



Table of Contents

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.

- I. **Your Money's Worth**
- II. **It's a Secret**
- III. **Grand Old Flag – Allied Power**
- IV. **Grand Old Flag – Central Power**
- V. A Letter Home
- VI. Mapping it Out
- VII. Poetry and Songs of World War I
- VIII. World War I by the Numbers
- IX. World War I Commemorative Dollar

AMERICAN
NUMISMATIC
ASSOCIATION

For more information, call 719-482-9845 • www.money.org

I. Your Money's Worth

What does the word *denomination* mean? In terms of money, the definition is: "The value of a particular coin or bill."

We all know the denominations used in the United States: cents, nickels, dimes, quarters, half dollars and dollars. The highest denomination at this time is the \$100 paper note.

What about the denominations for other countries that participated in World War I?

Directions: The following countries participated in World War I. Match the base unit of currency used with the country of origin.

Romania _____

Britain _____

Germany _____

Russia _____

Ottoman Empire _____

France _____

Austria-Hungary _____

Brazil _____

Bulgaria _____

Japan _____

Greece _____

Haiti _____

a. Yen

b. Franc

c. Leu

d. Corona

e. Pound Sterling

f. Drachma

g. Mark

h. Gourde

i. Reis

j. Ruble

k. Lev

l. Kurush

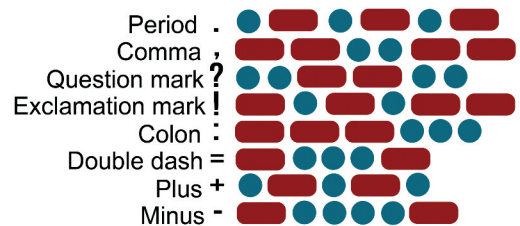
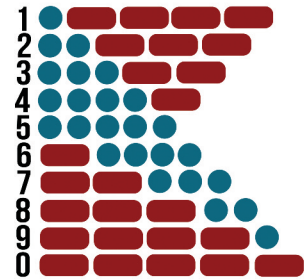
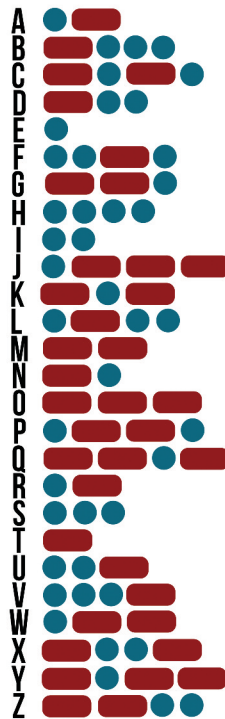
II. It's a Secret

Communication was important during the First World War. There were several methods used to get messages across the battlefield. The French trained Belgian Sheepdogs to carry messages. One dog, *Taki*, delivered important messages the entire length of the war. At the end of the war, she was decorated by two nations for her bravery and was provided an honorable discharge by the King of Belgium.

Pigeons also proved useful in delivering messages. It is estimated that over 100,000 pigeons were used in the war with a 95 percent rate of getting to their destination.

One way of sending messages without the help of animals was by shortwave radio. Morse Code was used as a secret way of sending messages for short distances.

MORSE CODE



1. The length of a dot is one unit.
2. A dash is three units.
3. The space between parts of the same letter is one unit.
4. The space between letters is three units.
5. The space between words is seven units.

Directions: Using our Morse Code Stations, send a message to a classmate and have them reply to you. Decode both messages and write them below.

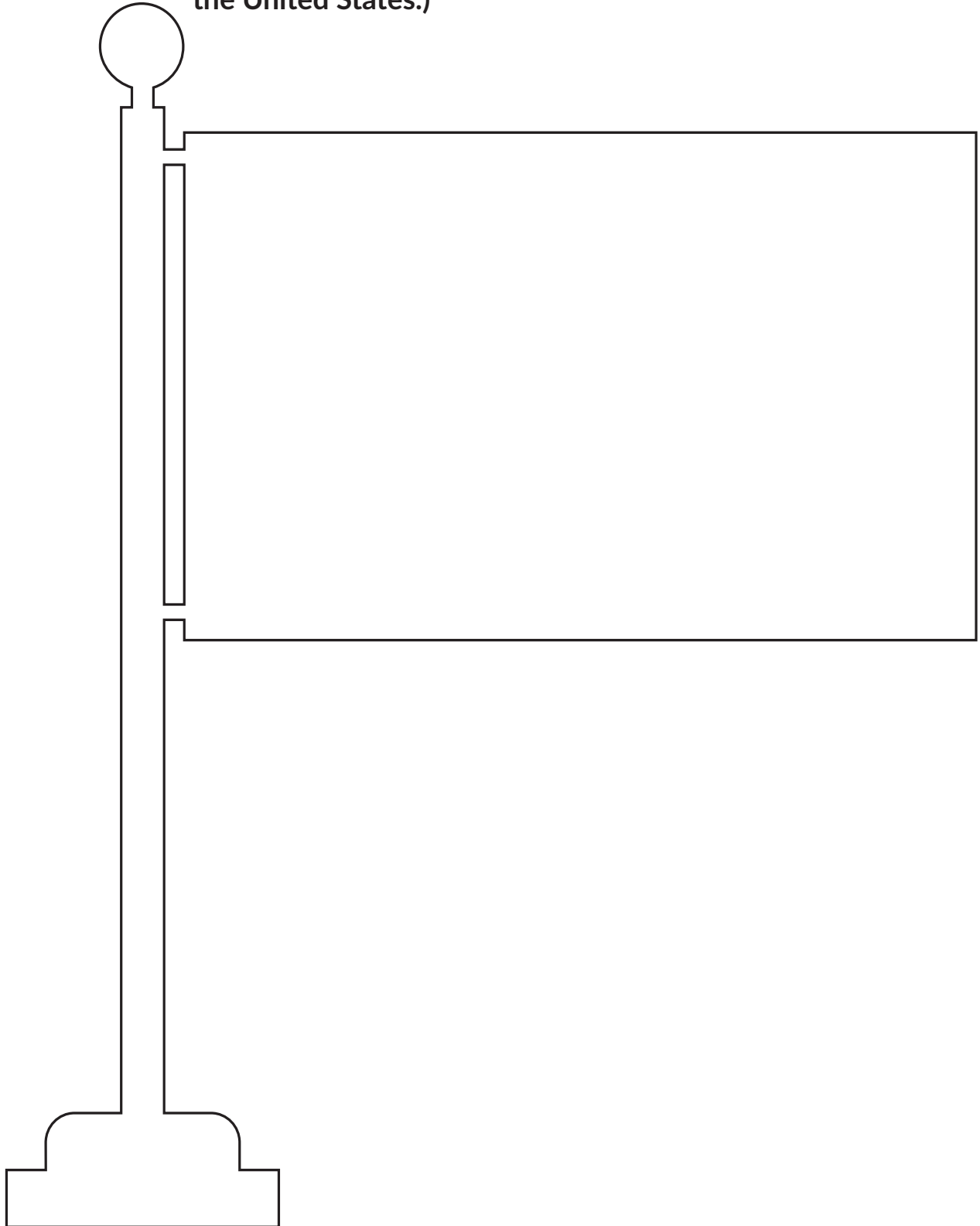
Sent message: _____

Reply: _____

III. Grand Old Flag

Allied Powers (Entente)

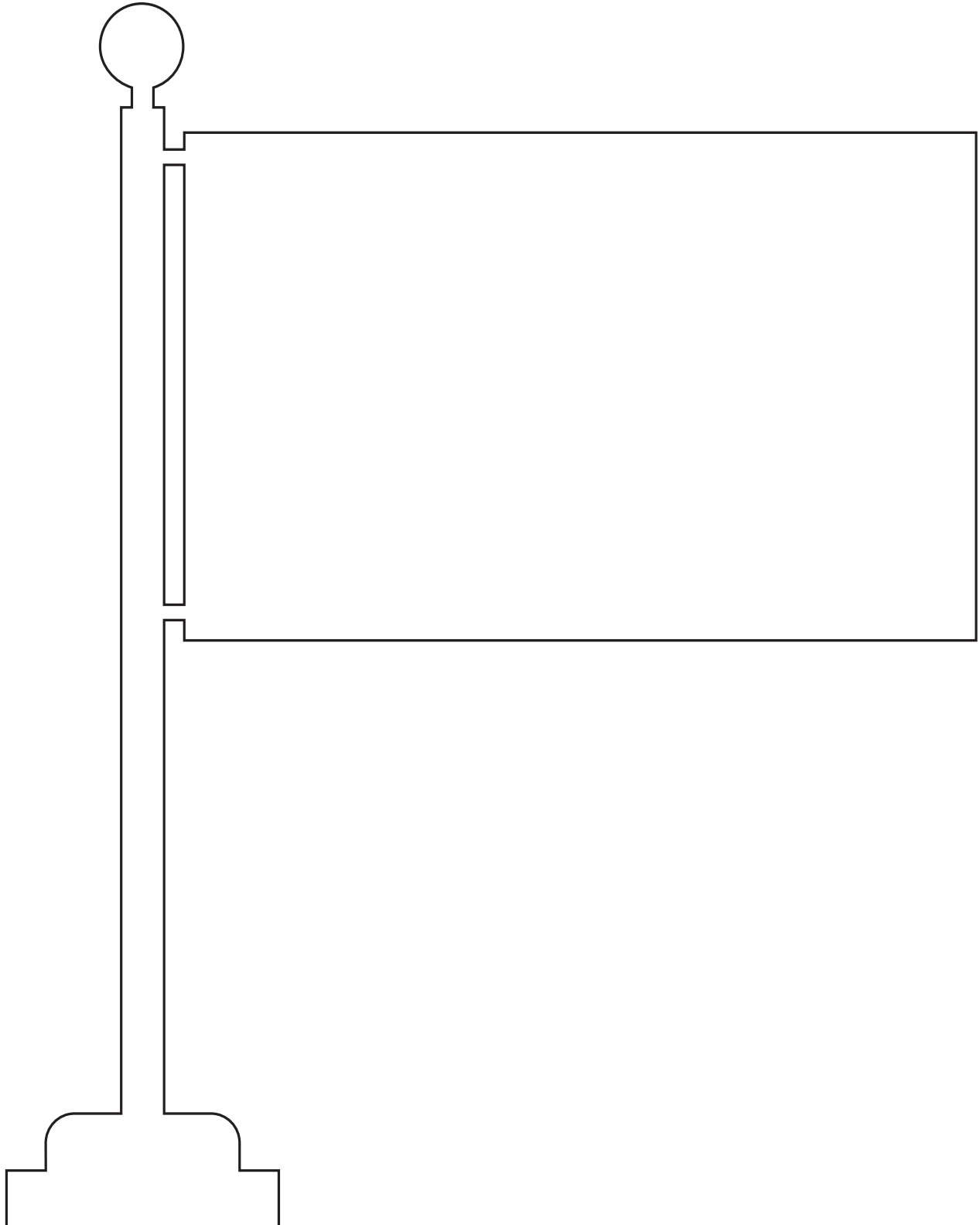
Directions: Draw and color a national flag that represented one of the members of the Allied Powers. (Do not draw the flag of the United States.)



IV. Grand Old Flag

Central Powers

Directions: Draw and color a national flag that represented one of the members of the Central Powers.



V. A Letter Home

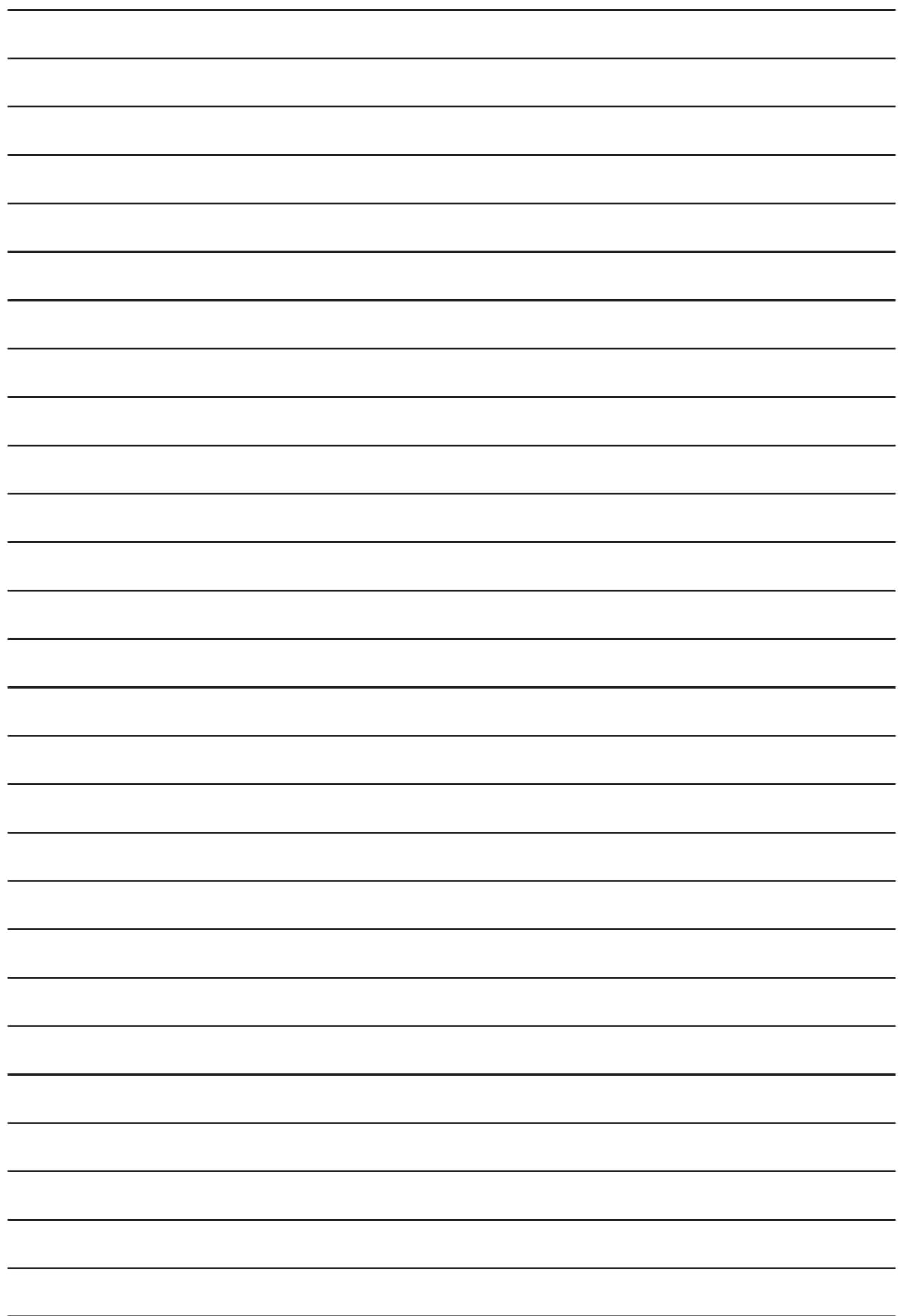
One of the hardest parts of participating in World War I was being away from friends and loved ones. While telephones were in use, soldiers were unable to phone home from Europe. Commercial transatlantic service from Europe to America was not available until nine years after the war.

For many soldiers serving in the trenches, writing home was a way to pass the lonely hours in the cold mud. Sailors wrote letters home while transporting troops across the Atlantic or searching for enemy submarines off of the east coast.

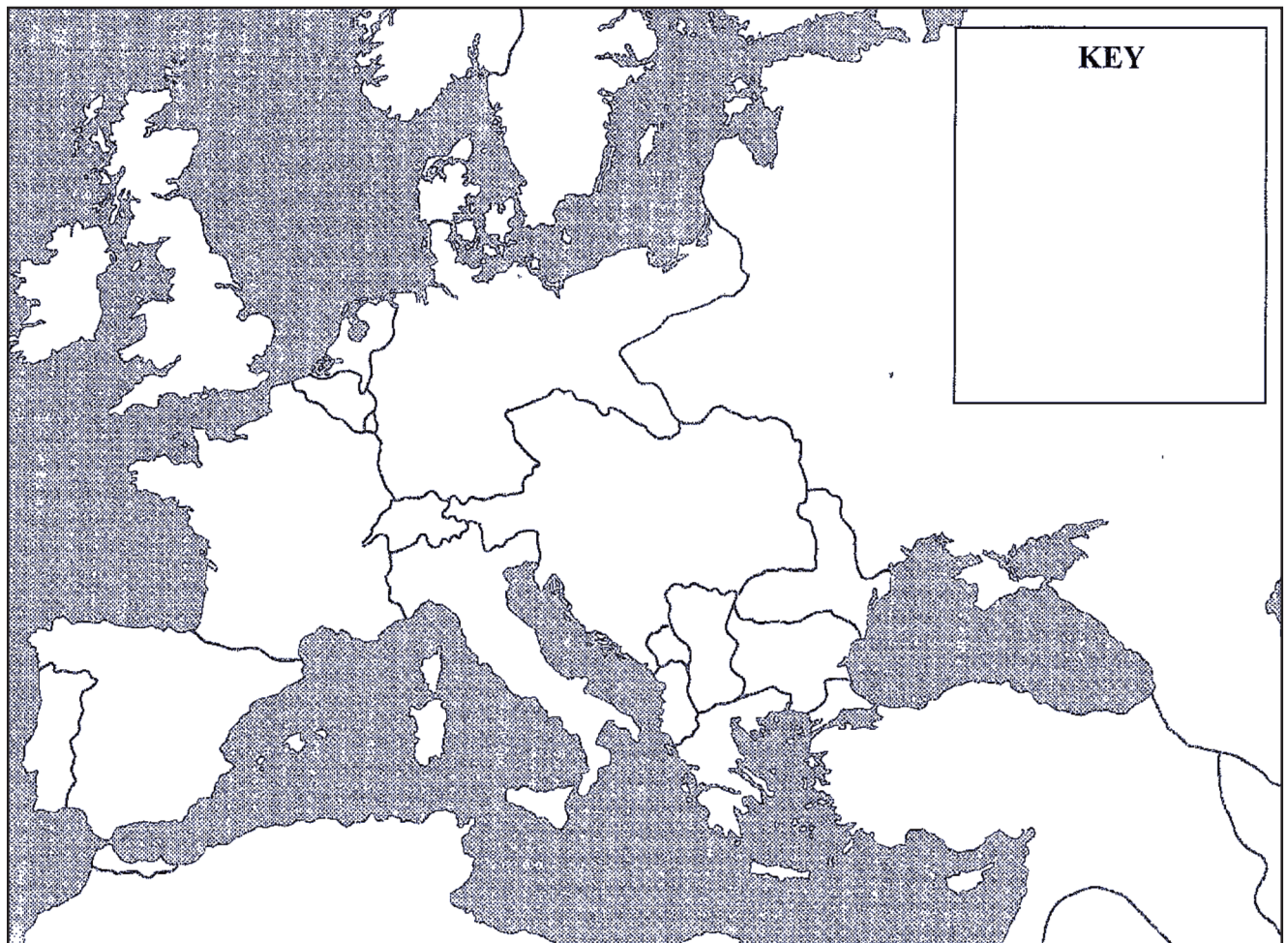
Did women serve in the military? Absolutely. By the end of the war, over 21,000 U.S. women had enlisted as nurses, and 10,000 of those nurses saw active duty overseas. While women did not serve in combat, they did serve in the U.S. Army Signal Corps and played an important role manning military telephone switchboards all across Europe. Known as “Hello Girls”, the operators were required to be bilingual and often served as translators when the high command of different countries needed to communicate.

Directions: Imagine that you are a U.S. soldier serving overseas. You are to write a letter to a friend or loved one. In the letter, include examples of things that have happened to you either during the war or on your trip by ocean liner to Europe. Write about any friends that you have made and the type of food you are eating (good or bad).

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



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 did live 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.

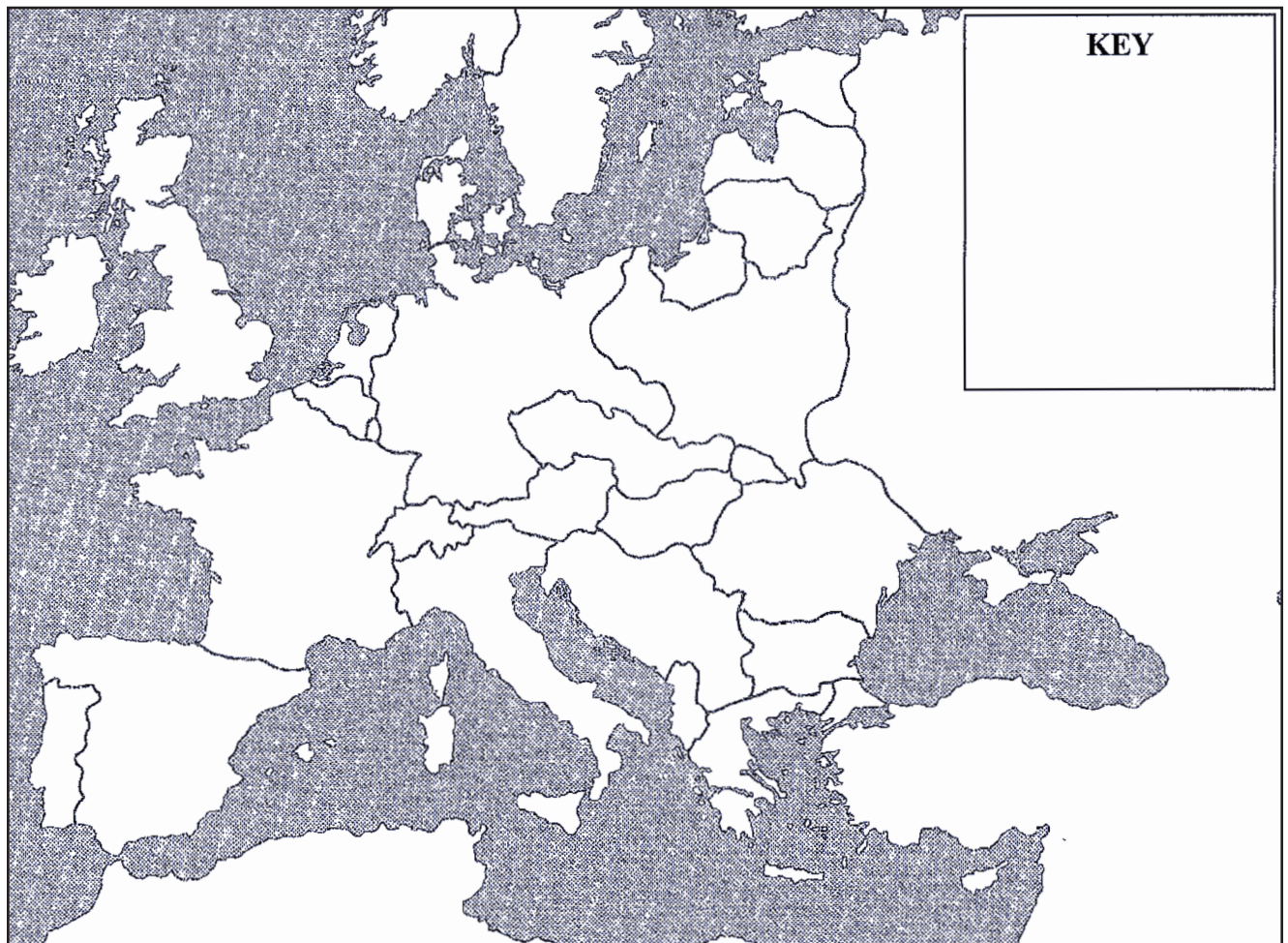
Allied (Entente) leader: _____

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. Poetry & Songs of World War I

Many poems and songs were composed about World War I. One of the most popular poems was written by the celebrated poet A.E. Housman.

*Here dead we lie
Because we did not choose
To live and shame the land
From which we sprung.*

*Life, to be sure,
Is nothing much to lose,
But young men think it is,
And we were young.*

Answer the following questions about the poem.

1. What is the reason Houseman gives for young men deciding to fight?
2. The poet says that "Life to be sure is nothing much to lose." Does he really mean that? How do you know?

A popular American song during the war was *Over There*. The song was written in 1917 by George M. Cohan. Perhaps you recognize the lyrics:

*Over there, over there
Send the word, send the word over there
That the Yanks are coming
The Yanks are coming
The drums rum-tumming
Everywhere*

Answer the following questions about the verse above.

1. Based on your trip to the museum, where is "over there"?
2. Who or what are "Yanks"?





Image courtesy of Lee Mendelson and Bill Melendez Productions. © 2016 Peanuts Worldwide LLC.

Directions: You will notice that in the exhibit there is a video/cartoon about “The World War I Flying Ace.” In the video, he listens to one song that makes him proud while the other makes him cry. Your job is to locate a song written about World War I on the Internet and fill in the following information.

This webpage from the Library of Congress may help you:
<https://www.loc.gov/item/ihms.200197499>

1. What is the title of the song that you have chosen?
2. Who wrote the song and when was the song written?
3. After listening to the song, how did it make you feel and why?

VIII. World War I by the Numbers



Directions: Try your hand at answering the following multiple choice questions. Some of the answers you will be able to find while viewing the exhibit.

1. How many nations were involved in World War I as combatants?
a. 10 b. 64 c. 32 d. 87
2. Although these people were not granted citizenship in the United States until 1924, nearly 13,000 served in World War I.
a. African Americans c. Japanese Americans
b. Jewish Americans d. Native Americans
3. How much (in U.S. dollars) was Germany required to pay for the war according to the Treaty of Versailles in 1919?
a. 33 million b. 33 billion c. 330 d. 330,000
4. In what year did Germany make its final reparations payment?
a. 2010 b. 1969 c. 1951 d. 1927
5. An effective way to transfer messages across the battlefield was by carrier pigeon. How many carrier pigeons were estimated to be used during the war?
a. 500,000 b. 40,000 c. 10,000 d. 679
6. About 10 million soldiers paid the ultimate sacrifice during the war. How many soldiers died each day until the war concluded?
a. 300 b. 800 c. 9,000 d. 6,000
7. The armistice (cease fire) in 1918 that ended the war occurred on the 11th day of the 11th month at 11:00 am. It is recorded that Henry Gunther of Baltimore, MD, was the last soldier killed before the war ended. At what time was he killed that day?



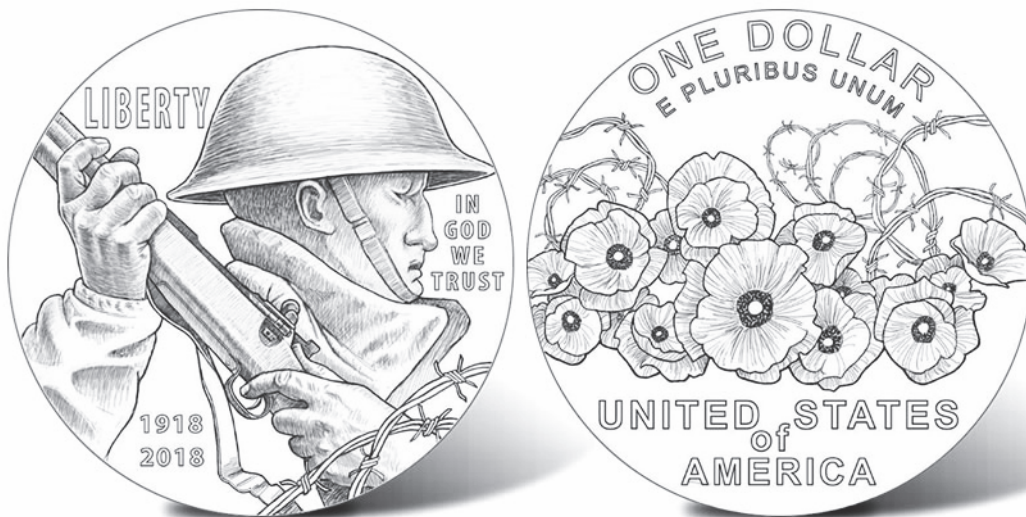
- a. 10:01 am
- b. 1:27 am
- c. 10:35 am
- d. 10:59 am

IX. 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

