



Introduction

World War II covered a span of time that impacted the lives of many people around the world. Whether engaged in military action or watching from the home front, everyone felt the ripples as the hit on many aspects of everyday life meant it was no longer “life as usual,” and aggressive powers threatened liberties, both in the U.S. and abroad. War is never easy, and it takes its toll in more ways than one, but it is also a time when people pull together, no matter how tough the situation gets, and fight for what’s right. In America, everyone was expected to do his or her part and support the cause. Neighbor helped neighbor, and boys lined up at recruitment centers to aid Uncle Sam on the front lines... And in the end, the ambitions of a deluded and power-hungry enemy were squelched and victory was won!

Each lesson includes fact-filled, engaging text, created to be all you need for a compact assignment. Should you or your child wish to expound on a subject, a variety of books, videos, and further avenues of research are available in the “Additional Resources” section. This study can also act as an excellent accompaniment to any American history program.

You will want to print out all the Teacher Helps beforehand and brief yourself on the lessons and supplies needed. A one-page *Lesson Plan Schedule* is offered for ease of seeing at a glance what’s coming in each lesson, allowing you to prepare ahead of time. You will want to preview the Project Pages in advance to help you with gathering the materials for the projects you choose to do. Most of the supplies are household items you will have around the house. There will be a few items that you will need to track down before the lesson. The *Tips to Consider Before Starting* sheets have a list of general materials to have on hand. We have provided you with many attractive masters to create the majority of the projects. Detailed instructions, illustrations, and photos are furnished for the projects. Many include penmanship options, however some also offer text to save on time when necessary. If you use the provided text, encourage the child regularly to read it aloud. Some projects require the child to exercise research skills to provide information.

Several days have more than one project listed. This allows you or your child to choose what you would prefer to do. It is advisable that if you begin with a project that has a series of steps to it, you will want to follow through to the end (e.g., Lap Book™ or the *Frontline News* newspaper). These particular overall projects take a bit longer to complete, however they result in pieces that your child will be very proud of.

Sprinkled throughout the lessons are Project Days. These days are designed to allow extra time to work on projects that were not completed on previous days. If your child is a quick student and gets the projects completed in a day, feel free to choose another project that he or she passed up from earlier lessons. Try to keep a balance in your choice of projects so that different areas are utilized, such as 3-D projects, language related activities, or a form of creative writing. These Project Days also offer an opportunity for review each week.

Although the lessons are numbered, it does not mean that you have to stick to one day per lesson. Feel free to stretch them out as needed! In turn, you may find that you do not need to utilize every Project Day. The schedule is there to help you, however you should not feel constrained to meet it. Make it fit *your* needs!

If you have a camera available, remember to take pictures of the children working on the projects as you go! You may wish to create a notebook page of photos, helping create a portfolio of your study together.

Try to culminate the unit with a celebration! When you end it with a bang, it brings completion and satisfaction to both you and your child! We have suggestions for making the best of your last lesson!





Acknowledgements:

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Bibliography:

Keegan, John, *The Second World War*, The Penguin Group Viking Penguin, a division of Penguin Books USA Inc., 1990
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Pimlott, Dr. John, *The Atlas of World War II*, Colin Gower Enterprises, 2006





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Websites used to aid in research:

<http://www.historyplace.com>
<http://history.sandiego.edu>
<http://www.pbs.org>
<http://us.history.wisc.edu>
<http://www.ushmm.org>
<http://www.spartacus.schoolnet.co.uk>
<http://www.bbc.co.uk>
<http://www.whitehouse.gov>
<http://www.grolier.com/wwii>
<http://www.notablebiographies.com>
<http://www.infoplease.com>
<http://www.generalpatton.com>
<http://www.charles-de-gaulle.org>
<http://www.biography.com>
<http://www.history.navy.mil/faqs/faq61-4.htm>
<http://www.ameshistoricalsociety.org/exhibits/events/rationing.htm>
<http://www.rationcurrency.net/ojs/index.php/ijr/search/results>
<http://users.skynet.be/jeeper/induction.html>
<http://www.nationalww2museum.org/>
<http://www.usarmymodels.com/ARTICLES/Rations/krations.html>
<http://sidewalksprouts.wordpress.com/history/wwii/>
http://bsma.memberclicks.net/index.php?option=com_content&view=article&id=44
<http://www.gwu.edu/~erpapers/teaching/q-and-a/q21.cfm>
<http://www.lib.niu.edu/1995/ihy950452.html>

We, the publishers, have made every effort to locate and credit the copyright holders of material researched for this history study. We regret any errors or omissions.



Additional Resources:

Should you wish to include more resources to enrich your studies, here is a helpful list of books and videos that your local library may carry. You do not need to read them all—choose what you would like or your child shows interest in!

* CAVEAT: Although these resources are helpful, we do not necessarily agree with everything that is contained within them, especially anything referring to evolutionary thinking. However, this can lead to wonderful opportunities for discussion with your children! Also bear in mind that, as with all published works, each book or video is biased according to the beliefs and research of the author or publisher. It is wise to compare more than one source. Whenever possible, try to read from an autobiography or first-hand account for an accurate view. Also, some of these books may also contain views or biases that we at Home School in the Woods do not agree with, but other aspects of the book make it worth reading.

BOOKS:

Cornerstones of Freedom Series:

- *The Battle of the Bulge*, R. Conrad Stein
- *D-Day*, R. Conrad Stein
- *The Battle for Iwo Jima*, Tom McGowen
- *The Battle of Midway*, Tom McGowen
- *Hiroshima and Nagasaki*, Barbara Silberdick Feinberg
- *Tuskegee Airmen*, Linda George

- *United Nations*, R. Conrad Stein
- *United States Holocaust Memorial Museum*, Philip Brooks
- *The Story of the USS Arizona*, R. Conrad Stein
- *The Attack on Pearl Harbor*, Tom McGowen
- *Japanese American Internment Camps*, Gail Sakurai
- *Rosie the Riveter*, Christine Petersen

Landmark Series:

- *The Rise and Fall of Adolph Hitler*, William L. Shirer
- *Sinking of the Bismark*, William L. Shirer
- *Commandos of WWII*, Hodding Carter
- *Winston Churchill*, Quentin Reynolds
- *The Battle of Britain*, Quentin Reynolds
- *The Story of the Paratroops*, George Weller
- *The Battle for the Atlantic*, Jay Williams
- *Great American Fighter Pilots of World War II*, Robert D. Loomis
- *The Seabees of World War II*, Edmund Castillo
- *Combat Nurses of World War II*, Wyatt Blassingame
- *Medical Corps Heroes of World War II*, Wyatt Blassingame
- *The U.S. Frogmen of World War II*, Wyatt Blassingame

- *From Pearl Harbor to Okinawa*, Bruce Bliven Jr.
- *The Flying Tigers*, John Toland
- *Thirty Seconds Over Tokyo*, Ted Lawson & Bob Considine
- *Guadalcanal Diary*, Richard Tregaskis
- *Midway: Battle for the Pacific*, Edmund Castillo
- *John F. Kennedy and PT 109*, Richard Tregaskis
- *From Casablanca to Berlin*, Bruce Bliven Jr.
- *The Story of D-Day*, Bruce Bliven Jr.
- *Battle of the Bulge*, John Toland
- *The Battle for Iwo Jima*, Robert Leckie
- *The United Nations in War and Peace*, T. R. Fehrenback

Non-Fiction Books:

- *World War II*, Simon Adams, Eyewitness Book
- *The Good Fight : How World War II Was Won*, Stephen E. Ambrose
- *First Book of World War II*, Louis Snyder
- *World War II*, Tom McGowen
- *Air Raid - Pearl Harbor!*, Theodore Taylor
- *Douglas MacArthur, Young Protector*, Laura Long (Childhood of Famous Americans, biography)
- *Anne Frank: Life in Hiding*, Johanna Hurwitz
- *Anne Frank: Diary of a Young Girl*, Anne Frank

- *The Hiding Place*, Corrie Ten Boom
- *Hiroshima*, John Hershey
- *Witnesses to War*, Michael Leapman
- *Victory in the Pacific*, Albert Marrin
- *Things We Couldn't Say*, Diet Eman
- *Rescue: The Story of How Gentiles Saved Jews in the Holocaust*, Milton Meltzer
- *Never to Forget: The Jews of the Holocaust*, Milton Meltzer
- *Hoodwinked: Deception and Resistance*, Stephen Shapiro

Historical Fiction:


- *The Journal of Scott Pendleton Collins: A World War II Soldier (My Name is America series)*, Walter Dean Myers
- *My Secret War: The World War II Diary of Madeline Beck (Dear America series)*, Mary Pope Osborne
- *One Eye Laughing, The Other Eye Weeping: The Diary of Julie Weiss (Dear America series)*, Tom McGowen
- *Number the Stars*, Lois Lowry
- *The Little Riders*, Margaretha Shemin
- *The Small War of Sergeant Donkey*, Maureen Daly
- *The Winged Watchman*, Hilda Van Stockum
- *Friedrich*, Hans Peter Richter
- *I Was There*, Hans Peter Richter
- *When Hitler Stole the Pink Rabbit*, Judith Kerr
- *Molly: An American Girl series*, Valerie Tripp

- *Adventures of Richard Hannay*, John Buchanan
- *A Boy's War*, David J. Mitchell
- *Escape from Warsaw*, Ian Serraillier
- *I Am David*, Anne Holm and L. W. Kingsland
- *Snow Treasure*, Marie McSwigan
- *Journey to America*, Sonia Levitin
- *Zion Covenant series*, Bodie Thoene

Devotional/Biblical Instruction:

- *Preparing Boys for Battle*, Scott T. Brown (Available through The Vision Forum: <http://www.visionforum.com>)





VIDEOS/DVD: Attention parents: Although some of these movies are unrated or “G” rated, you will want to consider that most of these movies contain violence and/or possible inappropriate scenes for young viewers. There are also several movies that are geared toward more mature audiences, with ratings of PG and PG-13, and should be left to your discretion for viewing. Please preview to determine if suitable for your audience.

Also, like the book choices, some of these films may also contain views or biases that we at Home School in the Woods do not agree with, but other aspects of the film make it worth watching. These moments make for great conversation with the children to discuss the world’s views and how they differ from God’s view, and what we can learn from what we’ve seen.

G Rating:

- Mrs. Miniver
- The Scarlet and the Black
- The Longest Day
- Tora! Tora! Tora!
- Silent Night
- Walt Disney Treasures - On the Front Lines
- The League of Grateful Sons, Vision Forum Ministries (Available through Vision Forum: <http://www.visionforum.com>)
- The Great Dictator (although a Charlie Chaplin film and G rated, this is a more mature satire, created in 1939 and premiering in 1940 in the thick of Germany’s rise to power.)
- Molly: An American Girl on the Home Front
- Miracle at Midnight
- The Only Way
- Hidden in Silence
- Miracle at Moreaux
- World War II: Homefront Series (Not Rated, A collection of patriotic short films of the era, many hosted by Hollywood celebrities)

PG/PG-13 Rating:

- The Hiding Place
- The Diary of Anne Frank
- The Fighting Sullivans

Not Rated:

- Why We Fight (Frank Capra)

AUDIO:

- The Hiding Place (Radio Theatre), Dave Arnold and Corrie ten Boom
- Bonhoeffer: The Cost of Freedom (Radio Theatre), Paul McCusker and Focus on the Family
- Bible Lessons for Manhood from the Battlefield of My Father’s Youth (Sermons based on biblical lessons from real-life manhood that help fathers disciple and encourage their sons) (Available through Vision Forum: <http://www.visionforum.com>)
- Providential Battles I: Twenty Battles that Changed the World, William Potter (These stories range from ancient times right up through three conflicts in WWII, however the interpretations William Potter makes with all the battles illustrates God’s plan woven throughout these historical milestones) (Available through Vision Forum: <http://www.visionforum.com>)

Music from the following: (Big Band, Swing, and Jazz Orchestra Leaders and Singers):

- | | | | | |
|------------------|---------------|-----------------------|--------------------|--------------------|
| - Jimmy Dorsey | - Les Brown | - Frank Sinatra | - Ethel Merman | - Gracie Fields |
| - Tommy Dorsey | - Al Jolson | - Four Vagabonds | - Doris Day | - Frances Langford |
| - Glenn Miller | - Artie Shaw | - The Ink Spots | - Lena Horne | - Rita Hayworth |
| - Duke Ellington | - Bing Crosby | - Gene Kelly | - Rosemary Clooney | - Vera Lynn |
| - Benny Goodman | - Bob Hope | - Al Bowlly | - Marlene Dietrich | - Anne Shelton |
| - Count Basie | - Perry Como | - The Andrews Sisters | - Ella Fitzgerald | - Pearl Bailey |

WEBSITE VIRTUAL TOUR AND STUDY COURSE:

The Faith of Our Fathers Project: Normandy, A Final Farewell

This ten-year effort is sponsored by Vision Forum Ministries, and is designed to bring an appreciation and awareness of this and future generations to the heroic fathers and grandfathers that fought during WWII, and to “strengthen a culture of multi-generational faithfulness.” For further study, you may wish to subscribe to “D-Day and the Providence of God: The Virtual Tour and Online Study Course”: <http://www.afinalfarewell.org/> (paid subscription required)



LESSON PLAN SCHEDULE



World War II

KEY:
(LB) - To be included in Lap Book™
(NB) - To be included in Notebook

LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Ante Bellum <ul style="list-style-type: none"> - Dictators (LB) - Begin Timeline (NB) - Penmanship (NB) 	Adolf Hitler <ul style="list-style-type: none"> - Hitler's Climb to Power (NB) - Begin "Frontline News" Newspaper 	War Before War <ul style="list-style-type: none"> - Map: Major Events in the European Theatre (NB) 	Blitzkrieg-Dunkirk <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Language Bingo 	PROJECT DAY! <ul style="list-style-type: none"> - Projects Days are designated for completion of unfinished projects and review of previous lessons with new projects. - Create Factfile cards & envelopes - Choose a project that has not already been done to date - Try a recipe!
LESSON 6 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 7 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 8 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 9 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 10 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper
LESSON 11 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 12 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 13 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 14 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 15 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper
LESSON 16 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 17 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 18 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 19 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 20 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper
LESSON 21 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 22 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 23 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 24 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	LESSON 25 <ul style="list-style-type: none"> - Add to Map of the European Theatre (NB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper
Back Home <ul style="list-style-type: none"> - Add to "On the Home Front" - Victory Gardens, Canning, Blue Star Mothers, Stamp Album, Ration Coupons (LB) - Make a Victory Garden! - Add to Soldier's Service Record Book - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	And What Happened After? <ul style="list-style-type: none"> - The United Nations (LB) - Continue Timeline (NB) - Penmanship (NB) - Add to Newspaper 	PROJECT DAY! <ul style="list-style-type: none"> - Complete outstanding projects - Choose a project that has not already been done to date - Try a recipe! 	Pulling together the Lap Book™ <ul style="list-style-type: none"> - Review the topics studied as you bring together the Lap Book™ - Finish any unfinished projects - Gather all the Lap Book™ projects and prepare the file folder portfolio 	Wrapping it up with a "Victory Day Celebration!" <ul style="list-style-type: none"> - Finish off the unit with a party! Choose from the many suggestions for décor, foods, games, and more! This is a great opportunity to share what you've learned with relatives and friends!

LESSON 6

The Battle of Britain

"The battle of France is over. I expect the battle of Britain is about to begin..."

— Prime Minister Winston Churchill

England is on an island. She is separated from the main European continent at the narrowest by a mere twenty-one miles, but that distance was enough to save the entire country when the German tanks drew up on the beaches of France. A slim stretch of water was in their way, but in that water floated the most powerful fleet in the world. The German fleet was no match for the magnificent English navy, and as long as that navy was in the channel, no troops could be ferried across to carry on Hitler's conquests in that direction. Also to block their way, the famous Royal Air Force (RAF) was gathered, and her fighters guarded the English skies. Hitler turned to Hermann Goering, commander of the German Air force, the Luftwaffe.

The general plan was simple, at least on paper. Goering was to attack the RAF and clear them from the heavens. Then they were to descend, bombing the navy in the English Channel until the way was clear for the German fleet to sail the armies across. From there a quick and thorough conquest of England would take place. This was easier to write down than to accomplish, but Hitler believed the British, without allies and facing the might of his armies, would quickly capitulate. He was wrong.

At this time, the British Royal Air Force had been divided into three parts. The Coastal Command, as its title entails, defended the coasts of the island, the Bomber Command oversaw all of the bombers, while the Fighter Command held all of the active fighter planes under her command. It would be Fighter Command that would take the main part in the struggle against the Luftwaffe.

The planes used in the defense were primarily Spitfires and Hurricanes, while the Nazis used bombers like Dorniers, Heinkels, and Stukas, all of which were guarded by fighters, primarily of the Messerschmitt 109 model.

July 10, 1940, is generally given as the beginning of the Battle of Britain. There is no exact period in which a "battle" took place. It was more a series of skirmishes and aerial combats, most of which wrapped up by the end of October 1940, which is the date generally given for the end of the fighting. Bombing continued for months after that date, but the main attempt to subdue the hardy RAF and break the iron British backbone was over by then. However, it was on June 10 that the "Channel Battle" began. This was a pre-battle phase where the two sides probed each other and geared up for a more serious fight. All the same, there was fighting, and the two sides struggled valiantly for control of the channel. The British defenses were not planes alone. They also had ground forces. Anti-aircraft guns helped fire on German planes from below, while a solid radar system stretched along the coast. The radar was a British invention and although the Germans had their own radars, they were not as good as their British counterparts, which alerted the RAF pilots of approaching aircraft, giving them a distinct advantage.

By early August, the main German offensive was ready. It was called "Operation Eagle Attack," and it was to carry the battle from the channel into the English skies. On August 13, Eagle Day, the attack was in full swing, and it continued for the next week and a half. By August 24, the fight was not resolved, and the focus of the Luftwaffe turned to the Fighter Command's airfields. Here the battle raged until September 6, but still the Germans could not silence the stubborn RAF. Day after day the Germans would fly across the channel; dozens and hundreds of bombers would come into sight, protected by fighters. Into the sky the British planes would fly, and day after day they would fight for the mastery. By September Hitler was getting impatient. He wished to launch his attack, code named Operation Sealion, before the winter weather set in and made the invasion impossible.

On September 7, Goering ordered the Luftwaffe to once again change targets. They began bombing London and other English cities themselves. This started one of the most terrible times the London citizenry ever saw. Thousands of bombs were dropped on their city and immeasurable damage was inflicted, but still the RAF fought on, refusing to submit. Finally, on September 17, Hitler postponed Operation Sealion until further notice. He would never again get an opportunity to attack the island country.



The fighting dragged on into October—especially the bombing. The Germans switched to night tactics to avoid the heavy casualties that resulted from attacks in broad daylight, but the British people had shown their mettle. Both sides exaggerated their success, but the losses seem to hover around 600-900 fighters for the RAF, opposed to at least 1100 fighters and bombers for the Luftwaffe. The losses were heavy on both sides, but the British were still there and they would not be subdued by the Nazi threat. Many mark this moment as the turning point in the war. Everything had gone Hitler's way until now, but the heroic boys of the Royal Air Force had stopped the Nazi tidal wave dead in its tracks. It was Germany's first defeat and it would not be her last.

LESSON PROJECTS

6

1) PENMANSHIP “Words of World War II”:

Complete copywork page M-1-6. Three-hole punch and store in your notebook.

2) NOTEBOOK TIMELINE:

For Lesson 6, color, cut, and place the following figures:

The Battle of Britain, Churchill

3) CONTINUE THE NEWSPAPER “FRONTLINE NEWS”:

Add an article for “*Bombs Drop Over Britain*” on page four of the newspaper. Create an advertisement for “*Britishers Enlist Today*” (page four).

4) CONTINUE MAP “MAJOR EVENTS IN THE EUROPEAN THEATRE”:

Adhere the following “conflicts” symbols to the dedicated overlay as shown in TK-3-3:

The Battle of Britain

5) SOLDIERS OF THE WORLD:

As the Axis powers grew their armies by occupying territories and making alliances with power in mind, several countries joined in the Allied Forces. Although there were many types of soldiers from different arms of service, we will focus on one well known type from the three main Axis and Allied countries. This project will introduce you to the uniforms and accoutrements of these countries.

- SUPPLIES:
- 1 copy of M-6-1 and M-6-2 on white card stock
 - 1 copy of M-6-3, M-6-4, and M-6-5 on white paper
 - 6 rectangular pieces of TRANSPARENCY FILM, each cut to 4-1/2" x 10-1/4" (if you do not have transparency film you can use clear acetate or Dura-Lar film)
 - colored pencils
 - scissors
 - clear tape
 - glue stick
 - OPTIONAL: We have provided colored versions of these uniforms to use for

reference (M-6-6 and M-6-7). You can either print them out or keep the images up on your computer screen for your child to refer to for uniform colors.

DIRECTIONS:

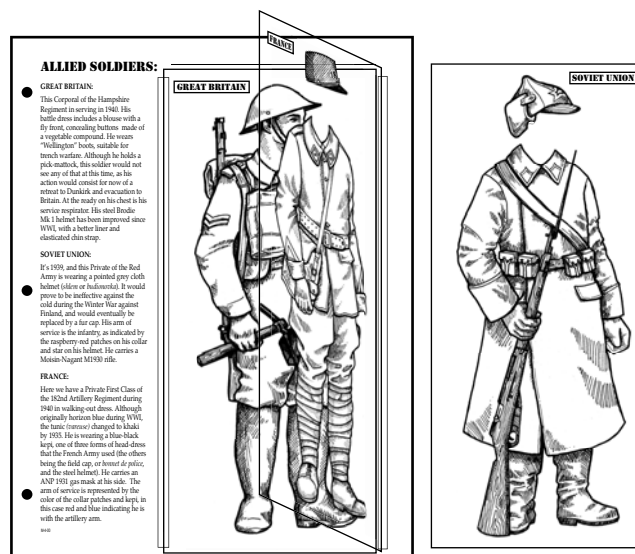
1. Color the people on each base (M-6-1, M-6-2).

Color and cut out the uniforms that accompany the soldiers. Set aside for later.

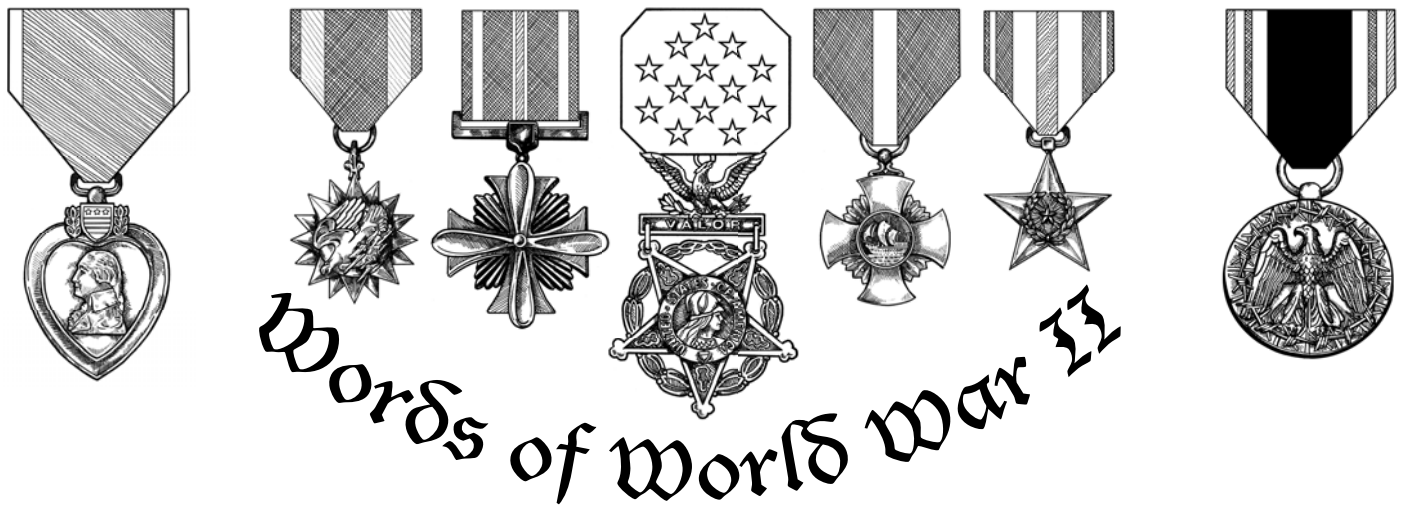
2. Using three pieces of transparency film per base, tape one side to each line on the accompanying base boards. These will act as overlays, allowing you to glue the uniforms to each layer and lifting to view the layer below.

3. Beginning with one soldier, glue each individual uniform and hat to an acetate flap. Add the title to each overlay.

4. Do the same with the other soldier.



When finished, three-hole punch each one and store in your notebook.



*"I have nothing to offer but blood,
toil, tears and sweat."*

*"Never in the field of human
conflict was so much owed by so
many to so few."*

*(Regarding airforce pilots during
the Battle of Britain)*

– Sir Winston Churchill, 1940





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The Phony War

Germany Occupies
Sudetenland and
Czechoslovakia

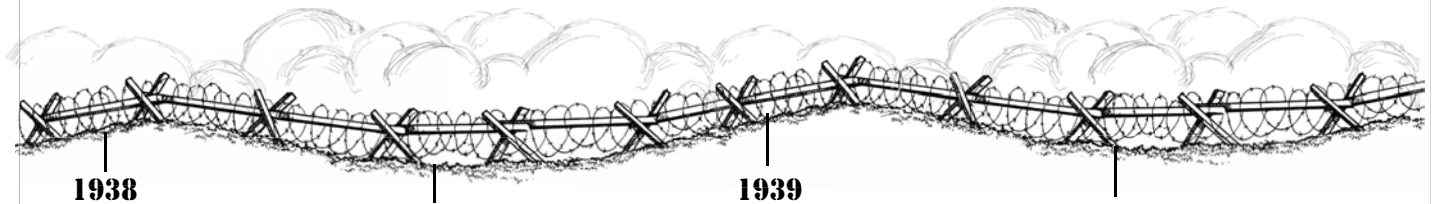
Battle of the Atlantic Begins

Germany Occupies
Austria

Kristallnacht
(Night of Broken
Glass)

"Pact of Steel"

Winston Leonard
Spencer Churchill



1938

1939

Munich Agreement

Italy Annexes
Albania

Great Britain
and France
Declare War on
Germany

Arthur Neville
Chamberlain

Rosie the Riveter

Germany Occupies
Poland



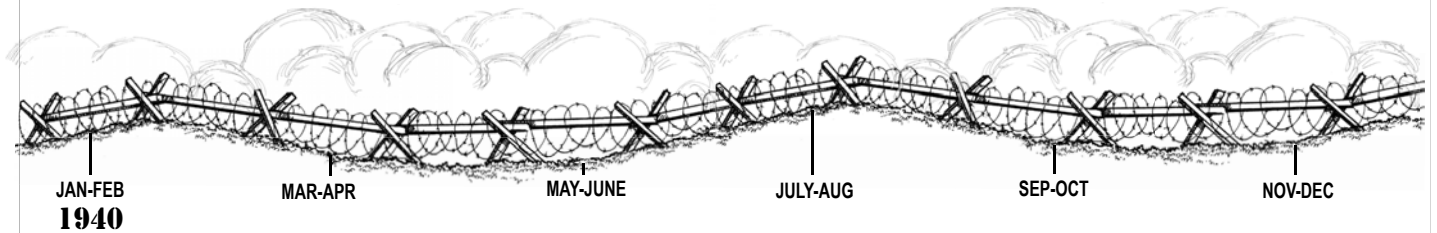


Auschwitz
Concentration
Camp

Adolf Hitler
at the Height of
Power

Germany Occupies
France, Belgium,
Holland, and
Luxemburg

The Battle of Britain



JAN-FEB
1940

MAR-APR

MAY-JUNE

JULY-AUG

SEP-OCT

NOV-DEC

Germany Occupies
Denmark and Norway

The Miracle at Dunkirk

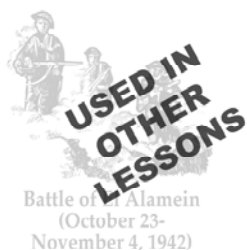
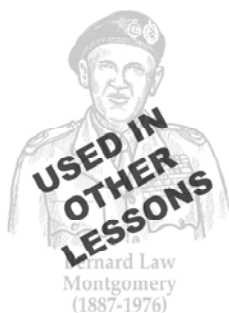
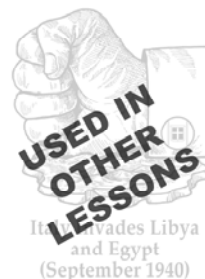
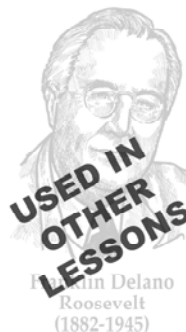
Tripartite Pact
Officially
Establishes Axis
Powers

"Winter War" Ends

Italy Invades Libya
and Egypt



TIMELINE FIGURES - PAGE 2



English skies light up as Germany attacks...



Troops push towards Moscow, leaving trails of destruction behind...



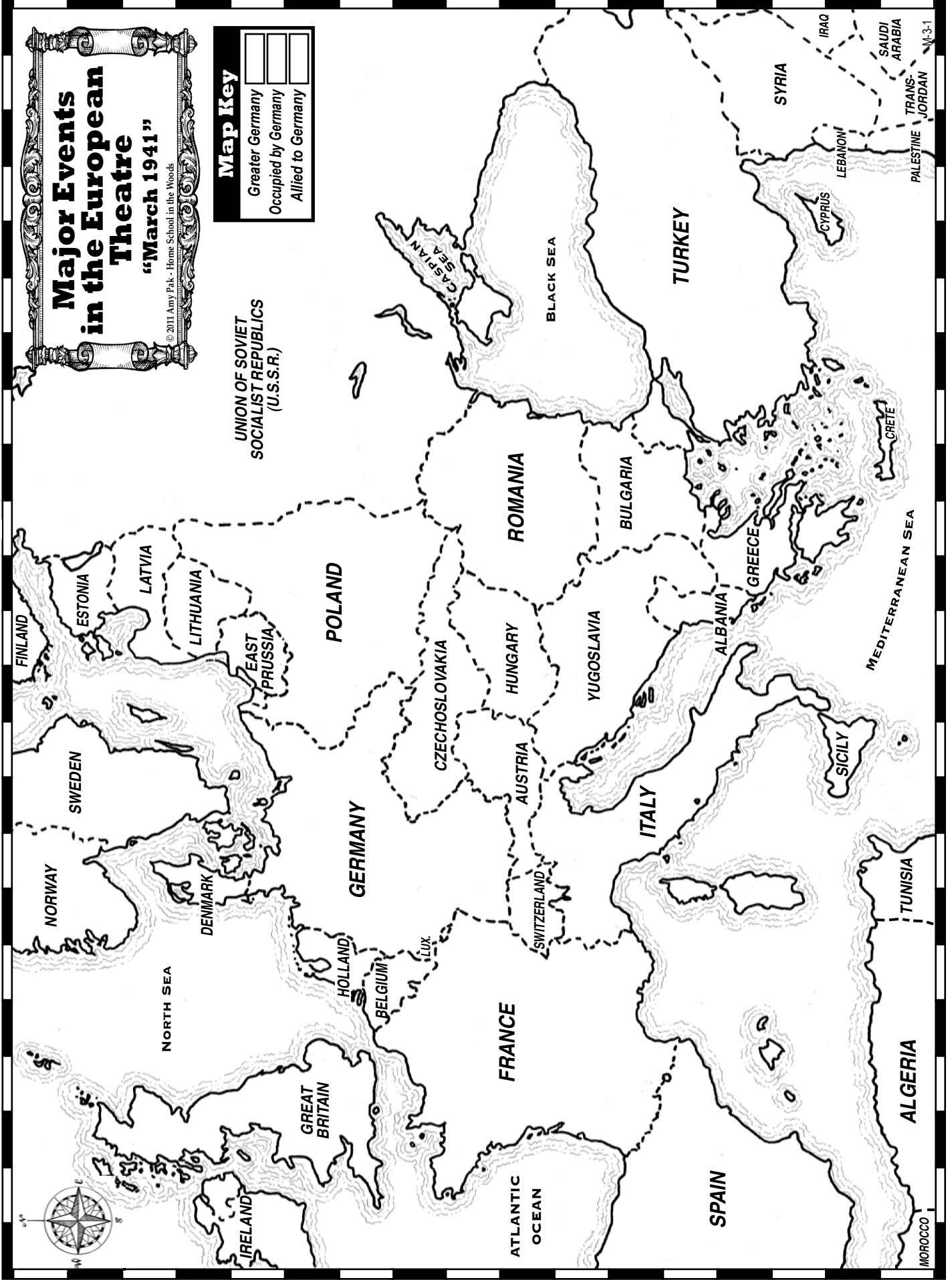
Major Events in the European Theatre "March 1941"

© 2011 Amy Pak - Home School in the Woods

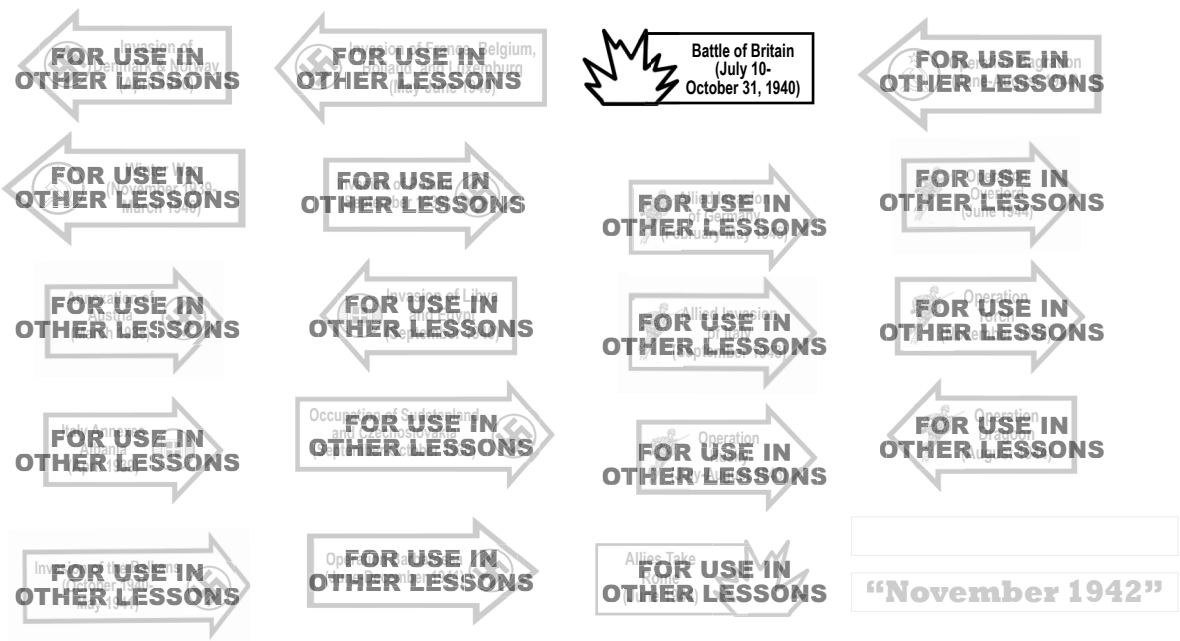
Map Key

-  Greater Germany
-  Occupied by Germany
-  Allied to Germany

UNION OF SOVIET
SOCIALIST REPUBLICS
(U.S.S.R.)



Major Events in the European Theatre - CONFLICTS:



AXIS SOLDIERS:

GERMANY:

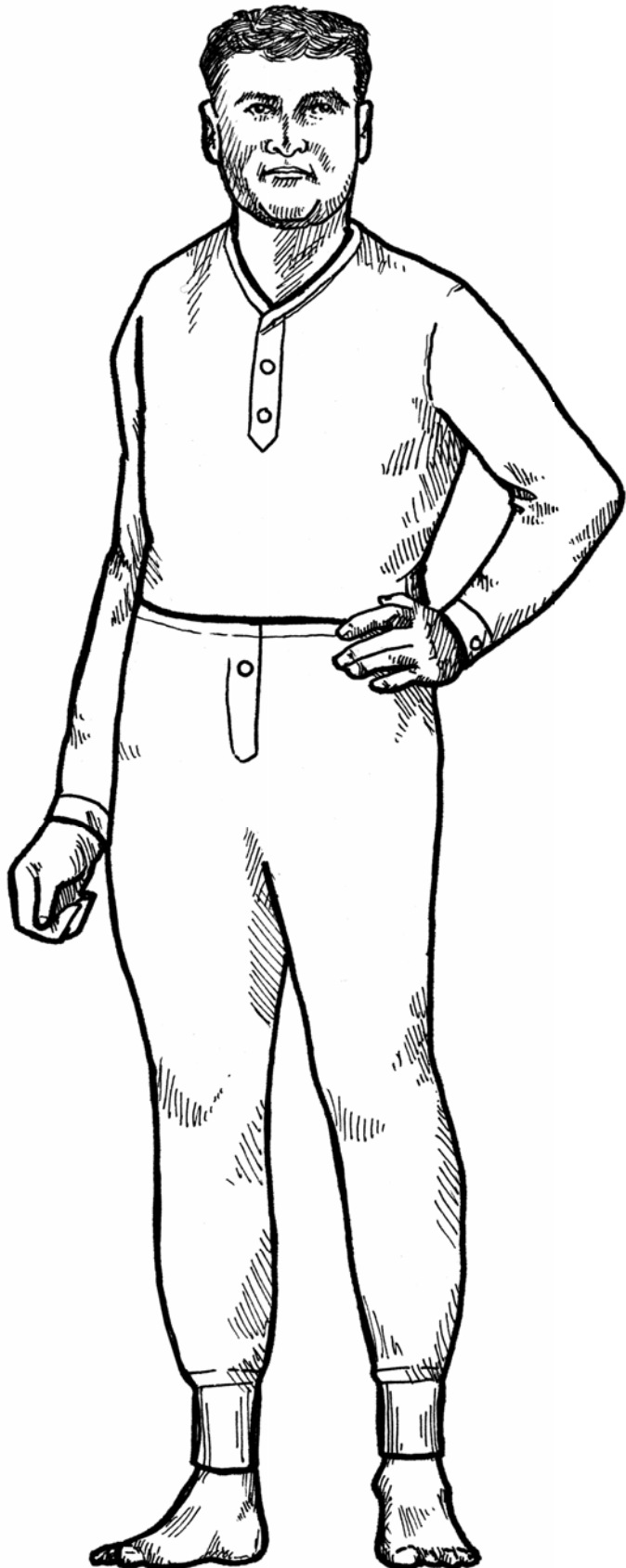
This German soldier is in the Wehrmacht (Army) of 1941. He carries an MP40. Tucked in his belt are two "Model 24 Stielhandgranates," German grenades also known as a "stick grenade," or as the British army referred to it, a "potato masher."

ITALY:

Here is a corporal in the Italian Fascist Militia (Milizia Volontaria Per La Sicurezza), known more commonly as "The Black Shirts." Although it is 1940 at this point, the Black Shirts were formed in 1922 by their commander, Mussolini. The corporal's special dagger is reflective of his allegiance to the Black Shirts.

JAPAN:

Having recently invaded China, Japan joined the Axis Powers in September of 1940. It continued to unleash its terror in the Pacific, with the naval base at Pearl Harbor, Hawaii, as one of its first targets. Now 1942, this private 1st Class of the Japanese Imperial Army is wearing a typical jungle uniform. Since WWI, the army had adopted khaki as the color of its uniforms. Over his field cap is a steel helmet with neck flaps. On his feet he wears canvas and rubber "*tabi*," a split or 'camel-toed' boot that is light, comfortable, and silent. The pantaloons are secured with "*puttees*" — snugly wrapped canvas strips.



ALLIED SOLDIERS:

GREAT BRITAIN:

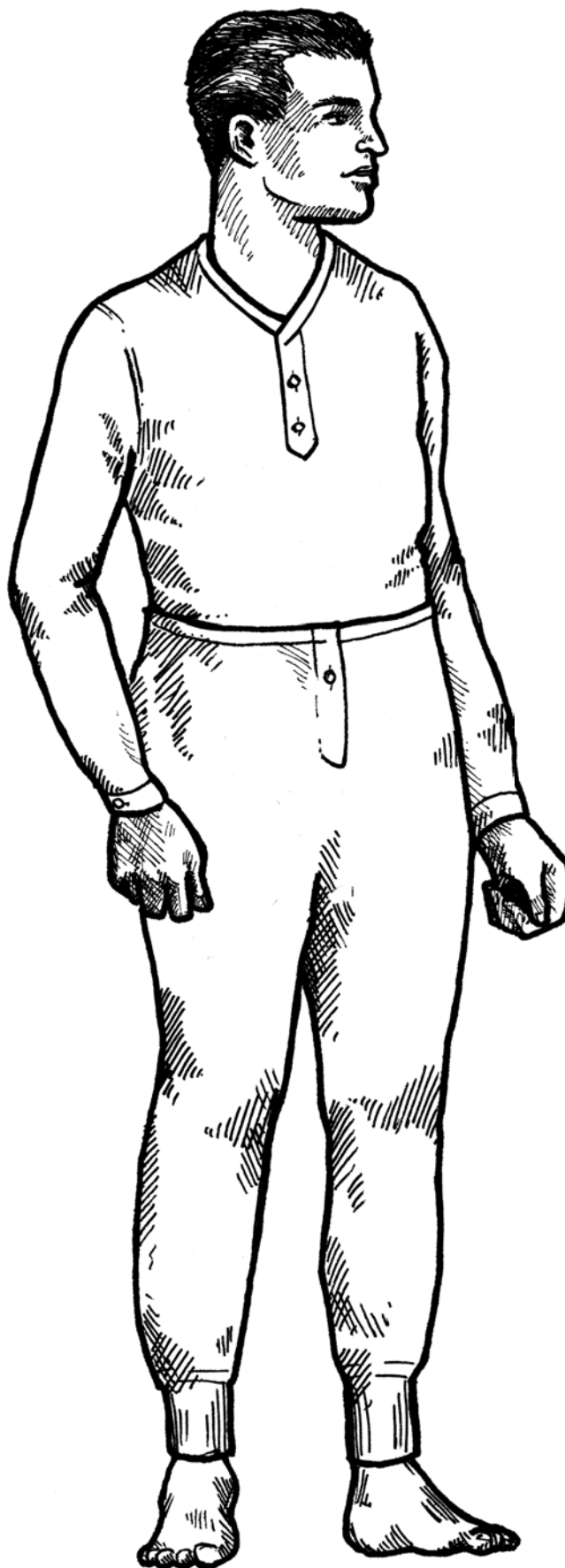
This corporal of the Hampshire Regiment is serving in 1940. His battle dress includes a blouse with a fly front, concealing buttons made of a vegetable compound. He wears "Wellington" boots, suitable for trench warfare. Although he holds a pick-mattock, this soldier would not see any of that at this time, as his action would consist for now of a retreat to Dunkirk and evacuation to Britain. At the ready on his chest is his service respirator. His steel Brodie Mk 1 helmet has been improved since WWI, with a better liner and elasticated chin strap.

SOVIET UNION:

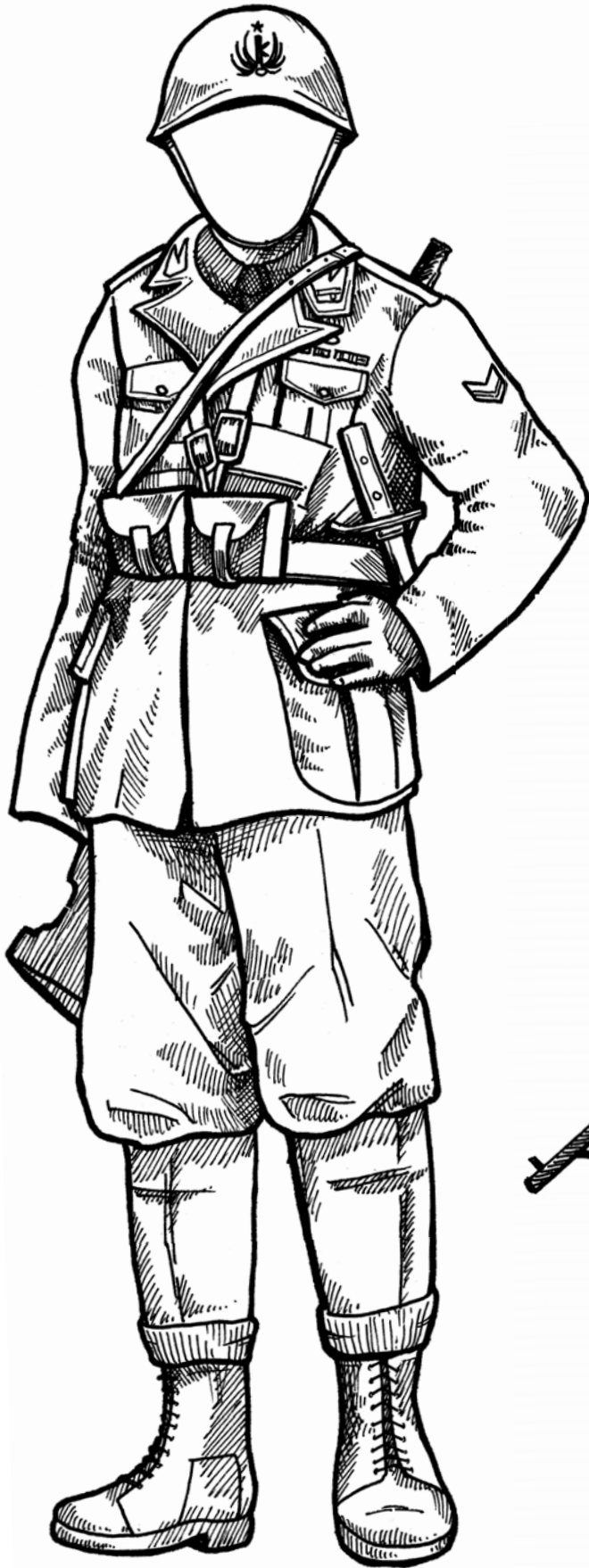
It's 1939, and this private of the Red Army is wearing a pointed grey cloth helmet (*shlem* or *budionovka*). It would prove to be ineffective against the cold during the Winter War against Finland, and would eventually be replaced by a fur cap. His arm of service is the infantry, as indicated by the raspberry-red patches on his collar and star on his helmet. He carries a Moisin-Nagant M1930 rifle.

FRANCE:

Here we have a private first class of the 182nd Artillery Regiment during 1940 in walking-out dress. Although originally horizon blue during WWI, the tunic (*vareuse*) changed to khaki by 1935. He is wearing a blue-black kepi, one of three forms of head-dress that the French army used (the others being the field cap, or *bonnet de police*, and the steel helmet). He carries an ANP 1931 gas mask at his side. The arm of service is represented by the color of the collar patches and kepi, in this case red and blue, indicating he is with the artillery arm.



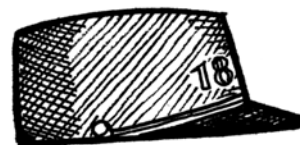
GERMANY



ITALY



FRANCE



JAPAN



GREAT BRITAIN



SOVIET UNION

AXIS UNIFORMS IN COLOR

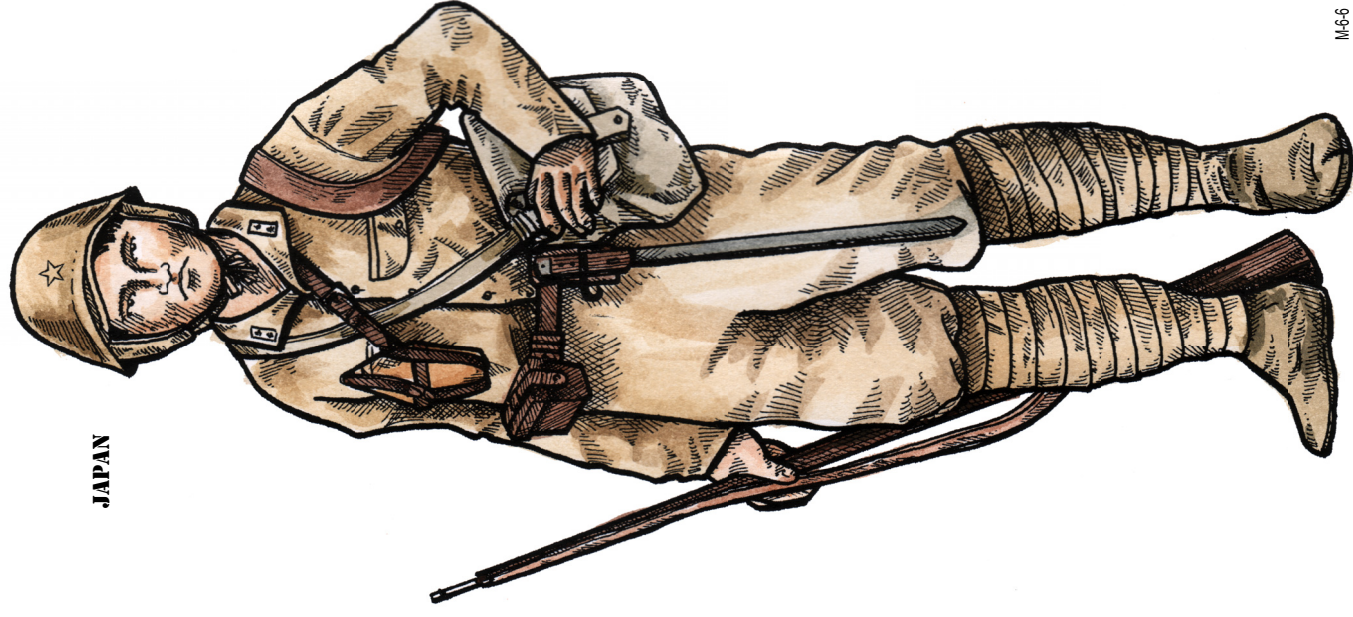
ITALY



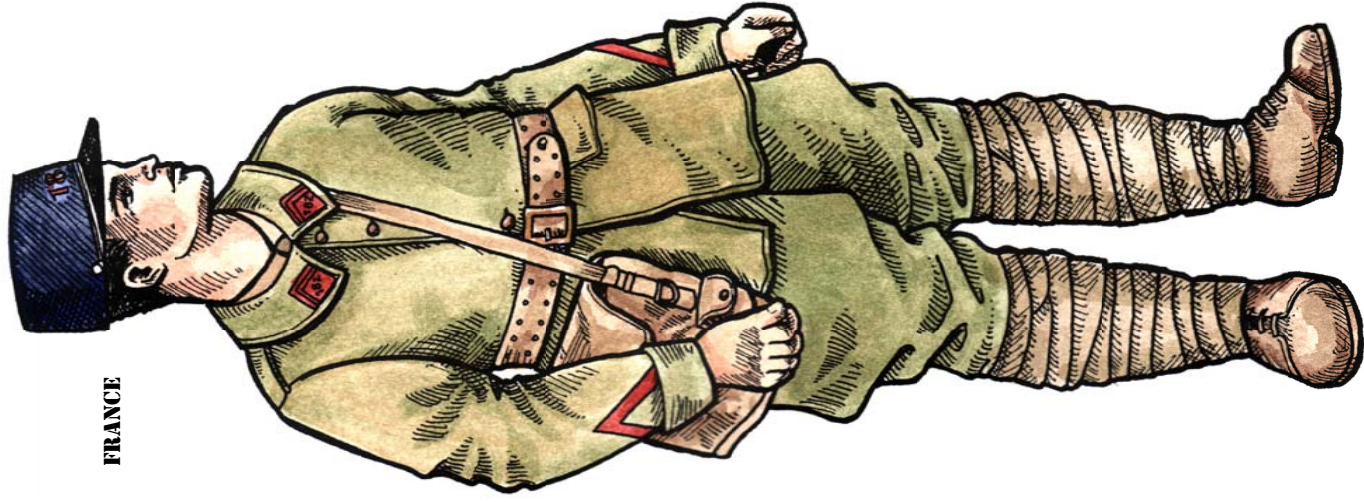
GERMANY



JAPAN



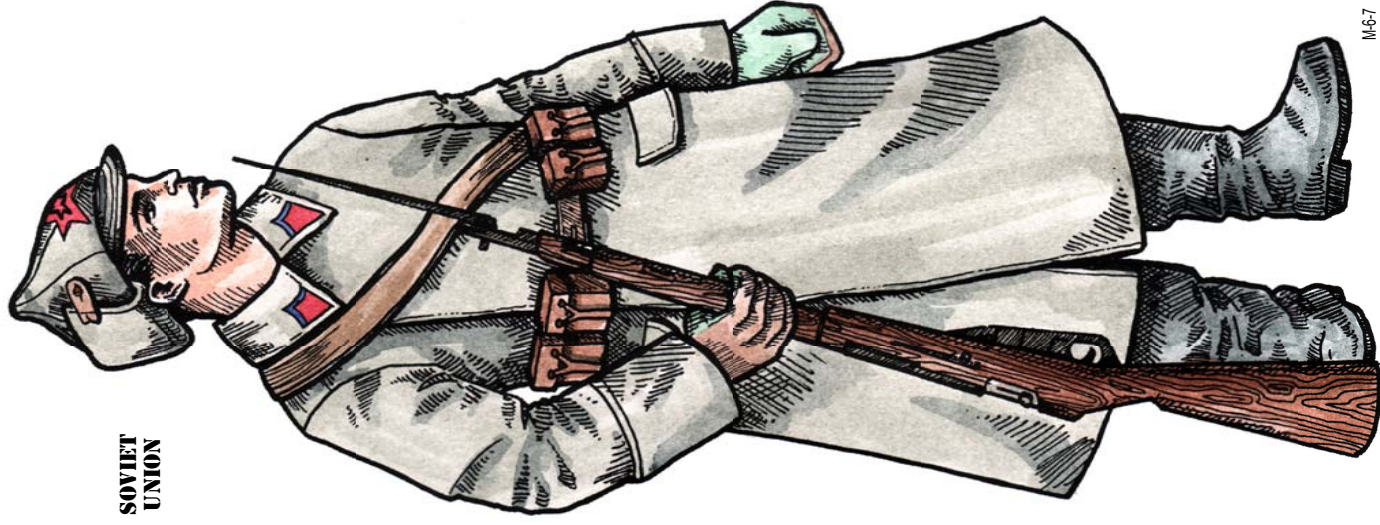
ALLIED UNIFORMS IN COLOR



FRANCE



GREAT
BRITAIN



SOVIET
UNION