

Fairfield High School

Year 9 History

Homework Booklet



Evacuees leaving London
What was it really like to be evacuated?

W

orld War Two

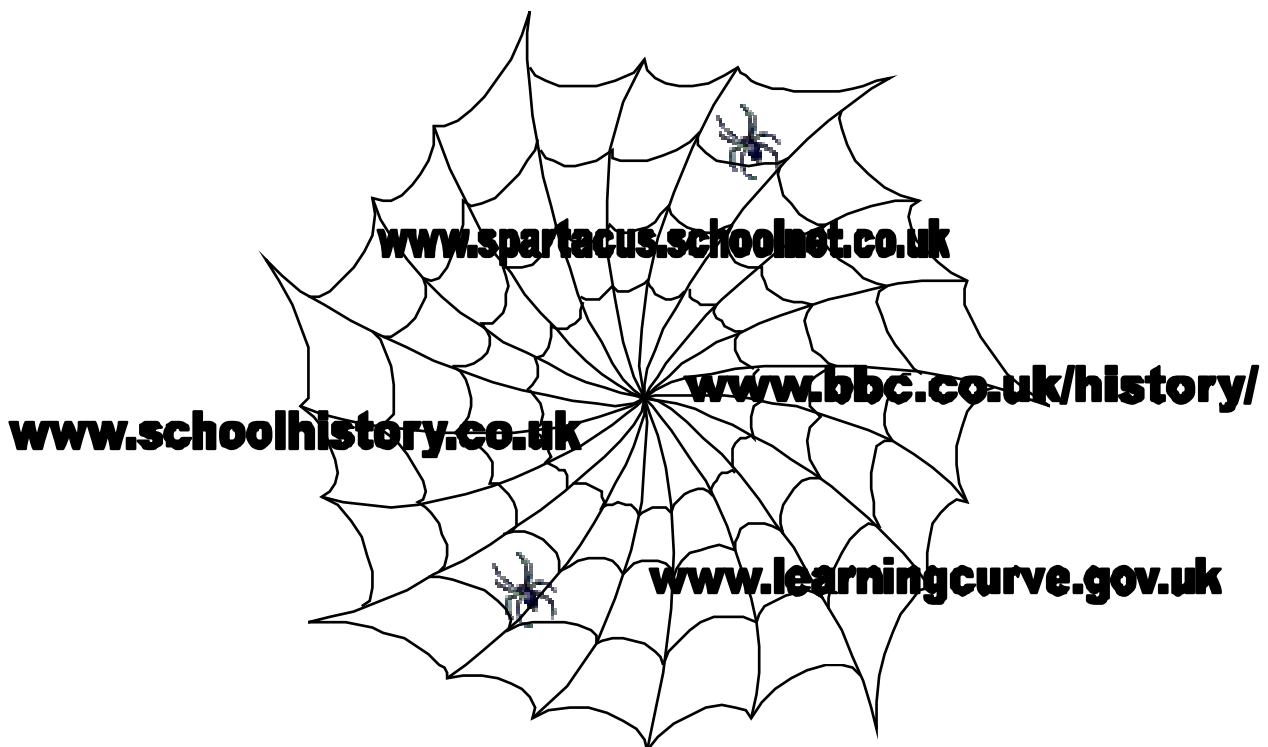
Task 1: Key Words

Below are the key words for the topic you are studying. Copy these words into your homework book and write the meaning of each next to it:

Treaty	Allies	Nazi
Holocaust	Evacuation	Reparations
Colonies		

History on the Web

To help complete your homework and assessments please visit the sites below. In addition they include exciting games and activities:



The history department will also be running a homework club once a week on Wednesdays for year 9 pupils during lunch. Pupils will be able to eat their lunch and receive any help needed with their homework.

Task 2: What happened at Versailles?

Read the information below:

When countries fight wars they usually expect to win. More importantly they expect to get something in return for winning - perhaps land or money or more power. The harder they fight, the more they suffer, so the more they expect to get (the harder the competition is the better the prize will be!).

When the fighting ended in 1918 representatives of the victorious Allies (Britain, France and America) met at Versailles, near Paris, on 18 January 1919. At Versailles the Allies were to decide what was to happen to the beaten enemy, Germany.

The conference was dominated by the 'Big Three' - they were the ones who really made the most of the decisions:

- David Lloyd George - the British Prime Minister
- Georges Clemenceau - the French Prime Minister
- Woodrow Wilson - the President of the United States

The Germans were not allowed to send any representatives to put their side of the case.

Answer the following questions in your homework books:

1. Identify the number of soldiers lost (killed) by each country during World War One and create a bar graph.
2. Which country might be least merciful towards the Central Powers and expect to gain most from the victory?
3. For what purpose did the Allied representatives meet at Versailles?
4. Who were the 'Big Three' at Versailles and why were they given this title?
5. What annoyed Germany most about the conference and why?

France

The worst of the fighting took place in France. During the war an area larger than Wales was totally ruined:

- Good farmland was destroyed by millions of high explosive shells.
- Over 2 million people had to leave their homes, three-quarters of which were destroyed.
- So too were 23,000 of the factories where these people worked.
- Railway surfaces and road surfaces were wrecked.
- Worst of all 1,400,000 French soldiers were killed and another 2,500,000 were wounded in the fighting.

Germany

Very little fighting took place on German soil, so the country was not devastated in the way that France was. However, nearly 2 million soldiers were killed in the war and by 1918 the country was exhausted. Even after the fighting had stopped, the British navy blockaded Germany's ports to stop supplies getting in. It was a way of making sure that the German army could not renew the war, but the people who suffered were ordinary people, the civilians. With the food ships unable to reach their ports, millions of Germans faced starvation.

Britain

Britain suffered less than France, for no part of the country was occupied by the enemy. Even so:

- 750,000 British soldiers were killed and 1,500,000 were wounded.
- The British government were deeply in debt at the end of the war. It had spent £9 billion on the war and over £1 billion was borrowed money which would have to be repaid, mostly to the Americans.

USA

The USA suffered the least of all the countries involved in the war. American soldiers did not start fighting until late in 1917 and their loss of 116,000 men was small compared with that of the other Allies.

Task 2: Was the Treaty of Versailles fair?

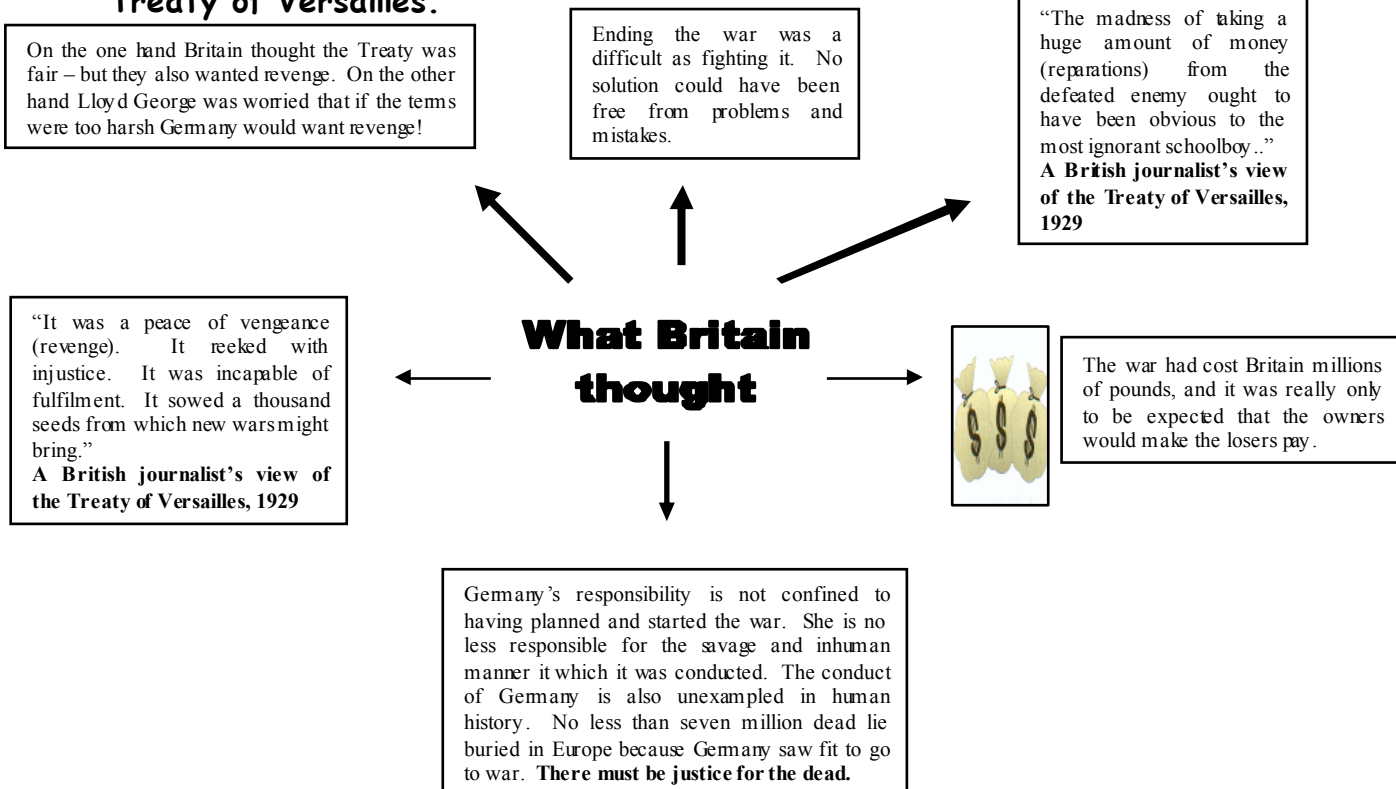
Below are the main terms of the Treaty of Versailles:

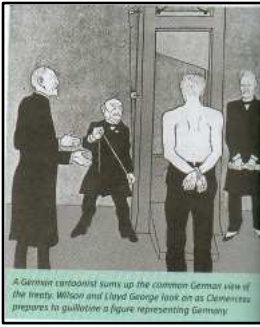


(1) Copy and complete this table in detail in your homework book by reading the sources below and on the following page, which tell you what each of the countries felt:

Country	What did they think about the treaty
Britain	They thought the Treaty was fair / unfair because.....
France	
Germany	

(2) Pick a country - Britain, France or Germany. Imagine you live in that country and write a letter to the national newspaper to give your thoughts about the Treaty of Versailles.





Wilson - United States
Lloyd George - Britain
Clemenceau - France

The people of Germany called the Treaty of Versailles a **DIKTAT** - a dictated peace. This was because Germany was not even present during the peace conference. She had no choice but to accept the terms - either sign or face another war!



Germany has also suffered financially because of the war. It also needed to get back on its feet. But the reparations bill was too high - 6.6 billion!

What Germany thought

Germany will not be in a position to give bread and work to her people. Those who sign this Treaty will sign the death of many millions of German men, women and children.
German Economic Commission, 1919

German people felt the terms of the Treaty were too harsh!

Many Germans now had to live under German rule! An area of land called the Sudetenland was given to CZECHOSLOVAKIA. 3,000,000 German people lived there. Suddenly they were no longer a part of Germany.

Germany felt Britain and France were more concerned with gaining revenge than creating a safer fairer world.

Germany was forced to admit sole guilt for starting the war. They didn't think this was fair but that other countries were also to blame.



Germany was forced to give up her army (disarm). No other powers had to

The price of war for France:
250,000 cubic metres of trenches to fill in
320,000 km of barbed wire to pull up
300,000 houses destroyed
1,000 bridges blown
6,000 factories gutted

As a result of the German invasion there was great death and destruction in France

France had been invaded twice before by Germany in other wars. France felt Germany would be likely to try again - they wanted to prevent this.

The treaty was more than fair. In fact it was not harsh enough

What France thought

Germany's responsibility is not confined to having planned and started the war. She is no less responsible for the savage and inhuman manner in which it was conducted. The conduct of Germany is also unexampled in human history. No less than seven million dead lie buried in Europe because Germany saw fit to go to war. **There must be justice for the dead.**



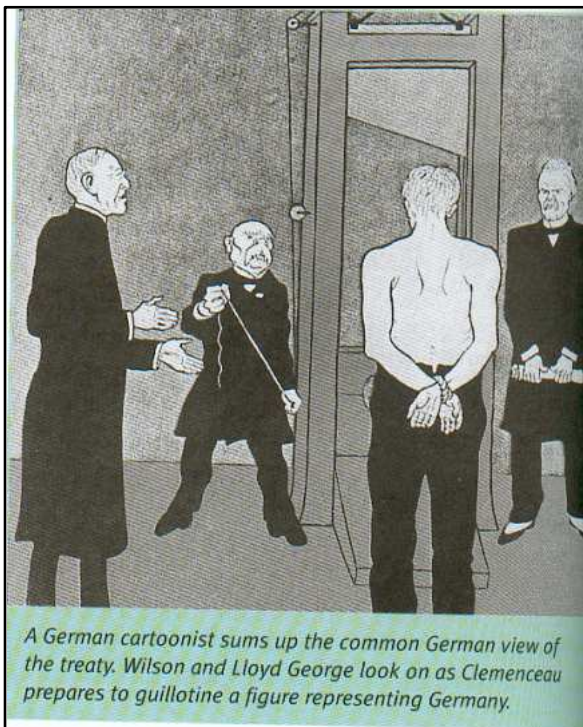
The war had cost France millions of pounds, and it was really only to be expected that the owners would make the losers pay.

Task 4 - How do historians find out about the past?

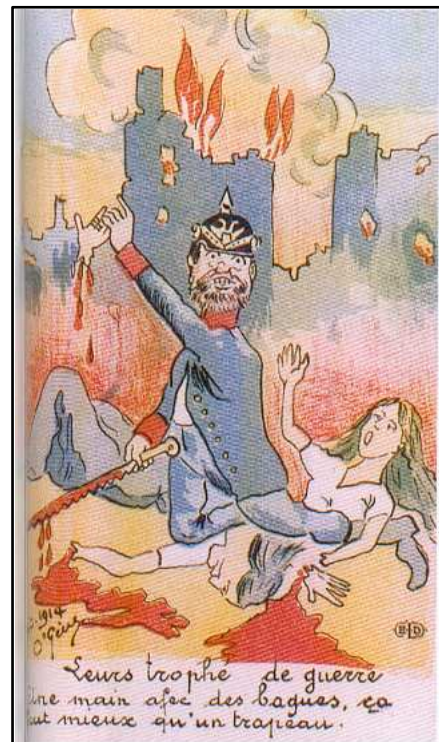
Historians look at primary and secondary evidence to tell them about the past. There are different types of primary and secondary evidence. Below are two cartoons, which were published in newspapers. Both are primary pieces of evidence because they come from the time being studied.

Answer the following questions in your homework book:

- (1) What are secondary sources?
- (2) Look at the two sources below and explain:
 - a) Describe how they are different (look at the content - what they are suggesting about the treaty of Versailles)
 - b) Explain why they are different (look at who wrote the sources)
- (3) Are cartoons reliable sources? Explain your answer in detail, remembering that in history a reliable source is one that you can trust to be true.



A cartoon from a German newspaper
1919



A cartoon from a French
newspaper 1919

Task 5 - What were the 5 steps to war?

Copy the five steps to war into your home work book and put in the correct chronological order:

Germany invades Poland

1st September 1939

On 3rd September Britain and France declared war on Germany

Germany takes the Sudetenland

September 1938

On the 29th September in Munich (the Munich Conference) Chamberlain and the French agreed that Hitler should have the Sudetenland. Hitler promised that the rest of Czechoslovakia was safe. This is known as the 'Munich Agreement'

Germany invades Czechoslovakia

March 1939

Britain and France did nothing. If Hitler continued his invasions then Poland would be next. Britain and France promised to help Poland if it was invaded by Hitler

Austria and Germany united

March 1938

Hitler sent Germany army into Austria. Austria became part of Germany.

German troops enter the Rhineland

March 1936

Hitler promised that all he wanted was peace.

Task 6 - Was Evacuation a success?

You are to **research and plan** your answer to the question above. Your answer should include pictures, statistics, quotes from primary and / or secondary sources and even graphs. You should include a title page and a contents page.

You could use the writing frame below to plan your answer:

- (1) In the **introduction** explain briefly what 'evacuation' was and when it took place. Explain who was evacuated and who wasn't and why. You could mention other facts such as evacuation being voluntary, the numbers of people evacuated or even how many people the government expected to die as a result of air raids. **YOU MUST** also make reference to the question 'Was evacuation a success?' I.e. what are you going to look at in your project / what does the question mean / how can you judge success?
- (2) In the **Main body** of your project you could look at (a) the ways in which evacuation was a success *making reference* to relevant sources and (b) the ways in which evacuation was a failure *making reference* to relevant sources.
- (3) In your **conclusion** you should answer the question – Was evacuation a success?

Your teacher will also give you a source booklet. When writing your answer you must refer to these sources.

You will be given a mark level for this piece of work. Use the mark scheme below to help you improve your work.

4	<p>Pupils demonstrate some knowledge of how + why evacuation worked using terms associated with evacuation.</p> <p>They write in complete sentences + begin to use paragraphs to make different points.</p> <p>For top of level they make reference to sources + make the point that evacuation can be seen as a failure + as a success. They do not explain this point in detail + so cannot achieve level 5.</p> <p>As above and</p> <p>Use a variety of sources to substantiate each of their points.</p> <p>Write with a clear structure by discussing how it can be seen as a success and how it can be seen as a failure in separate paragraphs.</p>	5	<p>C Pupils write about evacuation in depth using some sources. + Identify the three high points of evacuation making reference to dates + numbers evacuated.</p> <p>b Pupils show how evacuation can be interpreted as a success + also how it can be interpreted as a failure.</p> <p>a For top of level they also begin to explain why it is possible to interpret it differently. + For top of level, they also give an example of a long term consequence of evacuation (e.g. welfare state). OR They suggest that some sources which show evacuation to be a success cannot be relied upon because of their provenance (e.g. government produced sources designed to encourage parents to evacuate their children).</p>	6	<p>For top of level when using each source they make reference to how useful / and or how reliable the source is.</p>	7	<p>As above and</p> <p>Pupils show clear signs of independent research + include original but relevant sources to substantiate their point. + Their work is well structured. + They answer the question, drawing on points made earlier in their extended writing.</p>
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Task 10 - History Skills

Complete the following questions in your exercise book under the subtitles given:

Chronology

- (1) Put the following Kings and Queens in chronological order on a timeline and with a picture to represent typical features of their reign - Henry VIII, William Duke of Normandy, Elizabeth I, Edward the Confessor, Mary
- (2) Put the following dates in chronological order - 450BC, 1066AD, 45BC, 45AD, 1914AD, 100BC
- (3) Put the following dates into centuries - 1450, 1400, 25, 1920, 350, 400
- (4) Give any date for the following centuries - 17th century, 20th century, 5th century, 10th century
- (5) Explain what an anachronism is and give an example of one.

Change and Continuity (similarity and difference)

When historians study a period or compare one period to another they look for things that have changed and also things which have stayed the same.

- (1) Give an example from Tudor times of something which changed during the period.
- (2) Give an example from Tudor times of something which stayed the same during the period.
- (3) Compare the Tudor period with today. (a) Can you give an example of something which has stayed the same (is the same as today) and (b) something which changed (is different from today).

Cause and consequence

A cause is a reason why something happened and a consequence is the result of that event. For instance a cause of the Black Death in Medieval times was black rats and the consequence was a fall in population. In history there are always multiple (more than one) cause and consequence.

- (1) What are the many possible reasons (causes) why Henry VIII broke from Rome?
- (2) What was the consequence of Henry's break from Rome?
- (3) Which of the causes (reasons why) Henry broke from Rome do you think was the most important. Explain your answer in some detail.

Interpretation

An interpretation is a way of seeing things. When looking at the past there is always more than one way of seeing things.

- (1) Explain why it is possible to look at the same event (Child labour) in two different ways - you could refer to the following in your answer - bias, missing evidence (evidence of children?), can select the evidence you want, evidence from different people, evidence from different times,

Task 10 - History Skills continued

Source Skills

Historians rely on evidence to tell them about the past but they must be very careful when using this evidence.

- Explain what a fact is.
- Explain what an opinion is.
- Explain what makes a source useful to an historian.
- Explain what makes a source reliable.
- Can an opinion be useful to an historian?
- Can an opinion be reliable to an historian?
- Choose from the following types of sources which source you think would be the most reliable source and explain your answer in detail -
photograph, painting, a diary extract.
- Below is a cartoon from a newspaper of a policemen, nicknamed 'Peelers' after the man (Peel) who introduced the Metropolitan Police Force. Is this a reliable source to an historian looking at what people thought of the new police force?

Pupil Survey

Please answer the following questions with your parents and write your answers in your homework books using the title above. This information will be used to improve lessons and homework:

- (1) Did you enjoy studying 'World War II'? Please explain your answer.
- (2) Which of the following topics did you enjoy the most?:
 - Was Hitler responsible for World War II
 - The Home Front - including Evacuation
 - Life in Nazi Germany
 - The Holocaust
- (3) Did you enjoy the following activities in the topic?:
 - Writing
 - Reading
 - Role play
 - Watching programmes
 - Using ICT
 - Card sorting
 - Playing Board games
- (4) Do you think there was enough variety (mix of different activities above) in the lessons? Please explain your answer.
- (5) Did you achieve your target level in the assessments which you completed for this topic? Please explain why you feel you did / did not achieve your target level.
- (6) Did you enjoy completing this homework book? Please explain your answer.
- (7) What would you like to do in future lessons?
- (8) Please make any other comments about your history lessons. You can refer to the class, teacher, accommodation or anything else.

The History Department would like to thank you for the effort you have put into your class and homework. We hope you have enjoyed the lessons!