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EPHE 246

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**Resource Package**

**Table of Contents**

Teaching Philosophy pg. 2

Resource Item 1 and Reasoning pg. 6

Resource Item 2 and Reasoning pg. 7

Resource Item 3 and Reasoning pg. 8

Lesson Plan 1 pg. 9

Lesson Plan 2 pg. 27

References pg. 36

Appendix pg. 38

**Teaching Philosophy:**

Active health concepts cover a variety of topics. In order to be a good teacher one must be a good learner first. I believe that my role as a high school physical education teacher is to provide my students with the resources and confidence to explore their physical, mental, social, and spiritual well-being and give them the confidence to ask questions pertaining to health. I will aim to facilitate learners to set goals for themselves and work to achieve them. I will also assist in their acknowledgement on areas they wish to improve upon and make it my personal goal to help them. I will devote my energy to making sure the learning and classroom environments stimulate dialogue, passion and a desire to attain knowledge using various techniques and methods to continually transform the style of lesson. I will attempt to understand and help students work towards their ideas, especially if their ideas seem atypical, creative, or bold, and I will use my imagination to make these inspirations a reality for my students.

I will constantly educate myself as well to ensure that I am able to provide a well-rounded, current education to the various different backgrounds, beliefs, and situations that my students exist within. Understanding that diversity is important to all forms of learning and because it helps students with different learning styles to connect with the material.

I want to give my students the skills and confidence to be critical thinkers in their daily lives. I do not wish to have them hang off my every word with blind allegiance, but to actively interpret the information they gain and analyse and translate it in a way that makes sense to them. More than just being critical thinkers, I want to give my students the confidence to take risks and go beyond their own perceived limitations, and creating an environment which accepts or rewards critical thought will more likely result in students stepping outside of their comfort zones.

Student-centered, active learning will be my main method of engaging students into the lessons. I will aim to stimulate thoughtful discussion, with the intentions of getting each student involved in a way in which they feel comfortable. I understand it is my role to assist students in their ability to feel comfortable participating and if a student seems distressed, I will discover a way in which to get them involved in a way in which they are comfortable. Passive learning allows for dependant learners and by the time the students are in high school, they are fully capable to become mostly, if not fully, active learners, especially in health disciplines. Thoughtful reflection and active participation will allow for students to become used to engaging with other students and collaborating ideas through teamwork and using social skills.

For health and physical education more specifically, I will make it my purpose to see every single student enjoying learning and experiencing health and activity. Engaging the student who is already interested is not my main goal for my career, but to connect with the students who perceive their own limitations as holding them back instead of using them as a starting off point to learn new skills. I will adapt all my lessons to ensure that every member can be involved without alienating or isolating a select group of students. I will ask for student feedback throughout the course of the class and provide them with the feeling that I am approachable and will listen to their concerns, inquiries, or suggestions. This will hopefully give them an invested interest throughout the course and make them feel responsible for their own learning and enjoyment.

It is my duty to understand that learned come from different backgrounds, abilities, and motivation levels, thus I must be able to adapt promptly to ensure that I create a situation for all students to be able to be stimulated to enhance their learning. I will be organized and current in my topics and lessons. I will make sure that I am practicing what I preach with regards to active health and well-being, to ensure that I am a role model to my students.

I do not believe that I will ever find the key to being the perfect educator. This is because I understand that learning is situational and it dependent on various factors and circumstances. Thus, I will make sure that I am relentlessly bettering myself and learning for my own sake, and the sake of my students, because we all have something to learn from one another. Through this learner collaboration, new perspectives and insight can be discovered and illuminated in places which may have been dark for you in the past.

**Resource Item # 1 and Reasoning**

**Resource:** SparkNotes

This resource is written and organized in such a manner which makes it easy for student to navigate and understand. Their summaries are clear and concise and they have links to quizzes and worksheets for extra practice as well as suggestions for further readings. SparkNotes is a website which covers a lot of basic historical information as well as information from other disciplines. I personally learn best when I can read a clear description of the material and then immediately test myself on what I have learned, thus this website is ideal for learners such as myself. The information they have on World War Two is separated into an overview, summary of events, key people & terms, summary & analysis (which is further broken down into specific battles and theatres), study questions & essay topics, quizzes, suggestions for further readings, and how to properly cite the website. It is a great resource to start students off with because its summaries are uncomplicated and user friendly.

**Resource Item #2 and Reasoning**

**Resource:** Healthy Schools: Daily Physical Activity in Schools- Guide for School Principals

This is a resource guide for principles to help them implement policies with regards to daily physical activity (PA) in the schools. It outlines the PA requirements for grades 1 to 8, including students with special needs, and how it relates to success in other areas at school. Even though I am in a secondary education program, this website is useful because it has a copius amount of information on implementing programs in schools and who is responsible for making change, planning and organizing the PA, and strategies for keeping the program running successfully. There are also many sample surveys and timetables in the appendices, action plans for putting PA into place, as well as a description of challenges and then possible solutions to facilities availability etc. The site is a really complete overview and useful tool for any educator attempting to make a change in the PA levels in their school.

**Resource Item #3 and Reasoning**

**Resource:** http://www.gov.bc.ca/themes/healthy\_living.html

This resource was introduced to me in one of the lectures this semester. The resource is the official website of the government of BC. This website contains a plethora of information with regards to education, health, jobs and the economy, etc. The largest area of focus for me is the healthy living tab. Without a doubt I feel that this website will be a great source of information in the years to come. There are many links on the site for services and resources related to healthy living. One of these links is for ActNow BC, which promotes the various aspects of healthy living: healthy eating, healthy schools, healthy communities, and the importance of physical activity. There is not only information for educators on the site but there is information for everyone. From seniors, families, youth and adults, to the physically challenged the site contains information on maintaining that high level of wellness we’ve associated with active living. This website will continue to be a reference of information for me as I progress through my career and I plan on using the information available to further my knowledge in all areas of healthy living.

**LESSON PLAN #1**

**World War Two History:**

Learning about our history gives us a better understanding of why we find ourselves where we do today. There are important lessons riddled throughout our past and the resources are seemingly limitless. History is vital because it helps us understand ourselves and societies in general and also how to manifest change or understand how we came to live the way we do (Stearns, Peter N.) . Simply reading and reciting about our history is not always the most effective way of transferring information and knowledge to students. Therefore, creating a blend of interesting and informative content, hands-on learning, activity and reflection into a lesson plan, has the power to render the student with a positive outlook on the subject matter and hopefully a competent understanding of the course material.

The purpose of this lesson will be to integrate the information about a specific historical topic with a practical and applied approach and implementation of the lesson. The topics that will be discussed will include:

* Political background and setting pre-war for main participants
* Preparation (how participants prepare for the impending conflict)
* Initiation (Who were the aggressors and why?)
* Duration (Events that occurred during main conflict)
* Resolution (Termination of the conflict)
* Aftermath (How did the physical and political boundaries and landscape of the world change?)

**Aims and Objectives:**

It is expected that students will learn:

* The key events immediately before, during and after World War II
* The main countries involved
* Implications this war had on the world
* To debate the best course of action to take with Germany before, during, and after World War II

**World War II Lesson Schedule**

Two day unit: Multi-country perspective

Day one (80 Minute Class):

|  |  |
| --- | --- |
| **Activity** | **Duration** |
| Home Front | 10 minutes |
| Timeline Lesson | 20 minutes |
| Battle Front | 30 minutes |
| Post-War Reconstruction Lesson | 20 minutes |
| **Total** | **80 minutes** |

Day two (80 Minute Class): Conflict Resolution/Aftermath

|  |  |
| --- | --- |
| **Activity** | **Duration** |
| World War II Review Quiz | 20 minutes |
| Potsdam Conference Activity | 40 minutes |
| Potsdam Conference Video | 20 minutes |
| **Total** | **80 minutes** |

**DAY 1 - Activity 1 – Home Front**

Purpose: To introduce students to the personal as well as the more macro-level analysis of the Home Front during World War II. By introducing them to how much effort was put into winning the war even at home, the students should grasp how World War II was considered a “Total War” and be able to imagine themselves either away, or at home at war.

Duration: 10 minutes

Materials: Video clip from a 1943 government film (Manpower- World War Two Home Front- WW II- youtube)[[1]](#footnote-1) Clip is 8:34 seconds long and handout and crossword to go along with video which they can either complete during or for homework.[[2]](#footnote-2)

Objective: To be able to understand how much effort went into the war asides from the actual battles and war. Class should be able to generate a discussion about the importance of different people’s roles on the home front. There will be a quiz at the beginning of the second day.

Procedure: Watch the video with a hand out of specific things to listen/look for. Fill in the answers throughout the duration of the video.

**DAY 1 - Activity 2/4 – Timeline Lesson**

Purpose: To give the students the resources necessary to learn about the main events and people during the Second World War.

Duration: 20 minutes

Materials: Video clip and quiz[[3]](#footnote-3)

Objective: Students have to begin to understand the basic timeline of the War and the main people involved. It will allow them to be engaged more fully during the next few activities.

Procedure: Teacher will use the video while explaining the basic timeline of the war. Then after about 10 minutes, the class will break into groups and work on the maps.

**DAY 1 - Activity 3/4 – Battle Front**

Purpose: Introduce the students to different battle front techniques, get them to reenact specific battles, while getting them to be physically active.

Duration: 30 minutes

Materials: Outdoors, pinnies, the timelines they produced in the previous lesson, and the guidelines for the activity.[[4]](#footnote-4)

Objectives: To have students role play as specific countries in the War and work together to try to reenact the battles. The goal is to have them be actively engaged in the learning they did in the previous lesson.

Procedure: Split class up into different countries (USA, Britain, Germany, USSR, Japan) and give them pinnies which correspond to their country. Give them separate territory to have as their country on the school grounds and allow them to act out the war through staged-tag. They can work together to communicate which event they believe happened next etc. as they act out the war. When a country is taken over, i.e. France, they become part of Germany’s team vise versa.

**DAY 1 - Activity 4/4 – Post-World War II Reconstruction**

Purpose: To give the students more information regarding the war and to clarify anything that was confusing or overlooked.

Duration: 20 minutes

Materials: Video clip summarizing the post-war reconstruction[[5]](#footnote-5)

Objectives: To give students many different ways to grasp the material using many methods and materials.

Procedure: Head back into the classroom to watch the video clip and leave time at the end to answer questions and clarify.

**DAY 2 – Activity 1/3– World War Two Review Quiz**

Purpose: To evaluate how much the students learned from the day before in order to properly assess the effectiveness of the lesson.

Duration: 20 minutes

Materials: Quiz and guidelines for the Potsdam Conference[[6]](#footnote-6)

Objectives: Students will test their knowledge and try to establish what they learned as longer term knowledge.

Procedure: Give the students the quiz to complete on their own for the first ten minutes. For the second ten minutes, the students will compare their answers with their peers and change any answers if necessary so they can use the quiz as a resource.

**DAY 2 – Activity 2/3 – Potsdam Conference**

Purpose: Allow students to think about the War on a more political perspective and get them to think about the consequences of war and how to go about the post-war era.

Duration: 40 minutes

Materials: Tables set up in a model U.N. type format, provide sheets of information at each station for the specific countries needs, desires, hardship etc.[[7]](#footnote-7)

Objectives: Students should be able to work together to come up with solutions to the problems which were left at the war’s close. They must be able to empathize and understand consequences of the actions which occurred during the war, and how important the actions which occur after the War are on the functioning of the globe. They should be able to come up with a solution which would appease the tensions the most.

Procedure:

1. Separate students into the country groups from the day before
2. Arrange the tables to dictate who is in charge of the meeting (Britain, U.S.A., Russia) and those who are appealing or fighting for their individual countries needs (Japan, Germany)
3. Give each group outline of what they want/do not want from the meeting
4. Commence the meeting starting with the “Big Three” and have each country take their turn pleading their case
5. Open the room up for dialogue and discussion to see if the class can come up with an agreement

**DAY 2- Activity 3/3- Potsdam Conference Video and Discussion**

Purpose: To encapsulate all knowledge gained over the past two days in order to solidify it into longer term memory.

Duration: 20 minutes

Materials: Potsdam Conference video[[8]](#footnote-8)

Objectives: Continue to use a variety of media to ensure the focus of the students as well as to provide different approach for many learning methods.

Procedure: Get students to rearrange classroom back to normal and play video for them. Leave enough time at the end to answer questions and compare class’s resolutions with that of the real conference.

**Grading Information**

* The quizzes and class participation will be the main methods for evaluation

**Conclusion**

By the end of the two days, students should have a good level knowledge regarding the Second World War. The information is presented using many different methods with the aim to allow all learning styles to grasp the material.

The main objective of this lesson is to ensure students understand the basic events of the war. The underlying message behind the lesson is to help the students understand the war from a perspective other than their own. Empathy and the ability to examine actions and intentions are latent lessons which are taught.

**LESSON PLAN #2**

**Building a Country: Chaos and Conformity-**

Combining this lesson with the lesson on World War II will allow students to actually take charge and make their own history. Giving students the chance to organize and discern amongst their peers with relative freedom, will allow them to work together and comprehend the dynamics of world politics. This lesson plan leaves a lot of room for creative interpretation and imagination, however guidance and instruction from the instructor is necessary throughout the entire duration of the project.

The purpose of this lesson will be to integrate a small amount of structure with abstract thinking and group work. The issues and things they will need to address along the way are:

* Land settlement (what you can grow)
* Resources/imports/exports/finances (where to allocate money etc.)
* Safety/armament (resources)
* Domestic Laws (population control, rationing, conscription)
* Foreign affairs (how to deal with other countries/war)
* Expansion (resources will run out)

**Aims and Objectives:**

It is expected that students will learn:

* How to analyze and understand what certain land can produce
* How to manage finances/economics and allocate resources
* How to interact with foreign markets
* How to deal with global/domestic tension/politics
* How manage domestic affairs

**Building a Country- Lesson Schedule**

Two day unit:

Day one (80 Minute Class): Building a Nation

|  |  |
| --- | --- |
| **Activity** | **Duration** |
| Introduction and Lesson | 20 minutes |
| Resource Collection | 20 minutes |
| Group Work | 30 minutes |
| Reflection and Discussion | 10 minutes |
| **Total** | **80 minutes** |

Day two (80 Minute Class): Dilemma and Conflict

|  |  |
| --- | --- |
| **Activity** | **Duration** |
| Introduction of Day 2 | 10 minutes |
| The World Commences | 60 minutes |
| Review and Reflection | 10 minutes |
| **Total** | **80 minutes** |

**DAY 1 – Activity 1/4– Introduction and Lesson**

Purpose: The purpose of this is to introduce the students to how the next two lessons will unfold and the nature of the assignment. The freedom in this assignment will allow students to “think outside the box” while learning about how politics and discourse are implemented. Also, there is a quiz to help the students learn some political terms prior to starting the activity.

Duration: 10 minutes

Materials: ­ Powerpoint/notes for the outline of the activity and international politics quiz[[9]](#footnote-9)

­Objectives: To allow students to work with their peers and learn without having strict guidelines. They should be able to understand the basic dynamics of how a country is run, how resources are allocated, how to communicate with other countries, and how to deal with conflict.

Procedure: Traditional lecture style will introduce the students to the lesson and the guidelines. Then, the class will be split up into groups of uneven numbers.

**DAY 1- Activity 2/4: Resource Collection**

Purpose: The purpose of this activity is to have students be active while they collect the resources they will need for creating their country (pens, posters, books from the library) to bring back to the classroom before beginning the bulk of the lesson.

Duration: 20 minutes

Materials: ­ Have the pens, posters, and books readily available throughout the school so they can easily find them throughout the school.

­Objectives: The students should be starting to formulate where they want their country to be, what their main resource will be, if they will make alliances or not, if they will build up defense or not etc.

Procedure: Let the students go into the school, quietly, and collect resources and then return back to the classroom after 20 minutes.

**DAY 1- Activity 3/4: Group Work**

Purpose: The purpose of this activity is to have students to work together to decide which course of action to take with their country. They must figure out the details about their country and prepare it for the conflict that may arise the following day.

Duration: 30 minutes

Materials: ­ N/A

­Objectives: Students should be creating their country, laws, political stance, resource allocation, and defense.

Procedure:

1. Give students an area of the classroom from which to create their country
2. Guide them to create their national flag, currency, language, crops, climate, location etc. anything that will connect them to the country they have created.
3. Have them write out their political and economic goals
4. Give each country a specific amount of money- certain countries will get more at random to work with

**DAY 1- Activity 4/4: Discussion and Reflection**

Purpose: Give students an opportunity to discuss and interpret their thoughts of the day and their progress as a country and see what the other countries have been formulating.

Duration: 10 minutes

Materials: N/A

Objectives: Students will reflect upon the day’s events and think about what they will need to be prepared for the following day.

Procedure: Have each country talk about their nation and what its main goals and focuses are. This is the first time where the students get to see what their classmates have been working on so they can make some adjustments to their own country.

**DAY 2- Activity 1/3: Introduction of Day 2**

Purpose: Give students an opportunity to comprehend how the bulk of the day will unfold.

Duration: 10 minutes

Materials: Powerpoint/notes for the outline of the activity[[10]](#footnote-10)

Objectives: Giving a thorough introduction to the day will allow students to have a guideline from which to base their creativity and imagination for the day.

Procedure: Lecture style by teacher.

**DAY 2- Activity 2/3: World Commences**

Purpose: To have the students role play and work together in groups while problem solving and attempting to conquer any conflicts that come their way. There will also be a physical activity component.

Duration: 60 minutes

Materials: List of physical events to complete and basic problems that will arise (for professor).[[11]](#footnote-11)

Objectives: Students will learn to organize a basic society throughout the lesson and adapt to problems that arise. It will allow them to think about how dynamic and challenging maintaining order within a country can be and will let them work on solving problems with their peers. They will also get a portion of their required physical activity for the week.

Procedure: (This portion of class will be split up into two 30 minute halves- 1st half will be collecting money etc. and building up their country and the 2nd half will be for the political aspect of the activity)

1. (1st half) Give the students a handout of the ways they can earn more money or technology to help them in solving conflicts and head outside
2. Allow the students to go about collecting money/resources/technology through various challenges
3. (2nd half) Bring the students back inside to begin the political aspect of the activity
4. Have the students sit with their respective countries and have their flag and other props ready and setup. Each country is allowed a turn to talk to the other countries to appeal to their needs and request these needs from the other nations. The other countries can either decide to help, resist, or fight with regards to other nations. There are no winners of the game, just students learning to be dynamic and adaptive.

**DAY 2- Activity 3/3: Review and Reflection**

Purpose: Give students an opportunity to discuss and interpret their thoughts of the day and the different roles each country played in the outcome of the game.

Duration: 10 minutes

Materials: Whiteboard/chalkboard and markers

Objectives: Students will reflect upon the day’s events and evaluate what was successful and what was not with regards to their nation’s success. They will be able to connect these lessons to the real world and have a better understanding of how complex and sensitive the world really is.

Procedure: Teacher will stand at the front and ask each group their thoughts about the activity. The pros and cons will be written up on the board for the whole group. Students will have to write a one page summary about what they learned throughout the lesson.

**Grading Information**

* Students will be evaluated on how much effort they put into setting up their country on Day 1 and how well they worked together in a group
* Students will receive a participation grade for their involvement in the group activity on the second day as well as their participation in the physical activity challenges
* Students will be evaluated on the summary they hand in the following day

**Conclusion**

The idea behind this lesson was to introduce the students to working in groups while being creative and imaginative. They were able to create their own country and feel responsible for its success. Their ability to overcome challenges in their groups and during the actual activity will greatly reflect how much they took out of the lesson. Understanding that the world is a complex and dynamic place will allow for them to see the bigger picture with regards to how the world operates. By teaching students to use their imaginations in order to overcome obstacles will allow them to gain confidence to use creativity to problem solve in the future.**References:**

SparkNotes Editors. (2005). SparkNote on World War II (1939–1945). Retrieved March 21, 2012, from <http://www.sparknotes.com/history/european/ww2/>

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Bemis, S. F. (1961). Between War and Peace: The Potsdam Conference. In *American Historical Review, 66*(2), 418-419.

**Appendices:**

**Appendix 1**

[**http://www.youtube.com/watch?v=6zGPi4ahj5c**](http://www.youtube.com/watch?v=6zGPi4ahj5c)

**Appendix 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| The Home Front | | | | | |
| Although it was the men who went off to fight the war, the people left behind at home also had a part to play in the war. The Home Front is the name given to the effect of the war on people’s everyday lives. | | | | | |
| Evacuation When the war began in September 1939 the government knew that large cities would be the target for German bombs and that casualties would be high. Evacuation was introduced to move school children, teachers, mothers with children under the age of five and disabled people out of the cities to the countryside where there was little risk of bombing raids.  Evacuation was voluntary and the government expected more than 3 million people to take advantage of the scheme. However, by the end of September 1939 only 1.5 million people had been evacuated and most of those returned to their homes when there were no bombing raids. When the Battle of Britain and the Blitz began in 1940, evacuation was re-introduced. | | | | | |
|  | | | The children to be evacuated assembled in the school playground. They all wore name tags and had to carry their gas mask as well as their belongings. After saying goodbye to their parents they travelled by train or by coach to their destination where they met the people who were to house them. Most of those evacuated had no idea what their life as an evacuee would be like nor when they would see their parents again. | | |
| Rationing | | | | | |
|  | | Britain has always imported food and other goods from overseas. Being an island this means that goods come into the country by ship or air. In 1939 most goods were transported to Britain by ship.  From the beginning of the war, one of Hitler’s tactics against Britain was to use submarines to torpedo ships bringing supplies to Britain. This meant that petrol, certain foods and clothes were in short supply. | | | |
| Every man, woman and child was given a ration book for food and had to register with a grocery store. The grocery store was only given enough food for the people on their list. When someone bought rationed food, the grocer stuck a sticker in his or her ration book to show that that week’s ration had been purchased. | | | |  | |
| At first only butter, sugar and bacon was rationed. By the middle of 1940 all meat, eggs, cheese, jam, tea and milk was also rationed. Clothes were rationed from June 1941 due to a shortage of raw materials and also to allow the factories and workers to concentrate on producing weapons, aircraft and ammunition for the war. | | | | | |
| |  |  | | --- | --- | | 4oz (113g) | lard or butter | | 12oz (340g) | sugar | | 4oz (113g) | bacon | | 2 | eggs | | 6oz (170g) | meat | | 2oz (57g) | tea |   **Weekly Food Allowance for one person** | | | Vegetables were not rationed but were often in short supply. People who had gardens were encouraged to plant vegetables instead of flowers. The government called this ‘Digging for Victory’ and produced posters to persuade people that they were helping to win the war by planting vegetables.  The only fruit that was available was that grown in Britain e.g. apples, pears, and strawberries. Bananas, oranges, peaches and other imported fruit were not available at all.  Dried egg powder was available and was used to make scrambled eggs. | | |
| Clothes Rationing | | | | | |
| 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.  Second hand clothes were not rationed and children’s clothes were handed down from one child to the next or sold on to other families. The government used the slogan ‘Mend and Make Do’ to encourage people to repair or patch torn or worn clothes. | | | |  |  |  |  | | --- | --- | --- | --- | | **Item** | **Men** | **Women** | **Children** | | Raincoat | 16 | 15 | 11 | | Overcoat | 7 | 7 | 4 | | Jacket | 13 | 12 | 8 | | Shirt/Blouse | 5 | 4 | 3 | | Jumper/Cardigan | 5 | 5 | 3 | | Trousers | 8 | 8 | 6 | | Shorts | 3 | 3 | 2 | | Skirt |  | 8 | 6 | | Boots/Shoes | 7 | 5 | 3 | | Nightdress/Pyjamas | 8 | 6 | 6 | | Underpants/Knickers/Vest | 3 | 3 | 2 | | Socks/Stockings | 2 | 2 | 1 | | | |
| Women | | | | | |
|  | | | As more and more men were ‘called up’ to serve in the forces, women were called upon to take over the jobs traditionally done by men.  Women worked in the factories producing aircraft, ammunition, weapons and other goods needed for the war effort. They worked long hours and could earn as much as 40 shillings (£2.15) a week. This was quite a good wage in the 1940s but was less than the men had been paid for doing the same job. | | |
| The women who worked in the fields and on farms were known as Land Girls. They were given a uniform and had to live on the farms where they were sent to work. They worked long hours and the work was hard. Land Girls were paid 32 shillings (£1.60) per week.  Other jobs done by women included:  Women's Voluntary Service (WVS), Air Raid Wardens, Auxiliary Territorial Service (ATS), Women's Auxiliary Air Force (WAAF), Women's Royal Naval Service (WRNS), Special Operations Executive (SOE), Entertainers | | | | |  |
| Home Guard | | | | | |
|  | The Home Guard or Local Defence Volunteers (LDV) was formed in 1940 when there was a real risk that Hitler might invade Britain. The men that served in the Home Guard were all volunteers and were mostly those that were too old (over the age of 40) or too young (under the age of 18) to serve in the forces. They became known as ‘Dad’s Army’.  The men were issued with a uniform and an armband with the letters LDV to show that they were members of the Home Guard. | | | | |
| Members of the public were asked to donate any rifles, pistols or shotguns that they might have to provide the Home Guard with weapons. Those that were not provided with weapons made makeshift weapons from pieces of pipe or knives.  Most of the men had full time jobs and trained in the evenings. As well as preparing themselves to be ready to fight off a German invasion, the Home Guard also guarded buildings that had been bombed to prevent looting, helped to clear bomb damage, helped to rescue those trapped after an air raid, guarded factories and airfields, captured German airmen that had been shot down and set up roadblocks to check people’s identity cards. | | | | | |

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**Appendix 3:**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **B** | **L** | **A** | **C** | **K** The Home Front – Word Search | **O** | **U** | **T** | **S** | **E** | **R** | **D** | **H** | **U** | **G**  BLACKOUT  GAS MASK  HOME GUARD  LANDGIRL  BLITZ  DOODLEBUG  RATIONING  COUNTRYSIDE  EVACUATION  BOMBING  PREPARING  SALVAGE |
| **A** | **K** | **E** | **D** | **I** | **S** | **Y** | **R** | **T** | **N** | **U** | **O** | **C** | **I** | **A** |
| **R** | **N** | **B** | **V** | **X** | **C** | **V** | **S** | **D** | **H** | **M** | **O** | **J** | **K** | **S** |
| **A** | **T** | **P** | **O** | **H** | **Q** | **H** | **L** | **P** | **E** | **D** | **D** | **Q** | **W** | **M** |
| **T** | **G** | **R** | **I** | **G** | **Q** | **Y** | **I** | **G** | **M** | **D** | **L** | **W** | **A** | **A** |
| **I** | **B** | **E** | **U** | **F** | **L** | **B** | **U** | **U** | **B** | **C** | **E** | **S** | **T** | **S** |
| **O** | **J** | **P** | **J** | **D** | **W** | **A** | **K** | **Y** | **J** | **A** | **B** | **X** | **E** | **K** |
| **N** | **N** | **A** | **Q** | **S** | **R** | **M** | **N** | **T** | **N** | **O** | **U** | **C** | **D** | **G** |
| **I** | **I** | **R** | **W** | **D** | **E** | **J** | **Y** | **D** | **M** | **S** | **G** | **V** | **P** | **E** |
| **N** | **U** | **I** | **E** | **R** | **R** | **T** | **T** | **B** | **G** | **D** | **W** | **Z** | **O** | **G** |
| **G** | **Y** | **N** | **R** | **E** | **T** | **Y** | **I** | **E** | **T** | **I** | **S** | **T** | **I** | **A** |
| **R** | **T** | **G** | **T** | **W** | **Y** | **N** | **E** | **W** | **R** | **T** | **R** | **I** | **U** | **V** |
| **S** | **T** | **B** | **Y** | **J** | **G** | **I** | **W** | **A** | **E** | **Y** | **T** | **L** | **Y** | **L** |
| **D** | **E** | **V** | **A** | **C** | **U** | **A** | **T** | **I** | **O** | **N** | **Y** | **B** | **T** | **A** |
| **A** | **R** | **N** | **M** | **K** | **W** | **O** | **E** | **S** | **R** | **I** | **O** | **C** | **G** | **S** |

**Appendix 4:**

[**http://www.youtube.com/watch?v=HI3Y0Xzjc50**](http://www.youtube.com/watch?v=HI3Y0Xzjc50) **or** [**http://www.youtube.com/watch?v=6zGPi4ahj5c**](http://www.youtube.com/watch?v=6zGPi4ahj5c)

**Appendix 5:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Main Causes of World War Two | | | | |
| World War Two began in September 1939 when Britain and France declared war on Germany following Germany’s invasion of Poland. Although the outbreak of war was triggered by Germany's invasion of Poland, the causes of the war are more complex. | | | | |
| **Treaty of Versailles**  In 1919, Lloyd George of England, Orlando of Italy, Clemenceau of France and Woodrow Wilson from the US met to discuss how Germany should pay for the damage world war one had caused. | | | | |
|  | Woodrow Wilson wanted a treaty based on his 14-point plan which he believed would bring peace to Europe.  Georges Clemenceau wanted revenge. He wanted to be sure that Germany could never start another war again.  Lloyd George personally agreed with Wilson but knew that the British public agreed with Clemenceau. He tried to find a compromise between Wilson and Clemenceau. | | | |
| Germany had been expecting a treaty based on Wilson’s 14 points and were not happy with the terms of the Treaty of Versailles. However, they had no choice but to sign the document.  The main terms of the Treaty of Versailles were:  **War Guilt Clause** - Germany should accept the blame for starting World War One  **Reparations** - Germany had to pay £6,600 million for the damage caused by the war  **Disarmament** - Germany was only allowed to have a small army and six naval ships. No tanks, no airforce and no submarines were allowed. The Rhineland area was to be de-militarised.  **Territorial Clauses** - Land was taken away from Germany and given to other countries. Anschluss (union with Austria) was forbidden.  The German people were very unhappy about the treaty and thought that it was too harsh. Germany could not afford to pay the money and during the 1920s the people in Germany were very poor. There were not many jobs and the price of food and basic goods was high. People were dissatisfied with the government and voted to power a man who promised to rip up the Treaty of Versailles. His name was Adolf Hitler. | | | | |
| **Hitler's Actions** | | | | |
| Adolf Hitler became Chancellor of Germany in January 1933. Almost immediately he began secretly building up Germany’s army and weapons. In 1934 he increased the size of the army, began building warships and created a German airforce. Compulsory military service was also introduced  Although Britain and France were aware of Hitler’s actions, they were also concerned about the rise of Communism and believed that a stronger Germany might help to prevent the spread of Communism to the West.  In 1936 Hitler ordered German troops to enter the Rhineland. At this point the German army was not very strong and could have been easily defeated. Yet neither France nor Britain was prepared to start another war. | | | |  |
| Hitler also made two important alliances during 1936. The first was called the Rome-Berlin Axis Pact and allied Hitler’s Germany with Mussolini’s Italy. The second was called the Anti-Comitern Pact and allied Germany with Japan. | | | | |
|  | Hitler’s next step was to begin taking back the land that had been taken away from Germany. In March 1938, German troops marched into Austria. The Austrian leader was forced to hold a vote asking the people whether they wanted to be part of Germany.  © [www.historyonthenet.com](http://www.historyonthenet.com) | | | |
| The results of the vote were fixed and showed that 99% of Austrian people wanted Anschluss (union with Germany). The Austrian leader asked Britain, France and Italy for aid. Hitler promised that Anschluss was the end of his expansionist aims and not wanting to risk war, the other countries did nothing. | | | | |
| Hitler did not keep his word and six months later demanded that the Sudetenland region of Czechoslovakia be handed over to Germany.  Neville Chamberlain, Prime Minister of Britain, met with Hitler three times during September 1938 to try to reach an agreement that would prevent war. | |  | | |
| The Munich Agreement stated that Hitler could have the Sudetenland region of Czechoslovakia provided that he promised not to invade the rest of Czechoslovakia. Hitler was not a man of his word and in March 1939 invaded the rest of Czechoslovakia. Despite calls for help from the Czechoslovak government, neither Britain nor France was prepared to take military action against Hitler. However, some action was now necessary and believing that Poland would be Hitler’s next target, both Britain and France promised that they would take military action against Hitler if he invaded Poland. Chamberlain believed that, faced with the prospect of war against Britain and France, Hitler would stop his aggression. Chamberlain was wrong. German troops invaded Poland on 1st September 1939. | | | | |
| **Failure of Appeasement**  Appeasement means giving in to someone provided their demands are seen as reasonable. During the 1930s, many politicians in both Britain and France came to see that the terms of the Treaty of Versailles had placed restrictions on Germany that were unfair. Hitler's actions were seen as understandable and justifiable.  When Germany began re-arming in 1934, many politicians felt that Germany had a right to re-arm in order to protect herself. It was also argued that a stronger Germany would prevent the spread of Communism to the west. In 1936, Hitler argued that because France had signed a new treaty with Russia, Germany was under threat from both countries and it was essential to German security that troops were stationed in the Rhineland. France was not strong enough to fight Germany without British help and Britain was not prepared to go to war at this point. Furthermore, many believed that since the Rhineland was a part of Germany it was reasonable that German troops should be stationed there.  In May 1937, Neville Chamberlain became Prime Minister of Britain. He believed that the Treaty of Versailles had treated Germany badly and felt that giving in to Hitler's demands would prevent another war. This policy, adopted by Chamberlain's government became known as the policy of Appeasement. | | | | |
| The Munich Agreement, signed by the leaders of Germany, Britain, France and Italy, agreed that the Sudetenland would be returned to Germany and that no further territorial claims would be made by Germany. The Czech government was not invited to the conference and protested about the loss of the Sudetenland. They felt that they had been betrayed by both Britain and France with whom alliances had been made. However, the Munich Agreement was generally viewed as a triumph and an excellent example of securing peace through negotiation rather than war.  This famous picture shows Chamberlain returning from Munich with the paper signed by Hitler declaring 'Peace in our time.' | | |  | |
| When Hitler invaded the rest of Czechoslovakia in March 1939, he broke the terms of the Munich Agreement. Although it was realised that the policy of appeasement had failed, Chamberlain was still not prepared to take the country to war over "..a quarrel in a far-away country between people of whom we know nothing…" Instead, he made a guarantee to come to Poland's aid if Hitler invaded Poland.  © [www.historyonthenet.com](http://www.historyonthenet.com) | | | | |
| **Failure of the League of Nations**  The League of Nations was an international organisation set up in 1919 to help keep world peace. It was intended that all countries would be members of the League and that if there were disputes between countries they could be settled by negotiation rather than by force. If this failed then countries would stop trading with the aggressive country and if that failed then countries would use their armies to fight. In theory the League of Nations was a good idea and did have some early successes. But ultimately it was a failure.  The whole world was hit by a depression in the late 1920s. In 1931, Japan was hit badly by the depression. People lost faith in the government and turned to the army to find a solution. The army invaded Manchuria in China, an area rich in minerals and resources. China appealed to the League for help. The Japanese government were told to order the army to leave Manchuria immediately. However, the army took no notice of the government and continued its conquest of Manchuria.  The League then called for countries to stop trading with Japan but because of the depression many countries did not want to risk losing trade and did not agree to the request. The League then made a further call for Japan to withdraw from Manchuria but Japan's response was to leave the League of Nations.  In October 1935, Italy invaded Abyssinia. The Abyssinians did not have the strength to withstand an attack by Italy and appealed to the League of Nations for help.  The League condemned the attack and called on member states to impose trade restrictions with Italy. However, the trade restrictions were not carried out because they would have little effect. Italy would be able to trade with non-member states, particularly America. Furthermore, Britain and France did not want to risk Italy making an attack on them.  In order to stop Italy's aggression, the leaders of Britain and France held a meeting and decided that Italy could have two areas of land in Abyssinia provided that there were no further attacks on the African country. Although Mussolini accepted the plan, there was a public outcry in Britain and the plan was dropped.  The main reasons for the failure of the League of Nations:  **Not all countries joined the League -** Although the idea for the League of Nations had come from Woodrow Wilson, there was a change of government in the United States before the signing of the treaty and the new Republican government refused to join. As a punishment for having started World War One, Germany was not allowed to join and Russia was also excluded due to a growing fear of Communism. Other countries decided not to join and some joined but later left.  **The League had no power -** The main weapon of the League was to ask member countries to stop trading with an aggressive country. However, this did not work because countries could still trade with non-member countries. When the world was hit by depression in the late 1920s countries were reluctant to lose trading partners to other non-member countries.  **The League had no army -** Soldiers were to be supplied by member countries. However, countries were reluctant to get involved and risk provoking an aggressive country into taking direct action against them and failed to provide troops.  **Unable to act quickly -** The Council of the League of Nations only met four times a year and decisions had to be agreed by all nations. When countries called for the League to intervene, the League had to set up an emergency meeting, hold discussions and gain the agreement of all members. This process meant that the League could not act quickly to stop an act of aggression. | | | | |

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**Appendix 6:**

**http://www.lessonplanspage.com/ssoriginsofwwiidiscussionandworksheets1012-htm/**

Name:  
  
Date:  
  
Class Period:

The Origins of World War II

Match the left column with the letter of 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 fortified its borders with Germany except for an area called the Ardennes forest which they assumed could not be penetrated by a large army. |
| 6. \_\_\_Soviet Union | f. Hitler invaded this country only to get to the northern part of France. |
| 7. \_\_\_Belgium | g. This country was unwillingly annexed by Germany in a move called the Anschluss. |
| 8. \_\_\_Poland | h. The invasion of this country sparked the beginning of World War II. |

The Origins of World War II Worksheet Answer Key:

Section 1 matching  
  
1. d  
  
2. e  
  
3. a  
  
4. g  
  
5. c  
  
6. b  
  
7. f  
  
8. h

**Appendix 7:**

Guidelines for battle:

1. Separate into five groups: Britain, U.S.A., Germany, Japan, and Russia with different coloured pinnies for each country. Tuck the pinny in the clothing somewhere so it can be stolen.
2. Go to the designated areas for your countries and begin discussing which event you believe came first. Without speaking with the other countries, begin playing tag to correspond with the events and sequences of war for these five countries.
3. When a country is taken over (all the pinnies are taken) those players become part of the country which took them over until they are rescued from another country, but only after you complete a series of physical tasks to ensure your safety (P.O.W. camp).
4. Attempt to stay on the real timeline of the war and ask teacher if there is any confusion or to clarify.

**Appendix 8:**

[**http://www.youtube.com/watch?v=HI3Y0Xzjc50**](http://www.youtube.com/watch?v=HI3Y0Xzjc50)

**Appendix 9:**

**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)



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**Appendix 10:**

(Bemis, S. F., 1961)

Potsdam Conference Goals Sheet:

-to decide how to administer punishment to Germany/ deal with Japan

-to establish post-war order

-discuss peace treaty issues

-to counter the effects of war

(Keep in mind that at this time, the Red Army was occupying Central and Eastern Europe, that Britain had a new Prime Minister, that America had a new president and had tested the atomic bomb, and that the war was ending)

**Appendix 11:**

Britain Potsdam Goals:

Eliminate Germany’s war potential (arms etc) and limit their production of materials which could be used for war.

**Appendix 12:**

U.S.A Potsdam Goals:

Allies no longer needed cooperation from the Soviet Union, so did not look compassionately at their demands. Also did not believe in as heavy of a punishment for Germany as Britain did.

**Appendix 13:**

Russia’s Potsdam Goals:

To obtain economic help for the Soviet Union. After having a lot of their territory destroyed, the Soviet Union’s main concern was to receive massive reparation payments from Germany.

**Appendix 14:**

Germany

Plead their case to the “Big Three”- Attempt to have the punishment lessened.

**Appendix 15:**

Japan

Plead their case to the “Big Three”-

**Appendix 16:**

[**http://www.youtube.com/watch?v=tYFjBmMIcbk**](http://www.youtube.com/watch?v=tYFjBmMIcbk)

**Appendix 17:**

Quiz for International Political Terms:

http://quizlet.com/8677933/international-relations-quiz-5-flash-cards/

**Appendix 18:**

Notes for powerpoint Day 1:

1. There are numbers in a hat (e.g. 5 1’s, 4 2’s, 3 3’s, 2 4’s). Whichever one you draw one out of a hat will now be your country group.
2. Get into your groups and decide your basic information (main resource, location, currency, flag, military, laws etc)
3. Head out into the school and collect resources and information for your country

Notes for powerpoint for Day 2

**Appendix 19:**

Physical events:

1. Climb through the obstacle course- relay style (with your team)
2. Do a lap around the school grounds
3. Build a human pyramid with your members
4. Skipping station (100 skips per member)
5. Create a dance for your country and perform it for the class

1. See appendix item 1 [↑](#footnote-ref-1)
2. See appendice items 2 & 3 [↑](#footnote-ref-2)
3. Appendix items 4 & 5 [↑](#footnote-ref-3)
4. Appendix item 6 [↑](#footnote-ref-4)
5. Appendix item 7 [↑](#footnote-ref-5)
6. Appendix items 8 & 9 [↑](#footnote-ref-6)
7. Appendix items 10, 11, 12, 13, & 14 [↑](#footnote-ref-7)
8. Appendix item 15 [↑](#footnote-ref-8)
9. Appendix items 16 & 17 [↑](#footnote-ref-9)
10. Appendix item 18 [↑](#footnote-ref-10)
11. Appendix items 19 & 20 [↑](#footnote-ref-11)