



Discuss – Who is she? What's her nationality? Where is she? When was this? What's going on here?

(Russian soldier in Berlin, directing traffic on 1st May 1945 – International Labour Day. Stalin had insisted that Berlin had to be taken before this day. Why? – because he was a communist and 1st May is the most important day in their calendar).

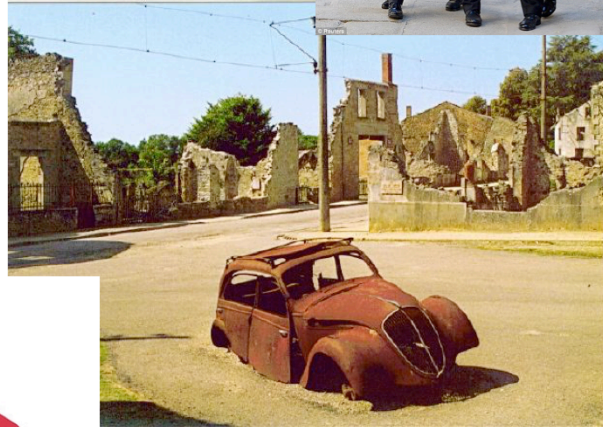
This picture immediately makes some important points about World War Two:
Women's rights changed (not just in Russia)

Technology was destructive (in Japan especially, but also V2 rockets, tanks etc)

Global politics changed (rise of superpowers – USA and USSR, with China; collapse of old Empires and rise of nationalism in Asia and Africa; development of European Union to prevent future wars).

- What key event took place in 2013 designed to remind us of the importance of the European Union in preserving peace?

Question



Stress here that the EU was set up after WW2 to prevent nations fighting over resources: and it remains as important now.

In summary, an understanding of World War Two and its legacy – both positive and negative – is essential for understanding the modern world today.

The president of Germany today became the first leader from the country to visit a French 'ghost village' where Nazi soldiers murdered 642 civilians including 205 children.

The inhabitants of Oradour-sur-Glane, near Limoges, were massacred by the SS and all their homes and businesses were destroyed on June 10 1944.

In a sign of post-war unity, Joachim Gauck said he felt a 'mixture of gratitude and humility' as he visited the site with his French counterpart, Francois Hollande.

General Outline

- **Students** in Grade 11 will be placed into teams and will come off timetable to take part in a "themed event" involving various IB subject groups.
- **Teachers** involved in the event will provide a one-hour lesson investigating the positive and negative legacies of World War Two in relation to their particular subject specialism.



So this is how we're going to do it! No prior knowledge needed.



For example one team argued that the deployment of nuclear weapons by the USA not only led to a whole new school of drama in Japan, but also destroyed Europe's superpower status and thereby accelerated the rate of decolonisation in Africa and Asia!

pedagogical level, it provides a sharp focus and purpose to the induction period, helps students bridge the gap between Year 11 and the rigours of IB, and establishes meaningful links between the subject areas. It also provides a great way for students to get to know and work effectively with each other: we make a point of mixing the teams to ensure a good spread of new and established students.

In this way, by the end of the process everyone feels as if they have had the opportunity to integrate effectively and demonstrate through the presentation and the essay what they are individually capable of. The methodically-structured approach has helped certain students produce essays of a very high quality, since the presentational framework outlined earlier effectively provides a 'paragraph by paragraph' guideline. One of the best essays this year was produced by a student who has always regarded essay-writing as his weak point. The project taught him that the way forward was to break down the question logically and to make short, sharp but well substantiated arguments.

Colin Carbert, head of physics, summed up from his point of view how much this activity contributed to what in broad terms could be described as 'care of the IB student'!

It is important that future physicists learn, as well as subject knowledge and skills, the historical context of scientific research. Scientific involvement in, for example, climate change, weapon manufacture and earthquake readiness have taught us all that our actions have consequences. Our students are now better prepared in seeing the global view of their finite studies. This sits perfectly with the International Baccalaureate's ideas on the Theory of Knowledge and internationalism.

Students from different branches of science learnt the importance of collaborating and sharing ideas. Each had a unique view point that they had the opportunity to share.

This was a fantastic way to begin the IB programme, showing how it is fundamentally different from the way in which they had previously studied and to force upon them that they were now required to think critically for themselves and take responsibility for their own learning.

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And this model is one which is now being followed in other schools following the publication of our event in the International Schools magazine.



Q. What's this?

A. Barrage balloon (explain)

Timetable & Groups



Students refer to the sheet at this point, just to make sure they're clear where they're going and what they're doing.



What's this? Where? When?

(V2 rocket attack on London, 1944 – could stress here how Eisenhower made it a priority to capture these bases and their scientists and that Werner von Braun was the man who developed the 1969 moon rocket!).

Similar good/bad analysis of atom bomb could be brought in too – harnesses atomic power, but also its destructive capabilities.

Outcome

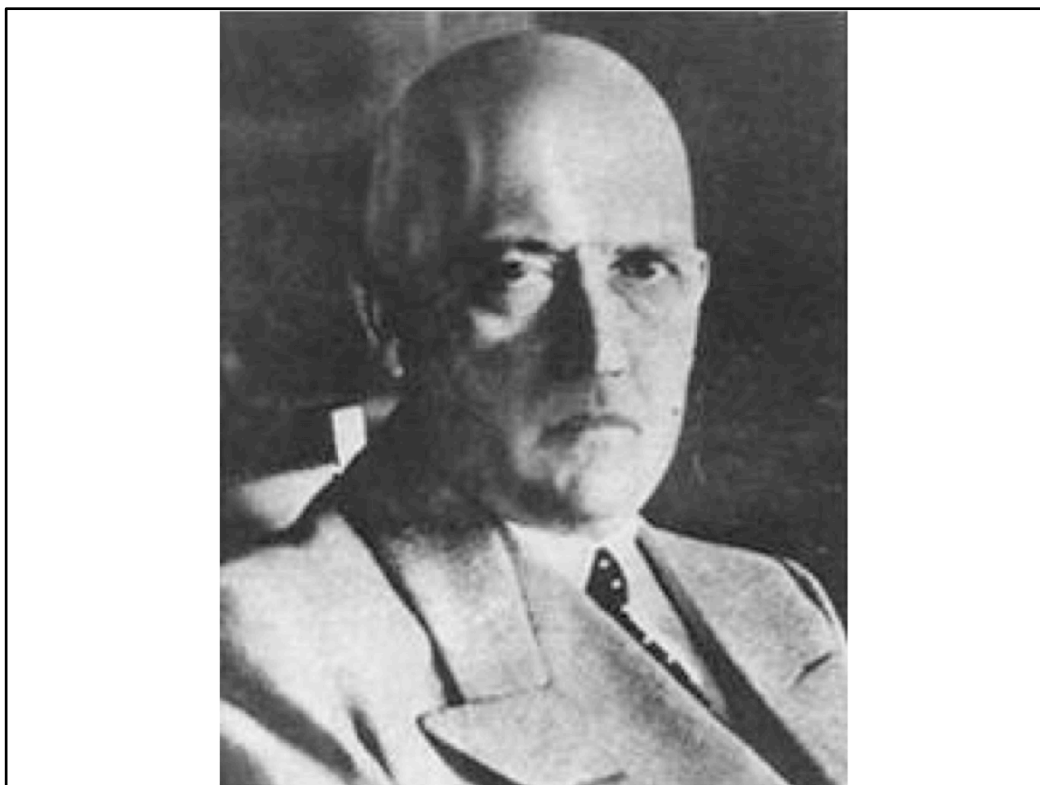
- **Co-ordinators** involved in the event will then help each team of students tie these various lessons together in an overall thesis which forms the basis of a debate.
- Each group will deliver their presentation to staff who will judge the overall winners.
- Students will then produce an independent project in the format of their choice.
- **Then into teams for the timeline challenge. Warm up picture round about to follow!**



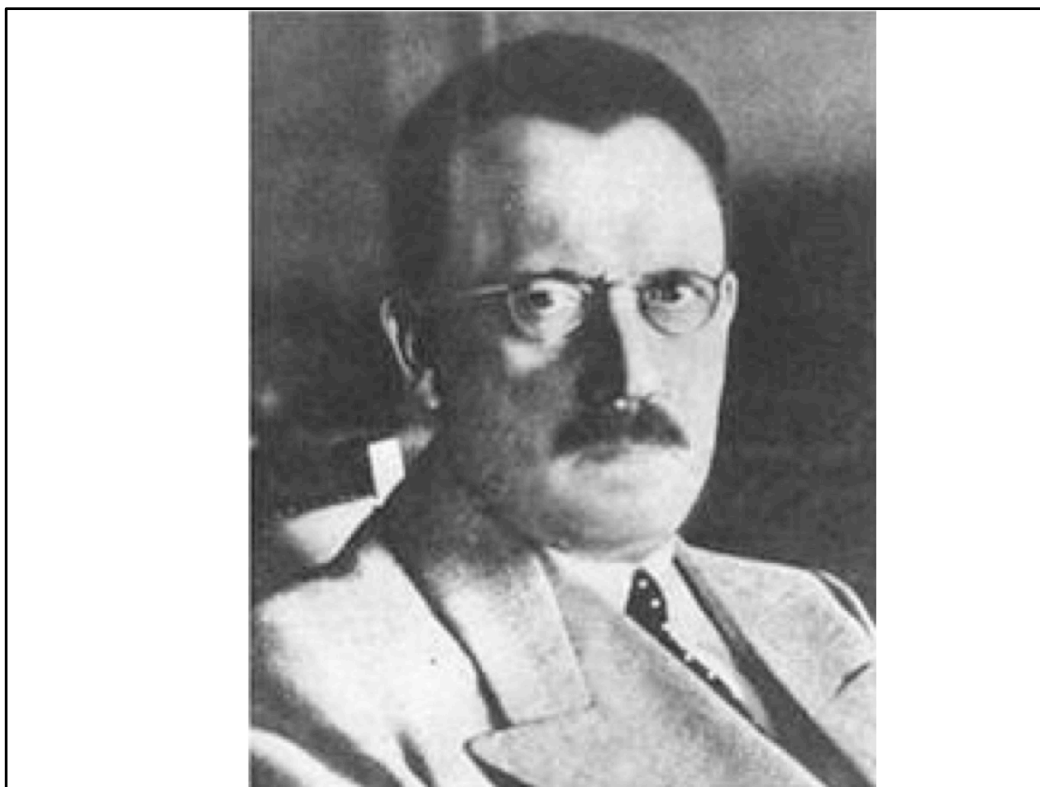
Follow this with the factual test;

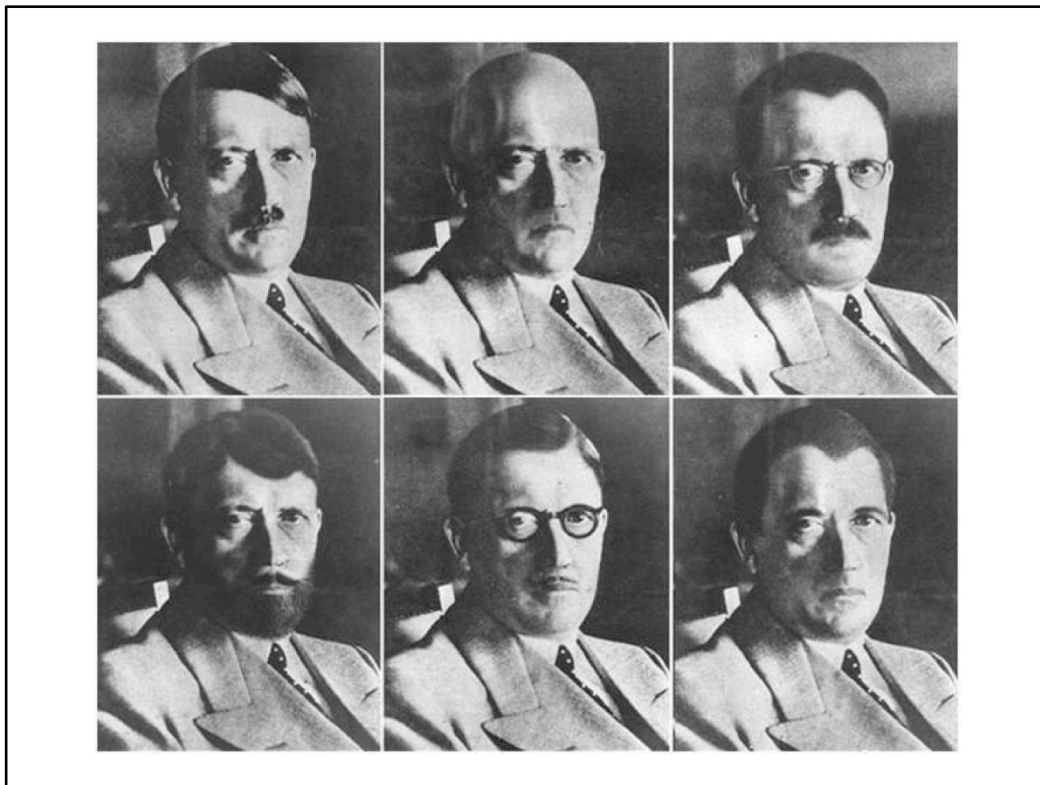


Can students identify who this is from this photo and the ones that follow?









U.S intelligence gave soldiers this to help them identify Hitler if he tried fleeing at the end of the war!