

Task	Due Date	Checked/ Marked
*Keywords 6: Causes of World War II		
*Knowledge Organiser 6: Causes of World War II		
Interpretations 5: Causes of World War II		
*Revision:		
Meanwhile Elsewhere 6: Papua New Guinea		
*Keywords 7: The Holocaust		
Knowledge Organiser 7: The Holocaust		
Research 2: World War II		
Interpretations 6: Post-War Europe		
Meanwhile Elsewhere 7: Korea		
Your choice!		

# Learning Booklet

Term 3    Year 8

The History Department

\*these tasks are ones you will be quizzed on, throughout the year and at the end of the year

**Name:**

\_\_\_\_\_

**Teaching Group:**

\_\_\_\_\_

**Teacher:**

\_\_\_\_\_

## **Keywords 6: Causes of World War II**

Appeasement	Allowing someone what they want to keep them happy
Dictator	Where one person or party rules without holding elections
Economic Depression	Where there is little or no money in circulation
Hyperinflation	Where money becomes rapidly worthless
Isolationism	Deliberately keeping out of the disputes of other countries
League of Nations	Countries could join and use this to talk through any problems
Rearmament	Rebuilding military forces
Reparations	An amount of money to be paid by Germany to the Allies to help to rebuild all the damage
Rhineland	Area of Germany which bordered France, Germany were prevented from keeping troops there
Treaty of Versailles	The Peace Agreement which was intended to bring permanent peace after the end of the Great War

Learn these words and definitions as you will be tested on them; try to make sure you can also spell them correctly 😊

**Remember to revise the last set of words too**

## Knowledge Organiser 6: Causes of World War II

### The Treaty of Versailles:

100,000 soldiers; no air force; no tanks; only 6 battleships

No soldiers in the Rhineland

'War Guilt Clause'

All colonies taken away

Reparations to be paid; £6600 million

Not allowed to join the League of Nations

Loss of land to France, Belgium, Denmark and Poland

Not allowed to join with Austria

### Appeasement

Britain pursued a policy of appeasement, allowing Hitler to keep areas he annexed/invaded prior to invading Poland. Historians give different reasons for this:

- Britain were not ready for war and needed to time to prepare
- Germany had been treated badly in the Treaty of Versailles and so should now be allowed to make their own decisions
- People feared another world war
- People feared Communism and that it would spread

But some historians argue that:

- Appeasement encouraged Hitler
- Germany simply grew stronger
- Appeasement scared the USSR

### USA and isolationism

Congress refused to approve membership of the League of Nations. The US Government wanted to avoid Fascism or Communism. They refused to cancel debts created by The Great War. When Japan invaded China they took no action. An opinion poll in September 1939 showed that 94% of Americans felt they should NOT send troops to Europe.

### Rise of Hitler:

Wrote *Mein Kampf* detailing all his ideas including:

- More 'living space' for the German people
- Aryan supremacy
- An end to the terms of the Treaty of Versailles
- Strong central government
- One leader

There was massive unemployment in Germany by 1932 (6.6 million) – Hitler promised jobs

Once Hitler came to power in 1933 he:

- Began a programme of rearmament
- Created job schemes
- Removed Germany from the League of Nations
- Introduced conscription
- Sent troops into the Rhineland
- Supported Franco in the Spanish Civil War
- Annexed Austria
- Invaded the Sudetenland (part of Czechoslovakia)
- Invaded the rest of Czechoslovakia
- Signed the Nazi-Soviet Pact
- Invaded Poland

### Nazi-Soviet Pact

Signed by Hitler and Stalin in August 1939 – they agreed not to attack each other and that they would divide Poland between them

### The League of Nations

The League of Nations was proposed by the President of the USA, Woodrow Wilson. The intention was that member states would discuss issues rather than go to war. If member states went to war, then the other members were to cut all contact; diplomatic and trade. However, the League did not have a military force.

In 1935 Italy invaded Abyssinia (both were members) the League imposed some sanctions but with limited impact and Britain and France negotiated with Italy on the side.

In 1931 Japan attacked Manchuria. The League were unable to force Japan to leave as decisions from the League had to be unanimous and Japan wouldn't vote against its own actions. By 1936 Japan had made a pact with Germany; in 1937 invaded China and in 1941 invaded Indo-China then attacked Pearl Harbour.

## Interpretations 5:

Read both interpretations – they give different views of the main cause of World War II – then answer the questions in the boxes. Remember, if there are any words you find difficult underline them then look them up in the dictionary

### INTERPRETATION 1

Hitler insisted that the future of the German people could only be secured by the conquest of living space in East Europe. It could only be won by force. Hitler first set down these views in *Mein Kampf* and repeated them in the *Hossbach Memorandum* in 1937. He held

and expressed these views for over twenty years, and he set to work to put them into practice by attacking Poland and then Russia.

**From an article written by historian Alan Bullock in 1967**

### INTERPRETATION 2

Hitler had no concrete plan. He waited on events. It was Schuschnigg, not Hitler, who launched the Austrian crisis. It was Britain which took the lead in breaking up Czechoslovakia. It was the British in 1939 who gave Hitler the impression that they would not resist him over Poland. Others provided Hitler with the opportunities and he seized them. The blame for war can be put on the faults and failures of European statesmen and public.

**Adapted from a book by historian AJP Taylor, 1963**

**Tricky words:**

What is the main difference between these views?

## **Revision:**

You've got an end of year exam coming up which will test your knowledge of everything since the beginning of Year 7...what would be worthwhile activities to help you to succeed?

In 1942, fighting continued in Europe **meanwhile elsewhere** the Allies were fighting the Japanese in Papua New Guinea

KEY INFORMATION: fill in the gaps

Date..... Location ..... Outcome .....



Where is it? – can you colour in Papua New Guinea on the map?

**Timeline (what key dates can you find?)**

WHAT CAN YOU INFER FROM THIS SOURCE ABOUT THE FIGHTING?



What can this source tell us about Allied success in Papua New Guinea?

QUESTIONS:

1. Which countries troops made up the majority of the troops fighting for the Allies in Papua New Guinea?
2. Who was the leader of the American troops during the New Guinea Campaign?
3. Can you explain why the Allies were fighting in Papua New Guinea?

<https://www.sl.nsw.gov.au/stories/papua-new-guinea-png-forty-years-independence/papua-new-guinea-and-world-wars>

<https://indopacificimages.com/papua-new-guinea/understanding-papua-new-guinea/papua-new-guinea-and-wwii/>

<https://www.abc.net.au/radio-australia/programs/pacificbeat/pngs-sir-julius-chan-tells-of-the-terrifying/7354904>

## Keywords 7: The Holocaust

Aryan	Nazi ideal of the 'perfect' human race
<i>Churban</i>	Destruction
Concentration camp	Where large groups of people are held together
Extermination	Destroy completely
Ghetto	An enclosed part of a city where Jews had to live
Holocaust	'sacrifice'
Inferior	Not as good
<i>Kristallnacht</i>	A night when Jewish businesses, homes and synagogues were attacked
Prejudice	Having a negative view of someone or something for no reason
Resistance	Fighting against something you disagree with

Learn these words and definitions as you will be tested on them; try to make sure you can also spell them correctly 😊

Remember to revise the last set of words too

## Knowledge Organiser 7: The Holocaust

Date	
321	Constantine summons Cologne Jews; earliest record of Jewish community in northern Europe
711	Moors find Jewish communities as they conquer Iberia. Over the next 300 years, Jews generally prosper with basic freedom of movement and religion
900	Jews prosper in cities like Mainz, Worms, Cologne and Speyer for more than a century through money-lending and other trades barred to Christians
1100	Beginning of Jewish migration from Rhineland and France to the East
1264	Poland's Boleslav V grants privileges to attract more Jewish families to eastern regions.
1275	Jews in England are forced to wear a yellow badge to identify themselves as Jewish
1287	269 Jews are hanged in the Tower of London
1290	King Edward I expels Jews from Britain
1348	Black Death kills more than one-third of Europe's population in three years. Amid mass hysteria, Jews are accused of "poisoning wells," tortured and slaughtered en masse
1364	Poland's Casimir the Great extends Jewish privileges throughout kingdom. Migration accelerates of Jews from Germany
1392	Jews expelled from France during reign of Charles the Mad
1492	Inquisition expels Jews from Spain as Catholic monarchs end Moorish rule. Portugal follows suit four years later. Most of these Sephardic Jews go to Italy or to Turkish dominions, welcomed by sultans to Constantinople (Istanbul), Izmir, Thessaloniki. Others go to Amsterdam and Antwerp, where they establish silk trade.
1516	Venice's ghetto is first in Europe. Talmud printed in Venice by Daniel Bomberg.
1555	Pope Paul IV orders Italy's Jews into ghettos and to wear badges. In Rome, Jews required to listen to Christian sermons. Leghorn and Florence among more tolerant cities.
1648	Cossack rebellion erupts in eastern Poland, victimizing thousands of Jews; some migrate back toward West.
1656	Cromwell quietly allows Jews to return to England from Low Countries.
1670	Vienna expels Jews; 50 families allowed into Berlin.
1772	First partition of Poland between Germany, Austria and Russia. In 1791, Jews restricted to "the Pale" by Catherine the Great who withdraws privileges.
1776	American Revolution. Jews, who first came to U.S. from Netherlands in 1600s are included as full citizens.
1789	French Revolution. Jews declared equal citizens; ghettos abolished. French armies under Napoleon extend rights into Low Countries, Italy, Germany, Switzerland, Holland.
1826	England permits naturalization of Jewish residents.
1848	Liberal revolutions bring down ghetto walls in Germany and Austrian Empire.
1858	Lionel Nathan Rothschild is first Jewish member of British Parliament
1871	Constitution of the new German Empire gives equal civil rights to Jews.
1881	After assassination of liberal Tsar Alexander II, pogroms erupt against Jews in East. Generates mass emigration to the Americas and initial wave to Palestine.
1894	France bitterly divided over Alfred Dreyfus, a Jewish officer unjustly court-martialed for treason. Spends years on Devil's Island before exoneration.
1900	Warsaw, Budapest and Vienna home of Europe's largest Jewish communities
1914	World War I. Jews fight in all armies; 12,000 die as soldiers for Germany alone. Britain promises Jewish state in Palestine.
1933	Hitler becomes Chancellor 36 Jews are murdered in Germany 35,000 Jews leave Germany
1935	Nuremberg Laws limiting Jewish rights are introduced in Germany; laws are also introduced in Poland; Romania and Hungary through the 1930s
1938	<i>Kristallnacht</i> Nazi Stormtroopers and ordinary citizens attack Jewish homes, businesses and synagogues; the Jewish Community are forced to clear up the damage. No compensation is given.
1940	Ghettos are created in Polish cities
1941	Germany invades the USSR
1942	The Wannsee Conference – leading Nazis agree a policy of extermination of Jews under Nazi control 150 firms are using Jewish slave labour through the concentration and labour camps to produce goods
1943	Warsaw Ghetto uprising; Danes smuggle Jewish citizens to neutral Sweden
1945	The Holocaust ends as Allied and Soviet troops liberate death camps. Of war's vast toll, nearly 6 million were Jewish men, women and children, perhaps 70 percent of pre-war population in Europe.



## **Research 2:**

Using <https://www.cwgc.org> research either a member of your own family involved in World War II, or visit one of the war memorials in the town and choose a name to research or alternatively you can search for civilian deaths for WWII. You could search for those who died in Weymouth and Portland and see what you can find out about the impact on your home town. You could visit the Resources Centre or the library to do some research in local history books to support this. Remember to check with your teacher if you are unsure of how to proceed.

Below plan out your questions and remember to leave spaces for your answers:

## Interpretations 6:

### Tricky words:

Occupation- the action, state, or period of being occupied by an opposing military force (army).

Nationalisation- the transfer of business and industry from private to state ownership or control

Look up any others you are not sure of using a dictionary 😊

Anne Applebaum:  
Iron Curtain and  
the Crushing  
of Eastern Europe  
(2012)



For similar reasons, the collapse of Germany also created an ownership crisis. At the end of the war, German entrepreneurs, managers and investors fled or were killed. Many factories were simply abandoned, left ownerless. Sometimes they were taken over by workers' councils. Sometimes local authorities took control. Most of these abandoned properties were eventually nationalized – if they had not already been packed up and moved, lock, stock and barrel, to the Soviet Union, which considered all 'German' property legitimate war reparations – with surprisingly little opposition.<sup>34</sup> By 1945, the idea that the ruling authorities could simply confiscate private property without providing any compensation whatsoever was an established principle in Eastern Europe. When larger-scale nationalization began, nobody would be remotely surprised.

What had happened to many German businesses as a result of the conflict?

What idea was well established by 1945?

Any ideas about why this might have been?

What reasons does Applebaum give for the Second World War having such an impact on the lives of those around at the time?

Of all the different kinds of damage wrought by the Second World War, the hardest to quantify is the psychological and emotional damage. The brutality of the First World War created a generation of fascist leaders, idealistic intellectuals and expressionist artists who twisted the human form into inhuman shapes and colours in an attempt to convey their disorientation. But because it involved occupation, deportation and the mass displacement of civilian populations as well as fighting, the Second World War entered far more deeply into everyday life. Constant, daily violence shaped the human psyche in countless ways, not all of which are easy to articulate.

In the 20<sup>th</sup> Century, Europe was recovering from the Second World War **meanwhile**  
**elsewhere** the Korean War began.

#### KEY INFORMATION:

The Korean War began in \_\_\_\_\_. Korea was split into two countries called \_\_\_\_\_ Korea and \_\_\_\_\_ Korea. The Korean War was part of a larger conflict called The \_\_\_\_\_ War.



Mark the capitals of North and South Korea on the map above.

#### Timeline

**June 25<sup>th</sup> 1950:** North Korea invades South Korea.

**June 30<sup>th</sup> 1950:** America joins the war and fights North Korea.

**October 25<sup>th</sup> 1950:** China joins North Korea and attacks American troops.

**1951-52:** North Korea and South Korea in stalemate.

**July 27<sup>th</sup> 1953:** Armistice signed.

#### QUESTIONS:

Why was there a war in Korea?

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What is Korea like today?

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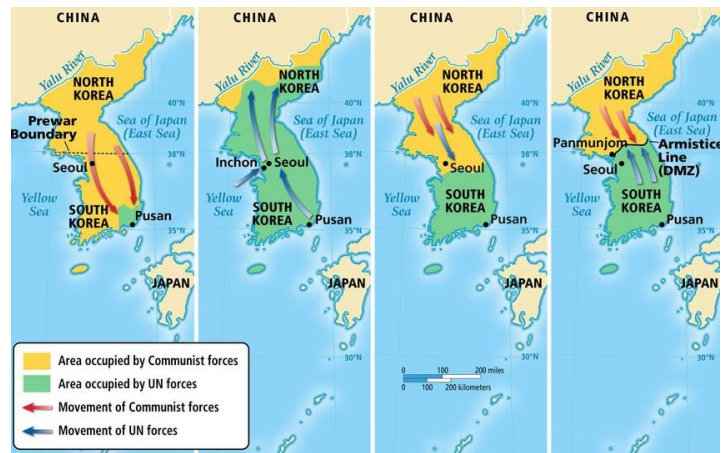
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WHAT CAN YOU INFER FROM THIS SOURCE ABOUT THE KOREAN WAR?

#### *Phases of the Korean War*



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[https://kids.kiddle.co/Korean\\_War](https://kids.kiddle.co/Korean_War)

[https://www.ducksters.com/history/cold\\_war/korean\\_war.php](https://www.ducksters.com/history/cold_war/korean_war.php)

<https://teenkidsnews.com/artculture/how-the-korean-war-started/>

## Creative 2: Your choice!

### Option 1:

Using Billy Joel's 'We didn't start the fire' research at least 5 of the events he mentions and present your findings in a creative way.

### Option 2:

Again using Billy Joel's 'We didn't start the fire' this time as inspiration - write your own version for your lifetime.

You can find the video here:

<https://www.youtube.com/watch?v=eFTLKWw542g>

You can find the lyrics and information about the background to the writing of the song here:

<https://genius.com/Billy-joel-we-didnt-start-the-fire-lyrics>

### Option 3:

Choose an older family member (or 2) to interview about their life. Think carefully about the questions you could ask which might allow you to compare their experiences with yours; e.g. What was school like? Were they allowed to go out exploring or did they have to stay close to home/an adult? What sort of food did they like eating?

Whichever option you choose think carefully about how to present your work, discuss with your teacher how you might do this.