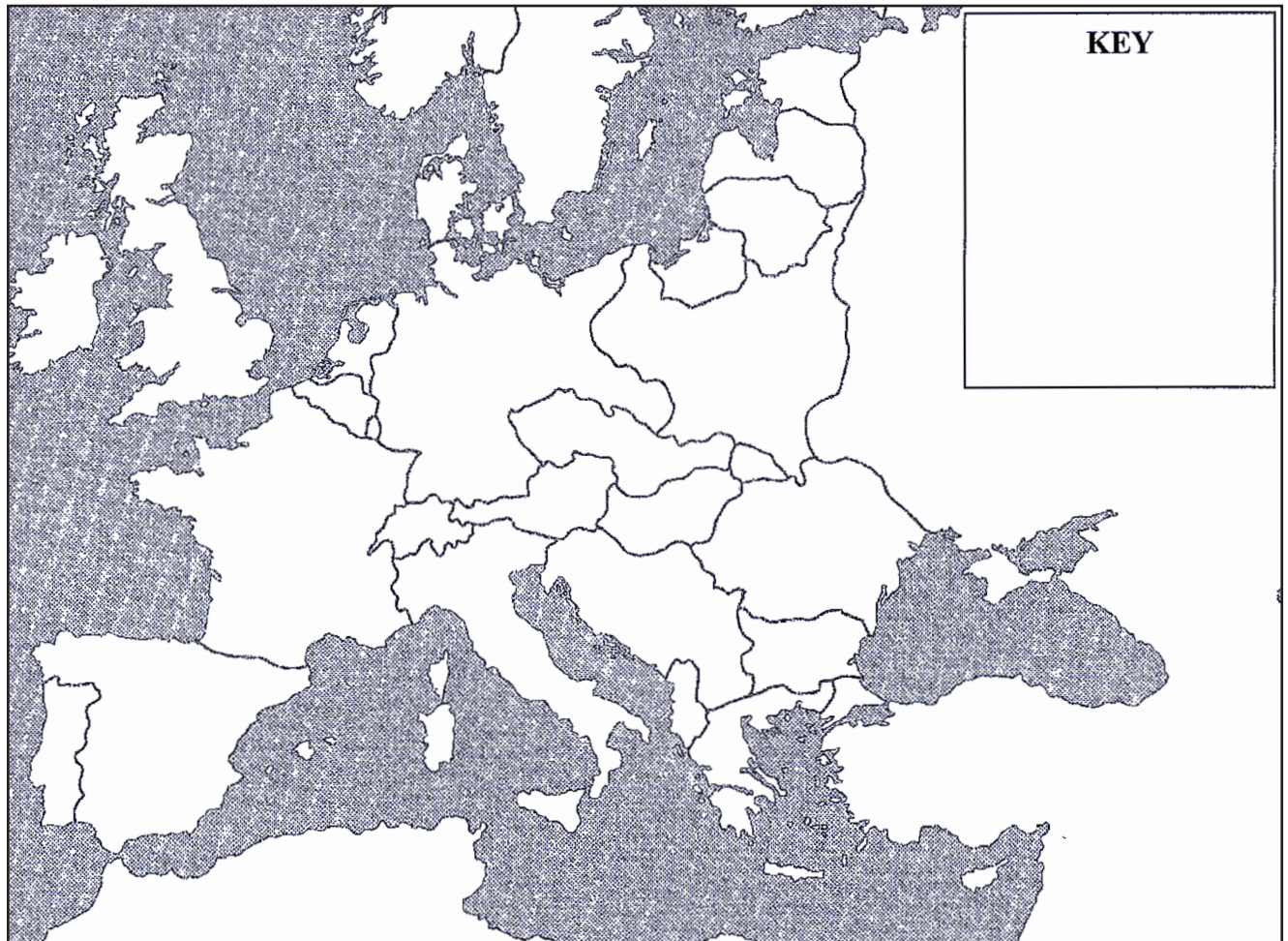
Allied (Entente) leader: _____

Central Power leader: _____

9. Which two countries prevented the Central Powers from being entirely connected?

10. There is one major ocean and two seas shown on the map. Label all three on the map.

Mapping it Out: Europe in 1918



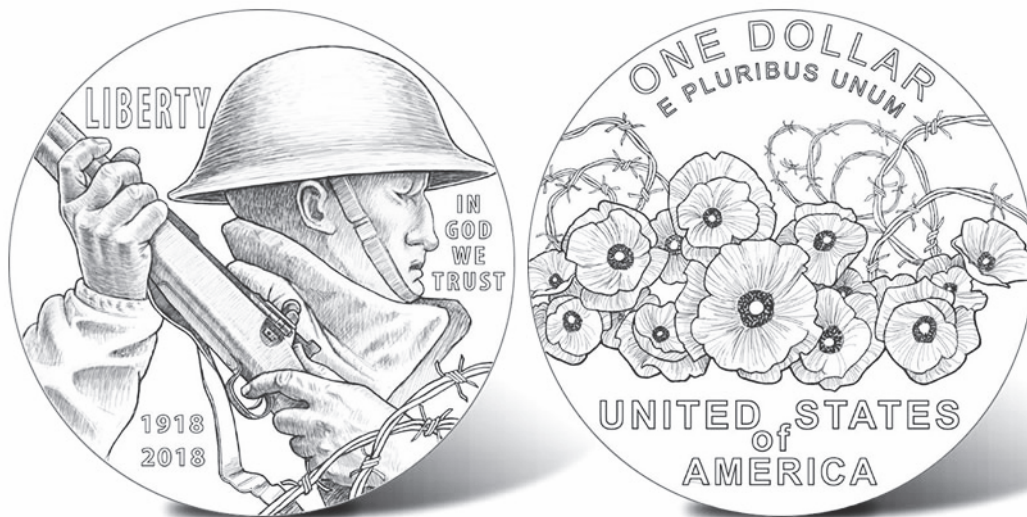
1. Locate each of the following areas described below. Label it with its name.
 - a. Nation created from Serbia, Montenegro and Austria-Hungary.
 - b. Nation bordering Sweden that was formerly a part of Russia.
 - c. Nation bordering Poland and Germany that was formerly part of Austria-Hungary.
2. Shade and create a key for the areas lost by the following countries.
Austria-Hungary Bulgaria Germany Russia
3. Give two examples of how WWI changed the map of Europe.

VII. World War I

Commemorative Dollar

A commemorative coin is minted to celebrate or memorialize an important historical event or individual. The United States has a long history of creating commemorative coins remembering important men and women such as Christopher Columbus, George Washington, Dolley Madison, Booker T. Washington and even P.T. Barnum.

The American Numismatic Association (ANA) noticed that while brave veterans from the Revolutionary War through the Vietnam War had been remembered, there was no coin to honor the veterans of World War I. The ANA, along with men and women in Congress, produced a bill that was signed into law by President Obama providing for just such a coin to be minted in 2018. The design for the coin is shown below:



You will notice that the following are included as with all modern U.S. coins in the design:

- The word LIBERTY
- The mottos IN GOD WE TRUST and E PLURIBUS UNUM
- The date the coin was minted
- The identification of the UNITED STATES of AMERICA

Directions: On the next page, design a coin to commemorate the veterans of World War I. Be creative! Incorporate information you have learned by completing this packet. Make sure that you include the four parts listed above in your design. Send your completed design to the following address:

American Numismatic Association
Attn: Rod Gillis
818 N. Cascade Avenue
Colorado Springs, CO 80903

Be sure to include your address and we will send to you an actual coin minted during World War I and an application for a free 1-year membership to the American Numismatic Association!

NAME _____

World War I Commemorative Dollar

