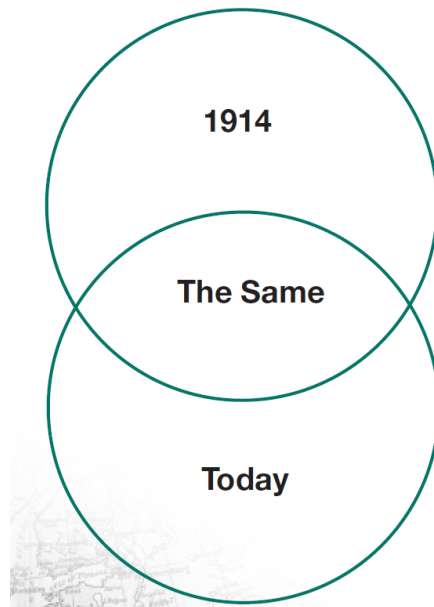


Horse Power Lesson Three: How was the world different in 1914?

Display a world map from 1914 and ask children to compare it with an equivalent map from a modern atlas.

Display two overlapping circles (a Venn diagram). Mark one circle "1914", the other "Today" and the overlap as "The Same".

(Example)



Take suggestions of similarities and differences and transfer them to the diagram.

Lead a discussion about what the similarities and differences between the maps may tell us about how the world has changed since 1914.

EXAMPLES:

Put "European Empires" under 1914 but not elsewhere as these do not exist in the same way now.

Put "Names of continents" in the overlapping area, as these will be labelled the same on both maps.

Display the two principal alliances in 1914.

You could do this by using the flags of each country from the time and then ask pairs/groups of children to investigate which flag designs have remained unchanged, which have been replaced, and to find out the reason for this. For example, a country might have become fully independent of a European empire after 1918.

Ask each pair/group to report back, and lead a discussion about what this might tell us how much the world has changed since 1914.

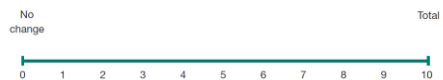
Look at a world map which shows the countries of the North Atlantic Treaty Organisation (NATO) and other alliances. Lead a discussion about how this map compares with 1914.

Further research could be set comparing the political systems of individual countries and their relative military strengths in 1914 and today.

Number Line Activity

Set up a number line between 0 and 10. Label 0 "no change" and 10 "total change"

(Example)



In pairs ask children to decide where to stand on the number line, judging the extent to which the world has changed since 1914 expressed as a particular number.

Ask children to stand by their chosen number and hold a class discussion where they justify their numerical position by referring to evidence from earlier activities.

Allow children to change their position in reaction to the reasoning of others but ask why they have done so.

CREDIT: This resource was created in 2011 in consultation with Andrew Wrenn from the Imperial War Museum and was originally linked to an interactive map: Horse Power.

