## Teaching notes and ideas

### Name of resource: WW2 allies and enemies

<table>
<thead>
<tr>
<th>Age group(s)</th>
<th>Subject(s)</th>
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<tbody>
<tr>
<td>8 to 11, 12 to 14</td>
<td>History</td>
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<table>
<thead>
<tr>
<th>Topic</th>
<th>Language Level</th>
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<tr>
<td>World War II</td>
<td>Beginner / intermediate</td>
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### Description of resource
- WW2 leaders flashcards
- Flag flashcards
- Connect 4 game board
- Connect 4 cards
- Graphic organiser
- Completed graphic organiser

### Preparation needed

**You will need:**
- One set of flashcards for each group of 2 – 3 learners
- One A3 copy of the graphic organiser for modelling and one A4 copy for each targeted learner
- One Connect 4 game board and set of Connect 4 cards for each pair of learners (or 4 learners if they are playing in two pairs)

**You will need to:**
- Make flashcards by printing the PowerPoints out as two-to-a-page (recommended) or 6-to-a-page handouts, then laminate and cut them out.
- Photocopy graphic organisers as required, plus a few copies of the completed graphic organisers so learners can check their own work.
- Print out the Connect 4 board and cards as required. Laminate both then cut out the cards leaving the game board intact.

### Curriculum objectives
- To identify which countries were allies and which countries were enemies in WW2
Language/Literacy objectives

<table>
<thead>
<tr>
<th>Functions</th>
<th>Structures</th>
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<tr>
<td>Contrasting</td>
<td>Compound sentences</td>
</tr>
<tr>
<td></td>
<td>Connectives: but, and</td>
</tr>
<tr>
<td></td>
<td>e.g. England was an ally of Russia, but an enemy of</td>
</tr>
<tr>
<td></td>
<td>Germany.</td>
</tr>
<tr>
<td>Justifying</td>
<td>I think it goes here because…</td>
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<tr>
<td></td>
<td>It might go here….</td>
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Vocabulary

- allies, enemies, leader
- Names of countries: France, Germany, Great Britain, Italy, Japan, Russia, United States.

This resource could be used:
- whole class
- as differentiation within class
- one to one or small group

Ideas for using the resource

What to do
- WW2 leaders flashcards: Six learners are selected and each one is given one of the leaders cards. The teacher sorts them into two groups, one with America, Britain and Russia and the other with Germany, Italy and Japan. The cards can also be used in a pairs game (Pelmanism) game to support learners remembering the names of the leaders. You will need two copies of the cards, or you can use a set of WW2 leader cards and a set of flag cards. The cards are placed face down on a table. Learners take it in turns to turn over two cards. If they match they keep the pair. The winner is the person with the most pairs at the end of the game. These activities could also be carried out in the first language.
- Allies and enemies connect 4: This collaborative game is for two learners. Alternatively, it can be played with two teams formed of two players each who work together. Each learner or team is given enough tokens to cover more than half the board. The first learner picks up a card. The card will show a flag representing a country and will say if they are looking for an enemy or an ally of this country. The learner looks for a picture of a leader that applies to the criteria on the card (e.g. If the card says ‘enemy of Great Britain, they could
select the square on the board with the picture of Hitler, Mussolini or Tojo). They place a token on that square. Play then goes to the other learner who goes through the same process. If a player is unable to identify a square that meets the criteria they miss a turn. The winner is the player who covers four squares in a straight line (horizontal, vertical or diagonal).

✩ Allies and enemies graphic organiser: After using the allies and enemies leaders flashcards and/or playing the connect 4 game, learners work in pairs to complete the graphic organiser. This can be checked against the completed version. The teacher then models using the graphic organiser to compare enemies and allies, e.g. ‘Japan was an enemy of America but an ally of Germany.’ Learners then use the graphic organiser to state their own comparisons. The teacher then models how to use the patterns to write sentences using the patterns at the bottom of the graphic organiser. Learners then work independently to write sentences using the patterns.

Other ideas for making the best use of this resource

✩ The WW2 leaders flashcards could be used to play a ‘Who am I?’ game where learners are given a card to stick on their forehead with blutak without looking at it and they have to guess who it is by asking people questions. E.g. Am I an ally of Germany? This would work best with the smaller versions of the flashcards (i.e. made with 6-to-a-page handouts).

✩ Alternatively, the flashcards could form the basis of a barrier game where learners take it in turns to choose two WW2 leaders and their partner has to guess who they are by asking questions. E.g. Are they enemies or allies? Does one of them come from Russia?

Possible extension activities

Learners could work in six groups, each doing a mini research project about the six WW2 leaders featured in this resource. They could find out a bit more basic information about that person, e.g. full name, dates of birth and death and add that to the information they already know (country they were leader of, flag, allies and enemies during WW2) and present that information on a poster.