

## ◆ Significant events...in the twentieth century

Use this Worksheet to help you with Activity B1 on page 3.

1 Human beings landed on the moon for the first time	11 Adolf Hitler, leader of Nazi Germany, killed himself in a bunker in Berlin
2 Six million Jews and others were killed by the Nazis in Germany	12 The first ever Tesco supermarket opened in Burnt Oak, Edgware
3 Britain and its allies defeated Germany and its allies in the Second World War	13 Chris Culpin (author of this book) was born
4 Black athlete Jesse Owens won a record four gold medals at the Berlin Olympic Games in 1936	14 Concorde flew from Britain to America in a record-beating 150 minutes
5 David Beckham was sent off for kicking an Argentinian opponent in the World Cup in 1998	15 Captain Scott became the first Briton to reach the South Pole. He died on the way back
6 American President John F Kennedy was assassinated by Lee Harvey Oswald	16 South Africa introduced apartheid, making black people second-class citizens
7 Roger Bannister ran the first ever sub-four-minute mile	17 Around nine million soldiers were killed in the Great War
8 Bill Gates founded a computer software company called Microsoft	18 Chris Wells – son of Jane and Paul Wells – took his first step at the age of 13 months
9 India became independent from Britain	19 Ernest Chain helped discover the first antibiotic – penicillin
10 The first atom bomb was dropped on Hiroshima killing 80,000 people	20 British women were allowed to vote in a General Election for the first time



## ◆ *My criteria for significance...and insignificance*

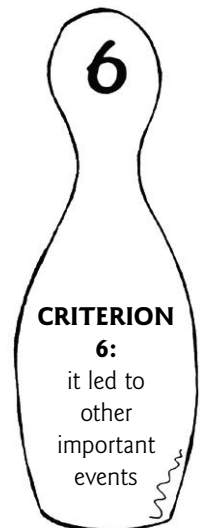
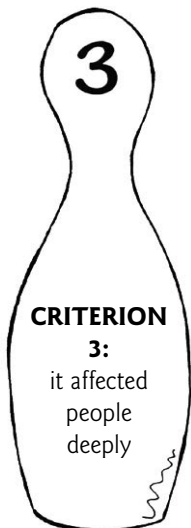
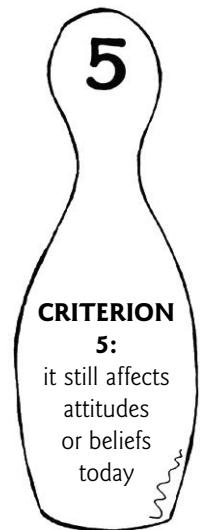
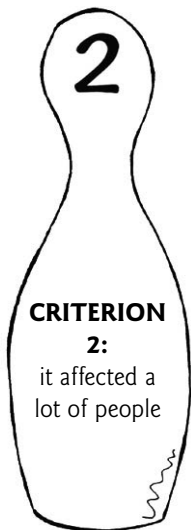
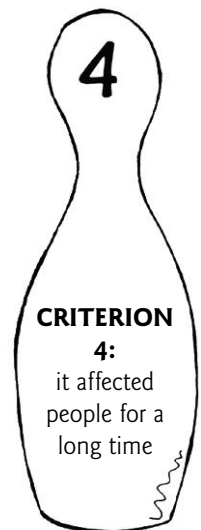
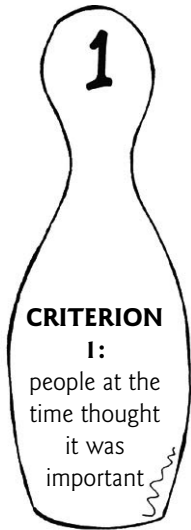
This is to help you with Activity B2 on page 3. Use it after you have done Activity A on page 2 and/or Activity B1 on page 3.

Look at the items you have placed at the ‘most significant’ and ‘least significant’ ends of your line. What *reasons* did you give for placing these events where you have? These are your **criteria**. Record your criteria in the chart below. You do not *have* to think of six reasons!

<i>MY MOST SIGNIFICANT</i>	<i>MY LEAST SIGNIFICANT</i>
<i>Criteria for significance</i>	<i>Criteria for insignificance</i>
Reason 1 _____ _____ _____	Reason 1 _____ _____ _____
Reason 2 _____ _____ _____	Reason 2 _____ _____ _____
Reason 3 _____ _____ _____	Reason 3 _____ _____ _____
Reason 4 _____ _____ _____	Reason 4 _____ _____ _____
Reason 5 _____ _____ _____	Reason 5 _____ _____ _____
Reason 6 _____ _____ _____	Reason 6 _____ _____ _____

## ◆ *Significance alley*

Use this Worksheet to help you with the Review Activities on pages 22–23, 62 and 87.



## ◆ Harry's world and my world

This Worksheet is to help you with Activity 1 on page 7.

### ACTIVITY

Compare your life with Harry's. You could use a chart like this (we have started the first row for you). For each row think about your own room; or your own family's daily life. For example: for trade, think about where your clothes, shoes, food, phone, games, electronic equipment, etc., are made.



Theme	Harry's world	My world
Travel	<i>Not much. International travel was by sea</i>	<i>A lot. International travel is by air</i>
Health		
Opportunity		
War		
Trade		
Information		

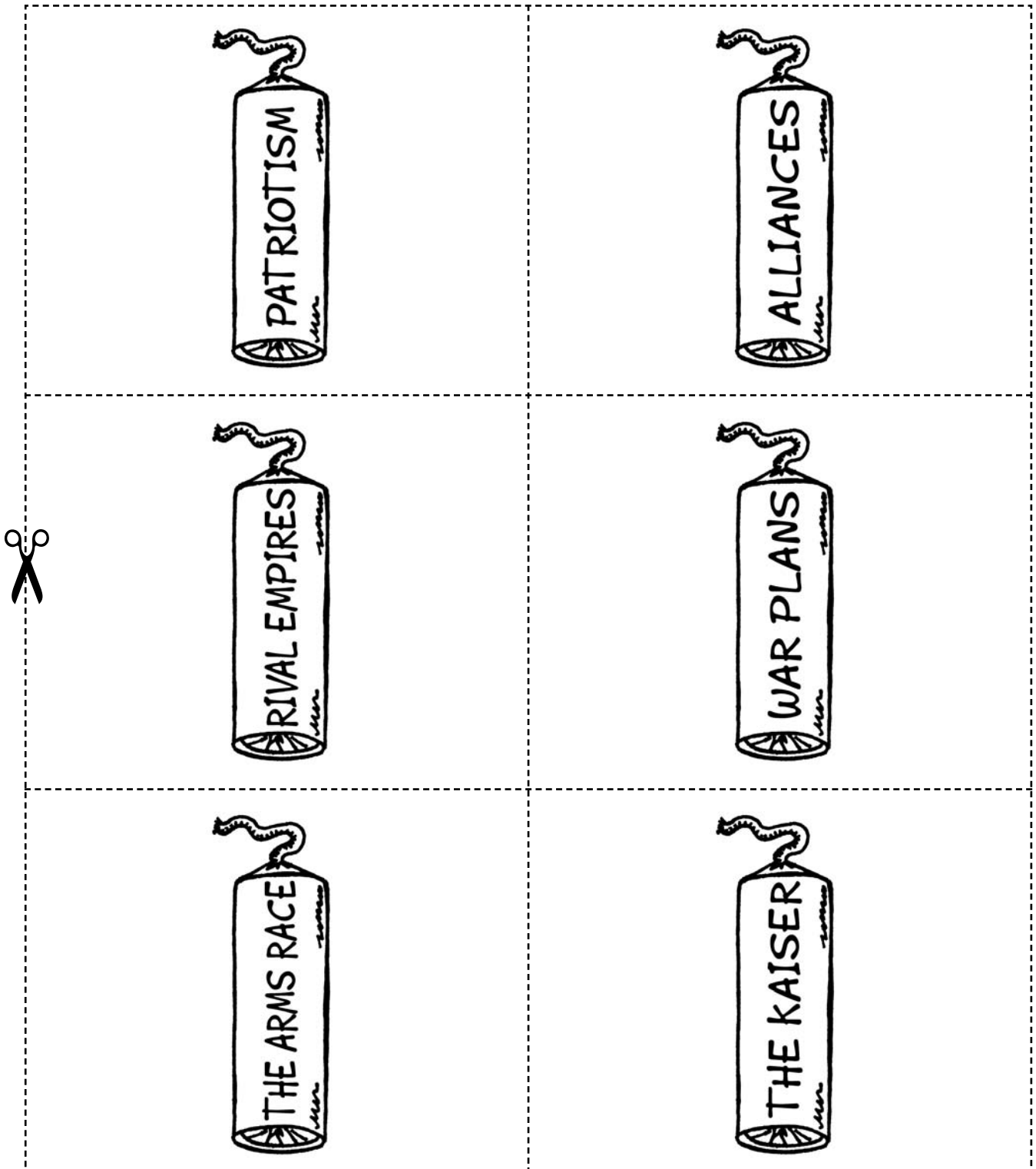
## ◆ Causes of the Great War

This Worksheet is to help you with Activity A1 on page 11.

### ACTIVITY

The reasons on page 10 are all connected. For example, countries made *alliances* because they were worried about the *arms race*.

Cut out these six sticks of dynamite. Put them on a large blank sheet of paper. Work with a partner to see how many connections you can make. Draw lines to show links. Write on each line what the link is.



## ◆ Why did the Great War happen?

Ever since 1914 people have argued about who was to blame for the First World War. Some say it was all Germany's fault. Some say all the nations of Europe were to blame. What do you think?

- 1 Make two columns on a large sheet of paper. Head one column: 'The war was all Germany's fault' and the other 'Everyone was to blame'.
- 2 Take the six **long-term factors** cards. Discuss in groups which column you think each card belongs in. This may not be easy. (Note: the aim is to discuss all the views of every member of the group, NOT to finish this exercise first).
- 3 Take the six **summer 1914 days** cards. Discuss the right column to place each of these.

### Long-term factors:

Patriotism	Rival Empires	The Arms Race
Alliances	War Plans	The Kaiser

### Summer 1914 days:

<b>28th June:</b> Archduke murdered	<b>5th July:</b> Germany promises to support Austria–Hungary if it attacks Serbia	<b>23rd July:</b> Austria-Hungary blames Serbia for the murder
<b>28th July:</b> Austria–Hungary declares war on Serbia	<b>29th July:</b> Russia prepares its army for war to help Serbia	<b>1st August:</b> Germany declares war on Russia <b>2nd August:</b> France prepares its army for war <b>3rd August:</b> Germany declares war on France and invades Belgium <b>4th August:</b> Britain declares war on Germany

## Essay Plan: Why did the Great War happen?

*Introduction* Ever since 1914 people have argued about who was to blame for starting the Great War. I am going to show that a study of Europe in the years leading up to 1914 shows that .....  
.....  
was to blame.

*Paragraph 1* Some say that the system of alliances between two blocks of nations in Europe was to blame. The alliances were between ..... and ..... on one side and ....., .....  
and .....on the other. This did make the situation in Europe worse because  
.....  
.....  
But some of the alliances went back to 1872 and the most recent was 1907. So there must have been other factors.

*Paragraph 2* Other long-term factors present for several years before 1914 were .....  
.....  
.....  
.....  
These factors suggest that blame for the war lies.....

I say this because.....  
.....  
.....

*Paragraph 3* Events in the summer of 1914 show that blame lies.....  
.....  
I say this because.....  
.....  
.....

*Conclusion* I therefore place (most of) the blame for the Great War on.....  
.....  
I say this because.....  
.....  
.....



## ◆ *How different was the Great War?*

This Worksheet is to help you with the Activity on page 15.

### **ACTIVITY**

Think back to earlier battles which you have studied in your history course, for example the Battle of Hastings. Fill out the chart below to compare it with the Great War.

	<b>A battle from history</b>	<b>The Great War</b>
Weapons		
Tactics		
Casualties		

◆ **DORA**

Total war also meant that the government needed to control people's everyday lives. Laws that would have been unthinkable before the war were passed easily in the interests of the war effort. The fifteen cards below shows fifteen laws introduced by the government under the Defence of the Realm Act (DORA for short).

**ACTIVITY**

Work in groups.

- 1 For each of measures 1–15 suggest a reason why the government brought in this rule.
- 2 Put the regulations in rank order:
  - a) according to which would affect the largest number of people
  - b) according to which would affect them most deeply.
- 3 Some of these changes became permanent. They were never lifted. They still apply today. Which do you think these are?

1 You could not talk about navy or army matters in public	9 You could not buy binoculars
2 Beer was made weaker (less alcoholic)	10 You could not trespass on allotments
3 You could not spread rumours	11 Pub licensing hours were introduced. Pubs could only serve alcohol for a few hours each day
4 You could not trespass on railway bridges or tracks	12 You could not feed bread to dogs, chickens or horses
5 You could not fly a kite	13 You could not use invisible ink when writing to someone abroad
6 The government censored (controlled) what newspapers were allowed to publish	14 Customers in pubs were not allowed to buy rounds of drinks for other people
7 You could not light bonfires or fireworks	15 You could not ring church bells
8 British Summer Time was introduced. Clocks went forward in summer to allow more work to be done in factories by daylight	



## ◆ Demands on industry in wartime

### ACTIVITY

One of the types of evidence historians use is statistics. Below are some examples of statistical evidence about the Great War. For each source think about:

- 1 Which industries would be affected?
- 2 How might they be affected?

Highlight and make notes around each source to indicate which industries would be affected and how. We have done an example for you.

- ① forestry  
 ② more tree fellers needed

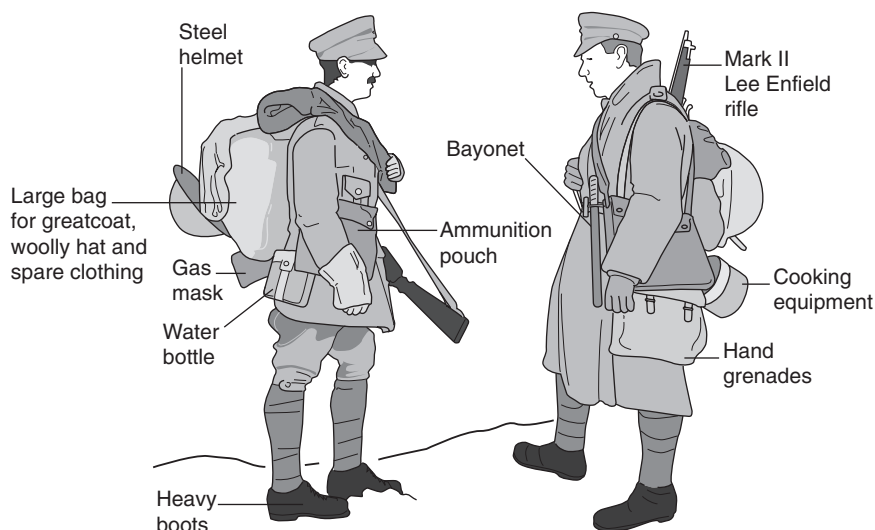
**SOURCE 1** Building the trenches. Each mile of British-held trench used:

- ◆ 900 miles of barbed wire
- ◆ 1 million cubic feet of timber
- ◆ 6 million sandbags
- ◆ 360,000 square feet of corrugated iron

**SOURCE 2** Supplies and transport for the British army, 1914 and 1918.

	No. of men	Lorries	Cars	Motorbikes	Field guns	Aircraft
1914	120,000	334	133	166	300	63
1918	2,500,000	31,770	7,964	14,464	6,437	1,782

**SOURCE 3** The kit each of the 2.5 million British soldiers carried with him into the trenches in 1915. (Soldiers also carried a haversack with rations, paybook, toothbrush, soap and towel, food tin, fork and spoon. They also wore their identity tag at all times.)



## ◆ Was the Great War significant?

This is to help you with Stages 1 and 2 of Review Activity A on page 22. You will also need Worksheet 3.

- 1 Cut out the statements below.
- 2 On Worksheet 3 put each statement near the skittle it fits with.
- 3 Each of these statements needs evidence to support it. Look back through pages 6–21 to find the evidence you need and write it with each statement.

Lots of countries were involved in the war – in fact all the most powerful countries in the world took part.

**Evidence...**

More people were killed and wounded than in any previous war.

**Evidence...**

The war caused immense physical damage and suffering.

**Evidence...**

It was the first total war. It affected all of society, both soldiers and civilians.

**Evidence...**

There was fighting in ten different countries.

**Evidence...**

Conscription (being forced to fight for your country) was introduced on a grand scale for the first time.

**Evidence...**

The government controlled everyday life more than ever before.

**Evidence...**

Civilians were bombed and shelled for the first time in a war.

**Evidence...**



## ◆ Was the Great War significant: long term?

This is to help you with Stage 3 of Review Activity A on pages 22–23.

- 1 Here are some statements describing longer-term results of the Great War. Cut out the cards.
- 2 Rank these statements in order from most significant to least significant. Remember this is just what *you think*. There are no wrong answers at this stage.
- 3 Take your three most significant statements. Which skittles do you think they affect?

<p>It <b>changed attitudes</b> to war. Afterwards, many leaders felt they would do anything to avoid another war like this one.</p>	<p><b>Memorials</b> to the dead were built in every town and village. Most are still there today.</p>
<p>It created <b>new weapons</b> (such as the tank) and led to <b>improved technology</b>, for example better aeroplanes.</p>	<p>It caused <b>political chaos</b> in many European countries. In Germany and Russia there were revolutions. Russia got the first ever communist government.</p>
<p>It led to the setting up of the first international peace-keeping organisation – <b>the League of Nations</b> – to settle disputes between countries peacefully.</p>	<p>It produced <b>powerful literature</b> and <b>art</b> such as the war poetry of Wilfred Owen and the paintings of Paul Nash, which are now seen as some of the best of the twentieth century.</p>
<p>It brought changes in the rights and status of <b>women</b>.</p>	<p>Every year, on 11 November, the day the Great War ended, we <b>commemorate those who died</b> by wearing poppies, laying wreaths and observing two minutes' silence.</p>



## ◆ Analysing cartoons

This is to help you with the Activity on page 25, which asks you to analyse Sources 3 and 4, but it could be used to analyse any cartoon. These are the things you should be looking for. Start by drawing lines to the details you notice in the cartoon as we have done for 'The Main Focus'. On the next page is a sheet you can use to record your findings.

**VISUAL DETAILS:**

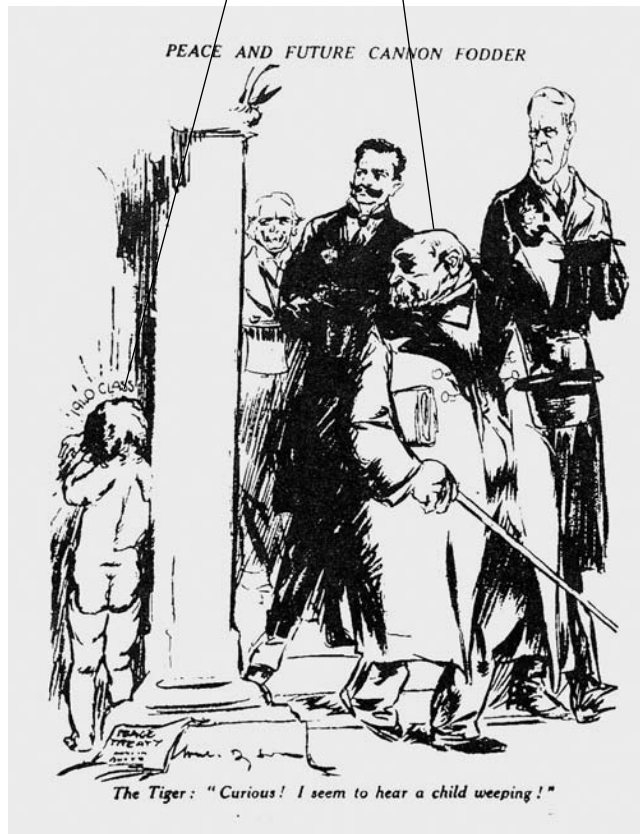
Look all around the cartoon. It has lots of details apart from the main picture. What details can you find? Make a list.

**THE MAIN FOCUS**

**WORDS:**  
What writing is there in the cartoon? Include names, dates, labels, caption, spoken words.

**ORIGIN:**

Where does this cartoon come from? Date? Country? Where was it first published?



**CONTEXT:**

What do you know about the situation portrayed here? How does this context help you understand what is going on?

A British cartoon from 1920 commenting on the Treaty of Versailles.

**PURPOSE:**

What does the artist seem to think about these events? What is the cartoon trying to make you think or feel?

Main Focus	Visual Details
Words	Origin
Context	Purpose

## ◆ *Hitler's rise to power*

This helps you with the Activity on page 27.

- 1 Make three headings on a blank sheet of paper:  
The Treaty of Versailles; German territory; German people, especially Jews.
- 2 Place each of the cards below in the correct column.
- 3 Add a sentence to each card showing how each policy would help Hitler win votes from the German people.

Old age pensions should be increased.	The Treaty of Versailles must be abolished.
Germany must take over new territory in Eastern Europe.	The state should take over important industries.
The state should pay for the education of gifted children.	Non-Germans should not be allowed to be newspaper editors.
Unemployed people should be recruited as soldiers for the army or employed to build motorways.	We must challenge terror or violence with our own terror or violence.
Jews should be removed from all positions of leadership in Germany.	Germany needs a strong and powerful leader who is able to make it strong again.
Communism is dangerous and wrong. It must be destroyed.	Germany must be allowed to rearm.



## ◆ 1936: What would you do?

This helps you prepare for the role play (Stage 1 of the Activity) on page 28.

- 1 Take a sheet of paper. Draw three columns, headed:  
 'Send troops to force Hitler to withdraw from the Rhineland'  
 'Make a deal with Hitler'  
 'Do nothing'.
- 2 Cut out the following statements.
- 3 Put each statement under the option it supports.

<p>Hitler must be stopped now. He must be taught a lesson. If we let him get away with this who knows what he will do next!</p>	<p>There are only two other countries prepared to help get Germany out of the Rhineland: France – but they are in the middle of a depression and weakened by disagreement among their leaders; and the USSR – but that is a communist country and Britain is anti-communist.</p>	<p>Events in Europe are nothing to do with us – we aren't affected by them. We should stay out of things like the Americans do.</p>
<p>We need to give a little. Germany was dealt with too harshly under the Treaty of Versailles.</p>	<p>The USSR is a worse menace than Hitler because it is communist. A strong Germany is not such a bad idea. Hitler is very anti-communist.</p>	<p>Britain has a strong navy but only a weak army. Hitler's troops can only be driven out of the Rhineland by a large army.</p>
<p>Hitler is still weak. His rearmament programme is at an early stage. In one or two years' time he will have a powerful, modern, well-equipped army, navy and air force and he'll be much harder to deal with.</p>	<p>War is terrible – the Great War showed that. We must do anything to prevent going to war.</p>	<p>Germany needs an army to defend itself. Hitler should be allowed to build up his forces to the same level as other nations. That is fair.</p>

◆ **Rotherhithe news**

Here is a blank front page of a newspaper to help you with Activity A on page 33.

# The Rotherhithe News

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## ◆ **Did evacuation change people's lives?**

This book is about how ordinary people were changed by twentieth-century history. But history is made up of thousands of personal stories. You have heard Michael Caine's story and here are some more. Use the table below to judge whether you think each person's life was changed for the better, worse or somewhere in between.

Person	This person's life changed in these ways...
Michael Caine (pages 32–33)	He saw places and people he had never seen before. He had a healthy life, with fresh air and good food.  Better <input type="checkbox"/> Worse <input type="checkbox"/>
Ivy Moore	    Better <input type="checkbox"/> Worse <input type="checkbox"/>
Mary Baxter	    Better <input type="checkbox"/> Worse <input type="checkbox"/>
Don McCullin's sister	    Better <input type="checkbox"/> Worse <input type="checkbox"/>
Don McCullin	    Better <input type="checkbox"/> Worse <input type="checkbox"/>

**SOURCE A** Ivy Moore was evacuated to Dorset with her five-year-old son. She was aged 26.

*'I was living in Lambeth and became part of the 1st September evacuation. It was so entirely different to see rolling green hills, cows and sheep, instead of the grim bricks and mortar that were Lambeth. They were very kind and loving towards us. My son went to a good school there and I thought it was like paradise. It has given us an enduring love of the countryside.'*

## WORKSHEET 17 (continued)

**SOURCE B** Mary Baxter was evacuated from a comfortable outer London suburb to north Devon.

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*'I was sent off with a school party with the usual label and gas mask and so on...when I arrived the culture shock was extreme. I was placed in a workman's cottage, with a filthy outside loo. I woke the first morning to the screams of a pig. I looked out of my window and saw several people beating the animal with sticks and there was a horny-handed yokel cutting the pig's throat. The foster mum thought she was on to a good thing with me. We were expected to shop and wash up and look after a whining three year old. The locals thought of us as devilish, streetwise kids from London which was the centre of all evil. Physically it was the most beautiful place and it probably gave me a taste for rural beauty. I used to spend a lot of my time walking and I remember how desolate I felt. I went back in six months to the serious bombing and infinitely preferred it to North Devon.'*

**SOURCE C** Don McCullin is a world-famous war photographer whose pictures you will see later in this book. In a radio interview he talked about being evacuated with his sister.

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*'One of my first memories is of war. I remember walking through the arches of Paddington station with my gas mask around me and my little sister. I was four and a half at the time and she was three. The extraordinary thing is that she never came back. My mother virtually gave her away. She was housed with quite comfortable people, not wealthy, but comfortable. I was sent down to the council houses in the village.*

*Afterwards, my sister used to come back for two weeks every year. She was growing more posh every year. She was being groomed by these people. They wound up sending her to a girls' public school. So this girl who was being nourished in all the fine things of life and all the opportunities used to come, religiously, every year, and stay with us in this dungeon of a basement in Finsbury Park where my mother and father and I lived.*

*Then I was sent to Lancashire. They were chicken farmers and I got one egg a week, on Sundays. Their main interest was in keeping me out of the house as much as possible. I slept on the floor in a room with no lino or furniture, just some old chicken incubators. It was a room that was never used and because it was spare these people were forced to take in evacuee children they did not want.*

*Finally, I wrote to my mother to say I was not being treated well. She sent me the fare home. The night before I left, the chicken farmer dragged out a dustbin, emptied the chicken meal from it and filled it with hot water. I got in my first bath for seventeen weeks.'*

(From his autobiography *Unreasonable Behaviour*, Vintage, 1992)

## ◆ **Was the Blitz Spirit just made up by the government?**

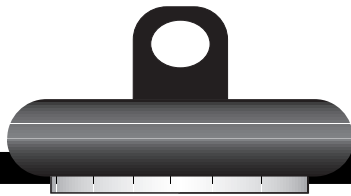
This Worksheet will help you with Activity C on page 39.

	<b>What the evidence in this source suggests about the 'Blitz Spirit'</b>
<b>Source 9</b>	The evidence here suggests that the Blitz Spirit did not really exist. The Mass Observation report, coming from ordinary people, describes panic, fighting, sickness and cowardliness.
<b>Source 10</b>	
<b>Source 11</b>	
<b>Source 12</b>	
<b>Source 13</b>	
<b>Source 14</b>	
<b>Source 15</b>	
<b>Source 16</b>	

My own conclusion is...

## ◆ Oral history and the Second World War

Use this Worksheet to help you with the Oral History Research Task on page 41.

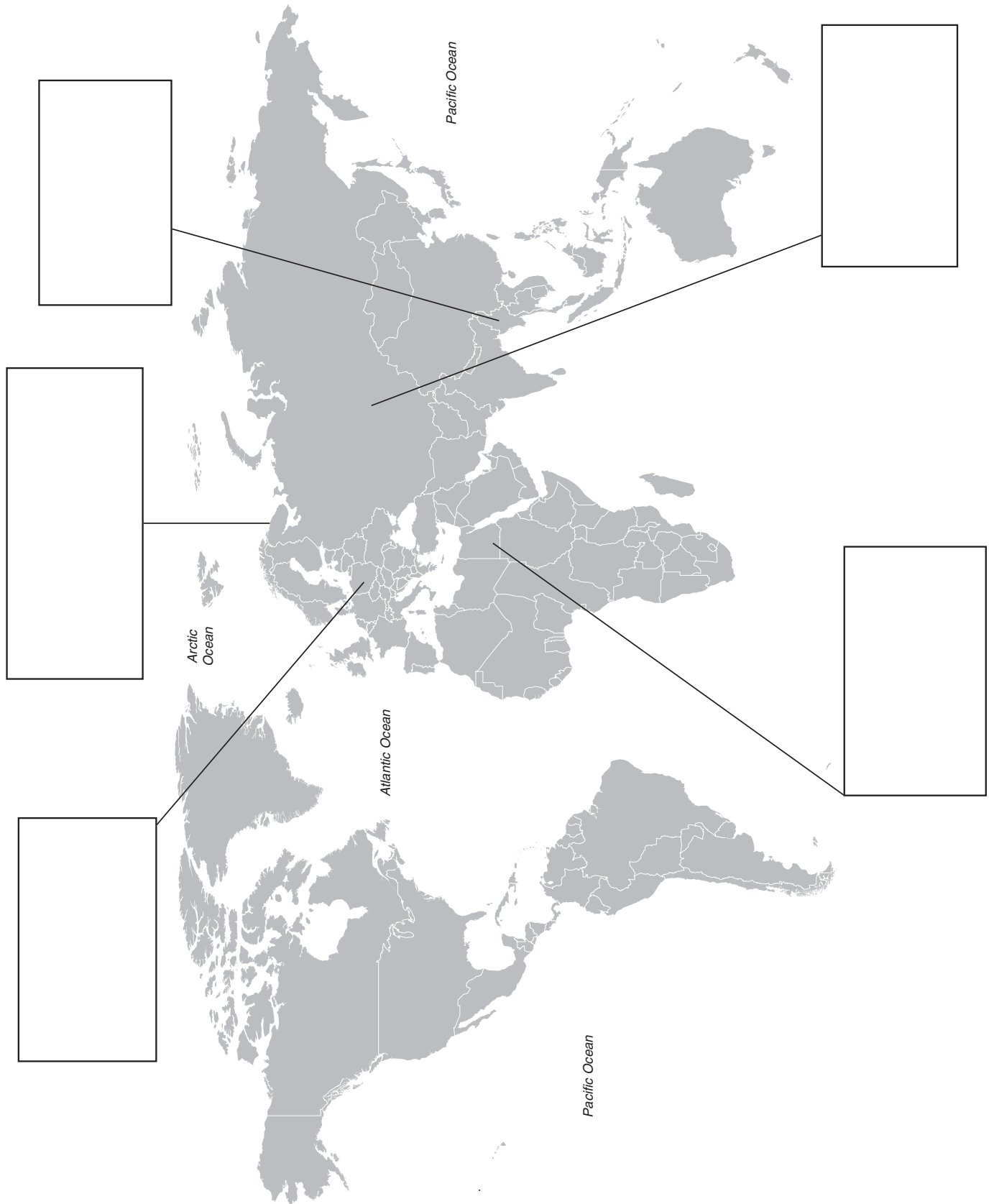


### *Top tips for a good interview*

- 1 Remember: it takes time and tact to do an interview well.*
- 2 Prepare your questions before you meet up.*
- 3 Start with simple questions to get the interviewee thinking about their experiences.*
- 4 Questions should be as open as possible. You are trying to get them talking, not find out the answers to specific questions. For example, it is better to ask 'What do you remember about the Blitz?' than 'Where were you during the Blitz?'*
- 5 Start the interview by explaining why you are doing this research. For example, 'I'm studying the Second World War at school and I'm trying to find out what it was like for those people who lived through it. Would you mind answering a few questions?'*
- 6 Don't worry if it takes a while to get them going.*
- 7 Don't worry if they end up talking about something you didn't expect.*
- 8 Even though you have prepared questions, don't worry if you don't get through them all: they are there as props, not a questionnaire.*
- 9 When you feel your interviewee is comfortable with their stories and their memories, put your big question about the 'best years of their lives'. You could present this as a thing that is puzzling you: 'One thing I find hard to understand is...'*
- 10 It would be even more interesting to compare two people and see if they give the same kind of answers.*

# ◆ *The world in the Second World War*

Use this Worksheet to help you with the Activity on page 44.



## ◆ **Second World War Turning Points**

A TURNING POINT is an event that changes the way history is going. To decide whether an event was a turning point, you need to think about what was happening before and after it. There is room on this sheet for three turning points.

**1** I think \_\_\_\_\_ was a turning point in the war.

Before this, the war \_\_\_\_\_

\_\_\_\_\_

After this, the war \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2** I think \_\_\_\_\_ was a turning point in the war.

Before this, the war \_\_\_\_\_

\_\_\_\_\_

After this, the war \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3** I think \_\_\_\_\_ was a turning point in the war.

Before this, the war \_\_\_\_\_

\_\_\_\_\_

After this, the war \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ◆ Why did the Japanese bomb Pearl Harbor?

This Worksheet will help you with Activity on page 47.

Cut out these fourteen items. Use the suggestions for sorting them given in the Activity.

1 We have a large and growing population crammed onto the four main islands which make up Japan.

2 Much of Japan is rocky and infertile. We need more land!

3 We don't have good supplies of essential raw materials. We have no oil, no rubber.

4 Other nations have built up empires. The French, the British, the Dutch and the USA all have colonies around the Pacific. Why shouldn't we have an empire too?

5 War is a great and honourable tradition for us. Our army manual states: 'Bear in mind that to be captured is a disgrace to the Army and the Emperor. Also your parents and family will never be able to hold up their heads again. Always save the last bullet for yourself.'

6 The 1930s Depression made our economic problems much worse.

7 In 1931 we successfully invaded and seized Manchuria. Some nations protested, but no one stopped us!

8 In 1936 we made an alliance with Hitler's Germany.

9 Since 1937 we have been at war with China. We have captured many towns and cities in that huge and disorganised country.

10 In 1940 we military leaders took over the government of our country, putting an end to democracy, and enabling us to plan for war in secret.

11 In 1940 France and the Netherlands were defeated by our allies, Germany. They are unable to protect their colonies. Britain is fighting for her life and cannot protect hers.

12 In July 1941 we successfully seized French Indo-China. No one could stop us. Only the USA stands in the way of our building up a huge empire.

13 The USA has stopped selling oil to us. We used to get 80 per cent of our oil from the USA. We need oil to continue our war with China and to build our empire. Are we going to bow down to these white men and look foolish?

14 If we strike now, while everyone else has their eyes fixed on the war in Europe, we could cripple the US Pacific Fleet in a surprise attack. If they don't have ships they can't fight a war with us in the Pacific. If this wins us a two-year start, we shall then be too strong for even the USA to dislodge us!



## ◆ *Was Truman right?*

This table helps you prepare for the debate set up in the Activity on page 49.

Use the table to collect evidence to support a 'yes' and 'no' answer for each question.

Questions	Yes	No
<b>1</b> Were the <b>casualties</b> justified?		
<b>2</b> Was it necessary to drop the bomb? Were there <b>alternatives</b> ?		
<b>3</b> Were Truman's <b>motives</b> acceptable?		

## ◆ Write a speech: Was Truman right to drop the bomb?

This Worksheet will help you write your speech for the debate in the Activity on page 50.

### Step 1 Decide your view

- Review the grid you filled in from page 50, or as Worksheet 23.
- For each of the three questions, on balance are you 'yes' or 'no'?
- Choose one piece of evidence to support your view, 'yes' or 'no'.

### Step 2 Check out the opposition

*Suppose someone takes the opposite side to you.*

- What is the opposition's strongest argument?
- What evidence will they use?
- What will you say to counter their points?
- What evidence will you set against their arguments?

### Step 3 Draft your speech

*Remember a good speech is like a double burger:*

- an opening statement (the top bun);
- your evidence (first burger);
- what the opposition might say and why they are wrong (middle bun);
- evidence to counter their argument (second burger);
- finale or conclusion (bottom bun).

### Step 4 Practise your speech

*You could record it or get a friend to listen.*

### Step 5 Review how it went

- What did you do well?
- How could you improve your performance?

## ◆ *The Enola Gay*

This is the *Enola Gay* – the plane that dropped the atom bomb on Hiroshima. It is now on display (without its wings) at the US Military Aeronautical Museum. What would you write on this information board for visitors to explain the historic significance of this aircraft? Use the significance words and facts to help you.



### THE ENOLA GAY

Significance words to help you:

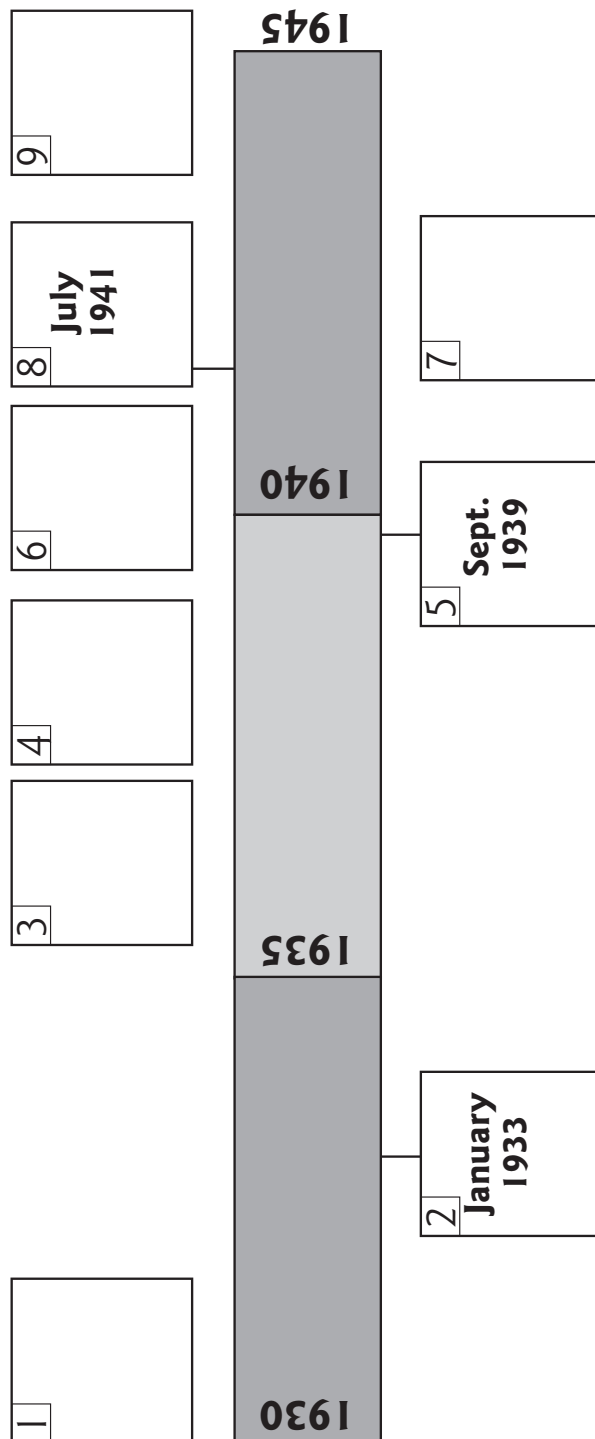
First	Devastating
Only	From then on...
Historic	Changed
Momentous	Ordinary
Memorable	Unknown

Some facts to help you:

- ◆ The plane took off from Tinian Island in the Marianas at 2:45am on 6 August
- ◆ At 9:15am the first atom bomb, code-named Little Boy, was dropped on Hiroshima
- ◆ Colonel Paul Tibbets was in command of the plane

## ◆ *The Holocaust – a chronology*

This timeline helps you with the chronology Activity which starts on page 52 and continues through the enquiry.



## ◆ *The Holocaust – who was to blame?*

Although Hitler must be at the centre of any explanation of blame for the Holocaust, the circle goes much wider. Here are some other ‘culprits’ to consider. They are all important, but which is *most* important?

Write notes by each box to explain your decision.

You could rank them in order of who was most to blame. Draw lines to show how the culprits are connected.

### ORDINARY PEOPLE

The orders for the Holocaust came from senior Nazis. However, these orders were carried out down the chain of command by ordinary people: guards ran the camps, clerks recorded names, engine drivers drove the trains to the camps, bricklayers built the gas chambers, chemical workers made the poison gas. And by no means all these people were Germans. Camp guards included Poles, Lithuanians, Russians, Ukrainians and others. Police in occupied countries rounded up Jews on German orders without complaint: French, Italian, Russian, Romanian, Greek and others, even British police in the occupied Channel Islands.

### ANTI-SEMITISM THROUGH HISTORY

Anti-Semitism dates back many centuries. In the nineteenth century it changed from a religious to a non-religious racism, but was still present in many countries.

### HITLER HIMSELF

Hitler was a strong charismatic leader with total power. He was strongly anti-Semitic – he passed laws against Jews and attempted to brainwash the German people against them.

### HITLER'S OPPONENTS

Perhaps other countries could have done more to prevent the Holocaust; perhaps the German people should have protested more; perhaps Jews should have resisted more.

### GERMAN INDUSTRY

Twentieth-century industrial methods gave the Nazis the ability to mechanise death. The railway network and the construction and chemical industries put the Holocaust into effect in a way that would have been impossible in previous centuries.

### THE WAR

Although Hitler and the Nazis were attacking Jews in Germany well before the Second World War, it was the war which brought many millions more Jews under Nazi rule. The war also made death and killing more common and forced many people to get used to taking orders.

## ◆ Trace the consequences of the Second World War

This Worksheet is to help you with the Activity on page 58.

Match up each event with its explanation.

Events
<b>1948</b> Indians celebrate independence from Britain
<b>1992</b> A UN peace-keeping mission in the former Yugoslavia
<b>1948</b> The foundation of Israel
<b>1945</b> Hiroshima: after the bomb
<b>1957</b> The Treaty of Rome: the founding of the European Economic Community
<b>1960</b> Soviet and US tanks face each other over the Berlin Wall

Explanations
<b>1</b> The war had weakened and bankrupted the European powers. They could not spend money holding on to their colonies in Africa and Asia.
<b>2</b> After the devastation of two world wars the people and leaders of countries in western Europe believed that the way forward for Europe was to cooperate with each other, not fight each other.
<b>3</b> People realised that the world needed a stronger organisation than the League of Nations to settle disputes between countries if more awful wars were to be prevented.
<b>4</b> The suffering of the Jewish people in the Holocaust made many other countries sympathetic to the idea of establishing the state of Israel as a Jewish homeland in Palestine.
<b>5</b> Two countries emerged more powerful than the rest from the Second World War: the USSR and the USA. They fought together as allies against Hitler, but once Hitler was beaten they did not agree about anything. They were soon in conflict with each other.
<b>6</b> The huge destructive power of nuclear weapons made the world feel much less safe.

I think the most important consequence of the Second World War was \_\_\_\_\_

\_\_\_\_\_

I think this because \_\_\_\_\_

\_\_\_\_\_

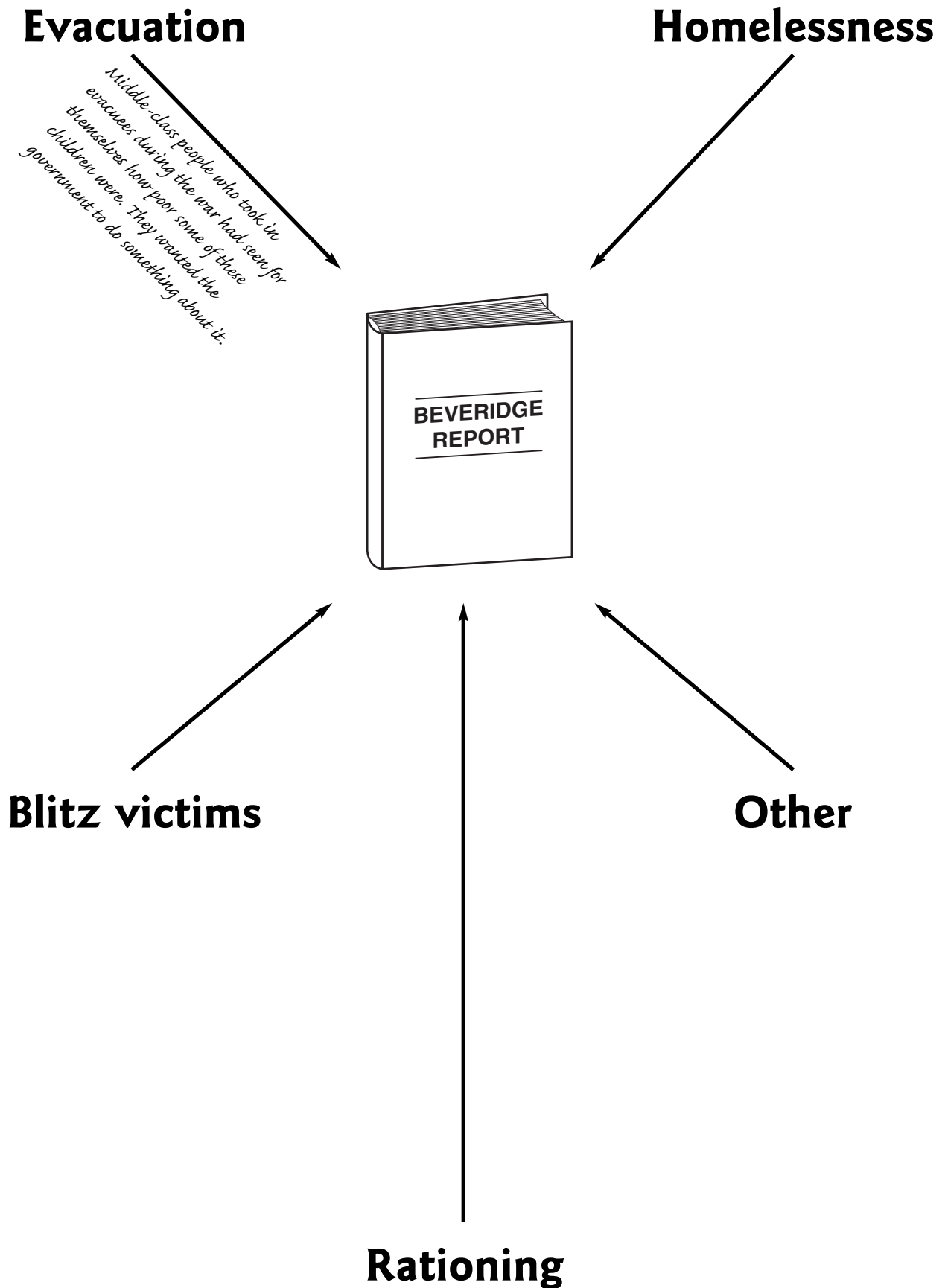
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ◆ Why did William Beveridge take on the Five Giants?

Write on each arrow the explanation which links the war to the Beveridge Report and its huge popularity. One example has been done for you.



## ◆ Why did Conrad Schumann jump?

This Worksheet helps you with Activity 1 on page 64. Cut out and group the cards together to create an explanation of why Conrad Schumann jumped the wire on 15 August 1961 (see photo on page 64).

At school Conrad's teacher said he was very good at English. Conrad was also a keen athlete and especially good at the long jump.	In 1961 the East German government decided to build a wall across Berlin.
Standards of living in East Berlin were lower than in West Berlin. In the 1950s lots of East Germans escaped to West Germany in search of a better life.	Conrad's parents hoped that he would stay at home and help with the sheep farming.
On 13 August 1961 trucks arrived with lots of barbed wire. Workmen rolled the barbed wire across the streets to mark the border.	Conrad became a sergeant and was made a guard on the Berlin border. His job was to stop people escaping, and to chase and shoot them if they tried. The East German government did not put young men from Berlin on guard at the border because too many escaped: they preferred to use young men from the countryside, with no local links, like Conrad.
It was warm and sunny on 15 August 1961. Conrad was feeling very hot. That morning he had an argument with a friend.	Conrad went back to East Germany to visit his family, but they disowned him. They thought he was a traitor.
Conrad began to drink too much. He felt unhappy and confused.	Conrad's first army posting was on the Polish border.
Conrad's parents were poor farmers in the communist German Democratic Republic. They had a flock of sheep.	In West Berlin Conrad was treated like a hero. He was on the front page of newspapers all around the world.
While his commander was looking the other way Conrad jumped the fence.	In 1961 Conrad was posted to East Berlin, the capital of the German Democratic Republic.
Conrad committed suicide in 1998 (aged 56).	East Berlin was ruled by communist East Germany. West Berlin was ruled by capitalist West Germany.
When Conrad was 18 he was conscripted (like all young East German men) into the army.	Conrad Schumann was unhappy living in East Berlin. He thought he would have a better life in West Berlin.
Once the fuss died down Conrad found it hard to get a job. He could not afford a flat. He was one of the poor people in West Berlin, not one of the rich. Eventually he got a job making cars on the Audi assembly line in Bavaria.	



◆ **Capitalist or communist?**

This Worksheet will help you with the Activity on page 67.  
Sort these cards into capitalist or communist.

There are at least two different political parties to choose between.	A dictatorship: the leaders can do what they want.
There is only one political party.	Individuals own businesses and make profit for themselves.
Business is more efficient.	A democracy: ordinary people choose the government.
The government owns all business. It runs them for the benefit of all.	Business is less efficient.
Some people are very rich, some are very poor.	There is more equality. The state provides housing, education and health care for all.
People can criticise the government.	People can travel anywhere they like.
The government controls all press, TV and radio.	People cannot travel freely.



## ◆ The Iron Curtain

In 1946 Winston Churchill made an important speech in the USA. He said:

*'A shadow has fallen upon the scenes so lately lighted by the Allied victory ... An **iron curtain** has descended across the continent. Behind that line lie all the capitals of the ancient states of central and eastern Europe. The Communist parties, which are very small ... have been raised to power far beyond their numbers and are seeking everywhere to obtain democratic control ... This is not the liberated Europe we fought to build up. Nor is it one which contains the essentials for permanent peace.'*

The IRON CURTAIN remained in place for the next 45 years.

### Where was it?



**What was it?** It was a line of watchtowers and barbed wire fences. Travel across the 'Iron Curtain' was almost impossible.

### Why did it matter?

Read Churchill's 'Iron Curtain' speech.

1 Why is he disappointed by what has happened? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 Why is he worried for the people on the Communist side of the line?

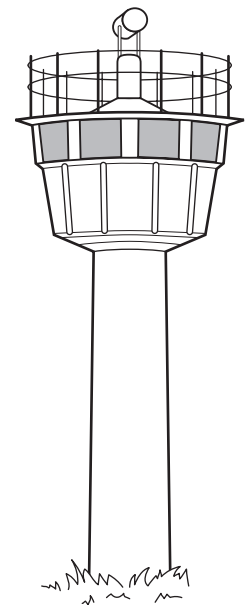
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3 Why is he worried about the future? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## ◆ **Cold War**

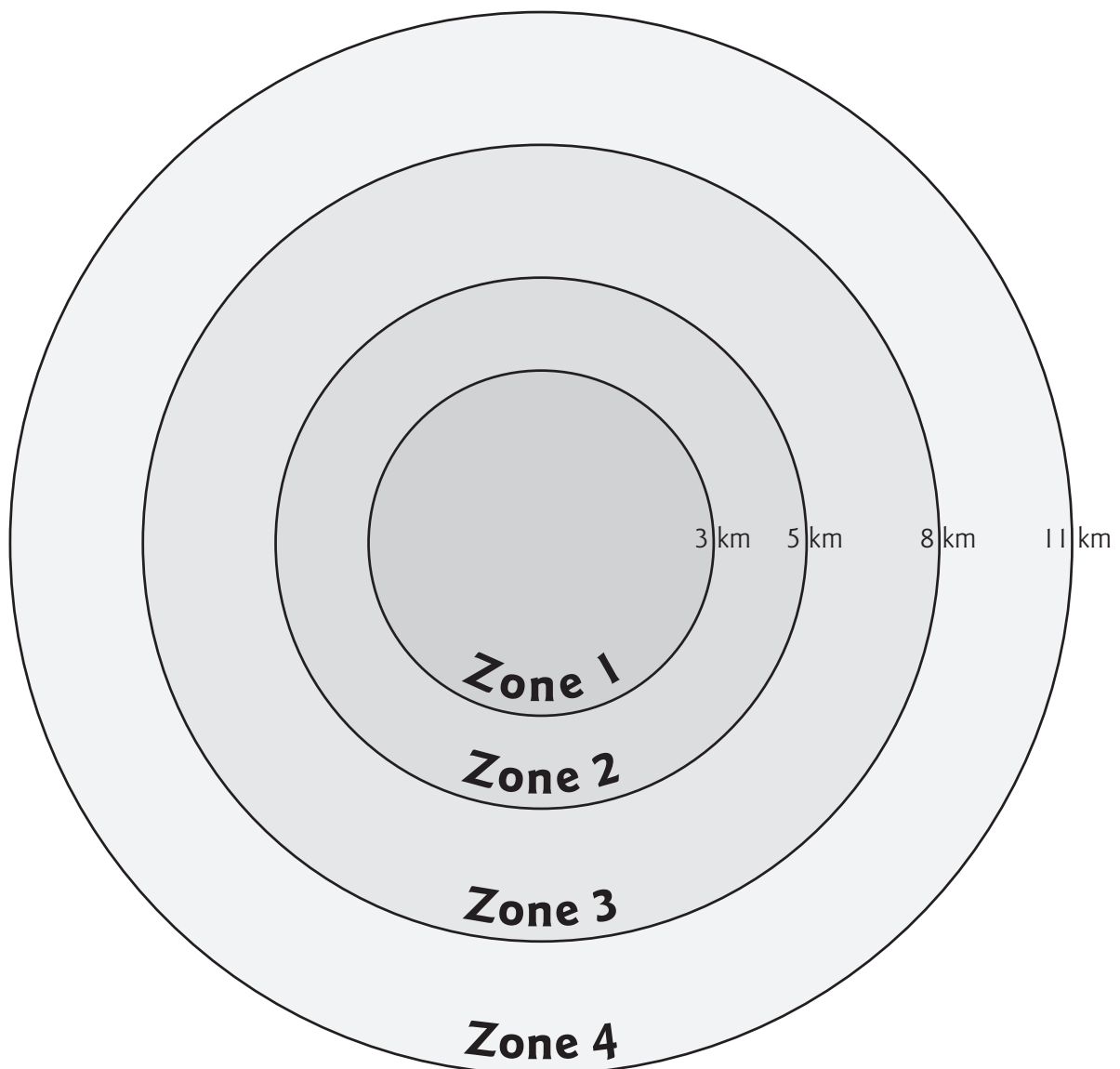
This Worksheet helps you with Activity B, which is on page 71 and continues over the next twelve pages. Fill in examples from pages 64 to 83 under the correct heading.

<b>Ingredient</b>	<b>Example</b>
Beliefs/ideas	
Propaganda	
Arms race	
Suspicion	
Other people's wars	

## ◆ *The nuclear arms race*

Source 4 on page 74 describes the results of a nuclear strike on Leeds. This sheet helps you model what might happen if a similar bomb was dropped on the area where you live.

Mark your school at the centre of the diagram. Use a map or an atlas to write in the names of other places (for example: villages or towns, local features like shopping centres or sports stadiums, parks, airports, factories, major roads, tourist attractions – anything important) in each of the zones.



**Zone 1:** Everyone feels severe radiation sickness within a few hours: nausea, vomiting, diarrhoea. This is followed by extreme exhaustion and most people in this zone will be dead within a week.

**Zone 2:** Most people suffer severe radiation sickness and die within two weeks.

**Zone 3:** About half die from radiation sickness within two weeks. The rest suffer from a low white blood cell count, so can die from minor infections: also loss of hair, bleeding from gums and genitals, ulcers and fever.

**Zone 4:** Many people in this zone will survive longer, but are far more likely to get cancer later. Many of the children born after the bomb will be born with a deformity.



# WORKSHEET 35 (continued)

Telex 7	Monday 22 October 1962
<p>a) Kennedy has appeared on national TV to tell the American people what is happening. He has put armed forces on DefCon Level 3 – just two levels short of all-out war.</p> <p>b) Soviet leaders expect a US invasion of Cuba. Soviet forces would be outnumbered so their commander is given authority to use nuclear weapons but only on direct order from Moscow.</p> <p><i>(later)</i></p> <p>c) Panic buying in supermarkets across USA all day.</p>	
<p><b>Good or bad news?</b> <b>Why?</b></p>	

Telex 8	Tuesday 23 October 1962
<p>Police reinforcements are rushed to the US embassy in London to battle with 2000 demonstrators. By 10p.m. there are more than 600 police in the square where the embassy is located. Demonstrations against the USA and USSR are also held in Glasgow, Manchester, Bristol, The Hague and Milan.</p>	
<p><b>Good or bad news?</b> <b>Why?</b></p>	

Telex 9	Wednesday 24 October 1962
<p>a) Kennedy puts US forces on DefCon Level 2 alert – the first time in the Cold War this has happened.</p> <p><i>(later)</i></p> <p>b) Robin Mariner, head boy of Midhurst Grammar School in Sussex, leads strike by 40 sixth formers. He sends telegrams to both leaders, Kennedy and Krushchev, calling on them to settle their disagreements peacefully. Explains pupils will not attend school for two days in protest.</p>	
<p><b>Good or bad news?</b> <b>Why?</b></p>	

Telex 10	Thursday 25 October 1962
<p>a) US warships stop Soviet ship. This is an act of war. But Soviets do not resist the search. Boat not carrying missiles but oil. Americans let it through to Cuba.</p> <p><i>(later)</i></p> <p>b) Other Soviet missile-carrying ships have diverted. They are no longer heading towards Cuba.</p>	
<p><b>Good or bad news?</b> <b>Why?</b></p>	

Telex 11	Friday 26 October 1962
<p>a) 120,000 US troops and two US aircraft carriers are assembled on the coast of Florida.</p> <p><i>(later)</i></p> <p>b) In a message to US ExComm that evening, Krushchev offers to remove all missiles from Cuba if USA promises not to invade Cuba.</p>	
<p><b>Good or bad news?</b> <b>Why?</b></p>	

Telex 12A	Saturday 27 October 1962
<p>a) Krushchev adds new condition: he will only remove missiles if Kennedy also removes US missiles from Turkey. This further demand annoys and depresses ExComm.</p> <p>b) A US spyplane is shot down over Cuba. The pilot is killed.</p>	
<p><b>Good or bad news?</b> <b>Why?</b></p>	

Telex 13	Sunday 28 October 1962
<p>Krushchev announces that 'for the sake of world peace' he will remove Soviet missiles from Cuba. Kennedy accepts, orders naval blockade to end.</p>	
<p><b>Good or bad news?</b> <b>Why?</b></p>	

Telex 12B	Saturday 27 October 1962
<p>c) US Secretary of Defense Robert McNamara is seen strolling in the garden of the White House, smelling the autumn air, looking as if this might be the last time he ever does.</p> <p>d) US airforce leaders want to bomb Cuba. With difficulty Kennedy dissuades them. His brother Robert (the US Attorney General) suggests ignoring Krushchev's second letter and replying positively to the first. Kennedy agrees and takes this course.</p>	
<p><b>Good or bad news?</b> <b>Why?</b></p>	

## ◆ Hot wars in the Cold War

This Worksheet is to help you with the Research Task on page 78.

### RESEARCH TASK

Do your own research to add information to your own copy of this map.

- 1 Start with Vietnam. Investigate this topic to decide whether the USA or the USSR succeeded in its aim.
- 2 Then take the two empty boxes: Hungary and Chile. Find out who intervened here, why and with what results.

**Korea:** Communist North Korea invaded capitalist South Korea in 1950. The USA (and several western nations, including Britain) sent troops to help South Korea drive the communists back.

Success or failure? ✓

**Afghanistan:** Between 1979 and the early 1990s the USSR sent half a million troops to Afghanistan to fight against the anti-communist rebels.

Success or failure? XX

**Vietnam:** Between 1955 and 1975 the USA sent almost one million troops and billions of dollars of aid to prevent South Vietnam becoming communist.

Success or failure?

**Czechoslovakia:** The USSR sent soldiers into Czechoslovakia in 1968 to force out its anti-Soviet leaders.

Success or failure? ✓

**Hungary (1956)**

Success or failure?

**Chile (1973)**

Success or failure?

## ◆ *My film about Vietnam*

This Worksheet is to help you with the Activity on page 79.  
Use the headings here to describe your film.

**MY VIETNAM FILM PROPOSAL**

*My film will be called*

---

*I chose this storyline because*

---

*My idea to complete the storyline of the film goes:*

- ◆
- ◆
- ◆
- ◆

---

*In my film the war will be portrayed as*

---

## ◆ **Gorbachev's problems – and his solutions**

This Worksheet is to help you with the Activity on page 85.

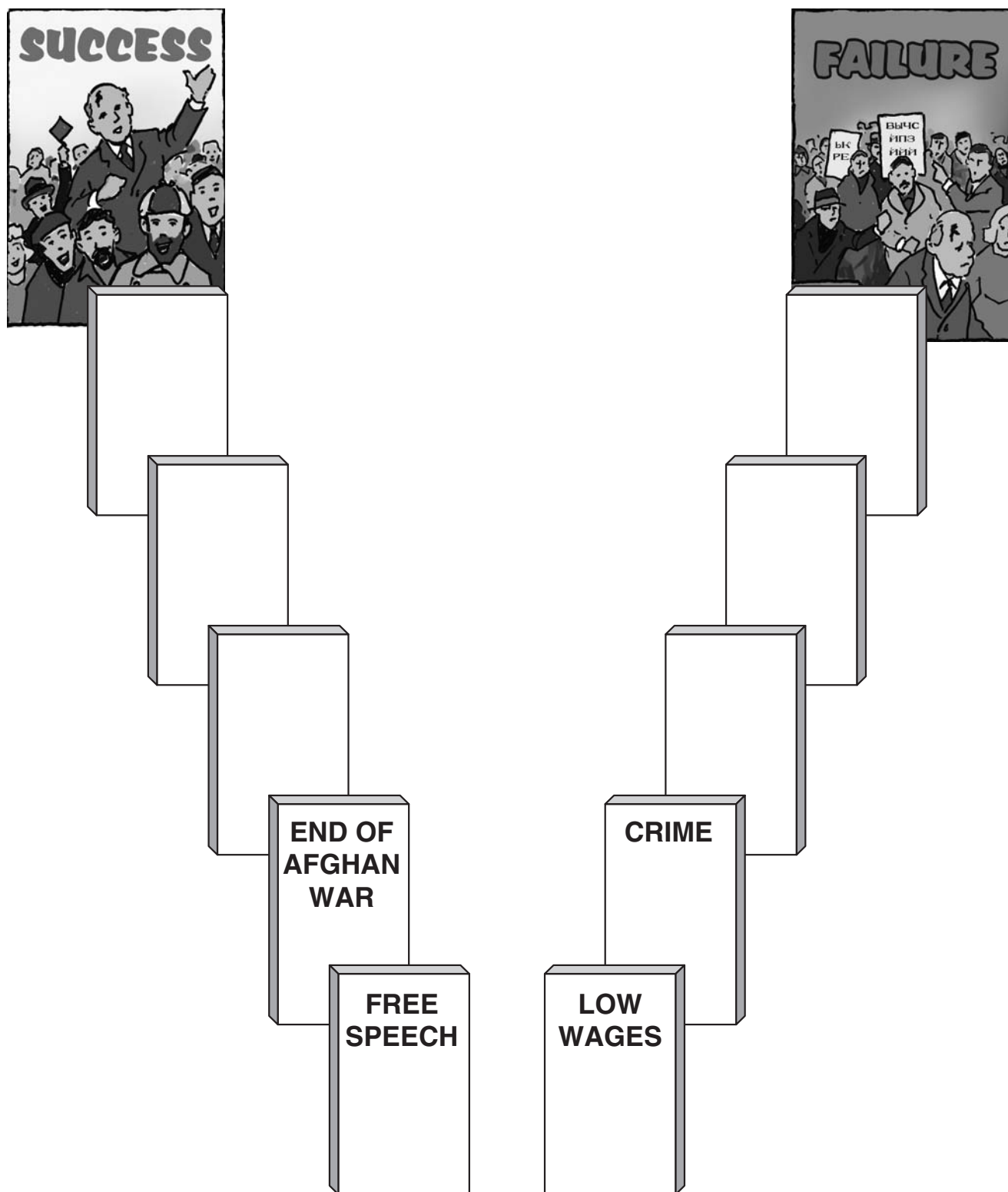
In the left column of the table below are the problems facing the USSR when Gorbachev took over in 1985. Use the information on page 85 to make notes on his attempts to solve each one. N.B. He may not have had a solution to all the problems so you may have some blank boxes in column two.

<b>Gorbachev's problems</b>	<b>Gorbachev's solutions</b>
Soviet standard of living	
The war in Afghanistan	
No freedom: ◆ no freedom of speech ----- ◆ no freedom to manage	
Alcoholism	
The environment	
The arms race	

## ◆ *Judgement on Gorbachev*

This Worksheet helps you with the Activity on page 86.

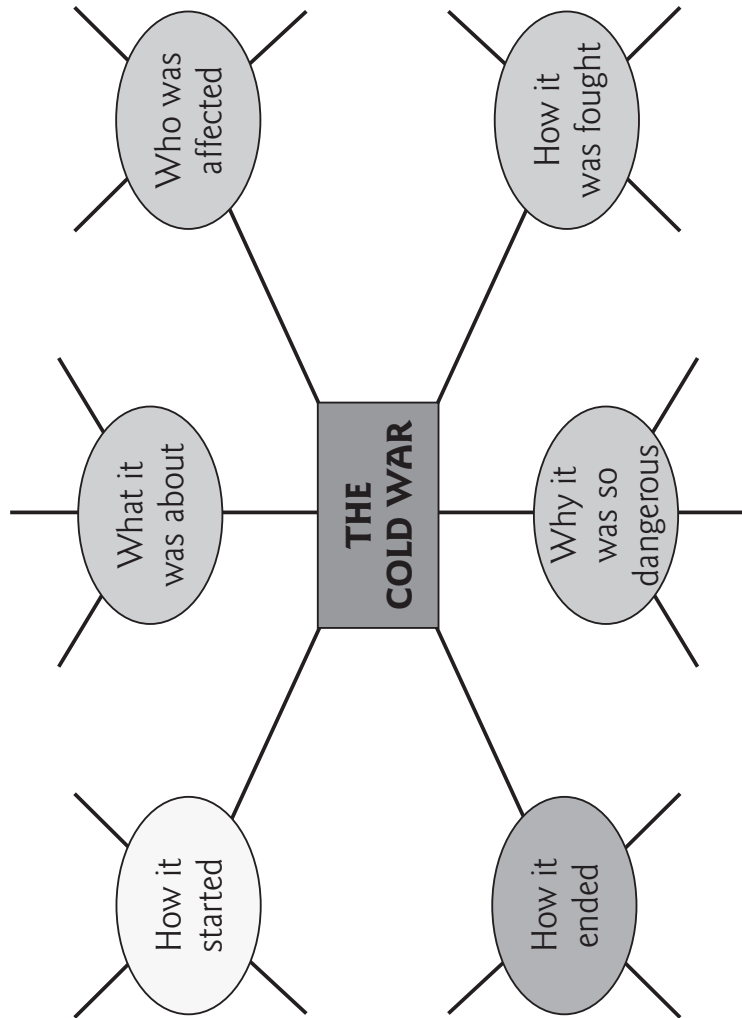
Use what you find in the textbook, and your own research, to add dominoes to both sides of this diagram.



## ◆ Cold War review

This Worksheet helps you with Review Activity C on page 87.

- 1 Complete this diagram by adding items to the branches.
- 2 Highlight in one colour aspects of the Cold War that are similar to the two world wars.
- 3 Then highlight in another colour the aspects that are different from the two world wars.



## ◆ *An ordinary person's twentieth century*

This Worksheet helps you with Activity A on page 89.

- 1 Draw lines to connect each of the four factors with Mollie Simpson. Use colours or graphics to show:
  - a) the strength of the effect
  - b) whether the effect was good, bad or neutral.
- 2 Can you think of any other aspects of twentieth-century life which might have affected her deeply? Add them to your diagram with an explanation.

**War**

**Technology**



**Transport**

**Entertainment**