


World
History
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MAP ACTIVITIES

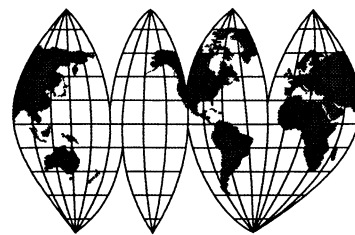


Marvin Scott

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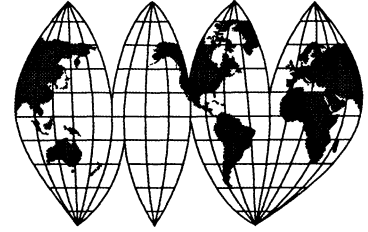
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To the Teacher



One day at the start of a unit on ancient history, I asked one of my students who was dozing in the front row, “Where is Rome?”

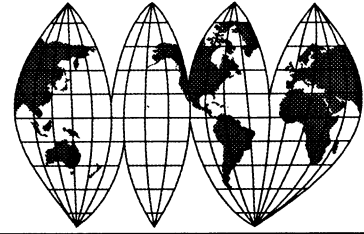
When the answer was “Africa?”, I began to suspect I had a problem. This book is the result of my efforts to solve that problem through work on map skills, geography, and world history.

This book contains 35 maps with worksheets. These are intended to be reproduced for use by students. For you, the teacher, there is a commentary about each map. These commentaries are designed to be quick references, not full and definitive essays. I am a working teacher, not an expert, but I did read books by experts in preparing the commentaries. Sometimes it’s a matter of “Why was the Nile so important in ancient Egypt?” or “Why did Japan need the Dutch East Indies in 1941?” or “Why was Europe divided during the Cold War?” In each case I have tried to explain something important about the place and time involved. I tried to select something that related geography to events in history. In many cases that meant things like mountains, rivers, climates, natural resources, and location of cities. In other cases religion, nationalities, or politics was important. My intention was to give you some useful and interesting background facts and ideas on the time and place.

These thirty-five chapters cover most of the globe. In time, they run from the earliest civilizations about five thousand years ago to the last decade of the twentieth century. The United States is not included, but there are maps of Latin America, Africa, the Middle East, Europe, and Asia. Some maps focus on the big picture, taking in several countries. Other maps are tightly focused on one country or a small area. With this many maps, you need to be selective. My school year runs 36 weeks, and allowing for semester tests and other assignments like research papers, I can’t use all 35 maps in a year. There is also the matter of selecting the worksheet items. I have tried to include a lot of tasks. More difficult tasks are marked with an asterisk. You may find I have included some items you will not want to use.

In this introduction, I describe some of my methods of teaching world history with maps. This may give you some new ideas. I include a drill game, a group activity, and testing, along with routine items like grading. Then I discuss some of the things I have learned about maps, geography, and history while working on this book. The last part may be the most helpful. In it I describe the resources I used. These are resources you might find helpful as you develop your ideas and techniques.

21. Europe, 1914: The First World War



TEACHER BACKGROUND

In 1914, Europe was divided into two hostile armed camps. A crisis in the Balkans led to the start of the biggest European war in a century.

The Triple Entente and Triple Alliance were based on needs felt by each country. The French were motivated by a longstanding hostility toward Germany. In 1871, the French had lost the Franco-Prussian War and with it two provinces, Alsace and Lorraine. French colonial interests had clashed with the Germans over Morocco in 1905 and 1911. The French search for allies made them the builder of the Triple Entente. In spite of the fact that Russia was ruled by an autocratic czar, France arranged loans to build Russian railroads. The Russians had a hostility towards Austria and were without an ally until 1893, when they joined with France. The British preferred isolation and had a centuries-long tradition that France was their enemy, but they felt challenged by German naval expansion and colonial ambitions. By 1907, the British had joined the Triple Entente.

On the other side was the Triple Alliance. Germany was the most powerful member and leader. Germany was a rapidly growing industrial power with a longstanding tradition of a first-class army. The kaiser of Germany was an autocrat. He was also a cousin of Czar Nicolas II of Russia. Queen Victoria of England was their grandmother. The personal relations within this family were sometimes edgy. Kaiser William II was an erratic man with an unfortunate tendency to speak belligerently. He was strongly committed to his ally Austria. This was in part because the Austrians had supported the German side in the Moroccan crises. Austria was a dual monarchy.

Austrians and Hungarians had monarchies within the empire. They were just two of the many nationalities included. There were also Poles, Italians, Czechs, Slovaks, Slovenes, Croats, and Serbs. Understandably, the Austrian government dreaded nationalism, which could break up their empire.

Nationalism was very strong in Italy, the third member of the Triple Alliance. Italy, like Germany, was a relatively new country. Italy had unified the peninsula in 1870 during the Franco-Prussian War, but still had an agenda. The Austrian-controlled areas bordering on Italy contained Italians. Italy considered these *irredenta*, “unredeemed” Italy. The Italian membership in the Triple Alliance was based more on a continuation of a traditional alliance with Germany than on any liking for Austria.

These two alliances were engaged in an arms race, and each side had prepared war plans based on the assumption that the other would be the enemy. There had been crisis situations in the Balkans in 1908 and 1911 that threatened war. The problem was that both Austria and Russia were expanding into the same area.

On June 28, 1914, Francis Ferdinand, Archduke of Austria, and his wife Sofie were assassinated in Sarajevo. The assassin was an Austrian subject named Gavrilo Princip. The assassination was part of an effort by a group of Serbian patriots who were members of a secret society called the Black Hand. The Black Hand was connected to Serbian military intelligence. At first, the crisis was between Austria and Serbia. Then Russia supported the Serbs, and soon the alliances linked the conflict to the other

powers. By August 4, 1914, Austria and Germany were at war with Russia, France, and Britain. The two sides were now called the Central Powers and the Allies. Italy had not joined her old Triple Alliance allies, but instead negotiated a secret treaty with Britain and France that assured Italy her irredenta after victory.

But in spite of the expectation on both sides that the war would be quick and decisive, the fighting continued for four long, bloody years. The western front became a stalemate. The Germans battered the British and French. Both sides dug lines of trenches from Switzerland to the Atlantic. In between the trenches was no-man's-land, where soldiers died by the hundreds of thousands in a futile effort to break the stalemate. Fragile wood and fabric biplanes waged dogfights over the trenches but did not tip the balance. Their most valuable function was as scouts. The Germans tried poison gas, and the British introduced tanks, but the stalemate continued.

On the eastern front, the Russians fought Germans to the north and Austrians to the south. The results of the fighting were indecisive. The Germans found they could push the Russians back, but there was still too much Russia ahead of them. The eastern front ended in 1917—not because of military defeat, but because the Russian Revolution brought in a new Bolshevik government that quickly signed a peace treaty at Brest-Litovsk.

The Italian front was a short stretch of the Italian-Austrian border. It ran through mountains, making a unique set of problems for the generals. It too became a stalemate.

The sea was one front that was not a stalemate. There, to no one's surprise, the British dominated. They swept the seas clean of enemy warships and declared a blockade of the Central

Powers. The Germans had built a battle fleet to challenge the British. When the two fleets of dreadnaughts met in the Battle of Jutland, the British lost more ships, but the Germans returned to harbor, never to challenge again. But the control of the surface of the seas was not the whole story. The Germans found they could use submarines to evade British sea power and attack British supply lines. Britain depended on the sea-lane to transport the food and other items it needed to survive. If the Germans could sink enough cargo ships, they could win the war.

But the use of submarines also carried the risk of bringing the Americans into the war on the Allied side. When the Germans sank the British liner *Lusitania* on May 7, 1915, 128 Americans aboard were killed, and there was a crisis. The Germans backed off for a time, but on February 1, 1917, resumed unrestricted submarine warfare. Shortly after this, on April 6, 1917, America declared war. The American navy joined the British in the antisubmarine wars, and a modest number of soldiers became part of the western front.

The war ground on until November 11, 1918, when an armistice was signed. The Central Powers were near collapse, but the victorious European Allies were badly damaged as well. Very little had been settled.

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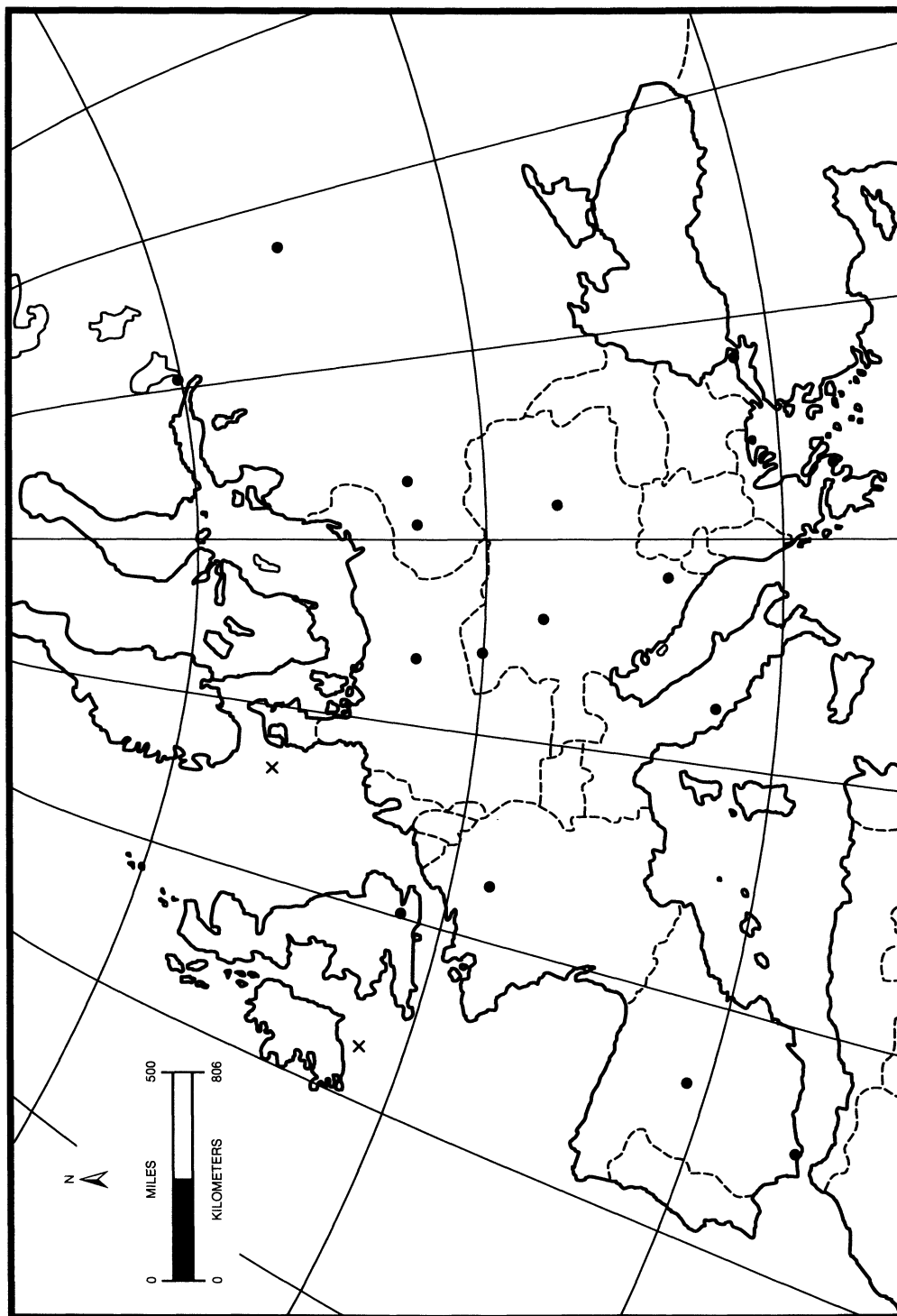
- 7. France, Great Britain, Russia
- 9. Germany, Italy, Austria-Hungary
- 14. St. Petersburg
- 15. Brest-Litovsk

Weight: 20 points

Name _____

Date _____

Europe, 1914: The First World War





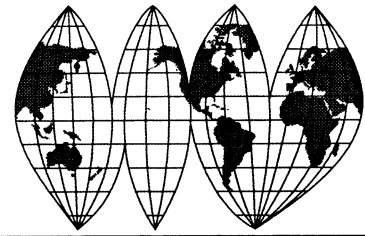
Europe, 1914: The First World War

Read all directions before starting work. Print all labels neatly.

1. The latitude and longitude lines are drawn at 10° intervals. Label these on the west and north sides of the map.
2. Label the following countries on your map:
Norway, Sweden, Denmark, Great Britain, Spain, Portugal, France, Switzerland, Italy, Tunisia, Belgium, Luxembourg, the Netherlands, Germany, Russia, Austria-Hungary, Bulgaria, Ottoman Empire, Rumania (Romania), Serbia, Montenegro, Albania, Greece, Morocco, Algeria
3. Label the following islands:
Balearic Islands, Sicily, Corsica, Sardinia, Ireland
4. With a light blue pencil, shade the bodies of water. In a darker blue, label the following:
Atlantic Ocean, Black Sea, Mediterranean Sea, Baltic Sea, North Sea
5. Label the following points and underline them:
Paris, Prague, Constantinople (Istanbul), Rome, Gibraltar, Berlin, Vienna, Sarajevo, Madrid, Brest-Litovsk, Bosphorus, London, St. Petersburg (Petrograd), Budapest, Warsaw, Moscow, Athens
6. With a red pencil mark the following locations with an "X" and label them in red:
Battle of Jutland, *Lusitania* sunk
7. List the members of the Triple Entente: _____.
8. With a green pencil shade the Allies and associated powers light green.
9. List the members of the Triple Alliance: _____.
10. With a red pencil, shade the members of the Central Powers and their allies.
11. Mark the city in which the Archduke was assassinated with a black "X".
12. With a brown pencil, make a line along the western front.
13. With a brown pencil, make a line on the eastern front showing the farthest advance of the Central Powers.
14. *Bread riots in this city touched off a revolution that took the Russians out of the war. The city was _____.
15. *The Russians signed a peace treaty at the city of _____.



22. Europe After the First World War



TEACHER BACKGROUND

The map of Europe in 1919 was drawn by the Big Four powers at the peace conference in Paris. France's representative, Georges Clemenceau, had one primary goal: security for France. Vittorio Orlando of Italy wanted specific territory. David Lloyd George of Britain had been elected prime minister in a campaign that called for severe punishment for the Germans, but privately he was more flexible. America's president, Woodrow Wilson, had spelled out his plan for a just peace in his Fourteen Points. Wilson had a tendency to be self-righteous about his principles. This was reinforced by the cheering crowds who welcomed him as he traveled to the conference. The conference did not include Germany, Austria, and Turkey, the losing powers in the war. No Russian representative was invited. Russia was an international outcast. The Russians were fighting a civil war, and Lenin's Bolsheviks were the *de facto* government.

As the conference deliberated, the Big Four found that they had serious differences. It took months to negotiate a treaty. The resulting agreement was a compromise. Each party had given in on some issues and succeeded with others.

France achieved some gains that fell short of Clemenceau's wishes. Alsace-Lorraine was returned to France. Germany had taken it in 1871, and even the Fourteen Points supported returning it. France was awarded the coal production of the Saar basin for 15 years. After that, there would be a plebiscite on the Saar's future. The Rhineland was demilitarized but still part of Germany. Perhaps most important, Germany was effectively disarmed. The German army was limited to 100,000 men, and no reserves were allowed. Germans were also not

allowed to have tanks, warplanes, or surface ships of more than 10,000 tons. The critical weakness from the French point of view was the lack of a strong defensive alliance supporting France against Germany.

Both the British and French wanted former German colonies. Since President Wilson objected to colonies, the British and French were awarded the former German colonies as mandates. Mandates were supervised by the League of Nations but were in practice much like colonies. France got Syria and Lebanon. Britain got Palestine, Mesopotamia, East Africa, and split the Cameroons and Togoland with France. German Southwest Africa became a mandate to South Africa, and Japan got German islands in the Pacific. The British also saw the limits on the German navy as desirable. The British and French had both wanted significant reparations from Germany. The conference could not agree on an amount, so the issue of the reparations was referred to a commission for study.

The Italian delegation found hard going. At one point Orlando withdrew from the conference. Italy had negotiated a secret treaty with Britain and France that specified that Italy would be awarded Trentino and Istria. These were her *irredenta* (unredeemed) territories. At Paris, Orlando also asked for part of Fiume and the Dalmatian coast. Eventually the Italians had to settle for Trentino and Istria. A few years later they would seize Fiume.

President Wilson started from his Fourteen Points. Many of the points were interpreted and clarified until they were acceptable to the Allies.

Disarmament somehow became disarmament for Germany only, for example. Some of the points were noncontroversial: restoring Belgium and returning Alsace-Lorraine to France. One of the most troublesome was the idea of self-determination for peoples. The problem was that people in Europe did not live in neat separate areas, but mingled in interlocking patches of territory. Also, Wilson had not entirely realized how many different peoples who wanted a homeland there were. Poland was restored. The port of Danzig was made a free city to give Poland a seaport and yet recognize that Danzig had a German population.

Czechoslovakia was a composite country made up of Czechs, Slovaks, and even some Germans in the Sudetenland. Yugoslavia was another collection of nationalities, including Serbs, Croats, and Slovenes. The old Austria was further broken up, and Austria, Hungary, and Romania became separate countries. Finland, Estonia, Latvia, and Lithuania became independent countries as well. Russia was in no position to make effective objections. Germany was reduced in size somewhat, but the German delegates were simply invited to the conference to sign the treaty. Their protests about the unfairness of the war guilt clause and other provisions were ignored. Germany had lost the war and with it the right to a voice in the peace.

Wilson had achieved his one major goal at Versailles. The League of Nations was

established. It was to be a general association of nations as Wilson envisioned it. Wilson had rejected the French idea that the League have an armed force. The League was designed to solve international problems by talking them out. Decisions of the League had to be unanimous. Put another way, one country could keep the League of Nations from a decision, and even if it did act, it lacked the ability to enforce its decisions. It fell well short of the defensive alliance the French had argued they needed. Wilson, however, saw it as the mechanism that would peacefully settle the issues that the conference had been unable to settle.

The Versailles settlement failed to live up to Wilson's dreams. The United States Senate rejected the treaty and the League. The Americans withdrew from Europe and became isolationists. President Wilson destroyed his health campaigning for the treaty. This left the Europeans with the task of trying to make it work. They failed. Twenty years later Europe went to war again.

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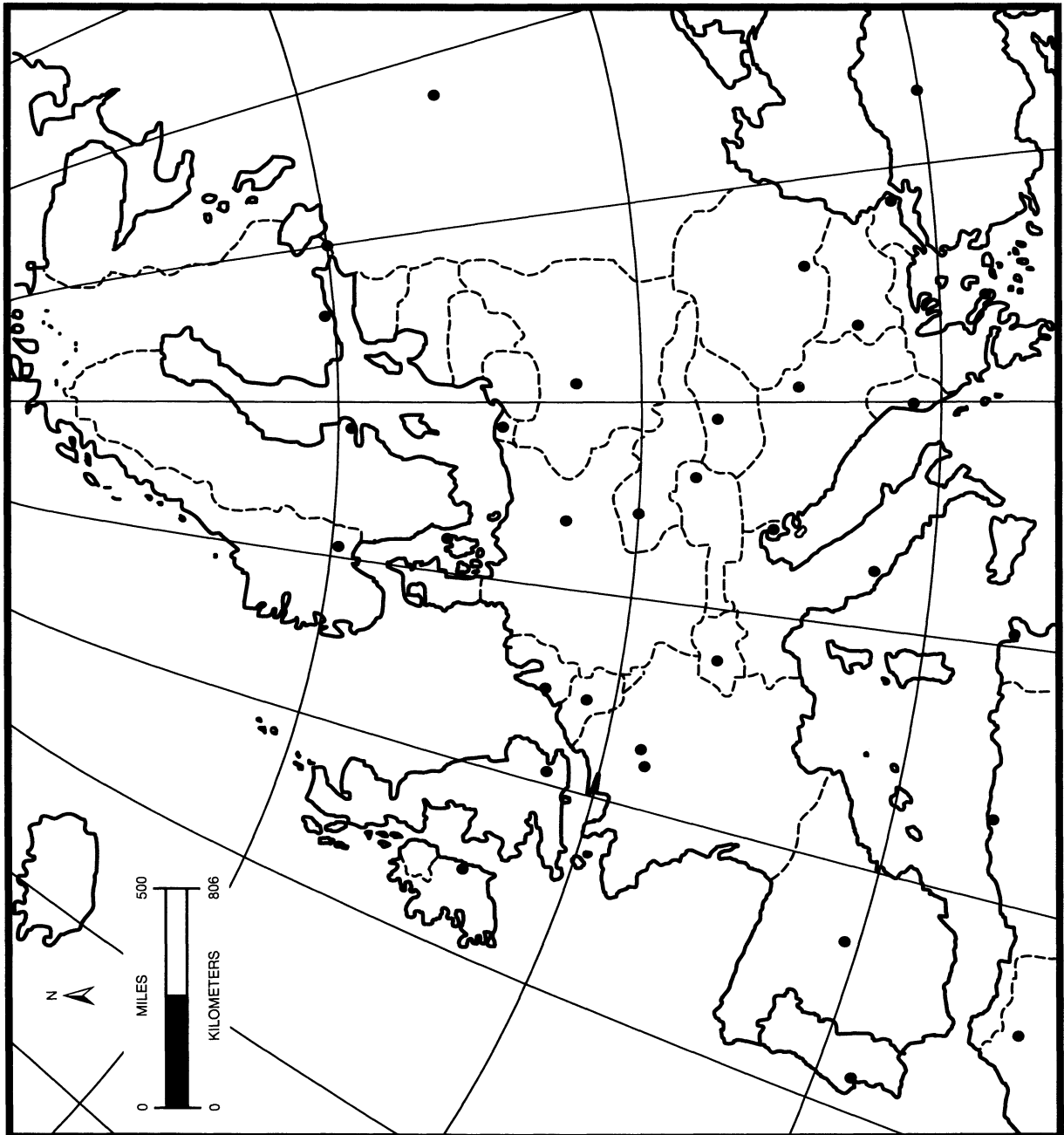
- 9. Versailles
- 10. Ireland

Weight: 20 points

Name _____

Date _____

Europe After the First World War



Name _____

Date _____

Europe After the First World War



Read all directions before starting work. Print all labels neatly.

1. The latitude and longitude lines are drawn at 10° intervals. Label these on the west and north sides of the map.
2. With a light blue pencil, shade the bodies of water light blue. Label the following in dark blue:
Baltic Sea, North Sea, Atlantic Ocean, Mediterranean Sea, Adriatic Sea, Black Sea
3. Label the following countries:
Ireland, Great Britain, Portugal, Spain, France, Czechoslovakia, Hungary, Yugoslavia, Estonia, The Union of Soviet Socialist Republics, Turkey, Tunisia, Italy, Switzerland, Belgium, Luxembourg, the Netherlands, Saar, Albania, Bulgaria, Latvia, Morocco, Norway, Sweden, Finland, Denmark, Germany, Austria, Romania (Rumania), Poland, Lithuania, Algeria, Greece, Iceland
4. Locate the following cities and label them. Underline the labels.
London, Paris, Versailles, Brussels, The Hague, Berlin, Copenhagen, Stockholm, Helsinki, Leningrad (Petrograd), Moscow, Warsaw, Danzig, Prague, Vienna, Budapest, Bucharest, Belgrade, Sofia, Tirana, Athens, Ankara, Rome, Algiers, Oslo, Bern, Madrid, Tunis, Lisbon, Fez, Dublin, Constantinople (Istanbul), Trieste
5. With a red pencil, shade the areas lost by Germany.
6. With a green pencil, shade the areas lost by Austria.
7. With a yellow pencil, shade the areas lost by Russia.
8. With a brown pencil, shade the demilitarized Rhineland.
9. **In what famous palace was the peace treaty drafted? _____
10. **What country was newly independent of Great Britain? _____

