

Alicia: My Story
Lesson Plan for Chapter 2
“Life Under the Russians”

TITLE: 17 September 1979: Signs of Soviet Imperialism

TOPIC: World War II: Molotov–Ribbentrop Pact (Soviet-Nazi Non-Aggression Pact)

RATIONALE:

Chapter 2 of *Alicia* is entirely about the Russian occupation of Eastern Poland that resulted from the German-Russian Non Aggression Pact. This invasion and occupation is not even mentioned in most US History books and this lesson will provide a solid understanding that this event occurred and its impact.

INSTRUCTIONAL OBJECTIVE(S):

Students will be able to:

- Demonstrate their understanding of the material through synthesis and discussion of two higher order thinking questions related to the topic designed to generate discussion between students’ peers.

ESSENTIAL QUESTION(S):

Why did the Nazis seek a non-aggression pact with the Soviet Union? Why did the Soviet Union agree to an agreement of this sort?

NCSS THEME(S):

Power, Authority, and Governance

FLORIDA STATE SUNSHINE STANDARD(S):

SS.912.A.6.3

Analyze the impact of the Holocaust during World War II on Jews as well as other groups.

BIG IDEA:

The Soviet Union took advantage of an opportunity to avert involvement in WWII while expanding soviet territory.

KEY TERMS:

Treaty of Versailles, Sudetenland, annex, demarcation line

PREPARATIONS:

- In order to teach this lesson in the timeframe of one class period, the students should be instructed ahead of time on how to complete a Socratic seminar. There are a number of resources available on the Internet that provide guidance on how to conduct one of these seminars, but for the purpose of this lesson **Appendix C** can assist you.
- This assignment will be the same for each student, but it is suggested that students be grouped according to their reading ability in order to ensure maximum participation and best possible outcome for each student.

- This lesson was designed to incorporate Common Core style language arts practice in addition to the content delivery.

LESSON:

Instructional Sequence & Strategies	Teacher Talk, Content, and Student Practice	Resources & Course Materials
Analyze a Visual/Primary Source Exercise (5 Minutes)	<ol style="list-style-type: none"> 1. Upon entering the classroom, the Photo (Appendix A) is projected on the white board for the students to view, reflect upon, and respond to on a worksheet (Appendix A) that will be provided. 2. Ask for a few students to verbally respond. 	Appendix A: <ol style="list-style-type: none"> 1. Political Cartoon 2. Cartoon Analysis Worksheet
Video Clip (5 Minutes)	<ol style="list-style-type: none"> 1. Students will watch video clip relating to the topic. 2. Ask for a few students to verbally respond. 	The video is found on YouTube at: http://www.youtube.com/watch?v=L8NIBMkzDIM#t=16
Classroom Reading (15 Minutes)	<ol style="list-style-type: none"> 1. Students will conduct a close reading of the following article: Non-Aggression Pact Russian invasion of Poland (1939) 2. Provide students with a copy of the provided article and Cornell Notes handouts. Instruct students to complete the complete the Cornell Notes handout as they read paying close attention to: <ol style="list-style-type: none"> a. Vocabulary b. Main Idea(s) for each paragraph 	Appendix B: <ol style="list-style-type: none"> 1. Article 2. Cornell Notes Worksheet
Mini Socratic Seminar (15 Minutes)	<ol style="list-style-type: none"> 1. Distribute a copy of the Socratic Seminar worksheet to each student in the class. 2. Instruct students to use their Cornell Notes from the reading to develop 2 questions. (7 minutes) 	Appendix C: <ol style="list-style-type: none"> 1. Socratic Seminar Worksheet 2. Socratic Seminar

	3. Instruct students to begin Socratic Seminar. (8 minutes)	Instructions
Peer Assessment (5 Minutes)	<ol style="list-style-type: none"> 1. Instruct students to complete the peer assessment on page 2 of their Socratic Seminar worksheet. 2. Have students turn in the following before leaving the class: <ol style="list-style-type: none"> a. Cornell Notes b. Socratic Seminar with peer assessment. 	

ASSESSMENT

A rubric for the Cornell Notes has been provided in **Appendix D**. Incorporate the peer evaluation into any grade assigned to the lesson. It is also recommended that you apply the rubric based on cognitive ability. The higher the group, the higher order the questions / Cornell notes should be.

EXCEPTIONAL STUDENT / ENGLISH LANGUAGE LEARNER ACCOMMODATION(S):

- Provide students with reasonable accommodations in accordance with their exceptionalities. The most all-inclusive accommodation would be grouping by reading and cognitive abilities.
- The use of native language dictionaries for ELLs is recommended, as is grouping low students together to allow for more instruction during the reading and seminar sessions.
- Read aloud for a “first reading” to the whole class as they follow along and highlight items before

REFERENCES:

Invasion of Poland, Fall 1939. (2013, June 10). *United States Holocaust Memorial Museum*. Retrieved March 21, 2014, from <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005070>

Special Topics and Tools. (n.d.). *National Archives and Records Administration*. Retrieved March 23, 2014, from <http://www.archives.gov/education/special-topics.html>

Daily Beast. (2013, April 10). A Lost Art. *The Daily Beast*. Retrieved March 23, 2014, from <http://www.thedailybeast.com/articles/2013/04/10/victor-navasky-s-6-favorite-political-cartoons.html>

ATTACHMENTS:

- Appendix A – Political Cartoon & Cartoon Analysis Worksheet
- Appendix B – Article & Cornell Notes Worksheet
- Appendix C – Socratic Seminar Worksheet & Instructions
- Appendix D – Cornell Notes Rubric

APPENDIX A



RENDEZVOUS

Cartoon Analysis Worksheet

Level 1	
<p>Visuals</p> <p>1. List the objects or people you see in the cartoon.</p>	<p>Words (not all cartoons include words)</p> <p>1. Identify the cartoon caption and/or title.</p> <p>2. Locate three words or phrases used by the cartoonist to identify objects or people within the cartoon.</p> <p>3. Record any important dates or numbers that appear in the cartoon.</p>
Level 2	
<p>Visuals</p> <p>2. Which of the objects on your list are symbols?</p> <p>3. What do you think each symbol means?</p>	<p>Words</p> <p>4. Which words or phrases in the cartoon appear to be the most significant? Why do you think so?</p> <p>5. List adjectives that describe the emotions portrayed in the cartoon.</p>
Level 3	
<p>A. Describe the action taking place in the cartoon.</p> <p>B. Explain how the words in the cartoon clarify the symbols.</p> <p>C. Explain the message of the cartoon.</p> <p>D. What special interest groups would agree/disagree with the cartoon's message? Why?</p>	

**Designed and developed by the
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APPENDIX B

INVASION OF POLAND, FALL 1939

One of Adolf Hitler's first major foreign policy initiatives after coming to power was to sign a nonaggression pact with Poland in January 1934. This move was not popular with many Germans who supported Hitler but resented the fact that Poland had received the former German provinces of West Prussia, Poznan, and Upper Silesia under the Treaty of Versailles after World War I. However, Hitler sought the nonaggression pact in order to neutralize the possibility of a French-Polish military alliance against Germany before Germany had a chance to rearm.

In the mid and late 1930s, France and especially Britain followed a foreign policy of appeasement. The objective of this policy was to maintain peace in Europe by making limited concessions to German demands. In Britain, public opinion tended to favor some revision of the territorial and military provision of the Versailles treaty. Moreover, neither Britain nor France in 1938 was militarily prepared to fight a war against Nazi Germany.

Britain and France essentially acquiesced to Germany's rearmament (1935-1937), remilitarization of the Rhineland (1936), and annexation of Austria (March 1938). In September 1938, after signing away the Czech border regions, known as the Sudetenland, to Germany at the Munich conference, British and French leaders pressured France's ally, Czechoslovakia, to yield to Germany's demand for the incorporation of those regions. Despite Anglo-French guarantees of the integrity of rump Czechoslovakia, the Germans dismembered the Czechoslovak state in March 1939 in violation of the Munich agreement. Britain and France responded by guaranteeing the integrity of the Polish state. Hitler responded by negotiating a nonaggression pact with the Soviet Union in the summer of 1939. The German-Soviet Pact of August 1939, which stated that Poland was to be partitioned between the two powers, enabled Germany to attack Poland without the fear of Soviet intervention.

On September 1, 1939, Germany invaded Poland. The Polish army was defeated within weeks of the invasion. From East Prussia and Germany in the north and Silesia and Slovakia in the south, German units, with more than 2,000 tanks and over 1,000 planes, broke through Polish defenses along the border and advanced on Warsaw in a massive encirclement attack. After heavy shelling and bombing, Warsaw surrendered to the Germans on September 27, 1939. Britain and France, standing by their guarantee of Poland's border, had declared war on Germany on September 3, 1939. The Soviet Union invaded eastern Poland on September 17, 1939. The demarcation line for the partition of German- and Soviet-occupied Poland was along the Bug River.

In October 1939, Germany directly annexed those former Polish territories along German's eastern border: West Prussia, Poznan, Upper Silesia, and the former Free City of Danzig. The remainder of German-occupied Poland (including the cities of Warsaw, Krakow, Radom, and Lublin) was organized as the so-called Generalgouvernement (General Government) under a civilian Governor General, the Nazi party lawyer Hans Frank.

Nazi Germany occupied the remainder of Poland when it invaded the Soviet Union in June 1941. Poland remained under German occupation until January 1945.

APPENDIX C

Name: _____

Date: _____

Period: _____

Open-Ended Questions for a Socratic Seminar

When preparing for a Socratic Seminar, write questions using these sentence frames to stimulate your thinking about the article(s) you read.

Choose and complete *two* of the following:

- What puzzles me is...
- I'd like to talk with people about...
- I'm confused about...
- Don't you think this is similar to...
- Do you agree that the big ideas seem to be...
- I have questions about...
- Another point of view is...
- I think it means...
- Do you think...
- What does it mean when the author says...
- Do you agree that...

You can also write your own:

1) _____

2) _____

Name: _____ Date: _____ Period: _____

Socratic Seminar: Discussion Partner Evaluation

Name of person you are observing: _____

Seminar Topic: _____ Date _____

- 1) Record a check for each time your partner contributed in a meaningful way:
- 2) On a scale of 1-5, with 5 being the highest, how well did your partner do at the following?

_____ Analysis and Reasoning

Did your partner....

- Cite reasons and evidence for his/her statements with support from the text? _____
- Demonstrate that they had given thoughtful consideration to the topic? _____
- Provide relevant and insightful comments? _____
- Demonstrate organized thinking? _____
- Move the discussion to a deeper level? _____

Notes/Comments:

_____ Discussion Skills

Did your partner...

- Speak loudly and clearly? _____
- Stay on topic? _____
- Talk directly to other students rather than the teacher? _____
- Stay focused on the discussion? _____
- Invite other people into the discussion? _____
- Share air time equally with others (didn't talk more than was fair to others)? _____

Notes/Comments:

_____ Civility

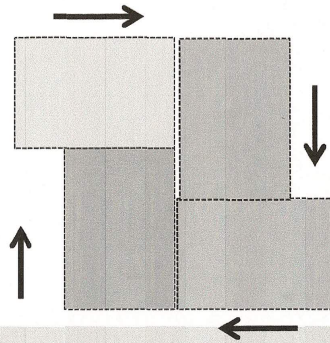
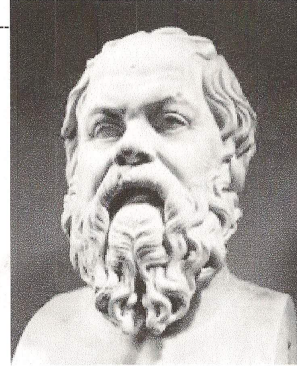
Did your partner...

- Listen to others respectfully? _____
- Enter the discussion in a polite manner? _____
- Avoid inappropriate language (slang, swearing)? _____
- Avoid hostile exchanges? _____
- Question others in a civil manner? _____

Notes/Comments:

What is a Socratic Seminar??

- **Socrates** (Sock-rah-tees) was a Greek philosopher that felt students learned best by having them ask questions to each other, not directly to him (the teacher).
- Students will sit in groups of 3-4. Each of the students will be responsible for making sure their assigned “partner” is meaningfully contributing to the discussion



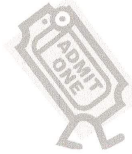
What is a Socratic Seminar?



- Before the seminar begins, you will use the handout I give you to come up with questions for the text we read.
- You can ask questions about what you were confused about.
- You can relate something you read to something from your life.
- Everyone will need to create two questions.

Rules: Mini-Socratic Seminar

- Look at the person who is speaking and listen respectfully.
- Only one person speaks at a time.
- Each person will have a chance to ask a question.
- Respond to the person who asks the question.
- Use evidence from the text when answering the question being asked.



APPENDIX D

Student Name: _____

CATEGORY	4	3	2	1
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.