Curriculum Visions

Children in the Second World War

Key to interactive features
Press on Teacher's Guide title above to go straight to Contents page.
Click on any item in the Contents to go to that page.
You will also find yellow arrows throughout that allow you to:

- 1A go to worksheet
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Teacher's Resources

Multimedia resources can be found at the 'Learning Centre':

www.CurriculumVisions.com

Lisa Magloff

Curriculum Visions

A CVP Teacher's Resources
Interactive PDF

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Contents

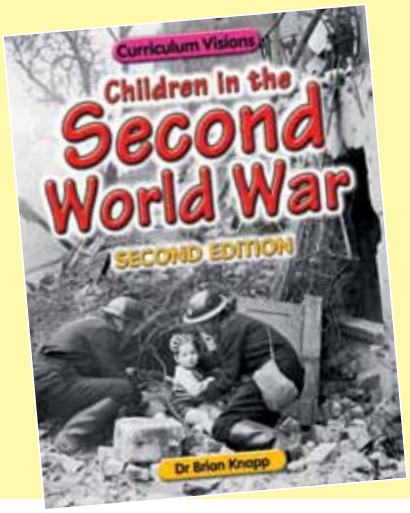
Includes tried and tested ideas for planning your own Home Front Day on pages 18–19.

Section 1: Resources

Welcome to the Teacher's Resources for 'Children in the Second World War' Second Edition.

The Second World War resources we provide are in a number of media:

1. The 48 page Curriculum Visions 'Children in the Second World War' Second Edition.



2. The 32 page Explorers title, 'Exploring the Second World War'.

3. The Second World War PosterCard Portfolio – key photographs and illustrations on two folded, double-sided and laminated sheets.

4. You can buy the supersaver pack that contains 1 copy of each book and PosterCard Portfolio, and the Teacher's resources (what you are reading).

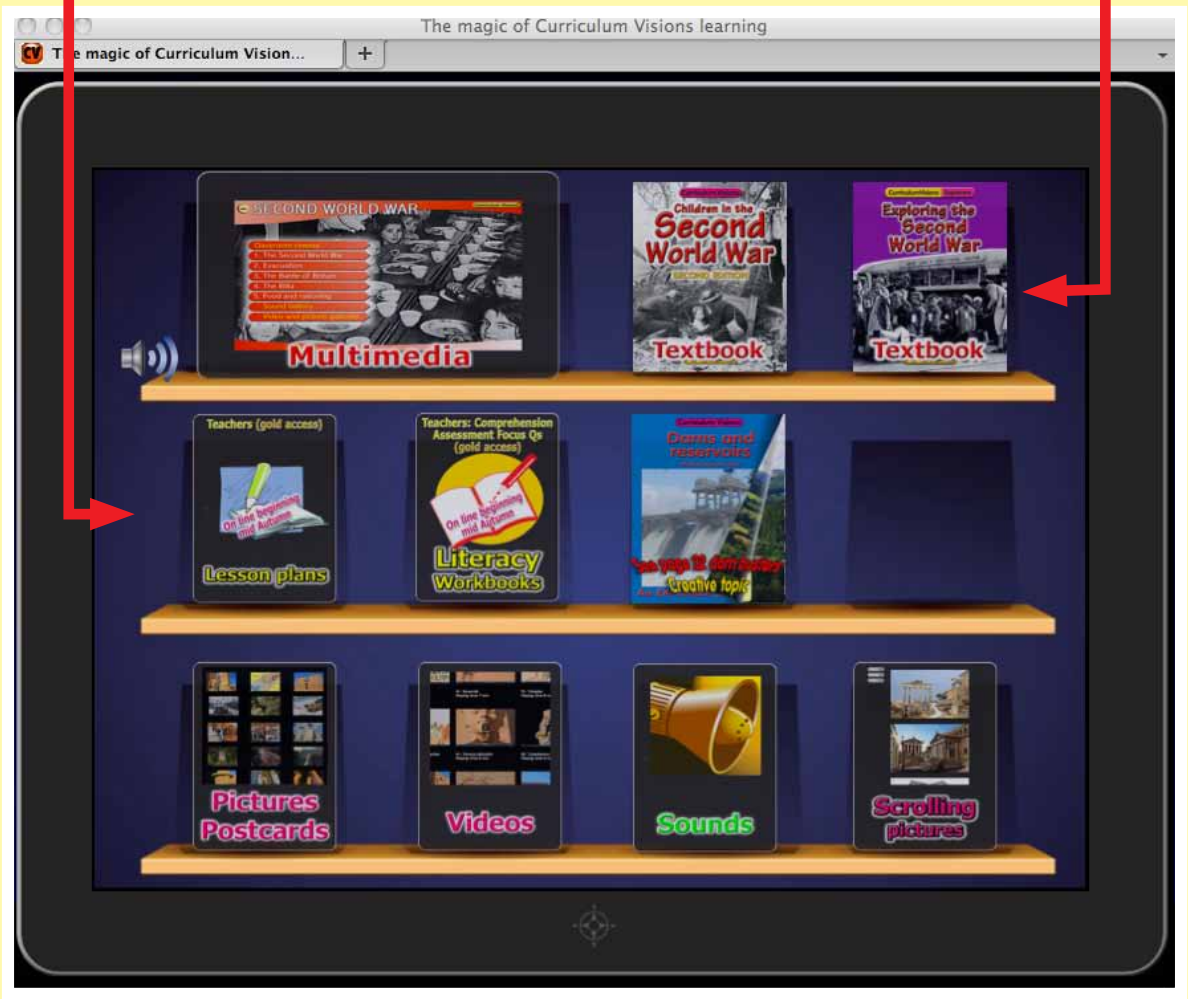
5

Our Learning Centre at
www.curriculumvisions.com
has almost everything you need to teach your primary curriculum in one convenient Virtual Learning Environment.

You can use support videos, e-books, picture and video galleries, plus additional Creative Topic books, graphic books called Storyboards, and workbooks. Together they cover all major curriculum areas.

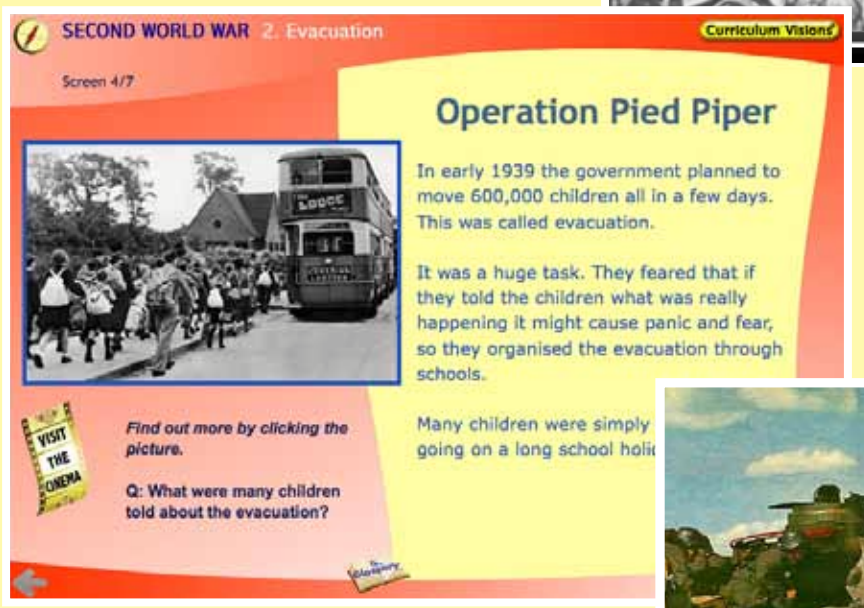
All topics are easily accessible, and there is a built-in context search across all media.

You can also use our printed student books online as part of your subscription to the Learning Centre. There page-turning versions of every printed Curriculum Visions book for use on your whiteboard.



▼ The Second World War home screen

▲ 'Classroom cinema' video



▲ Web site page

▶ Web site caption

Please note: screens are subject to change from those shown here.

Matching the curriculum

These resources of books, Picture Gallery CD, PosterCard Portfolio and web site aim to ensure that students:

- Find out about how people lived and about important events during World War II.
- Make links across different periods of history.
- Learn about different aspects of local, British and world history.
- Have the chance to discuss why things happened or changed, and the results.
- Can carry out historical enquiries using a variety of sources of information, and look at how and why the past is interpreted in different ways.
- Can use their understanding of chronology and historical terms when talking or writing about the past.
- Learn about the experiences of people in the past, and why they acted as they did.
- Develop respect for, and tolerance of other people and cultures.
- See how people in the past have changed the society in which they lived.
- Develop respect for evidence, and the ability to be critical of the evidence.
- Develop an understanding of right and wrong and the ability to handle moral dilemmas.
- Understand, and adjust for some popular myths and stereotypes.

Furthermore, because history provides so many opportunities for improving communication skills, the resources aim to provide a body of material that can be used to reinforce English studies and which could, for example, be used in a literacy hour.

Last, and by no means least, these history resources can be linked to many other subjects, particularly mapping (geography) and through the use of science where appropriate.

Curriculum Visions products are renowned as a successful way to help teachers to get students of all abilities, ages and ethnic backgrounds to develop confidence in themselves, and to make the most of their abilities through the wide range of materials, the different levels of reading skills represented on each page, and through the wide range of tasks in the photocopiable worksheets.

It should be noted that this material has been designed to be accessible by those teaching students in years 3/4 or 5/6 (SP4/5 or 6/7). This can be done with the help of the teacher by selective use of the worksheet material and by using the information in the student book to go into the appropriate level of depth.

Linked resources

Section 2: Posters from the Second World War

Introduction

This section provides additional information and activities about how people lived during the Second World War. You may like to use these pages as worksheets for additional class exercises, or simply as information.

Posters from the Second World War

Posters were an important way of not only communicating important ideas during the war, but also to keep morale up. Because there was no television and not everyone listened to the radio all day, posters were a key way of keeping important messages at the front of people's minds during the war. Every day people would see posters with themes such as 'We're all in this together' and be reminded that everyone could help in the war effort. In this activity, students can learn about different poster campaigns and have an opportunity to design posters of their own. You may wish to use this activity at the end of your study of the Second World War, as a review.

The following pages contain information about different poster campaigns and some examples of posters used during the war. You may want to begin by discussing how advertising works and some of the different methods of advertising, such as TV ads, newspaper ads, billboards, etc. Students could be reminded that during WWII people did not have TVs. Posters were an inexpensive way for the government to 'advertise' the idea that everyone was a part of the war effort. Posters could also be put up in places that other media couldn't reach – schools, factories, offices, store windows and other places.

Not all posters were made by the government. Some factories also designed their own posters and put them up around the factory, to encourage workers to work harder as a way to help the war effort.

Students could then read the information and examine some of the posters shown here and discuss what the meaning of the poster might be, how it might have made people feel and how this might have helped the war effort. You may want to remind the students that some of the images shown on posters, such as a woman factory worker, would have been much more striking to people in the 1940s, who were not used to seeing women working in factories.

Students could then use what they have learned to design posters of their own. Suggestions for questions to answer or discuss are also given.


LET'S
GO -
WINGS FOR VICTORY

Careless talk

In February 1940 a nationwide campaign was launched that warned the general public against loose talk and the dangers of accidentally giving information to people who were friendly to the enemy.

The Ministry of Information distributed two and a half million posters about keeping quiet to offices, shops and other places where people gathered.

Slogans about keeping quiet included:

Careless talk costs lives
Keep mum, she's not dumb!
A few careless words...
Loose lips sink ships

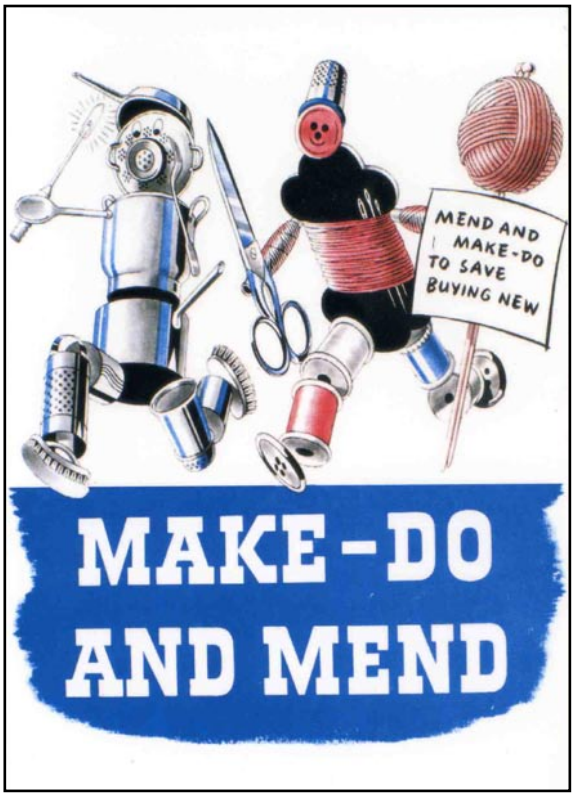
Activities

1. Design a poster that warns people not to say anything that could help the enemy.
2. An earlier slogan was:

   Do not discuss anything which might be of national importance.
   The consequence of any such indiscretion may be the loss of many lives.

   Can you see why this may not have been a very good slogan?
3. Why might people have been worried about what they said?

Make do and mend



England imported many things, such as cotton and foods, that were needed for the war. New clothes were expensive and raw goods, such as cotton, were needed for uniforms. So the government started a poster campaign to convince people to 'Make do and mend'. People were told to reuse and repair old goods instead of buying new ones.

Women became expert at mending, altering garments and making their own clothes. 'Make do and mend' became the slogan of this poster campaign. Pillowcases were made into baby clothes, father's old trousers might become a skirt for his daughter, and old parachute silk was much prized as material to make blouses and nightdresses. To save material, men's jackets had fake pockets and trousers had turn-ups. Some other ways that people recycled included: making jewellery from old beer bottle tops, cup hooks and corks; using egg shells as scouring powder and old stockings as dishcloths; using the dregs of cold tea to clean woodwork; varnishing the soles of children's shoes to make them last longer; and cutting up old Macintoshes to make bibs for babies.

Poster slogans included:

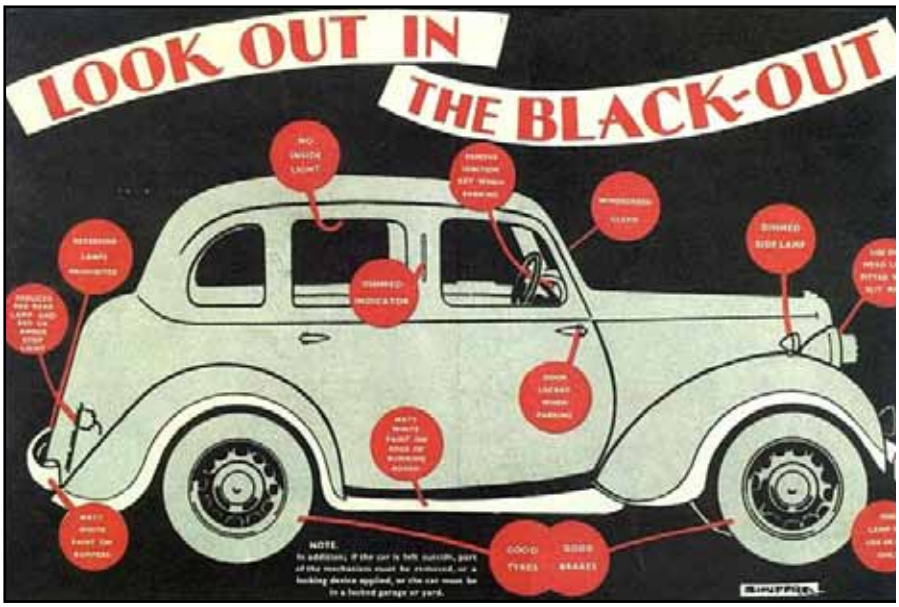
Make do and mend
Save kitchen waste to feed pigs
Every scrap of food stuff saved is a blow to Hitler's U-boats which are out to starve us.
Here is your chance to beat the enemy in your own kitchen. Put your reply to Hitler's threat in the waste food bin.
Salvage for aircraft/Saucepans for Spitfires

Activities

1. Design a poster that shows ways people can make do and mend.

2. Can you think of some ways that we recycle today that might have been good to use during WWII?

Keep safe in the blackout



When the blackouts began there were a large number of accidents from people who were not used to driving or walking along the roads in the dark. So the government began a poster campaign to remind people to be careful at night.

Pedestrians were reminded that they should always walk facing the traffic and that they should carry or wear something white. Armbands that glowed in the dark were given out.

The speed limit for cars was reduced to 20 mph during the blackout. Central white lines were painted in the middle of roads (which we still have today) and curb edges were painted white as well.

Blackout slogans reminding people to be careful included:

> Wait, count to 15 slowly before moving in the blackout
> Until your eyes get used to the darkness take it easy
> Look out in the blackout

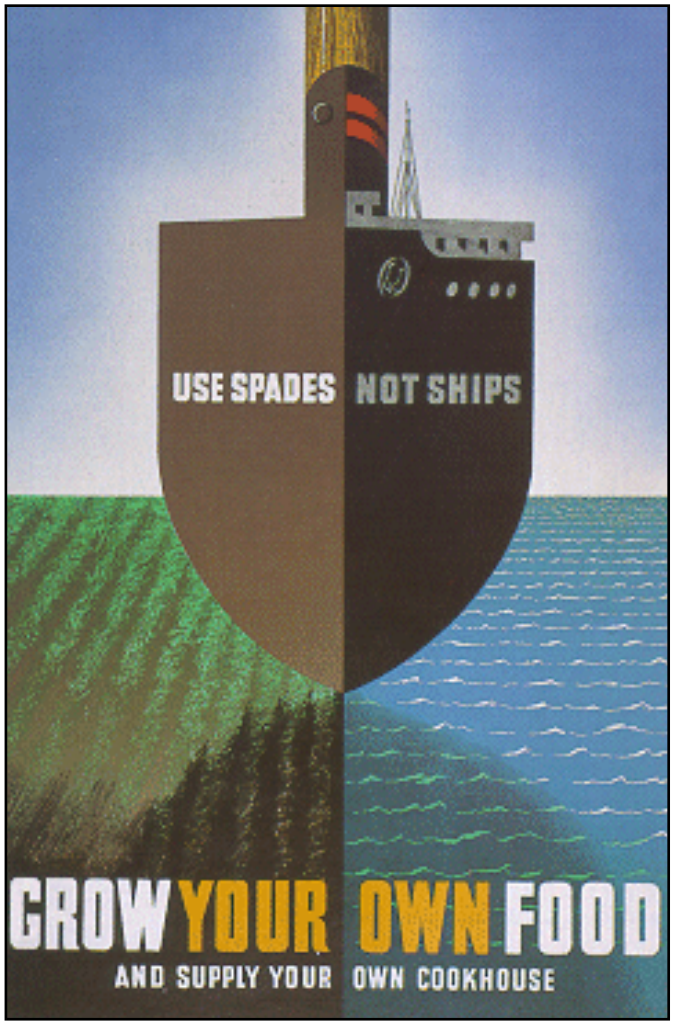
A song also reminded people to be careful:

> 'Stay off the Road'. He'll never step out and begin
> To meet a bus that's pulling in. He doesn't wave his torch at night,
> But 'flags' his bus with something white. He never jostles in a queue
> But waits and takes his turn. Do you?

Activities

1. Design a poster that shows people how to be safe in the blackout.
2. Do you think it would be a good idea today to have a slower speed limit at night? Why or why not?

Dig for Victory



During the war, the Germans tried to prevent supplies from getting through. This meant that Britain had to grow enough food to feed everyone. The government wanted people to help out by growing some of their own food in their gardens and in allotments. To encourage people to grow their own food, the Ministry of Agriculture thought up the slogan 'Dig for Victory'. Just a few months after putting up posters and making radio announcements, gardens, flowerbeds and parkland all over Britain was dug up for the planting of vegetables. By 1943, over a million tons of vegetables were being grown in gardens and allotments.

The government used many slogans and songs to encourage people to grow food. Here is one song'

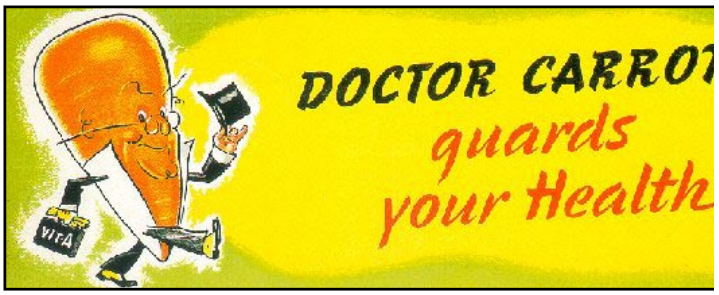
'Dig! Dig! Dig! And your muscles will grow big
Keep on pushing the spade
Don't mind the worms
Just ignore their squirms
And when your back aches laugh with glee
And keep on diggin'
Till we give our foes a Wiggin'
Dig! Dig! Dig! to Victory'

Activities

1. Design a poster that encourages people to grow their own food.
2. Describe how growing food helped the war effort?
3. Would this poster convince you to start up a garden?

Doctor Carrot and Potato Pete

Carrots were one vegetable that could be bought easily all through the year, so it was often used as a substitute for foods that were not available. To convince people to eat more carrots, the character 'Doctor Carrot' was used on posters and in songs. Doctor Carrot told people all about how healthy carrots were and different ways of using them. Foods such as curried carrot, carrot jam and a homemade drink called Carrolade (made up from the juices of carrots and swede) were suggested by the Ministry of Agriculture.



Another character used on posters was 'Potato Pete', who encouraged people to eat potatoes, which were also easy to buy. People were encouraged to eat potatoes instead of flour and bread, which were rationed. Potato Pete had its own song, sung by Betty Driver (known today as Betty Williams in 'Coronation Street'), the song was very popular and helped to convince people to eat more potatoes. 'Potato Pete' recipe books were also written to give women suggestions and advice on how best to serve potatoes at mealtimes. For example, 'scrubbing instead of peeling potatoes' was recommended to avoid wasting the peel.

Here is one of Potato Pete's songs:

Here's the man who ploughs the fields
Here's the girl who lifts up the yield.
Here's the man who deals with the clamp,
so that millions of jaws can chew and champ.
That's the story and here's the star,
Potato Pete, eat up, ta ta!

And a Potato Pete poem, used on posters:

Those who have the will to win, cook potatoes in their skin,
Knowing that the sight of peelings, deeply hurts Lord Woolton's feelings.

Activities

1. Design a poster that convinces people to eat more potatoes or carrots.
2. Write a song or poem that will help encourage people to eat more healthy foods like vegetables.

Women at work

Before the war, married women did not often work outside the home, especially once they had children. Single women did often work, but there were many jobs and professions where you would never find women. During the war, many of the young men were in the armed forces, so for the first time women were encouraged to do jobs such as factory work, bus driver, fire fighter, member of the armed forces and farmer – jobs that they would not have been allowed to do in the past. Poster campaigns were designed that encouraged women to volunteer for these types of jobs and help the war effort. Although they were paid, they were only given much less than men, but for many women the chance to work at these jobs was a great adventure. For example, more than 80,000 women volunteered for the Women's Land Army and were sent to farms to help plant and bring in the crops. For many, this was their first time away from home and in the country. Here is the Women's Land Army song:

Back to the land, we must all lend a hand.
To the farms and the fields we must go.
There's a job to be done,
Though we can't fire a gun
We can still do our bit with the hoe...
Back to the land, with its clay and its sand,
Its granite and gravel and grit,
You grow barley and wheat
And potatoes to eat
To make sure that the nation keeps fit...
We will tell you once more
You can help win the war
If you come with us – back to the land.

Activities

1. Design a poster that convinces women to work in a factory or on a farm.
2. Write a song or poem that will help encourage women to work in a factory.

Section 3: Organising a Home Front Day

A Second World War Home Front Day at school can be an enjoyable, memorable and educational experience for the students (and teachers and support staff!). It needs plenty of planning to run smoothly so if you are considering having a Home Front Day as part of your coverage of teaching about 'Children in the Second World War' we hope that these notes will help you have a successful day.

Support from home

You will need support from home for the making of costumes and the making of a wartime meal so a pleasant letter home explaining your plans will help start the project moving. You may find that some parents and carers are very enthusiastic and may volunteer ideas and resources. You may even find some elderly relatives who remember their wartime, or post-war, experiences.

Costumes

Information about volunteer services costumes is found in activities 14A to 14E (pages 88–93). It would be useful to have two or three basic costumes made by you or the school staff for students who, for any reason, do not have a costume on the day.

You will also need to consider when the costumes are worn. Do you want the students to wear the costumes all day and go out at breaks and lunch-times in them? Do you want them to be worn after morning break, through lunch-time to afternoon break or do you just want them to be worn in the afternoon? The longer they are worn, the better value the students will get from them.

Food

The students could make up a wartime dish and bring it to school, selecting items from activity 18C (pages 112–113), 18D (pages 114–115), 20A (pages 120–121) or from the additional recipes given on pages 106–107. Alternatively, you may prefer to have a wartime Christmas meal as described in activity 20A (pages 120–121). In this case, students could also prepare decorations and home-made gifts, as well as festive food made using rations.

If you do serve food brought from home, make sure you follow your school policies on bringing food from home.

Advanced preparations for other activities

There are several activities which could be used on the day – 'Making propaganda posters' (see pages 10–17 of this *Teacher's Guide*); making a 1940s toy activity 19 (pages 116–117); you could also have students make a full-scale Morrison or Anderson shelter and take turns using it activities 10 and 11 (pages 70–73).

You may also like the students to prepare a classroom for a blackout. One or more students could act as air-raid wardens and give instructions on how to prepare for the blackout.

Activities on the day

First session

- Students could begin by choosing a volunteer service to join and making uniform badges and armbands. You could set up a recruitment centre at a table, where students could sign up for the volunteer service of their choice (see activities 14A to 14E pages 88–93). They could then make the badges and arm bands appropriate to their choice. Throughout the day, students could act out their roles.
- Making posters. Students could design posters and songs to be used as propaganda. The posters could be based on the volunteer services that the students have 'joined'. For example, students in

the Land Army could design posters to convince people to join the Land Army. Students with musical inclinations could write songs. You may like to appoint a teacher as Propaganda Minister, who could judge the posters and songs for how well they get their message across.

Break-time

You could prepare and hand out a wartime treat of carrot fudge (recipe on page 106). Students could also prepare a treat of war chocolate – cocoa powder mixed with sugar. You may like to point out that although these may not taste very nice to us today, in wartime children would have only had sugar once in a while, so this would have been a rare treat.

Second session

- In this session, students could prepare for a wartime Christmas or holiday.
- Students could make decorations, such as dipping pinecones and branches in Epsom salts to grow crystals on them, or making paper chains and sticking them together with flour paste.
- Students could make cards and gifts, such as brooches made from felt or old clothes, or bookmarks. You may want to suggest that non-Christian students make gifts and cards suitable for another festive holiday, such as Eid or Diwali. Students should use only recycled materials – nothing new – in making their gifts and cards.
- Students could also make and play a game of marbles (activity 19 pages 116–117).

The wartime lunch

This could be in the form of a Christmas dinner. You may want to have a variety of food, including fish paste and watercress sandwiches. You may also want to include food that is halal or vegetarian, depending on your students' needs.

Afternoon sessions

Preparing for an air raid. Students could prepare the room for an air raid. They could divide into groups and each group work on one of these activities. You may like to enlist the help of support staff and school volunteer helpers to supervise the activities and give general help to the groups of students.

- Make blackout curtains from black paper or material and learn how to put them over the windows.
- Make a Morrison or Anderson shelter – activities 10 and 11 (pages 70–73).

At the end of the session you could stage an air raid. Students would have to turn out lights, put up blackout curtains and get into their shelters. The air-raid wardens could supervise. Those in the Fire Guard could take up their stations and prepare to put out incendiary bombs. Those in the Women's Voluntary Service could serve tea to anyone who was 'bombed out' of their home.

Section 4: Background and photocopiable worksheets

Introduction

Each unit of the student book is supported by background information and photocopiable worksheets in this *Teacher's Guide*. They have been designed to be a fast and efficient way of working through the study of 'Children in the Second World War'.

Variety and selection

Each photocopiable worksheet is supported by information on its facing page which includes a resources list (where appropriate), suggestions on how the worksheet may be used and outcomes that may be achieved. There are probably more worksheets than you would use with any particular class so it is important to have a look through them all, and select which ones you wish to use to support your approach to the study of Britain in World War II.

Linking background and worksheet to the student book

Each section of background information and each worksheet has been given a unique number which is in a circle at the top of the page. This is related to the number of the spread in the book. For example, pages 4 to 7 are the spreads What was the Second World War. If there is more than one worksheet per student book spread, then they are labelled A, B, and so on. At the head of each worksheet are the relevant pages of Children in the Second World War for easy reference for students. They may find it useful to look back in the student book to help them with the activity on the worksheet. If the worksheet is testing understanding or evaluation of the information based on the spread, it will be essential for the students to use the student book with the worksheet. Some of the worksheets provide instructions for practical activities which support the topic covered in the unit.

A closer look at the worksheets

Cross-curricular work

The worksheets provide a wide range of activities for the students. The aim of the worksheets is to help the students appreciate what it was like to live in wartime Britain. Some of the worksheets look at how we gather evidence with examples from reading letters and considering maps. The conditions of the time are provided by descriptions given by children who had been evacuated and by adults working in wartime jobs and industries, and as volunteers.

Activities describing bombing, casualties and memorials are balanced by activities that show how people worked together to make do and to make the best of life. Because this unit is about war, and some of the hardships that people lived through, it is necessary to discuss the consequences of war, including bombings and deaths. However, you may want to alternate activities that discuss these aspects of the war with activities that show how people tried to stay positive.

Although the main thrust of every activity is to help the students gain a perspective on what life was like on the Home Front during the war, you may be able to use some of the activities in cross-curricular work. Activities on the 'Battle of the Atlantic' (activity 15 pages 96–97), 'Mapping the bombs (activity 7A pages 54–55), and 'Friends and enemies' (activity 2C pages 32–33) can be used for work in geography.

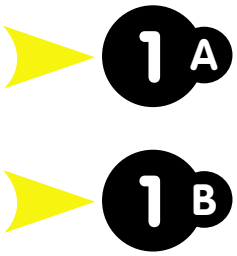
Calculations on evacuation timetables (activity 12A pages 76–77) and recipe amounts (recipes pages 106–107, activity 18B pages 110–111, and 18D pages 114–115) can be used in maths. Also the data given on 'The cost of war' (activity 3B pages 38–39) and 'Evacuation from the cities' (activity 12A pages 76–77) can be made into different types of graphs. A typical weekly menu, and foods eaten in a week, can be contrasted with a typical weekly menu today and both can be assessed for use in PSHE on providing a healthy diet (activities 18B and 18C pages 110–113). Work on Anderson and Morrison shelters can be used for design and technology, as students can design scale versions of the shelters.

Work in craft is supported by the making of volunteer service uniforms (activities 14A to 14E pages 88–93), making propaganda posters (pages 10–17) and making a toy popular in the 1940s (activity 19 pages 116–117).

Chapter 1: What was the Second World War?

Spreads 1 and 2 (pages 4–7)

What was the Second World War?



This part of the book sets the scene for the study of life during wartime by explaining a little of the background to the Second World War.

The timeline on pages 6–7 aims to give an initial perspective.

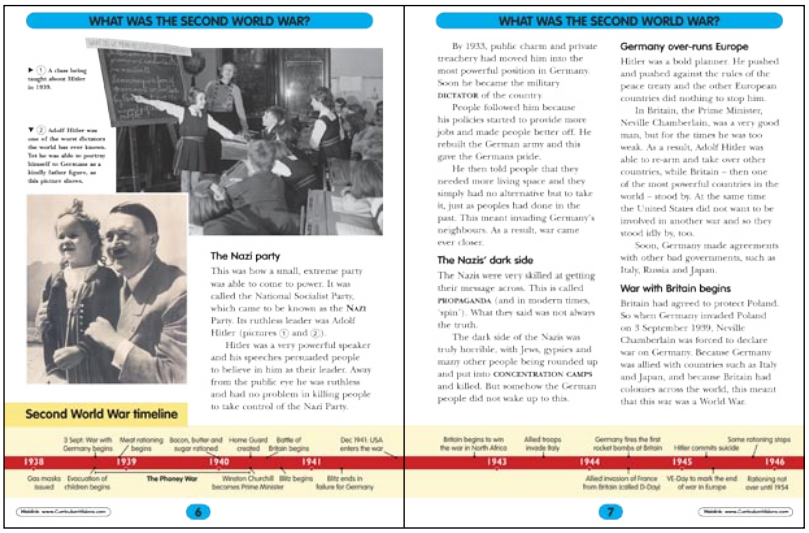
You may choose to begin by reviewing the map of European countries involved in the war, given on page 4 of the student book. Students can practise their map skills by using the colours to find out which countries fought with Britain and which countries fought against Britain. You may like to point out that many of the countries that were controlled by Germany did not actually fight with Germany, but that their resources were used by the Germans to help their war effort. You may also like to point out that many other countries not on the map, such as the Commonwealth countries, the US, Japan and Malaysia also participated in the war.

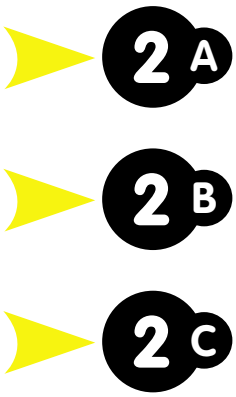
For most young people today the war is a distant event, but their grandparents may have lived through it or through the post-war years, and so their parents may remember being told first-hand accounts of life during wartime. You may want to read out some first hand accounts, or bring someone in who was a child during the war to talk about what they remember.

You may also wish to use the picture of the poppies on page 5 to discuss the meaning of Remembrance Day and what is being remembered. Although Remembrance Day remembers those who died in all wars, much larger numbers of people died in the two World Wars than in other conflicts before or after.

Students can also be introduced to the idea that no war starts for simple reasons. The section 'Why did the war start?' discusses how the roots of World War II are found in Germany's defeat in World War I. The people of Germany were made to pay the bulk of the costs for that war and the expense bankrupted the country. This, in turn, led to misery and bad feelings among the German people. Germany was also stripped of much of its territory after WWI, and this caused many Germans to feel ashamed. This misery and sense of shame was exploited by the Nazis, and so many Germans supported the Nazis because they promised jobs, a better economy and a return of their national pride.

Before Hitler, inflation in Germany sometimes ran at over 1,000% and the cost of





a meal could change between the time it was ordered and the time it had to be paid for. At times, the paper money was worth so little, that people would have to bring wheelbarrows of it to pay for some goods.

Even though many Germans had grave reservations about Hitler, he got inflation down and managed to feed and employ everyone and rebuild German industry. Given this background, it is easier to see why the German people went along with the Nazi program.

As is the case throughout the book, there is a plethora of material that we would like to have squeezed in, but we simply cannot get it all onto these pages. So the student book is necessarily selective. Pages 46–47 include more information, as does the web site.

The photographs can also help to discuss many additional aspects of the war and of life during wartime.

For example, the photographs on page 6 give two more clues as to how the Nazis came to power and stayed in power. The picture on the bottom shows the side of Hitler that the ordinary Germans would have seen every day – that he was very charming and charismatic. One way the Nazis stayed popular was by teaching Nazi ideas in school and teaching all German children to love Hitler as a father and to believe that his policies were good. German propaganda portrayed Hitler as a father figure, who only cared for his people. As these children grew up, they did not question what they had been taught.

A great deal of sensitivity may be needed when discussing the Holocaust and the Nazi persecution of Jews, Gypsies and others. You may like to point out that many Germans, even ordinary soldiers, did not know what was going on because they were not told. The Nazi propaganda machine had very tight control of the news that people received. Others simply tried to pretend that it was not happening. Still, many people got caught up in blaming others for making Germany poor and weak after World War I. Because people were unhappy, they looked around for someone to blame.

The main focus of this book is on life during wartime. Many students will not be aware of how much Britain was bombed during the Battle for Britain, or of how desperate the situation was. There were even plans to evacuate the royal family to Canada if Britain should be invaded. At many times, government leaders were convinced that Britain could not hold out much longer. In fact, the Germans had drawn up detailed plans to invade Britain and it was only their inability to win the Battle of Britain before invading the USSR that saved Britain from invasion.

Another focus of the book is on how war changed Britain forever. So you may like to review British society in the 1930s, so students can compare how it changed during and after the war.

C1 1A

Name:..... Form:.....

Based on **pages 4 to 7** of Children in the Second World War

Comprehension: Causes of the war

One reason for World War II was that Germany became poor after World War I. The Germans blamed the countries that defeated it.

Some historians feel that the causes for World War II go back to the end of World War I. World War I was fought mainly by Germany and the Austrio-Hungarian Empire on one side and Britain, Russia, Italy, France and the US on the other.

At the end of WWI, Germany and Austria-Hungary had lost and were blamed for causing the war. Some of Germany's territory was taken away and given to other countries, such as Poland, France and Denmark. A lot of Germany's factories and energy sources, like coal fields, were given to other countries. All of Germany's overseas colonies were also taken away. Some of these became independent and others were given to other countries, like Britain and France. Germany was also made to pay huge amounts of money to help rebuild countries damaged by the war.

However, Germany did not have enough money to pay the huge war bill. As the German people became poorer, many of them blamed their leaders. The German government was made up of many different political groups. Some of these groups felt that the government was not doing enough to make Germany strong and to gain back all of their lost territory. One of these groups, the National Socialist German Workers' Party (nicknamed the 'Nazi Party'), led by Adolf Hitler, even tried to take over the government in 1923, but they were defeated and Hitler was sent to jail.

During the last years of the 1920s and the first years of the 1930s things got even worse in Germany. Prices for basic things like food and clothes went up every day. One in every three people was unemployed. As people became poorer and more angry, the Nazi party became stronger. After elections in January 1933, Hitler was made Chancellor of Germany. The Chancellor is the head of German government.

Hitler was not able to do everything he wanted right away because Germany was still a democracy. But over the next few months, the Nazi party used propaganda and threats to give Hitler control over all the government. Hitler now became a dictator – he could make any laws he wanted without a vote by the German parliament or people. The Nazis then outlawed other political parties, began attacking Jews and others, and began to make plans to take back the land Germany had lost at the end of World War I.

Teacher's sheet

Based on **pages 4 to 7** of *Children in the Second World War*

Causes of the war

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets, dictionary.

Using the worksheet

The causes of World War II are complex, especially because Germany, Italy and Japan all had different reasons for wanting to go to war. Some of these were ideological, some economic and some political. One reason they had in common was to regain territory that they had lost or felt they had a right to. Because it was Germany that attacked Britain, our focus here is on Germany.

Students may wonder how it is possible for evil people to come to power. Germany was in a state of chaos for so many years after WWI that Hitler and the Nazis were able to manipulate the democratic process to gain complete control. Also, because there was an economic depression in Germany, people were desperate and welcomed anyone who could promise a better life.

This reading gives students a chance to explore the causes of the Nazi rise to power in a little more detail. It also provides one explanation for why the Germans might have wanted to attack Britain – to gain back territory that Britain took after WWI.

Younger students

The students could answer the questions on page 26 to test their comprehension of the text.

Answers

1. The Austrio-Hungarian Empire.
2. Britain, Russia, Italy, France, the US.
3. Overseas territory, European territory, factories and fields, energy sources, money.
4. Their own government and leaders.
5. (i) National Socialist German Workers' Party.
   (ii) Nazi party.

Outcomes

The students can:

- Know that the Nazi rise to power had its roots in the end of WWI.
- Extract information from a text.

Older students

The students may have some knowledge of the causes and outcomes of WWI. It was not only Germany that was in an economic depression during the 1930s. Most of the rest of the western world was having economic troubles. This is one reason why, although western governments were concerned about the things Hitler was doing, they did nothing to try and stop it. Most governments were having their own problems. The other reason other governments did not try to stop Hitler was because most people still had bad memories of WWI and did not want to go to war again.

Older students may like to discuss how people who are very poor and unhappy might be less likely to oppose a dictatorship that promises a better life.

The students could answer the questions on page 27 to test their comprehension of the text.

Answers

1. Britain, Russia, Italy, France, the US.
2. Overseas territory, European territory, factories and fields, energy sources, money.
3. It became poorer.
4. The Nazi party tries to take over the German government in 1923. Hitler was sent to jail. Hitler was elected Chancellor in 1933. The Nazi party takes over the government and Hitler becomes dictator.
5. The Nazi party used propaganda and threats.

Outcomes

The students can:

- Know that the roots of WWII lie in the bankrupting of Germany after WWI.
- Know how Hitler rose to power.
- Extract information from a text.

1B

Name:..... Form:.....

See **1A Comprehension: Causes of the war**

Questions (i): Causes of the war

1. What country fought with Germany in WWI?

✎ .....

2. What countries fought against Germany in WWI?

✎ .....

✎ .....

3. List three German things that were given to other countries at the end of WWI?

✎ .....

✎ .....

✎ .....

4. Who did the German people blame at first for many of their troubles?

✎ .....

.....

5. (i) What was the name of Hitler's political party?

✎ .....

(ii) What was its nickname? ✎ .....

Use a dictionary to find out the meaning of words which you are not familiar with.

Teacher's sheet

See **1A Comprehension: Causes of the war**

Questions (ii): Causes of the war

1. What countries fought against Germany in WWI?

✎ .....

.....

2. At the end of WWI, what did Germany have to give up to pay for the war?

✎ .....

.....

3. As Germany had to pay for WWI, what happened to the German economy?

✎ .....

.....

4. What is the order of events in Hitler's rise to power in the 1920s and 1930s?

✎ .....

.....

.....

.....

5. How did Hitler become dictator after he was elected?

✎ .....

.....

.....

2A

Name:..... Form:.....

Based on **pages 4 to 7** of *Children in the Second World War*

Britain before the war

In the years leading up to WWII, Britain changed a great deal.

By the end of WWI, many young people had been made old by the horrors of war. Young men of 18 had seen the reality of trench warfare. Women who had acted as nurses had seen horrible injuries and suffering. People were glad to be alive and happy that the war was over. This made for a general feeling that life was short and should be enjoyed.

Between 1920 and 1939 Britain had many economic problems. The basic industries of ship building, coal and textiles never recovered from the cost of WWI, while new industries, like plastics manufacture, were created. These new industries put some of the old industries out of business. This led to high unemployment.

By 1930 over 2 million people in Britain (one out of every five workers, or 20% of the workforce) were unemployed. In 1926 there was a general strike and during the next 10 years there were two police strikes, a national rail strike, two national coal strikes, a two-month ship builders strike, a two-month engineering strike and many violent demonstrations by the jobless.

This was a transitional period between two kinds of society and two ways of life. There was an economic depression, but at the same time living standards were rising. Steam power was gradually replaced by electricity, which meant that more people had electric light in their homes. Transport became petrol engine powered, and became cheaper. Plastics and artificial fibres, such as rayon, began to be used and the industries that made these new products began to grow. This meant that many goods were cheaper and more available to ordinary people.

New methods of mass production and mass advertising changed the way people looked at the world and what they expected. The radio and gramophone soon reached ordinary households. People began to make up their own minds by listening to entertainment, music, news and current affairs. The introduction of the Penguin paperback book encouraged people to read and to improve themselves. Women also gained more rights after WWI.

Teacher's sheet

Based on **pages 4 to 7** of *Children in the Second World War*

Britain before the war

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets.

Using the worksheet

Britain of the 1920s and 1930s was a country in transition. During the First World War people who had been servants fought alongside the people who had been their masters, and shared their hardships, so that after the war people felt more equal. But the war had been very expensive for every country. Many industries became obsolete as cheaper goods were imported from abroad. This, and the collapse of the financial markets in 1929, threw millions of people out of work. Some of these people had fought hard in the war and now felt they were owed a decent job.

At the same time, new inventions were making life more equal. As transportation, books, magazines, radio, telephones, gramophones and clothing became cheaper, the middle classes could afford things that had once been considered luxuries only for the rich. For example, where once only the wealthy could afford silk stockings and everyone else wore thick wool, the new nylon stockings looked and felt like silk at a fraction of the price. As newspapers and magazines became cheaper, more people had access to information. Life was becoming worse and better at the same time.

Read through the text with the students and discuss how people may have felt about these changes. Why might they have wanted to enjoy life after the war? Why might they have tried to ignore Hitler and not think about another war? How might having access to things like gramophones and cars change the way people felt about the landed classes?

Younger students

The students could answer the questions on page 30 to test their comprehension of the text.

Answers

1. Shipbuilding, coal and textiles.
2. Plastics.
3. 20%
4. 8
5. Mass production and mass advertising.

Outcomes

The students can:

- Know that Britain was changing very quickly after WWI.
- Extract information from a text.

Older students

Students may like to discuss how having access to news and luxury goods might make people feel more equal. They could discuss the saying, 'The rich are different from you and me – they have more money.' The students could answer the questions on page 31 to test their comprehension of the text.

Answers

1. They had witnessed the horror of war.
2. They put some of the old industries out of business.
3. Electricity, petrol engines, plastics and artificial fibres.
4. They had access to news and information.
5. People could afford to read more and improve themselves.

Outcomes

The students can:

- Know that there was a rise in the middle classes and in people's expectations after WWII.
- Extract information from a text.

2B

Name:..... **Form:**.....

See **2A: Britain before the war**

Questions (i): Britain before the war

1. What are some industries that did not recover after WWI?

✎ .....

.....

2. What new industries were created between 1920 and 1939?

✎ .....

3. What percent of the workforce was out of work in 1930?

✎ .....

4. How many strikes were there between 1926 and 1936?

✎ .....

5. What helped to change the way people looked at the world?

✎ .....

.....

Teacher's sheet

See **2A: Britain before the war**

Questions (ii): Britain before the war

1. After WWI, why did many people feel like having a good time?

✎ .....

2. What is one way in which the new industries hurt the economy?

✎ .....

.....

3. Give two things that became available to many people between 1920 and 1939.

✎ .....

.....

4. How did advertising and the radio help people to make up their own minds?

✎ .....

.....

.....

5. How do you think cheap paperback books and magazines helped people?

✎ .....

.....

.....

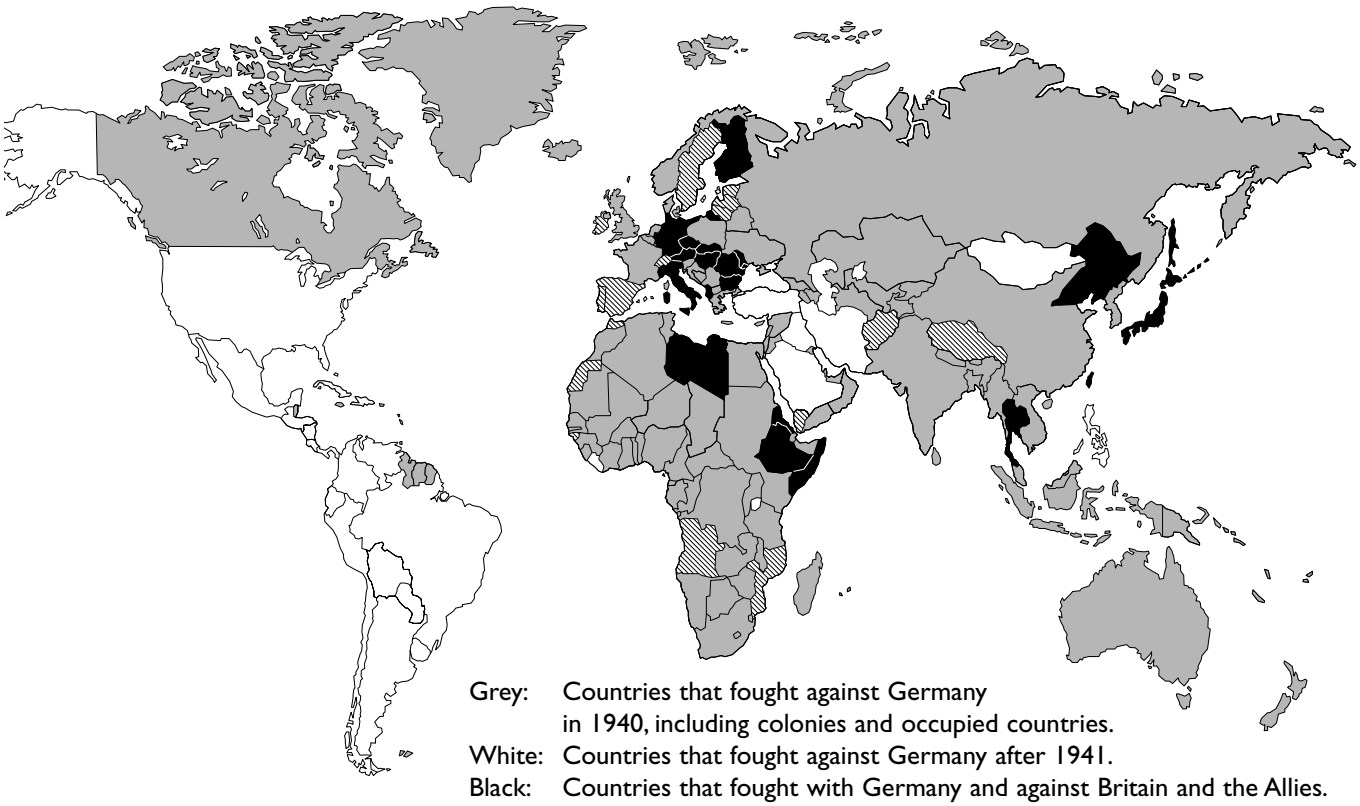
2c

Name:..... Form:.....

Based on **pages 4 to 7** of *Children in the Second World War*

Friends and enemies

The map below shows some of the countries who were involved in WWII, but the names are missing. You will need to compare this map with an atlas to answer the following questions.



Grey: Countries that fought against Germany in 1940, including colonies and occupied countries.
White: Countries that fought against Germany after 1941.
Black: Countries that fought with Germany and against Britain and the Allies.
Striped: Countries that did not fight in the war

1. What are some of the countries that fought with Germany?

✎ .....

.....

2. What are some of the countries that did not fight in the war?

✎ .....

.....

3. Did more countries fight with Britain before 1941 or after 1941?

✎ .....

Teacher's sheet

Based on **pages 4 to 7** of *Children in the Second World War*

Friends and enemies

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, an atlas.

Using the worksheet

The map on page 4 of the student book includes only the countries of Europe, but many of the world's countries were involved in WWII, not only Europe. This is an opportunity for the students to see that WWII involved almost the entire world, and also to practise their map skills.

The countries controlled or allied to Germany and to the Allies changed during the course of the war, but this map allows students to compare countries that fought in 1940 and in 1941. The biggest difference is that the US (and the territories controlled by and allied to the US) entered the war in 1941 (after Pearl Harbour).

It is important to understand that many of the countries on the map (especially in Africa) were colonies that were controlled by one or another of the major combatants. The people in these countries may not have fought, but they would have contributed materials and resources to whoever controlled them.

Students should compare this map to an atlas in order to find out the names of the countries on the map. Younger students could simply count the number of countries in each group. They will need to keep in mind that many of the countries on this map are now a different size, and have different names.

Older students only

The students may like to research when different countries entered the war. For example, when did Russia (USSR) begin fighting in the war? They can find maps showing who controlled each country during the course of the war online. They may like to try http://www.teacheroz.com/WWIImaps.htm for a selection of maps.

Outcomes

The students can:

- Compare maps.
- Find information on a map.
- Appreciate that a large number of the world's countries were involved in WWII.

White:

US, Saudi Arabia, countries of South America, Turkey, Iran, Jordan

Black:

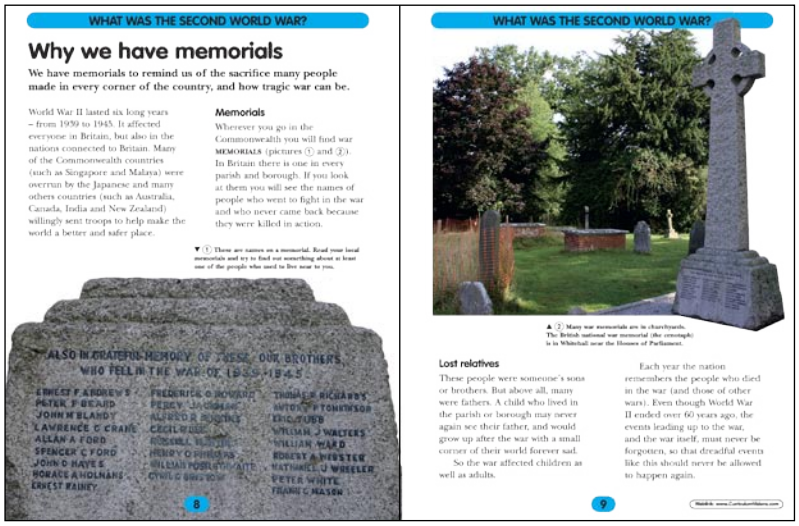
Finland, Germany, Italy, Japan, Korea, Manchuria, Hungary, Romania, Slovak republic, Bulgaria, Yugoslavia, Croatia, Thailand, Libya

Striped:

Ireland, Finland, Spain, Portugal, Costa Rica, Switzerland, Turkmenistan, Liechtenstein

Spread 3 (pages 8–9)

Why we have memorials



3A

3B

Students may already be familiar with war memorials that they have seen. There are tens of thousands of memorials all over England. Not all of these are for WWII, many memorials are for other wars, and some include more than one war.

On parish memorials you will often find names of the men and women from that parish that died in a war. Other memorials include sculptures and crosses.

Many war memorials bear plaques listing the names of those that died in battle. Sometimes these lists can be very long. Some war memorials are dedicated to a specific battle, while others are more general in nature and bear inscriptions listing various theatres of war.

Many war memorials have epitaphs relating to the unit, battle or war they commemorate. You may like the students to discuss how these add meaning to the memorial.

For example an epitaph which adorns numerous memorials in Commonwealth countries is 'The Ode' by Laurence Binyon:

> They shall grow not old,
> as we that are left grow old.
> Age shall not weary them,
> nor the years condemn.
> At the going down of the sun and
> in the morning
> We will remember them.

The Kohima Epitaph, which is on the World War II War Memorial for the Allied fallen at the Battle of Kohima, reads:

> When you go home, tell them
> of us and say,
> For their tomorrow, we gave
> our today.

A cenotaph is a tomb or a monument erected in honour of a person or group of persons whose remains are elsewhere. The word comes from the Greek words kenos, meaning 'empty', and taphos, meaning 'tomb'. Some cenotaphs are erected in honour of specific people, while many others are dedicated to the memories of groups of individuals, such as the war dead of one specific country, or the war dead from one specific war.

Probably the best-known cenotaph is the one that stands in Whitehall, London. You may wish to show the students a photo of this cenotaph, which was built by Sir Edwin Lutyens in 1919–1920. It is undecorated except for a carved wreath on each end and the words 'The Glorious Dead'. It is flanked on each side by various flags of the armed forces of the United Kingdom.

The Cenotaph is the site of the annual national service of remembrance held at 11 a.m. on Remembrance Sunday, the closest Sunday to the 11th November (Armistice Day). Uniformed service personnel always salute the Cenotaph as they pass.

Memorials help us to honour the dead, but they also serve as reminders of the sacrifice of war. You may like to discuss why it might be important to remember the sacrifices of war. Answers could include: To try and make sure it doesn't happen again; to remember important values (such as fighting for what you believe in and to protect others); to remember friends and loved ones; to remember the sacrifice people made to help others; to learn about history.

You may like to point out to students that every parish and most villages in the UK have war memorials – this illustrates that war has touched every corner of the UK. In fact, there are around 70,000 war memorials in the UK, listing the names of around 3 million people who died fighting in various wars.

The Holocaust is not included in the study of this unit, because it is covered in depth later in the curriculum, but if the topic comes up, you may also like to show students a picture of a Holocaust memorial. One of the largest of these is Yad Veshem (www.yadveshem.org) in Jerusalem, Israel. This memorial consists of a museum and many memorials. These include the memorial to the Righteous Gentiles – non-Jews who risked their lives to save Jews and others.

3A

Name:..... Form:.....

Based on **pages 8 and 9** of *Children in the Second World War*

Design a war memorial

Throughout the UK are tens of thousands of memorials to people who died in wars. Many of these are dedicated to people who died fighting in the Second World War. Here are some ideas you can use to help you design a memorial.

Shape

A memorial can be any shape. It can be a plain, flat piece of stone, a cross, a plaque, a cross shape, a statue of a person or an object, such as a tank – anything that might have some meaning and help people to remember.

Inscription

Memorials and cenotaphs usually have an inscription that includes a saying or epitaph that helps people to think about the meaning of the memorial. Here are a few inscriptions you may like to use on your memorial, or you may like to make up one of your own.

Whether on Scaffolds High or Battles Van, the Fittest Place for Man to Die is Where He Dies for Man.

These Deeds Which Should Not Pass Away
Names That Must Not Wither

When You Go Home, Tell Them Of Us And Say,
For Their Tomorrow, We Gave Our Today

1914–1918 Our Glorious Dead 1939–1945
South Africa 1899–02
Korea 1956–53
Malaya 1952–60
Borneo 1956–66
South Vietnam 1964–72

Decoration

Memorials sometimes have carvings or other decoration on them to help people to think about what is being remembered. Types of decoration include: wreaths, crosses, military insignia, plants (poppies or other flowers).

Names

Many memorials include the names of the dead (if there are only a few) or the names of battles that the memorial is remembering. Memorials are also made to groups of people, such as women who fought, animals who fought, all the people from a given place, all the people in a service, such as the navy, etc.

Teacher's sheet

Based on **pages 8 and 9** of *Children in the Second World War*

Design a war memorial

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Pictures of war memorials, cenotaphs and memorial plaques.

Using the worksheet

You may wish to link this activity with work in art or architecture. This is an opportunity for students to think about what memorials are meant to help us remember. Students can make up names to put on the memorial, or research people from their local community who died fighting in WWII.

You may also want to use this after a visit to a church or other memorial site. Many churches include memorial plaques to the dead of several different wars, and you may like students to examine the plaques of more than one war.

You may want the students to draw the design of their memorial on paper, or you may like the students to construct their memorial out of paper, card, styrofoam or other materials.

Students should be able to discuss the meaning of their memorial and how it relates to war and remembrance.

Younger students

Younger students may need some help with thinking up shapes and decoration for the memorials. You might like to remind them that a memorial can be any shape. For example, the Vietnam War memorial in Washington, DC, is a simple flat black stone listing the names of every American soldier who died in that war. The meaning of the memorial comes from its simplicity and the large number of names. Younger students may wish to use one of the epitaphs given here.

Outcomes

The students can:

- Design a memorial.
- Understand the different parts of a war memorial.
- Understand what a war memorial is remembering.

Older students

Older students may wish to think up their own epitaphs, and research the names of actual soldiers who died to use on their memorial. They may also wish to use paper, card, styrofoam and other materials to construct their memorial.

Outcomes

The students can:

- Design a memorial.
- Understand the different parts of a war memorial.
- Understand what a war memorial is remembering.

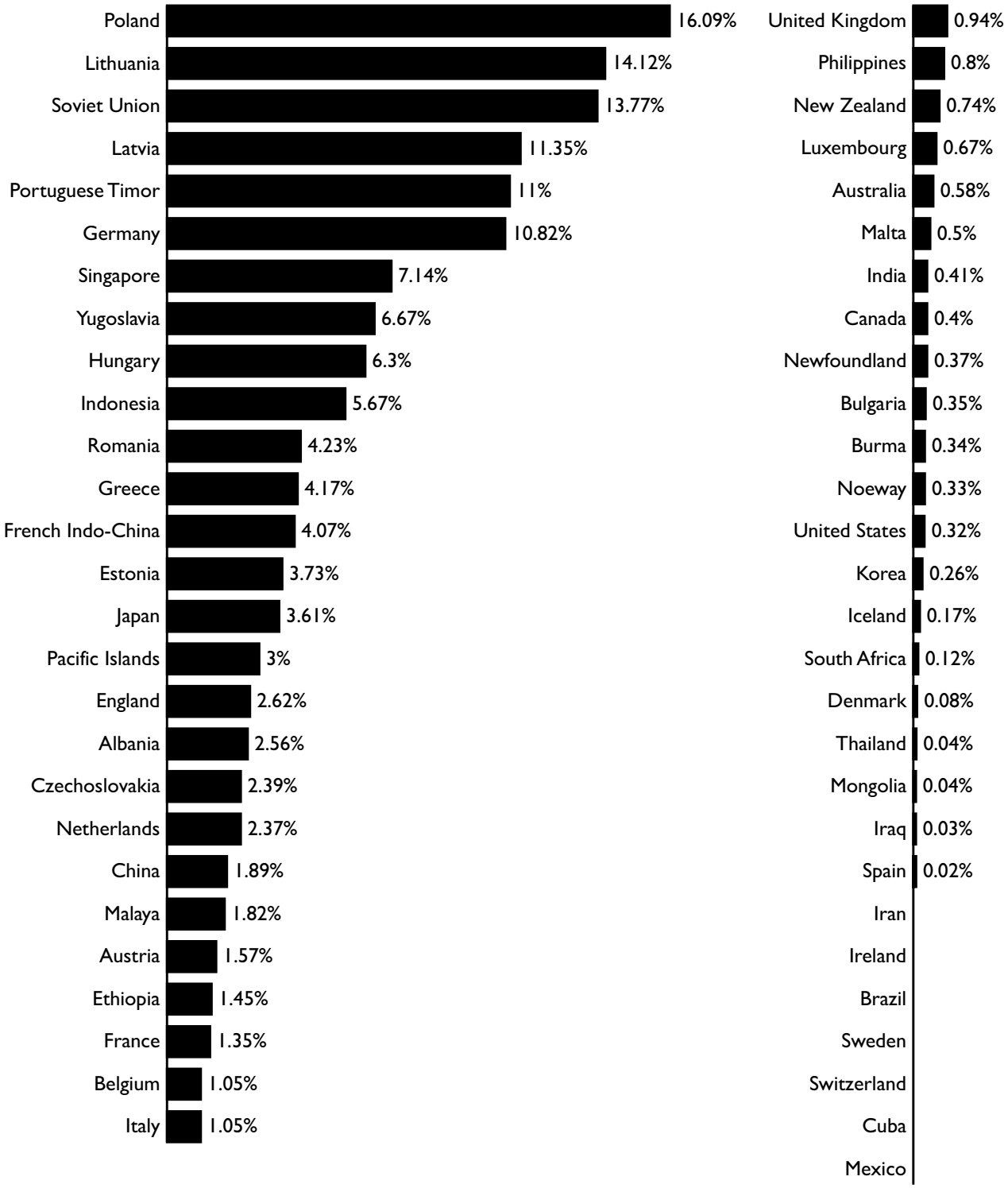
3B

Name:..... Form:.....

Based on **pages 8 and 9** of *Children in the Second World War*

The cost of war

The graph below shows the percentage of each country's population who died in WWII.



Teacher's sheet

Based on **pages 8 and 9** of *Children in the Second Word War*

The cost of war

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This is an opportunity for students to get to grips with the extent of the war and the sacrifices that were made. In all, around 50 million people died as a result of WWII. Many of these died in artificial famines, created by war and invasion. Students may be amazed to learn that the majority of the casualties were actually in the USSR and China, largely from famine. However, the countries that lost the most percentage of their populations were Poland and Lithuania. In these countries, the majority of people who died were Jews.

Here we focus on percentages, in order to avoid some of the more gruesome aspects, but you may wish to discuss the huge numbers of casualties involved. Great sensitivity will need to be used with this activity, as the students may find it overwhelming to realise how many people died as a result of the Second World War.

You can use this data in a number of different ways. You may like students to use the information to make a pie chart or another type of graph to illustrate the information. You may also like to point out the huge number of countries from which there were casualties. This is another example of how this was a World War.

Younger students

The students could answer these questions to practise reading the graph.

Questions and answers

1. Which country lost the largest percentage of its population? (Poland)
2. Which countries appear to have had no casualties during the war? Iran, Ireland, Brazil, Sweden, Switzerland,
3. What percentage of the British population were killed in WWII? (0.94%)
4. Did Britain lose more or less than one percent of its total population in WWII? (less)
5. How many countries lost more than 10% of their population because of WWII? (6)

Outcomes

The students can:

- Read a graph.
- Extract information from a graph.
- Understand something of the extent of loses in the war.

Older students

The students could answer these questions to practise reading the graph. They could also use the information on the bar graph to make a pie chart, or another type of graph. They may like to research how many of the casualties were military and how many were civilian.

Questions and answers

1. Which countries lost more than 10% of their population because of the war? (USSR, Germany, Poland, Lithuania, Latvia, Portugese Timor)
2. How many percentage points more did Britain lose than the Philippines? (0.04%)
3. How many countries lost between 3% and 10% of their populations? (10)
4. Italy had a larger population than Belgium, in which country did more people die? (Italy)

Outcomes

The students can:

- Read a graph.
- Extract information from a graph.
- Understand something of the extent of loses in the war.

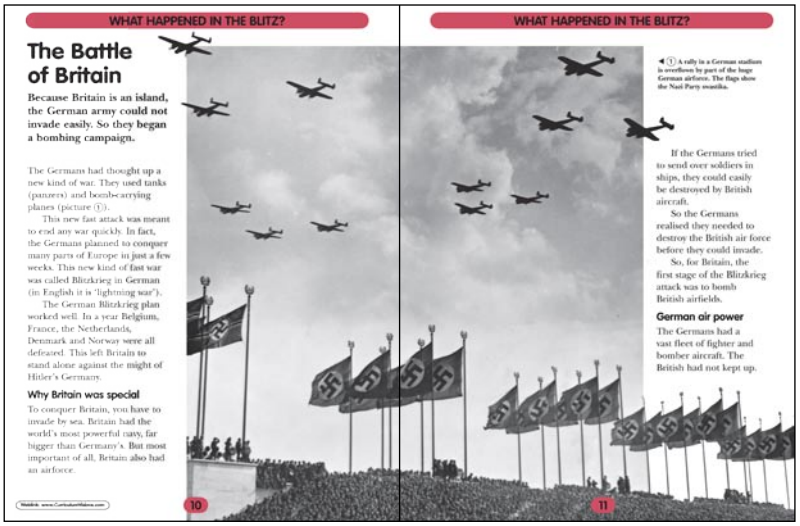
Additional activities

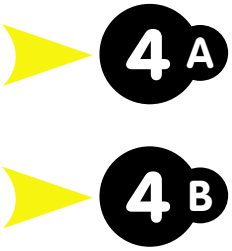
Students could use the information on the bar graph to make another type of graph, such as a pie graph.

Chapter 2: What happened in the blitz?

Spreads 4 and 5 (pages 10–13)

The Battle of Britain





This section of the book describes the beginning of the Battle of Britain.

Although the Battle of Britain occurred near the beginning of the war, it was the most desperate time for Britain. Many of Britain's allies had already been invaded in the German Blitzkrieg, and the US and USSR had not yet entered the war, leaving Britain essentially fighting on her own.

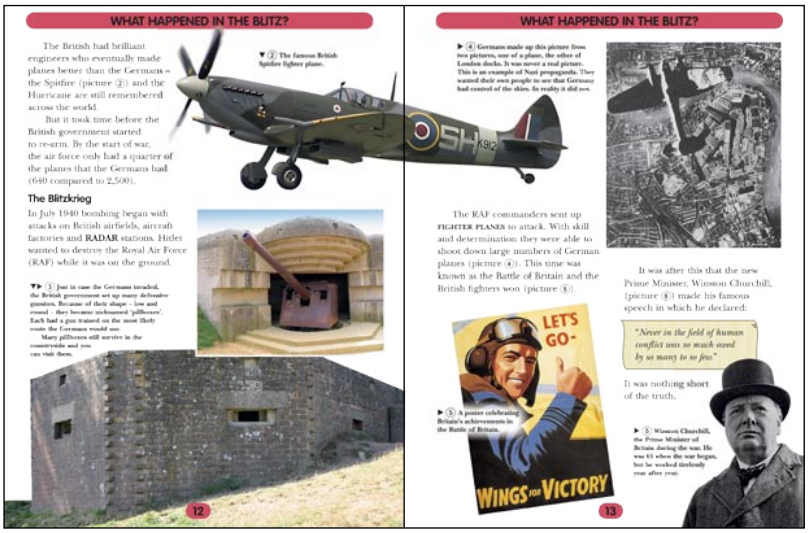
The Second World War began on 1 September 1939 when Germany invaded Poland, and Britain and France declared war as a result. The Blitzkrieg style of attack used tanks, troops and aeroplanes attacking together. Using this method, Poland was captured in just 28 days. On 9 April 1940, the Germans invaded Denmark and Norway and on 10 May 1940, Germany attacked Belgium, Holland, Luxembourg and France. Britain and France fought together in France, but by the middle of June, the British forces had been pushed all the way back to the French Channel port of Dunkirk.

During an amazing 24 hours, 800 small boats, most of which belonged to British fishermen and other ordinary civilians, crossed the Channel and managed to lift most of the men off the beaches and back to England. However, all of the equipment had to be left behind.

Several weeks passed while the Luftwaffe replaced their losses and took over airfields in the countries they had captured. In Britain the time was spent putting as many new fighters and trained pilots into service as possible, to prepare for the attack everyone knew was coming. Civilians also prepared for an invasion. By the beginning of July 1940, the RAF had built up its strength to 640 fighters, but the Luftwaffe had 2,600 bombers and fighters.

The Germans had prepared for a land invasion of Britain (dubbed Operation Sea Lion) but their invasion fleet could have been easily sunk. For a Blitzkrieg-style attack to work in Britain, the Germans had to make sure they could land their invasion forces unopposed. So they first had to destroy the British air fleet and the British ability to fight back.

The Germans had many more planes and pilots than the British, but the British had better planes and the advantage of being able



5A

5B

5C

to fire on the Germans from the ground. The British also bombed German bases to try and destroy their ability to fight.

During the first part of the Battle (10 July to 7 August), the Germans concentrated on attacking convoys in the Channel, to deprive the British of vital supplies.

Today, when so much of what we eat and use everyday comes from abroad, it is hard to imagine just how isolated Britain was in this part of the war. Then, as now, Britain depended greatly on foreign goods.

The Germans also concentrated their early attacks on areas where they planned to land, to knock out the land-based defences.

You may like to begin your study of this section by looking at the quote by Winston Churchill on page 13 of the student book. The quote is talking about the RAF. Although the RAF was greatly outnumbered, they managed to hold off the Germans long enough for more planes to be built and pilots to be trained. The speech was made on August 1940 and was intended to convince people that the situation was not as grave as it really was, and not to give up hope. You may want to read out more of the speech to give students an idea of what the situation was like at the beginning of the Battle.

The full speech can be found on http://www.fiftiesweb.com/usa/winston-churchill-so-few.htm, or you may like to just read out the paragraph that contains the quote in the student book:

> The gratitude of every home in our Island, in our Empire, and indeed throughout the world, except in the abodes of the guilty, goes out to the British airmen who, undaunted by odds, unwearied in their constant challenge and mortal danger, are turning the tide of the World War by their prowess and by their devotion. Never in the field of human conflict was so much owed by so many to so few. All hearts go out to the fighter pilots, whose brilliant actions we see with our own eyes day after day; but we must never forget that all the time, night after night, month after month, our bomber squadrons travel far into Germany, find their targets in the darkness by the highest navigational skill, aim their attacks, often under the heaviest fire, often with serious loss, with deliberate careful discrimination, and inflict shattering blows upon the whole of the technical and war-making structure of the Nazi power. On no part of the Royal Air Force does the weight of the war fall more heavily than on the daylight bombers, who will play an invaluable part in the case of invasion and whose unflinching zeal it has been necessary in the meanwhile on numerous occasions to restrain.

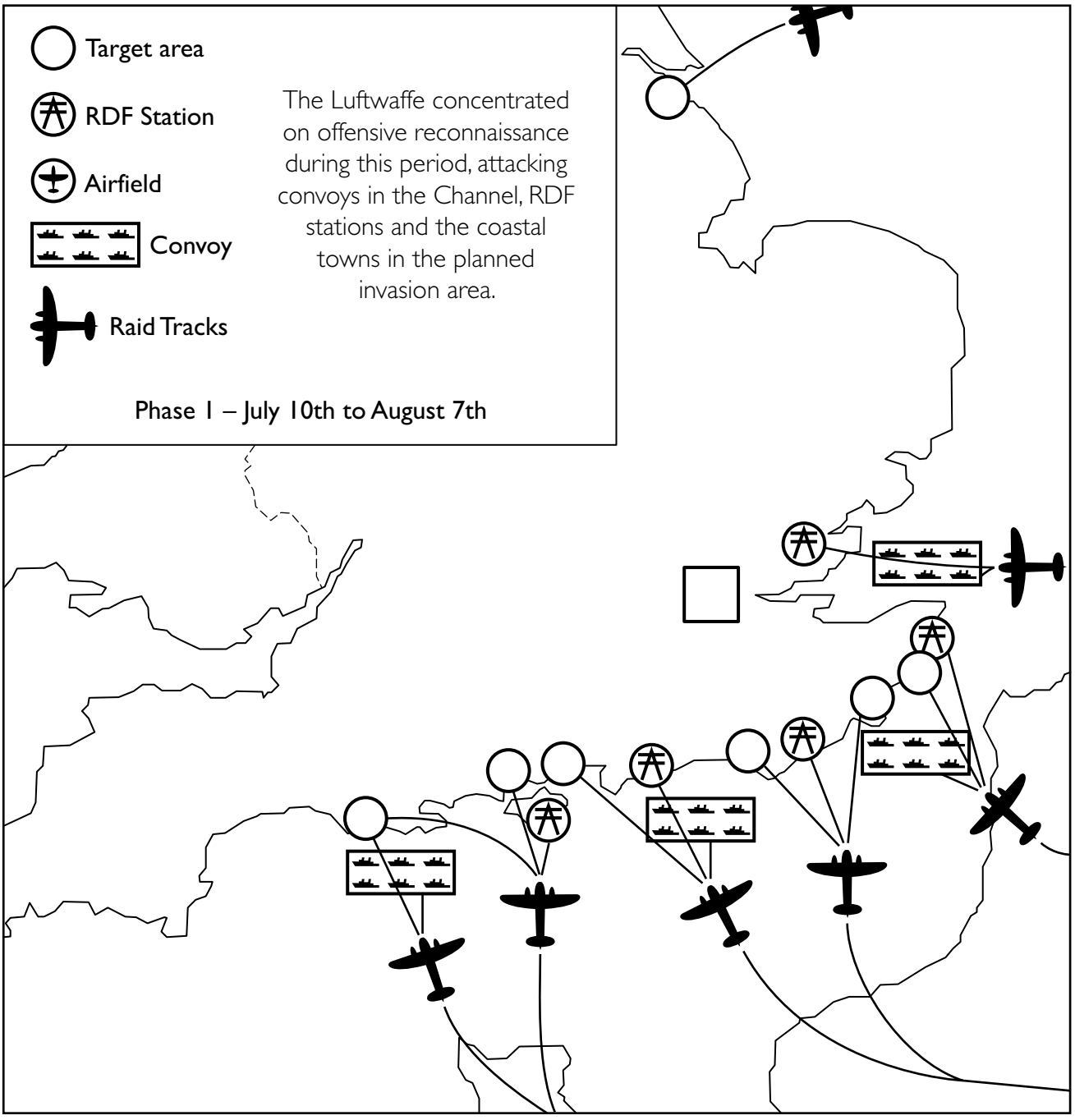
4A

Name:..... Form:.....

Based on **pages 10 and 11** of *Children in the Second World War*

The Battle begins

Here is a battle map showing the first weeks of the Battle of Britain.



Teacher's sheet

Based on **pages 10 and 11** of *Children in the Second World War*

The Battle begins

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Map of England.

Using the worksheet

This activity can be used to help students with their map reading skills. Students can use a map of England to find the names of the places targeted on the map.

This map shows that during the early part of the war the Germans concentrated on bombing convoys carrying supplies, coastal areas where a landing might take place, and RDF bases. Larger inland cities were not yet being bombed.

Younger students

The students can answer these questions.

Questions (and answers)

Write these questions on the board for the students to try. (Answers in brackets.)

1. What parts of Britain are the German bombers targeting, the coast or inland? (the coast)
2. What do the circles with marks inside stand for? (Royal Defence Force bases)
3. Why do you think the Germans wanted to bomb the RDF bases? (to prevent them from defending against the bombers)
4. What do the boats stand for? (convoys bringing supplies to Britain)
5. Why do you think the Germans wanted to bomb convoys? (so no supplies could get through to Britain)

More able students can try the questions for the older students.

Outcomes

The students can:

- Extract information from a map.
- Know some of the German targets during the first part of the Battle of Britain.

Older students

The students could start by answering the questions set for younger students then move on to these questions. (Answers in brackets.)

Questions (and answers)

Write these questions on the board for the students to try.

1. Besides England, what are the other countries on the map? (Wales and France)
2. What country are the bombers flying from? (France)
3. Why do you think the Germans wanted to bomb the RDF? (to destroy the British ability to fight back)
4. Why do you think the Germans wanted to bomb the coastal areas? (to destroy British ships, to destroy coastal defences, to destroy British docks and shipyards)

Outcomes

The students can:

- Extract information from a map.
- Know some of the German targets during the first part of the Battle of Britain.

C1 **4B**

Name:..... **Form:**.....

Based on **pages 10 and 11** of *Children in the Second World War*

A bombing diary

Below are details from an actual military campaign diary showing one day's bombing at the beginning of the Battle of Britain.

19 July 1940

Enemy action by day

At 0703 hours a German plane which had carried out a reconnaissance over Croydon, Northolt and Brooklands was shot down off Shoreham.

About 30 enemy aircraft approached Dover at 1215 hours. Three squadrons took off to intercept. Three of our planes were shot down immediately and another three crashed while returning to base. (4 pilots killed, 2 injured; 5 air gunners missing). Four German planes were shot down. Anti-aircraft at Dover shot down one German plane.

One raid of two German planes crossed the coast north of Aberdeen and bombed Glasgow at 1013 hours. 42 people were injured.

At 1431 hours our planes encountered 12 German planes off Selsey Bill and one was shot down (unconfirmed). One of our planes is missing.

Other raids were reported in the Bristol Channel, Portsmouth and Swanage areas during the day and minesweepers were attacked off the Isle of Wight.

At 1600 hours about 36 enemy bombers and fighters again approached Dover. Three squadrons were sent up. Seven German planes were shot down (unconfirmed). In addition, 2 enemy seaplanes (unconfirmed) were shot down near Calais. One British plane crashed (pilot safe).

At about 1735 hours one British plane landed in flames at West Grinstead following enemy action. It was a total loss but the pilot is safe.

At 1803 hours a German plane which had penetrated inland was shot down off Shoreham.

By night

From 2330 19 July until 0230 hours on 20 July, 33 raids were directed against the coast west of the Isle of Wight as far as Plymouth, 5 or 6 of which crossed to the Bristol Channel.

There were about 15 raids in the Thames Estuary–Harwich area,

At about 0030 hours 20 July, an enemy seaplane was shot down. It was seen to fall into the sea in flames near Harwich.

Statistics

Fighter Command Working Aircraft as at 0900 hours, 19 July 1940: 642

Planes shot down:

- Enemy: Fighters – 3 confirmed, 8 unconfirmed; Bombers – 3 confirmed, 1 unconfirmed; Seaplanes -1 confirmed, 2 unconfirmed.
- British: 9 planes confirmed lost plus one unconfirmed (No. 43 Squadron; crashed on landing).

Patrols flown:

175 patrols flown, involving 735 aircraft.

Home Security Reports

At about 0603 hours, bombs were dropped on the Norfolk and Norwich Aerodrome at Norwich. A hangar, used for the storage of AFS appliances, was hit and the clubhouse was burnt out.

At about 1040 hours, 8 bombs were dropped in the Govan and Scotstoun areas of Glasgow. Tenements were seriously damaged. Windows of the nearby Royal Ordnance Factory, were broken by splinters and blast, but the factory was not otherwise damaged.

At 1720 hours, a boy's school was demolished when bombs were dropped on Polruan, near Fowey.

Teacher's sheet

Based on **pages 10 and 11** of Children in the Second World War

A bombing diary

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

The information on worksheet 4B is taken from an actual military campaign diary. The designations of the individual aircraft and some other jargon terms have been removed to make it simpler to read and understand.

You may want to begin by reviewing military time. Instead of using 12 numbers and am and pm to tell the difference between night and day, the military clock uses 24 hours. This makes telling the time more clear and eliminates confusion. So, instead of saying 2 o'clock in the afternoon, a person would instead say 'it is 1400 hours.' Students could begin by changing all the military times to am and pm.

There are many ways to extract information from this report in order to learn what happened on 19 July 1940. Below are a few suggestions. You may like to put some questions up on the board and have students work in groups to answer them.

Younger students

The students should use a dictionary to look up the meanings of any words they do not understand. They can also use a map of Britain to look up the locations mentioned in the text. They should then answer these questions.

Questions (and answers)

Write these questions on the board for the students to try. (Answers in brackets.)

1. What time of day did most of the action happen, morning, afternoon or night? (night)
2. How many people were injured in the 1013 bombing of Glasgow? (42)
3. At 1400 hours, how many German planes were shot down? (9 unconfirmed)
4. What is the total number of German planes shot down on 19 July, confirmed and unconfirmed? (18)
5. What damage was done to the Norfolk and Norwich Aerodrome? (10)
6. How many British pilots escaped safely when their planes crashed? (2, and another 2 were injured)

More able students can try the questions for the older students.

Outcomes

The students can:

- Extract information from a text.
- Appreciate that a lot of pilots were injured or killed and planes were lost on just one day of fighting.

Older students

The students should use a dictionary to look up the meanings of any words they do not understand. They can use a map of Britain to plot where the day's attacks took place. They could start by answering the questions set for younger students then move on to these questions. (Answers in brackets.)

Questions (and answers)

Write these questions on the board for the students to try.

1. During the 1215 raid near Dover, how many German planes were shot down? How many British planes were shot down? (5 German, 3 British).
2. Why do you think most of the raids happened at night? (It was dark and harder to see the enemy planes).
3. At 1040 bombs were dropped on Glasgow, what damage was done? (Royal Ordnance Factory windows broken, tenements damaged).
4. How many German raids were there between 2300 and 0230? (33).
5. On 19 July one British plane was unconfirmed lost. What squadron did it belong to? (43 Squadron).

Outcomes

The students can:

- Extract information from a text.
- Appreciate the extent of the fighting on just one day of the Battle for Britain.

5A

Name:..... Form:.....

See **pages 12 and 13** of *Children in the Second World War*

Using speech to convince

Here are some parts of famous speeches by Winston Churchill.

We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our Island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender, and even if, which I do not for a moment believe, this Island or a large part of it were conquered and starving, then our Empire beyond the seas, armed and guarded by the British Fleet, would carry on the struggle, until, in God's good time, the New World, with all its power and might, steps forth to the rescue and the liberation of the old.

4 June 1940, House of Commons

this Island=Britain; New World=the US; the old=Europe; in God's good time=by the will of God

...the Battle of France is over... the Battle of Britain is about to begin. Upon this battle depends the survival of Christian civilization. Upon it depends our own British life, and our institutions and our Empire. The whole fury and might of the enemy must very soon be turned on us. Hitler knows that he will have to break us in this Island or lose the war. If we can stand up to him, all Europe may be free and the life of the world may move forward into broad, sunlit uplands. But if we fail, then the whole world, including the United States, including all that we have known and cared for, will sink into the abyss of a new Dark Age made more sinister, by the lights of perverted science. Let us therefore brace ourselves to our duties, and so bear ourselves that, if the British Empire and its Commonwealth last for a thousand years, men will still say, 'This was their finest hour.'

18 June 1940, House of Commons

broad, sunlit uplands=a happy future; new Dark Age=a world ruled by evil people; lights of perverted science=bombs, poison gas and other modern weapons; Christian civilization=the British way of life

The gratitude of every home... goes out to the British airmen who, undaunted by odds, unwearied in their constant challenge and mortal danger, are turning the tide of the World War by their prowess and by their devotion. Never in the field of human conflict was so much owed by so many to so few.

20 August 1940, House of Commons

You do your worst, and we will do our best.
I must, however, admit that when the storm broke I was for several weeks very anxious about the result. There were grievous complaints about the shelters and about conditions in them. Water was cut off, railways were cut or broken, large districts were destroyed, thousands were killed, and many more thousands were wounded. But there was one thing about which there was never any doubt. The courage, the unconquerable grit and stamina of our people, showed itself from the very outset. Without that all would have failed. Upon that rock, all stood unshakable. All the public services were carried on, and all the arrangements, far-reaching details, involving the daily lives of so many millions, were carried out in the very teeth of the cruel and devastating storm.

Winston Churchill July 14, 1941

storm=beginning of the bombing; that rock=the courage of the British people; grit=bravery

5 A–C

Teacher's sheet

See **pages 12 and 13** of *Children in the Second World War*

C
I

Using speech to convince

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets.

Using the worksheet

Churchill was famous for his rousing and well written speeches. This worksheet contains extracts from some of his most famous speeches, made during the Battle of Britain.

You may want to begin by discussing ways in which people can be convinced of things. You may also want to ask students what types of words they might use to convince people of something and how they speak when they are trying to convince. You might also want to introduce the idea of metaphor.

Churchill made these speeches in order to convince people that Britain could win the fight and the war, and to convince them not to give up hope and to keep fighting. Each speech is named after its most famous phrase.

The first two speeches were made at the outbreak of war, just as British troops had been pushed out of France and Britain was bracing for possible invasion. The third speech was made just after the Battle of Britain had begun. The fourth speech was made at the end of the Battle of Britain. Each speech is trying to make listeners feel a certain way.

You might want to ask the students what they think Churchill's purpose was in making these speeches, which tell about how brave Britain is; Britain's duty to fight evil; and how well prepared and brave the British armed forces and people are. Churchill wanted to keep people's spirits up and convince them that Britain was not losing the war and was not alone. But he also wanted to convince them that the war was a just cause. These speeches can each be seen as a type of propaganda, an attempt to convince people not to give up hope.

The extracts of the speeches have been cut and edited slightly to make them easier to understand. A few metaphors are explained on the worksheet.

Younger students

The students could answer the questions on page 48 to test their comprehension of the text. You may wish to write out the meaning of some of the more difficul words on the board for the younger students.

Answers

1. Go on to the end; fight on the beaches; fight in France; fight on the seas and oceans; fight with growing confidence and growing strength in the air; defend our island; fight on the landing grounds; fight in the fields and streets; fight in the hills; never surrender.
2. The whole world will be conquered by evil.
3. The airmen, or the 'so few'.
4. The courage, grit and stamina of the British people.

Outcomes

The students can:

- Understand some ways in which Churchill used speech to give people courage.
- Extract information from a text.

Older students

Students could look up the meanings of any words they do not know as they answer the questions on page 49. Students may wish to discuss how the speeches might have made people feel.

Answers

1. The British Empire and the British fleet.
2. (i) All Europe may be free. (ii) The whole world will be conquered by evil.
3. The British airmen.
4. The courage, grit and stamina of the British people.
5. Words might include grit, stamina, we shall, prowess, devotion, unshakeable, brace ourselves, bear ourselves, this was their finest hour, never surrender.

Outcomes

The students can:

- Understand some ways in which Churchill used speech to give people courage.
- Extract information from a text.

5B

Name:..... Form:.....

See **5A: Using speech to convince**

Questions (i): Using speech to convince

1. In the first speech, Churchill uses the phrase 'We shall...' to give people confidence. What are four of the things that Churchill says 'We shall' do?

✎ .....

✎ .....

✎ .....

✎ .....

2. In the second speech, what may happen if Britain fails to win the Battle for Britain?

✎ .....

.....

.....

.....

3. In the third speech, who does the gratitude of every home go out to?

✎ .....

4. In the fourth speech, what was never in doubt?

✎ .....

.....

5C

Name:..... Form:.....

See **5A: Using speech to convince**

Questions (ii): Using speech to convince

1. In the first speech, who would carry on the struggle if "this Island" were conquered?

✎ .....

2. (i) In the second speech, what may happen if Britain can stand up to Hitler?

✎ .....

.....

(ii) What will happen if Britain fails?

✎ .....

.....

3. In the third speech, who are the 'so few'?

✎ .....

4. In the fourth speech, what showed itself from the outset of the Battle of Britain?

✎ .....

5. List some of the words or phrases that you think Churchill uses to give people hope.

✎ .....

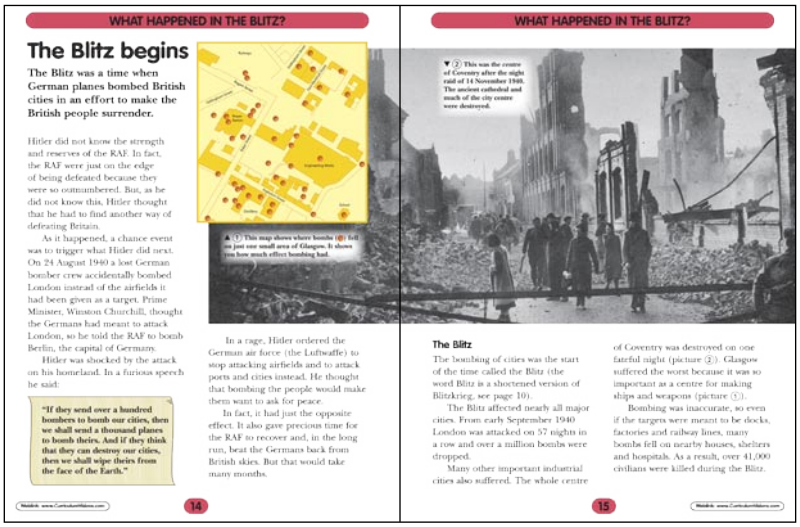
.....

.....

.....

Spreads 6 and 7 (pages 14–17)

The Blitz begins


WHAT HAPPENED IN THE BLITZ?

The Blitz begins

The Blitz was a time when German planes bombed British cities in an effort to make the British people surrender.

Hitler did not know the strength and reserves of the RAF. In fact, the RAF were just on the edge of being defeated because they were so outnumbered. But, as he did not know this, Hitler thought that he had to find another way of defeating Britain.

As it happened, a chance event was to trigger what Hitler did next. On 24 August 1940 a lost German bomber crew accidentally bombed London instead of the airfields it had been given as a target. Prime Minister, Winston Churchill, thought the Germans had meant to attack London, so he told the RAF to bomb Berlin, the capital of Germany.

Hitler was shocked by the attack on his homeland. In a furious speech he said:

"If they send over a hundred bombers to bomb our cities, then we shall send a thousand planes to bomb theirs. And if they think that they can destroy our cities, then we shall wipe theirs from the face of the Earth."

▲ ① This map shows where bombs (●) fell on just one small area of Glasgow. It shows you how much effect bombing had.

In a rage, Hitler ordered the German air force (the Luftwaffe) to stop attacking airfields and to attack ports and cities instead. He thought that bombing the people would make them want to ask for peace.

In fact, it had just the opposite effect. It also gave precious time for the RAF to recover and, in the long run, beat the Germans back from British skies. But that would take many months.

14

WHAT HAPPENED IN THE BLITZ?

▼ ② This was the centre of Coventry after the night raid of 14 November 1940. The ancient cathedral and much of the city centre were destroyed.

The Blitz

The bombing of cities was the start of the time called the Blitz (the word Blitz is a shortened version of Blitzkrieg, see page 10).

The Blitz affected nearly all major cities. From early September 1940 London was attacked on 57 nights in a row and over a million bombs were dropped.

Many other important industrial cities also suffered. The whole centre of Coventry was destroyed on one fateful night (picture ②). Glasgow suffered the worst because it was so important as a centre for making ships and weapons (picture ①).

Bombing was inaccurate, so even if the targets were meant to be docks, factories and railway lines, many bombs fell on nearby houses, shelters and hospitals. As a result, over 41,000 civilians were killed during the Blitz.

15

This section describes what was probably the most horrific part of the war for the British people. Today, it is difficult to imagine how terrified people must have felt, hearing and seeing bombs dropped on their homes night after night. These spreads try to give some sense of the atmosphere of danger that people felt.

The Blitz lasted until May 1941. The Blitz ended when the Germans realised they could not defeat the British in the air and moved their bombers east to prepare for the invasion of Russia.

By bombing cities and civilians, the Germans hoped to destroy British morale, but the bombing actually had the opposite effect. The British also had several advantages that the Germans had not realised when they began bombing. One is that the British had much better planes – quicker and more nimble. The British also had better intelligence (Polish mathematicians broke the Enigma code in 1939 and escaped from Poland as the Germans invaded to share the information with the British), and a more sophisticated air defence system, including a better radar system, which was invented in Britain.

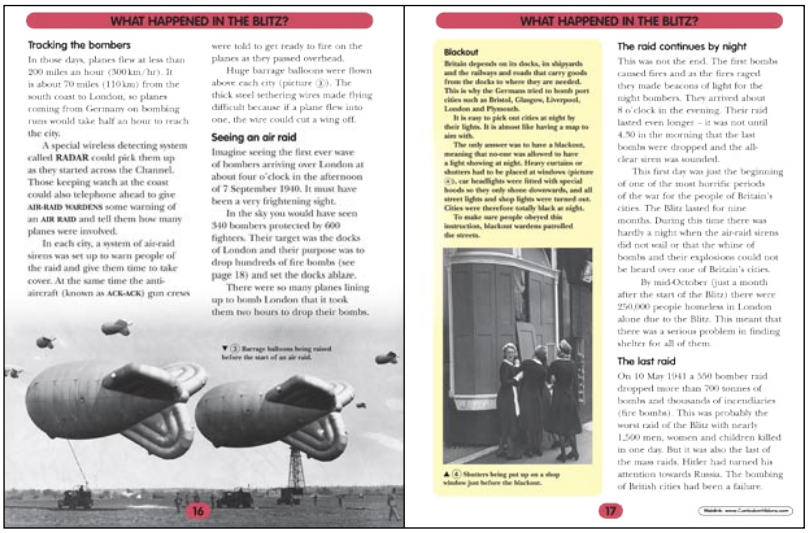
The bombing of the cities also allowed the British to rebuild the airfields and factories that had been destroyed in the earlier bombing.

But the bombing also had the effect of drawing people closer together. Class differences and financial differences disappeared as everyone was made to suffer the same hardships together.

You may want to discuss with the students how these shared hardships drew people together. You could describe the destruction of London's East End, where many working class and poor people lived. Then you could discuss how, when Buckingham Palace was bombed, the Queen said, 'Now I can look the East End in the eye.' By this the Queen meant that she felt proud to share the suffering of others whose homes had been bombed.

You may also like to discuss how the nightly raids made ordinary life impossible. People did not go out much at night, and each evening they put shutters and blackout curtains over their windows. No one knew, until the air-raid sirens sounded, whether they would be the ones hit that night.

No part of Britain was really safe from the bombing. Many towns and cities, especially those near munitions factories and airbases,



WHAT HAPPENED IN THE BLITZ?

Tracking the bombers

In those days, planes flew at less than 200 miles an hour (300 km/hr). It is about 70 miles (110 km) from the south coast to London, so planes coming from Germany on bombing runs would take half an hour to reach the city.

A special wireless detecting system called **RADAR** could pick them up as they started across the Channel. Those keeping watch at the coast could also telephone ahead to give **AIR-RAID WARDENS** some warning of an **AIR RAID** and tell them how many planes were involved.

In each city, a system of air-raid sirens was set up to warn people of the raid and give them time to take cover. At the same time the anti-aircraft (known as **ACK-ACK**) gun crews were told to get ready to fire on the planes as they passed overhead.

Huge barrage balloons were flown above each city (picture ③). The thick steel tethering wires made flying difficult because if a plane flew into one, the wire could cut a wing off.

Seeing an air raid

Imagine seeing the first ever wave of bombers arriving over London at about four o'clock in the afternoon of 7 September 1940. It must have been a very frightening sight.

In the sky you would have seen 340 bombers protected by 600 fighters. Their target was the docks of London and their purpose was to drop hundreds of fire bombs (see page 18) and set the docks ablaze.

There were so many planes lining up to bomb London that it took them two hours to drop their bombs.

▼ ③ Barrage balloons being raised before the start of an air raid.

16

WHAT HAPPENED IN THE BLITZ?

Blackout

Britain depends on its docks, its shipyards and the railways and roads that carry goods from the docks to where they are needed. This is why the Germans tried to bomb port cities such as Bristol, Glasgow, Liverpool, London and Plymouth.

It is easy to pick out cities at night by their lights. It is almost like having a map to aim with.

The only answer was to have a blackout, meaning that no-one was allowed to have a light showing at night. Heavy curtains or shutters had to be placed at windows (picture ④), car headlights were fitted with special hoods so they only shone downwards, and all street lights and shop lights were turned out. Cities were therefore totally black at night.

To make sure people obeyed this instruction, blackout wardens patrolled the streets.

▲ ④ Shutters being put up on a shop window just before the blackout.

The raid continues by night

This was not the end. The first bombs caused fires and as the fires raged they made beacons of light for the night bombers. They arrived about 8 o'clock in the evening. Their raid lasted even longer – it was not until 4.30 in the morning that the last bombs were dropped and the all-clear siren was sounded.

This first day was just the beginning of one of the most horrific periods of the war for the people of Britain's cities. The Blitz lasted for nine months. During this time there was hardly a night when the air-raid sirens did not wail or that the whine of bombs and their explosions could not be heard over one of Britain's cities.

By mid-October (just a month after the start of the Blitz) there were 250,000 people homeless in London alone due to the Blitz. This meant that there was a serious problem in finding shelter for all of them.

The last raid

On 10 May 1941 a 550 bomber raid dropped more than 700 tonnes of bombs and thousands of incendiaries (fire bombs). This was probably the worst raid of the Blitz with nearly 1,500 men, women and children killed in one day. But it was also the last of the mass raids. Hitler had turned his attention towards Russia. The bombing of British cities had been a failure.

17

7 A

7 B

were bombed repeatedly. However, the worst bombing was in London, where the Germans bombed residential neighbourhoods. By the end of the Blitz, 2 million homes had been destroyed, including 60% of all homes in London.

If you live in an area that was bombed in the war, you may want to take your students on a Blitz walk. On some streets, you can see rows of Victorian houses interrupted by more modern houses. The modern houses are where buildings were destroyed by bombs.

You may also like to show students some photos of the East End of London or of Coventry before the war and after the war. Much of these areas were destroyed in the war. The map on page 14 of the student book is another way of showing the effect of the bombing. Students could count the number of buildings (dots) on the map that were destroyed in the area of just a few blocks. They could then count out the same number of buildings in the same size area around the school.

The Battle of Britain is often divided up into three distinct phases. In the first part, the Germans concentrated their bombing on coastal areas and RAF bases in order to prepare for an invasion. But after this the Germans began bombing civilian areas in addition to industrial and military targets. This time of the bombing of the cities is what is usually referred to as the Blitz.

Students may need to be reminded that the US was not yet involved in the war during the Battle of Britain, and Churchill was very anxious to convince America to join the war and help Britain fight. American radio journalist Edward R. Murrow was stationed in London at the time of the Blitz and made live radio broadcasts to the United States during the bombings. Live broadcasts from a theatre of war had not been heard by radio audiences before, and Murrow's London broadcasts made him a celebrity. His broadcasts, and their descriptions of the bombings and of the British people's bravery were enormously important in prompting the sympathy of the American people for Britain's resistance to Nazi aggression.

C1 6

Name:..... Form:.....

Based on **pages 14 and 15** of *Children in the Second World War*

Blitz timeline

Many parts of Britain were bombed during the Blitz. Here is a timeline of some major bombings of the Blitz.

1940

7–8 Sept	340 bombers and more than 600 fighter planes attack London. More than 1,000 fires with 430 people killed and 16,000 seriously injured. Bombs are dropped on London every night for the next 57 nights.
17 Sept	A bomb hit Marble Arch underground station killing 17 people.
15 Oct	Approximately 250,000 people in London are homeless by this date.
7–21 Oct	Bombs in Central London hit the National Gallery, Trafalgar Square and the Cabinet War Rooms underneath the Treasury building.
Nov	Hitler orders his bombers to concentrate on bombing industrial and port cities. Targets included Coventry, Southampton, Birmingham, Liverpool, Bristol, Swindon, Plymouth, Cardiff, Manchester, Sheffield, Portsmouth and Avonmouth.
2 Nov	5,000 incendiary and 10,000 high explosive bombs dropped on Bristol.
14 Nov	150,000 fire bombs and 503 tons of high explosives are dropped on Coventry, an industrial centre, as well as 130 parachute mines. Most of the city is destroyed.
15 Nov	Bombers return to London hitting almost every borough. The main Post Office sorting depot was hit as was Westminster Abbey, Buckingham Palace and Euston Station.
30 Nov	There are around 3,000 unexploded bombs waiting to be defused around London.
24 Nov	Bristol is bombed, killing 1,299 people, destroying 3,000 buildings and damaging 90,000 others.
12–13 Dec	Sheffield, a steel centre, is bombed, killing 660 and leaving 40,000 people homeless.
20–22 Dec	Liverpool, a shipping centre is bombed heavily.
22–23 Dec	Manchester is bombed, killing over 700 people and damaging over 100,000 homes.
29 Dec	Thousands of incendiary bombs were dropped on the City of London causing over 1,400 fires. Eight churches designed by Sir Christopher Wren were also destroyed.

1941

11 Jan	117 people were killed in Bank Underground station in London when it took a direct hit.
19 Feb –12 May	There are 46 attacks on the seaports of Plymouth, Portsmouth, Bristol and Avonmouth, Swansea, Liverpool, Belfast, Clydebank, Hull, Sunderland, and Newcastle and 7 attacks on London, Birmingham, Coventry and Nottingham.
13–14 Mar	439 bombers dropped over 1,000 bombs on the shipworks at Clydebank, Glasgow.
19 Mar	A 500 bomber raid on the docks and East End of London killed 750 people and injured over a 1,000 people.
16 April	A 685 plane raid on London caused more than 2,000 fires and killed over 1,000 people.
22–23 April	Plymouth bombed. An air raid shelter had a direct hit, 72 people died. The city centre was completely destroyed.
May	Cardiff, Liverpool and Birmingham shipping centres, are bombed heavily.
10 May	In the worst raid of the Battle, 541 bombers destroyed or damaged many important buildings including the British Museum, the Houses of Parliament and St James's Palace. The raid caused more casualties than any other: 1,436 killed and 1,800 seriously injured.
16 May	111 bombers attacked Birmingham; this was the last major air raid on a British city for about a year and a half.

6

Teacher's sheet

Based on **pages 14 and 15** of *Children in the Second World War*

Blitz timeline

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Extra paper and pens.

Using the worksheet

Many cities and towns were bombed during the Blitz. The worst hit was London, where 60% of all houses were destroyed, but shipping and manufacturing centres in the Midlands and elsewhere were also hit. Places that were on the route back to the Channel from London were hit frequently as well, as bombers dropped any 'leftover' bombs before heading back.

This timeline allows students to see the progress of the Blitz. You may like to have the students use the information on the sheet to construct a linear timeline on a calendar or long strip of paper. They could then write in each day that there was a bombing. They should make sure to include that London was bombed for 57 consecutive nights, between September 7th and November 3rd 1940. You may want to point out that the bombing raids listed here are only some of the worst, there were hundreds of raids that are not listed on the worksheet. For example, Merseyside alone endured more than 300 raids during the Blitz.

You may like to use the questions below as a starting point for discussing the extent of the bombing campaign.

Younger students

Students may like to make a linear timeline on a long strip of paper that could go around the room.

Questions (and answers)

Write these questions on the board for the students to try. (Answers in brackets.)

1. What city was bombed the most times? (London)
2. When was the worst raid of the Blitz? (May 10, 1941)
3. When did the Blitz begin and end? (7 September 1940 to May 16 1941; the idea of the Blitz had been in the planning stage in Germany for some weeks before this)
4. When do the most attacks on the seaports take place? (February 19 to May 12 1941)
5. When was the worst single attack on London? (May 10, 1941)
6. What was the last city to be bombed in the Battle for Britain? (Birmingham)

More able students can try the questions for the older students.

Outcomes

The students can:

- Extract information to make a simple timeline.
- Appreciate the extent of the bombing.

Older students

Students may like to begin by answering the questions for younger students. They can use secondary sources to research the full list of bombing raids and map them on a timeline or calendar.

Questions (and answers)

Write these questions on the board for the students to try. (Answers in brackets.)

1. When did the Germans concentrate on bombing the port cities? (November 1940 to May 12 1941)
2. How many Londoners are homeless by the middle of October 1940? (250,000)
3. When was Coventry destroyed? (14 November 1940)
4. Why do you think Clydebank was bombed? (It was home to a shipworks)
5. Why do you think Sheffield was bombed? (It was a centre for steel manufacture)
6. What was the last city to be bombed in the Battle for Britain? (Birmingham)

Outcomes

The students can:

- Extract information to make a simple timeline.
- Appreciate the extent of the bombing.

7A

Name:..... **Form:**.....

Based on **pages 16 and 17** of *Children in the Second World War*

Mapping the bombs

This is an outline map of mainland Britain. Place a circle around each area that was bombed. Use the information from the timeline on worksheet 6.

Teacher's sheet

Based on **pages 16 and 17** of *Children in the Second World War*

Mapping the bombs

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Copies of worksheet 6.

Using the worksheet

This is an opportunity for students to understand why certain areas were bombed while others were not. In general, ports, industrial centres and London were hardest hit. Ports were targeted because Britain relied on shipping to bring in supplies, and on ships to fight the Germans at sea. Industrial centres were targeted to prevent Britain from building planes, guns and other war materials. London was bombed in an attempt to break British morale and destroy the government.

By placing a mark or circle on the map each time a city was bombed, students can also see how extensive the bombing was – their map will have a huge amount of circles on it. They can then be encouraged to draw conclusions about how this extensive bombing might have affected people.

Younger students

You may want to begin by writing on the board the names of the cities that were bombed: London, Coventry, Southampton, Birmingham, Liverpool, Bristol, Swindon, Plymouth, Cardiff, Manchester, Sheffield, Portsmouth, Avonmouth, Portsmouth, Bristol, Swansea, Liverpool, Belfast, Clydebank, Glasgow, Hull, Sunderland and Newcastle. Students can then read through the worksheet and circle the cities where bombings took place. You may want students to work in pairs or groups.

Outcomes

The students can:

- Extract information from a text and place it on a map.
- Compare maps.

Older students

Students may also want to research other areas that were bombed, or dates of additional bombing raids.

Outcomes

The students can:

- Extract information from a text and place it on a map.
- Compare maps.

7B

Name:..... Form:.....

Based on **pages 16 and 17** of *Children in the Second World War*

One day under fire

Here are some events in one day in the life of a city during the Blitz. Cut out each event and place them in the order you think they occurred.

Lime Street station is packed with confused children, holding gas masks and waving goodbye as they board trains. Many of their school friends have already been evacuated to the countryside, and the bombings of the last few nights have convinced their parents to send them away.

The sound everyone has prayed for is heard across the city – the 'all clear' siren. Cold and weary people stumble from shelters expecting the worst. Many will have lost their homes, friends or relatives during the raid. Around them the emergency services rush to control blazes, while volunteers and wardens try to dig survivors from the rubble. Those who can go back to sleep for a few hours.

It is teatime and families are sitting down to their evening meal. There's not much meat but lots of vegetables. Children are told to eat everything on their plates, with any leftover and vegetable peelings going to the pig bin.

After breakfast those who can set off for work. Roads, tram and train lines have been blasted by bombs, so many people are travelling on foot. The going is rough in places, with leaking water mains and smouldering fires. The women travelling out to the munitions factories outside town have a long walk but are determined that they will maintain their war effort.

As the working day ends families meet to begin the journey to the outskirts of the city. Pushing prams, trolleys and carts these 'trekkers' are mostly people made homeless in the previous nights' bombings. They will sleep in camps outside the city, where there is less danger from bombing.

The air-raid siren is sounded and people across the city drag themselves from their warm beds, out to their gardens and into their cold Anderson shelters. Some stay in their houses, either hiding in Morrison shelters, under stairs or taking their chances in their beds.

An ARP warden strides down the street, checking each house for any sign of light. One family has let their blackout curtain slip and the ARP warden is quick to march up their garden path and remind them of their duties.

Shops are just opening and already there are queues of anxious women and children at the door, each clutching a ration book. Food and other goods are severely limited so there is a rush for any little extras. People passing by see a queue and join it without knowing what is available.

Children who haven't been evacuated are preparing for school. Mothers check school bags and make sure everyone has their gas masks. The bombings have made the city nervous, and even those who hadn't carried masks now take their boxes everywhere. Once the children have left mothers quickly tidy the house before leaving for the shops.

All over the city people are waking up. Those who slept in shelters go home and make breakfast before starting off to work, school or shopping. For most people, breakfast is porridge or bread with dripping.

Teacher's sheet

Based on **pages 16 and 17** of *Children in the Second World War*

One day under fire

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Scissors.

Using the worksheet

You may want to use this activity as a review after you have finished studying the entire unit, or even the entire book. This is an opportunity for students to think about the difficulty of day to day life during the Blitz.

You may want to begin by telling the students that it is 6am in a port city during the Blitz. Almost every night for the past two months there has been a raid.

There are no real right or wrong answers in the activity. Students must think about which activity is likely to have come first in the day. For example, waking up and eating breakfast probably comes before going to school or work and the bombing raid comes before the all clear signal. However, the ARP warden might check for light before dinner, after dinner, during the bombing, or even after the bombing is over.

Younger students

You may want to use this as a class exercise. Or, students could do the activity in groups and then discuss why they put activities in the order they did. If you are using this as a revision you may want to ask the students to think of other activities that may have taken place on an average day during the Blitz.

Outcomes

The students can:

- Understand what everyday life was like during the Blitz.
- Compare information.
- Use information they have learned to place activities in order of time.

Older students

Older students can work alone or in groups. Students may want to use the information on the worksheet to write a 'Day in the life' story of a city during the Blitz. They may also like to add additional activities to the timeline.

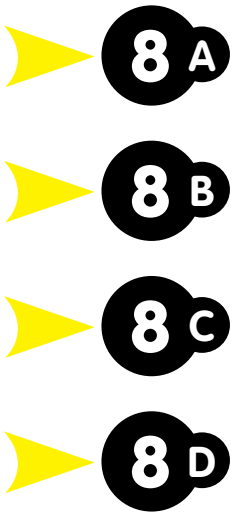
Outcomes

The students can:

- Understand what everyday life was like during the Blitz.
- Compare information.
- Use information they have learned to place activities in order of time.

Spreads 8 and 9 (pages 18–21)

What bombs did



This spread goes into greater detail about the damage caused by bombs. During the early years of the war, the Germans dropped bombs by plane. These bombs are smaller, in terms of both size and firepower, than bombs used today, but were still terrifying. However, each bomb did not do a lot of damage. This is why the Germans dropped hundreds of bombs at a time. These bombs exploded when they hit the ground, sending pieces of the bomb (shrapnel) into nearby buildings.

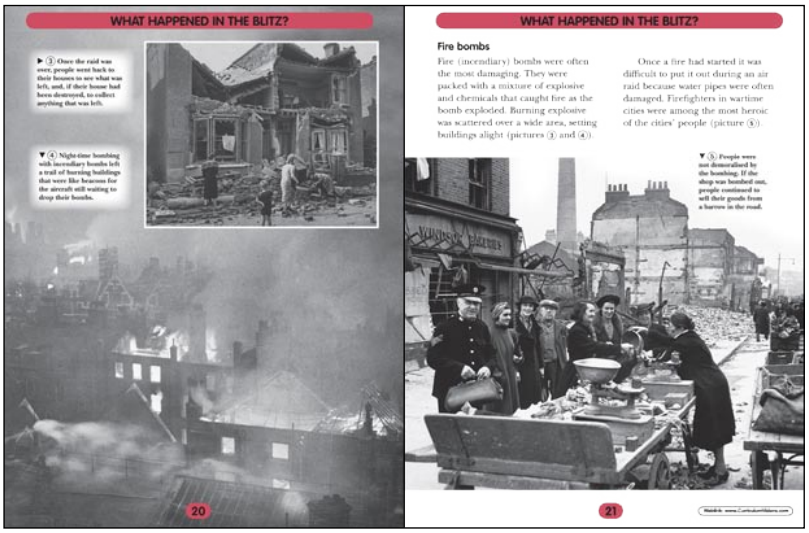
The Germans also dropped incendiary bombs that started fires. These fires actually often caused more damage than the exploding bombs. You may want to discuss the bravery of the firefighters, who had to go out in the middle of a bombing to try and fight these fires. In fact, tens of thousands of people volunteered to join the fire services during the war. Some of these people worked as fire watchers – looking out for bombs and then notifying the fire fighters. Because the incendiary bombs did not explode, one of the jobs of the fire watchers was to try and put out the incendiary bomb fires before they could spread.

Many women also joined the fire services at this time. They did not usually work as fire fighters, but this was still the first time women would have been considered for this type of work. You may want to discuss with the children why women began doing this type of job during the war and what it meant. Almost all of these women lost their jobs, or quit, when the war was over and the men returned.

Many people also volunteered to be air-raid wardens (ARP, or Air-Raid Protection, wardens). These people were responsible for making sure their building or neighbourhood was prepared for an air raid – that everyone obeyed the blackout rules and knew how to take shelter. After a raid they helped to account for everyone and to help those who were bombed out.

Some areas were very hard hit by the bombs. In the East End of London, more than 60% of all homes were destroyed or damaged. Coventry was also almost completely destroyed, while Merseyside endured more than 300 raids. You may like to show students photographs of these places before and after the war so they can see the extent of the damage.

The Baedeker Blitz was a series of raids conducted in mid-1942 as reprisals for the RAF bombing of the German city of Lübeck. The Baedeker raids targeted historic cities with no military or strategic importance such as Bath, Canterbury, Exeter, Norwich and York. Churches and other public buildings were often the targets of these raids in an attempt to break civilian morale.



9

After a bombing raid, volunteers helped those who had been bombed out of their homes to find shelter and food. On the BBC site www.bbc.co.uk/ww2, you can read many first hand accounts of the bombings and you may want to begin your discussion of this section by reading out a real-life story of a family who was affected by the bombing.

Towards the end of the war, in December 1943 and January 1944, the Germans once again began bombing Britain. This time the Germans were running short of planes and materials and the bombing was more scattered and ineffective.

Later in 1944 the Germans began using their V-1 and V-2 rockets against Britain. Unlike the earlier bombs, which had to be dropped from planes directly onto their targets, these were missiles which could be launched from the ground or from planes and would then fly on their own to their target (these were the first surface to air and air to air missiles).

Around 1,400 V-2 rockets were launched on London between September 1944 and March 1945. These rockets were harder to 'see' on radar, harder to shoot down and could carry a larger payload of explosives, making them much more devastating than earlier bombing. Luckily, they were developed late in the war.

The final two rockets exploded on (or near) their targets on 27 March 1945. The last British civilian killed was Mrs Ivy Millichamp, 34, in her home in Elm Grove, Orpington. An estimated 2,754 civilians were killed in London by V-2 attacks with another 6,523 injured.

However, many of the rockets were mis-directed and exploded harmlessly. Accurately targeted missiles were often devastating, causing large numbers of deaths – about 160 people were killed in one explosion in a Woolworth's department store in New Cross, south-east London. However, this technology was not perfected so most missiles were not targeted accurately.

8A

Name:..... **Form:**.....

Based on **pages 18 and 19** of *Children in the Second World War*

Blackout at home

With an adult helper, stand outside your house or flat at night and look at how much light is escaping. During the war everyone had to obey the rules about the blackout so that enemy bombers could not find their targets. Here are some rules for how to prepare your home and street for the blackout:

Blackout rules

Every window, door or skylight that can show light through it must be fitted with a blackout curtain made from heavy, black, cotton material.
No light can escape from a house or flat at all.
Do not use a light in a room unless the blackout curtain is drawn.
All porch lights must be out.
No lights can be on in the garden.
No smoking cigarettes outside.
All car headlamps must be covered up at night, with only a thin slit to let light through.
All streetlights must be dark at night.
Water mains are painted with a white stripe so they can be found at night.
Lampposts and curbs are painted white so they are more visible.
In the country, cows are painted with white stripes in case they wander into the roads.
Traffic lights must be covered up with only a tiny slit to let light out.

Questions

1. Pretend that you are an air-raid warden for your street or building. Make a list of things you would need to do to prepare your street (or your building, if you live in a large building) for the blackout and to make sure everyone is obeying the blackout rules. Write down exactly how you would follow the rules to prepare your street or building for the blackout. For example, how many windows would need blackout curtains? Are there street lights or traffic lights on your street?

✎ .....

2. During the blackout it was completely dark outside. How safe do you think you would feel walking home in the pitch black? What dangers would you need to look out for?

✎ .....

Teacher's sheet

Based on **pages 18 and 19** of *Children in the Second World War*

Blackout at home

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Sample of a blackout curtain.

Using the worksheet

During the Blitz, everyone had to be prepared for the blackout. Buildings were kept dark so the German bombers would not be able to choose a specific target – the hope was that if they could not see specific buildings then they would drop their bombs randomly and so some of the bombs would land in fields or other unoccupied areas.

Air-raid wardens in each neighbourhood were responsible for making sure that everyone obeyed the blackout rules. Although they were volunteers, they took their jobs very seriously.

The blackout was more than a nuisance, but it is difficult to understand just how difficult it was to get around in the dark because today there are so many street lights and house lights. In fact, a large number of people were injured or killed in car accidents and other accidents on darkened roads and streets. Cars crashed into people, trams and other cars; people tripped on curbs and other obstacles; and women were more vulnerable in the pitch dark.

You might like to begin this lesson by discussing how you would go about blocking out all the light in your classroom. Students could also make a blackout curtain or screen from dark material and a wooden frame (you could use thin wood stapled into a frame). You could also put a dark curtain up on one window. Students could see that light still gets through around the curtain. They could then try to think of ways to completely block out the light from the window.

Younger students

Some of the students may need help with answering the questions.

Outcomes

The students can:

- Understand what was involved in the blackout.
- Understand how people prepared their homes and neighbourhoods for the blackout.

Older students

The students can work on their own. They may want to draw a plan of their house or flat and street and label everything that would need to be prepared for the blackout. Students may also want to perform the following exercise: If they can obtain permission, buy a 25-watt light bulb and ask an adult to use it to light a staircase or a room in their house or flat. At night, with all other sources of light switched off, see how dim the room or staircase has become. Write about how it might feel to get down a long staircase, in this dim light, with hundreds of other frightened people pressed into the same dark space.

Outcomes

The students can:

- Understand what was involved in the blackout.
- Understand how people prepared their homes and neighbourhoods for the blackout.

Name:..... Form:.....

Based on **pages 18 and 19** of *Children in the Second World War*

A fire watcher

During the Blitz, hundreds of thousands of people volunteered to do whatever they could to help the war effort. Here is one woman's story.

One day at the beginning of the war, my friend Daisy and I went to watch a movie. Before the main feature there was a news reel that told about all the things people could do to help at home. The office we worked at was just down the road from a fire station, so we volunteered for fire watching duties.

We worked one or two nights a week and stayed on duty all night. We had two four-storey buildings to look after and our duty was if any incendiary bombs fell on the roofs we had to put them out quickly before the fire took hold. The incendiary bombs are small and did not explode. Instead, they were used to start up fires, which light up the targets so the bombers can drop the big bombs.

To put out the incendiary bombs we each had a stirrup pump and a few buckets of water. The nozzle of the pump went into the bucket; you put your foot into the stirrup and pumped, while pointing the hose at the bomb.

We were on duty on a Saturday night in 1940 when there was a big raid. You could see fires springing up nearby and hear the whistle and bump of the bombs landing then the explosions. There were fires all around. The firemen couldn't do much because water mains were broken and the river was at its lowest ebb. We worked all night putting out fires. I was very worried because my dad was fire watching in the docks, where a lot of bombs were falling.

At nine o'clock the next morning we handed over to the Sunday shift and made our way home. I had to walk six miles. There was no public transport that day; there were too many holes in the roads and rails. If the sirens went when you were on a tram or bus, they would turn everybody off and you were supposed to go down to the shelter. A lot of us just walked the rest of the way, ducking into shelters if we heard a bomb coming down. You got used to all this, "If your name's on the bomb, it'll get you," we used to say.

I was very relieved to get home, and see that they were all right and Dad turned up soon after me. I was very tired, but I was happy that my family was safe and that I had helped to put out fires during a big raid. Then I went to bed because I had to be at work again the next day.

Teacher's sheet

Based on **pages 18 and 19** of Children in the Second World War

A fire watcher

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Photos of stirrup pumps.

Using the worksheet

This is a first-person account of a volunteer fire watcher. This is an opportunity for students to learn a little about the ways in which ordinary people volunteered to help out with the war effort.

Because no one knew where a bomb might fall, tens of thousands of people watched out for the small incendiary bombs and tried to put them out before they could set the whole neighbourhood on fire. However, the only equipment they had was a bucket, a hose and a foot pump, so this was not easy. You may want to remind the students that this work was also dangerous, because the fire watchers were often out in the open during bombing raids.

This is also an interesting story because the fire watcher is a woman. During the war, women did many jobs that they had never done before – this was all part of the drive to have everyone pitch in and help the war effort.

Younger students

You may want to read the story out loud or have students read it out loud and answer the questions as a class discussion.

Answers

1. Because she worked just down the road from a fire station.
2. Two nights a week.
3. The water mains were broken and the river was at its lowest ebb.
4. Because her father was fire watching in an area where a lot of bombs were falling.
5. (i) Go down into the shelter. (ii) Kept walking and only went into a shelter if she heard a bomb.

Outcomes

The students can:

- Extract information from a text.
- Understand what being a fire watcher was like.
- Understand a little of what it was like to be in a bombing raid.
- Interpret information.

Older students

The students can read the story and attempt the questions on their own then compare their answers or discuss them as a class.

Answers

1. From a news reel at a movie.
2. To watch for incendiary bombs and to put them out.
3. A stirrup pump and a few buckets of water.
4. There were too many holes in the roads and rails for public transport.
5. She was used to the bombing and felt that there was nothing she could do if it was her turn to be hit.

Outcomes

The students can:

- Extract information from a text.
- Understand what being a fire watcher was like.
- Understand a little of what it was like to be in a bombing raid.
- Interpret information.

8C

Name:..... Form:.....

See **8B: A fire watcher**

Questions (i): A fire watcher

1. Why did this woman volunteer as a fire watcher?

✎ .....

.....

2. How many times a week did this woman work as a fire watcher?

✎ .....

3. During the Saturday night raid, why couldn't firefighters put out the fires?

✎ .....

.....

4. During the Saturday night raid, why was the fire watcher worried?

✎ .....

.....

5. (i) What were you supposed to do if the sirens went off while you were on a tram or a bus?

✎ .....

.....

(ii) What did the fire watcher do instead?

✎ .....

.....

8D

Name:..... Form:.....

See **8B: A fire watcher**

Questions (ii): A fire watcher

1. How did this fire watcher find out about volunteering as a fire watcher?

✎ .....

.....

2. What was this fire watcher's main job?

✎ .....

.....

3. What equipment did the fire watcher have to put out fires with?

✎ .....

4. Why did the fire watcher have to walk home?

✎ .....

.....

.....

5. Why did this fire watcher walk instead of going down into the shelters with the other people?

✎ .....

.....

.....

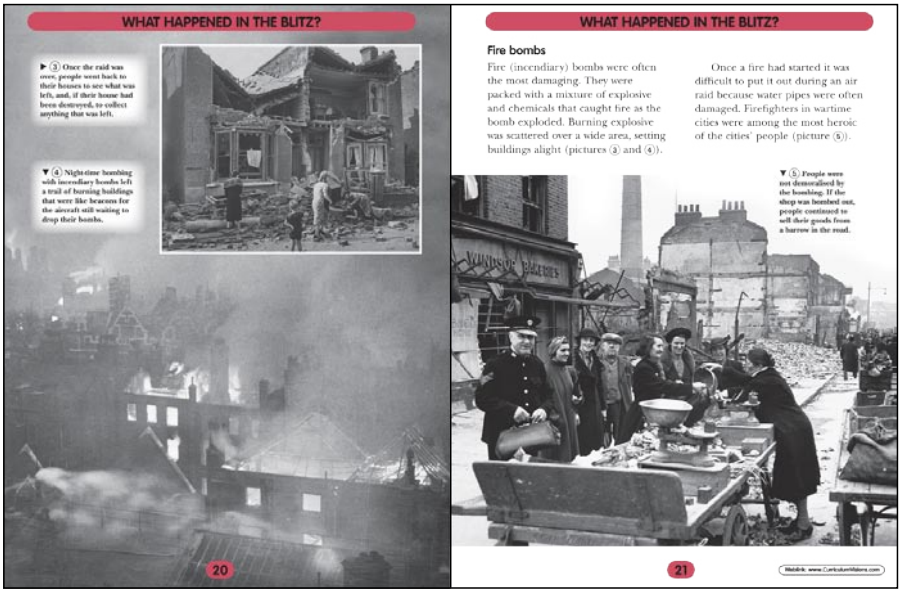
9

Name:..... **Form:**.....

Based on **pages 20 and 21** of *Children in the Second World War*

Bomb damage

The photo on page 21 of the student book shows a street after a bombing raid. Take a close look at the photo and discuss the following questions.



1. Do you think the damage on the street was mostly to houses or mostly to shops?

✎ .....

2. Why are the people waiting in line?

✎ .....

3. There is a pair of scales on the table, what do you think it is being used for?

✎ .....

4. Where do you think the goods on the table came from?

✎ .....

5. Despite the damage, most of the people are smiling. Can you give a reason why they might be happy?

✎ .....

9

Teacher's sheet

Based on **pages 20 and 21** of *Children in the Second World War*

Bomb damage

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This exercise is a chance for students to draw some conclusions from photographic evidence. You may like to begin by having the students describe what they see in the photo. You can then tell them that they are going to use their imagination and what they have learned from reading the student book to see if they can get some more information from the photo.

In the photo you can see a number of carts in the street and one bombed out shop. Students may conclude from this that most of the buildings destroyed on this street were shops. We don't know if that is the case, but from what we can see in the photo, a number of shops were certainly destroyed. Encourage the students to try and think of reasons that might be true from what they can see in the photo.

One of the most surprising things about this photo is the fact that people are smiling, even though there had clearly been a very devastating raid. Some of them are looking at the camera, so they are smiling for the camera, but it is still odd, especially as today we are used to seeing photos of very unhappy people in war zones. These people might be smiling because they survived, or they might be putting on a 'brave face', or they might be happy because there are some goods left to buy.

Younger students

You may want the students to do this activity as a class exercise and discussion. You could ask the students to describe what they know is happening in the photo, and what they think might be happening.

Outcomes

The students can:

- Examine a photo to draw conclusions about what it shows.
- Understand the way that people tried to make the best of things after a bombing raid.

Older students

The students can work on their own, or you may want to do this as a class exercise. Students could make a list of what they know about what is happening in the photo and what they are guessing is happening.

Outcomes

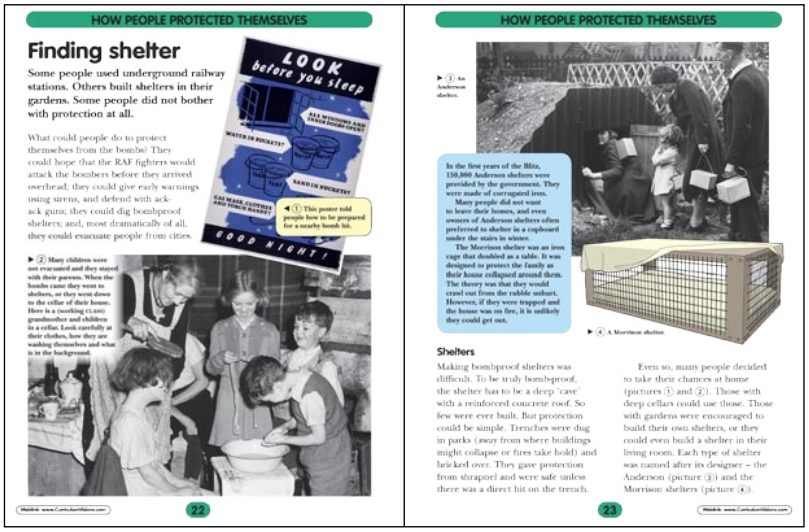
The students can:

- Appreciate how a photo can be used as historical evidence.
- Appreciate how photographic evidence can be difficult to interpret.
- Examine a photo to draw conclusions about what it shows.
- Understand the way that people tried to make the best of things after a bombing raid.

Chapter 3: How people protected themselves

Spreads 10 and 11 (pages 22–25)

Finding shelter



10

You may want to begin this section by having the students look at the photo on pages 24 and 25 of the student book and describe how they think it might have felt to sleep in an underground tunnel at night. It might look like fun at first, but it was often smelly, damp and noisy in the tunnels. Many were also poorly ventilated and lacked toilets (people would have used buckets instead).

You could also have the students take a look around their neighbourhood or town for places that might have been used as shelters.

Preparing shelters for the populace actually began in 1935, when the then British Prime Minister, Stanley Baldwin, published a circular entitled 'Air-Raid Precautions', inviting local authorities to make plans to protect their people in the event that Britain should go to war. Most local authorities ignored the advice and in April 1937 the government decided to create an Air-raid wardens' Service and during the next year recruited around 200,000 volunteers.

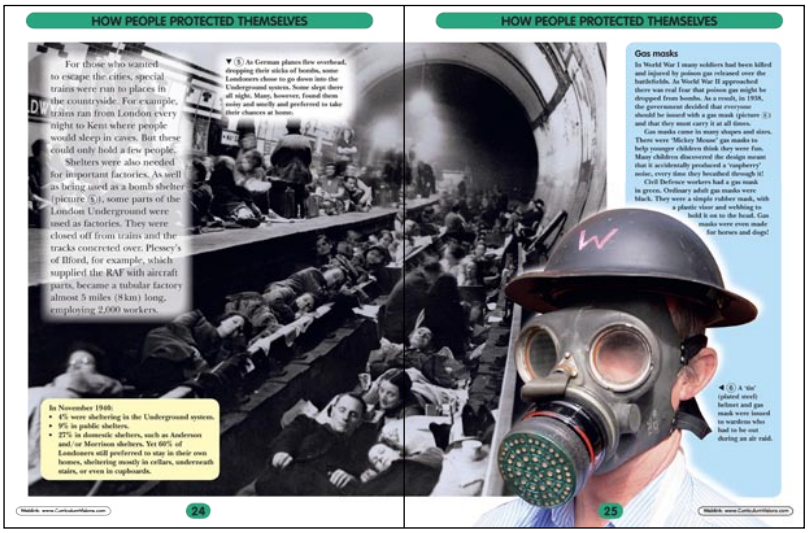
As war drew closer, serious precautions began to be made. The government suggested three types of shelter – Anderson shelters, Morrison shelters and Refuge rooms (a room in the house that could be made secure). The type of shelter depended largely on the type of house that people had. For example, Anderson shelters could only be used if people had a garden.

Anderson Shelters were very popular. By September 1940 2,300,000 had been distributed. The shelters were free to those that earned less than £250 a year, with a charge of £7 made to those that were on a higher income. It was the responsibility of the air-raid wardens to make sure that people with Anderson shelters erected them.

Despite the danger, people actually used their shelters less as the bombing went on. There were many reasons for this. The Anderson shelters were dark and damp and often filled up with water. People got tired of tramping back and forth all night between their house and the shelter and sleeping in the shelter was difficult as they did not keep out the sound of the bombings.

Morrison shelters were claustrophobic and many people tired of squeezing into one.

Communal surface and underground shelters were also considered uncomfortable because they were often badly ventilated, cold, dark and



11

damp. The surface shelters were also unsafe because they were often constructed in a hurry due to shortages of cement. The force of a bomb nearby could see them collapse and so many people were too frightened to use them. As a result, many people preferred to just stay in their homes and take their chances under tables or in cellars or cupboards.

As the bombing went on people also developed a sense of fatalism. They began to feel that if it was their turn then there was nothing they could do. They preferred to try and live normally, rather than running away to a shelter. You may want to remind students that, even so, a great many people died. Total British civilian losses from July to December 1940 alone were 23,002 dead and 32,138 wounded, with one of the largest single raids occurring on December 29, 1940, in which almost 3,000 civilians died.

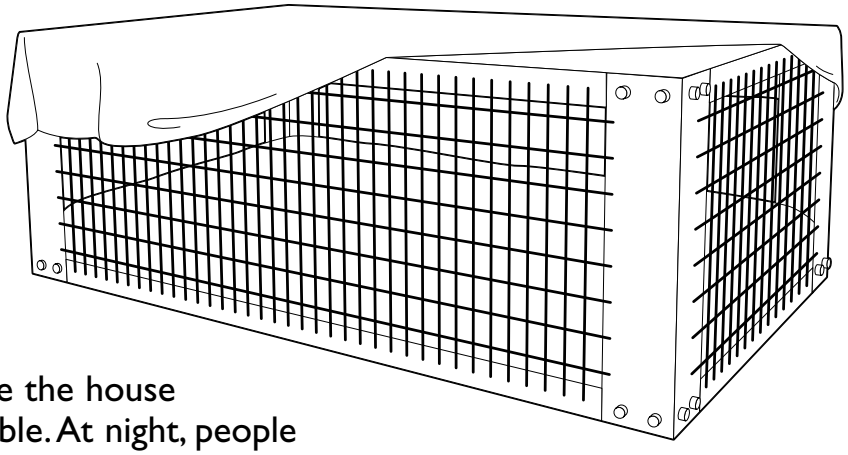
By attacking the cities, the Germans also changed the way they bombed. The bombers needed fighter escorts, but the German escort planes had too limited a fuel capacity to reach many large cities, this left many raids completely undefended by fighter escorts. The Battle of Britain culminated on September 15, 1940 with two massive waves of German attacks that were decisively repulsed by the RAF. Sixty German aircraft were shot down versus only 26 RAF. The German defeat caused Hitler to order the postponement of preparations for the invasion of Britain. For these reasons, the Luftwaffe switched from daylight to night-time bombing. With the threat of invasion over, the British people knew they had struck a blow to Hitler, and this also helped them to weather the bombing.

10

Name:..... **Form:**.....

Based on **pages 22 and 23** of *Children in the Second World War*

A Morrison shelter



Build a full-size model of a Morrison shelter.

The Morrison shelter was designed to be used by people who did not have a garden. The shelter went inside the house and could also be used as a table. At night, people sometimes slept in their shelter. The Morrison shelter was 6 feet 6 inches (2m) long, 4 feet (1.2m) wide and 2 feet 6 inches (0.75m) high. It made of steel, but you can see what is was like to be inside one by making a full-size model of a shelter out of a table and blankets.

What you will need: A table that is about 6 feet long and 4 feet wide. It should be at least 2 feet high. About four blankets. Gaffer (duct) tape.

Use the gaffer tape to tape the blankets to the table. They should hang down almost to the floor. Leave some gaps between the blankets to let in light and air.

Now, climb inside your shelter. Try sitting in your shelter with two or three other people. Once you have spent a few minutes in your shelter, answer the following questions.

1. How much room did you have to move around in the shelter? How do you think it would feel to spend 4 or 5 hours or all night in your shelter?

✎ .....

2. How well would your shelter protect you if the roof feel in?

✎ .....

3. How easy would it be to get out of your shelter if there was a fire?

✎ .....

4. Describe what it is like in your shelter. Include observations about how easily you can move around and how you would keep yourself from getting bored in such a small space.

10

Teacher's sheet

Based on **pages 22 and 23** of *Children in the Second World War*

A Morrison shelter

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Table, tape measure, gaffer tape or masking tape, sheets or blankets.

Using the worksheet

This is a chance for students to experience a little of what it was like to be in a Morrison shelter. Here we use blankets instead of wire to make a safer shelter.

Students should never be left alone in the shelter and you will probably need to supervise this activity quite closely to make sure it meets your school's health and safety regulations.

You may like to discuss with the students how this shelter would differ from a real Morrison shelter, which would be lighter but harder to get out of quickly.

Younger students

Students can work together to make the shelter and try it out. Students can answer questions 1–3 as a class activity or discussion.

Outcomes

The students can:

- Follow instructions to construct a model of a shelter.
- Understand how a Morrison shelter was constructed and how it would protect people.
- Understand a little of what it was like to be in a Morrison shelter.

Older students

You may want the students to work in small groups to build the shelters. Students can answer the questions on their own. Some students may want to build scale models of Morrison shelters out of card or other materials.

Outcomes

The students can:

- Follow instructions to construct a model of a shelter.
- Understand how a Morrison shelter was constructed and how it would protect people.
- Understand a little of what it was like to be in a Morrison shelter.

11

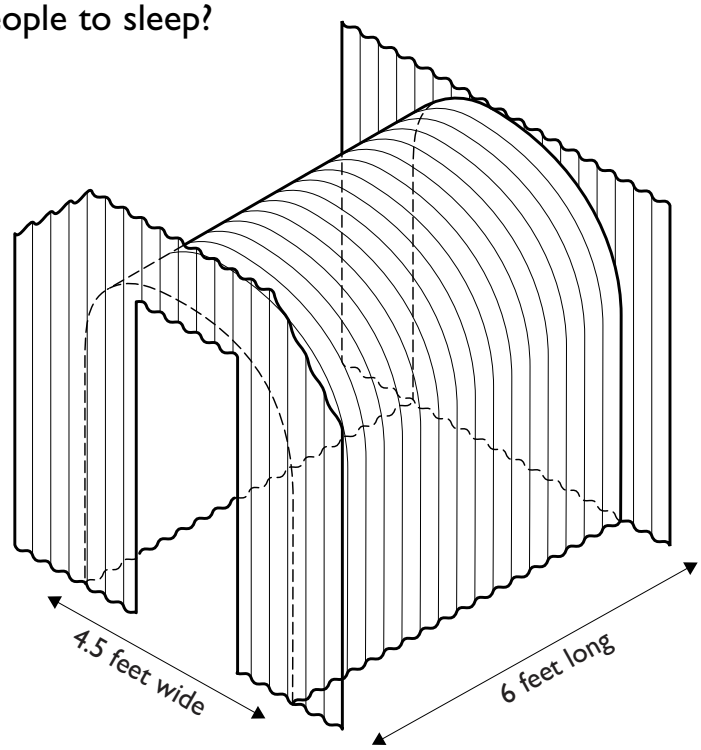
Name:..... **Form:**.....

Based on **pages 22 and 23** of *Children in the Second World War*

An Anderson shelter

Here is a plan for an Anderson shelter.

Pretend that you and your family are going to spend the night inside the shelter. Make a list of 5 to 10 things that families in 1940 would want in the shelter. Draw the things in on the plan, or describe them in words. Remember that you will need somewhere to sleep and some light. Is there enough room for everything you would like to have and for people to sleep?



1. What things would you bring with you in 1940?

✎ .....

.....

.....

.....

2. How many people do you think could sleep comfortably in this shelter?

✎ .....

11

Teacher's sheet

Based on **pages 22 and 23** of *Children in the Second World War*

An Anderson shelter

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

You may like to use this activity as a cross-curricular exercise with your work in Design and Technology. Students could build their own Anderson shelter out of corrugated card and other materials. During the height of the Blitz, many families spent the evenings after dinner in their shelter. You may like to begin the exercise by asking students what things they do in the evening. You could make a list of things such as: shower, brush teeth, sleep, watch TV, play, read, etc. You could ask the students how they think people did things like use the bathroom in Anderson shelters (they used a bucket, or went into their house).

If there is room, students could also mark out the dimensions of an Anderson shelter in chalk, either in the classroom or outside in the playground. They could then mark out the dimensions of objects they would need in the shelter to get a better idea of how cramped it was.

You may also want to remind students that many of these shelters were damp inside and flooded easily. They may seem cosy, but they were not comfortable.

Younger students

Some of the students may need to be reminded of the things that they would not have had in 1940, such as TV, computers, electric lights, mobile phones, etc. You could also ask students to make a list of things they think other members of the family might like in the shelter.

Outcomes

The students can:

- Understand the differences in things available for entertainment and living between 1940 and today.
- Appreciate how uncomfortable an Anderson shelter was and how important it was for people to stay safe.

Older students

Students could build a full-size mock-up of an Anderson shelter out of cardboard or paper, and bring things to put in it. They could then spend a few minutes in the shelter and write about how it might feel to spend all night in a shelter, with no heat, and sometimes filled with water.

If they are drawing a shelter outline with chalk, students could measure items for the shelter from home and then draw the items to their correct dimensions inside the chalk outline.

Outcomes

The students can:

- Understand the differences in things available for entertainment and living between 1940 and today.
- Appreciate how uncomfortable an Anderson shelter was and how important it was for people to stay safe.
- Make and use basic measurements.

Spreads 12 and 13 (pages 26–29)

Why were children evacuated?


HOW PEOPLE PROTECTED THEMSELVES

Why were children evacuated?

People worried that many children would be killed if they stayed near the docks. So plans were made to move them to the safety of the countryside.

The government believed that there might be millions of deaths from bombing, and so in the first few days of September 1939 they planned to move a million children and their teachers (who became their guardians) from places near docks and railways where they might get bombed, to the safety of towns and villages in the countryside. This movement was called evacuation and it was known as 'Operation Pied Piper'.

It did not involve children who lived in the outer parts of cities (the suburbs) where bombs rarely fell.

Many children were not told exactly what was going to happen. Quite often they were simply told they were going on holiday with their school for a few days (picture ①).

▼ ① Young children were lined up and labels put on them, saying who they were and where they were going. They became human parcels.

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HOW PEOPLE PROTECTED THEMSELVES

▲ ② Children were escorted in long 'crocodiles' to waiting buses.

Billeting

It was a huge problem trying to find new homes for such enormous numbers of children and then getting them from their own homes to their new destination.

A count was made of all of the spare rooms in every house in countryside villages. These were to be used as homes (BILLETS) for the evacuees. The process was compulsory: if you had spare rooms, you got evacuees, and you had no idea who they were and where they were coming from. It was all in the hands of a local official called a billeting officer.

Packed off like parcels

Smaller children could not understand what they were doing and there was a danger that they might get lost.

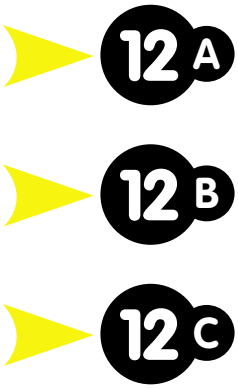
So each was treated just like a piece of luggage. Each child carried a gas mask in a box, some food and a change of clothing. They wore three labels saying who they were, where they had come from and where they were going to. Then they were told "Don't suck or eat your labels!".

Crocodiles

From the school they walked in 'crocodiles' or went in coaches with their teachers to the railway station (picture ②). Here they found themselves among tens of thousands of other children. Some thought it was all noisy and confusing, while others thought it was an exciting adventure.

When the children arrived at their destination there were often not enough spaces for them and so some

27



Evacuation of the children remains one of the most discussed aspects of the Battle of Britain. Planning and evacuation actually began before the Battle of Britain. The plan had been developed in the summer of 1938. The country was divided into zones, classified as either 'evacuation', 'neutral', or 'reception'. With priority evacuees being moved from the major urban centres and billeted in rural areas. In early 1939, the reception areas compiled lists of available housing. Space for 4.8 million people was found.

Local billeting officers were appointed to find suitable homes for evacuees and they were also responsible for interviewing possible hosts. Following selection, a host was required to take an evacuee; those who refused faced the threat of a fine. In return, hosts did receive some payment.

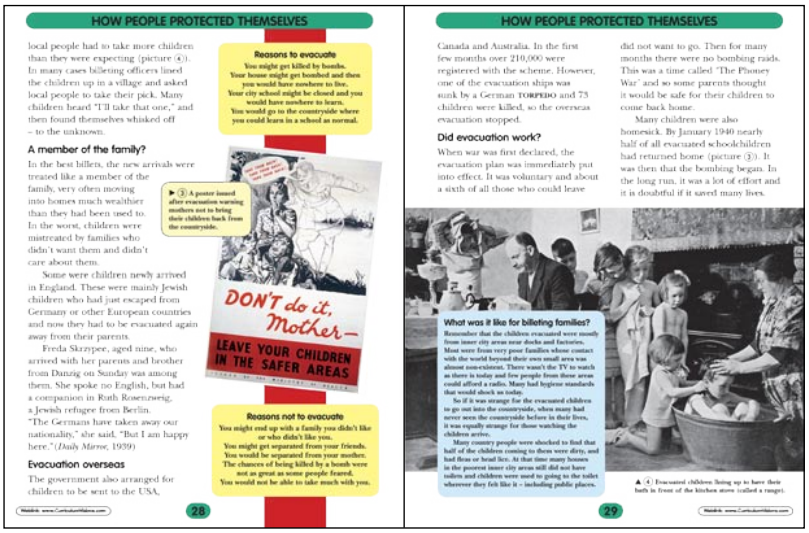
The official evacuations began on September 1, two days before the declaration of war. This was called Operation Pied Piper, because most of the people evacuated were children. From London and the other main cities, children and adults boarded trains and were dispatched to rural towns and villages in the designated areas. In all, more than 3 million people were moved, with around a third of the entire population experiencing some effects of the evacuation.

In the first three days of official evacuation, almost 1.5 million people were moved – 800,000 children of school-age, 500,000 mothers and young children, 12,000 pregnant women, 7,000 disabled persons, and over 100,000 teachers and other 'helpers.'

Another two million or so more wealthy individuals evacuated themselves 'privately', some settling in hotels for the duration, and several thousands travelling to Canada, the USA, South Africa, Australia and the Caribbean.

The Government also took measures to evacuate itself. Under Plan Yellow, some 23,000 civil servants and their paperwork were dispatched to available hotels in the better coastal resorts and spa towns. Art treasures were sent to distant storage, the National Gallery collection spent the war at a quarry in North Wales. The Bank of England moved to the small town of Overton, and in 1939–1940 moved 2,154 tons of gold to the vaults of the Bank of Canada in Ottawa. The BBC moved some production to Bristol and moved senior staff to a manor near Evesham.

The first day of the evacuation was portrayed in the national press as a great success and an example of the people's optimism, strength and commitment to the war effort. According to the Daily Mail:



HOW PEOPLE PROTECTED THEMSELVES

local people had to take more children than they were expecting (picture 4). In many cases billeting officers lined the children up in a village and asked local people to take their pick. Many children heard "I'll take that one," and then found themselves whisked off – to the unknown.

A member of the family?

In the best billets, the new arrivals were treated like a member of the family, very often moving into homes much wealthier than they had been used to. In the worst, children were mistreated by families who didn't want them and didn't care about them.

Some were children newly arrived in England. These were mainly Jewish children who had just escaped from Germany or other European countries and now they had to be evacuated again away from their parents.

Freda Skrzypee, aged nine, who arrived with her parents and brother from Danzig on Sunday was among them. She spoke no English, but had a companion in Ruth Rosenzweig, a Jewish refugee from Berlin. "The Germans have taken away our nationality," she said, "But I am happy here." (*Daily Mirror*, 1939)

Evacuation overseas

The government also arranged for children to be sent to the USA,

Reasons to evacuate

You might get killed by bombs.
Your house might get bombed and then you would have nowhere to live.
Your city school might be closed and you would have nowhere to learn.
You would go to the countryside where you could learn in a school as normal.

► (3) A poster issued after evacuation warning mothers not to bring their children back from the countryside.

DON'T do it, Mother— LEAVE YOUR CHILDREN IN THE SAFER AREAS

Reasons not to evacuate

You might end up with a family you didn't like or who didn't like you.
You might get separated from your friends.
You would be separated from your mother.
The chances of being killed by a bomb were not as great as some people feared.
You would not be able to take much with you.

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HOW PEOPLE PROTECTED THEMSELVES

Canada and Australia. In the first few months over 210,000 were registered with the scheme. However, one of the evacuation ships was sunk by a German TORPEDO and 73 children were killed, so the overseas evacuation stopped.

Did evacuation work?

When war was first declared, the evacuation plan was immediately put into effect. It was voluntary and about a sixth of all those who could leave did not want to go. Then for many months there were no bombing raids. This was a time called 'The Phoney War' and so some parents thought it would be safe for their children to come back home.

Many children were also homesick. By January 1940 nearly half of all evacuated schoolchildren had returned home (picture 3). It was then that the bombing began. In the long run, it was a lot of effort and it is doubtful if it saved many lives.

What was it like for billeting families?

Remember that the children evacuated were mostly from inner city areas near docks and factories. Most were from very poor families whose contact with the world beyond their own small area was almost non-existent. There wasn't the TV to watch as there is today and few people from these areas could afford a radio. Many had hygiene standards that would shock us today.

So if it was strange for the evacuated children to go out into the countryside, when many had never seen the countryside before in their lives, it was equally strange for those watching the children arrive.

Many country people were shocked to find that half of the children coming to them were dirty, and had fleas or head lice. At that time many houses in the poorest inner city areas still did not have toilets and children were used to going to the toilet wherever they felt like it – including public places.

▲ (4) Evacuated children lining up to have their bath in front of the kitchen stove (called a range).

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13 A

13 B

'Evacuation of schoolchildren from London went without a hitch. The children, smiling and cheerful, left their parents and entrained for unknown destinations in the spirit of going on a great adventure.'

But many witnesses remember only chaos and confusion, and parents were heartbroken to see their families divided and dispersed. This is one reason why many children soon returned home. Many parents decided that they would rather have their children near them, even if it was more dangerous. Other children returned home because they were not housed in very good conditions.

A second evacuation effort was started after the fall of France. From June 13 to 18 1940, around 100,000 children were evacuated (in many cases re-evacuated). By July, over 200,000 children had been moved; some towns in Kent and East Anglia were 40% smaller because so many people were evacuated. When the Blitz began, the government made a great effort to move people out of London. In all, London's population was reduced by around 25% during the Blitz.

In 1944, there was a second wave of evacuation, primarily from London, during the V1 and V2 rocket attacks.

You may want to explain to your students that most families were in regular contact with the children who had been evacuated. In fact, because they could take so little with them, families had to regularly send clothes and other items to the evacuated children.

You may also want to ask students to imagine what it might be like to be sent away to live with strangers. Attempts were made to keep siblings together, but many children were very unhappy. For others, especially Londoners, this was the first time they had seen the countryside (or indeed left the city at all). For these children, evacuation was an adventure.

12A

Name:..... Form:.....

Based on **pages 26 and 27** of *Children in the Second World War*

Evacuation from the cities

Millions of people were evacuated from the cities. Here is a list of children evacuated from one area on just one day.

Evacuation of School Children from Eastern Counties by special trains on 2 June 1940

Evacuation Area	No Passrs.	Time left (am)	Destination	Time of arrival (pm)
Great Yarmouth	800	7.30	Worksop	1.23
	247	9.30	Newark south	2.53
	800	9.30	Tuxford	3.16
	1,000	10.30	Retford	3.33
Lowestoft B.	700	9.54	Glossop south	5.35
	750	10.54	Shirebrook North	4.57
	400	11.24	Warsop	5.27
	400	11.24	Worksop	6.39
Felixstowe	610	8.00	Bromsgrove South	3.32
	100	8.00	Redditch South	4.17
Harwich	90	9.00	Leominster	5.00
	390	9.07	Kington South	5.30
	21	9.15	Parkeston	6.30
Clacton	564	11.15	Stroud	8.15
	764	10.15	Droitwich	6.20
Frinton and Walton	225	11.50	Stroud	7.00

Which east coast town evacuated the highest number of children on Sunday 2 June 1940? ✎ .....

Which children had the longest train journey on 2 June 1940?

✎ .....

How long did this journey last? ✎ .....

The train from which town carried the most children? ✎ .....

Where did it arrive? ✎ .....

Why did the government ask parents in these towns to evacuate their children at this date?

✎ .....

12A

Teacher's sheet

Based on **pages 26 and 27** of *Children in the Second World War*

Evacuation from the cities

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Map of Britain.

Using the worksheet

There are may ways that you can use this worksheet in addition to answering the questions below. You may like to use this in cross-curricular activity with maths. Students could add up all the children who left from a particular destination, how long it took them to get to their destination, etc. You can also use this in cross-curricular activity with geography. Students could look up the areas that children left from and where they were sent and map their route.

You may like to begin this activity by asking students to imagine that they are being sent away on a journey to a part of the country they have never been. They do not know where they are going, how long it will take to get there and how long they will be away. All they have is one bag of clothes and a packet of food. The students could then discuss how they feel about making such a journey. Some of them may feel excited and others may feel scared or curious.

You may also like to point out that this train timetable is for just one day and from just one area of the country.

Questions (and answers)

Write these questions on the board for the students to try.

1. How many children were transported on this day from the eastern counties? (7861)
2. Which children had the longest journey? (Clacton to Stroud and Harwich to Parkeston)
3. How long did it take to get from Lowestoft B. to Worksop? (6 hours 46 min.)
4. How many children were sent to Stroud? (789)
5. Tuxford had a population of 1,250 before June 2. What was the population of Tuxford after June 2, 1940? (2,050)

Younger students

After introducing the worksheet you may want to write the questions on the board for the students to answer. Students can work in groups to map out the routes that the children took.

Outcomes

The students can:

- Recognise that many evacuees travelled long distances.
- Understand that evacuees travelled from the cities to the countryside.

Older students

After introducing the worksheet let the students work on their own to answer the questions and on their own or in groups to map out the routes that the children took. Students could use maps and the internet to determine if the train lines that took the evacuees to the countryside are still in operation today.

Outcomes

The students can:

- Recognise that many evacuees travelled long distances.
- Understand that evacuees travelled from the cities to the countryside.
- Use maths to determine times travelled.
- Use map skills to find places.

Name:..... Form:.....

Based on **pages 26 and 27** of Children in the Second World War

A letter home

Here is a sample letter written by an evacuee to her mother.

Dear Mom,

It was a long trip but a child next to me was sick all over. When we got to the village we all went into a big hall and people came in and chose us. I was picked by Mr and Mrs Smith, they are nice but really strict. They make me go to bed at 7 every night and do chores after school. They have a little boy called John who is really nice. The school is nice but it is very crowded with about twice as many kids as at home and I miss my friends. It is very quiet here in the country and you can hear birds singing. The neighbours have a cow and chickens so we get to eat fresh eggs and milk. Could you please send me a cardigan as it is cold here. I miss you and dad. Why do the Germans have to drop bombs all the time? I wish I could come home and see you. Please write and tell me if everyone is alright.

Love Jane

1. What are some of the good things about Jane's life as an evacuee?

✎ .....

2. What are some of the bad things about Jane's life as an evacuee?

✎ .....

3. Imagine that you are an evacuee and are writing a letter home. Describe your trip, the family you are staying with, your new life, your new village and school. Include whether or not you are happy, whether or not you miss your family and if you need anything sent from home and any questions you have for your family.

Teacher's sheet

Based on **pages 26 and 27** of *Children in the Second World War*

A letter home

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

Being evacuated was a wrench for most children, who had to be away from home for the first time, and in strange circumstances. Most of the children came from industrial cities and for many this was their first taste of the countryside. The long trip on a crowded train, being chosen by strangers, being in the country for what was usually the first time – these were all experiences that could be overwhelming to children.

Once with their host families, the children had frequent contact with their families in the form of letters and (if the parents could afford it) visits from mom and dad. Children were encouraged to write home once a week.

Writing a letter home is a chance for the students to imagine what being evacuated was like for children. The letter given here is a sample based on real letters. You may like to begin by asking the students to imagine what it must have been like to be evacuated, including elements such as what they might feel like being away from home in a strange place; what it might be like to go on a long journey in a crowded train; how it would feel to have to live with a strange family and go to a new school; how it would feel to be away from home; differences between city and country, etc.

Younger students

You may wish to begin by reading the letter out in class and having the students discuss how Jane felt to be an evacuee.

Outcomes

The students can:

- Understand what it was like to be an evacuee and the things evacuees might find different from home.
- Write a letter based on imagination.

Older students

The students may like to write a diary instead of a letter, detailing one week in the life of an evacuee.

Outcomes

The students can:

- Understand what it was like to be an evacuee and the things evacuees might find different from home.
- Write a letter based on imagination.

Name:..... Form:.....

Based on **pages 26 and 27** of *Children in the Second World War*

A letter from home

Here is a sample letter written by a mother to an evacuee.

Dear Michael,

I am sorry you are homesick. We also miss you very much here at home. Yesterday we had another raid and your father and I had to spend the night in the bomb shelter. It was damp in the shelter, but there was more room in the shelter without you. We hope you are sleeping in a nice bed. It is probably much more comfortable than at home. I sleep much better at night now, knowing that you are safe. The bombs did not hit our street, but Mrs Eversham, the baker, was bombed out. Today we had to que in the street for our bread ration and when I got to the front of the line there were only half rations left. You are lucky to have fresh eggs - I hope you are eating everything on your plate. I will send you a pair of socks and a warm scarf. I hope that your father and I can come to visit you soon. Please be good for your host and do not give them any trouble.

Love Mum

1. How does Michael's mother try to cheer him up?

✎ .....

2. Imagine that you are the parent or other relative of an evacuee and are writing a letter to them. You might want to include information about how everyone at home is doing; what is happening at home; how much you miss your relative; information that will cheer up the evacuee; questions to the evacuee.

Teacher's sheet

Based on **pages 26 and 27** of *Children in the Second World War*

A letter from home

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Additional sheets of paper for writing letters.

Using the worksheet

Being evacuated was not only a wrench for children, parents had a very difficult time too. Although parents could visit their children, this was not easy for most people because of the expense involved. Instead, families exchanged letters often.

You could use this activity after worksheet 12B or instead of that activity. You may also want to have the class write letters as children and the other half to write letters as their parents.

Younger students

You may wish to begin by reading the letter out in class and having the students discuss how Michael's mother might have felt when he was sent away.

Outcomes

The students can:

- Understand what it was like to be the relative of an evacuee and the things the people left behind might find difficult.
- Write a letter based on imagination.

Older students

The students may like to write a diary instead of a letter, detailing one week in the life of an evacuee.

Outcomes

The students can:

- Understand what it was like to be the relative of an evacuee and the things the people left behind might find difficult.
- Write a letter based on imagination.

13A

Name:..... Form:.....

Based on **pages 26 to 29** of *Children in the Second World War*

Evacuation leaflet

This is a copy of an actual leaflet given to people who took in evacuees. Read the leaflet and answer the questions below.

In order to keep a child healthy and happy the diet must be well balanced with plenty of changes.

Children should be fed at regular hours, the heaviest meal being in the middle of the day, and the last meal should preferably be at least one hour before bed-time; three meals a day is generally considered best.

If possible a child should have a pint of milk daily, a certain amount of which may be included in the cooking,

Children should be given plenty of water to drink. Also fresh green vegetables, tomatoes and fruits (especially oranges) to eat whenever possible.

They should not be allowed to take violent exercise or bathe immediately after a meal.

Baths should be given as often as possible, but at least once a week. It would be better to have a tin basin of fresh water for each child than allow them to share a bath.

Mark clearly and keep separate each child's face flannel, towel, toothbrush, brush and comb and other personal belongings.

Bedroom windows should be kept open at night and it should be remembered that young children need 11 hours sleep each night.

Make sure you have some bandages and lint for minor accidents and the District Nurse will advise you on what remedies to keep in the house.

1. What was a child meant to be given every day? Do you know why?

✎ .....

2. How much sleep did a young child need each night? ✎ .....

3. Are many of these rules are in use in your family? ✎ .....

4. What are the differences between these rules and those you have in your family?

✎ .....

.....

.....

Teacher's sheet

Based on **pages 26 to 29 of Children in the Second World War**

Evacuation leaflet

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

Students could be encouraged to think about what children need in order to stay healthy and how these things may have changed since 1940. For example, today it is common to take more than one bath or shower each week and the heaviest meal is often eaten at night now. Windows are usually closed at night for safety and to keep heat in. This worksheet could be done as part of a cross-curricular exercise with PSHE .

You might like to begin this activity by asking students what they think people would want to know today if they were taking in children they did not know. Information people need might include dietary requirements, schedule for sleeping, if the children are allergic to anything, if they take any medication or have medical problems, what they are doing in school, if they need help with their lessons, what type of exercise and recreation the children like. You could then point out that the evacuees would have to fit in with the family and get used to a new way of life. You could ask students how difficult they think it would be to live with a strange family and get used to that family's way of life.

You may also want to discuss with students whether they think this leaflet would help adults and children to get along.

Younger students

You may like the students to discuss how these rules differ from the rules they have at home and how most people live now as a class exercise. You could make a list on the board of what differences there are between the way children were expected to live in 1940 and the way they live today.

Outcomes

The students can:

- Compare differences in the way children lived in 1940 from the way they live today.
- Understand a little of how evacuated children lived.
- Compare rules for healthy living from 1940 and today.

Older students

The students may like to look at a range of secondary sources on how children lived in 1940 – what time they were expected to go to bed, how much exercise they took each day, how often they bathed each week, etc.

Outcomes

The students can:

- Compare differences in the way children lived in 1940 from the way they live today.
- Understand a little of how evacuated children lived.
- Compare rules for healthy living from 1940 and today.

13B

Name:..... Form:.....

Based on **pages 26 to 29** of *Children in the Second World War*

What to take for evacuation

Imagine that you are to be evacuated. Below is a list of things that you are allowed to take. At home, put together the items on the list, and place them in a small rucksack or bag. You will not have a gas mask, so put in a 1 lb bag of flour or sugar (a child's gas mask weighed about 1 lb). Remember to leave space for a packet of food. Wear the coat and put on your thickest, warmest footwear. That is all you are allowed to take, and you do not know how long you will be away. Think about how you feel and then answer the questions below.

The full list of items children can bring with them for evacuation:

Boys: 1 vest, 1 pair of pants, 1 pair of trousers, 2 pairs of socks, handkerchiefs, 1 pullover or jersey
Girls: 1 vest, 1 pair of knickers, 1 petticoat, 2 pairs of stockings, handkerchiefs, 1 slip, 1 blouse, 1 cardigan
Both: Overcoat or Mackintosh, comb, towel, soap, face-cloth, toothbrush, boots or shoes, plimsolls, child should wear their warmest shoes.
Food for the trip: Sandwiches, packets of nuts and seedless raisins, dry biscuits, barley sugar, apple, orange.
ALL children should have their Gas Masks

1. Is your rucksack very heavy? Could you carry the rucksack very far?

✎ .....

2. You probably have a little space in a pocket or two to take some small personal objects that are not on the list. What would you take?

✎ .....

.....

3. How long do you think these clothes will last? What other clothes would you need?

✎ .....

.....

Teacher's sheet

Based on **pages 26 to 29** of *Children int he Second World War*

What to take for evacuation

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Examples of the things on the leaflet. If available, a gas mask.

Using the worksheet

This is an opportunity for students to see for themselves what it was like to be an evacuee. They might be surprised at the small amount of things children were allowed to bring. You may like to remind students that parents could send packages of clothes and other things to the evacuees but they usually had very little space in their 'foster house' for personal items.

You may also want to discuss how the evacuees might have felt to be sent away from home with only this small rucksack of personal belongings and clothes.

Younger students

You may find it more appropriate, rather than have students pack their own rucksacks, to bring in the items on the list and have students take turns trying on the rucksack and seeing how much space was left inside for personal items.

Let the students answer the questions on their own. Students could discuss their answers in class the following day.

Outcomes

The students can:

- Know about what evacuees were allowed to bring with them.
- Understand a little about what it was like to be an evacuee.

Older students

Let the students work through the sheet on their own then review their work in a discussion. Students may want to take photos of themselves in their evacuee outfits. Students could also discuss what things they would miss and what they would find useful to have with them if they were an evacuee.

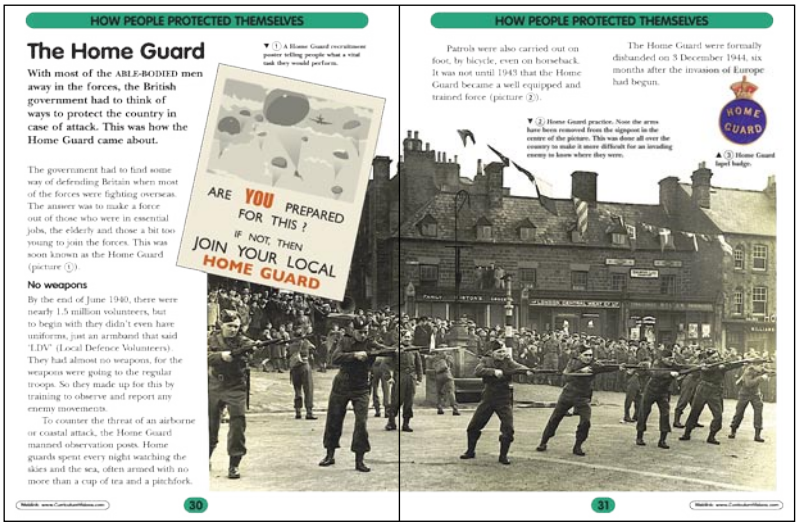
Outcomes

The students can:

- Know about what evacuees were allowed to bring with them.
- Understand a little about what it was like to be an evacuee.

Spread 14 (pages 30–31)

The Home Guard



14 A
14 B
14 C
14 D
14 E

A few students might be familiar with the 1960s and '70s comedy show 'Dad's Army', and you may want to show a few minutes of an episode in class. The writers of the show based it on their own experiences, so although it is a comedy, it is fairly realistic of the early days of the Home Guard.

The Home Guard actually had a very serious job. Britain expected an invasion, and so every person was needed to help prevent this and to be ready to fight on British soil if it happened.

Because most of the young men were in the armed forces, the Home Guard consisted of men over 40, those physically unfit for service, or those in reserved occupations (ie occupations that were needed 'at home'). Members of the Home Guard did drills and had training in some aspects of fighting and warfare.

The main task of the Home Guard was to keep watch over public areas and buildings, coastal areas, railways, roads and any possible positions where an invasion could arrive, whether by sea or air. They also carried out important tasks like arresting and safeguarding German airmen who had to bale out of their aircraft during combat, before the official authorities arrived to collect them. This was especially important during the Battle of Britain as tensions were running high in the general public and fears of reprisals against downed Germans was always a real possibility.

Volunteers of the Home Guard were not paid a salary and conducted their normal everyday lives. The Home Guard was a bit like a reserve force, although they were expected to do volunteer work on most weekends and some evenings.

The Home Guard was very popular and more than a million men volunteered. The plan was for 150,000 volunteers but by the end of the first month there were 750,000 volunteers. By the end of June 1940 there were around 1.5 million volunteers.

At first, the only uniform was an armband with the letters LDV (Local Defence Volunteers) on it. Since the military had first use of modern weapons, any weapons were usually owned by the volunteers. It was common to see old World War I veterans parading alongside teenagers, armed with a collection of sport-guns, pitchforks, broom handles, pickaxes, golf clubs, garden tools, walking sticks and anything else available. A batch of surplus bayonets from the USA was welded onto gas pipes and used as pikes; bottles mysteriously vanished from doorsteps and shops to reappear as Molotov cocktails for use against German Panzers. In the early

days the uniform consisted of a cap and an armband, but by the December of 1940 the Home Guard was properly kitted out with standard army issue uniforms and old Enfield rifles, which were too old to use in the regular army.

The Home Guard also freed the regular services for more vital tasks. Over time, the Home Guard took on a more military air and organisation, before long becoming linked to local regiments whose badges and colours they adopted.

By late 1941, the Home Guard was an effective fighting force, well armed and trained. By then, the threat of invasion had receded, but the Home Guard remained to capture downed airmen and man anti-aircraft batteries. The Home Guard was officially ended in September 1944 and a final parade held in London on 3 December 1944.

The Home Guard were not the only volunteer force, however. There were a lot of ways that men and women could help in the war effort. There were fire watcher and fire fighting volunteers, Women's Land Army, Air-raid wardens, Women's Volunteer Service, and others. Some of these were paid positions.

For example, the Women's Land Army sent tens of thousands of women to work on farms that were short handed because the men were in the military. These women wore uniforms and were paid a salary. Even so, this was very difficult work and many of the women who did it would otherwise have not been working.

Older women belonged to the Women's Volunteer Service and helped those who had been bombed out of their homes, provided refreshments to firefighters, collected old clothes and aluminium, made jam and did many other things to help out. In fact, you may like to discuss with the students how many people in Britain volunteered in some way to help the war effort.

14A

Name:..... Form:.....

Based on **pages 30 and 31** of *Children in the Second World War*

Making uniforms (i)

After war broke out, millions of people volunteered for many different services. Some of the new jobs were open only to men, but with many of Britain's young men in the armed forces, most of the volunteer work was also open to women. Here are some parts of uniforms from some of the volunteer services. Choose a volunteer service and make the uniform.

Home Guard/Local Defence Force

What they wore: An armband. A patch showing unit and regiment. Later they wore a complete military uniform.

To make the armband, cut out a piece of fabric that is 9 cm wide and long enough to go around your arm. Using a dark pen, write the words Home Guard on the fabric. You can use tape or a pin to hold it in place.

To make the patch: write on the patch below your regiment name and unit number. You can think up your own regiment name. For example, if you live in Birmingham, you may decide to be the Birmingham Home Guard Regiment, 1st Platoon. Add any colours or designs to your patch that you would like. Cut out the patch and glue it onto a piece of card. Cut around the patch so the card is the same shape as the patch. Glue a safety pin to the back of the patch.

14B

Name:..... Form:.....

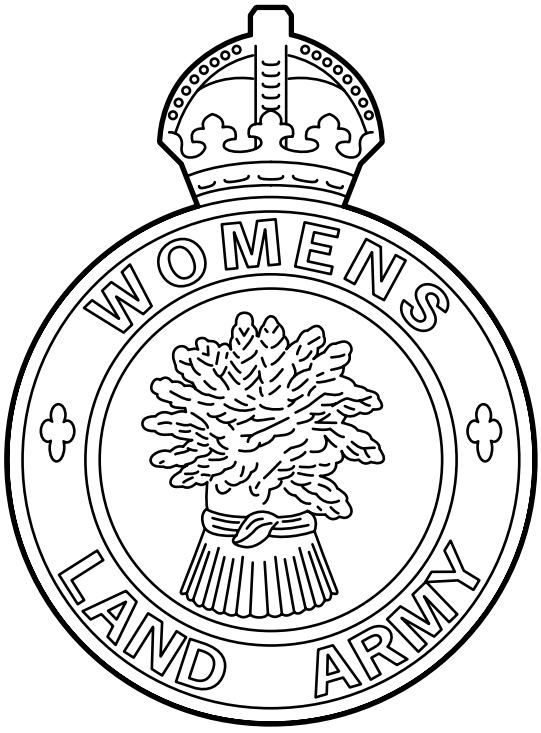
Based on **pages 30 and 31** of *Children in the Second World War*

Making uniforms (ii)

Women's Land Army

The Women's Land Army was made up of girls from every walk of life. The idea was that, since there was a shortage of men to work on farms, women would take their place. Women were paid for the work, but it was very difficult. Homesickness was common as many of the girls had never been away from their parents for long periods. The women stayed in private billets on farms or in hostels. The uniform was corduroy breeches, brown leather shoes, bib and brace overalls, long woollen socks, fawn cotton aertex T-shirts, cotton long sleeved fawn shirts, fawn felt hat with a Women's Land Army Badge, dark green tie with WLA letters, rubber boots, a dark green woollen jumper and a long Mackintosh for winter.

To make the patch: Cut out the patch below and glue it onto a piece of card. Cut around the patch so the card is the same shape as the patch. Glue a safety pin to the back of the patch. You may also want to colour in the patch.



14c

Name:..... Form:.....

Based on **pages 30 and 31** of *Children in the Second World War*

Making uniforms (iii)

Fire watcher/Fire Guard

Fire watchers were also called Fire Guards. They wore their own clothing and had an armband with the words Fire Guard or Fire Watcher on it so people would know who they were. Both men and women volunteered for this work. They usually worked one or two nights a week and were not paid. Fire Guards were also given a few buckets of water, a hose and a stirrup pump, which was a type of pump that was worked by pumping with your foot.

To make the armband, cut out a piece of fabric that is 9 cm wide and long enough to go around your arm. Using a dark pen, write the words FIRE GUARD on the fabric. You can use tape or a pin to hold it in place.

FIRE GUARD

14D

Name:..... Form:.....

Based on **pages 30 and 31** of *Children in the Second World War*

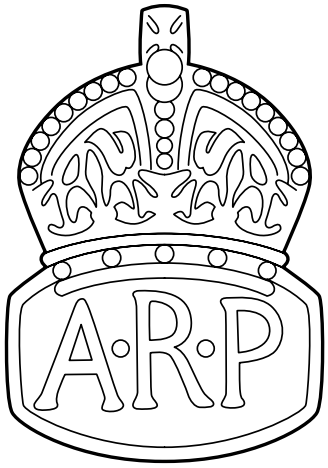
Making uniforms (iv)

Air-Raid Warden/Air-Raid Protection

Each neighbourhood or block of flats had its own air-raid warden. These were always people who lived locally. It was the wardens duty to make sure that every house was observing the blackout rules and to help anyone who needed it. During an air raid, the warden helped people to get into shelters and, if a house was hit, they would help the victims afterwards. This was an unpaid position and men and women both volunteered.

The wardens had no uniforms until May 1941. Instead they wore their own clothes but also had a steel helmet, Wellington boots and an armband.

To make the armband, cut out a piece of fabric that is 9 cm wide and long enough to go around your arm. Cut out the ARP patch here and glue it to your armband. Using a dark pen, write the words air-raid warden on the fabric. You can use tape or a pin to hold it in place.



AIR RAID WARDEN

14E

Name:..... Form:.....

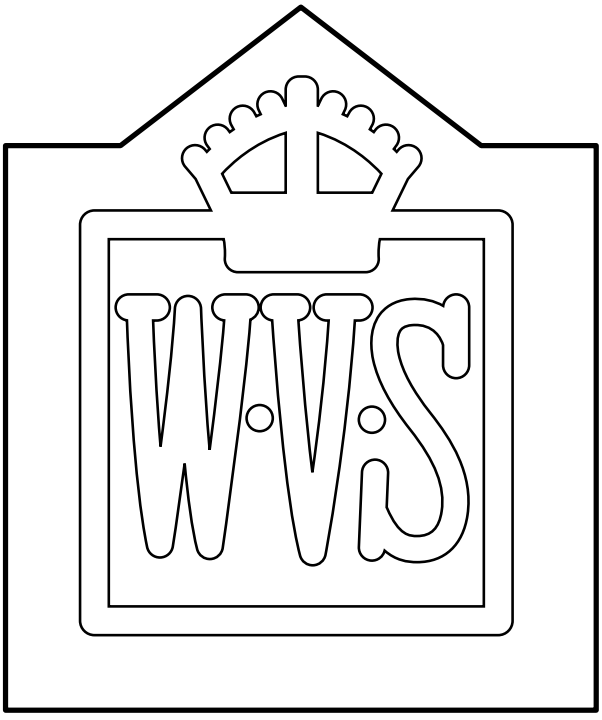
Based on **pages 30 and 31** of *Children in the Second World War*

Making uniforms (v)

The Women's Voluntary Service For Air Raid Precaution (WVS). This was set up in June 1938. Initially their main duties were evacuation and making medical supplies, bandages (made from old sheets), nursing gowns and pyjamas. In February 1939 the name was changed to the Women's Voluntary Service for Civil Defence. The type of work included, salvage and old bone collection, harvesting of rosehips, running rest and mobile canteen services, providing temporary accommodation for those people whose homes were destroyed during air raids and organising talks on health issues and on how to 'Make do and mend'. The WVS women also acted as nurses and helped in government offices when they were short of people to file papers and do other work.

The WVS uniform had been designed by the Queen's couturier; it was a bottle green Harris tweed suit, a maroon blouse or jersey and a 'porkpie' hat. For summer, canteen or office work, there was a green overall with a breast pocket monogram. For nursing duty in the sick bay they wore white overalls.

To make the patch: Cut out the patch below and glue it onto a piece of card. Cut around the patch so the card is the same shape as the patch. Glue a safety pin to the back of the patch. You may also want to colour in the patch.



Teacher's sheet

Based on pages 30 and 31 of Children in the Second World War

Making uniforms

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets on pages 88–92, stiff card, scissors, cloth, pens (including fabric pens), safety pins, glue, needle and thread.

Using the worksheet

During the war, people in the various volunteer forces would have been given simple uniforms. As the war went on, the uniforms sometimes became more detailed and involved. However, in the early years of the war, cloth and other materials were in short supply. So, many of the uniforms for the volunteer forces were very simple.

You may want to use this activity in conjunction with holding a WWII Home Front Day. Students could choose a civilian volunteer force to 'join', make the uniform and then act out the role. For example, some students might choose to 'join' the Women's Land Army. They could make the armband and assemble a uniform out of their own clothes (perhaps wearing brown pants and shirt). They could also use secondary sources to learn more about the Women's Land Army and what they did. On the day, they could describe to the class what life in the WLA was like.

Younger students

Let the students choose a uniform and assemble it. They may need some assistance. Groups of students may want to work together to make several uniforms. Students may also want to assemble a complete uniform, using clothing that they have at home.

Outcomes

The students can:

- Follow instructions to make a simple uniform.
- Understand that there were many volunteer services during WWII.

Older students

Students can use secondary sources to gather more information about the volunteer forces in WWII. They could make up a presentation where they describe a day in the life of a volunteer. They may also want to assemble a complete uniform for their service out of clothing they have at home.

Outcomes

The students can:

- Follow instructions to make a simple uniform.
- Understand that there were many volunteer services during WWII.

Chapter 4: What did people eat during the war?

Spread 15 (pages 32–33)

Why food became scarce

At the start of the war Britain imported around 55 million tons of food per year from other countries, such as the USA and Canada. Much of this was staple food, such as wheat, but large amounts of fruit and meat were also imported from Europe and America.

It wasn't only food that was brought in from abroad; many other things were imported too – things such as tea, sugar, fruit, oil (used for petrol), steel, aluminum, wood and rubber. Many of these things were imported from British colonies. But wherever they were from, these goods had to all be shipped across the Atlantic.

Once war broke out, Germany realised that Britain's supplies were vulnerable. The Germans began attacking Atlantic shipping with the idea of starving Britain out (as well as preventing Britain from building weapons) and forcing the country to surrender. To do this the Germans relied on their battleships and U-boats. Many in government, including Winston Churchill, were convinced that Britain could not hold out against the attacks on imports.

During the war, more than 2,500 merchant ships were sunk in the Atlantic, with the loss of thousands of lives. Shipping continued, however, because the British needed food and raw materials that could not be found in the UK. For protection, the merchant ships travelled in convoys protected by British (and later American) battleships.

However, in the early years of the war, the British losses were very high. Throughout 1940 and 1941, for example, the British lost around 40 to 60 ships a month. In 1942, the British lost closer to 100 ships a month. By the summer of 1942 one Allied ship was going down every four hours, yet German U-boat losses were very low, only two or three were sunk each month.

By the spring of 1943, there were so many U-boats on patrol in the North Atlantic that it was difficult for the convoys to evade detection, resulting in a succession of vicious convoy battles. The supply situation in Britain was so bad that there was talk of being unable

to continue the war effort. And yet by May 1943, the use of radar, the use of the Enigma code, new, longer-range patrol and the use of airborne depth charges had made the U-boat attacks much less frequent and deadly. The battle between the navies continued well after the Battle of Britain, as the Germans tried to weaken Britain and starve the British war effort of materials, but after May 1943 the Germans were on the losing end. By the end of the war, more than 30,000 U-boat crewmen (out of a total of 41,000) had died.

You may want to begin this section by listing some foods and other goods that are imported today. Today much of Britain's food and other goods are imported and it is difficult for us to imagine what life would be like if there were no (or very limited) imports from abroad. You could look on an online grocery website, such as ocado.com. The origins of the groceries are usually given and students can see that a great many foods and other goods are imported. The situation was not too much better during WWII and Britain had to mobilise everyone in order to produce enough food and goods to keep fighting.

For example, every spare bit of land, even in large cities, was turned into allotments for people to grow food. This fresh produce was essential to keep people healthy. Any extra food was canned or bottled – nothing was wasted. Foods that grew wild, such as sorrel, dandelion, elderberries and blackberries were harvested and made into preserves. Kitchen scraps were not thrown out as we do today, instead they were fed to pigs that many people began to keep in their gardens (half of the meat had to be sold to the local council for rations, but people could keep the other half). Even factories used spare space to raise pigs and grow food. Many people also raised their own hens and geese in their gardens. They could then trade the fresh eggs for other goods.

Because of the food shortages, people also learned to eat foods that they might not have eaten before. Pigeon eggs were in great demand, for example. People also turned to cuts of meat such as snout, heart, head and offal, which were not rationed. Rabbits also became popular and people even ate horse meat and whale meat if it was available.

There were shortages of everything, however, so nothing could be wasted. The shortages affected almost every aspect of life. Old clothes were not thrown away but were turned into bandages. Old knitted goods were taken apart and the yarn was used to make new jumpers, scarves and other goods. Scrap metals were collected and turned into airplane parts.

15

Name:..... **Form:**.....

Based on **pages 32 and 33** of *Children in the Second World War*

Battle of the Atlantic

1. Here is a map of the Atlantic Ocean and some of the countries around it. Use the information on page 33 of the student book and write on the map which countries supplied foods and other goods to Britain before the war.

2. Can you give one or more reasons why ships were so important to Britain?

✎ .....

3. Looking at the map, can you give some ways that an enemy nation could prevent Britain using its ships?

✎ .....

15

Teacher's sheet

Based on **pages 32 and 33** of *Children in the Second World War*

Battle of the Atlantic

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

This activity can be used as an introduction to the section on rationing. It is an opportunity for students to realise that many of the foods they eat every day and take for granted are actually imported and would not have been available in large amounts (or at all) during WWII.

You may want to begin by pointing out the great distances that many goods had to travel by sea in order to reach Britain. Ships could be attacked at any point along their route. This also worked both ways, however, as the ocean is a big place and the U-boats had to find a ship to attack it. For this reason, ships were usually attacked close to Britain.

You may also like to remind students that many goods which came from closer to home, such as from France, were also no longer available once France was taken over by Germany.

You may need to remind students that many of the imported foods were also used to make other things. For example, you may want to list all of the things that use sugar, such as candy, biscuits, cakes, sweetening tea, jam, preserves, syrup, etc – all of these things would also have been in short supply during sugar rationing.

You may also want to discuss the way that some goods had to be prioritised because it was so dangerous to import things during the war (because of the danger from the U-boats). For example, you may want to ask students which they think would be more important to import – cotton or bananas. Cotton could be used to make goods needed for the war effort and clothes, whereas bananas are nice, but not necessary for life.

Answers

It is clear from looking at the map that Britain, being an island, depended on shipping for importing many goods. Shipping thought the Straits of Gibraltar or Straits of Hormuz was particularly difficult, since the German U-boats would gather in these narrow channels. You could also ask students why they think fish were in short supply during the war. Fishing ships were also attacked by the Germans. Although Britain produces a great deal of oil now, in the 1940s, much of Britain's oil came from its colonies in the Middle East. In fact, Britain was very dependent on the colonies for many goods. For example, cotton and tea were imported from India. Wheat and maize were purchased from the US and Canada.

Younger students

You may want the students to discuss the answers as a class exercise.

Outcomes

The students can:

- Understand that Britain imported many foods and goods from abroad at the start of WWII.
- Learn where some of Britain's food came from before the Second World War.
- Understand that shipping was very important to Britain, and that is why the Germans tried very hard to disrupt it.

Older students

The students could use secondary sources to find out other foods and goods that Britain imported in the 1940s and which foods and goods Britain imports in large amounts today. Students could discuss their answers as a class exercise.

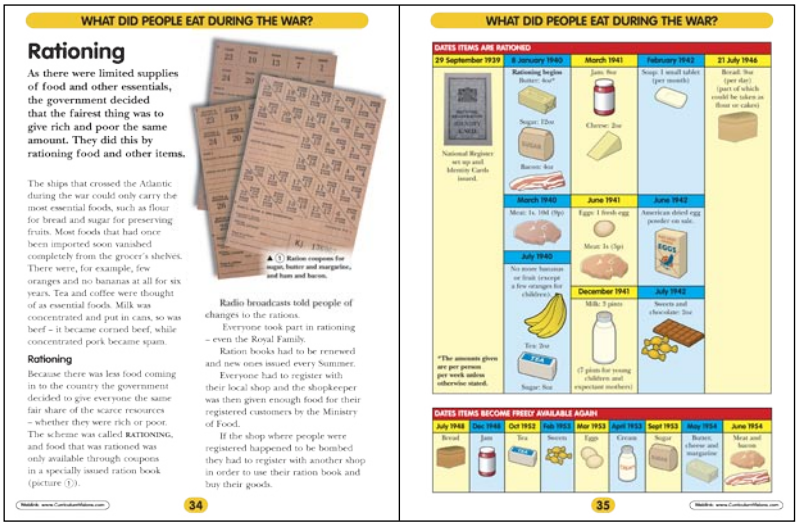
Outcomes

The students can:

- Understand that Britain imported many foods and goods from abroad at the start of WWII.
- Learn where some of Britain's food came from before the Second World War.
- Understand that the Battle of the Atlantic was a very important battle of the war.

Spreads 16 and 17 (pages 34–37)

Rationing



16

One of the most interesting things about food rationing was that most people actually had healthier diets during rationing than they did before and after. This is partly because the prices of all rationed food were set by the government and the food was rationed equally, so that poor people ate the same food as the wealthy. In some cases, price controls allowed the poor to eat better than they had before. Vulnerable people, like pregnant women and young children, were allowed more of some types of food, such as milk and meat. Again, for the poor this was often more milk and meat than they had ever eaten before rationing.

The other reason that diets improved under rationing is that shortages of sugar, meat, cheese and fat meant that people ate more fresh vegetables than before or since. The one exception was fruit, which was in very short supply. Only British fruit, such as apples, was generally available. Whenever oranges and bananas were available they were usually reserved for children. Sweets became a rare treat. The government went to a great effort to teach people how to eat a healthy diet on rations.

In fact, child and maternal mortality declined greatly throughout Great Britain during rationing and people were generally healthier. This does not necessarily mean that rationing was a good thing, but it does point out the great effort the government went to in order to ensure that what food was available was shared equally, and that people knew how to stay healthy using what was available.

This was also a time when millions of Britons learned how to garden. Bomb sites, parks, gardens – every spare space in the cities was used for allotments. People raised chickens and pigs and grew vegetables in their gardens and allotments. These home-grown foods were essential for most families. Any extra food was put up as preserves, canned or bartered with neighbours for other foods.

In the countryside, things were a bit better. Farmers often kept some food back for their families and to barter in the local community and many evacuees found themselves eating better than they could have at home. There was also more space in the countryside for home gardens and livestock.

Rationing was very complicated as what was rationed and the amounts available changed constantly throughout the war. In the student book and this *Teacher's Guide* we have given average amounts in order to give students an idea of what it was like. Students may be particularly interested to learn that many foods continued to be rationed for almost a decade after the end of the war.

17

The other thing students may find difficult to understand is the way that people shopped. Everyone had to register with their local stores – butcher, bakery, dairy shop, produce shop, dry goods store, etc. The government then sent only the exact amount of rations to each shop (unless there were extra foods available). So people could not go to any butcher, for example, they could only go to the butcher they had registered with. In addition, any extra (non-rationed) food was portioned out to shops equally until it ran out. So, you can see why people spent so much of their time queuing up for food each week.

In addition to rationed foods, there was a point system for many other foods. People had between 18 and 30 points that they could use to buy foods such as oatmeal, canned fish, rice, cornflakes, canned beef, etc. These foods were not rationed, which meant that stores could not guarantee they would have some for each family. These foods were in short supply, so again, people had to queue up to see what they could buy.

Many things other than food were also rationed, such as clothing and new furniture (newly married couples had priority for new furniture). This is partly because of a shortage of raw materials used to make these goods, and partly because most factories had been converted to making war goods. Toys were also in short supply as toy manufacturers converted their factories to war production. Any toys that were available were very expensive.

Later on, foods such as milk and eggs were mostly available in powdered form. They went farther this way and they also weighed less and did not go bad, which made them easier to ship.

The students may find it interesting to learn that some 'traditional' British foods only became popular during the war. For example, Birds powdered custard. Before the war, custard was always made with fresh eggs and milk. But during the war, custard began to be made with starch flour and powdered milk. This is still popular today.

One of the ways that people supplemented their diets was by turning to foods that grew wild, such as blackberries, sorrel (a bitter, leafy green), rhubarb and elderflower. The government encouraged people to go out in the countryside and look for these foods. They also published recipes to help people stretch their food allowance. You can see some of these recipes on pages 106–107 of this *Teacher's Guide*.

Dates items came off ration

July 1948 – Bread.
December 1948 – Jam.
May 1950 – Points rationing ended.
October 1952 – Tea.
February 1953 – Sweets.
April 1953 – Cream.
March 1953 – Eggs.
September 1953 – Sugar.
May 1954 – Butter, cheese, margarine and cooking fats.
June 1954 – Meat and bacon.

16

Name:..... Form:.....

Based on **pages 34 to 37** of *Children in the Second World War*

Rationing memories

Here are some memories of rations from people who were children during WWII.

'I actually liked powdered eggs, of course I didn't have much experience with real eggs; they were something rare and exotic, and came from far, far away. We had a chocolate bar once a week if we were lucky. Instead of normal sweets, we would suck on cough drops if we could scrounge them, even though they often tasted awful. We made our own chocolate by mixing cocoa and sugar together, and we would put the mixture into a scrap of newspaper, then take it out into the street to share with our friends. '

'I remember my uncle bringing back some bananas when he came home on leave. He gave me one and I took it to school. Everyone crowded around me and my teacher showed it to the whole class. It seemed like a priceless treasure. I was a very popular girl that day. Everyone wanted me to open it and eat it, but I wouldn't. I took it back home with me and left it till it went black, but it still smelled so good.'

'My parents used to put margarine in a butter wrapper so that I would eat it and I used to say 'There's something very funny about this butter. But you didn't have any brands of anything then, you had national margarine and you had national cheese, which tasted like national soap. It was all wrapped in plain wrappers.'

'My mother was not so good at cooking with rations. Her pastry suffered from a lack of fat. It became common practice in those days to mix margarine with dried egg and some milk to make it go further. Mother, however, always added too much liquid. My brother used to say (out of her hearing), I don't know why she doesn't put this revolting mess into a jug, it pours better than it spreads.'

1. What did children eat instead of sweets and chocolate bars?

✎ .....

2. Why do you think everyone was so curious about the banana?

✎ .....

3. Why do you think parents put margarine in a butter wrapper?

✎ .....

4. Why did people mix margarine with egg and milk? Do you think this tasted as good as using butter? Why or why not?

✎ .....

16

Teacher's sheet

Based on **pages 34 to 37** of *Children in the Second World War*

Rationing memories

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

Everyone who lived through WWII had a lot of memories about the food. Many people, especially children, got used to eating powdered eggs and milk and when the war was over they did not know the difference and still preferred these things. But for most people rationing meant having to get used to eating food that did not taste as good as before the war.

You may want to begin by reading these rationing memories out loud, or having the students read them, and then discussing how what the students eat every day differs from what people ate during the war. For example, you may like to ask the students how often they have chocolate bars, sweets or bananas and how they might feel if they could only eat these things once a month or so.

You may also like to use this exercise along with worksheet 18B 'What we eat then and now' (pages 110–111) to give students a chance to see how their diet compares with that of children during WWII.

You may need to explain that pastry needs fat in order to make it flaky and rich-tasting. You could bring in some baked shortcrust pastry and a tortilla, and students could compare them. The shortcrust pastry is made with flour, water and fat, while the tortill a is made with just flour and water. You may also want to mix up some dried egg, dried milk, margarine and a little water so students can compare that mixture to butter. They could even spread a little of each on a cracker to compare the taste (make sure you check with your school's health and safety regulations before giving the students anything to eat).

Younger students

Let the students read through the passage and answer the questions. You may like to use the questions for a class discussion and the students can write down their answers afterwards.

Outcomes

The students can:

- Extract information from a text.
- Make comparisons about life in the past with life today.

Older students

Let the students read through the passage and answer the questions. They may also like to use secondary sources to read more rationing memories.

Outcomes

The students can:

- Extract information from a text.
- Make comparisons about life in the past with life today.
- Use a range of sources to investigate a topic.

Answers

1. They ate cough drops, or mixed cocoa and sugar together.
2. Because they hadn't seen any bananas in a long time (or at all).
3. To try and fool children into thinking it was butter so they would eat it.
4. Margarine was mixed with egg and milk to stretch it and make it last longer.

17

Name:..... Form:.....

Based on **pages 34 to 37** of *Children in the Second World War*

Clothing rations

Beginning in June 1941, clothes were added to the list of things that were rationed. Everyone was given a book of 66 coupons to use to buy new clothes for one year. This was cut to 48 in 1942 and 36 in 1943. Each item of clothing cost a certain number of coupons.

Item	Number of coupons needed		
	Men	Women	Children
Raincoat	16	15	11
Overcoat	7	7	4
Jacket	13	12	8
Shirt/Blouse	5	4	3
Dress		11	7
Jumper/Cardigan	5	5	3
Trousers	8	8	6
Shorts	3	3	2
Skirt		8	6
Boots/Shoes	7	5	3
Nightclothes	8	6	6
Knickers/Vest	3	3	2
Socks/Stockings	2	2	1

1. (i) What clothes would you buy with your 66 coupons? (Make sure you include enough clothes to keep you warm in the winter.)

✎ .....

(ii) What clothes would you buy if you only had 36 coupons?

✎ .....

2. Write out a list of clothes you would like to have for the next year (do not count school uniforms). How many coupons would it take to buy all the clothes you want?

✎ .....

17

Teacher's sheet

Based on **pages 34 to 37** of *Children in the Second World War*

Clothing rations

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

Tell the students that food was not the only thing that was rationed, clothes were also rationed. You might want to ask the students why they think clothes had to be rationed. You could look for the answers that the things clothes were made out of (cotton, wool, etc) were in short supply and were needed for the soldiers and the war effort. You could also remind the students that clothes still had to be paid for, the coupons were just the permission to buy the clothes. At first it may seem like a lot of coupons were available for clothes, but students could be reminded that, since they are growing, they would need to buy all new clothes at least once a year.

You may want to begin by asking students to go home and count up the number of socks, shirts, trousers, etc that they have (not counting school uniforms). They could then see how many coupons it would have taken them to buy all of those things. You may want to use this as a cross-curricular exercise with maths.

In fact, most children made do with hand-me-downs from older siblings or friends, and adults mended whatever they could so they only had to buy necessities. The government even offered free classes and instructions in how to sew and darn.

You may also want to discuss that most people could not buy the latest fashions and wore the same dresses, trousers and shirts for many years, since it was more important to replace things that wore out, like shoes and socks.

Younger students

Let the students read through the worksheet and answer the questions. You may want to suggest that they begin by making a list of the clothes that they feel they need and then adding up how many coupons it would take to buy them. They could then add or subtract clothing from their list, depending on how many coupons they have used. They may need help in making their lists.

Outcomes

The students can:

- Extract information from a text.
- Make comparisons with life in the past with life today.
- Perform simple maths calculations.

Older students

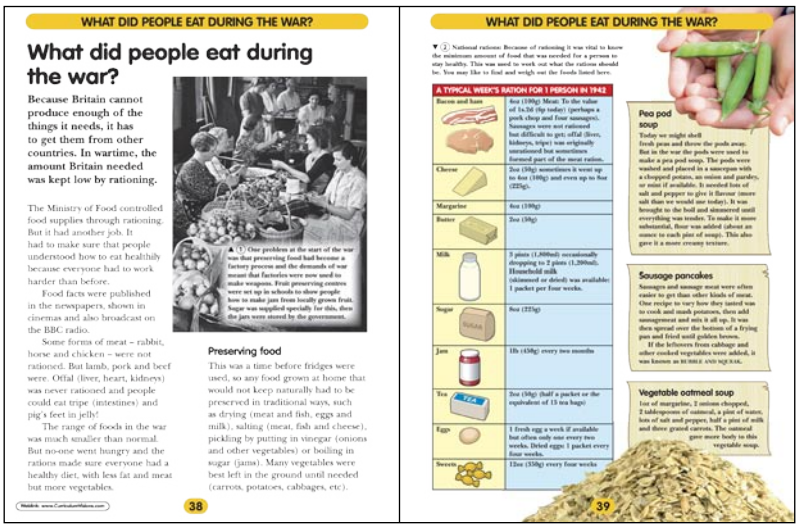
Let the students read through the worksheet and answer the questions. They could go home and add up how many coupons it would have taken to buy their entire wardrobe.

Outcomes

The students can:

- Extract information from a text.
- Make comparisons with life in the past with life today.
- Perform simple maths calculations.

What did people eat during the war?



Recipes

- 18 A
- 18 B
- 18 C
- 18 D

Before the war, Britain imported more than 50% of its meat, 70% of its cheese and sugar, nearly 80% of fruits and about 90% of cereals and fats. By the end of 1940, 728,000 tons of food and animal foodstuffs had been sunk, and the last 3 months of the year saw the greatest loss of foodstuffs brought about by air attacks. During that time, 159,000 tons were damaged, although half of this was salvaged both for both human and animal consumption.

To help people cope with the shortages, the Ministry of Food published 'Food Facts' in newspapers and magazines, which also featured weekly advice columns. One could also obtain advice leaflets from local food offices, which introduced British consumers to a wide range of cheap cuts of meat. A lot of these tough and gristly cuts were from the slaughter of old, uneconomic cattle, so the leaflets suggested pounding, mincing and marinating. Slow cooking was also a good idea, though what was saved on the meat was used on the fuel.

A whole range of recipes were invented using substitute ingredients. Peppermint lumps were made from dried milk, sugar syrup, peppermint essence and butter or margarine. Toffee could be made from golden syrup, sugar, cocoa and dried milk powder, which could be replaced with dried egg to make wartime chocolate.

Fish was not rationed but was very difficult to get hold of. Unfamiliar types of fish were introduced but much of it was terrible. Whale meat was particularly unpopular.

Rationing also produced important social effects, such as the introduction of free school meals for the children of poorer families, free cod liver oil and orange juice for the under twos, and extra milk and eggs for expectant mothers. All of which resulted in a big decrease in the infant mortality rate and a sharp drop in cases of TB.

Familiar brands were not always available thanks to lack of transport. There was a lack of fuel and the loss of rubber producing countries to Japan meant that tyres were scarce. So a zoning scheme was introduced. The country was split into nine sections and retailers could only get supplies from their local sector. Only the residents of Slough, for example, could get Mars Bars.

Lack of choice and variety were very noticeable; there were 350 varieties of biscuit available before the war, and only 20 available during the war. This was the case throughout the food manufacturing industry as many factories were taken over to make munitions and other war goods. Pickles, sauces and sweet and savoury spreads were used to relieve the monotony of bread and potatoes.

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Shopping often became difficult for women who were now working full-time and when they could get to the shops they had to be aware of 'bomb damaged' goods – green butter, addled eggs, or glass shards in the packaging.

Rationing also produced unusual fare in some restaurants; the Granada cinema chain's Scottish restaurant menus often boasted of gulls' eggs, venison sausages, rooks, lobster and on one occasion, 'roasted eagle and two veg'.

Food wrapping also became scarce and shoppers had to remember to take their paper and bags with them to the shops. Decorative packaging was replaced with plain wrappings of thin paper and board.

It was at around this time that margarine began to be coloured yellow. Before this few people ate margarine and it was left white, its natural colour. But during the war margarine was sometimes sold with a small packet of yellow dye, to make it look more like butter.

Bartering was also common. Fish merchants would swap fish with families who could exchange it for apples and vegetables from their gardens. Doctors would sometimes accept fruit and eggs in exchange for visits. Pub keepers might swap pints of beer or tots of whisky for portions of meat.

Although it was illegal, black marketeering was also common and people could buy almost anything 'under the table' for a price. However, most ordinary people could not afford to pay the high black market rates.

Cat and dog food was rationed along with human food. It was not forbidden to feed pets fresh meat from your own ration but you could be prosecuted for giving them too much. One solution was to use offal, which was un-rationed and some recipe books even included meals for cats and dogs. At the beginning of the war, many owners had their pets put down for fear of not being able to feed them, or the possibility of stray animals roaming streets after raids.

Wartime recipes

On the following pages are some additional wartime recipes that were very common. You may want to use these along with the activities in this unit, or you may want to make up some of the recipes and bring them in for the students to sample.

Rationing and wartime food are fascinating topics because food is something that students can easily identify with. This is also an opportunity for cross-curricular work with health and the topic of healthy eating. You can also use these as part of a Home Front Day at school. Students could cook some of the recipes at home and bring them in for all the students to taste. You might also like to discuss the nutritional value of these recipes. Some of them do not sound very appetising, but they were all designed to stretch small amounts of food into healthy and filling dishes.

Cheesy pudding pie

Ingredients:

1/4 teaspoon of dried mustard
2 eggs
1/2 pint of milk
12 oz grated cheese
salt and pepper

Method:

1. Put all the ingredients in to a bowl and stir well.
2. Pour the mixture into an oven dish lined with greaseproof paper.
3. Pop it in the oven at 200°C or gas mark 5 for 20 minutes.
4. Leave to cool.

Carrot fudge

Ingredients:

5 carrots
Gelatine
Orange essence

Method:

1. Grate 5 carrots and cook them in a bit of water for 10mins.
2. Add the orange essence (or some grated orange rind).
3. Melt a gelatine leaf and add it to the mixture.
4. Cook quickly for a few minutes stirring all the time.
5. Spoon into a flat dish and leave to set.
6. Cut the fudge into cubes and eat.

Mock Duck

Ingredients

450g red lentils
2 large onions
1/2 tsp sage
1/2 tsp sweet herbs
100g rice or mashed potatoes
25g fat
4 pints stock
Brown sauce

Method:

1. Wash the lentils.
2. Mince and fry the onions lightly, add the lentils and 4 pints of stock, bring to the boil and simmer until lentils are soft.
3. Add the potatoes or rice, sage and herbs and season well.
4. Cool and shape the mixture as much like a duck as you can manage and place on a greased baking sheet. Bake at 180°C or gas mark 4 until brown. Baste often with stock.
5. Serve on a hot dish with brown sauce poured round. The lentils will absorb the stock; if they get too dry add more stock.

Sandwiches

During rationing bread was available, but it could be hard to find things to put inside the bread. Butter was in very short supply and there was not enough eggs and oil to make mayonnaise (mayonnaise in a bottle had not been invented yet). Instead, people ate sandwiches made from fish paste or Spam.

Sandwich cake

A cake made without sugar.

Ingredients

25g cornflour
110g flour
½ teaspoon baking powder
Pinch of salt
50g margarine
1 egg
1 small tin sweetened skimmed milk
1 teaspoon lemon juice
A little lemon rind

Method:

1. Sift the flour, baking powder and salt together.
2. Rub in the margarine.
3. Add the egg well beaten.
4. Lastly add the milk, lemon juice and rind.
5. Bake in the greased tin for 20 to 25 minutes at 200°C or Gas mark 5.
5. When cool, slice cake in half, spread with jam and sandwich together.

Apple dessert

Ingredients:

Cooking apples
Condensed milk
Orange juice
Nuts or grated chocolate

Method:

1. Grate the raw cooking apple into a bowl.
2. Whip the apple together with some condensed milk.
3. Add some orange juice.
4. Arrange in dishes with nuts or grated chocolate on top.

Woolton pie

This pie was named after Lord Woolton, the Minister of Food. The vegetables could be changed according to what was available at the time.

Ingredients:

potatoes, cauliflower, swede, carrots
1 tsp marmite
25g oatmeal
4 spring onions
25g cheese

Method:

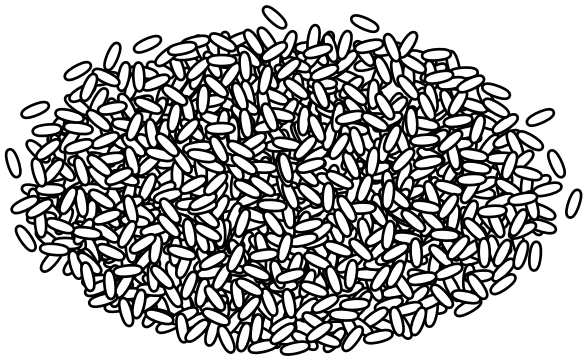
1. Dice and boil 500g of potatoes, cauliflower, swede and carrots in salted water.
2. Strain the vegetables, and save 200 ml of cooking water.
3. Arrange the cooked vegetables in a large pie dish.
4. Add the marmite and oatmeal to the vegetable water and boil until thickened.
5. Pour the thickened liquid over the vegetables.
6. Add the chopped spring onions.
7. Boil and mash the remaining 750g of potatoes.
8. Top the pie with mashed potato and a little grated cheese.
9. Cook the pie at 150°C or gas mark 4, or until golden brown (approximately 1 hour).
10. Serve with brown gravy.

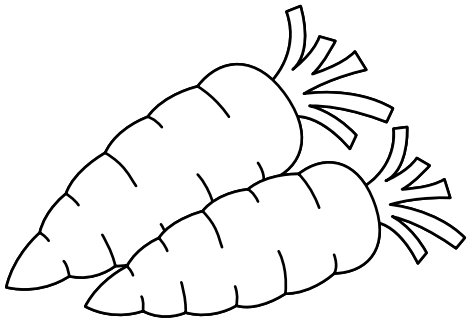
Name:..... Form:.....

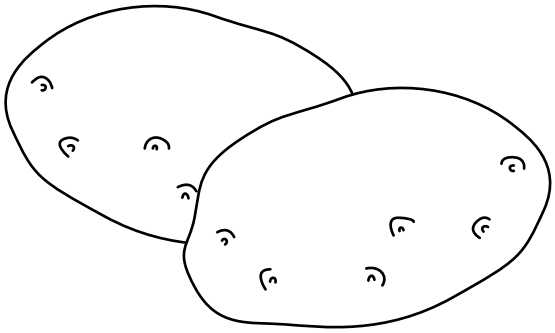
Based on **pages 38 to 41** of *Children in the Second World War*

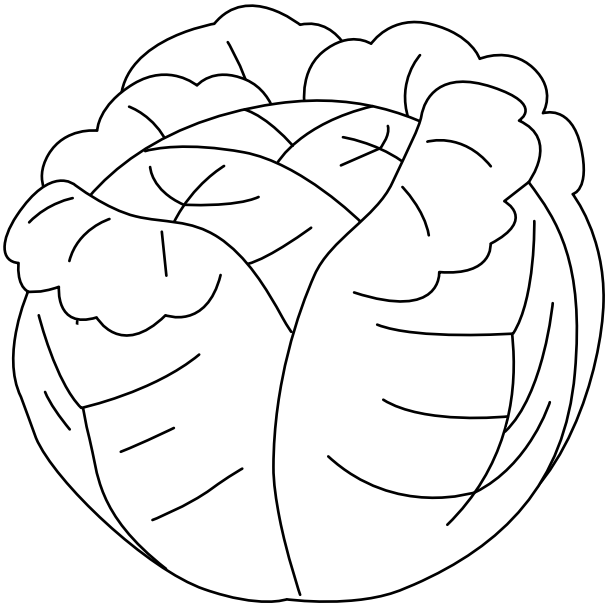
Convincing people to eat

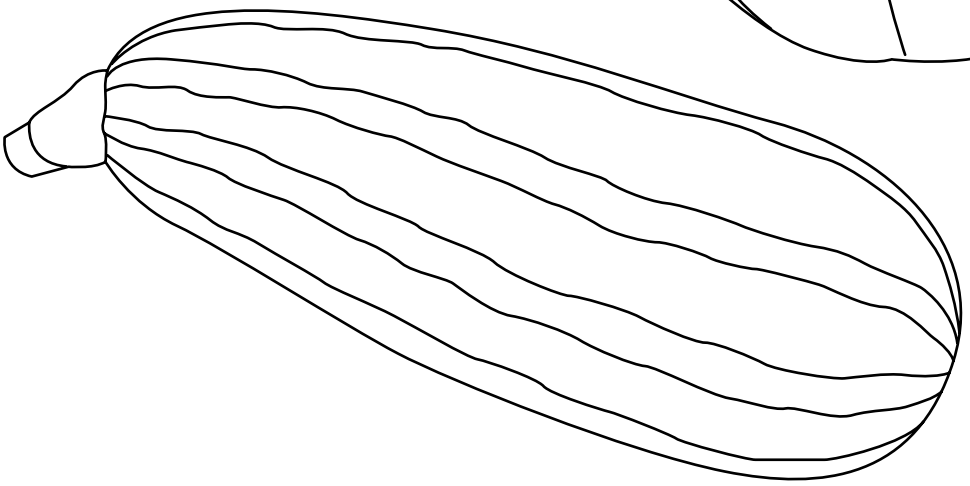
The British government encouraged people to eat foods that were good for them with slogans and posters. Below are some pictures of foods that were available during rationing. Can you think of some slogans that would encourage people to eat these foods?











Convincing people to eat

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Materials for making posters. Copies of Potato Pete and Doctor Carrot posters.

Using the worksheet

You may like to begin by showing students some posters the government used to try and encourage people to eat things like potatoes and carrots. You could explain that during the war, these foods were readily available but people didn't always like them. However, the government wanted people to eat them so they would stay healthy.

Potato Pete and Doctor Carrot were two very popular characters. Potato Pete even had its own song. 'Potato Pete' recipe books were also written to give women suggestions and advice on how best to serve potatoes at mealtimes. For example, 'scrubbing instead of peeling potatoes' was recommended, thus avoiding unnecessary wastage. To encourage people to eat more carrots, the government made posters extolling the health benefits of the carrot and suggesting recipes such as toffee carrots (instead of toffee apples) and carrolade (made up from the juices of carrots and swedes).

In addition to posters and slogans, songs and poems were also used to convince people to eat these foods. Here are some nursery rhymes that were adapted for the Potato Pete campaign:

Little Jack Horner
Sat in a corner
Eating potato pie.
He took a large bite,
And said with delight
Oh, what a strong boy am I.

Jack Spratt could eat no fat
His wife could eat no lean;
So they both ate potatoes
And scraped their platters clean.
There was an old woman who lived in a shoe.
She had so many children she didn't know
what to do.
She gave them potatoes instead of some bread,
And the children were happy and very well fed.

You may also want to discuss how advertising works by convincing people to do something they might not want to do. During the war the government had to convince people to eat foods they may not like. Students could also make posters illustrating their slogans.

Younger students

The students may need help in coming up with ideas for slogans and posters.

Outcomes

The students can:

- Understand how language can be used to convince.
- Understand how slogans were used to convince people.
- Learn about some of the foods that were common during rationing.

Older students

The students can work through the activity on their own. Some students might like to make posters of their slogans, or present their slogans to the class. Students could also be encouraged to make up songs or poems in addition to slogans.

Outcomes

The students can:

- Understand how language can be used to convince.
- Learn about some of the foods that were common during rationing.
- Understand how slogans were used to convince people.

18B

Name:..... Form:.....

Based on **pages 38 to 41** of *Children in the Second World War*

What we eat then and now

Here are typical rations for a child in 1942. Keep a food diary for a week – write down everything you eat and drink. Compare it with a child's rations during WW2 using a table like the one below.

	WWII weekly rations	What I eat in a week
sugar	8oz (225g)/20 tablespoons	
jam/honey	1lb/two months (500g)	
meat & sausages	6p worth (about 1lb/500g) /3–4 servings	
bacon/ham	4oz (250g)/1–2 servings	
bread & cake	24oz (1kg) of bread (can take 8oz (225g) as flour)	
fat	6oz (150g)/15 pats of butter/margarine/lard/oil	
milk	3 pints	
cheese	2oz (50g)/2 slices	
eggs	1 if available or 1 packet dried egg/month	
tea	2oz (about 15 tea bags)	
sweets & chocolate/cocoa	12oz/month/1 candy bar	
vegetables	not rationed, only seasonal	
offal (stomach/ feet/liver)	not rationed if available	
fruit	3–4 pieces if available	
chicken	not rationed if available	
fish	not rationed if available	

Teacher's sheet

Based on **pages 38 to 41** of Children in the Second World War

What we eat then and now

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Foods on the sheet, showing portion sizes. Workbook or paper for keeping a diary.

Using the worksheet

You may like to begin by bringing in a typical child's ration of food for one week. Students may be surprised to see how little 2oz of cheese is, for example. You may also like to bring in a few chocolate bars so that students can read the information on the package and see that just one of today's bars is about one month's ration.

Remind the students that rations changed depending on what was available, so this is only an example. Although foods like chicken and offal were not rationed, this did not mean that they were eaten every day. In fact, these foods were not often available. So, children could only expect to eat meat a couple of times each week. Vegetables were widely available but were only what could be grown at that time of year. So, for example, in winter, people would have only had potatoes, carrots, parsnips, cabbage, etc. Fruit was mostly reserved for children, although preserves were available and in summer people could pick things like blackberries and elderberries. Children also received a half-pint of full-fat milk a day, although this was often at school and was for drinking, not use in cooking.

It may not be possible for students to weigh out everything they eat, so they can instead count servings. Older students may want to assign estimated weights to each food. For example, a loaf of bread weighs about 1lb; a typical serving of meat is about 6oz/200g; a slice of luncheon meat for a sandwich weighs about 50g; a pat of butter on a slice of bread is about 10g; a slice of cheese is about 25g; a tablespoon of sugar is about 20g; a sausage is about 100g–200g of meat. Even though these are only estimates, students should be able to quickly see that they eat a lot more meat, sugar and cheese than a child ate during rationing.

Younger students

Let the students keep a food diary of everything they eat. You may like to assign a weight to typical foods, such as: each serving of meat could count as 150g. Students can then keep track of the number of servings and add up the number of servings of meat to see how much they ate in comparison to a child during rationing. Students could also see that they eat a lot of foods, such as fizzy drinks, crisps, bananas and pizza, that were not available at all during rationing.

Outcomes

The students can:

- Compare portion sizes of foods.
- Use basic maths to determine number of servings of foods eaten.
- Keep track of the foods they eat in a week.
- Compare foods eaten today with foods eaten during wartime.

Older students

If the students have scales at home they could measure out what they eat, otherwise they can estimate the weights of the foods they eat or use the number of servings, as above. Students should also be encouraged to think about what is in foods like pizza, for example. Two slices of pizza might use up the cheese and meat ration for the week.

Outcomes

The students can:

- Use basic maths to determine portion sizes and number of servings of foods eaten.
- Keep track of the foods they eat in a week.
- Understand how much more food of certain foods they eat today compared to during WWII.
- Compare foods eaten today with foods eaten during wartime.

18c

Name:..... Form:.....

Based on **pages 38 to 41** of *Children in the Second World War*

Menu for a week

Here is a typical menu for one week during rationing.

Breakfast

Sunday:	Porridge, fried potatoes and bacon scraps
Monday:	Porridge, dripping and toast
Tuesday:	Porridge, bread, margarine and jam
Wednesday:	Porridge, bubble and squeak and fried bread
Thursday:	Porridge, beef sausages and fried apple
Friday:	Porridge, dripping and toast
Saturday:	Porridge, bread, margarine and jam

Lunch

Sunday:	Rabbit pot roast, parsnips, greens, steamed apple and prune pudding
Monday:	Lentil soup and bread
Tuesday:	Baked potato and margarine, milk pudding
Wednesday:	Bone and vegetable soup with bread
Thursday:	Bread and margarine, cheese, watercress and milk pudding
Friday:	Peas pudding, bread and margarine.
Saturday:	Mince and haricot pudding, potatoes, greens, piece of fruit.

Supper

Sunday:	Bread, margarine, jam, potato scones
Monday:	Bubble and squeak, bread and cheese, beetroot
Tuesday:	Minced tripe, potatoes, greens, stewed fruit
Wednesday:	Fish and potato pie, haricot beans, bread and jam
Thursday:	Breast of mutton stew, potatoes, vegetables, jam tart
Friday:	Liver hot-pot, greens, jam tart
Saturday:	Bread and margarine, cheese, celery

1. Do you eat any of these meals at home? ✎ .....

2. Does this look like a balanced diet? Why or why not?

✎ .....

3. Does this look like an interesting diet? Why or why not?

✎ .....

4. On the back of this sheet, write down what you eat for breakfast, lunch and dinner (and snacks) in one week. How does it compare to this menu? Do you eat more or less sweets, vegetables, fruits and meat than on this menu?

Teacher's sheet

Based on **pages 38 to 41** of Children in the Second World War

Menu for a week

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

You may like to use this activity instead of, or in addition to activity 18B on the previous pages. If students have kept a food diary for activity 18B, they can use that to compare what they eat with this menu.

The menu listed here shows typical meals eaten during rationing. Although these meals do not seem very interesting, you may like to point out that they include a good amount of fruit and vegetables, and very little fat and sugar. Students can also see that rations did not mean starvation – there is still dessert, for example, with most meals. Porridge was one type of cereal that was often available and people were encouraged to eat it often, because it is very filling and nutritious.

Students could be encouraged to think about what is missing from these meals. For example, fresh fruit, butter, nicer cuts of meat such as steak and pork or lamb chops, etc. You may like to point out that snacks are also missing from these menus. Generally, children would not have had snacks like sweets and crisps, although they might have had bread and margarine, if it was available. There is also very little variety. Some meals do seem quite skimpy, and students can see that these tend to happen at the end of the week, when the week's rations might be running low.

Younger students

The students may need help in comparing what they eat with this menu and in seeing the differences. You may want to do this as a whole-class exercise.

Outcomes

The students can:

- Appreciate some of the differences in diets between today and during the Second World War.
- Keep a list of foods they eat and compare it to a list from the Second World War.
- Think about what makes a balanced diet.

Older students

The students can answer the questions on their own or in groups.

Outcomes

The students can:

- Appreciate some of the differences in diets between today and during the Second World War.
- Keep a list of foods they eat and compare it to a list from the Second World War.
- Think about what makes a balanced diet.

Name:..... Form:.....

Based on **pages 38 to 41** of *Children in the Second World War*

Ration recipes

Using the ration information on worksheet 18B, can you find out how much of a person's weekly or monthly rations the ingredients for each of these recipes would use?

Wartime chocolate sponge pudding

1 oz margarine
2 oz sugar
1 level tablespoon dried egg.
8 oz grated raw potato
6 oz flour
1 oz cocoa
1 teaspoon baking power
A pinch of salt
4 tablespoons milk

Method

1. Cream fat and sugar together.
2. Mix the dried egg with the raw potato and beat it in the fat and sugar.
3. Mix the flour, cocoa, baking powder and salt all together, and add to the creamed mixture.
4. Then stir in enough milk to make a soft dough.
5. Pour it into a greased pudding basin and steam for 1 hour. Or put it into a pie dish and bake it at 180°C, gas mark 5, for 30–40 minutes.

Modern chocolate sponge pudding

1/4 cup milk
2 tablespoons plus 2 teaspoons butter
8 eggs
2 cups plus 2 tablespoons sugar
3/4 cup flour
1/2 cup cocoa powder
1 teaspoon baking powder
1 teaspoon salt
1 teaspoon vanilla

Method

1. Preheat the oven to 180°C.
2. In a small saucepan, heat the milk and 2 tablespoons butter together.
3. Using an electric mixer fitted with a wire whip, combine the eggs and 2 cups sugar together. Beat on medium-high speed for about 8 minutes, or until the mixture is pale yellow, thick and has tripled in volume.
4. With the machine running slowly add the heated milk.
5. In a mixing bowl sift the flour, cocoa powder, baking powder and salt together.
6. Fold the flour mixture into the egg mixture and mix thoroughly so that there are no lumps and the mixture is smooth.
7. Fold in the vanilla.
8. Grease a baking sheet with 2 teaspoons of butter, and sprinkle with 2 tablespoons of sugar.
9. Pour the cake batter evenly into the pan and bake for about 25 minutes.

Teacher's sheet

Based on **pages 38 to 41** of Children in the Second World War

Ration recipes

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Copies of worksheet 18B.

Using the worksheet

You may like to begin by discussing different ways that people stretched their food. One very common practice was to fry bread in the drippings from sausages or other meat. That way all the fat was used. Another common way to stretch food was to use potatoes as a substitute for flour, as in the chocolate sponge pudding. Pinto beans and stale bread were added to sausage meat to make the meat go farther and broth was made using vegetable peelings and bones.

You may also want to look at the recipes given on pages 106–107 of this *Teacher's Guide* and have students see how much of the weekly rations each recipe uses.

There are many wartime recipe books and you may want to bring one in and discuss the recipes with students. You may also like to discuss how people ate foods we might think sounded disgusting, but they were very healthy. For example, carrots were made into carrot marmalade and a dessert of toffee carrots. You may like to use this information and the recipes as an introduction into a discussion about trying new foods and tastes.

You may want to bake each of these recipes and bring them in so the students can try them and compare. Alternately, some of the students may want to make the recipes themselves at home and bring them in for the class to try.

Younger students

The students may need help in working out the amount of rations that each recipe uses up. You may like to do this as a class exercise.

Outcomes

The students can:

- Do basic maths
- Compare the amounts of ingredients in a recipe.
- Understand that people had to make do with what was available during WWII food rationing.

Older students

The students can work through the activity on their own. Some students might like to cook the recipes at home and bring in samples of the food to taste.

Outcomes

The students can:

- Do basic maths to compare the amount of ingredients in a recipe.
- Compare the amount of ingredients in a recipe.
- Understand that people had to make do with what was available during WWII food rationing.

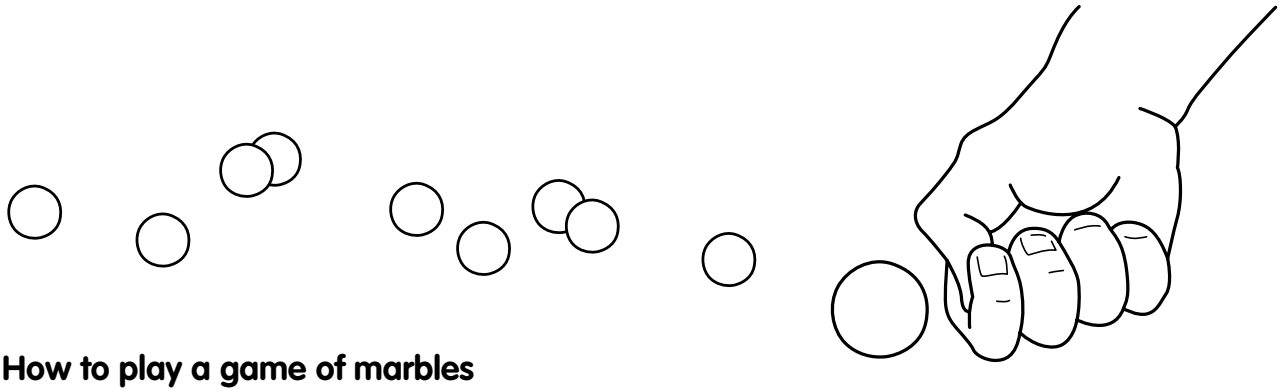
19

Name:..... Form:.....

Based on **pages 38 to 41** of *Children in the Second World War*

Make your own toy

As rationing grew more severe, it became difficult to buy toys, so many children made their own toys instead. Here is one popular homemade toy.



How to play a game of marbles

You and a friend will each need 10 small marbles and one large marble. Each person must keep track of which marbles are theirs.

Draw a circle outside on the pavement (or any other hard outdoor surface) with chalk. Or, mark out a circle inside with a piece of string.

Place all of the marbles in the circle.

One person takes a large marble and, placing it on the ground inside the circle, flicks it at the smaller marbles with their thumb and forefinger. The goal is to try and knock the small marbles belonging to your opponent out of the circle.

If you knock your opponent's marble out of the circle, you get to keep it, and take another turn. If you knock your own marble out of the circle, or do not knock any marbles out of the circle, then it is your opponent's turn to try.

Take turns until all the marbles are gone. The person with the most marbles wins.

To make your own marbles

1. Take a small piece of clay and roll it into a ball. If you want multicoloured marbles, use 2 or 3 colours. You will need to make about 10 small marbles, and 1 larger one.

2. Bake or dry the marbles according to the directions on the package of clay.

19

Teacher's sheet

Based on pages **38 to 41** of Children in the Second World War

Make your own toy

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet, string or chalk, clay.

Using the worksheet

During the war toys were in very short supply because the materials needed to make them were needed for the war effort. What toys could be found were very expensive and most people saved their money for more important things, such as food. So children turned to playing simple games and making their own toys.

You may like to begin by asking students what they would do for entertainment and for games if all of their computers, playstations and other toys were taken away. What games could they think of to make with simple materials? You could then suggest that during WWII, this is exactly what happened (even though electronic games were not available, there were other shop-bought toys). Most children during WWII did not receive new toys for their birthday or Christmas. However, they thought of making their own toys as a way they could help with the war effort.

Marbles were a popular game in the 1930s and 1940s. When children played they usually played 'for keeps', that is, whatever marbles they won in the game they kept and took home. They would then use these in other games. Most children would have had their own marbles from before the war, but if they lost all their marbles, they would make more from clay.

Outcomes

The students can:

- Follow instructions to make and play a game.
- Learn how children during wartime made their own games.
- Understand that during wartime many goods, even toys, were in short supply so everyone had to make do.

Further activities

The students might like to think up other toys or games they could make. For example, they could invent their own board game and draw the board on a piece of card. In the 1940s, making paper dolls would also have been popular for girls. They would use pieces of scrap paper and draw on uniforms to dress them.

Spread 20 (pages 42–43)

Wartime Christmas

20A
20B
20C
20D

Although the war brought many hardships, Christmas was a time where people tried to forget these hardships and remember what it was like before the bombs, rationing and blackouts. This was not always easy, however.

Even though food was in short supply many people still managed to find a turkey, chicken, duck, goose or pheasant for their Christmas lunch. They might have bartered with others or killed an animal they had raised in their garden throughout the year.

People also substituted foods and made do. For example, in the absence of fresh tropical fruits, carrots were used to help flavour fruit cakes. Mincemeat was made to go that little bit further by grating it, or finely diced apple or apple pulp was added to the mincemeat ingredients. If mincemeat was not available then spices could be mixed with dried fruit, dates or cooked prunes.

It was impossible to get a tree for Christmas because wood was reserved for the war effort, but people used shrubs, plants and branches instead. People were reminded not to light candles because candles were needed in case of balckouts.

Christmas decorations were seen as luxury items and were not available in the shops. Most people just relied on their old decorations that they had purchased before the war. These were enough to help spread a little bit of Christmas cheer.

Christmas was a particularly difficult time for children, especially those that had been evacuated and were now living in strange homes far away from their parents. Parents sent parcels but many children spent Christmas away from their families during the evactuation.

The hardest part of Christmas for many families, or course, was being away from loved ones who were fighting. There were often Christmas truces, on various fronts, but these usually only lasted one or two days.

Toys were scarce and most toyshops displayed empty shelves. Most toy factories had been turned over to making war goods and materials for toys were used on weapons and uniforms instead.

So, Christmas became much simpler. For some, indulgence was simply a quiet time at home with loved ones and the radio. For others card games such as Rummy were the order of the day or reading out loud to each other.

You may like to begin your study of this section by asking the students to share the ways in which they spend Christmas or another major religious holiday, such as Eid al-Adha for Muslims, Holi for Hindus or Hannukah for

Jews. You can then discuss what parts of their celebration they might have had to do without during wartime.

Of course, the most difficult thing for most families was that many loved ones were overseas, fighting in the military. Lack of petrol also made travelling to be with family difficult for many people.

Christmas year by year	
1939	Blackouts so no lights, shop displays covered with anti-blast tape on windows, many young men away at the front in France; many young children evacuated and spent the holidays with strangers; no rationing yet so food was plentiful; petrol rationing, so people found it hard to travel to visit with relatives. Popular gifts for children were miniature Red Cross, RAF or naval uniforms. For adults, popular gifts included steel or Bakelite helmets, and gas mask cases in Rexine or leather.
1940	Battle of Britain was going on but there was a brief lull; food rationing weekly rations were four ounces of bacon and/or ham, six ounces of butter and/or margarine, two ounces of tea, eight ounces of sugar, two ounces of cooking fats and meat to the value of 1/10d (9p), although in the week before Christmas, the tea ration was doubled and the sugar ration increased to twelve ounces. Popular gifts were gardening tools, books, bottling jars, seeds, soap, fertilizer.
1941	Clothing was rationed; weekly food rations were 3 ounces of cheese, 4 ounces of jam or preserves (including mincemeat), 2 pints of milk, (3 eggs a month). No wrapping paper and most toy factories now made weapons, so there were few toys. No turkey, chocolate or fruit. Most presents were home-made.
1942	Soap and sweets were rationed; to have enough food for a holiday meal people had to save coupons for months. People made their own Christmas decorations, or cut pieces of holly, shrub, or any available greenery and decorated them with pinecones or whitewash. With no fruit, people decorated their table with carrots, beetroot and parsley.
1943	Shortages were at their height. No pudding, turkey, chicken or goose or rabbit. A few people had mutton. Only one family in ten would get turkey or goose for their Christmas dinner. Presents included embroidered bookmarks and calendars, knitted slippers and gloves, and brooches made from scraps of wool, felt, plastic, or even old silver cutlery.
1944	In June 1944, the German air attack – this time with V1 and V2 rockets – had resumed, and on Christmas Eve that year, 30 rockets hit England. But with the threat from conventional aircraft past, there was no need for the blackout. So churches were allowed to light their stained-glass windows for the first time for four years. There were also extra rations – an extra one and a half pounds of sugar, 8 pennyworth (3.5p) of meat, and half a pound of sweets. So, home-made sweets were popular gifts.

Name:..... Form:.....

Based on **pages 42 and 43** of *Children in the Second World War*

A WWII Christmas

Just because there are shortages and rationing doesn't mean that people didn't enjoy Christmas. You can see what it was like to 'make do' for Christmas.

Tree decorations

There were no Christmas trees, since all large trees were cut for wood. Instead, people cut pieces of holly, shrubs or any available greenery (such as holly) and decorated them with pinecones or whitewash, for snow. Small branches could also be dipped in washing soda or Epsom salts mixed with water. When they dried, white crystals would cover the branches. People also used decorations they already had from previous years. There were no lights or candles for the branches or the house.

Table decorations

To make the table look festive, people used colourful vegetables instead of fruit and sweets. Carrots, beetroots, cabbage and parsley were placed in bowls and vases.

Gifts

People made gifts, such as brooches made from scraps of wool, felt and plastic; bookmarks and calendars. People who could knit made slippers and gloves, sometimes unravelling old jumpers for wool. There was no wrapping paper or ribbon, so people used newspapers or plain paper that they decorated with pens or paint.

Food

Few people could get turkey or goose for their Christmas dinner. Some people raised chickens in their gardens and used these, or formed sausage into a turkey shape. There was no pudding. Instead, people made 'mock' foods like the ones below.

Mock apple pie

Pastry for 9-inch pie
36 Ritz Crackers, coarsely broken (about 1 3/4 cups crumbs)
1 3/4 cups water
2 cups sugar
2 teaspoons cream of tartar
2 tablespoons lemon juice
Grated peel of one lemon
1 3/4 cups margarine or butter
1/2 teaspoon ground cinnamon

Method

1. Roll out half the pastry and line a 9-inch pie plate. Place cracker crumbs in prepared crust; set aside.
2. Heat water, sugar and cream of tartar to a boil in saucepan over high heat; simmer for 15 minutes. Add lemon juice and peel; cool.
3. Pour syrup over cracker crumbs. Dot with margarine or butter; sprinkle with cinnamon. Roll out remaining pastry; place over pie. Trim, seal and flute edges. Slit top crust to allow steam to escape.
4. Bake at 220°C for 30–35 minutes.

Mock marzipan

1/2 cup melted margarine
1/3 cup semolina
1/3 cup castor sugar,
1 egg, spot of almond essence.
Beat egg in last to bind.

Mock cream

1/8 cup margarine
1/8 cup sugar
1 tablespoon of dried milk
1 tablespoon of milk

Method

1. Cream the margarine and sugar.
2. Beat in the milk powder and liquid milk.

A WWII Christmas

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet. Greenery, such as branches or pinecones; whitewash or white paint; Epsom salts or washing soda; brightly-coloured vegetables; paper, card and pens for making gifts and decorations; samples of mock foods.

Using the worksheet

You may like to use this activity during your work on WWII. Alternatively you may like to use it as part of a WWII day, when the students are in costume, and have the students prepare a Christmas during WWII exhibit. Students could take the worksheet home and prepare some Christmas decorations, gifts and foods to bring in. In planning your Christmas exhibit and foods make sure all your school policies are followed.

Alternatively, students could prepare a Christmas during WWII exhibit for use in their coursework. Each student or group of students could make decorations, foods, letters to loved ones and gifts to use in the exhibit. They could set up a table as if for Christmas dinner, with foods and decorations that would have been available.

You may want to use this with worksheet 18D. Students could choose a year and describe how they would celebrate Christmas and what sort of gifts and foods they would have. Then they could make decorations appropriate for that year.

Younger and older students

Younger students may need help making a Christmas exhibit.

Outcomes

The students can:

- Appreciate that people had to make do with whatever they could find, even for holidays.
- Understand that people still enjoyed Christmas, even if there were no luxuries.

Name:..... Form:.....

Based on **pages 42 and 43** of *Children in the Second World War*

Christmas memories

Here is a story of one child's memories of Christmas during wartime.

For a Christmas tree we cut some branches off the bushes in our garden, which we decorated with our pre-war decorations. The decorations were carefully wrapped up each year in tissue paper – even the paper was carefully used over and over again. During the war you could buy a few decorations, but they were made out of tin and our old ones were much nicer. Christmas Day was always shared with grandparents and any luxuries saved during the year came out to make Christmas treats.

One year, my mum wanted to give us a treat and bake us a Christmas cake. She had saved enough flour and sugar. Eggs were not a problem because we had chickens, but she didn't have any dried fruit. As luck would have it, and by sheer coincidence, when the midwife came to see my baby brother who had been born on the 13th December 1941, she brought some currants and raisins for us, and we had our cake.

I would spend hours making paper chains out of newspaper which I would colour and be allowed to use some precious flour to make paste to glue them together. Christmas cards were sent a few days before Christmas – again mostly homemade...On Christmas Day my stocking was full of fruit, a shiny new sixpence, pencils, hankies, knitted clothes and a piece of coal – I think that was for luck but it was also very useful for keeping us warm! At the Christmas service in church, I prayed for dad to come home safe. When there were no air raids we went Christmas carolling. On Christmas Day we listened to the wireless and played card games.

Teacher's sheet

Based on **pages 42 and 43** of *Children in the Second World War*

Christmas during the war

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheets.

Using the worksheet

You may want to begin by discussing different ways that people celebrate Christmas. You will need some sensitivity when discussing Christmas, as some students will be from different religious backgrounds. So that these students do not feel left out, you may like to ask them how they celebrate some important holidays in their religion. During the Second World War, most people in Britain were Christian.

You could make a list on the board of ways that people celebrate. This could include things such as: giving presents, eating special foods, decorating the house, going to a religious service, etc.

You could then discuss what the students think are the most important things about these holidays – things such as spending time with family, worshipping, giving and getting gifts, etc. You may want to ask students how they would feel if they could not get gifts or spend the holiday with their family – as was the case for many children during the Second World War.

In the story, the paper chains are used for decoration instead of strings of lights or more expensive tinsel and decorative chains. You may want to point out that flour mixed with water makes a sticky paste that can be used for glue. Glue would have been expensive or unavailable because it was all used for the war effort. As part of a Home Front Day at school you may like the students to make their own paper chains.

You may also want to discuss how people might have celebrated Christmas before or after the war, when there was more food and goods to give as gifts. If you have already studied Victorian England, you could compare this Christmas with a Victorian Christmas.

Younger students

You may want to read this story of one person's wartime Christmas memories out loud and have students discuss how their Christmases are different from a Christmas during the Second World War.

Answers

1. Branches from a bush in the garden.
2. From a midwife who came to visit.
3. Because it was difficult to get the ingredients.
4. Because it was rationed.

Outcomes

The students can:

- Extract information from a text.
- Compare how they celebrate a holiday with how children celebrated in WWII.
- Understand how rationing affected Christmas celebrations.

Older students

Answers

1. Paper chain, cards, cake.
2. From a midwife who came to visit.
3. Because it was difficult to get the ingredients.
4. Fruit, a sixpence, pencils, hankies, knitted clothes, a piece of coal.

Outcomes

The students can:

- Extract information from a text.
- Compare how they celebrate a holiday with how children celebrated in WWII.
- Understand how rationing affected Christmas celebrations.

20c

Name:..... **Form:**.....

Based on **pages 42 and 43** of *Children in the Second World War*

Christmas memories (i)

1. What did they use for a Christmas tree?

✎ .....

2. Where did the family get their dried fruit for a cake?

✎ .....

3. Why was Christmas cake a treat?

✎ .....

.....

4. Why was flour 'precious'?

✎ .....

.....

.....

5. How is this family's Christmas different from your Christmas, or another imporant holiday that you celebrate?

✎ .....

.....

.....

Use a dictionary to find out the meaning of words which you are not familiar with.

20D

Name:..... **Form:**.....

Based on **pages 42 and 43** of *Children in the Second World War*

C

I

Christmas memories (ii)

1. List some things the family in the story made to celebrate Christmas.

✎ .....

.....

2. Why did the family have to reuse Christmas decorations from before the war?

✎ .....

.....

.....

3. Where did the ingredients for the Christmas cake come from?

flour and eggs .....

dried fruit .....

4. What did the person in the story get for Christmas?

✎ .....

5. How is this family's Christmas different from your Christmas, or another imporant holiday that you celebrate?

✎ .....

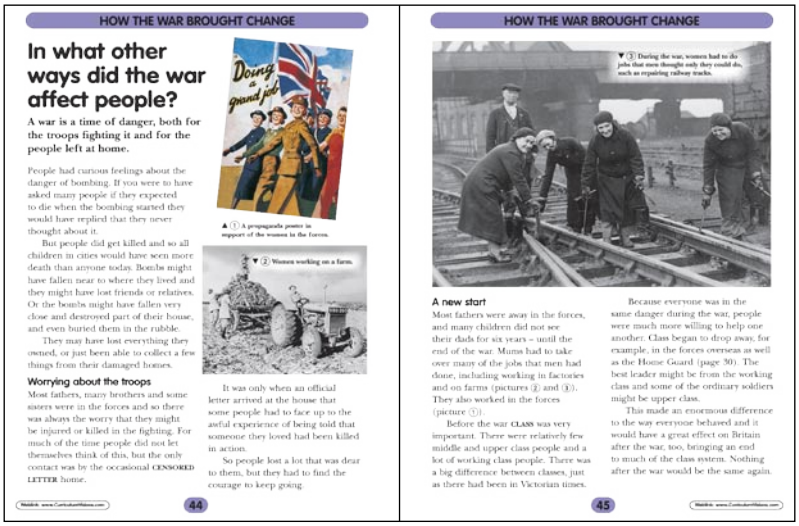
.....

.....

.....

Spread 21 (pages 44–45)

In what other ways did the war affect people?


HOW THE WAR BROUGHT CHANGE

In what other ways did the war affect people?

A war is a time of danger, both for the troops fighting it and for the people left at home.

People had curious feelings about the danger of bombing. If you were to have asked many people if they expected to die when the bombing started they would have replied that they never thought about it.

But people did get killed and so all children in cities would have seen more death than anyone today. Bombs might have fallen near to where they lived and they might have lost friends or relatives. Or the bombs might have fallen very close and destroyed part of their house, and even buried them in the rubble.

They may have lost everything they owned, or just been able to collect a few things from their damaged homes.

Worrying about the troops

Most fathers, many brothers and some sisters were in the forces and so there was always the worry that they might be injured or killed in the fighting. For much of the time people did not let themselves think of this, but the only contact was by the occasional CENSORED LETTER home.

Doing a grand job!

▲ ① A propaganda poster in support of the women in the forces.

▼ ② Women working on a farm.

It was only when an official letter arrived at the house that some people had to face up to the awful experience of being told that someone they loved had been killed in action.

So people lost a lot that was dear to them, but they had to find the courage to keep going.

44

HOW THE WAR BROUGHT CHANGE

▼ ③ During the war, women had to do jobs that men thought only they could do, such as repairing railway tracks.

A new start

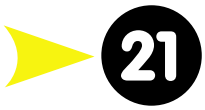
Most fathers were away in the forces, and many children did not see their dads for six years – until the end of the war. Mums had to take over many of the jobs that men had done, including working in factories and on farms (pictures ② and ③). They also worked in the forces (picture ①).

Before the war CLASS was very important. There were relatively few middle and upper class people and a lot of working class people. There was a big difference between classes, just as there had been in Victorian times.

Because everyone was in the same danger during the war, people were much more willing to help one another. Class began to drop away, for example, in the forces overseas as well as the Home Guard (page 30). The best leader might be from the working class and some of the ordinary soldiers might be upper class.

This made an enormous difference to the way everyone behaved and it would have a great effect on Britain after the war, too, bringing an end to much of the class system. Nothing after the war would be the same again.

45



One way or another, World War II affected everyone in Britain and, indeed, throughout the world. Many people had lost loved ones and friends, but there were many other ways in which life changed because of the war.

You may like to use this section as a way to review the work the students have done up to now.

One change was that women worked in a larger variety of occupations during the war. For the first time, large numbers of women joined the armed forces (in women's divisions). These women did not fight, but many of them did see action. At home, women were encouraged to work, and single women were required to contribute to the war effort. Again, for the first time, women worked in factories and on farms, and took over many jobs in the civil service and in offices that were previously denied to them.

At home, women endured the same hardships and dangers from bomb raids as the men, and volunteered for some of the same duties, such as air-raid warden or Fire Guard.

After the war, most of these women lost their jobs, even those who wanted to continue to work. However, women had learned that they were capable of working in many fields previously denied to them, and the way was opened up, albeit slowly, for more women to enter the workforce in more professions.

People also became used to hardships and to doing without. In fact, the war was very expensive for Britain, which racked up a huge foreign war debt. Because of this, there continued to be shortages of fuel, food and other goods into the 1950s. This meant that another effect of the war was that Britons had to do with less for a long time. For example, although people had healthy diets during the war, they got used to eating less of certain foods, such as fresh fruit, and this habit remained for decades.

Housing changed as well, often for the better. In the seven years following the war, 1.2 million new houses were built to replace those that had been destroyed or damaged in the bombing. Many of the houses that had been destroyed were in deprived parts of London and cities in the Midlands. The new estates that were built may not look that nice to us today, but they were often much better than what had been destroyed.

Many children were scarred by their experiences in being evacuated. Although most children were well-treated, the trauma of being sent away affected many people very deeply. Years later, many people reported the shame of

not being 'chosen' by a host family had stayed with them for years.

Many children also grew up without a father. Many men were in the armed forces for five or six years, and some never returned.

However, one thing that helped was the knowledge that everyone was in the same position. In general, rich and poor both endured the same hardships and risks. This helped to change the way people felt about the class system in Britain. After the war, many people who had acted bravely now expected to be treated as equals with members of the upper classes. Although the class system did not disappear overnight, people's expectations changed so that the middle and 'lower' classes began to feel they had a right to higher education, home ownership and other things previously reserved for the upper classes.

The other big change was to the British Empire. In many ways the Second World War spelled the final end of empire. Following the war there was a world-wide movement to give independence to former colonies. In part this was a recognition that every state needed freedom; a necessary consequence of growing independance movements; in part a result of the reorganisation of the state system following the war; and a recognition that colonies were simply too expensive for severely cash-strapped Britain. This is too broad a topic to go into here, but you may like to point out that following the war, all of the states in the Empire were gradually given (or won) their independence.

21

Name:..... Form:.....

Based on **pages 44 and 45** of *Children in the Second World War*

How life changed

Below are some statements about life in Britain before and after the war. Using the information in your student book, put a tick next to each statement that describes life before the Second World War and a circle around each statement that describes life at the end of the Second World War.

- ☐ Married women did not often work outside the home.
- ☐ Class was very important.
- ☐ Many children had lived away from home.
- ☐ Bread and meat were rationed.
- ☐ Many people were used to eating dried eggs and margarine.
- ☐ Poor people ate less meat than wealthy people.
- ☐ Many children had been exposed to death.
- ☐ People from the lower classes did not feel equal to people from the upper classes.
- ☐ Many people had lost a loved one.
- ☐ Many new homes had to be built.
- ☐ Many women had worked on farms, as fire fighters and in factories.
- ☐ People were willing to help others, even strangers.
- ☐ Many young men had served in the military.
- ☐ Children received free school dinners.

21

Teacher's sheet

Based on **pages 44 and 45** of *Children in the Second World War*

How life changed

Age range

- Years 3/4 (SP4/5).
- Years 5/6 (SP6/7).

Resources

Copies of the worksheet.

Using the worksheet

The activity can be used as a review of all the material the students have studied about the Second World War.

Students could also use secondary sources to discover how life changed in Britain through the 1940s and 1950s.

Younger students

Some students may need help in answering the questions. You may also want to use this as a discussion review of the students work on the Second World War.

Outcomes

The students can:

- Understand some of the ways that life in Britain changed following the Second World War.

Older students

The students could extend their work by looking through the student book and thinking of more ways that life changed from before the war. Students could write their own questions and share them with the class.

Outcomes

The students can:

- Understand some of the ways that life in Britain changed following the Second World War.

Answers

Before the war: Married women did not often work outside the home; Class was very important; Poor people ate less meat than wealthy people; People from the lower classes did not feel equal to people from the upper classes.