Year 10
World War 2

NAME: ________________________
CLASS: ________________________
What do I know about WW2?

WHO

WHERE

WHY

WHEN

Anything else?
<table>
<thead>
<tr>
<th><strong>My WW2 Checklist</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can summarise in my own words why WW2 is so important</td>
</tr>
<tr>
<td>I can describe ways in which Fascism and Communism are similar and different</td>
</tr>
<tr>
<td>I can suggest at least 3 reasons as to why fascism (Hitler and the Nazi Party) was able to come into power in Germany</td>
</tr>
<tr>
<td>I can empathise and understand what life might have been like in Germany whilst the Nazi Party was in power</td>
</tr>
<tr>
<td>I can suggest at least 3 reasons as to why fascism (Hitler and the Nazi Party) was able to come into power in Germany</td>
</tr>
<tr>
<td>I can empathise and understand what life might have been like in Germany whilst the Nazi Party was in power</td>
</tr>
<tr>
<td>I can identify 3 main contributing factors to the start of WW2</td>
</tr>
<tr>
<td>I can identify which countries were involved in the European and Asia Pacific theatre of WW2, and whether they were Axis countries or Allies</td>
</tr>
<tr>
<td>I can identify a major battle in the European and Asia Pacific theatre of war and explain why it is important</td>
</tr>
<tr>
<td>I can explain the importance of the Pearl Harbor bombing</td>
</tr>
<tr>
<td>I can identify three things that changed in the world as a result of WW2</td>
</tr>
<tr>
<td>I can express what life on the front line and at home was like for Australians</td>
</tr>
<tr>
<td>I understand about the particular event that occurred to Australian soldiers or on Australian Territory and their importance in Australian history</td>
</tr>
<tr>
<td>I understand the importance of the Kokoda track in relation to Australia’s history</td>
</tr>
<tr>
<td>I can explain why the US decided to use an Atomic Bomb on Japan</td>
</tr>
<tr>
<td>I can identify and explain my own point of view on whether I believe this was morally right or not</td>
</tr>
<tr>
<td>I understand the short and long term effects of the atomic bomb</td>
</tr>
<tr>
<td>I can explain what the Holocaust was and who was targeted</td>
</tr>
<tr>
<td>I can express my opinion on the racial discrimination during the Holocaust</td>
</tr>
<tr>
<td>I can explain why the Holocaust is such an important part of history</td>
</tr>
</tbody>
</table>
VE-Day -  

Battle of Kokoda -  

Kamikaze -  

Enemy Aliens -  

Rationing -  

Conscription -  

Non-aggression Pact -  

‘Superpowers’ (U.S & U.S.S.R) -  

Reparations -  
Now, let’s focus on the rise of Fascism (and Hitler) in Germany.
What are three reasons that explain why Fascism grew so strongly in Germany following WW1?
You are a young person living in Nazi Germany. Are you...

**German**
- Has life been better since Hitler came into power?
  - Yes. In what ways?
  - No. Why? What has changed?

**Jewish**
- Do you feel about your Jewish friends? Are you still allowed to see them?
  - Yes. Are you allowed in a normal class? How do the teachers and other students treat you?
  - No. Why? Are you not allowed to go? Are your parents too scared to send you?
- Do you attend school?
  - Yes.
  - No. Why?

**Other**
- Do you attend Hitler youth? What do you learn there?
  - Do you feel safe? Happy?

- Have you lost family members since the Nazi’s came into power? Have people you cared about been killed or sent to concentration camps?
Dear diary...

21st June 1942

[Blank lines for writing]
What did the Treaty of Versailles mean for Germany and for Europe?

<table>
<thead>
<tr>
<th></th>
<th>Germany</th>
<th>Europe</th>
</tr>
</thead>
<tbody>
<tr>
<td>War Guilt Clause</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reparations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Land</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peace Keeping</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WANTED

REWARD OF
$250,000

BY ORDER OF THE SHERIFF
Locate and label on the map:
- Germany
- Italy
- Spain
- France
- Poland
- Belgium
- Great Britain
- Soviet Union

Colour code the:
- Allied powers
- Axis Powers
- Areas that came under axis control

Plot on the map the following sites of conflict:
- D-Day
- Battle of Britain
- Battle of Stalingrad
Major European Battles
Expansion of Japan & the bombing of Pearl Harbor

Japanese Expansion Before Pearl Harbor

Map showing territories under Japanese control.

JAPS BOMB HAWAII
DECLARE WAR ON U.S. AND BRITAIN
Locate and label on the map:
- China
- Japan
- Manchuria
- Hawaiian Islands
- Malaya (Now Malaysia)
- Papua
- New Guinea
- Darwin (Australia)

Colour code the:
- Axis Powers
- Allies
- Areas that came under Axis (Japanese) control

Plot on the map the following sites of conflict:
- Pearl Harbor bombing
- Battle of Kokoda
- Fall of Singapore
- Atomic Bombs dropped on Japan
So...WW2 happened... but how did the world change as a result?

- The U.N is formed
- Rise of Communism
- U.S and USSR emerge as 'superpowers'
Why is the Treaty of Versailles noted as one of the main contributing factors to WW2?

Name one key event in the European theatre of war:
Explain what occurred and why it is important:

List 3 reasons that explain how Hitler was able to come into power in Germany.

TRUE/FALSE (circle the correct answer)
Blitzkrieg means 'lightning war'
TRUE/FALSE
The Germans attacked the US atPearl Harbour
TRUE/FALSE
The English executed Hitler
TRUE/FALSE

Japan surrendered after two atom bombs were dropped on their country
TRUE/FALSE

It is estimated that during WW2 10 million lives were lost

Why did the US declare war on Japan on 8\textsuperscript{th} Dec 1941?

TRUE/FALSE (circle the correct answer)

[Hawaiian Casualties Total 3,000]

U.S. DECLARES WAR

[Image of US declaration of war]

[Image of US declaration of war]
Write a newspaper article or radio news bulletin script from an Australian perspective. Think about how the event would have affect Australia, and the Australians involved.

Pick one of the following events;

**The home front**
- The bombing of Darwin
- Submarine attack on Sydney
- Cowra Breakout

**Overseas**
- Australian’s involvement in the Battle of Britain
- Australian’s as POW’s
- Battle of Kokoda
- Fall of Singapore
- Indigenous Australian Soldiers
Insert your news story or radio script here.
The Home Front - Group Activity

Working in pairs or small groups, cut out the images on Work Sheet 6E and the descriptions of each provided. Study them closely and match the images with the descriptions.

GROUPS (ODD)
Arrange the images and their descriptions into the following four categories:

- The Japanese threat to Australia
- Advertising campaigns to encourage support for the war effort
- Social and economic impact of the war on people on the home front
- Famous Australians on the home front

Once you have sorted them into their categories, paste the images and their matching descriptions onto the spaces provided on the Category Page. Use a new page for each category.

GROUPS (EVEN)
Arrange the images in a chronological sequence using the dates given in each of the descriptions.

Once you have sorted them into the timeline, paste the images and their matching descriptions onto an A3 piece of paper in order.
Here are some comments and statements about the impact of war on people on the home front, and especially women. Decide if you agree with them or not, and quote one key document that you have seen in this unit to support your answer in each case.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Supporting source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationing and shortages only affected poorer people</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People had to make do</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People had to change their behaviour in wartime</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wartime was a time of fear</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Wartime was a time of happiness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wartime was a time of anxiety</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was no discrimination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people of enemy origins were interned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American soldiers only mixed with pretty girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was tension in society over the Americans</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black Americans were accepted by Australians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decisions of the heart changed some women’s lives</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marriages were strengthened by absences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The war brought people closer together</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The war gave women new employment opportunities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The war gave women more confidence and responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Families were disrupted by the father’s/husband’s absence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farm women worked harder to replace the work previously done by men</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women took up jobs out of patriotism</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women took up jobs for the money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men accepted and respected women as equals in work situations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some people exploited others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>People shared and helped each other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being a housewife was a patriotic duty that helped the war effort</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOREIGN POLICY POST WW2 – IN A NUTSHELL

ANZUS

SEATO
Activity 1: Fighting conditions and personal challenges

Read the information provided below and consider the features of jungle warfare that impact on soldiers. Think about the terrain, the weather and psychological factors.


Imagine that you are a soldier in your third week of fighting, locked in battle in the mountains. It is night time and raining. You are in a small patrol. You hear gunfire. You are hungry and wet. The rain is relentless and there are shadows moving in the night that might or might not be the enemy.

Take the perspective of either a Japanese or an Australian soldier. In the following text box below, highlight the text that suggests something about the conditions in which the Australians and Japanese lived and fought in the jungle.

Fighting in the jungle resembles night fighting
The attacker, who is manoeuvring, often cannot find his way and becomes lost. His sub-units cannot see each other so cannot easily coordinate fire and movement. The defender, who is in his fighting pit, cannot direct his fire on targets hidden by thick foliage. His weapons, which in other circumstances can fire accurately for hundreds of metres, are much less useful when he can only see 20 metres. If the jungle is also mountainous with frequent mist and heavy rain, as it was on the Kokoda track, these problems are compounded as all movement is greatly slowed and visibility further restricted.

The Japanese, it is said, were trained jungle fighters. This is not so, rather their advantage was that their doctrine and training stressed the importance of night fighting while the Australians in 1942 did not train to fight at night. Both sides were strangers to the jungle but the Japanese, owing to their night fighting training, found their feet first.

A patrol is a small group who leave the main body to seek information on the enemy. If the fingers of a hand are spread wide then the finger tips represent patrols, while the palm is the main body of troops which waits behind to act on the information the patrols obtain. The peculiar aspect of patrolling the vast jungle covered and rugged mountains of the Owen Stanley Range was that these patrols rarely encountered one another. Most patrols returned with no contact nor any sign of the enemy. For all the efforts of 2/1 Pioneer Battalion in the last two weeks of September their patrols encountered the Japanese just twice. On one of these occasions they clashed with the deepest known southward penetration of a Japanese patrol, on the Goldie River, well in the Australian rear and only 35 kilometres from Port Moresby.

Write your notes in the table provided

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Notes on the Jungle Warfare Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrain and Environment</td>
<td></td>
</tr>
<tr>
<td>Weather Conditions</td>
<td></td>
</tr>
<tr>
<td>Equipment (including uniform and weapons)</td>
<td></td>
</tr>
<tr>
<td>Psychological Factors</td>
<td></td>
</tr>
<tr>
<td>Personal Health Factors</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Walking the Kokoda Track

➤ Your Task
Look at the photographs of the Kokoda Track on page 55. Make a list of at least 20 items you would need, and how many of each, for a ten day walk along the Kokoda Track.

Remember that you have to carry everything yourself, so keep it down to a bare minimum. The only things you don’t have to take with you are water and food. Water can be obtained from mountain streams and three basic meals a day will be provided by the tour company which will guide you along the Track.

After you have completed your list, compare it with a classmate. Did you have a similar list? What items did you not have on the list?

Look at the Kokoda Trekkers’ Equipment List on the CD ROM under Unit 5 Activity 2.

Now answer the worksheet questions on page 57–58.

➤ Hints
You will need the following: clothing, footwear, toiletries and camping equipment. There are many other things that you will need. Some of them will surprise you, so think carefully about what might be useful for a long walk in tropical mountains where there are no shops, hospitals or hotels.
1. Compare your own list to the Kokoda Trekkers' Equipment List. What did you take too many of and why do you think this list recommends taking less?

2. What was the most surprising item to find on this list and why did it surprise you?

3. Why is it so important to keep your feet and your walking boots dry?
4. Name as many items as you can that should be in the first aid kit?

5. What does the list tell you about the dangers of walking the Kokoda Track?

6. Did you have something on your list that is not on the Kokoda Trekkers' Equipment List, but you think you should take it on the trek? Explain why.
Source A is a photo of the atomic bomb blast over Nagasaki, Japan. Begin by describing what you see in the photograph.

- From what point of view do we see the atomic bomb blast?
  _______________________________________________________
  _______________________________________________________

- Where is the photographer situated? Why would he or she have wanted to take the photo from that location?
  _______________________________________________________
  _______________________________________________________

- Do you think the photograph glorifies or condemns the power of the bomb? What aspects of the image support your conclusion?
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________

- Do you think this image removes the emotional impact of the devastating effects of the bomb? How? Why would you want to remove the emotional impact of such a destructive device?
  (Compare and contrast with the picture at Source B – survivors and victims of the Hiroshima atomic bomb) _____________________________
  __________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________
  ___________________________________________________________________________
Key dates in the construction of the atomic bomb and the bombing of Nagasaki

1939
Albert Einstein writes to President Franklin Roosevelt concerning the use of uranium as a new source of energy leading to creation of new, extremely powerful bombs. He also notes that the German government had stopped the sale of all uranium from Czechoslovakian mines. In slow response, Roosevelt forms a special committee to consider the military implications of atomic research.

September 1 — War begins in Europe.

1941
December 6 — Roosevelt authorizes the Manhattan Engineering District for the purpose of creating an atomic bomb. This would later be called the “Manhattan Project.”

December 7 — The Japanese attack Pearl Harbor.

1942
June — J. Robert Oppenheimer is appointed director of the Manhattan Project.

December 2 — Enrico Fermi’s experiments lead to the first controlled nuclear chain reaction on a squash court beneath Stagg Field at the University of Chicago.

1943
Oppenheimer and the bomb development team are moved to a secret laboratory located at Los Alamos, New Mexico.

1945
July 16 — The first test of the “gadget,” a plutonium bomb, at Trinity Site, White Sands Missile Range, just north of Alamogordo, New Mexico.

August 6 — Hiroshima is bombed. At 9:04 on the morning of August 6, 1945, the Enola Gay dropped the 8,900-pound atomic weapon named “Little Boy” on Hiroshima, leveling almost 90% of the city.

August 9 — Nagasaki is bombed.

August 14 — Japan announces its surrender followed by a formal surrender in Tokyo Bay on September 2.

1949
The Soviet Union detonates its first atomic device, ending America’s nuclear monopoly.

Use this time line as a starting point to research the use of the atomic bomb on Japan during WW2.
Describe the events leading up to the bombing of Hiroshima and Nagasaki. What was happening in the war? What was happening in the U.S.? What was happening in Australia? ____________________

• If you were the president in 1945, would you have used the atomic bomb on Japan? ____________________

• What was the justification for using the bomb and killing so many people? ____________________

• What were the effects of the bomb in the cities of Nagasaki and Hiroshima in the days and years following its detonation? ____________________
15 facts about The Holocaust

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
Do you think that the actions taken in the classroom today were fair? Why / Why not?

What rights were taken away from those with brown eyes?

What special privileges were given to those with blue eyes?

Do you think that prejudice is normally based on evidence?

Why do you think prejudice happens?

If we can “create” prejudice this easily- can we “destroy” it just as easily?

What can we do about prejudice? What actions can we take as individuals, in our day-to-day lives?
World War Two Crossword

Across
1 Decisive US naval victory over the Japanese (6)
3 Hitler’s invasion of this country led to the outbreak of war (6)
5 Two of these were used to force a Japanese surrender (6,4)
7 Hitler’s ‘lightning war’ (10)
8 The allies defeated German forces in this N. African battle (2,7)
10 The German invasion of Russia was called Operation ________ (10)

Down
2 British soldiers had to be rescued from this beach (7)
3 The Japanese bombed this US naval base (5,6)
4 Name given to the first few months of the war when Britain saw no military action (6,3)
6 This battle was the first Russian victory over Germany (10)
9 Code name for the allied invasion of western Europe (1,3)

World War Two Events – anagrams
Unscramble the words to find a World War Two event

<table>
<thead>
<tr>
<th>Drink UK</th>
<th>Addy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baboon or a Star Praise</td>
<td>Flat brain to bite</td>
</tr>
<tr>
<td>Herbal or par</td>
<td>O Irish ham</td>
</tr>
<tr>
<td>Eat as raw</td>
<td>Red waster</td>
</tr>
</tbody>
</table>
# Mix and Match

Match the country in the left column with the statement in the right column which best describes it:

| 1. Germany | a. This country along with France declared war on Germany after Hitler invaded Poland. |
| 2. France | b. This country made a non-aggression pact with Germany. |
| 3. Britain | c. Hitler was appeased at the Munich Conference with a portion of this country called the Sudetenland. |
| 4. Austria | d. This country was blamed for World War I and forced to pay huge reparations to the victor countries. |
| 5. Czechoslovakia | e. This country is where Allied countries met to draft the Treaty of Versailles. |
| 6. Soviet Union | g. This country was unwillingly annexed by Germany. |
| 7. Rhineland | f. This region was to act as a buffer between Germany and France, as stated in the Treaty of Versailles. |
| 8. Poland | h. The invasion of this country sparked the beginning of World War II. |
World War II Word Search

What do you call a train made out of bubble gum? A Choo-Choo (chew-chew) Train!

At the bottom of the page is a list of words. These words are hidden in the puzzle. The words have been placed horizontally, vertically, or diagonally - frontwards or backwards. When you locate a word, draw a circle around it.

(Image courtesy of National Archives and Records Administration.)

World War II Crossword Puzzle

What is gray, has a trunk and weighs about 5 pounds? A mouse going on holiday.

Using the Across and Down clues, write the correct words in the numbered grid below.
(Image courtesy of National Archives and Records Administration.)

ACROSS
1. Japan surrendered to the Allies, August 14, 1945; formal surrender took place September 2, 1945, ending the war.
7. The date the Allies celebrated victory in Europe, May 8, 1945.
9. Italian fascist dictator
10. German Nazi dictator during World War II
11. The alliance of Britain, France and Russia
13. United States general who supervised the invasion of Normandy and the defeat of Nazi Germany; 34th President of the United States
14. Code name for the secret United States project set up in 1942 to develop atomic bombs for use in World War II
15. Communist dictator of Soviet Union
17. The alliance of Italy, Germany and Japan
18. The first day of the Allied invasion of Normandy
19. United States physicist who directed the project at Los Alamos that developed the first atomic bomb

DOWN
2. A nuclear weapon in which enormous energy is released by nuclear fission
3. A war in which Great Britain, France, the Soviet Union, the United States, China, and other allies defeated Germany, Italy, and Japan. (1939-1945)
4. German word meaning "lightning war"
5. Japanese prime minister and mastermind of Japanese military
6. Cultural icon representing the woman who worked in factories during World War II
8. Nickname for the American plane that dropped the Atomic bomb on Hiroshima, Japan.
12. Became 33rd President of the United States on Roosevelt’s death in 1945 and was elected President in 1948; authorized the use of atomic bombs against Japan
13. A ruler who is unconstrained by law
16. A German member of Adolf Hitler’s political party

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