

SCARS ON THE HEART

WORLD WAR TWO TRAIL WORKSHEET

ROAD TO WAR



The Second World War grew out of many problems that were created during the First World War.



1



Find the 'Road to War' section. Draw a line to match the dates with the correct event.



30 September 1938

Violence in Germany

11 November 1918

Mussolini invades Albania

28 June 1919

Japanese army seizes Peking

28 October 1922

Peace Treaty signed Versailles

9-10 November 1938

Adolf Hitler becomes Chancellor of Germany

7 April 1939

Hitler invades Poland

24-29 October 1929

Armistice — Germany surrenders

30 January 1933

Fascists march on Rome

2 October 1935

Wall Street Stock market crashes

28 July 1937

Rape of Nanking

3 March 1936

Hitler annexes Austria

11 November 1937

Reichstag Fire — Communists accused

5-13 December 1937

Nuremberg Rally

27 February 1933

Hitler annexes Czechoslovakia

15 September 1935

Italy invades Ethiopia

16 March 1938

German troops occupy Rhineland

1 September 1939

Japanese capture Shanghai

12 March 1938

Munich Agreement

2

The Road to War was driven by powerful leaders in Germany, Italy, the Soviet Union and Japan.



Record the name, position and dates of power for the famous leaders of World War Two.

Japan

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Germany

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United States

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Italy

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United Kingdom

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Soviet Union

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Choose an event from the Road to War and research it further.

Do you think it was a key cause of World War Two?

BACK AT SCHOOL



GEOGRAPHY



Explore the Scars on the Heart Gallery and look for where New Zealanders travelled in World War Two.



Answer the following questions:
Hint — don't forget to use the gallery map to help you find the answers, match the question number to the number on the map.

- 3** Where did the New Zealand division do their training in 1940?
- 4** Where was the battle where 671 New Zealanders were killed?
- 5** Where did the New Zealand forces 'slog it up' between 1943 and 1945?
- 6** Soldiers in the third New Zealand division called themselves 'Coconut Bombers'; where did they serve?



Find out where else New Zealanders served in the war.
Mark all the countries on the map.

BACK AT SCHOOL



THE HOME FRONT



i The Home Front refers to the activities of those who are not part of the armed forces in a nation at war. By learning about the Home Front we can understand the effect of war on people’s everyday lives.

📌 Find the ‘Home Front’ section in the middle of the gallery.

✍️ Write down an item that would be used for:

- 7** Receiving news
- Entertaining children
- A keepsake



💬 Discuss what items might be used instead of these ones today.

📌 Find the ‘Women at Work’ section.

i Thousands of New Zealand men were sent overseas to fight; this left many gaps in the workforce that had to be filled by the women at home.

8 List some examples of different jobs women in New Zealand did during the war.



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i Women in New Zealand also supported the war effort by fundraising and knitting useful items for soldiers. Women’s groups knitted socks, shirts and underclothing.

🔗 Learn more about the fundraising effort of women by learning to knit a sock; you may even like to start your own knitting club! Share your efforts on Instagram with the hashtag #AMSchools



PEOPLE



i New Zealand servicemen and women served in a number of different units within the army; this meant they had different jobs and responsibilities.

Take a look at the different clothing items and record some of the roles of New Zealanders. Hint — you will find these all over the gallery!

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9 **i** The 28th Māori Battalion was the only volunteer unit in the 2nd NZ expeditionary force.

Record the quote by Grant Maninui of the 28th Māori battalion.

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Discuss what this tells us about how Māori felt about war.

i Conscription was introduced in 1940 which meant it was compulsory for men aged between 19 and 45 to serve in the war. However, there were some people who refused to serve; they were called ‘conscientious objectors’ or ‘pacifists’.



Find the ‘Dissidents and Defaulters’ section and read how conscientious objectors were punished for their beliefs.



10 **List any examples you find about the treatment of conscientious objectors.**

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If you were conscripted to serve in the war, how would you react? Discuss with a buddy.



i A prisoner of war is a person who has been captured and imprisoned by the enemy.

11 **Record the name and service number of three prisoners of war.**

Prisoner
Number
Prisoner
Number
Prisoner
Number

Find the ‘Were You a Prisoner of War?’ section.

Back at school:
Use the AM online cenotaph database to search one of your chosen prisoners of war and find out more about them.

BACK AT SCHOOL



TECHNOLOGY



Technology played an important role in the Second World War. Improvements in technology during the war changed the world we live in today.



Here are some examples of weapons used in the First World War. **Find examples of weapons used in World War Two and draw them below.**



Blank area for drawing weapons used in World War Two.



Are the weapons different or similar to World War One weapons? **Discuss with a buddy.**



After World War One, aircraft developed rapidly. **Find a Second World War aircraft.**

12



Write down some ideas about how the development of aircraft might have changed warfare.

Blank area for writing ideas about how the development of aircraft might have changed warfare.

Back at school:
Find some examples of how technology has further developed in recent conflicts.

BACK AT SCHOOL



NOTES

WAR IN THE PACIFIC



MAJOR BATTLES



FAMOUS MEN



FAMOUS WOMEN



NOTES

LIFE OF A SOLDIER



ROYAL NZ NAVY



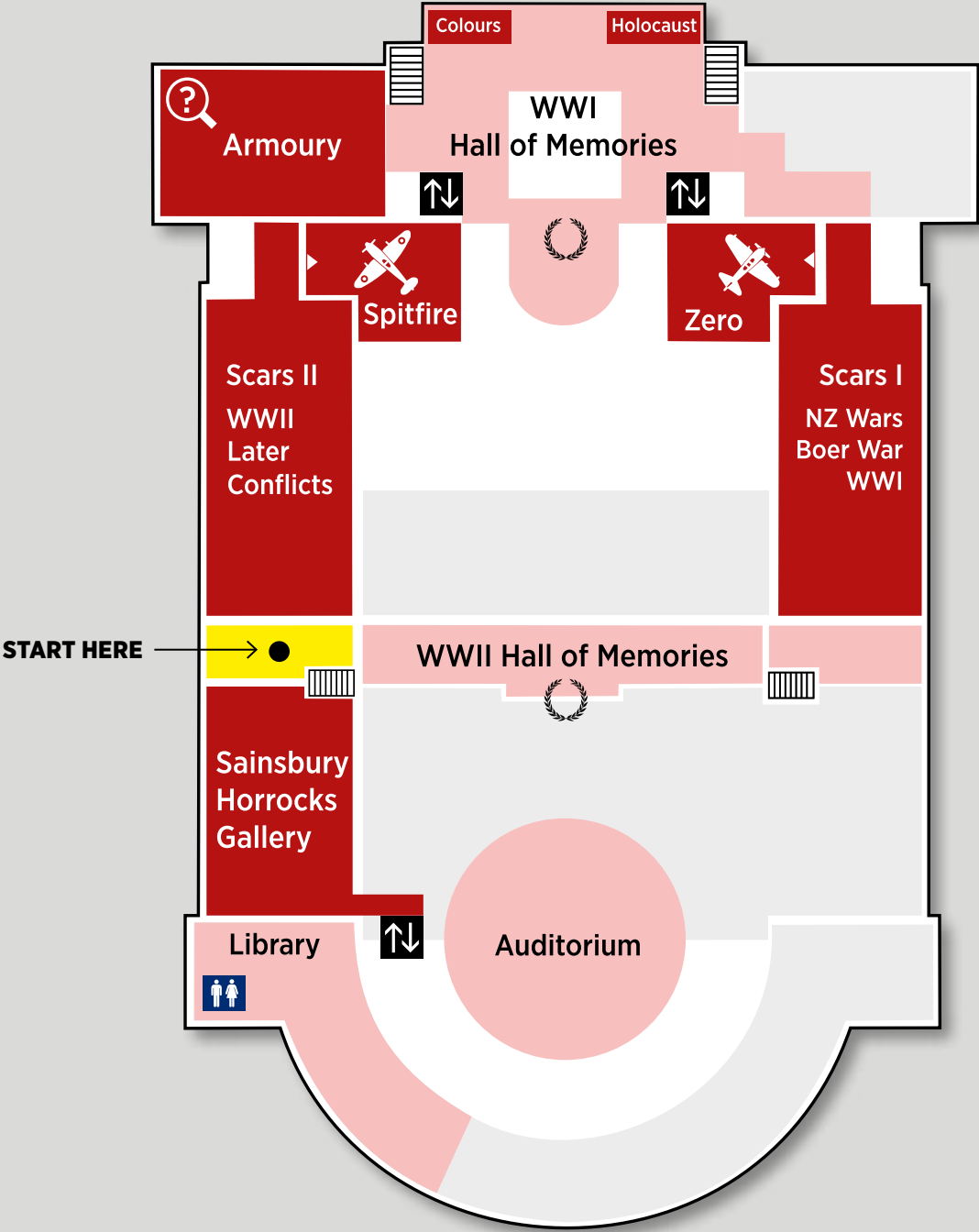
MĀORI BATTALION



ROYAL NZ AIR FORCE

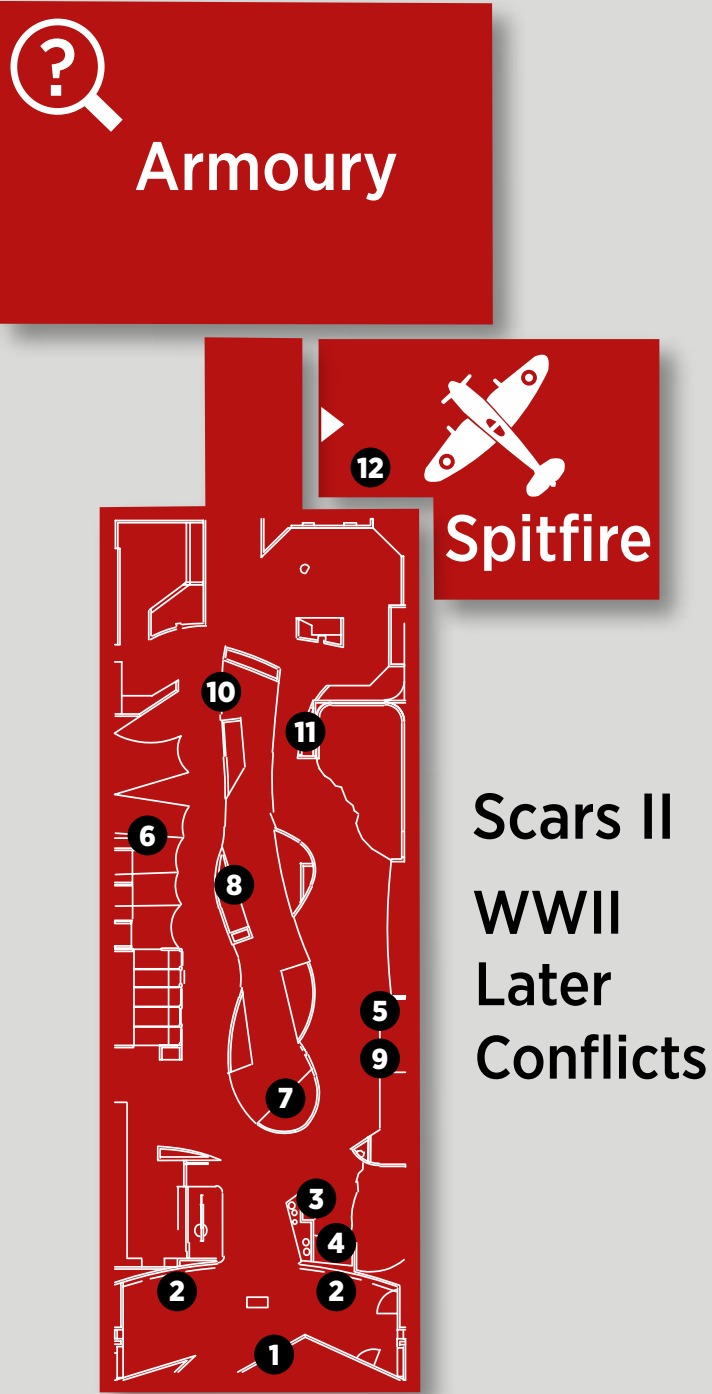


MAPS



START HERE

- STAIRS
- LIFTS



KEY

- | | | | |
|-------|------|---------|----------------|
| INFO | FIND | DISCUSS | BACK AT SCHOOL |
| WRITE | DRAW | SHARE | LOOK AND SEE |