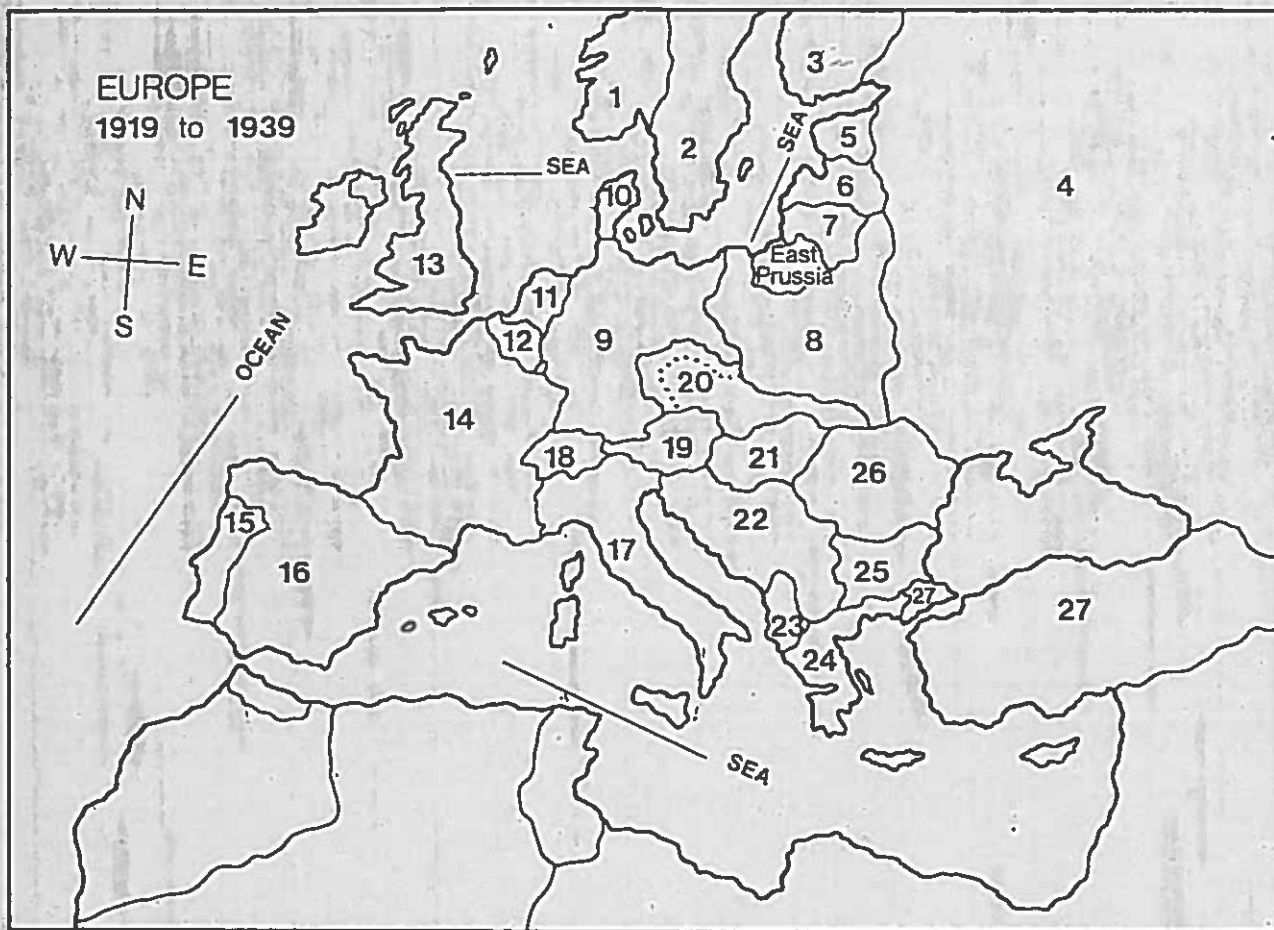


Unit 4

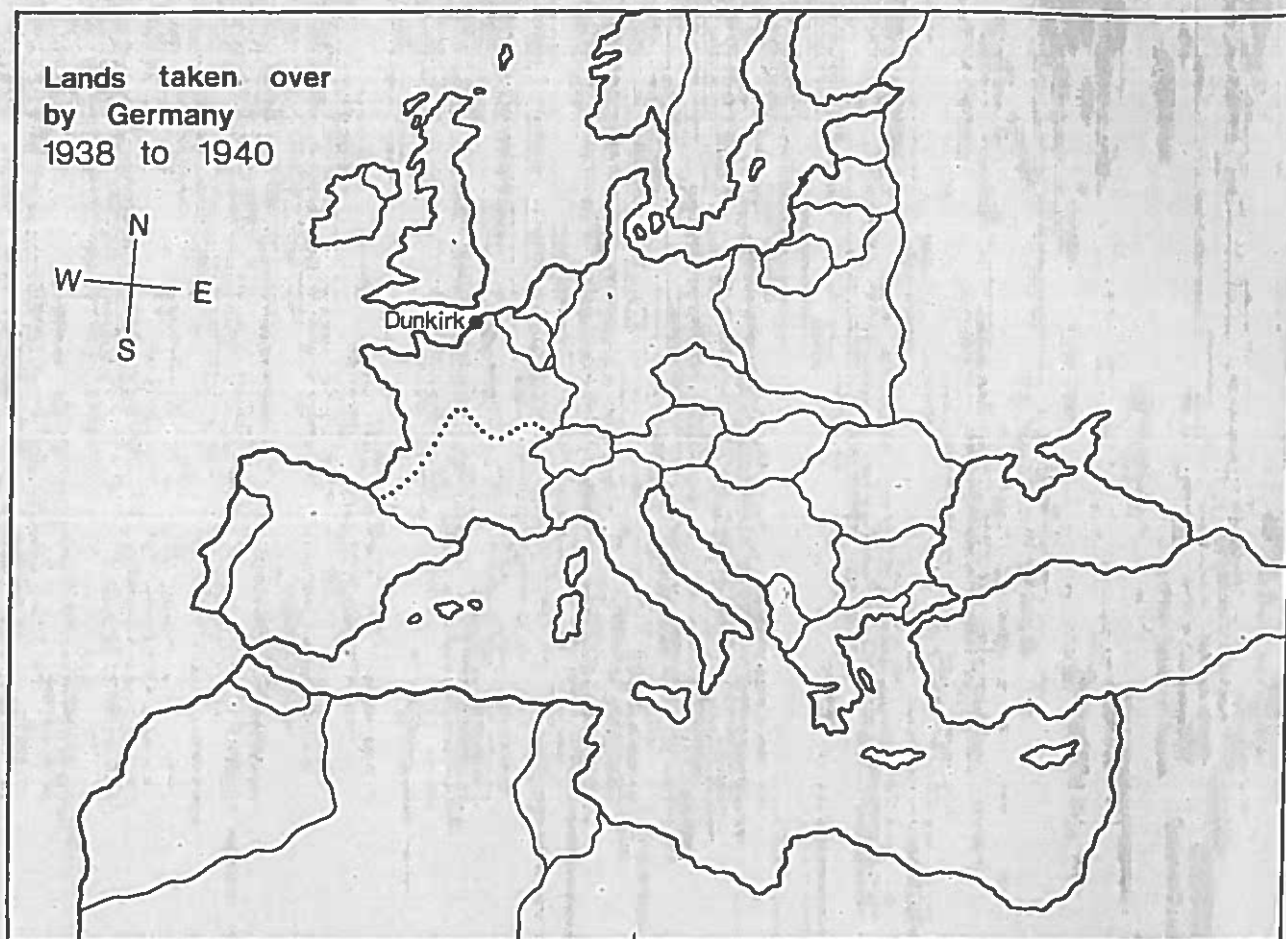
World War II, 1939–1945



Adolf Hitler became Chancellor (Prime Minister) of Germany in 1933. He began to take over land around Germany. At first he got away with this. He took over Austria in March 1938. He took over part of Czechoslovakia in September 1938, and most of the rest of the country in March 1939. In September 1939 he attacked Poland. Britain had an agreement to help Poland if she were attacked. So Britain, and then France declared war on Germany. World War II had begun.

Things to do

- 1 Trace out the map 'Europe 1919 to 1939'.
- 2 Make a list of the numbers 1 to 27 down the side of your map.
- 3 Using an atlas, put in the name of each country beside the number you have written at the side of your map.
- 4 Put in the names of the seas and the oceans on your map.
- 5 Shade in Germany with a black pencil (including East Prussia which belonged to Germany).
- 6 Shade in Austria with a brown pencil.
- 7 Shade in the border between Czechoslovakia and Germany with a green pencil. There is a dotted line on the map for this.
- 8 Shade in the rest of Czechoslovakia with a blue pencil.
- 9 Shade in the western half of Poland with a yellow pencil.
- 10 Make a key: Add a box with each of the colours brown, green, blue and yellow. Beside each box, put the name of the country, and when it was taken over.
- 11 Shade in Italy with a black pencil.
- 12 Make another key: Put in a box with black shading. Beside it, write 'Germany and Italy, the Enemies of Britain'.



The war began in 1939. However, at first Britain was involved in very little fighting. Some raids by aircraft took place. Then in April 1940 Germany suddenly took over Denmark, and attacked and took over Norway.

diers. Then the boats went back over to France to collect more soldiers. The Germans attacked the soldiers and the boats all the time. These boats brought back over 300 000 soldiers to Britain. The Germans went on to take over a large part of France.

Things to do

- 1 Trace the map 'Lands Taken over by Germany, 1938 to 1940' into your jotter.
- 2 Colour in all the countries Germany had taken over before 1940 in black (your map of 'Europe 1919 to 1939' should help you). Make a key to show what the black colour means.
- 3 Now shade in the countries Germany attacked in April 1940, in red. Make a key to show what the red colour means.

However, the Germans did not stop there. On 10 May 1940, Germany attacked France. British troops had gone to help the French. They were driven back to the port of Dunkirk. The soldiers waited on the beaches to be rescued. Over 850 small boats were collected in Britain. They were sailed over to France. They helped to bring back many of the sol-

- 4 On your map, shade in the north and west of France, down to the dotted line. Use a blue pencil. Shade in Belgium, the Netherlands and Luxembourg in blue. Make a key to show that this was land taken by Germany in May 1940.

Germany and the USSR had an agreement not to fight each other. They had made this agreement in August 1939. This meant that the USSR was a friend or ally of Germany. Then in June 1940, Italy decided to join Germany. Before this, Germany and Italy had helped a new Spanish leader to take power. Hitler now hoped that Spain would help him.

- 5 Using a green pencil, draw diagonal lines across Italy, Spain and the USSR. Make a key to show that they were allies or friends of Germany.

Bombing

When war began, ordinary people in Britain expected they would be attacked. They thought they would be attacked from the air by gas bombs and high explosive bombs. But although high explosive bombs were used, no gas bombs were dropped.

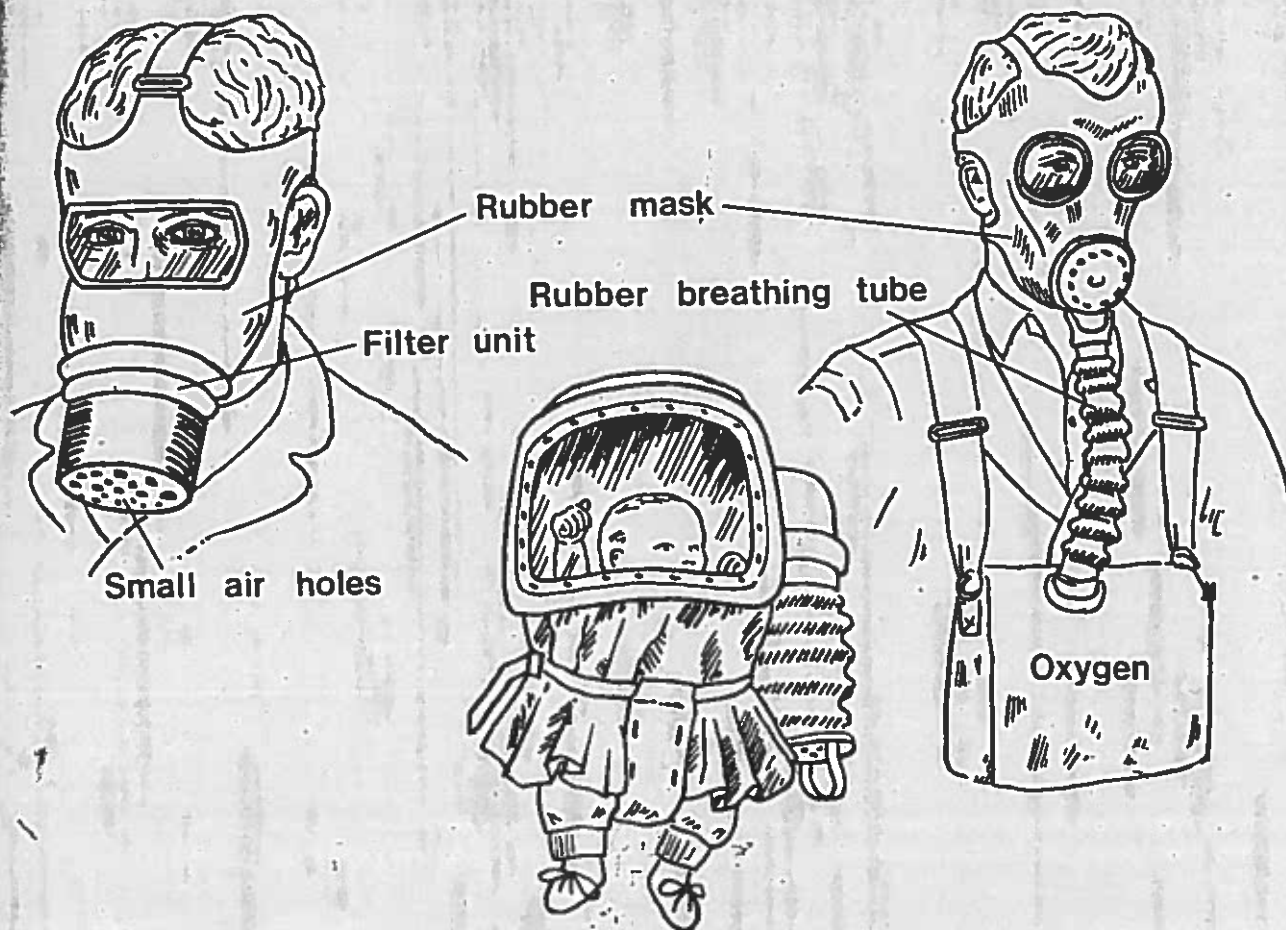
Gas

People were very afraid of gas. They were afraid because nobody could see the gas. This was what made it so dangerous. Even before the war began, people were given gas masks. There were different kinds of gas mask. Children were given masks which were sometimes made of red rubber. They were meant to look like Mickey Mouse. The idea was to make the children want to wear them. Gas masks had to fit very tightly. Special gas masks were

used for babies. The babies were very frightened when they had to be put on. Below are three pictures of gas masks.

Things to do

- 1 Make a drawing or tracing of one of the adult gas masks. Label your picture. Below it, write down what each part would be used for.
- 2 Why do you think that most people did not like to wear them very much?
- 3 Make a sketch of the gas mask for babies.
- 4 What do you think the 'left arm' would be used for?
- 5 Do you think these would be easy to put on to the babies? Give reasons.



High Explosive Bombs

Many high explosive bombs were dropped on Britain. The time when these bombs were dropped is called the 'Blitz'. There were many different kinds of bomb.

The big bombs were very powerful. They could destroy buildings and blow people into tiny pieces. The small bombs were also very dangerous. Some of them were called incendiary bombs. This meant that they were fire bombs. Lots of these were dropped together. They could start terrible fires.

Things to do

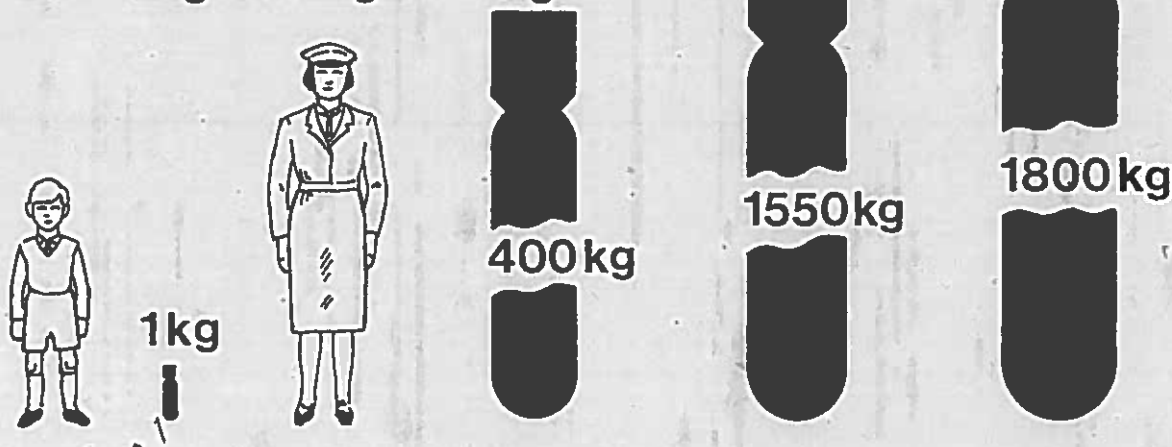
- 1 Put a heading 'Bombing' in your jotter.
- 2 Look at the picture of the bombs. How many bags of sugar could you put into an 1800 kg bomb?
- 3 What was an incendiary bomb?
- 4 Were incendiary bombs large or small?
- 5 Why did they do so much damage?

Later Bombing

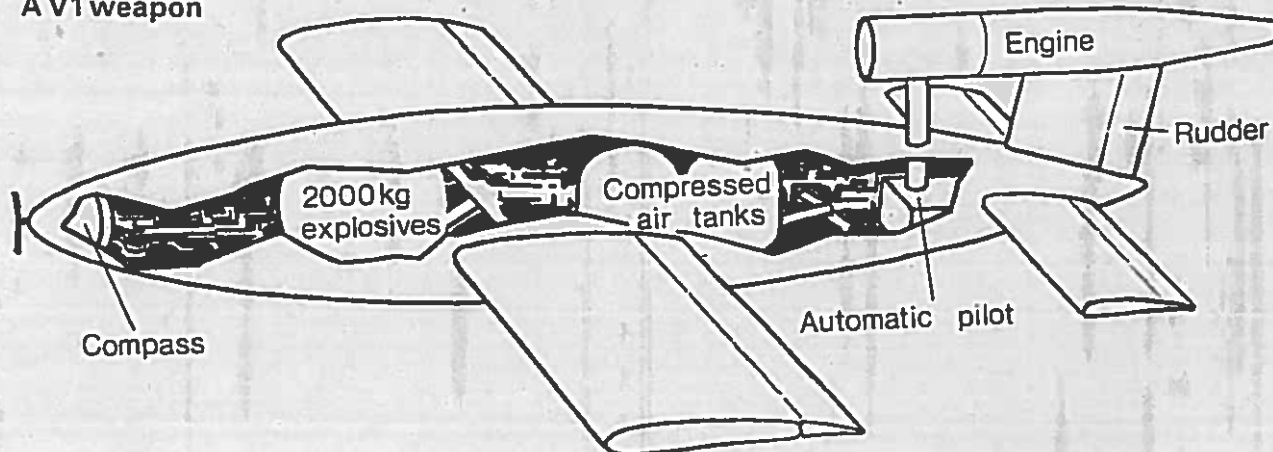
Later in the war, the Germans made 'Flying Bombs'. A 'Flying Bomb' was also known as a 'V1'. They had no pilots. They just flew on until they ran out of fuel. People could hear their engines. When the engine stopped, they had to run for shelter. The Germans used about 8000 V1 bombs. Then they began to use Rockets. They were called 'V2' weapons. They travelled very quickly. People could not hear them coming. About 1000 of these reached Britain.

- 6 Make a sketch of the V1 weapon.
- 7 What kind of weapon was a V2?
- 8 Do you think people would be more afraid of a V1 weapon or a V2 weapon? Give reasons.

One bag of sugar = 1kg



A V1 weapon

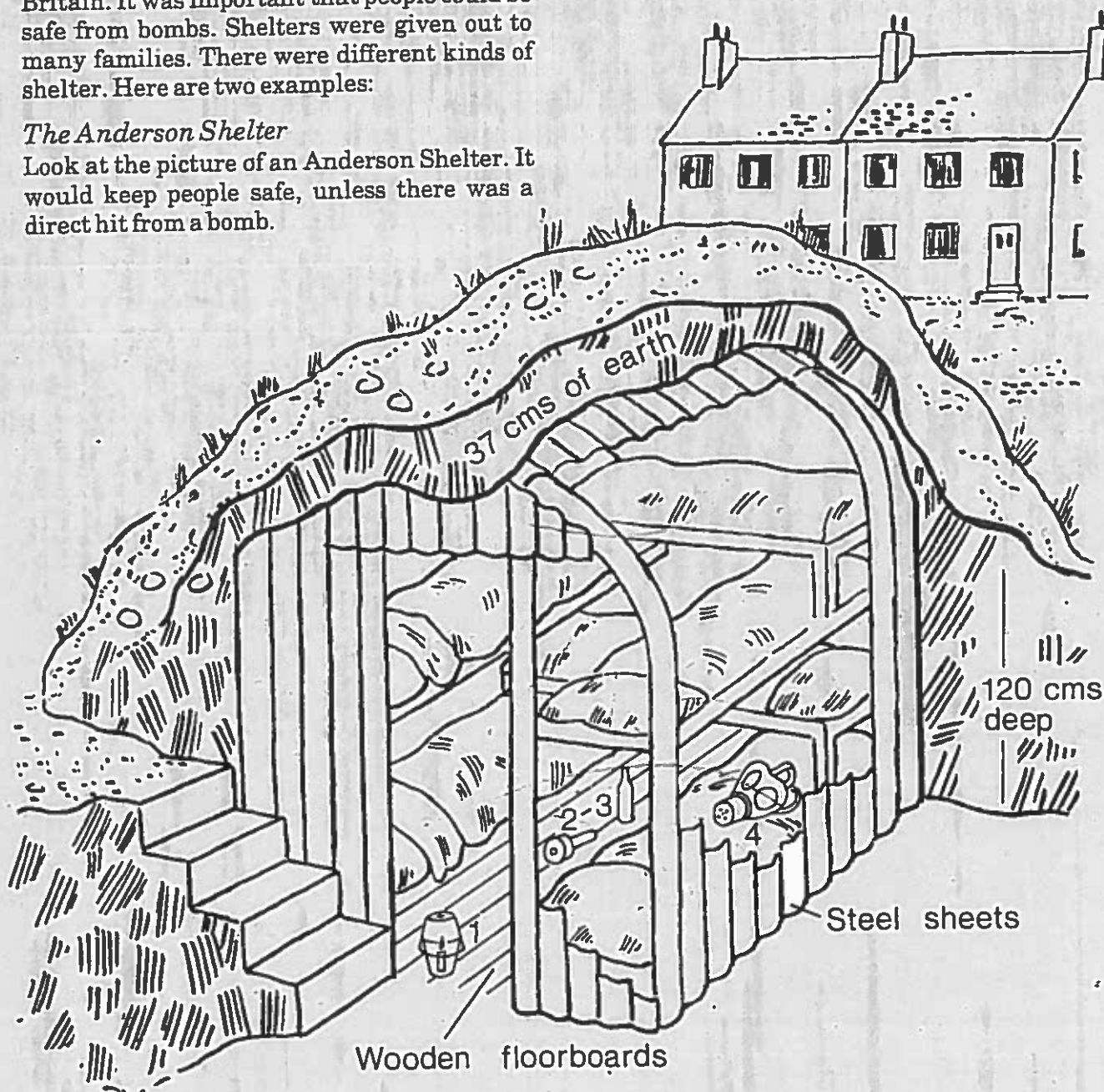


Shelters

Everyone expected the Germans to bomb Britain. It was important that people could be safe from bombs. Shelters were given out to many families. There were different kinds of shelter. Here are two examples:

The Anderson Shelter

Look at the picture of an Anderson Shelter. It would keep people safe, unless there was a direct hit from a bomb.



Things to do

1 Put a heading 'The Anderson Shelter' in your jotter. Answer these questions in sentences:

(a) If you were going to build an Anderson Shelter, what would be the first thing you would have had to do?

(b) How much earth would have to be put on top?

(c) Where would the earth come from?

(d) Why would this have to be done?

(e) How many people could an Anderson Shelter sleep?

(f) Look for the numbers 1 to 4 in the drawing. Write these numbers into your jotter. Beside each number, write down what each number is showing. Then write down why you think people might need each of these things.

(g) Do you think that it would have been comfortable or uncomfortable in an Anderson Shelter? Give reasons for your answer.

(h) What kind of home would you have had to live in if you were to use an Anderson Shelter?

The Morrison Shelter

Look at the picture of a Morrison Shelter.



Things to do

- 1 Put a heading 'The Morrison Shelter' in your jotter. Answer these questions in sentences:
 - (a) In what kind of homes would the Morrison Shelters be useful?
 - (b) What sort of people would find the Morrison Shelters useful?
 - (c) What else could the Shelter be used for?
 - (d) How would you get into the Shelter?
 - (e) In what ways would the Morrison Shelter be better than the Anderson Shelter?
 - (f) Can you think of any dangers in using a Morrison Shelter?

People in London suffered very badly because of German bombing. Many of them used another kind of shelter. At night, they used the London Underground stations. People in other towns also suffered. In Scotland, the

town of Clydebank was attacked by German bombers in March 1941. The people of Clydebank had very poor shelters. Clydebank had about 12 000 houses. Only seven of them were not damaged in these German attacks. There were 47 000 people living in Clydebank. The raids made 35 000 people homeless.

Many children were sent out of the towns and cities to the country. They were sent there to be safe, in case bombs were dropped on their homes. This move to the country was called **evacuation**. Children were evacuated from Glasgow. Many of them were sent to the country quite near Aberdeen.

Many of the children were very unhappy. However, others liked the countryside. Some had never been in the country before. They did not even know what some of the farm animals were called. They found that living in the country was very different from living in a town.

Rationing

ON HIS MAJESTY'S SERVICE

OFFICIAL PAID

Consumer's Name } 李

Address

.....

.....

Date of Issue

IF FOUND RETURN TO

FOOD OFFICE

Serial Number of Book SP 100252

SUGAR	SUGAR	SUGAR	SUGAR	SUGAR
23	19	13	7	1
SUGAR	SUGAR	SUGAR	SUGAR	SUGAR
24	20	14	8	2
Child's Name	SUGAR	SUGAR	SUGAR	SUGAR
	15	9	3	
Address	SUGAR	SUGAR	SUGAR	SUGAR
Parent's or Guardian's Signature	16	10	4	
SUGAR	SUGAR	SUGAR	SUGAR	SUGAR
26	21	17	11	5
SUGAR	SUGAR	SUGAR	SUGAR	SUGAR
25	22	18	12	6

PAGE 5 SUGAR COUNTERFOIL

Child's Name

Address

Date

Name and Address of Retailer

SP 100252

MEAT	MEAT	MEAT	MEAT	MEAT
24	21	18	15	11
MEAT	MEAT	MEAT	MEAT	MEAT
24	21	18	15	11
MEAT	MEAT	MEAT	MEAT	MEAT
24	21	18	15	11
PAGE 2	Consumer's Name	12	MEAT	MEAT
Address	12	MEAT	MEAT	MEAT
MEAT	MEAT	MEAT	MEAT	MEAT
26	22	19	16	13
MEAT	MEAT	MEAT	MEAT	MEAT
26	22	19	16	13
MEAT	MEAT	MEAT	MEAT	MEAT
26	22	19	16	13
MEAT	MEAT	MEAT	MEAT	MEAT
25	23	20	17	14
MEAT	MEAT	MEAT	MEAT	MEAT
25	23	20	17	14

Think of the answers to these questions about your own lives today:

Who usually does the shopping in your home?

When someone goes to buy the food today, what sort of things do they usually have to think about?

People today usually have a choice of food when they go shopping. There is usually plenty of food in Britain. The shelves in our supermarkets are full of food. However, in World War II, some foods were in very short supply. The food had to be shared out fairly. The government began **rationing** to try to make sure that everyone had a fair share of certain kinds of food. Ration books were printed. There are some pages from a ration book at the top of the page.

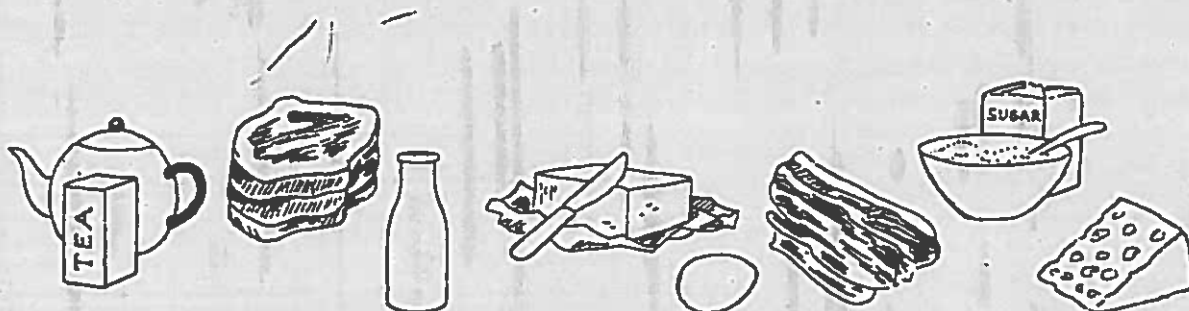
People still had to pay for their food. However, they could only buy certain foods if they had the right coupons in their ration book. The number of coupons they were given for these foods depended on the size of the family. This was a fair system, since everyone was treated the same.

Things to do

- 1 Make a heading 'Food Rationing' and answer these questions in sentences.
 - (a) What was rationing?
 - (b) Why was it begun?
- 2 Look at the pages of the ration book and make a copy of them. Fill in your own name and address, as if this were your own ration book.

The amount of food which people could have was changed. Here is an example of how much an adult could have each week of some foods: one egg; sixty gm of tea; nine pence worth of meat; one thousand, one hundred and eighty five gm of milk; one hundred and fifteen gm of ham; thirty gm of cheese; two hundred and twenty five gm of fat (including butter); two hundred and twenty five gm of sugar.

- 3 Below are a number of drawings. Copy them into your jotter.
- 4 Opposite each one, write in how much an adult was allowed to have each week. Put the amount down in figures.



Clothes Rationing

	Male		Female	
	Child	Adult	Child	Adult
Hat	—	—	—	—
Coat	11	16	11	14
Gloves	2	2	2	2
Scarf	2	2	2	2
Pullover (Cardigan)	3	5	3	5
Shoes	3	7	3	5
Long Trousers (Dress)	6	8	8	11
Socks	1	3	1	1

Cloth became scarce so it could not be wasted. One example of this was that no turn-ups were to be made on trousers. It also became very hard to obtain some items of clothing, for example, ladies' stockings. There is a story of one woman who dyed her legs with onion skins to make it look as if she was wearing stockings. Old material was made into clothing. Clothes were also rationed.

Above is a table showing how many coupons were needed for certain clothes:

Things to do

- 1 Make a heading 'Clothes Rationing' in your jotter.
 - (a) Make a list of items for which the number of coupons is the same for boys and girls.
 - (b) Make a list of items where the number of coupons is different for boys and girls.
 - (c) Make a list of items where the number of coupons is the same for men as for women.
 - (d) Make a list of items where the number of coupons is different for men and women.
 - (e) Why do you think there were differences in the number of coupons men and women needed for some items?

During the war, the government put up posters. Some of these posters were meant to stop people wasting food or materials. The cartoon is an example.



"H'mm, it looks like bites from a squander bug."

- 2 Make a heading 'Posters against Waste' in your jotter.
- 3 Look at the picture above. Answer these questions in sentences.
 - (a) Who do you think the man on the left is supposed to be?
 - (b) What do you think a 'Squander Bug' is supposed to be?
 - (c) The man on the right has been bitten by the Squander Bug – write down *two* pieces of evidence from the picture to show this.
- 4 Make up your own little figure which could be used in a poster against waste.
- 5 Make up a poster using your own figure.

The Invasion of Europe

On 6 June 1944, the Allies began their invasion of France which was occupied by the Germans. This was known as 'Operation Overlord' or 'D-Day'. The Allies invaded from Britain. They started to push the Germans back. However, the war went on for nearly another year before the Germans surrendered. Here are lists of the casualty figures for the allies round about the time when they landed in Normandy in France.

From 6 June until 22 June:

	<i>Britain</i>	<i>USA</i>
Killed	2 006	3 012
Wounded	8 776	15 362

From 23 June until 20 July:

	<i>Britain</i>	<i>USA</i>
Killed	3 894	6 898
Wounded	18 314	32 443

From 11 July until 19 July:

	<i>Britain</i>	<i>USA</i>
Killed	6 010	10 641
Wounded	28 690	51 387

Things to do

- 1 Make a heading 'Allied Casualties in Normandy, 1944'.
- 2 Answer these questions in sentences.
 - (a) When were most American men wounded?
 - (b) When were most American men killed?
 - (c) When were most British men wounded?
 - (d) When were most British men killed?
 - (e) What do you notice happening to the numbers of killed and wounded as time went on?
 - (f) What was the total number of American soldiers (i) killed; and (ii) wounded?
 - (g) What was the total number of British soldiers (i) killed; and (ii) wounded?
 - (h) How many more American soldiers were killed than British soldiers?
 - (i) How many more American soldiers were wounded than British soldiers?

Casualty Figures

It is hard to obtain the figures for the number of people killed from some countries. Opposite are the best figures available for the dead of some countries in World War II. The scale used in the graph is 1cm = 1 000 000 people.

- 3 Using your ruler, work out the number killed in each of the countries below.
- 4 How many people were killed altogether?



Below are the numbers of people killed in five other countries:

Czechoslovakia	- 370 000
Austria	- 340 000
Netherlands	- 200 000
Belgium	- 90 000
Norway	- 10 000

Things to do

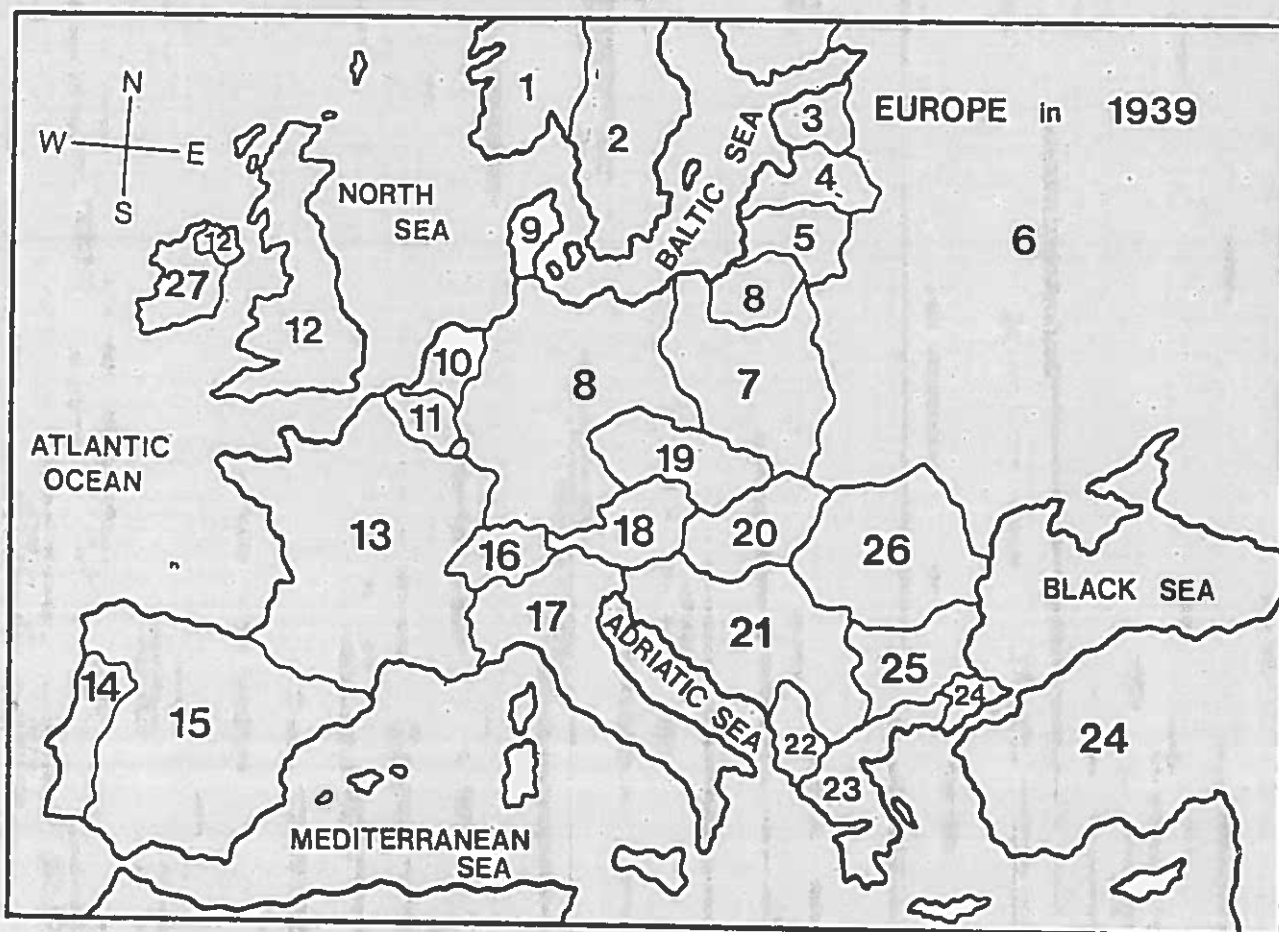
- 1 Make a heading in your jotter 'Numbers of People Killed'.
- 2 Using a scale of 1cm = 20 000 dead, make out a bar graph for each of the countries listed.
- 3 Below each of the bars, put the name of the country, and the number of people killed.
- 4 Using the figures above and the graph on page 41, work out the answers to these questions.
 - (a) Which country lost most people?
 - (b) How do you feel when you read casualty figures like these?
 - (c) Why do you think you feel like this?

Conclusion

In Europe, the Second World War came to an end in May 1945. Hitler committed suicide on 30 April 1945. On 7 May, a group of German army leaders offered the German surrender. This was accepted by the Allies on 8 May. This date is sometimes called 'V-E Day'. (Can you work out why it might be called this?) The war against Japan continued for several more months. The Americans dropped two atomic bombs on Japan. The Japanese surrender was accepted by the Allies on 14 August, 1945. The surrender was signed on 2 September.

Europe After 1945

The map on page 43 gives the names of the countries of Europe after 1945. The numbers on both maps below stand for the same countries.



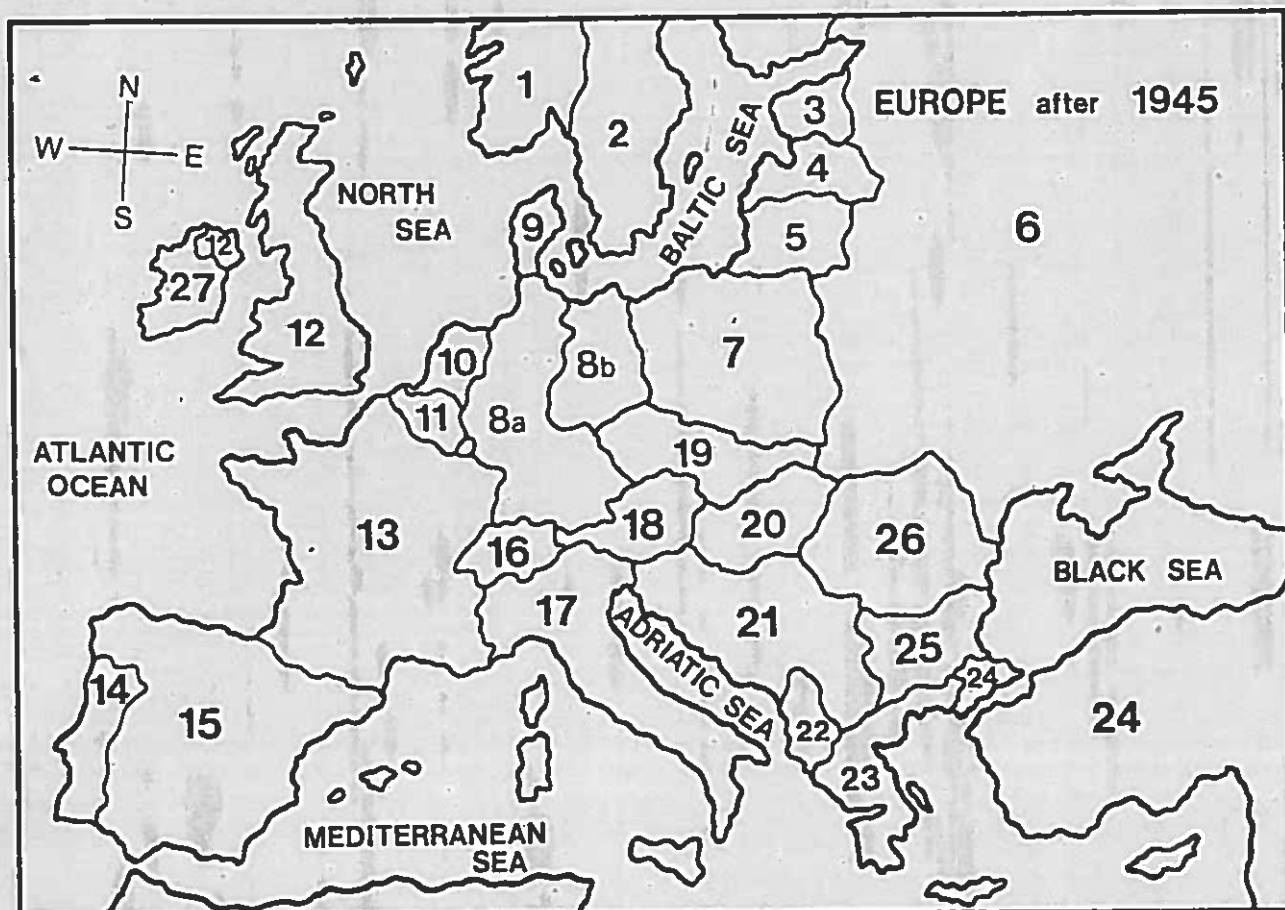
- | | | | |
|-----------|-------------|------------|------------|
| 1 NORWAY | 5 LITHUANIA | 8 GERMANY | 11 BELGIUM |
| 2 SWEDEN | 6 USSR | 9 DENMARK | 12 U.K. |
| 3 ESTONIA | 7 POLAND | 10 HOLLAND | 13 FRANCE |
| 4 LATVIA | | | |

Things to do

- 1 Put a heading 'Changes in the Map of Europe'.
- 2 Make a list of the countries which changed in shape from 1939 to 1945.
- 3 Which country gained most land from 1939 to 1945?
- 4 What has happened to Germany?
- 5 Trace the map below into your jotter. Above it put the heading 'Europe after World War II'.

In 1945, and the next few years, a number of countries in Europe became Communist. These countries were Poland, Estonia, Czechoslovakia, Lithuania, Hungary, Rumania, Latvia, Bulgaria, Yugoslavia, Albania and East Germany. The USSR was already a Communist country.

- 6 Look at the map which you traced into your jotter.
- 7 Shade in all the Communist countries in Europe with a red pencil.
- 8 Make a key to show what the red colour means.
- 9 In a sentence, explain where the Communist countries of Europe are to be found.
- 10 Why do you think this is where they are to be found?
- 11 In which part of Europe are the non-Communist countries to be found?
- 12 There is a special name which is sometimes given to the boundary between the Communist countries and the non-Communist countries. Try to find out what it is called. Then draw this 'boundary' on to your map.



- | | | | | | | | |
|----|-------------|----|-----------------|----|------------|----|----------|
| 14 | PORTUGAL | 18 | AUSTRIA | 21 | YUGOSLAVIA | 24 | TURKEY |
| 15 | SPAIN | 19 | CZECHO-SLOVAKIA | 22 | ALBANIA | 25 | BULGARIA |
| 16 | SWITZERLAND | 20 | HUNGARY | 23 | GREECE | 26 | RUMANIA |
| 17 | ITALY | | | 27 | EIRE | | |