

Hitler's Lightning War

Step 1 Activate Prior Knowledge

Conduct a **Round Robin** activity to have students tell what they know about World War II. As groups share their responses, write the information on the board. Then write the dates of World War I (1914–1918) and World War II (1939–1945) on the board. Point out that many people could have lived through both world wars. Ask students to put themselves in the place of the people of the time and to imagine having lived through one world war and then having to endure another.

Step 2 Preview Main Ideas and Language

Connect Visually Have students examine the map on p. 926. Inform them that it highlights German war advances between the years 1939 and 1941. Have students follow the arrows indicating German invasions. Then ask what conclusion students can draw about the German army based on the map. (*It was large, powerful, and fast.*)

Build Vocabulary Go over the key terms and names in the section, using any of the **Signals** activities to check students' comprehension. Then have students work in pairs to complete Part A of Activity Sheet 32.1, using their textbooks if necessary. Review student contributions as a class and clarify understanding as needed.

Step 3 Make Objectives Explicit

Write the lesson objectives listed below on the board. Be sure to check and clarify student understanding. For each objective, have students write a question that they will answer after reading the section. If students' first language is Spanish, have them read the lesson summary in the *Reading Study Guide* (English or Spanish).

- Summarize the events that led to World War II.
- Describe the fall of France and the Battle of Britain.
- Explain the conflicts in the Mediterranean and on the Eastern Front.
- Describe American aid to the Allies.

Step 4 Support Student Reading

Cooperative Work Have students identify basic facts about the beginning of World War II by working in small groups to complete the **Sunshine Outline** in Part B of Activity Sheet 32.1. Review the answers as a class.

On One's Own Preview the following questions by asking students what they understand them to mean and providing clarification as needed. Have them use the questions as a guide for reading the section. Once students have finished reading, help them create complete sentences to reflect their answers.

1. Why were the early months of World War II referred to as the "phony war"? (p. 926, par. 2)
2. Why was Egypt of strategic importance in World War II? (p. 928, par. 5)
3. Why did President Franklin Roosevelt want to offer help to the Allies? (p. 930, par. 2)

Step 5 Prepare for Assessment

Alternative Assessment Have students complete the Reteaching Activity on p. 930. For assessment purposes, use the Standards for Evaluating a Product or Performance on p. 16 of *Integrated Assessment*.

Formal Assessment To check comprehension, assign Section Quiz 32.1 on p. 522 in *Formal Assessment*.