

SUPPLY LINE LESSON PLAN

TRENCH MAPS

MAP READING AND MAP MAKING DURING THE FIRST WORLD WAR

OVERVIEW

This lesson is based around the logistics of moving the This lesson uses Geographic and Historical Thinking to examine a trench map from the First World War. Students will consider methods used to create accurate maps and will develop skills necessary to understand the network of trenches that covered the Western Front.

GRADE LEVELS:

7 to 12, Secondary 1 to 5 in Quebec

CURRICULUM CONNECTIONS:

Social Studies; History; Language Arts; Media Arts; Geography

ESTIMATED TIME:

1-2 class periods

OBJECTIVES

Students will:

- Evaluate trench maps as evidence to understand trench warfare;
- Recognize patterns of continuity and change in how maps were made historically compared to how they are made today;
- Understand how aerial photography provided crucial information for decision-makers;
- Learn practical skills for reading maps.

MATERIALS REQUIRED

- Objects from the First World War Discovery Box
 - Map
- Artifact Information Label for the Map
- Artifact Backgrounder for the Map (optional)
- Photocopies of **worksheets 1, 2, 3**
- Photocopies of **Appendix 1** (must be printed in colour on 11 x 17 size paper or larger)
- Photocopies of **Appendix 2** (optional; must be printed on 11 x 17 size paper or larger)
- Highlighters of various colours
- Interactive whiteboard (optional)
- Computers with internet access (optional)

Important:

The First World War discovery box includes both authentic artifacts from the First World War (about 100 years old) and high quality reproductions of objects from the First World War (made more recently). All objects, whether authentic or reproduction, should be treated with care.



LESSON

PART A - INTRODUCTION

Ask students if their family was to take a vacation in a new city how they would find their way around.

Possibilities include:

- Using a map and GPS technology on a smartphone
- Using GPS in a car
- Researching directions on the internet and printing them for consultation
- Purchasing a map
- Asking locals for directions

Explain that during the First World War, printed maps were the primary tool for understanding the terrain and planning military manoeuvres. Inform students that during the First World War maps were made using existing pre-war maps of the area, intelligence gathered during trench raids and scouting missions and photographs and intelligence gathered by aerial observers.

Discuss some common features of maps:

- Scale
- Legend
- Grid

PART B – READING TRENCH MAPS

With students working individually or as pairs, hand out photocopies of **Appendix 1 – Trench Map**. The map can also be projected via interactive whiteboard for the class to examine.

Distribute photocopies of **Worksheet 1 – Reading Trench Maps**. Ask students to use the legend to identify the features on the map. They should circle or highlight their findings on the map.

PART C – HOW MAPS ARE MADE: THEN AND NOW

Display **Appendix 2 – Aerial Photography and Map** for the class using an interactive whiteboard. Alternatively, display via overhead projector or distribute photocopies for student to examine.

Ask students if they can identify the same features in the photographs and on the maps. Help them to locate shell and mine craters, roads and trenches.

As a class, compare the trench map with a map of the same region today. This can be accessed via the internet using Google maps, for example.

Discuss as a class how aerial photography was used in providing accurate and important information for mapmakers. Map makers would use the information collected from the photographs, along with information gained from intelligence sources, to update and refine existing maps. Compare the methods for creating maps today. Current map makers take images received from satellites and use computer software to create maps. Essentially the technologies have changed by the method remains the same.

In comparing the 2 maps:

- Locate the scale on the map
- Locate the date
- Locate the legend
- How are the maps similar?
- How are the maps different?
- Can you identify any of the features from the First World War in the current map?

EXTENSION ACTIVITY:

- To further develop map reading skills and contour lines. Students could model the maps digitally in Minecraft or cut out cardboard replicas and make physical model.

APPENDICES

Appendices must be downloaded separately

1 – Trench Map

2 – Aerial Photography and Map

WORKSHEETS

1 – Reading Trench Maps

READING TRENCH MAPS

Names/Group: _____

1. Title of the map _____
2. Scale of the map _____
3. Date of the map. What does that mean? _____
4. Who do you think created this map? _____
5. For what purpose? _____
6. What colour is used to represent the Allied trenches? _____
7. What colour is used to represent the German trenches? _____
8. Find the name of 1 trench or road named after a Canadian city or province. _____
9. Draw a thick line between the Germans and the Allies to demonstrate “no man’s land”, the area of land between the opposing forces.
10. Use one colour to highlight a section of barbed wire.
11. Use one colour to highlight a section of road.
12. Use one colour to highlight a section of a railway line.
13. Locate and circle at least 3 machine gun emplacements.
14. Locate and circle at least 3 trench mortars.

15. Locate and circle at least 5 examples of ruined houses or buildings.
16. Locate and circle at least 5 examples of intact houses.
17. Locate and circle at least 1 examples of a grouping of huts (a camp).
18. Locate and circle at least 3 examples of observation posts.
19. Why do you think some information is recorded for the German side but not for the Allied side? _____

20. How did your thinking change as you analyzed this map? _____

21. What did this map not tell us? _____

22. What might this map have looked like in:

1914 _____

1915 _____

1916 _____

1917 _____
23. Can you name any significant battles that took place in this area? _____