

## The Second World War

Digital tools utilized	Technical/digital skills to be possessed by the teachers
<ul style="list-style-type: none"> <li>- Computer with Internet access</li> <li>- Digital map – Mindmister</li> <li>- Google docs/padlet/whiteboard</li> </ul>	Digital skills: use computer with Internet access Use of: <ul style="list-style-type: none"> <li>- MS</li> <li>- Digital map – Mindmister: <a href="http://www.mindmeister.com/">www.mindmeister.com/</a></li> <li>- Video: A brief overview of WWII <a href="https://www.ichistory.com/world-war-2.html">https://www.ichistory.com/world-war-2.html</a></li> </ul>

### Difficulty analysed

- Engaging all students in tasks so that they all can contribute to the lesson
- Empowering students to manage their project, set tasks, set responsibilities and distribute and accomplish tasks

### Objectives

Students will:

- Identify at least six states participating in the conflict on the world map
- Group at least four countries according to the two military alliances
- Place the main events of the conflict along a chronological axis
- Describe the chronological development of the conflict in a 10-line text

### Description of the Lesson Plan

1. Plenary session - brainstorming Introduce the topic. Elicit from students what they know about the Second World War.
2. Ask students when and how World War II started. Explain that, while many people think it started with Pearl Harbour or the German invasion of Poland, there were many other events leading up to the conflict. Ask them if they know what events led up to the conflict (causes), the alliances and the evolution of the conflict. Tell students they will go deeper into these issues and answer these questions by creating either a leaflet or an essay or a ppt illustrating their findings.
3. Tell them they will use a digital map to collect their information. First they will create it and insert its categories (instruct them how). Then each time they learn about a new subtopic and its details they'll have to add them to the map.

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4. Guide students to break the goal of the lesson down into shorter goals: 1. the causes of the second world war (the role that World War I played at the start of World War II & the economic/political context was like before the war broke out) 2. the two alliances and the states participating in the conflict from 1939 to 1945 3. the main events of the conflict 4. A ten-line essay, a ppt presentation or a leaflet on the war/.
5. Team forming Get students into groups of four
6. Provide all teams with a handout, which consists of all learning goals, tasks & links necessary to cover the topic (send via LMS). Encourage questions. Guide students on how to create and use a digital map (<https://www.mindmeister.com/>) to collect the information. Students create a digital mind map of WWII within their groups
7. 4. Planning: Within their groups students go through the previously established sprint goals and set deadlines to cover them. Then they brainstorm all of the tasks (ex. find info and pictures for the six causes; about the two alliances and the states; and about the chronological events, etc.) that must be completed to achieve the sprint goals. They write each task on a sticky note so they can be moved.
8. Creating the Scrum board Help students create Scrum boards (a table with columns for the sprints/shorter goals) and guide them on how work on them. Students stick the post-it notes with the ta
9. Asks on the corresponding sprint and distribute tasks and set responsibilities (write on each post-it who does what +deadlines). Each student has a clear task to accomplish within their group.
10. Working on sprints Students start working on the first sprint (causes) in their groups. They can use the links provided in the handout (<https://www.ichistory.com/world-war-2.html>) or use the Internet (youtube) to find further information, data, and statistics and then summarize their findings and put them on their digital map. After the completion of each sprint, students address all the problems encountered and also get and give each other feedback on their work and collaboration. The procedure is repeated with each sprint.
11. Students decide on the format of their final product and set the main ideas of their essay/ppt or leaflet based on the information they collected in the digital map. They distribute tasks as to who does what and start working to create an informational online leaflet for their school or an essay or a ppt presentation. Promote students' products on the school site. Organise a gallery and invite students to vote for the best one.
12. Assessment  
This is a plenary session discussion/ google docs/whiteboard. After the students presented their products go through the main points and check what students learned from the lesson. Ask them

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to illustrate this on the digital whiteboard - they can use whatever form they want (drawings/ words/songs)

Follow-up activity: How was the Holocaust possible? Start with the poem "First they came ..." by Martin Niemollerand discuss it with the class. Get students into groups of bystanders and upstanders (groups focusing on the same topic will work independently and join to exchange ideas and decide on common conclusions); they will have to research and find arguments to defend and justify their positions and demolish their opponents' arguments. Organise a debate on bystanders and upstanders.

