

SCOTLAND DURING THE BLITZ



TEACHER RESOURCE PACK

Activities for P1-P7, linked to 4 capacities of ACfE

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"A Curriculum for Excellence" was published in November 2004 following the National Debate on Education in Scotland. Its purpose was to improve the learning, attainment and achievement of young people (aged 3-18), not just in terms of examinations but "to enable children to become successful learners, confident individuals and responsible citizens."
(*'ACFE: The Curriculum Review Group', 2004*)

Quality arts provision within education has always provided another medium through which children could explore, express and learn more about themselves and the world in which they live thus "embracing a wider definition of how and what children and young people should learn and experience in their journey through their education."
(www.curriculumforexcellence.gov)

Hopscotch Theatre Company's production of "Scotland During the Blitz" is an entertaining and proactive cross-curricular approach to learning about Scotland during the Blitz / WWII.

Please note that the activities in this pack are not designed to be prescriptive lesson plans, but rather to give the class or subject teacher ideas of how they may carry forward certain themes and issues within the show.

I hope you and your class find the activities stimulating, engaging and thought-provoking.

Any feedback or questions would be welcome, and should be addressed to:

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June / July 2010

ACKNOWLEDGEMENTS

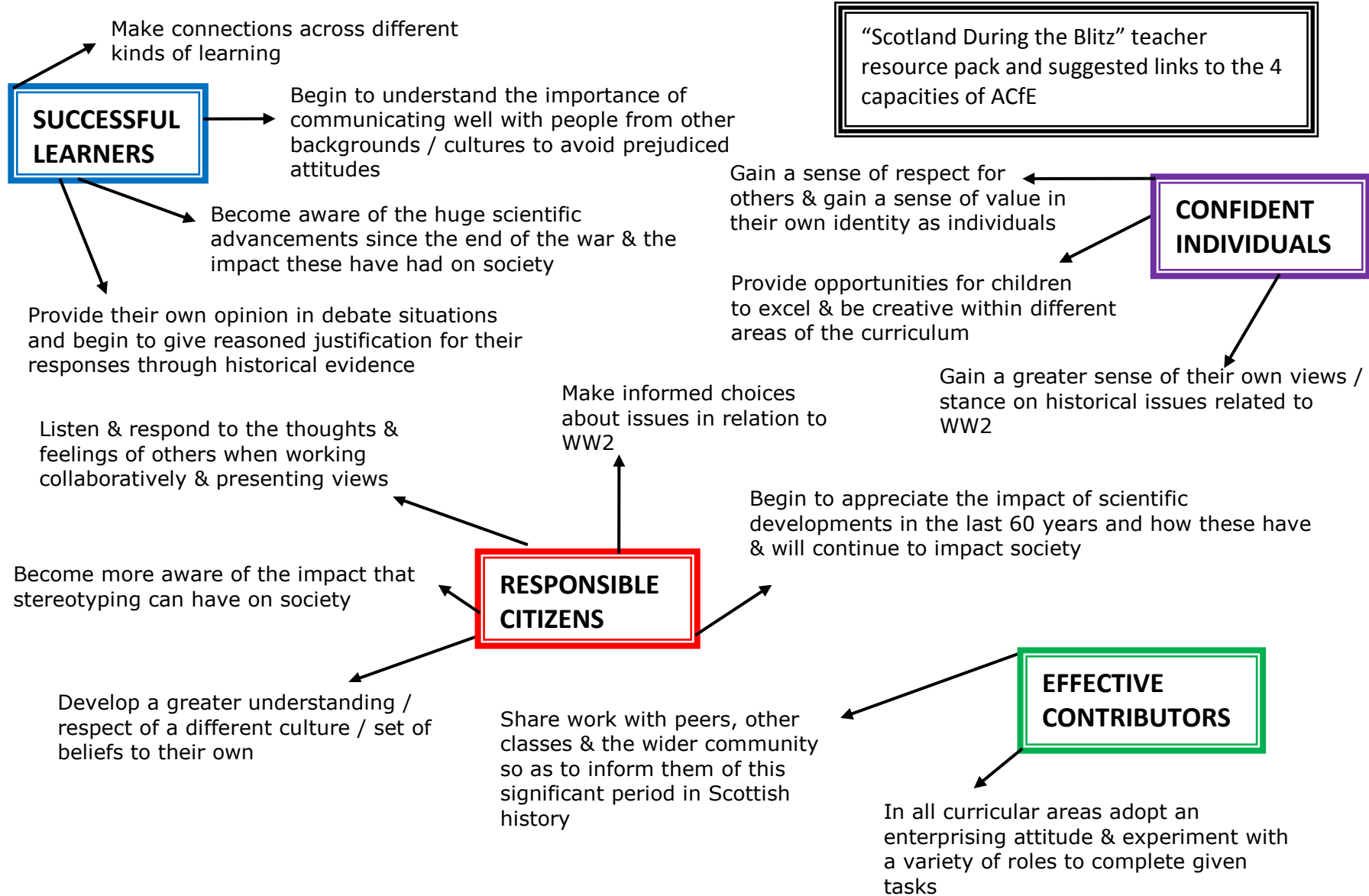
Thanks are due to the following:

Cover art courtesy of Hopscotch Theatre Company promotional flyer for schools. Cartoon by Gerry McHugh.

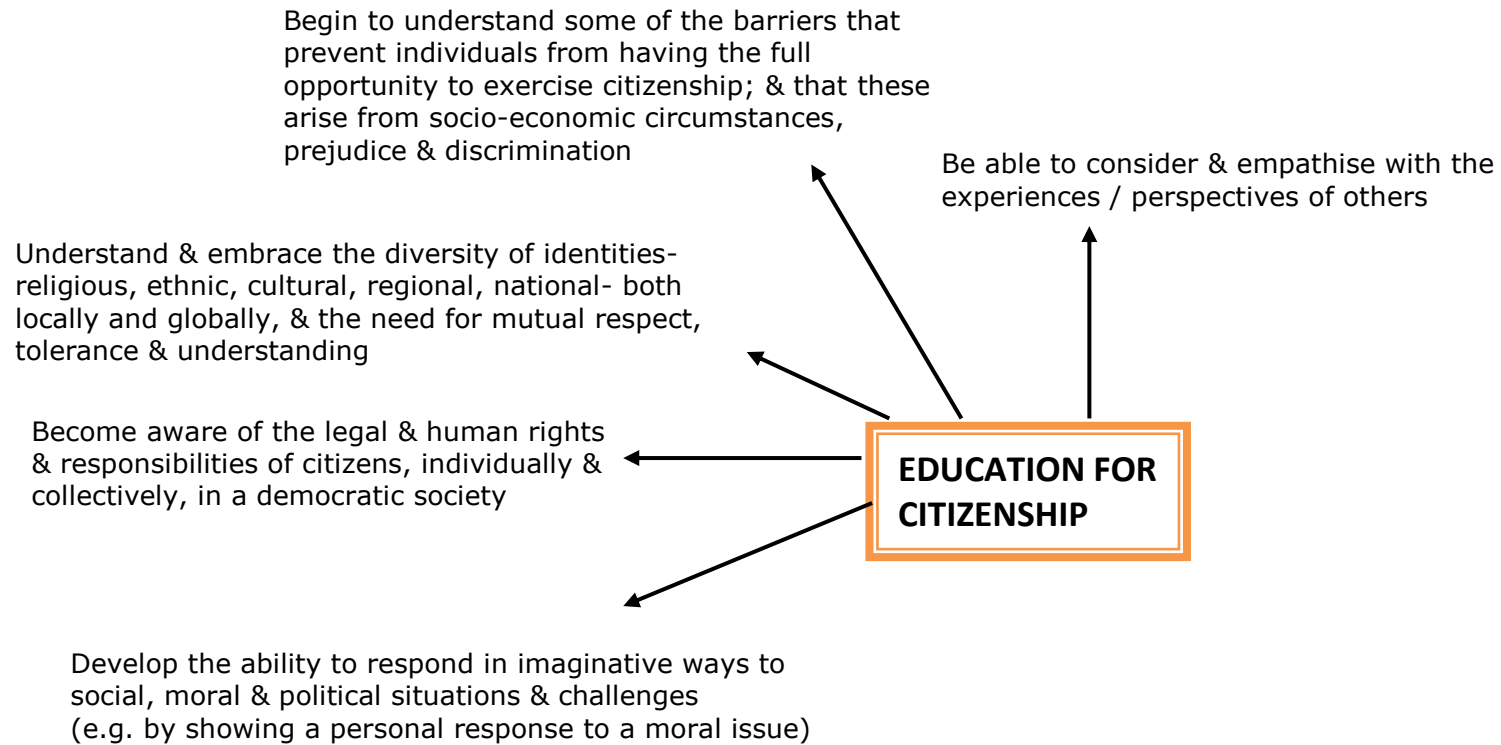
Royalty-free clipart image for newspaper from <http://www.chumpysclipart.com/>
Newspaper created using <http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm>

Special thanks to Ross Stenhouse, Artistic Director of Hopscotch Theatre Company, for all his support and positive comments.

And lastly, as always, thanks to all my colleagues and friends at Hopscotch Theatre Company for giving me the opportunity to produce these packs in the first place! 😊



Other links that can be used with "Scotland During the Blitz" teacher resource pack



WEB LINKS

The following are sites that I personally have found particularly useful in the teaching of World War II as a topic. *(in no particular order)*

KEY

L.P = LOWER PRIMARY

M.P = MIDDLE PRIMARY

U.P = UPPER PRIMARY

T = TEACHERS (*BACKGROUND INFO*)

<http://www.bbc.co.uk/scotland/education/as/ww2/>

(M.P, U.P)

An excellent site from the BBC, although please note that some elements of the site contain Flash and RealVideo for which you need to have the relevant plugins installed otherwise it won't work. Also, it was written for the old 5-14 curriculum, and therefore needs to be adapted to the experiences and outcomes for ACfE. Nonetheless, it is still very engaging.

Pupils play as an enemy spy, gathering information to see how Scotland is coping with the war; and is subdivided into Home Life, School, Evacuation and Street. There is a "Spy Notebook" in which to take notes, and a "Spy Log" to record progress.

The Teacher's Area consists mainly of an explanation of how it links to 5-14, and therefore can be largely ignored!

The word bank is a nice touch and would be useful to print out for pupil reference.

<http://warwitness.e2bn.org/>

(M.P,U.P,T)

A new and developing site which looks to be invaluable! Whilst the schools projects listed are all based in England, they give an idea of the kind of work / cross-curricular projects that can be done with your pupils.

The War Witness Gallery at the bottom of the page is a rich source of digital images (photographs, audio files and videos can all be found here) Definitely one to bookmark.

<http://www.teachers.tv/video/37127>

(M.P, U.P, T)

Video clips drawn from the home movies of British and German film-makers. It includes the declaration of war, school life, air raid shelters and gas masks, and a personal account of the Blitz which led to the death of one woman's siblings. There is also excellent support material on the same page, to be used as starters and / or lesson plans. An absolute must!!

<http://www.nationalarchives.gov.uk/education/focuson/film/film-archive/archive.asp?catID=2&subCatID=7>

(U.P, T)

This site has numerous clips from WWII, presenting film as an historical source of evidence, and considering the advantages and disadvantages of this. The clips come with background information, and you can either download them for free or watch online. An excellent site with a variety of cross-curricular uses.

<http://www.iwm.org.uk/upload/package/20/lifeinww2/index.htm>

(M.P, U.P, T)

Superb site from the Imperial War Museum, entitled "What was life like in the Second World War?" Loads of activities, background information, games, teacher resources, downloadable worksheets..... the list goes on and on! An invaluable resource.

http://www.homesweethomefront.co.uk/templates/hshf_frameset_tem.htm

(T)

A very interesting and useful site, with lots of detailed information and good quality photographs and images.

<http://www.welcometoclydebank.org.uk/specials/blitzpersonal/index.html>

(M.P?, U.P)

One woman's personal account of the Clydebank Blitz, which has a multitude of cross-curricular uses.

The vocabulary is not too difficult, and it is a very powerful, emotive and descriptive piece.

<http://www.bbc.co.uk/scotland/history/scotlandonfilm/map/location.shtml?location=glasgowandwestofscotland>

(T)

This page was last updated in August 2006, but is great for accessing some useful video and audio clips.

Arranged alphabetically, those of particular interest here include:

Anti Gas Precautions (1942) (video clip)

Emergency services are seen in action as the alarm is raised for a gas raid.

ARP Schools (1940) (video clip)

Air raid precautions for schoolchildren

Civil Defence in Glasgow (1942) (series of 5 video clips, incl. one on Air Raid shelters)

Made in 1942 to demonstrate civil defence procedures and the organisations involved.

Scotland on Film (2002) (video clips – scroll down to “Jim Kane – Blitz 1” & “Jim Kane – Blitz 2”)

Interviewees from the TV programme share memories of Scotland.

Song of the Clyde (1942) (video clip – especially the tour of 1940’s Glasgow)

A wartime film of Glasgow's industry and city centre.

http://www.tommckendrick.com/code/blitzintro_alt.htm

(U.P, T)

Quite a nice wee site about the Clydebank Blitz using quotes from survivors. A criticism, however, is that the photos used are small and although you are supposed to be able to enlarge an image by clicking on it, this does not always work. The text is also quite small.

A useful starting point, however, for teachers for background information and for introducing pupils to the concept of eyewitness accounts (and perhaps developing some extended writing from this) The narrative is an evocative piece.

http://www.flickr.com/search/?q=clydebank+blitz+1941&w=all&s=int&referer_searched=1

(L.P, M.P, U.P, T)

Some photos of the Clydebank Blitz here, uploaded by Joe Public, including the memorial to the victims.

<http://www.west-dunbarton.gov.uk/arts-culture-and-libraries/cultural-services/clydebank-museum/educational-resources/>

(M.P,U.P,T)

Some nice downloadable pdf information sheets here from the Department of Education & Cultural Services West Dunbartonshire Council, on topics such as rationing, evacuation, and the Home Guard. Useful for background information, extended pupil research, or for developing your own lesson plans from.

http://www.aberdeenquest.com/Learn/Resources/ResourceSheet_25.asp

(M.P,U.P)

A nice wee site with simple vocabulary and some suggested activities. Good for pupils to use as a starting point. The related timelines link (or go directly to http://www.aberdeenquest.com/Timelines/WorldHistory/Events/1930_1950_Events_World_War_II.asp) has an interesting selection of facts, with both simple information and good quality photographs.

http://www.channel4learning.com/sites/essentials/history/units/warchild_bi.shtml

(M.P,U.P,T)

This is a nice site for pupils to delve into, as the vocabulary and information provided is short and simple. There are suggested activities for home, as well as a quiz, although for some strange reason the two animated characters are a Roman soldier and a Viking!! For teachers there is an image bank (of variable quality) and three downloadable worksheets.

<http://timelines.com/1941/3/13/clydebank-blitz>

(U.P,T)

As you might guess, a detailed timeline of events. The accompanying photographs are good.

<http://www.st-andrews.ac.uk/~pv/pv/courses/posters/posters.html>

(M.P, U.P,T)

Useful collection of WWII propaganda posters, grouped into categories for ease of access.

http://www.homesweethomefront.co.uk/templates/hshf_frameset_tem.htm

(T)

A very interesting and useful site, with lots of detailed information and good quality photographs and images.

<http://www.fortunecity.co.uk/meltingpot/oxford/330/shel/shel.html>

(M.P., U.P., T)

This is a useful site for information on the different types of air raid shelters, including Anderson and Morrison shelters. Some good accompanying photographs.

<http://www.teachers.tv/videos/37329>

(T)

This video is a portrayal of how WWII affected a small town, as told by those who were children aged between 4 and 19 years old at the time. Although set in rural England, it allows pupils to reflect upon and discuss how children reacted to the outbreak of war, and how their lives and Britain was changed irrevocably.

http://www.galaxy.bedfordshire.gov.uk/webingres/bedfordshire/vlib/0.children_teenagers/ww2_george_letters.htm

(M.P, U.P)

Part of Bedfordshire Libraries site. George is a young boy who is evacuated from his home in 1939 and sent to a Nursing Home for 3 months, separated from his family. There are letters and postcards from George to his home, and letters from a nurse at the home to George's mother and to George himself after he returned home. Would be a useful starting point for a writing activity. Both the original letters (and envelopes) are shown, as well as transcripts of these.

http://nmolp.iwm.org.uk/webquests/launch.php?webquest_id=4&partner_id=imperial

(U.P, T)

Another one from the Imperial War Museum, this one a Web Quest on children's lives during WWII.

A WebQuest, as implied by the name, is an inquiry-based activity in which most or all the information that learners work with comes from the web.

This self contained learning tool can either be used individually by students or as a lesson activity in groups where everyone participates in a group-assigned role.

Designed to meet the demands of KS2 in England, it covers Britain since 1930, Children during WWII, and use of original sources.

<http://www.schoolsliaison.org.uk/kids/bombdamage.htm>

(M.P, U.P?)

This site, from Birmingham Art Gallery and Museum, asks pupils to find 7 wartime objects hidden in the rubble of a house. They then have to compile a few words on each (they can roll the mouse over the question mark for suggestions) and can print out an 'evidence report' at the end.

<http://www.twmuseums.org.uk/funandgames/playgame.php?game=evacuation>

(LP)

A simple little game where pupils have to choose 5 items that an evacuee would pack in their suitcase (unfortunately they're a bit TOO obvious!) Pupils can then click onto each item in turn to learn a little more about that item. Could be a nice starter activity!

ACTIVITIES FOR LOWER PRIMARY PUPILS

Use photo images of children during WWII and discuss what they can see in the photo and the facial expressions of the children, using simplified language.

Find photographs of children being evacuated in 1940 (*try Google images - http://www.google.co.uk/images?hl=en&gbv=2&q=photos+of+children+being+evacuated+during+1940's&um=1&ie=UTF-8&source=univ&ei=-V0zTKX8CoqRjAf9ytiWBg&sa=X&oi=image_result_group&ct=title&resnum=1&ved=0CC0QsAQwAA*)

Look at their clothes, shoes, hairstyles, what belongings they are carrying etc. From this, discuss and / or make a list of 5-6 things that look different from children nowadays.

Use a cardboard template of a doll and cardboard / paper clothes to reenact the concept of "Make do & Mend". Pupils make old clothes into new ones by cutting part off / adding new parts on.

There are numerous sites where paper doll templates can be downloaded from. Two quite cute ones can be found at:

http://www.activityvillage.co.uk/Eddie_and_Amy.pdf

http://www.activityvillage.co.uk/Winston_and_Lily.pdf

Google and other sites have royalty-free images of clothing, or use magazines etc.

I have found this activity still works well with young pupils if you use magazines with modern-day clothing - the whole idea is to get them thinking about "Make Do & Mend" and not to get too bogged down with WW2 fashions.

Get pupils to imagine that they have to go into an Anderson shelter, but that they only have a small bag / box. They must take things they'd want with them - clothes (do they need to be warm? dry?); food (think about rations); games / toys (what was popular then?)

Younger pupils will need to be provided with display cards from which to choose; or this could be done as a "Drag and Drop" activity on the SmartBoard.

Create ID labels like those worn by evacuees. (*You can purchase a pack of brown luggage labels quite cheaply at the post office*) Younger pupils will enjoy wearing these around the school for the day!

ACTIVITIES FOR MIDDLE TO UPPER PRIMARY PUPILS

Use a particularly emotive part of the production to set up a news office scenario.

Good examples would be where Douglas finds the sweetie shop has been bombed and Jeemy his pet mouse has died; when Maggie and Douglas learn they are to be evacuated; when Douglas and Maggie find Hans Vogel and think he is a German spy; and when they discover their house is a pile of rubble and can't find their Mum.

Pupils are reporters creating the story for a newspaper front page about the event chosen. The teacher gives students a slip of paper with the first 'update' and they begin writing their stories, a few minutes later the second is given, and so on... What they find in the later updates 're-write' the earlier information, so they have to keep altering their stories to make it accurate. For example, early reports might suggest that there were no casualties in the bombing of the sweetie shop, 10 minutes later it's reported that the owner and his wife are missing, 10 minutes after that witnesses notice a hand sticking out of the rubble...

Pupils respond very well to this and the results are usually great! After the story is written, then they can start doing the bits involving pictures, fonts, colours, etc. Editable newspaper templates can be found at

<http://www.presentationmagazine.com/editable-powerpoint-newspapers-407.htm>, an example of which can be found below:

The Hopscotch Chronicle

no.203.078 THE PAPER THAT BRINGS YOU THE FACTS 6d

LOCAL SWEETIE SHOP REDUCED TO RUBBLE



Shopkeeper and wife missing

By G. Geddes

Local residents are in shock today after waking to discover that their neighbourhood sweetshop had been literally blown to pieces in a daring night time raid by the Luftwaffe. Confusion now reigns after initial reports said there were no casualties but it has been discovered that the shopkeeper and his wife have not been seen since early yesterday evening. Miraculously, the school next door remained untouched.....

(continued page 3)

Select areas of the Blitz for pupils to research in pairs or collaborative groups and then to present their findings in some appropriate form.

Examples:

Why were certain areas bombed? (e.g. Clydebanks, Greenock, East Lothian)

The planes and bombs

The level of destruction and/or disruption that was caused

The role of women in the war effort (e.g. munitions factories, making bandages, land girls)

Air Raid Wardens

Etc

Write and record a public service announcement on one aspect of WW2, e.g. blackout / rationing / evacuation process / bombings in street / air raid drill / etc.

Audacity (<http://audacity.sourceforge.net/>) is a free audio editor and recorder which you download from their website, and which would be fantastic to use here as amongst other features you can:

- ♦ record live audio
- ♦ convert tapes and records into digital recordings or CDs
- ♦ edit MP3 or WAV sound files
- ♦ cut, copy, splice or mix sounds together
- ♦ change the speed or pitch of a recording

Use photo images (*Google!*) of children during WWII and discuss what life must have been like and the emotions they were feeling. Use this as extension work for poetry / writing / drama.

Use a week's rations to produce creative and tasty recipes.

Appendix Two at the end of this pack gives some relevant information. Use a search engine to find sample recipes; and remind the pupils of the huge part the humble carrot took as the 'backbone' of many recipes.

Pupils research pictures and / or photographs of where they live / where the school is before and / or during the war. What's changed? Was the school even there then? They then present their findings in an appropriate form.

Ask pupils to construct a children's timeline of events in the war, using things that might have been of especial interest to the pupils (e.g. the school being shut because it was bombed!!) and display this alongside a timeline of the main events.

Construct models of tanks using papier mâché. There is an excellent site at <http://www.wikihow.com/Make-a-Paper-Army-Tank> which gives step-by-step instructions, including photographs. (*Whilst perhaps not entirely or aesthetically accurate, the finished product is very good!*)

There are also instructions on how to make papier mâché itself available at <http://www.wikihow.com/Create-Papier-M%C3%A2ch%C3%A9>

Ask pupils to create their own propaganda posters. Glogster is a site I have recently discovered - <http://edu.glogster.com/>

Glogster is a tool to create online multimedia "posters" that can incorporate all types of elements into a visual space: links, images, text, videos, music, and more. Pupils have multiple ways to express themselves, so it is very active learning, engaging, and easy to differentiate.

It is free to join the site, and registration requires teacher email. Once registered, you can establish up to 200 student accounts without the need for student emails.

They can either use actual propaganda slogans from WW2 (*see the examples below*) or else invent their own (*upper primary pupils*)

- Keep Mum ... Keep Dad Safe
- Put that Light OUT!!
- Keep it under your hat
- Hitler will send no warning
- Coughs and Sneezes spread diseases
- Mothers, send them out of London
- Make do and mend
- Your courage will bring us VICTORY

This could also be used for things like recruitment posters - e.g. women in munitions factories; or for a poster campaign for the Ministry of Information as part of a campaign to persuade parents to send their children out of cities / towns and into the countryside, where pupils would need to consider the use of emotive language, persuasive argument and so forth (this could be linked with separate literacy lessons on this)

Another idea is to produce information leaflets such as "What to do in a blackout" (Comic Life works really well with this; as does Microsoft Publisher or similar desktop publishing software, depending what is available at your school)

Using the Teacher in Role (TIR) drama convention, the teacher becomes Neville Chamberlain announcing the beginning of the war.

This technique is a tool through which the teacher can support, extend and challenge the children's thinking from inside the drama.

Pupils must be clear as to when the teacher is in role and when he / she is back to being their teacher, so ensure that this is established from the offset (*it can be as simple as "When I sit down I will be Neville Chamberlain and when I stand up I am your teacher again"*)

It is helpful if the teacher has suitable props / costume handy - e.g. a jacket, perhaps a tie and even a bowler hat.

Announce "My name is Neville Chamberlain and I am the Prime Minister of Britain. As of today, Sunday September 3rd 1939 Britain are officially in a state of war with Germany".

If you want the actual recording to play, it is available at

http://www.bbc.co.uk/schoolradio/history/worldwar2audioclipslibrary_clip01.shtml

amongst others, along with a transcript of the speech.

Invite questions from the class to promote discussion and enhance their knowledge and understanding.

As a class, consider the changes they might see in their immediate surroundings when the war started (e.g. blackout curtains, sandbags in doorways, water tanks in streets, shelters being built, etc) Working in pairs, pupils act out discussing these changes.

Emphasise the use of dialogue, body language, facial expression, etc. You and they could use freeze frame, still image, and other drama conventions as noted below.

Working in small groups, mime building an air raid shelter (distribute information on the different types of shelter first) "ARP Warden" sounds signal, and pupils mime getting into shelter, fear as they're running, excitement, etc.

Working either in groups or as individuals, improvise evacuation scenes - e.g. kid who doesn't want to leave mum / reactions of parents / teachers shepherding children / arriving at new destination / etc. Many different drama conventions could be used here.

Using VE / VJ day as a stimulus, have TIR as Winston Churchill. Freeze frame celebratory parties.

DRAMA CONVENTIONS - BRIEF NOTES:

THOUGHT TRACKING - here, the private thoughts of individuals are shared. This can be organised in different ways: the teacher can touch individuals on the shoulder during a freeze-frame, or interrupt an improvisation and ask them to voice their thoughts, or the class can adopt the role of one character and simultaneously speak aloud their thoughts and fears. It is useful to slow down the action and can prompt both deeper understanding of individual characters and thoughtful, sensitive responses to what has happened.

HOT SEATING - where people take on the role of characters from a story and other people ask them questions. The characters have to answer the questions in as much detail as possible. Simple props can be useful here.

DECISION / CONSCIENCE ALLEY - this refers to any situation in which there are different choices of action, and enables the children to examine conflicting interests or dilemmas. It is useful to examine the pros and cons of a decision.

FREEZE FRAMES WITH THOUGHT TAPPING & CHARACTER - Group of pupils sit as an audience, with one pupil designated the 'starter'. This pupil decides on a scene that could be acted out, but does not communicate this to the rest. (*Alternatively, teachers can show a card with a suggested scene to the pupil if they wish*)

This pupil goes to the designated 'stage area' and takes up a position. The other pupils (the audience) have to think about what they might be doing and one at a time go in to build up the scene. Pupils are free to participate in the scene or not as they wish.

Once a scene has been created, the remaining members of the audience are asked what they think is going on in the scene and what the story might be surrounding the image.

The teacher (or a designated pupil) then goes round the characters one at a time and taps them. Each participating pupil must then say a word / sentence / sound in their character.

Variations:

Tap and ask a question - e.g. "How are you feeling?"; "What are you doing?"

When they go into a scene, each person must do an action or say a word / sound then freeze.

The next person to join must make their action and / or sound link to the one just heard / seen.

Design and make a (funky!!) box for keeping your gas mask in.

Create a picture of a "Blitz skyline" using black paper or black ink and chalk. This will require looking at silhouettes and discussing these, including looking at relevant artists (e.g. *Karl Johnson, Douglas Carpenter, John Miers, Philippe Derome and Kara Walker*) It would also be useful to have pictures of skylines displayed, and to discuss the types and range of colours seen.

Write a diary account of being an evacuee. Prompt questions for discussion and stimulation could include:

What was the train journey like? Were there any adults present? Had they been on a train or in the country before?

How did they feel about leaving their home behind? Their family? Perhaps their pets? When did they next see their family again?

Can they brainstorm "emotions" words to describe how they might be feeling? (e.g. excited / tearful / thrilled / nervous / etc, etc)

Did they have any brothers or sisters who went with them? Did they get placed with the same host family?

How did they choose what toy(s) to take with them?

What did they think of their host family? What was the local school like? The local children? Did they make friends? What kind of activities did they get up to? Did they have to do chores and / or farm work?

What did they like the best? And the least? What is their strongest memory?

Alternatively, they could write an account of being a country girl / boy whose family suddenly has 1 or 2 evacuees thrust into the middle of their family. They now have to share a bedroom with the "townies"; their class in a small rural school has suddenly gotten much larger; and the new arrivals have very different customs and ways than what they are used to.

How do they feel about the new arrivals? (brainstorm words)

Do they like having to share a bedroom? Are they resentful or suspicious of them?

Have they taught the "townies" anything new, or shown them new things? Have the "townies" shown or taught them anything new?

Give pupils a selection of propaganda posters to look at (useful websites are <http://www.snaithprimary.eril.net/propagan.htm> - click on the images to enlarge; or <http://www.tes.co.uk/article.aspx?storycode=6003695> - you will need to log in or register for free to access this resource)

Working collaboratively in groups, they then discuss the poster (*use the poster analysis sheet below to direct the discussion*) and decide what message was being conveyed by that particular poster. They then present their findings to the rest of the class.

POSTER ANALYSIS SHEET	Names:
What are the main colours used in the poster?	
Are there any symbols used in the poster? If so, state what.	
If symbols are used, are they: (a) Easy to understand? Y/N (b) Unforgettable? Y/N (c) Striking? (i.e. they stand out & make you look at them) Y/N	
Are the messages in the poster mainly: Visual (pictures), Verbal (words), or a mixture of both? Give at least 1 example.	
Who do you think the poster is aimed at? (who is its audience?)	
What do you think the Government hope the audience will do when they see this poster?	
Effective posters are bright, eye-catching, easy to understand, memorable, and often unusual. Does the poster you have been given meet these targets? Give a reason or reasons for your answer.	

APPENDIX ONE: GLOSSARY OF USEFUL TERMS

Note: not all the words in the following glossary come directly from the script itself; but are useful when pupils are learning about the Blitz / WW2 or conducting their own research.

The glossary can be displayed interactively on SmartBoards during a lesson for easy reference; or you could get pupils to copy relevant terms into wordbooks or topic books.

An extension activity arising from this could be for pupils to find other terms associated with the Blitz or WW2 and to compile their own glossary, using definitions of their own wording.

They could also use the quotes below from the script itself, all of which may contain words or phrases that are unfamiliar to pupils, and in groups discuss what they think they might mean, paying close attention to the context.

“Lions led by donkeys. That’s what they called them.” (*Dad*)

“We might run short of a few things. But if that happens we’ll just have to tighten our belts.” (*Mum*)

“Well it’s happened... I’ve been called up.” (*Dad*)

“...whilst the Germans target the industrial heartlands of Scotland, the next generation will be safe and well in the countryside and the highlands.” (*Evacuation official*)

“I am the evacuee distribution officer.” (*Evacuation official*)

“He’s just a townie. Needs toughened up a bit...” (*Evacuation official*)

“If they break our morale they’ve won.” (*Mum*)

air raid	An attack by planes dropping bombs.
air raid siren	Noise made to alert people to the danger of an air raid.
Allies	Countries including Britain, France, USSR and USA who joined forces to fight the war.
ammunition	Bullets, grenades and bombs.
Anderson shelter	Small and cheap shelter for use in air raids. Could be erected in people's gardens, and held up to 6 people. Constructed from 6 curved steel sheets bolted at the top, they were half buried in the ground with earth on the top.
Axis powers	Germany (who were the unofficial leaders), Italy and Japan. They fought the Allies (<i>see above</i>) using forceful warfare to try and achieve expansion.
Battle of Britain	Air campaign by the German Air Force against Britain during summer / autumn 1940.
blackout	Ban on street lights and other lights at night, to minimize the risk of air attacks.
Blitz or Blitzkreig	From the German, meaning "Lightning War". German air raids.
British Empire	Countries that were ruled by Britain.
conscription	Compulsory "call-up" of men to fight in the war effort.
Chamberlain, Neville	British Prime Minister May 1937 – May 1940. Announced Britain was at war with Germany on 3 rd September 1939.
Churchill, Winston	Succeeded Chamberlain as British Prime Minister (1940 – 1945; <i>and also 1951 – 1955</i>). Famous for his "V for Victory" sign.
civil defence	Group of volunteers who helped during air raids and rescued people from bombed-out buildings.

evacuation	Movement of school children, teachers, mothers with children less than 5 years old and disabled people from towns and cities to the countryside where there was little risk of bombings.
evacuee	Any person who was evacuated.
gas mask	Face mask which was designed to protect against the use of poison gas.
Geneva Convention	The 4 th Geneva Convention, more commonly known as just "The Geneva Convention", was established after WW2, in 1949. It protects the basic human rights of civilians (<i>members of the public</i>) during times of war. Before 1949, the other 3 conventions protected only those who were injured, shipwrecked, or captured.
Gloster Gladiator	British built biplane fighter. It had a wingspan of nearly 10 metres.
Hitler, Adolf	Leader of Nazi Germany.
Home Guard	Volunteer movement formed in 1940 to protect against threat of Hitler invading Britain. Guarded bombed buildings to prevent looting, helped with rescues, guarded airfields and factories, captured shot down German airmen and checked identity cards. Mostly men who were too young or too old to serve in Army.
host family	People who took in evacuees to live with them.
Lancaster Bomber	4 engine night bomber aeroplane. Very successful during WW2, dropping 618,378 tonnes of bombs between 1942 and 1945.
Luftwaffe	The German Air Force.
Ministry of Food	Oversaw the rationing of food during WW2. Encouraged people not to waste food and suggested recipes.

Morrison shelter	Indoor air raid shelter. Cage-like construction with a steel-plate top. Supplied in kits to be assembled at home.
munitions factory	Many women worked in these factories, making either weapons or ammunition for the armed forces.
Nazi	A follower of Hitler.
Prisoner of War	Soldiers who were captured by the other side
propaganda	Control over what the media (newspapers, radio, etc) showed so that your side was shown in the best way.
rationing	Controlling the supply of food, petrol, clothing, etc to ensure everyone got a fair share of what was available. Introduced at the beginning of 1940.
ration book	Books which contained coupons that shopkeepers cut out or signed when people bought food and other items. (People still paid for the goods with money) <u>Buff-coloured</u> : most adults <u>Green</u> : Pregnant women, nursing mothers and children under 5. They had first choice of fruit, a daily pint of milk and a double supply of eggs. <u>Blue</u> : Children between 5 and 16 years of age. It was felt important that children had fruit, the full meat ration and half a pint of milk a day.
Spitfire	Single seat fighter aircraft.
U boat	German military submarines. Destroyed Allied shipping in the Atlantic ocean, which meant major problems for Britain in trading war supplies and food.
VE Day	Victory in Europe Day – 8 th May 1945. Surrender of Nazi Germany. Celebrated in Britain with massive street parties.
VJ Day	Victory in Japan Day – 15 th August 1945. Effectively ended WW2.

APPENDIX TWO: WEEKLY FOOD RATIONS

A typical food ration for one adult per week was:

Butter: 50g (2oz)	Bacon and ham: 100g (4oz)	Margarine: 100g (4oz)
Sugar: 225g (8oz).	Meat: To the value of one shilling and sixpence per week - 1s 6d (<i>That is about 6p today</i>) Sausages were not rationed but difficult to obtain	Milk: 3 pints (1800ml) occasionally dropping to 2 pints (1200ml)
Cheese: 2oz (50g)	Eggs: 1 fresh egg a week	Tea: 50g (2oz)
Jam: 450g (1lb) every two months	Dried eggs 1 packet every four weeks	Sweets: 350g (12oz) every four weeks

You were also allocated 16 points per month to use on what foodstuffs you wanted.