Allegato 7

Modulo Interdisciplinare CLIL Titolo del Modulo:

"The Second World War" (WW2)

Obiettivi:

1) Conoscere la Seconda Guerra Mondiale
2) Migliorare le competenze di "Analisi " e di "Sintesi "
3) Sapere analizzare il legame tra talune ideologie (nazionalismo, imperialismo, razzismo) e l'affermazione dei regimi totalitari del '900, sapendo operare opportuni confronti con il presente
4) Migliorare le competenze della lingua inglese
5) Espandere il patrimonio lessicale in L1 e L2

Obiettivi Trasversali

1) Saper collaborare con i compagni e partecipare con interesse alle lezioni
2) Saper attivare strategie di apprendimento e apprendere da prospettive diverse
3) Saper riflettere su quanto svolto e individuare punti di forza e criticità
4) Saper attivare i processi cognitivi superiori: distinguere, confrontare, descrivere, sintetizzare, operare collegamenti, etc.

Prerequisiti

Disciplinari	Linguistici
➢ I trattati di pace della Prima guerra mondiale ➢ La crisi del '29 ➢ I sistemi totalitari del '900	➢ Conoscere le principali strutture linguistiche di livello intermedio ➢ Capire parole o espressioni scritte e orali inerenti al modulo ➢ Enunciare in forma scritta e orale definizioni e concetti ➢ Eseguire correttamente istruzioni richieste

Conoscenze

- Descrivere e valutare gli effetti a lungo termine della Prima Guerra Mondiale sui paesi europei e in America;
- Sapere paragonare e confrontare le caratteristiche dei più importanti leader politici e dei movimenti presenti in Europa e in America nel periodo tra le due guerre mondiali
- Analizzare e spiegare i molteplici aspetti del fascismo e del nazismo;
- Valutare gli aspetti positivi e quelli negativi della prosperità economica in America durante i "*Roaring Twenties*";

Abilità

- Saper analizzare e descrivere in inglese le origini e le conseguenze su scala globale della Seconda Guerra Mondiale;
- Sapere esaminare fatti, personaggi ed eventi della Seconda Guerra Mondiale, ed essere in grado di delineare le similarità e le differenze con la Prima Guerra Mondiale;
- Valutare e discutere il ruolo e l'importanza della nuova tecnologia durante e negli anni successivi alla Seconda Guerra Mondiale;
- Riuscire a sviluppare progetti, dibattiti, ed altre attività cooperando in modo fattivo con gli altri studenti e, comunicando in modo efficace e coeso in Inglese;

Competenze linguistiche

- Durante lo svolgimento del modulo sono state sviluppate e consolidate sia le conoscenze grammaticali e lessicali necessarie per affrontare in modo adeguato la comprensione di testi sul tema prescelto, sia la capacità di sostenere semplici conversazioni per esprimere il proprio punto di vista.

Di seguito viene riportato l'elenco delle "*Language Skills*" e delle "*Grammar Structures*" sviluppate nel modulo

Language Skills:

- Ordering events (at first, at the beginning of the, before, after…)
- Expressing cause and Effects (thus, because of, as a result of, therefore, due to the fact that)
- Making Comparison (in comparison with, similarly, in the same way…)
- Giving additional information (in other words, that is….)
- Contrasting ideas (Instead, although, while, in spite of, nevertheless, on the other hand)
- Summing up (In conclusion, in summary, to sum up, overall, to conclude, in short…)

Grammar Structure:

- Past Simple
- Past Perfect
- Past Passive
- Third Conditional
- Phrasal Verbs

Metodologia

- Lezione Dialogate
- Problem Solving
- Lezioni multimediali di ascolto e visione
- Cooperative Learning

Strumenti

- Schede
- Lavagna Multimediale
- Computer

L'attività è stata svolta con metodologia CLIL. Tale metodologia prevede un apprendimento fondamentalmente attivo, e cooperativo. Le fasi in cui è stato suddiviso il modulo sono le seguenti:

Fase 1 **INTRODUCTION**

a) attività motivazionale di warming up.
b) attività di verifica dei prerequisiti disciplinari mediante Brainstorming
c) attività di contestualizzazione disciplinare

Fase 2 **READING AND LISTENING**

In questa fase gli studenti hanno lavorato in piccoli gruppi secondo uno svolgimento cooperativo e socializzante

Fase 3 **PRACTICE**

In questa fase sono state proposte attività di consolidamento, rinforzo, approfondimento e verifica in cui gli alunni hanno adoperato le conoscenze e le abilità disciplinari e linguistiche obiettivo del modulo.

Welcome to the presentation on WW2.

Main Cause of World War two

Lead in:

Brainstorming- students talk together, in groups/ pairs about what they know about, either World War II in general, or its causes, depending on their knowledge of the subject.

Matching exercise: Causes of the Second World War

Name	Description
Churchill	A policy of compromising to avoid war
Versailles	Leader of the Soviet Union during WWII
D-Day	British Prime Minister during most of WWII
Chamberlain	A Peace Treaty signed at the end of World War I
Stalin	It was a world organization founded as a result of the Paris Peace Conference that ended the First World War.
The Great Depression	The allied landing in France
Appeasement	The Chancellor of Germany before and during WWII
The League of the Nation	A global economic crisis
Hitler	British Prime Minister from 1937 to 1940

Reading Comprehension

Main Causes of World War Two

World War Two began in September 1939 when Britain and France declared war on Germany following Germany's invasion of Poland. Although the outbreak of war was triggered by Germany's invasion of Poland, the causes of the war are more complex.

Treaty of Versailles

In 1919, Lloyd George of England, Orlando of Italy, Clemenceau of France and Woodrow Wilson from the US met to discuss how Germany should pay for the damage world war one had caused.

- **Woodrow Wilson** wanted a treaty based on his 14-point plan which he believed would

bring peace to Europe.

- **Georges Clemenceau** wanted revenge. He wanted to be sure that Germany could never start another war again.
- **Lloyd George** personally agreed with Wilson but knew that the British public agreed with Clemenceau. He tried to find a compromise between Wilson and Clemenceau.

Germany had been expecting a treaty based on Wilson's 14 points and were not happy with the terms of the Treaty of Versailles. However, they had no choice but to sign the document.

The main terms of the Treaty of Versailles were:

1. War Guilt Clause - Germany should accept the blame for starting World War One
2. Reparations - Germany had to pay £6,600 million for the damage caused by the war
3. Disarmament - Germany was only allowed to have a small army and six naval ships. No tanks, no air force and no submarines were allowed. The Rhineland area was to be de-militarised.
4. Territorial Clauses - Land was taken away from Germany and given to other countries. Anschluss (union with Austria) was forbidden.

The German people were very unhappy about the treaty and thought that it was too harsh. Germany could not afford to pay the money and during the 1920s the people in Germany were very poor. There were not many jobs and the price of food and basic goods was high. People were dissatisfied with the government and voted to power a man who promised to rip up the Treaty of Versailles. His name was Adolf Hitler.

Hitler's Actions

Adolf Hitler became Chancellor of Germany in January 1933. Almost immediately he began secretly building up Germany's army and weapons. In 1934 he increased the size of the army, began building warships and created a German air-force. Compulsory military service was also introduced. Although Britain and France were aware of Hitler's actions, they were also concerned about the rise of Communism and believed that a stronger Germany might help to prevent the spread of Communism to the West.

In 1936 Hitler ordered German troops to enter the Rhineland. At this point the German army was not very strong and could have been easily defeated. Yet neither France nor Britain was prepared to start another war. Hitler also made two important alliances during 1936. The first was called the **Rome-Berlin Axis Pact** and allied Hitler's Germany with Mussolini's Italy. The second was called the **Anti-Comitern Pact** and allied Germany with Japan.

Hitler's next step was to begin taking back the land that had been taken away from Germany. In **March 1938**, German troops marched into Austria. The Austrian leader was forced to hold a vote asking the people whether they wanted to be part of Germany.

The results of the vote were fixed and showed that 99% of Austrian people wanted Anschluss (union with Germany). The Austrian leader asked Britain, France and Italy for aid. Hitler promised that Anschluss was the end of his expansionist aims and not wanting to risk war, the

other countries did nothing. Hitler did not keep his word and six months later demanded that the Sudetenland region of Czechoslovakia be handed over to Germany.

Neville Chamberlain, Prime Minister of Britain, met with *Hitler* three times during September 1938 to try to reach an agreement that would prevent war. **The Munich Agreement** stated that Hitler could have the Sudetenland region of Czechoslovakia provided that he promised not to invade the rest of Czechoslovakia. Hitler was not a man of his word and in March 1939 invaded the rest of Czechoslovakia. Despite calls for help from the Czechoslovak government, neither Britain nor France was prepared to take military action against Hitler. However, some action was now necessary and believing that Poland would be Hitler's next target, both Britain and France promised that they would take military action against Hitler if he invaded Poland. Chamberlain believed that, faced with the prospect of war against Britain and France, Hitler would stop his aggression. Chamberlain was wrong. German troops invaded Poland on **1st September 1939.**

Failure of Appeasement

Appeasement means giving in to someone provided their demands are seen as reasonable. During the 1930s, many politicians in both Britain and France came to see that the terms of the Treaty of Versailles had placed restrictions on Germany that were unfair. Hitler's actions were seen as understandable and justifiable.

When Germany began re-arming in 1934, many politicians felt that Germany had a right to re-arm in order to protect herself. It was also argued that a stronger Germany would prevent the spread of Communism to the west. In 1936, Hitler argued that because France had signed a new treaty with Russia, Germany was under threat from both countries and it was essential to German security that troops were stationed in the Rhineland. France was not strong enough to fight Germany without British help and Britain was not prepared to go to war at this point. Furthermore, many believed that since the Rhineland was a part of Germany it was reasonable that German troops should be stationed there. In May 1937, Neville Chamberlain became Prime Minister of Britain. He believed that the Treaty of Versailles had treated Germany badly and felt that giving in to Hitler's demands would prevent another war. This policy, adopted by Chamberlain's government became known as the policy of **Appeasement.**

The Munich Agreement, signed by the leaders of Germany, Britain, France and Italy, agreed that the Sudetenland would be returned to Germany and that no further territorial claims would be made by Germany. The Czech government was not invited to the conference and protested about the loss of the Sudetenland. They felt that they had been betrayed by both Britain and France with whom alliances had been made. However, the Munich Agreement was generally viewed as a triumph and an excellent example of securing peace through negotiation rather than war.

When Hitler invaded the rest of Czechoslovakia in March 1939, he broke the terms of the Munich Agreement. Although it was realised that the policy of appeasement had failed, Chamberlain was still not prepared to take the country to war over "..a quarrel in a far-away country between people of whom we know nothing..." Instead, he made a guarantee to come to Poland's aid if Hitler invaded Poland.

Comprehension

1. The Treaty of Versailles ended World War One. The people who decided the terms of the treaty were known as the 'big three'. Complete the following table.

Country	**Name**	**What he wanted**
France		
Britain		
USA		

2. Name three terms of the Treaty that ended World War One.

3. What year was *Hitler* elected to power in Germany?

4. Once he was in power, *Hitler* did a number of things that were forbidden by the **Treaty of Versailles.** Complete the following table with four different actions.

Date	**What Hitler did**	**How other countries responded**

5. What was the League of Nations?

6. What was appeasement?

7. Give three arguments **for** appeasement and three arguments **against** appeasement.

8. '**World War Two was caused by the Treaty of Versailles**.' Do you agree with this statement? Explain your answer with reference to the Treaty, Hitler's foreign policy, failure of the League of Nations and Appeasement.

Second Activity

Listening:

America declares America Declares War on Japan - President Roosevelt Speech

https://youtu.be/lK8gYGg0dkE

Reading Comprehension

Franklin D. Roosevelt Pearl Harbour Address to the Nation

delivered 8 December 1941, Washington,

Mr. Vice President, Mr. Speaker, Members of the Senate, and of the House of Representatives:

Yesterday, December 7th, 1941 -- a date which will live in infamy -- the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that nation and, at the solicitation of Japan, was still in conversation with its government and its emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack. It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time, the Japanese government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace. INGANNARE

The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday, the Japanese government also launched an attack against Malaya.

Last night, Japanese forces attacked Hong Kong.

Last night, Japanese forces attacked Guam.

Last night, Japanese forces attacked the Philippine Islands.

Last night, the Japanese attacked Wake Island.

And this morning, the Japanese attacked Midway Island.

Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation. As Commander in Chief of the Army and Navy, I have directed that all measures be taken for our defence. But always will our whole nation remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people in their righteous might will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost, but will make it very certain that this form of treachery shall never again endanger us. Hostilities exist. There is no blinking at the fact that our people, our territory, and our interests are in grave danger.

With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph -- so help us God. I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese empire.

Draft of the speech

DRAFT No. 1 December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in ~~world history~~ infamy, the United States of America was ~~simultaneously~~ suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

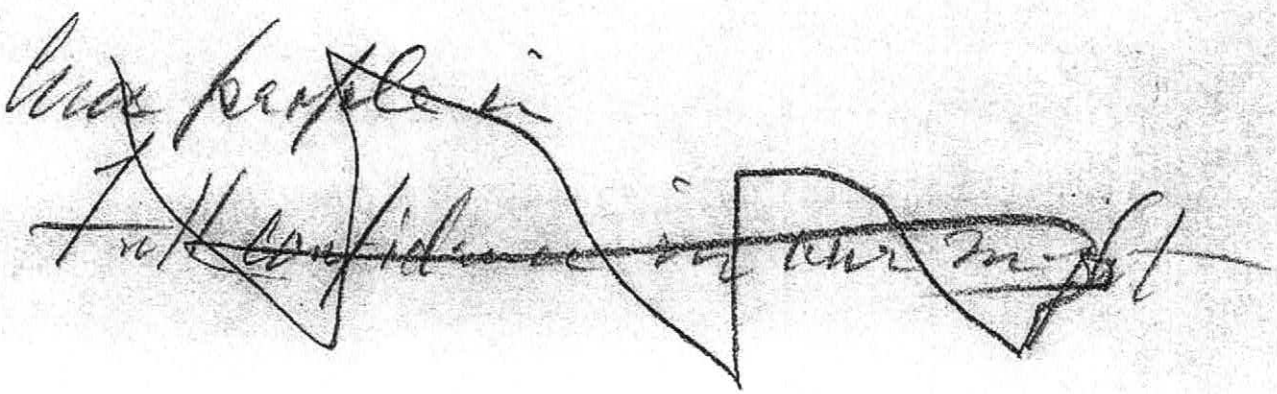
The United States was at the moment at peace with that nation and was ~~continuing the~~ still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in ~~Hawaii and the Philippines~~ Oahu, the Japanese Ambassador to the United States and his colleague delivered to the Secretary of State a formal reply to a ~~former~~ recent American message, ~~from the Secretary~~. While this reply ~~contained a statement~~ stated that it seemed useless to continue existing diplomatic negotiations ~~must be considered at an end; but~~ it contained no threat ~~or~~ nor hint of war or armed attack.

It will be recorded that the distance ~~of Hawaii and especially~~ of Hawaii from Japan makes it obvious that the attack ~~was~~ was deliberately planned many days ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace.

I speak the will of the Congress and of the people ~~of this country~~ when I assert that we will not only defend ourselves to the uttermost but will see to it that this form of treachery shall never endanger us again. Hostilities exist. There is no mincing the fact that our people, our territory and our interests are in grave danger.

I, therefore, ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December seventh, a state of war has existed between the United Statew and the Japanese Empire.

****



- Students will read, analyse, and contrast these two versions, to see the impact of his changes to the overall message and tone of the speech. They have to take in consideration the four most important changes that Roosevelt made between the two versions and evaluate word choice for meaning, tone and clarity.

Change of word	Was this change for meaning, tone, clarity or a combination of the three?	Using the meanings of the words/phrases support your choice from column two	Did the change strengthen or weaken the speech? Why or why not?
From: "world history" to "infamy"			
From: "simultaneously" to "suddenly "			
From: "Diplomatic negotiations must be considered at an end" To: "Seemed useless to continue the existing negotiations"			
Adding: "at the solicitation of Japan			

Third Activity

Listening: **Allied invasion of Sicily, Fall of Mussolini and Armistice**

Listen to the recording and fill in the blanks. Then listen again and check your answer

The allied invasion of Sicily. Following the Axis _____ in North Africa, on July 10,1943, the Allies began the invasion of Sicily, codenamed **Operation Husky**. They encountered very little _____ by the highly demotivated Italian troops, even though the Wehrmacht _____ strenuously. On July 22, the Sicilian capital of Palermo fell to the allies, and a little later Sicily was secured.

The fall of Mussolini and the Fascist Regime. Soon after the _____ of Sicily, on 19 July, Rome was severely bombed by an Allied air raid. These two events accelerated the end of the Fascist regime. Indeed, Mussolini had already been losing _____ after the military defeats in North Africa and Russia, and the strikes and demonstrations in Northern Italy due to food _ _____ and poor salaries. Mussolini had lost both popular support and the _____ of the middle class that had favoured his rise. Consequently, on July 25, the Grand Council of Fascism voted _____ Victor Emmanuel III. The king enacted a peaceful _____. He dismissed Mussolini and appointed General Pietro Badoglio as prime minister. The new ___ _____ abrogated the Fascist Laws, freed political prisoners, and dissolved the Fascist Party.

The Armistice. Despite declaring that they would keep fighting alongside the Germans, the new Italian government began negotiations with the allies about an armistice. On September 3, 1943, a secret armistice was signed with the allies at Cassibile, in Sicily. However, the _____ was publicly announced only on September 8, as the government, feared that harsh reaction of the German troops on the Italian territories. [1]

- Using the words in the gaps, draw a flow chart of the main events described in the text

[1] From- D.Grimaldi, M. Iengo " History Clil- Learning History through English and English through History " , SEI , Torino 2015

Fourth Activity

Listening- *New Allied Strategies: The Casablanca and Teheran Conferences*

Listen to an history teacher talking about the main diplomatic meeting held by the Allies, and choose the correct option.

1. The Casablanca Conference

a. Was the first diplomatic and strategic meeting held between Churchill, Roosevelt and Stalin
b. Was held in Morocco in January 1943 and was the first diplomatic and strategic meeting held by the allies
c. Was the first diplomatic and strategic meeting held in November 1943 and organized by C. de Gaulle and the Free French Forces.

2.The main decision taken at the Casablanca Conference was that

a. Germany and Italy had to be defeated first whereas the defeat of Japan could be accomplished later
b. the main aim was the ultimate defeat of Hitler, while Italy and Japan would unconditionally surrender after the fall of Germany
c. the "unconditional surrender" of the Axis powers was the main goal to be achieved by the allies

3. In order to prevent Stalin from negotiating a separate peace with the Nazi regime, the allied leaders agreed to:

a. open a "second front" by moving troops through the North of France across the Channel
b. open a "second front2in the West to relieve pressure from Russia by attacking the "soft underbelly" of the Axis
c. attack the Axes powers in the West in the following year beginning from Italy as it had the weakest Axis troops.

4.the Teheran Conference was held in Iran

a. in November 1943 and was the first WWII conference between Stalin, Roosevelt, and Churchill
b. in November 1943 and, for the first time in WWII the Allied leaders decided to attack Germany on the Western Front.
c. between Stalin, Roosevelt, and Churchill, the big three in November 1943

5. at the Teheran Conference, it was decided that:

a. a joint offensive would be launched on the Eastern Front so as to concentrate all forces in the East
b. two major offensives would be launched: one in the West, through France, and the other on the Eastern Front
c. from May 1943 onwards, all Allied troops would be engaged on both the Eastern and Western fronts

6. other agreements resulting from the Teheran Conference were;

a. Turkey's and Yugoslavia's entry into war as well as a westward shift of the border between Poland and the Soviet Union to provide the Soviet Union with a territorial buffer against possible future German invasion
b. Turkey's entry into war, support to the Yugoslav Government, and westward shift of the Polish borders to provide the Soviet Union with a territorial buffer against possible future German invasion.
c. Turkey's entry into war, support to Yugoslav Partisan and redefinition of Polish borders after the war [2]

---

[2] Op.cit.

Griglia di valutazione della presentazione orale

Grade	Content	Language	Collaboration	Creativity
1	Non ha acquisito i concetti di base relativi all'argomento	Anche se aiutato non riesce ad esporre l'argomento, non risponde alle domande	Lo studente non si impegna e non contribuisce a realizzare il successo di gruppo	Lo studente non riesce a lavorare in modo autonomo , ma segue le direttive del gruppo
2	Ha acquisito pochi concetti di base relativi all'argomento	Il discorso risulta faticoso e dev'essere continuamente aiutato	Lo studente si impegna poco per contribuire a realizzare il successo di gruppo	Lo studente dà qualche contributo per la progettazione e la preparazione del relativo materiale visivo
3	Ha acquisito buona parte dei concetti di base relativi all'argomento	Parla dell'argomento con sufficiente scioltezza, ma risponde alle domande con una certa difficoltà	Lo studente ha una partecipazione discontinua e solo a volte prende delle iniziative nell'organizzazione delle attività	Lo studente ha almeno un'idea di progetto originale ed è in grado di preparare il relativo materiale visivo
4	Ha acquisito quasi tutti i concetti di base relativi all'argomento	Parla dell'argomento con discreta scioltezza, risponde alle domande con sufficiente disinvoltura	Lo studente, mostra spesso iniziativa, organizza le attività e sostiene tutti gli altri membri del gruppo	Lo studente ha almeno due idee di progetto originali ed è in grado di preparare il relativo materiale visivo
5	Ha acquisito tutti i concetti di base relativi all'argomento	Parla dell'argomento con molta scioltezza, risponde alle domande con molta prontezza e in modo esauriente	Lo studente è sempre collaborativo mostra iniziativa, e organizza le attività	Lo studente ha almeno tre idee di progetto originali ed è in grado di preparare il relativo materiale visivo

Punteggio totale _____