

Germany after the First World War. Germany became a **republic** after the war. It was in a bad state. People were short of food and jobs. There were riots in the street as different political groups fought for power. In 1921, the **allies** decided that Germany must pay them £6600 million in damages, known as **reparations**. It was the last straw. In 1923, French troops moved into the **Ruhr**, a German industrial area, to claim their reparations. The workers went on strike. The German economy went into a nosedive. This was known as **inflation**. The German government did not have enough money to cope, so it began to print money that it didn't actually have. When this happens, the value of money goes down and the prices go up.

**Source 1.**

The rising price of bread in post-war Germany.



1918	1922	Jan 1923	July 1923	Sept 1923	Nov 1923
0.63 marks	163.15 marks	250 marks	3,456 marks	1,512,000 marks	201,000,000,000 marks

**Source 2.**

The rising price of one egg in post war Germany.



1914	1921	1922	July 1923	Sept 1923	Nov 1923
0.90 marks	1.60 marks	7 marks	5,000 marks	4,000,000 marks	320,000,000,000 marks

**Homework**

**To be completed by:**

**Instructions:**

**Now answer these four questions. Write in full sentences for your answers. The last answer will need writing than the other two.**

1. How much did the price of a loaf of bread increase by between January and July 1923?

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2. How much did the price of an egg increase by between September and November 1923??

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3. In which month did the prices begin to spiral out of control for both items?

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4. Was the value of an egg still the same? Why?

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## To All Land Girls

FROM AN ADMIRER OF THEIR WORK.

I saw a Land Girl working  
Alone in an open field.  
Her hard, once elegant, hands  
A stalwart hoe did wield.  
Her back was bent as she slew the weeds  
That spoiled the potatoes' growth;  
She never wilted, she never paused,  
She had taken her silent oath.

At last the day was nearly done,  
The sun was sinking low;  
She gathered up her jacket  
Then slowly cleaned her hoe.  
She passed the chair where I sat  
(I am feeble in body and sight).  
She smiled at me as she said:  
"Been hot to-day. Good-night."

We hear the valiant deeds of our men in  
"furrin parts,"  
Deeds which bring the tears to our eyes, a  
glow of pride to our hearts—  
But when the war is over and peace at last  
restored,  
I shall always remember the Land Girl, who  
made her hoe her sword.

**Homework**

**To be completed by:**

**Instructions:**

**Now answer these three questions. Write in full sentences for your answers. The last answer will need writing than the other two.**

1. Who do you think is the author of this poem? What text in the poem tells you that?

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2. What is the message the poem is trying to convey?

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3. Write your own poem to describe the women who fought in the war.

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What was life like in London during World War II?

During the six years Britain was at war, 1939–45, life was frequently hard for Londoners. Food and clothing were rationed and in short supply. Bombing caused fear, injury, death and destruction. Families were often separated due to evacuation and fathers going away to fight. Londoners learned to live with uncertainty and hardship.

How did rationing and shortages affect Londoners?

Clothing ration book, 1942 Rationing was introduced to control supplies of food and clothing during the war. Dried and tinned food became common as fresh meat and fish were in short supply. The government's 'Dig for Victory' campaign encouraged people to grow their own food to avoid fresh produce shortages.

Every available plot of land was used for farming. In Kensington Gardens flowers were replaced with cabbages. Clothing coupon books like this one were issued by the government to all Londoners. Due to rationing, boys had to wait until they were 12 years old before being allowed to wear long trousers. Adults were allowed to use 66 coupons a year – children were allocated additional coupons to allow for them outgrowing their clothes during the year. All clothes were rated. A pair of shoes used five coupons while a suit used 18 coupons. People were encouraged to 'make do and mend' to help their clothes last longer.

Adults were allowed to use 66 coupons a year – children were allocated additional coupons to allow for them outgrowing their clothes during the year. All clothes were rated. A pair of shoes used five coupons while a suit used 18 coupons. People were encouraged to 'make do and mend' to help their clothes last longer. Pages of the book had different coloured coupons. The coupons shown here are blue. Only one colour could be used at a time. The government announced when the next colour could be used, to prevent people using all their coupons too quickly. Rationing should have imposed a 'fair share for all' but this was not always the case.

**Homework**

**To be completed by:**

**Instructions:**

**Now answer these three questions. Write in full sentences for your answers. The last answer will need writing than the other two.**

1. What was rationed in the war?

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2. How did rationing and shortages affect Londoners?

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3. How many coupons were adults allowed?

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**Homework****To be completed by:**

During World War II, 100,000 London homes were destroyed and over one million houses suffered damage. Over 80,000 Londoners were killed or seriously injured. One in ten of all deaths that occurred during the war were children.

Bomb injuries suffered by Londoners often made identifying wounded people difficult. The authorities encouraged civilians to wear identity tags to speed up the process. Many Londoners wore metal bracelets like this one engraved with their personal details, to help with identification. Volunteers organised an evacuation programme.

Children were sent away with their school teachers to live with host families in 'safe' areas such as the countryside. This picture postcard was one in a series made by a greeting card company for parents to send to their children. The image of happy children it shows offers a positive view of evacuation. This cheerful card hides the reality of life for some child evacuees.

Many evacuees stayed with very kind families and were cared for and happy like the children in this postcard. Others, however, stayed with families who did not want them there and were less kind to them. This identity bracelet has a charm attached to it which shows Saint Christopher, the patron saint of safe travel. This would have given wearers comfort that they were protected on their journeys.

Many Londoners used air raid shelters called Anderson shelters to keep themselves safe during air raids. You can see what the inside of a shelter looked like in this engraving. The shelters were named after government minister Sir John Anderson. These shelters were given free by the government to all householders with a garden who earned less than £250 a year. Air raids often happened at night. As can be seen in the engraving, it was common for whole families to sleep in the shelter. At six feet (nearly two metres) high and buried in four feet (just over one metre) of soil, the conditions in the shelter were not always pleasant. Like the people in the engraving, Londoners were cramped together and shelters often flooded. These shelters could only be used by those with gardens to put them in. For Londoners without a garden, protection was found in any available cellar space, in Underground stations or in public surface shelters found in open spaces such as parks.

**Homework**

**To be completed by:**

**Instructions:**

**Now answer these three questions. Write in full sentences for your answers. The last answer will need writing than the other two.**

1. Why did Londoners wear identity tags?

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2. How did Londoners keep themselves safe during the war?

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3. What Saint did the identity tag show?

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Impact on Children during World War Two:

**Spitfire:**

After the fall of France in the summer of 1940, there was a real fear that Britain would be invaded. The Channel Islands were occupied in early July and the islanders found themselves living under Nazi rule. Shortly afterwards, the Germans began a series of air attacks against Britain. Families in southern and eastern England were felt to be on the front line. More children were evacuated, often from areas where they had previously been sent for safety. Many of those who remained witnessed the dramatic aerial dogfights between British fighter aircraft and German bombers during the Battle of Britain.

Boys aged 17 and over joined the Home Guard to help defend towns and villages against the anticipated enemy invasion. Children of Austrian or German descent now risked internment. Over 14,000 Austrians and Germans living in the UK, including 500 children, were interned on the Isle of Man as 'enemy aliens'.

**Wartime homes:**

Standards of wartime housing in Britain ranged from dilapidated tenement slums to stately homes. A high proportion of families still had outside lavatories and no bathroom. Children often shared beds with brothers and sisters or parents. During the war, over 200,000 houses were totally destroyed by enemy bombing. Many children had to relocate several times, often into prefabricated, emergency homes like the one shown in this photograph. In all, 34 million changes of address took place during the war.

Despite wartime conditions, children still had time for games and entertainment. Cinemas were popular with both teenagers and younger children. Bomb sites made tempting play areas and hunting grounds for shrapnel souvenirs, and toys and games with a wartime theme were very popular, usually homemade because of the wartime shortages. Comics and books, such as the Captain W E Johns's novels about 'Biggles' and 'Worrals of the Women's Auxiliary Air Force' (WAAF), also focused on heroic exploits and wartime adventures.

The arrival of large numbers of American soldiers (known as GIs) and airmen in 1942 was an exciting development and brought American culture to British children in person for the first time. American servicemen were generous with their off-ration chocolate and chewing gum, and organised children's parties and dances at their bases.

**Homework**

**To be completed by:**

**Instructions:**

**Now answer these four questions. Write in full sentences for your answers. The last answer will need writing than the other two.**

1. What impact did the Spitfire have on children?

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2. What were Wartime homes?

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3. How did children play during the war?

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4. What were GI's?

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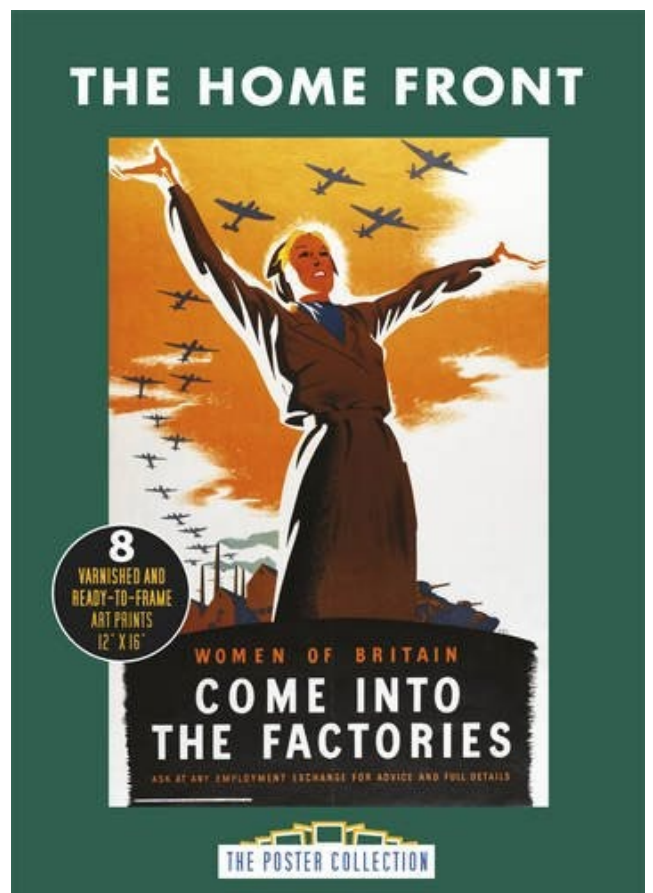
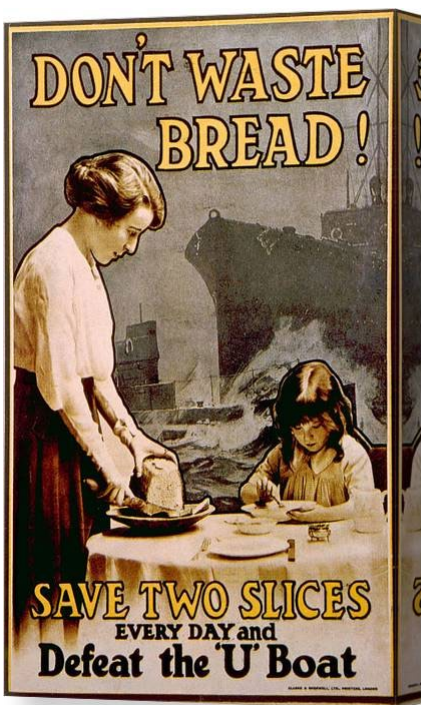
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Homework

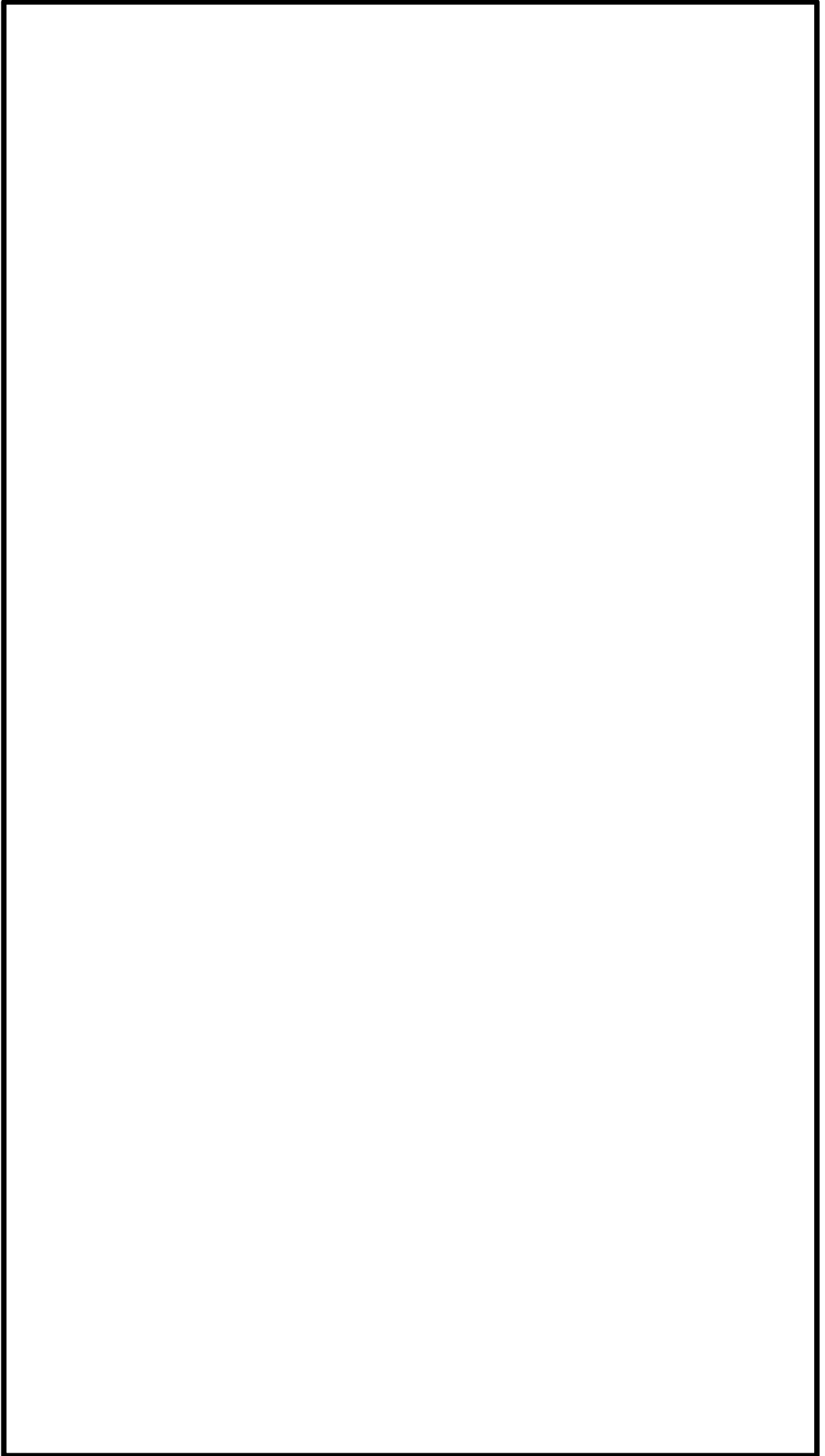
To be completed by:

Instructions: Design your own Home Front Poster



**Homework**

**To be completed by:**

A large, empty rectangular box with a black border, occupying most of the page below the header. It is intended for the student to write the details of their homework assignment.

Crack the code!

**TOP SECRET**

THE WAR OFFICE, (A.G.13),  
 32, Grosvenor Gardens,  
 London, S.W.1.

July 1940

Lt. Col. Rawlinson,  
 M.I.19 (a).

<b>Code No.1</b>
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Dear code breaker,

We have intercepted the following messages from the German military. It is of the utmost importance that you decipher these as quickly as possible - the fate of the British people rests in your hands!

8 10 15 23 7 22    26 15 18    25 22 22 23    1 22 8 22 15 21 22 1.    16 22    16 15 14 2

5 17 7 21 24 10 17 24 13 18 14 4    21 26 10 24 13 20 26    12 15 10 17 18!

D	K	Q	Y	V	Z	C	F	J	R	M	P	U	L	A	W	I	S	X	G	T	E	N	O	B	H	&
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27

Throughout World War Two 1939-1945, Britain was run by a Government which included Labour, Conservative and Liberal politicians.

Winston Churchill became Prime Minister and led the British Government for most of the war.

The Government became much more involved in people's lives during the war. Far from being resented, most people welcomed this Government intervention and wanted it to go further.

The Government was seen to be taking an active interest in providing for the welfare of the British people.

The war greatly affected how people in Britain lived their lives.

William Beveridge was a social policy expert who had worked with the Liberal Government at the start of the 1900s, helping to develop their social policies and reforms.

During the war, Beveridge was appointed head of a committee charged with investigating social security in Britain.

### **The Five Giants**

The committee, led by Beveridge, identified five major problems which prevented people from bettering themselves:

want (caused by poverty)

ignorance (caused by a lack of education)

squalor (caused by poor housing)

idleness (caused by a lack of jobs, or the ability to gain employment)

disease (caused by inadequate health care provision)

### **The Report**

The Committee's Report on Social Insurance and Allied Services was published in December 1942. It became known as the Beveridge Report.

The recommendations were for a system that would be:

Comprehensive – cover all problems relating to poverty, from birth to death

Universal – available to all

Contributory – paid into from wages

Non-means tested – available to all, even if unable to pay

Compulsory – all workers were to contribute

The challenge of addressing the 'Five Giants' led to the establishment of the Welfare State under the Labour Government

**Homework**

**To be completed by:**

**Instructions:**

**Now answer these four questions. Write in full sentences for your answers. The last answer will need writing than the other two.**

1. How was the Government set up during World War Two?

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2. Who was William Beveridge?

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3. Define the **five** giants

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4. What was the committee's report?

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The evacuation of Britain's cities at the start of World War Two was the biggest and most concentrated mass movement of people in Britain's history. In the first four days of September 1939, nearly 3,000,000 people were transported from towns and cities in danger from enemy bombers to places of safety in the countryside.

Most were schoolchildren, who had been labelled like pieces of luggage, separated from their parents and accompanied instead by a small army of guardians - 100,000 teachers. By any measure it was an astonishing event, a logistical nightmare of co-ordination and control beginning with the terse order to 'Evacuate forthwith,' issued at 11.07am on Thursday, 31 August 1939.

Few realised that within a week, a quarter of the population of Britain would have a new address.

Talking to evacuees now about the events of those days in 1939 recalls painful memories that have been deeply hidden for 60 years, exposing the trauma of separation and isolation and the tensions of fear and anger.

Most were unaware of where they were going, what they would be doing and all were wholly ignorant of when they would be coming back. The fear of air attack from German bombers at the start of hostilities encouraged parents to send their children to safety. There were predictions of 4,000,000 civilian casualties in London alone, and, as early as 1922 - after the air threat from Zeppelins - Lord Balfour had spoken of 'unremitting bombardment of a kind that no other city has ever had to endure'.

The Government had stockpiled coffins, erected masses of barrage balloons and planned, at least in outline, for the mass evacuation of British cities before 1939. But it is now revealed that these plans were hopelessly flawed.

In the first place, the estimates of casualties were grossly over-exaggerated and the subsequent Government propaganda caused near panic rather than controlled movement. In addition, the man in charge of evacuation, Sir John Anderson, was a cold, inhuman character with little understanding of the emotional upheaval that might be created by evacuation.



**Homework**

**To be completed by:**

**Instructions:**

**Now answer these four questions. Write in full sentences for your answers. The last answer will need writing than the other two.**

1. What was Operation Pied Piper?

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2. What was the prediction of London casualties?

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3. What did the Government do with coffins?

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4. How many people were transported from towns?

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World War Two took a heavy toll on Britain and her **empire** in a number of ways:

**Ideological impact:**

World War Two was fought against countries that had stood for extreme **nationalism** which involved various racist ideas about different groups. In fighting against those countries it became difficult for British people to continue to still believe that the Africans and Asians were inferior to white Europeans. In 1941, during the Second World War, British Prime Minister Winston Churchill signed the **Atlantic Charter** in which Britain accepted that nations should be free from being oppressed by other empires. The new **United Nations** that was set up in 1945 after the war represented ideas of equality and human rights for all people.

**Economic impact:**

Britain's economic prominence in the world went through great turmoil during the 20th century, and in the second half of the century there was little doubt that Britain had lost that prominence to the United States. World War Two had been extraordinarily costly for Britain and her empire, and in 1945 the country was exhausted and devastated. Aerial bombardment had destroyed many British cities, and there were major shortages of goods and labour for the rebuilding of the country. The government had to think seriously about whether Britain could afford to sustain a global empire any more.

**Decolonisation:**

It seemed clear that some parts of the empire were just too costly to keep hold of and that **decolonising** those territories was essential. The British territories in India were granted independence in 1947, and the following year Britain withdrew from the Middle East because of massive unrest in the region of Palestine. However, the British government initially thought that Africa would be a source of wealth and trade that could help Britain get back to prosperity. That meant increasing the British activity in Africa after 1945, not reducing it.

**Homework**

**To be completed by:**

**Instructions:**

**Now answer these three questions. Write in full sentences for your answers. The last answer will need writing than the other two.**

1. What was the **ideological impact of the war?**

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2. What was the **economic impact of the war?**

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3. What impact did the war have on **decolonisation?**

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