

LESSON PLAN

Subject: History

Topic: World War II- Germany invades Poland

Age of students: 17-18

Language level: B1/B2 for mini project

Time: 90/120 minutes

Contents aims:

After completing the lesson, the student will be able to:

- Describe and analyze the beginning of the WW2.
- Describe course of German invasion on Poland.
- Interpret the system of alliances in Europe at the beginning of WW2.
- Name and identify key figures in the first days of WW2.
- Discuss what did Europe learn from WW2.
- Write a formal letter.

Language aims:

After completing the lesson, the student will be able to:

- Use correctly new vocabulary about WW2
- Explain the main ideas of the topic.
- Orally introduce information about the lesson.
- Apply new writing skills- organization and argument in a letter



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Pre-requisites:

Materials:

Procedure steps:

1. Make copies of the handouts for each learner in the class.
2. If necessary simplify the language of the text depending on the level of the class
3. Prepare 4 post its with five questions about WW2 and put them under seats in class
 - A) who were the opposing sides in WW2?
 - B) What was the name of the ruling party in Germany in 1930s?
 - C) What is „Anschluss“?
 - D) What are „Sudetenland“

Procedure:

1. In the Hot Seat (10 Minutes)

Purpose: To activate prior knowledge

Description: In this activity, several students will be asked to sit in the "Hot Seat" and answer questions related to the topic of study.



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Procedure:

- Prior to the beginning of class, the teacher will prepare questions related to the topic of study and write them on sticky notes. Four to five questions are usually enough.
- Place the sticky notes underneath student desks/chairs so that they are hidden from view.
- At the start of the class, inform students that several of them are sitting on "Hot Seats" and will be asked to answer questions related to the topic of study for the day.
- Have students check their desks/chairs for the strategically placed sticky notes.
- Students who have questions on sticky notes will then take turns reading the question and attempting to provide an answer. Due to the nature of this motivational activity, these should be questions that students are able to answer.

This activity can be done as a warm up in native language or English, depending on the level of learners. It should lead to a discussion about the reasons that led to WW2.

2. Distribute handouts to all pupils.

Ask pupils to circle the correct choice in the first exercise. After they have tell them to check their answers in the text.

Pupils read the text and the teacher helps them with unknown words. If there are more unknown words than in the glossary pupils add the words they do not know on the handout.

3. Ask the pupils to check their answers in the first exercise.

4. Pupils do exercise 3. Discuss- in mother tongue or English depending on the level of learners.



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5. Pupils do exercise 4. Using their book and the Internet if available. If the Internet is not available and pupils can't find the answers in the book they are using adapt the questions.

6. Discussion What do you think?-- in mother tongue

7. Writing a formal letter: (a 45 minute class)

Teacher shows the students some formal protest letters written on:

<http://howtowritealetter.net/letter-of-protest.html> (if classroom is not equipped than it should be on a printout)

Teacher then discusses the style of the letter and tells them to role play in a mini project- writing a letter of Protest to the German government on behalf of the British Prime Minister.

The exercise can be done in groups of 2 and assessed based on the grid below. Pupils should be given enough time to finish the assignment. They can also use their book and the handout as material.

Attachment *:

Classroom handout „Germany invades Poland“

Assessment grid

Formative assessment:

- Oral Questioning at the beginning
- choosing correct statements
- post reading quiz

Assessing writing task:



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- 1 Little organization is apparent; the task has little structure and the argument is poorly developed.
- 2 Some organization is apparent; the task has some structure, although it is not sustained. The argument has some development.
- 3 The task is organized, and the structure is generally coherent. There is some development of the argument.
- 4 The task is well organized; the structure is mostly coherent and the argument is clearly developed.
- 5 The task is effectively organized; the structure is coherent and the argument is effectively developed.

ATTACHMENT 1

1. How much do you know about the early history of WWII? Choose the correct alternative.

- Germany invaded Poland in 1939/1940
- the objective of the attack was the port of Gdańsk /Gdynia
- The Prime Minister of Briatain at the time was W.Churchhill/N. Chamberlain
- The Germans did/didn't declare war before the attack

2. Read the contemporary article about the German attack on Poland and check your answers:

Germany invades Poland

German forces have invaded Poland and its planes have bombed Polish cities, including the capital, Warsaw.

The attack comes without any warning or declaration of war.

Britain and France have mobilised their forces and are preparing to wage war on Germany for the second time this century.

Just before dawn today on September 1st, 1939, German tanks, infantry and cavalry penetrated Polish territory on several fronts with five armies, a total of 1.5 million troops.

“ My grandfather was killed on the train travelling to Warsaw when it was bombed by the German air force ”



The Germans have attacked Poland without any declaration of war

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People's War memories »

Soon afterwards German planes bombarded the cities. They have been making swift progress in penetrating Polish defences which are heavily outnumbered in artillery, infantry and air power.

The cities of Katowice, Krakow, Tczew and Tunel were attacked with incendiary bombs. Air raids on Warsaw began at 0900 local time.

Communications to Katowice have been broken but earlier reports said German planes were coming over in squadrons of 50, every half-hour, and there have been many casualties.

The German Army struck from Slovakia, East Prussia and from Pomerania into the Polish Corridor and the port Gdańsk, which has declared itself part of the Reich.

The 4th Army came in from East Prussia at Deutsch-Eylau supported by air raids on cities north of Warsaw. There is heavy fighting reported along the whole of the East Prussian border.

Poznan was attacked from the main body of the German Reich and border towns occupied.

The 8th and 10th armies are moving north-east from Silesia towards Warsaw; and the 14th Army struck from Slovakia towards Krakow.

Warning sent to Germany

The Times newspaper reports that when the air raid sirens in the capital first sounded at 0600 inhabitants reacted calmly and some even ran out onto the streets to look up at the sky and had to be driven back inside by air raid wardens.

The unprovoked attack follows yesterday's report on German radio that the border town of Gliwice had been raided by a group of Polish soldiers, who had all been shot dead.

German radio broadcast a list of "demands" never submitted to the Polish Government.

Glossary

Declaration-objava
Dawn- zora
Outnumber-brojačano
nadjačati
squadrons-eskadrole
casualties-žrtve
air raid-zračni napad
withdraw-povući



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The Prime Minister, Neville Chamberlain, held a meeting with King George today in Downing Street.

Later this evening Mr Chamberlain told a packed House of Commons that British and French Ambassadors in Berlin had given German Foreign Minister Joachim von Ribbentrop an ultimatum.

He was to tell Berlin that unless the Nazis withdraw, Britain and France would fulfil its promise of support to Poland.

Von Ribbentrop said he would refer the message to Adolf Hitler.

US President Roosevelt of the United States has sent an appeal to the governments of Great Britain, France, Germany, Italy and Poland urging them to announce publicly their determination not to launch air attacks on civilians.

In reply the British and French governments say they intend to confine their bomb their opponents do the same.

3. Match the words (1-6) from the text on p1 to the definitions (a-f)

1. _____ force 4. _____ Reich

2. _____ front 5. _____ border

3. _____ infantry 6. _____ appeal

- a) a serious, urgent, or heartfelt request.
- b) a line of battle, a zone of conflict between armies
- c) branch of a military force that fights on foot
- d) the number of individuals or amount of something available at any given time
- e) a German word that could be translated as "empire" or "realm."
- f) geographic boundaries of political entities or legal jurisdictions

4. Answer the questions (use your book and the Internet):

- 1. How was German military tactics called?
- 2. What is Polish corridor
- 3. What is the German word for Gdańsk?
- 4. What did Churchill promise his people?

What do you think?



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1. What would happen today if a country invaded another country in Europe?
2. What has Europe learned from WWII?
3. What can you see in the photos (attachment 2)

MINI-PROJECT

You are a secretary for the British Prime Minister who asked you to write a brief letter of protest to German Government.
Write a short letter 60-100 words

ATTACHMENT 2 (Either shown on paper or projected on a classroom wall)



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