

# Matching

Match the word on the left with its meaning on the right. Type the number of the word next to its meaning.

- |   |         |  |  |
|---|---------|--|--|
| 1 | uniform | People who originally came from India to Europe; people who live a wandering type of life. |  |
| 2 | recover | Clothing worn by a specific group of people.   |  |
| 3 | gypsies | To restore to a normal state.  |  |

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# Reading Passage

On August 31, 1939, Nazi officers took an unknown prisoner from one of their camps and dressed him up in a Polish uniform. They took him to a small town near the border of Poland and Germany and shot him. This made it look like Poland was attacking Germany. Hitler used this fake attack as an excuse to invade Poland the next day, September 1, 1939.

In order to make a quick attack, the Germans used a war tactic called "Blitzkrieg". This is a German word that means "lightening war". It was called Blitzkrieg because the attacks were very big and very sudden. The Germans attacked Poland quickly, using 1.8 million German soldiers and over 2,000 aircraft. Bridges, roads and air strips were bombed. Groups of Polish soldiers on the ground were attacked by machine gunfire from the air.



# Comprehension Questions

Number the following events from 1 to 6 in the order that they occurred leading up to World War Two.

- a) Great Britain and France issue an ultimatum to Hitler.
- b) March 1939, Hitler takes over all of Czechoslovakia.
- c) In 1933, Adolf Hitler becomes the leader of Germany.
- d) France and Great Britain agree to give some of Czechoslovakia to Hitler.
- e) World War Two begins on September 3, 1939.
- f) August 31, 1939, a prisoner dressed like a Polish soldier is shot on the border of Poland and Germany.

/6

# Marking Rubric

Name:

Marking Rubric

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Concepts</b>	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
<b>Responses to the text</b>	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
<b>Analysis of Concepts</b>	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
<b>Application of Concepts</b>	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score =  /40